

Chair Zerbe called the meeting to order at 3:04 pm on Tuesday, December 3, 2013, in Nelson Hall East, Room 102 (Goodwin Forum). A quorum was present.

Members present: Abell, Alderson, Blake, Bruce, Cervantes, Creadon, Dye, Eschker, Fulgham, Geck, Gold, Grabinski, Karl, Meyer, Mola, Moyer, Pierce, Shaeffer, Shellhase, Snyder, Stubblefield, Tillinghast, Virnoche, Wrenn, Zerbe.

Members absent: Braithwaite, Lopes, Richmond.

Guests: Ayoob, Burges, Nuhfer, Harrington, Zechman.

1. Announcement of Proxies

Gold for Ortega, Fulgham for Thobaben, Eschker for Gold (if needed).

2. Approval of and Adoption of Agenda

M/S/P (Bruce/Cervantes) to approve and adopt the agenda.

3. Approval of Minutes from the Meeting of November 12, 2013

M/S (Creadon/Dye) to approve the minutes from the meeting of November 12, 2013 as written. Motion PASSED with two Abstentions.

4. Reports, Announcements, and Communications of the Chair

Requests for budget augmentations were discussed at the most recent OAA Working Group meeting.

Chair Zerbe will be attending a meeting of the CSU campus senate chairs later this week and asked if anyone had issues or questions they would like to see addressed, to please send them to him via email.

5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members (Written reports included in packet)

Appointments and Elections Committee (AEC) (Alderson): The Committee is getting ready to send out a call for nominations for the General Faculty election which will be held early in the spring semester.

University Resources and Planning Committee (URPC) (Eschker): The Committee continues to grapple with the numbers and try to make sense of the budget and collected information needed to inform the budget.

Faculty Affairs Committee (FAC): A written report is included in the packet. It was clarified that the mention of meeting with the IUPC chair is a typo; it should be the UFPC chair.

HSU Labor Council (Tillinghast): The Council met and discussed the presidential search process and concerns were expressed about the fact that presidential candidates would not be visiting the campus during the search process. Members of the Council feel that the Chancellor's explanation of why the policy was changed is inadequate.

Chair Zerbe encouraged everyone to offer feedback through website for the presidential search. The deadline for feedback was extended.

Academic Affairs (Snyder): The OAA Working Group is looking as budget augmentations and will be deciding on what to submit to the University at its next meeting. A new Advising Working Group is being formed; this will be discussed later on the agenda.

Student Affairs (Blake): This Friday, Dr. Larry Roper, Vice Provost from Oregon State University, will give a presentation on "Who Owns Community" in Good Forum. Next week there will be open forums for three candidates for the Registrar position. A reception honoring December graduates will be held in the College Creek Great Hall. Associated Students President Jacob Bloom has resigned and Forust Ercole will be assuming the AS presidency.

6. Consent Calendar from the Integrated Curriculum Committee (ICC) – December 3

An error on item #12-076 was noted: the number of WTUs will be two, not one, as it states on the form. The form will be corrected.

The following consent calendar items from the ICC were approved without objection:

- 12-076 EMP 510: Human Dimensions of Natural Resources
- 13-025 MBA Program Change--Strategic Sustainability
- 13-026 MBA 605 Strategic Sustainability
- 13-027 MBA 600 International Economics COURSE CHANGE
- 13-028 MBA 610 Data Acquisition/Analysis/Presentation COURSE CHANGE
- 13-029 MBA 620 Managerial Accounting COURSE CHANGE
- 13-030 MBA 630 Marketing Management COURSE CHANGE
- 13-031 MBA 650 Designing Effective Organizations COURSE CHANGE
- 13-032 MBA 675 Social Environment/Ethics COURSE CHANGE
- 13-033 MBA 679 Policy/Strategy COURSE CHANGE
- 13-034 MBA 640 Managerial Finance COURSE CHANGE
- 13-044 INTL 100 Thinking Critically about Globalization NCP

13-080 REC 310 Recreation for Special Groups
13-124 PHYX 340 Math and Computational Methods
13-131 PHYX 360 Physics of Stars & Planets
13-132 PHYX 361 Galaxies and Cosmologies
13-245 FISH 260 Fish Conservation and Management
13-267 PSCI 377: Model United Nations II
13-268 PSCI 376: Model United Nations
13-269 Political Science Major
13-303: FREN 324: Introduction for Language of Intensive French Language: Regional Studies
13-304: FREN 326: Culture and Civilization: Regional Studies
13-319 TA 480: Special Topics in Theatre Arts - change C-class from C-5 to C-12.
13-351 FOR 400: Forestry in Modern Society
13-344 CHIN 112 Chinese Level II
13-345 CHIN 112 Chinese Level II
13-346 CHIN 113 Chinese Level III
13-347 CHIN 113L Chinese Level III
13-348 CHIN 207 Chinese Level IV
13-349 SPAN 108 Level III Heritage Speakers
13-350 SPAN 208 Level IV Heritage Speakers

7. Review of Online Voting Procedure for Approval of Final ICC Consent Calendar

The final meeting of the ICC will be on December 10 and the final consent calendar items will be forwarded to senators following the meeting. The deadline for reviewing and approving the final consent calendar will be Wednesday, December 18. If any items are pulled off the consent calendar, they will not make it into the next catalog.

8. TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community (Open Forum Procedures)

There were no speakers for the Open Forum.

9. Approval of Final Graduation List for Fall 2013 – distributed via email

M/S/U (Fulgham/Thobaben (by proxy)) that the University Senate of Humboldt State University accept the final graduation list for Fall 2013 and recommend the graduation of all persons whose names are on that list subject to the provision that any student whose name is on the list and who has not fulfilled the requirements for graduation, will have her or his name removed from the list and that student shall not graduate.

M/S/U (Fulgham/Thobaben (by proxy)) to make this an Emergency Item for immediate transmittal to the President.

10. TIME CERTAIN: 3:35 PM – Discussion of Draft GE Student Learning Outcomes (Elisabeth Harrington, Chair, GEAR Curriculum and Assessment Committee)

A handout, “GEARing up for success” was distributed to senators. The handout includes a brief overview of the process and two sets of draft outcomes: 1) Draft HSU Baccalaureate Outcomes and 2) Draft GE Outcomes. Following this presentation to the Senate, the GEAR Committee will begin a listening tour, to vet both sets of outcomes with the campus community. The drafts will be revised as necessary and the Committee hopes to submit a final version by the end of February 2014.

It was recognized that senators had not had enough time to read and study the document, but it was noted that it is being offered as a progress report; it is not an action item for the Senate. The Committee is ready to proceed with talking to departments and considers itself still at the information gathering stage.

Discussion:

Q: Is there a common theme in how the proposed outcomes differ from current outcomes? A: For GE, the proposed outcomes are reasoning-based, rather than content-based. The single unifying element is the tracking of reasoning skills.

Q: The reduction of the number of GE learning outcomes is appreciated. Were faculty members from each area involved in crafting these outcomes? Q: Yes, the members of the Committee are representative of the faculty. In addition, the Committee will now be going to each department and asking for feedback.

Q: Will the draft Baccalaureates outcome replace the current set? A: Yes.

It was suggested that it would be useful to provide a visual comparison of the two sets of outcomes so everyone can see what has changed.

Q: In terms of time to graduation and student success, it looks like a more complex set of GE outcomes is being created than what is actually required by the CSU. Are we doing more than we need to? A: The goal is to expand the definition of critical thinking. The Committee is cognizant of not wanting to increase units or make GE any more complicated.

Q: Institutions and DCG are not mentioned; are there plans for changes there as well? It would be helpful to see a draft catalog description to better understand the vision behind all of this.

One way to envision it is that the Baccalaureate learning outcomes become more important, i.e. each major must meet the outcomes. It gives each program its own path through GE.

Two concerns were raised: 1) It is not clear why the focus of GE is on the major. If HSU were a campus of 35,000 students it would make more sense. HSU is too small and there are not enough majors in some departments to warrant this. A broader based disciplinary approach (humanities, etc.) would be better; 2) It needs to be clear that while the department may

propose GE courses, it does not make the final decision. Decisions will be based on cost and other factors.

Senators were encouraged to think in terms of adapting what is currently being done and proceeding in a new direction using a new conceptual framework, rather than trying to overlay the current 'crazy-quilt' course approach.

It was noted that "Life Science" is missing under Area B on page 6. It was suggested that terminology be used consistently throughout the document.

Q: What will happen after the Committee conducts its listening tour with departments? A: The Committee will use the input to revise and re-submit the lists of outcomes to the ICC, and then they will be forwarded to the Senate. The Committee is also putting together recommendations for implementation to be ready in February. The conversations will begin with departments to see how they want to begin. Ideally, there would be new course proposals by the end of next year (2015).

Q: Why are Institutions and DCG not included in this document? A: Decisions have not been made yet about what to do with DCG and the Committee will try to incorporate it back in as soon as possible. It was easier to start with areas that were already clearly defined.

It was suggested that the document acknowledge that these two areas are missing so it doesn't appear they've been forgotten.

It was noted that special issues for transfer students still need to be addressed.

It was suggested that before the document is distributed to departments for discussion, that it be revised to include the remaining draft student learning outcomes. Some of them have different outcomes for lower and upper division and it would be a good opportunity to clarify what is lower and upper division.

Q: Some of the elements from the Executive Order do not appear in this list of outcomes. Will the Committee be getting feedback and expecting to expand some of these? A: Yes – the Committee began with what if felt was absolutely essential and will consult with departments early next semester.

It is hoped that the process itself will be useful to everyone, in terms of discovery and learning, regardless of what the final outcomes look like.

11. Resolution on Faculty Awards Committee Description in Faculty Handbook (#15-13/14-FAC) –Second Reading

Resolution on Faculty Awards Committee Description in Faculty Handbook
#15-13/14-FAC – December 3, 2013 – Second Reading

RESOLVED: That the University Senate of Humboldt State University approves the below changes to the "Faculty Awards Committee" description found in the *HSU Faculty Handbook*, Section 800, "Committees, Councils, Associations and Boards:"

FACULTY AWARDS COMMITTEE

Duties: The committee ~~is appointed to select the nominees-~~ reviews applications for the following HSU awards: Excellence in Teaching, Scholar of the Year, Outstanding Service Award, and Outstanding Professor.

The Committee will select at most one awardee in each category. Given the pool of nominees, the Committee may vote to forego a selection in a given category. The Committee shall make its decisions based on a simple majority vote. When appropriate, the Faculty Awards Committee may encourage nominees to resubmit their materials the following year.

The ~~C~~committee reports its selections to the University Academic Senate at the last meeting in February. ~~its nominations during the Senate's first March meeting of the academic year in which the awards are to be presented.~~ Upon receiving the recommendations ~~nominations~~ of the Faculty Awards Committee, the Academic University Senate ratifies the awards by a vote of two-thirds ~~2/3~~ of those present, and forwards its recommendation to the President. ~~for conferral.~~

Linked Responsibilities of Awardees and Other Offices:

~~On behalf of the University, t~~ The President confers awards honored in a ceremony open to the public. Announces the recipients to the campus community. Recipients of the awards will have the opportunity to engage with the campus community by giving a public lecture or performance or a different activity of their choosing. ~~present a public lecture or performance, and t~~ The awards carry a stipends, the amount of which is determined by the Office of the President. from the Humboldt State University Foundation and the Division of Academic Affairs. ~~(Committee description revised by Academic Senate Resolution #16-08/09-FA (Revised))~~

~~Co-Chair:~~ The Committee shall select its chair from its membership. The University President or designee, and the most recent recipient of the Outstanding Professor Award, or in the absence of such a recipient, the more highly ranked or experienced recipient of the Excellence in Teaching or Scholar of the Year Awards.

Type: Ad Hoc Committee of the University Senate

Meetings: Two to three times ~~per year~~ in February.

Membership: Four members of the faculty (two of whom are previous recipients of one of the awards) appointed for one-year terms by the Senate Appointments and Elections Committee, the Provost, and one student appointed by the Associated Students. Emeritus faculty members are eligible to serve. In addition to the co-chairs, three members of the teaching faculty (two of whom are previous recipients of the Outstanding Professor Award) appointed for one-year terms by the Senate Appointments Committee, and one student appointed by the Associated Students.

Rationale:

Duties & Membership - The awards committee requested that we make formal provision to allow “not” making an award in a given year. In addition, the committee suggested including a provision of a decision rule (i.e. “simple majority vote”) to guide the committee through difficult decision situations.

We made the Provost a permanent member and removed the language of Provost as the President’s designee to address oddness of a designee making a recommendation to the President. Keeping the Provost as a member allows more collaborative work between administration and committee process.

Also regarding membership, it has sometimes been difficult to identify faculty members to serve. The changes allow more flexibility in faculty membership. Other changes reflect most recent practices and titles.

Linked Responsibilities of Other Offices - Broadens venues and modes for sharing with campus community beyond the traditional public lecture/performance.

Senator Virnoche noted the few changes made to the resolution following the First Reading, including putting the Provost and a student back on the committee and allowing emeritus faculty members to serve on the committee.

There was no discussion. Voting occurred and Resolution #15-13/14-FAC PASSED unanimously.

12. Resolution to Establish Voting Procedure on the Constitution of the University Senate of HSU for Spring 2014 (#20-13/14-AEC) – First Reading

M/S (Bruce/Tillinghast) to place the resolution on the floor.

Resolution to Establish Voting Procedure on the *Constitution* of the University Senate of HSU
for Spring 2014
#20-13/14-AEC – December 3, 2013 – First Reading

RESOLVED: That the University Senate of Humboldt State University approve the attached “Voting Procedure on the *Constitution* of the University Senate of HSU for Spring 2014.”

RATIONALE: *The amendment process in the Constitution tasks the Appointment and Elections Committee (AEC) to “establish procedures for voting on the amendment” that are then approved by the Senate. With no clearly defined electorate listed in the Constitution, the AEC, in consultation with the Constitution and Bylaws Committee, addresses this in the attached procedure. This procedure aims at practicality while considering the spirit of inclusivity of the Senate.*

From the Constitution:

9.0 Amendments

Amendments to this Constitution shall be initiated by a majority vote of the Senate after having been presented at the previous meeting. The Senate shall direct the Appointments and Elections Committee to conduct a vote on all proposed amendments. The committee shall establish procedures for voting on the amendment. These procedures shall be approved prior to the vote by a majority vote of the Senate. An amendment shall be adopted by an affirmative vote of *no less than 51%* of those voting.

Senator Bruce reported that the proposed process for amending the Senate Constitution has been discussed with the Appointments and Elections Committee and is presented to the Senate for approval.

There was no discussion.

13. Discussion item: Advising Reform and the Role of the Senate

The Provost distributed a handout with a draft of the proposed Advising Working Group. An advising group was put together last year. A new group is being formed that will look at academic, career, and co-curricular advising. A lot of advising occurs on campus and there are also several different systems in place (DARS, Early Alert, etc.). It will be the task of the Working Group to identify all of the ways in which students are advised, who does the advising, and the order in which advising is done. The Working Group is charged with developing an overall and comprehensive plan for advising to coordinate advising across campus. The Working Group will keep the Enrollment Management Working Group, the University Senate, and department chairs informed on its progress. Implementation of the plan will begin in Fall 2014.

Discussion and comments:

The proposed membership does not include enough faculty who advise in the academic area.

The Provost stated he would be happy to include a student on the working group, if Associated Students will forward a name to him.

The Working Group will review all existing documents, forms, and policies related to advising.

The proposed membership of the Working Group is mostly administrative. Engagement with academics involved in day to day advising of students was encouraged.

The number of administrators can be reduced and more faculty can be added to the Working Group. The Provost noted that advising may be proceeding in a more automated direction and there is a need to think conceptually about how faculty can be most effectively utilized and how to distribute the workload most appropriately. Paths will be developed for students and intervention provided as needed. The faculty role may become more one of a mentor.

There is a distinction between advising and mentoring. If this plan is covering both, it would be good to make that explicit.

It would be helpful to include someone who does RAMP, EOP, or career advising on the Working Group.

It was suggested that the Working Group take the time to visit departments and gain a broad overview of how each department conducts and uses its advising, rather than relying on anecdotal evidence.

Retention and progress toward graduation metrics need to be developed and tracked and the Education Advisory Board (EAB) tool will allow this as well as provide information on who is doing what and how well. In addition, the EAB tool can help students choose more successful pathways and/or even the right major.

Advising should be thought of on a continuum and when all the pieces and parts are sorted out across campus, there needs to be trust that others will do their part.

Regardless of how well the system works, it will never be transparent to students. It is better for students to have one advisor.

Everyone who plays a role in the advising process must understand all the pieces and parts – there will be a lot of education required.

A good system will be intuitive enough to get most people to where they need to go. It was suggested a smartphone app would be useful; and it was noted that Chico has developed such a tool.

14. Discussion item: Revision of the “Guidelines for Approving New Degree and Credential Programs at HSU” (ICC/Moyer)

The recently approved interdisciplinary Leadership Studies proposal was the first of its kind; in that it involves Extended Ed (self-support) and is not associated with existing faculty at HSU. As the ICC worked through the proposal, questions were raised regarding how similar proposals would work in the future. In response, the ICC has proposed revisions to the existing “Guidelines for Approving New Degree and Credential Programs at HSU.”

New language was added at the end of Step Two (p. 3, #7) requiring oversight of a program by HSU faculty. As more programs move to the self-support side, thought needs to be given to the role of the faculty.

Discussion:

The new language only addresses the need for tenure-line faculty; the emphasis should be on faculty expertise. For example, if an interdisciplinary program involving three departments develops curriculum and it is approved by tenure-line faculty, rather than faculty with expertise, there is more possibility for the program to go down the wrong road. The oversight needs to be tied to faculty that have the disciplinary expertise.

Ultimately, a tenure-line faculty member must be responsible for the oversight.

Tenure-line faculty are given collateral duties to develop curriculum. If a program is built with non-tenure-line faculty, then the university needs to be able to pay them. Consider what happened with the new Leadership Studies program and what should happen in the future when there are no faculty on campus with the expertise needed.

Concern was expressed about offering courses branded “Humboldt” that are not taught by faculty on campus.

Care needs to be taken when making broad class distinctions. Faculty who are off-campus are still faculty and non-tenure-line faculty are still faculty. More convincing arguments for requiring oversight by on-campus, tenure-line faculty need to be made. Some campuses have self-support programs that don’t even go through the campus curriculum process. HSU doesn’t have a different set of standards for stateside programs at this point – all curriculum proposals go through the same process.

Q: Do degrees granted by Extended Education state that they are from HSU? A: Yes.

The Collective Bargaining Unit (CBA) contract for faculty does not cover Extended Education or Summer Session.

Curriculum is the purview of the faculty. If new programs are created with faculty who are not here or are nurtured along by administrators with some faculty expertise, what does “curriculum” mean – if the campus does not have anyone with the needed expertise?

Consider what makes an “HSU” degree, i.e., students achieve identified outcomes. Faculty, regardless of where they are located, are participating in the same assessment and review activities as faculty on campus.

Part of the issue has to do with social changes. How do off-campus faculty participate in the life of the campus community? Without that interaction, how is the intellectual environment of the campus enriched or the culture of HSU promoted?

A number of issues are being discussed. Fully self-supported online programs are aimed at specific populations of students. For example, the Leadership Studies program is aimed at students who would not be coming to the HSU campus, because of distance, etc. HSU could say ‘no’ to providing education for that population of students, but this would not be a good approach to take.

The meeting adjourned at 5:00 pm.

Final ICC Consent Calendar for the 14/15 HSU Course Catalog

The following items were pulled from the Final Consent Calendar for Fall 2013:

13-150 OCN 510: Zooplankton Ecology – New Course Proposal

A new graduate course intended for marine science oriented graduate students is proposed, which is an addition to the already existing class OCN 410: Zooplankton Ecology. Currently undergraduate and graduate students can enroll in OCN 410; however, including 1 extra unit to the lecture and lab portion of 410 in the form of a discussion that will facilitate the more rigorous assignments and reading loads expected of the graduate students is proposed for OCN 510. This will benefit graduate students by providing more depth of material and will also

benefit undergraduates as they will observe the 510 students' final presentations at the end of the semester. Lastly, there are few 500 level laboratory based courses available to graduate students in the marine science oriented programs.

Note: This proposal engendered a great deal of discussion and disagreement at the ICC. As part of her interactions with WASC and other state and national organizations, Vice Provost Jená Burges has been coming to understand that graduate coursework must be distinct from Undergraduate coursework. She feels that this proposal does not mesh with her evolving understanding of what is acceptable. The majority of the other ICC members felt that this course solidly satisfies the Guidelines that HSU currently has for Co-scheduled courses, and that proposals such as this should be approved until we develop a different clear policy on Co-scheduled Grad/Undergrad courses. The ICC voted to approve this course and send it to the Senate for approval, but our expectation is that the Vice Provost is likely not to approve it. (We have also directed the Academic Policies committee to begin work on Policy about Co-Scheduled Grad/UG courses.)

One further note: If this proposal SHOULD be approved by the Vice-Provost, the program will need to choose a different course number because OCN 510 is already in use. The ICC didn't bother to address this issue, because we expect the proposal will not be approved.

13-298, 299, 300, 310

13-298 ANTH 235 ACT TO END SEXUALIZED VIOLENCE

13-299 COMM 235 ACT TO END SEXUALIZED VIOLENCE

13-300 CRGS 235 ACT TO END SEXUALIZED VIOLENCE

13-310 PSCI 235 ACT TO END SEXUALIZED VIOLENCE

13-313 SOC 235 ACT TO END SEXUALIZED VIOLENCE

This is a C1 large lecture course. It is currently listed ES/WS 480, SOC 494, ANTH 485, PSCI 371, COMM 480. This course has been cross-listed by a number of departments since its inception. The current new course proposal maintains this history, and proposes assigning a permanent course number. It has been taught as an experimental course in the past. If approved all number designations will change to 235. The justification for this new course proposal consists of 2 arguments: 1. To meet a curricular need on campus; 2. There is a limit on how many times a special topics course can be offered. Typical enrollment in this class over the last 3 years has ranged from 57 to 88.

Note: The ICC was conflicted (and almost evenly-divided) about whether or not to approve courses with multiple cross-listings. We voted, and those in favor of approval won, so we are sending this forward to the Senate for approval. However, the Vice-Provost is opposed to cross-listing, so we expect that the proposal will not be approved.

Assuming that the Vice-Provost does not approve the proposal, the affected programs will be asked to select just one prefix for the course. At that time, the affected programs should also confirm that a lower-division course number is appropriate for this course, as several majors have been counting this course as an upper division elective. Even if the Vice-Provost says "no" to this proposal, we expect that the single version of this course should be able to be listed in the 2014/15 catalog.

The remaining items were approved without objection, via email.

10-356 Wildland Soil Science Minor Program Change
11-502 HSU Course Change - GEOL 308L Natural Disasters laboratory
11-504 HSU Course Change - GEOL 457 Engineering Geology
12-153 Coastal and Marine Planning Program Change
12-154 Coastal and Marine Planning Course Change
12-155 12-155 Coastal and Marine Planning Course Proposal
12-156 ENVS Environmental Policy Option Major Program Change
12-217 ENGL 406 Theory of Composition
12-218 ENGL 406L Technology in English
12-222 ENVS Ecological Restoration Minor Program Change
13-002 Business Administration Program Change to Management Option
13-003 Small Business Management
13-008 BA 379 Business Plan Development.
13-009 BA 417 Small Business Consulting.
13-020 Sociology 472
13-021 Sociology 482
13-022 Sociology 492 SENIOR THESIS,
13-023 SOC BA Program Change Suspend Courses,
13-054 KINS 474 Psychology of Sport and Exercise Add DCG - domestic designation.
13-058 JMC434, Broadcast News And Development
13-060 JMC416, Mass Communication Theory
13-062 JMC352, Media Programming and Critical Analysis
13-068 JMC316, Mass Media and Contemporary Society
13-069 JMC312, Women and Mass Media
13-070 JMC234, Broadcast News Writing
13-071 JMC232, Technical Writing
13-059 JMC427 Advanced Multimedia News Workshop – New course
13-064 JMC330 International Mass Communications
13-065 JMC327 Multimedia News Lab to Multimedia News Workshop
13-066 JMC324 Magazine Writing to Advanced News Writing
13-067 JMC320 Specialized Reporting to Advanced Reporting
13-072 JMC155 Intro to Radio Production to Intro to Audio Production
13-073 JMC125 Introduction to Journalism Tools – new course
13-074 JMC116 Intro to Mass Communication
13-076 JMC BA Program Change - Core
13-077 JMC BA (Media Studies) – Delete Option
13-078 JMC BA (Broadcast News) – Delete Option
13-083 AIE AMERICAN INDIAN EDUCATION MINOR
13-090 Religious Studies Program Change
13-091 RS 107 Religion in America NEW COURSE PROPOSAL
13-111 Art Education Program Change
13-116 CRIMINOLOGY & JUSTICE STUDIES
13-118 Music Program Change – Music Education Option

- 13-148 SOC BA Program Change (Core)
- 13-149 SOC 431 Juvenile Delinquency Course Change
- 13-151 Geology BA Major
- 13-166 EDUC MA Program Change
- 13-167, 168, 169, 170, 380 EDUC MA Program Change
- 13-193 MATH 340 NUMBER THEORY Course Change
- 13-226 KINS GE Upper Division Area B
- 13-238, 239, 240 SOCIAL WORK
- 13-241, 242 Social Work BA Program Change
- 13-253 Music 453 Career Skills for Musicians
- 13-254 Music Performance Program Change
- 13-255 Music Studies Program Change
- 13-301 New Course Proposal: FILM 260: Film Festival
- 13-305 HSU Course Change - NAS 310 Native American Literature
- 13-306 HSU Course Change - NAS 311 Oral Literature and Oral Traditions
- 13-314 SPAN 313 Spanish Peer Tutoring NEW COURSE PROPOSAL
- 13-315 SPAN 315S Field Experience: Teaching Spanish as a Second Language
- 13-316 SPAN 408S Field Experience: Translation and Interpretation
- 13-321 FILM Program Change
- 13-322 New Course Proposal: FILM 455 C
- 13-332 - HSU Course Change - NAS 360 Tribal Justice Systems
- 13-333 HSU Course Change - NAS 392 Native American Film
- 13-340 TESL Minor for the MA Program Change
- 13-341 Minor in Teaching English as a Second Language Program Change
- 13-342 English MA Peace Corps Emphasis Program Change
- 13-358 ENGR 313 Systems Analysis COURSE CHANGE
- 13-359 Environmental Resources Engineering Program Change
- 13-361 ENGL 102 - Composition and Rhetoric
- 13-363 FILM 425: Film Directing and Production Processes
- 13-364 Economics Program Change
- 13-366 ECON 550: Economics of Energy & Climate Policy
- 13-367 KINS 695: Directed Field Experience
- 13-368 PHYX 106 - College Physics: Mechanics and Heat
- 13-370 CS 111 - Computer Science Foundation
- 13-371 Math 105: Calculus for the Biological Sciences and Natural Resources
- 13-372 Math 109 - Calculus I
- 13-373 Math 253: Discrete Mathematics
- 13-374 Math 301: Mathematics & Cultural-Historical Perspective - change pre-req from Math 115 to Math 114 or Math 115.
- 13-375 STAT 109 - Introductory Biostatistics
- 13-376 STAT 333: Linear Regression Models/ANOVA
- 13-377 PSYC 692: School Psychology Portfolio Project
- 13-378 PSYC 783: School Psychology Practicum
- 13-379 PSYC 784: School Psychology Internship
- 13-386: English, Literary Studies Option, eliminate ENGL 406L.
- 13-387: English, Teaching the Language Arts Option

Information Item/ ICC Report

The ICC *did not* approve the following proposals:

13-232 CRIMINOLOGY 472 PROSEMINAR Course Change

It appears that Criminology and Justice Studies (CJS) wishes to cross list this class in the respective catalog sections as CRIM472/SOC 472 for CJS, and SOC 472/CRIM 472 for Sociology. Though a new major, CJS is housed in the Sociology department. The justification given is that assessment and national research recommends scheduling the Proseminar, which develops a career plan, earlier in a student's academic career (formally this was a senior level class, see 13-020). This course has been successfully piloted as SOC 494 Professional Development Workshop. This course change does not increase SCU/WTU, units in the major, or time to graduation.

13-233 CRM 482 INTERNSHIP Course Change

It appears that Criminology and Justice Studies (CJS) wishes to cross list this class in the respective catalog sections as CRIM482/SOC 482 for CJS, and SOC 482/CRIM 482 for Sociology. Though a new major, CJS is housed in the Sociology department. There is also a proposed change in the prerequisites. Currently prerequisites are CRIM 410, SOC 382 and Junior standing or above. Proposed prerequisites are CRIM 472 (Proseminar), CRIM 410, and SOC 382 and Jr. Standing or above. The change is the requirement of the proseminar prior to enrolling in the internship class. Given that CRIM 472 (the proseminar class) has been moved to earlier in the students career (see 13-020 & 13-232), CJS and Sociology wants to make sure that students complete the proseminar (CRIM 472) is completed in preparation for the internship class (CRIM 482).

The ICC felt that student could take these courses either as SOC or CJS and that cross-listing is not needed.