

**AGENDA:****Tuesday, October 29, 2013, 3:00-5:00 pm**

1. Announcement of Proxies
2. Approval of and Adoption of Agenda
3. Approval of [Minutes from the Meeting of October 29, 2013](#)
4. Reports, Announcements, and Communications of the Chair
5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members (Written reports included in packet)
6. Consent Calendar from the Integrated Curriculum Committee (ICC) – [October 29, 2013](#)
7. Consent Calendar from the Senate Executive Committee (One Item):
[Revision of Senate Standing Rule on Readings of Resolutions \(CBC\)](#)
8. TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community ([Open Forum Procedures](#))
9. Resolution on New Faculty Award: “Excellence in Service Learning” (#09-13/14-FAC) – [Second Reading](#)
10. Resolution on Online Administration of Teaching Evaluations (#13-13/14-FAC) – [First Reading](#) (note: this is a time sensitive item, therefore the second reading may be waived)
11. Resolution on Institutional Reporting and Safety Linked to Online Teaching Evaluations (#14-13/14-FAC) – [First Reading](#)
12. Action Item: [Revision of Senate Standing Rule on Process for Approving ICC Consent Calendar Items](#) (CBC)
13. Resolution on Administrative-Academic Probation Policy (#12-13/14-APC) – [First Reading](#)
[Attachment: Proposed Policy](#)
[Attachment: EO 1038](#)
14. Resolution on Revision of the ICC Constitution (#08-13/14-ICC) – [First Reading](#)
Attachment: [Proposed Revision](#)
15. Discussion Item: [Revision](#) to the “Guidelines for Approving New Degree and Credential Programs at HSU” (from ICC)

SUMMARY OF ACTIONS TAKEN AT THE MEETING ON October 15, 2013:

- Resolution to Clarify Term Lengths for the Constitution & Bylaws Committee Members (#03-13/14-CBC) – PASSED Unanimously
- Resolution to Fill Vacant Senate Seats in Special Election (#04-13/14-CBC) – Passed Unanimously
- Resolution on New Online, Self-Support MA Program in Applied Anthropology (#07-13/14-ICC) – Passed ; forwarded as Emergency Item ; [approved by Provost]
- Resolution on New Online, Self-Support Degree Completion Option in Leadership Studies (#11-13/14-ICC) – Passed ; forwarded as Emergency Item ; [approved by Provost].

Information about the University Senate is available online at: www.humboldt.edu/senate. Agendas, Packet Materials, Formal (Approved) Minutes, and approved Resolutions are available on the website. Questions? Contact the University Senate Office (x3657 or merry.phillips@humboldt.edu).

Chair Zerbe called the meeting to order at 3:00 pm on Tuesday, October 1, 2013, in Nelson Hall East, Room 102 (Goodwin Forum). A quorum was present.

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

Members absent: Lopes, Richmond.

Guests: Cheyne, Burges, Ayoob, Glenn, Ferdolage, Lee, Bolick-Floss, Grenot, Hansen, Eichstedt, and others.

1. Announcement of Proxies

Gold for Ortega.

2. Approval of and Adoption of Agenda

M/S/U (Bruce/Virnoche) to approve and adopt the agenda.

3. Approval of [Minutes from the Meeting of October 10, 2013](#)

M/S/P (Mola/Eschker) to approve the minutes from the meeting of October 10 as written.

4. Reports, Announcements, and Communications of the Chair

Chair Zerbe's report was included with the written reports.

Professor Cheyne announced that she has been asked by the Chancellor and the Board of Trustees (BoT) to serve on the (campus) Advisory Committee to the Trustee's Committee for the Selection of a President. According to the policy, it is the privilege of the Chancellor and the BoT to make appointments of special members to the campus committee. She clarified that her appointment is not as a faculty representative of HSU, but as someone who is representing a broader perspective. If she were to be appointed as Faculty Trustee during her service on the Advisory Committee, it would not be a conflict of interest.

Chair Zerbe welcomed newly-elected senator, Professor Rock Braithwaite to the Senate.

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

Constitution and Bylaws Committee (Bruce): Senators were reminded that the proposed revision of the University Senate Constitution has been sent out for review. The deadline for comments was extended to Friday, October 25. There is a feedback form on the Senate website.

Faculty Affairs Committee (Virnoche): The Committee has begun reviewing the current course evaluation instrument and continues to work with Phil Rouse and provide input on the development of the electronic RTP process. The Committee on Faculty RTP Criteria and Standards has been appointed and will be chaired by Ben Marschke. A resolution on online evaluations will be forwarded to the Senate Executive Committee next week.

Integrated Curriculum Committee (ICC) (Moyer): The Committee met today and approved a large number of curriculum proposals. A revision of the ICC Constitution will be forwarded for the next Senate meeting.

Academic Senate CSU (Eschker): The ASCSU will be meeting in two weeks. It was noted that a number of other CSU campuses have passed resolutions similar to HSU's, requesting the appointment of a Faculty Trustee.

Associated Students (AS) (Bloom): Senator Bloom apologized for the lack of continuity in student representatives to the University Senate; the appointment process has proved to be challenging this Fall. He will have a designee appointed shortly. AS would like to see more campus autonomy for the presidential search process and a recommendation has been made for a student representative to the advisory committee. A task force is being formed that will look at all auxiliaries on campus (i.e., AS, UC, Advancement, etc.) with the goal of re-structuring as needed.

HSU Labor Council (Tillinghast): Union representatives have been discussing the upcoming retirement of Tom Manoli (Environmental Health & Safety Coordinator), recognizing that it is a crucial position for the campus in terms of addressing safety issues for students, staff, and faculty. It is felt that the university may put itself at risk for fines that would far exceed any cost savings resulting from merging the position with another. The Council will be meeting with Vice President Lopes to discuss these concerns.

California Faculty Association (CFA) (Shaeffer): The state assembly met last week. CFA hopes to begin bargaining on the new contract by January 1, 2014.

6. Consent Calendar from the Integrated Curriculum Committee (ICC) – [October 15, 2013](#)

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

- 11-478 - FOR 222: Forest Health and Protection
- 13-247 - PSYC 320: Applied Behavior Analysis
- 13-248 - OCN 275: Celestial Navigation
- 13-249 - OCN 366: Man's Use Marine Environment
- 13-250 - OCN 450: Field Problems
- 13-251 - OCN 460: Sampling Tech/Field Studies II
- 13-252 - OCN 480: Oceanography Seminar

- 13-262 - ART 251: Beginning Digital Photography
- 13-263 - ART 367: Intermediate Photography - Color
- 13-264 - ART 373: Illustration II: Motion Graphics
- 13-265 - ART 321: Intermediate Drawing
- 13-134: Course Change, PHYX 441 Electricity & Magnetism I
- 13-122: Course Change, PHYX 442 Electricity & Magnetism II
- 13-123: Course Change, PHYX 443 Electricity & Magnetism III
- 13-135: Course Change, PHYX 450 Quantum Physics I
- 13-136: Course Change, PHYX 451 Quantum Physics II

7. TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community

There were no speakers for the Open Forum.

8. TIME CERTAIN: 3:30-3:45 PM – Traci Ferdolage (AVP, Facilities) (Overview: Facilities Working Group happenings, Fulkerson Recital Hall, Summer Project Accomplishments, etc.)

A handout of the PowerPoint presentation was provide in advance and posted with the Senate packet materials online.

AVP Ferdolage reported on current activities and projects in Facilities Management. The Facilities Working Group, formed last spring, works closely together on projects for the campus. AVP Ferdolage shared information on projects completed over the summer and reviewed the CSU Capital Program Planning process. A draft procedure to guide decision-making for campus-approved projects has been developed.

Information and photos on the Fulkerson Recital Hall Project were shared. The total estimated cost for the project was ca. \$200,000. An informal funding request has been sent to the Chancellor's Office (CO); once costs are finalized, a formal request will be made. If the CO does not fund the project, the campus will need to find a way to pay for it. The exact cause of the problem is not known; it is an older building and the accumulation of seismic activity and seismic retrofit work may have contributed. It was noted that the Music Department was extremely grateful that the problem was found and for the speed at which the repair was completed. As a result of discovering the problems, all other buildings on campus have been examined for structural problems.

Current projects underway include Nelson Hall West Renovation, re-location of the Natural History Museum, Forbes Gymnasium Roof and others. There was a recent ground-breaking for the new, fully grant-funded, Marine Wildlife Care Center. Other projects that have been funded and are in the planning stages include renovation of the Depot, upgrades for the Health Center, and parking lot storm water retrofit and renovations.

Several buildings are slated for "monitoring base commissioning," which is looking at the original settings of the building, what the control system does, and making sure the sequence of operations is correct for the building performance needs. The purpose is to save money on energy costs as well as to service the existing systems. Savings will be realized by updating/replacing control systems, better zoning, and providing digital controls available via the internet.

Q: What is the timeline for the replacement of Science A? A: It is on the capital program list, but the problem is that currently there is no funding mechanism for this type and size of project. Traditionally, it would have been funded by voter bonds. The CO is working with the State of California to find a way to fund a capital program. Until a new pathway for funding academic buildings is available, the project will remain in the queue, but not at the top of the list. There was a clear message that high cost programs would not be funded, so HSU has strategically moved smaller projects forward in order to have a better chance of getting a project funded. The CO takes HSU's list in prioritized order. The campus needs to be strategic and prioritize buildings that will get funded. Science A is important, but not strategic at the moment.

Q: The issue of deferred maintenance was raised at the September BoT meeting. Where does HSU stand in terms of deferred maintenance? A: As of the end of last year, HSU had ca. \$88 million dollars' worth of deferred maintenance. Over 60% of the buildings on campus are 40 years old (or older). The CSU has renewed interest in finding ways to take care of aging facilities. HSU is one of the older CSU campuses.

Q: Why is the acoustical retrofit for Fulkerson Recital Hall not on the list? A: An acoustical study needs to be completed first.

Q: What was involved with the renovations of Siemens 116 and Gist Hall 215? A: The Siemens Hall classroom renovation was planned closely with departments (Business and Economics) to create a collaborative learning environment. It provides a progressive teaching environment and is being considered a pilot. It uses Mediascape technology and accommodates 28-32 students.

Gist Hall 215 was an old computer lab and has been renovated to create a computer lab which can also function as a Journalism lab.

Q: When is the seismic retrofit for the Library expected to happen? A: It is one of two seismic projects at the top of the list and it is getting closer to being funded.

Q: What are the long-range plans for parking? A: Major steps have been taken the last few years to structure parking so that it not only pays for itself, but has been able to set aside money for future expansion. There are certain parking lots with safety issues and grant projects will help address those. Since parking is self-funded, whatever is built also needs to be maintained. The CSU construction cost for a flat stall is \$3,600. Flat lots take up a lot of space, which the campus does not have. However, costs for a parking structure increase to \$15,000 per stall. The campus will need to continue to be aggressive about finding and using alternative transportation.

Q: Is there an update on the community garden? A: Work was done last year on planning and developing the community garden, but Facilities has not heard from the students who are involved with planting the garden.

9. Resolution to Clarify Term Lengths for the Constitution & Bylaws Committee Members (#03-13/14-CBC) – [Second Reading](#)

There was no discussion. Voting occurred and the resolution PASSED unanimously.

10. Resolution to Fill Vacant Senate Seats in Special Election (#04-13/14-CBC) – [Second Reading](#)

One change was made to the resolution as it appeared in the first reading. The word “delegates” in 12.43 was replaced with “elected senators.”

There was no discussion. Voting occurred and the resolution PASSED unanimously.

11. TIME CERTAIN: 4:00 PM – Resolution on New Faculty Award: “Excellence in Service Learning” (#09-13/14-FAC) – [First Reading](#)

M/S (Virnoche/Dye) to place the resolution on the floor.

Resolution on New Faculty Award “Excellence in Service Learning”
#09-13/14-FAC – October 15, 2013 – First Reading

RESOLVED: That the University Senate of Humboldt State University (USHSU) approves the addition of the faculty award “Excellence in Service Learning;” and be it further

RESOLVED: That for the 2013-14 award process, the Director of the Center for Service Learning and Academic Internships will serve on the Faculty Awards Committee. Thereafter, as is the practice of the Faculty Awards Committee, the past recipient of this award will serve on the Faculty Awards Committee.

Background

The proposal for this award was prepared by the Service Learning & Academic Internship Advisory Sub-committee: Dr. Rosamel Benavides-Garb, Dr. Jennifer Eichstedt, Dr. Claire Knox, and Annie Bolick-Floss and submitted to the President and Provost on May 24, 2013. The Provost forwarded the proposal to Faculty Affairs for review and consideration. The revised award description and criteria accompanies this resolution. If approved, this award would become the 6th award available for annual nominations. The faculty awards are as follows:

1. [Excellence in Teaching Award - Lecturer](#)
2. [Excellence in Teaching Award - Tenure-line faculty](#)
3. [Scholar of the Year](#)
4. [Outstanding Service Award](#)
5. [Outstanding Professor Award](#)
6. *Excellence in Service Learning (Resolution Proposed)*

Fiscal Impact

The addition of this award would increase the awards budget by approximately \$600: \$500 for the additional monetary award and \$100 to cover the university medal and plaque. Per a 2009 resolution of the Academic Senate, the Outstanding Professor receives a monetary award of \$1000 and other award winners receive \$500 (#16-08/09-FA (Revised) – March 10, 2009).

Rationale

The Center for Service Learning was established in 2000. Since its inception service learning pedagogy has been well established on this campus as a “high impact” teaching strategy. Well over 60 faculty members representing all three colleges have participated in the Service Learning Faculty Fellows Program- an intensive faculty development series focused on “best practices” and quality service learning course implementation. This award will recognize outstanding faculty members efforts to use service learning pedagogy for students success.*

*Drawn from Service Learning & Academic Internship Advisory Sub-committee memo

Discussion:

The addition of this award increases the number of awards to six. The Senate Executive Committee asked Faculty Affairs to consider the fiscal impact and that has been included in the resolution. The Faculty Affairs Committee supports the award. It is a great incentive for faculty to do well in an area that is important to HSU and that HSU has been recognized for.

Reasons given for opposing the addition of this award:

- It gives the impression that a certain kind of teaching is elevated above others. Many other ways of teaching are just as important. This could lead to an increase in more teaching awards.
- Two “excellence in teaching” awards exist already. This could lead to a plethora of other kinds of “excellence in teaching” awards. A line needs to be drawn. There are currently a sufficient number of awards.
- Increasing the number of awards makes each award less special. If the number of faculty awards is increased, there should be consideration of increasing the number of staff awards as well.
- A few of the CNRS faculty are not in support of the award. It was suggested that the award be supported through the Office of Service Learning instead.

Reasons given in support of the addition of this award:

- Other universities have all kinds of teaching awards. There doesn't necessarily need to be money attached to the award, if that is a concern. It is not a bad thing to increase the number of awards; they should be increased.
- The Service-Learning Faculty Fellows Programs requires a tremendous amount of work and commitment. It is important to honor the faculty members who make this effort. It is central and core to what HSU does.
- More recognition of faculty is better than less. There are other awards on campus, for example, the Student Disability Center has an Outstanding Professor Award. The idea that each awardee has to speak in Van Duzer smacks of “no good deed goes unpunished.”
- The institution has put resources into Service Learning. Fellowships have been created for faculty to learn this pedagogy. There is a difference from other types of teaching.

General Comments:

Q: How many S-designated courses are there on campus? A: About fifteen.

Professor Eichstedt spoke to the development of the award. Service Learning fits strongly with the mission and values of HSU. It is central to what it means to be at this university. It stands across the curriculum, e.g., it is a pedagogical method used across the university. Nationally, 53% of schools give

awards for some aspect of teaching/service learning. For many universities, this is a core piece of connecting with students.

The President's Office has been approached with suggestions for other awards, including rewarding efforts to diversify campus and innovative teaching methods. Both would fit across teaching disciplines. There is a statewide senate project to put up campus teaching awards on the CSU website. Some campuses have as many as nine or more awards. The Faculty Affairs Committee may want to work with the statewide senators to find out what kinds of awards are offered. There should be consideration given to consistency among the awards. Currently the awards include a financial stipend and the opportunity to lecture in Van Duzer.

A couple of ways to re-think the award were suggested: 1) have an award for innovative, non-traditional pedagogies, or 2) change the criteria for the existing awards to include extra credit for service learning.

Q: If there are going to be multiple awards, will members be added to the awards committee? A: A resolution will be forwarded from FAC re-defining the awards committee.

A package of awards is not being put before the Senate; it is one award singling out a certain type of teaching. All teachers work hard – this is not egalitarian.

Offering more awards is not a bad idea and this is not saying that Service learning is better than other types of teaching.

It might be beneficial to step back and take a look at all awards together. What benefits the campus? There are other places on campus where people are recognized.

The current "excellence in teaching" awards focus on categories of faculty; this award focuses on a type of teaching. A broader criterion based on the outcomes of teaching, such as student success, is the focus. The award needs to be considered from this perspective.

M/S (Fulgham/Abell) to request that the resolution be returned to the Faculty Affairs Committee (FAC) and that the FAC bring a more comprehensive proposal back to the Senate for a first reading.

Discussion of the motion:

- If the Committee does this, then it effectively eliminates the Service Learning Award from consideration.

A straw poll was requested and taken. The majority of senators who voted indicated they were inclined to vote no on approving the addition of the Service Learning award.

- It was suggested that the Committee discuss how to take a comprehensive approach to awards, for example, should some awards be given by smaller groups? It needs to be systematically thought-out.

Voting on the motion occurred and Failed with 10 Yes votes, 10 No votes, and 5 Abstentions.

The resolution will return to the Senate as a second reading.

12. Information Item: [Faculty Awards Nominations Process and Guidelines](#) (FAC)

The FAC worked with the Faculty Awards Committee to try and simplify the requirements and to make the faculty awards process more manageable. Changes from the existing document were noted.

Discussion:

Why does the Excellence in Teaching award require only student letters of support? In the RTP process, peer evaluations are considered more important. It was suggested it be changed to require “letters of support.”

Since the Outstanding Professor Award is comprehensive, shouldn't it require support in other areas than teaching?

The Service Learning Award should include teaching evaluations.

Q: Why are letters limited to three? If only three letters are allowed, then eliminate student letters.

A: A job application usually requires three letters and that requirement is considered sufficient.

The Outstanding Professor Award is not distinguished enough by what is required for documentation.

A recommendation was made that “up to five letters” of recommendation be the requirement for submissions for all faculty awards.

There was a motion to re-open the agenda and move to agenda item 13.

13. **Resolution on New Online, Self-Support MA Program in Applied Anthropology** ([#07-13/14-ICC](#))

M/S (Moyer/Gold) to place the resolution on the floor.

Resolution on a New Online, Self-Support MA Program in Applied Anthropology
#07-13/14-ICC – October 15, 2013

Resolved: That the University Senate of Humboldt State University recommends to the Provost that a new online, self-support MA program in Applied Anthropology and all associated curriculum forms (13-079, 13-139 to 147, 13-257 to 258) be approved.

Rationale: The ICC is convinced that a self-support, (mostly) online MA in Anthropology will be a good addition to HSU's curriculum.

1. The evidence for student demand is convincing, especially as there are relatively few Applied Anthropology degrees available on line.

2. In the opinion of both the ICC and an outside reviewer, the Curriculum is coherent and well-planned – with a required Field Experience (Internship) to give students hands-on activities in addition to the on-line coursework.

3. *The program will begin with a 5-week summer program on the HSU campus, during which students will complete two introductory courses (ANTH 670 and 671). This will enable the student cohort to get to know each other, and will also allow faculty to help students develop skills needed for successful on-line learning.*

After the summer program, full-time students will need three semesters to complete the degree, while part-time students are expected to be finished after 6 semesters. The degree requires ANTH 670, 671, 672, 673, 674, 675, 678, 679, and 690 plus 9 units of electives (3 of which must be from some field other than anthropology) for a total of 35 units.

Discussion:

Senator Moyer explained the requirements for the new Master's degree in Applied Anthropology. There are courses available online and the department is confident that students will be able to get the courses they need. The ICC felt the curriculum was well thought-out and planned. It was reviewed by an outside reviewer whose comments were addressed by the department. The demand is high enough to warrant establishing the new degree. Concerns about help desk hours needed for support are being addressed. A sufficient number of classes can be offered through eLearning so that it can be entirely self-support. If enough students do not sign up, the classes do not run. If that continues, then the program will be phased out. This will be forwarded to WASC for approval.

Discussion:

Q: Is there a mechanism in place for evaluating faculty during the summer program as well as a guarantee that faculty could sit in for peer reviews? A: A program review will be required, so faculty evaluations will need to be done.

Q: Will the program be overseen and endorsed by the Department of Anthropology? A: Yes.

Q: If students register and then drop out of the program, will it still run? A: Yes.

Q: Who will be teaching the courses? A: Faculty will be brought in. There is a good local pool of faculty.

Questions about contractual issues such as work load and compensation should be directed to the AVP for Faculty Affairs. There are differences on the bargaining side between summer and regular sessions.

HSU is not approving many new programs and graduate programs, in general, are expensive. HSU benefits from having graduate students, so it is worth thinking about how this benefits both the campus and the department.

One advantage of having graduate students is that they help mentor undergraduate students. The graduate students in this program will not be on campus.

Voting on Resolution #07-13/14-ICC occurred and PASSED with 12 Yes votes, 4 No votes, and 7 Abstentions.

M/S/P (Thobaben/Fulgham) to make this Emergency Item for immediate transmittal to the Provost.

14. **Resolution on New Online, Self-Support Degree Completion Option in Leadership Studies ([#11-13/14-ICC](#))**

M/S (Moyer/Fulgham) to place the resolution on the floor.

Resolution on Online, Self-Support Degree Completion Option in Leadership Studies
#11-13/14-ICC – October 15, 2013

Resolved: That the University Senate of Humboldt State University recommends to the Provost that a new online, self-support, degree completion option in Leadership Studies (LDRS) within the Interdisciplinary Studies (IS) major and all associated curriculum forms (13-117, 13-155 to 163, and 13-328) be approved; and be it further

Resolved: That the oversight model for this new program (a combination of logistical support in the College of eLearning and Extended Education, a temporary faculty program leader (yet to be hired), and a faculty advisory committee) will operate on a trial basis until the program demonstrates that this oversight structure can be effective in managing curriculum development and monitoring, appropriate student enrollment and progress to degree, PREP reporting, and faculty hiring; and be it further

Resolved: That no new degree programs will be approved with a similar oversight structure until the oversight structure for IS-LDRS has been proved to be effective during at least the first three years that the program is offered.

Rationale: The ICC is convinced that a self-support, online degree completion option in Leadership Studies within the Interdisciplinary Studies major will be a good addition to HSU's curriculum.

1. The evidence for student demand is convincing; the program demonstrates that there is a substantial population of student who have partially completed degrees who are also working within organizations where the education offered by this degree would be valuable. In most cases, students in this program are expected to be working full or near-full time, and thus taking only one course at a time. A student who needs to complete 60 units would expect to take four years to complete the program at the rate of one course at a time.

2. Students will complete 30 units of LDRS courses (all the LDRS courses are required for the degree) and 9 units of UD GE at HSU plus whatever other requirements and elective units are need to reach the 120 units required for the degree. The courses will be offered in intensive eight-week terms, with five terms per year.

3. As new self-support degree-programs are developed, new types of "departmental" structures may be needed. The Academic Master Planning subcommittee of the ICC and the IS-LDRS program have had extensive discussions about how to develop a program oversight structure that will ensure continuity and monitoring of a program that may be taught largely (or entirely?) by lecturers who are located hundreds of miles from Humboldt County. We are cautiously optimistic that the proposed oversight structure will be effective, but we recommend that we not create any additional programs with such not-traditional oversight structures until the IS-LDRS model demonstrates that this structure can be effective.

Senator Moyer provided background information on the resolutions. The Option is designed for students who have completed sixty units of a baccalaureate, dropped out for a period of time, and now need to complete the degree. It requires nine units of General Education (GE) at HSU, plus whatever else is needed to fulfill requirements. The expectation is that many of these students will be working and only taking one course at a time. The curriculum looks excellent and well-planned. There is evidence that there are students needing this Degree Completion option. Similar programs exist as part of several Leadership programs around the country. The ICC questioned the oversight of the program as the initial proposal did not have HSU personnel involved. That has been resolved by having a faculty advisory committee oversee the curriculum (as outlined in the second resolved clause of the resolution). As this is a new form of oversight structure, the ICC is recommending that it be considered a pilot, to be evaluated before approving other programs with a similar type of structure.

Discussion:

Q: Why is the option not under the School of Business? A: The School is in the process of applying for accreditation and is not able to take it on at this time.

Offering a Degree Completion program makes sense; but why not offer it in a field that HSU already has faculty for? Why is a new major needed and why this major?

There are benefits to this, but it shouldn't be rushed through. The curriculum is faculty driven, and this needs more discussion. A memo was sent out today announcing the creation of a Department of Leadership Studies. Was this been done with faculty input?

Delaying a decision on this will delay the start of the program for another year. Ideally everyone can agree that Degree Completion is important. Many of the students who need this option are working full time, which makes it necessary for the program to be online. It needs to be run on the self-support side as the State will not fund it. The curriculum has been developed based on what the prospective students need and want, rather than what HSU wants. Currently the School of Business is unable to take this on, but it is expected that eventually the School will take charge of it.

M/S/P (Moyer/Meyer) to extend the meeting for fifteen minutes.

A market analysis was done and input was sought from students. For many professional areas, a requirement for a BA was not part of hiring practices in the past. Now the workplace is more competitive and having a BA is helpful for promotion and advancement. It is a nation-wide issue. Parts of the curriculum focus on business and financial and personnel management and faculty from the School of Business and Communication Department have been involved in developing the curriculum. It is a specific, detailed, high expectation, and portfolio-based curriculum that culminates in a Capstone analysis. The Council of Chairs in the College of Professional studies have discussed this for the past year and a half and have unanimously endorsed it. There has been a great deal of consultation.

Reservations were expressed about the courses being taught by non-HSU contractors who are only associated with HSU through the program. No one at HSU is involved except for the oversight committee.

Is HSU the best place for this? In theory, it sounds good, but it also sounds a bit like a diploma mill.

It would be a challenge to have all of the faculty located here. Part of the appeal of an online program is having a wider group of faculty to draw from. HSU does not have tenure track positions to offer to faculty to teach this program. The third item in the Rationale is misleading – there are local faculty who have strong interest in this program. They will not all be “located hundreds of miles from Humboldt County.”

Anyone who teaches in this program will be held to the same standards for teaching as all faculty on campus; they will be vetted, hired, and evaluated using existing processes.

Having the program online has the advantage of drawing upon a huge pool of highly qualified faculty.

Concern was expressed that this does not seem to be faculty-driven, it has come from elsewhere. There are scholars in related disciplines who were not used to develop the program. The way it has been cobbled together is troublesome.

Is the program leader equivalent to a department chair? If so, won't the associated responsibilities be difficult to handle by a temporary person?

M/S/P (Thobaben/Meyer) to extend the meeting for an additional fifteen minutes.

Senators were encouraged to approve the resolution. It is a rare opportunity to do something innovative and HSU has not been innovative enough. The oversight structure is being piloted, not put into place permanently.

When faculty are hired to teach in the program they will be committed to HSU and the curriculum. Existing faculty at HSU are welcome to teach in the program. The curriculum design for the program began two years ago and it has been a thoughtful process.

Having an online Degree Completion program is valuable. The oversight is still a concern. Is it possible to approve the program, but put in place a more stringent review process (than PREP) to assess the questions that have been raised? It is reasonable to expect that in a short period of time it would be possible to evaluate whether or not the program is working as it should.

The oversight structure is similar to a college curriculum committee; once the faculty is in place for the program, they will oversee the process.

M/S (Fulgham/Shellhase) to end debate. Voting occurred and the motion PASSED.

Voting on the Resolution #11-13/14-ICC occurred and PASSED with 10 Yes votes, 5 No votes, and 7 Abstentions.

M/S/P (Thobaben/Moyer) to make this an Emergency Item for immediate transmittal to the Provost.

The meeting adjourned at 5:28 pm.

ICC Consent Calendar for October 29, 2013 (Note: See the Senate Standing Rules (posted online with Senate packet materials) for the process of approving ICC items on the Senate Consent Calendar)

Please review the proposal information below prior to the Senate meeting. If you have questions, please go to the Nolij site for additional information on the proposals.

To Access the Nolij site, go to: <https://nolij.humboldt.edu> and login through ‘MyHumboldt’. Click on “University Senate” (folder) for all items for Senate review. Firefox is recommended to access Nolij.

[Instructions for Accessing Nolij](#) – Further step-by-step instructions.

If, after reviewing the proposal information on Nolij, you have further questions about items, contact Cindy Moyer, ICC Chair.

These proposals are in Nolij:

13-271: ES 308: Multicultural Perspectives in American Society - change title to Multi-Ethnic Resistance in the US and change course description to clarify course content. Change C-class from 3 units C-3 to 3 units C-2 to reflect the current pedagogy and enrollment caps in the course.

13-265: ART 321: Intermediate Drawing - add a course description (the catalog current has NO course description for ART 321.)

13-273: Critical Race, Gender, and Sexuality Studies - require grade of C- for all classes in the major.

13-275: WS 430: "Queer" Across Cultures - change course number from WS 430 to CRGS 430 because the course actually does not focus exclusively on women.

13-278: PSCI 343: International Organization - change course title to Global Governance & revise course description to reflect current terminology in use in the the field of International Relations.

13-280: PSCI 373: Politics of a Sustainable Society - change course title to Politics of Sustainability to more accurately reflect the focus of the course.

13-281: PSCI 482: Internship - change grade mode from CR/NC to Letter grade to better reflect the importance of the course to the student's education.

13-282: PSCI 484: Seminar in Political Science - change course # to PSCI 480. This is a variable topics course, and such courses are always numbered 480 (or 380, 280, or 180)

13-293: DANC 488: Dance Performance Ensemble. Change from variable 2-4 units to 1-4 units to enable students to participate in the class and not acquire too many units (stay under 17-unit cap and financial aid limits). Limit to 6 completions of the course (currently, there are no limits on how many times students may take the class).

13-302: FILM 315: Filmmaking I - Change C-class from 4 units C-78 to 3 units C4 and 1 unit C-12. This is a clean-up change. Other Filmmaking classes have 3 units C-4 and 1 of C-12, so it makes sense to have this class have the same C-classifications.

13-311: PSYC 690: Thesis - change units from 4-6 to 1-6 to better allow students to spread their thesis work over many semesters without accumulating excessive units.

13-312: PSYC 695: Research Practicum - change units from 4-6 to 1-6 to better allow students to spread their project work over many semesters without accumulating excessive units.

13-327: 13-327: ENVS 370: Energy, Technology, and Society - drop pre-req of ENGR 371. The ENVS and ENGR professors agree that the content of ENGR 371 is not needed for success in ENVS 370. (ENVS 370 has a number of other pre-reqs that will remain in affect.)

13-329: FOR 471: Forest Administration - add prerequisites of FOR 250 and 311 (and a recommended, un-enforced pre-req of 432) so that students have sufficient background to succeed in 471.

13-330: FILM 362: Social Change Digital Production - change grade mode from Letter to Optional. ("Optional" means the course can be offered for either grade or CR/NC.")

13-331: Film 455S: Grant Writing - change grade mode from Letter to Optional (which means that the course can be offered either for letter grades or CR/NC).

13-334: NAS 306: Native Peoples of North America - change course title to Indigenous Peoples of the Americas to allow the course to cover native people in both North and South America

13-335: ENGL 481: Internship in Teaching Writing and Literature - change title to Internship in Writing, Literature, or Linguistics to reflect that fact that students often do internships in Linguistics.

13-336: ENGL 690; Master's Project: change units from 4 to 1-4 to allow students to spread the units throughout their program as needed.

13-337: ENGL 435: Issues in English as a Second/Foreign Language - change title to Introduction to English as a Second/Foreign Language to better to reflect course content.

13-338: ENGL 635: Issues in English as a Second/Foreign Language - change title to Introduction to English as a Second/Foreign Language to better to reflect course content.

13-339: English Writing Practices Major pathway - permit students to count ENGL 460: Toyon Literary Magazine only once towards their major units so that they have an appropriate variety of electives towards the major.

13-137: Course Change, PHYX 462 Senior Lab

This proposal seeks to adjust the current pre-requisites and co-requisites of PHYX 462 to enforce the skill level of students that is required to be successful in this course. Currently PHYX 315 (Introduction to Electronics & Electronic Instrumentation) is listed as a pre-requisite; however, students should acquire more experience before taking PHYX 462. Thus, PHYX 316 (Electronic Instrumentation & Control Systems) will become a pre-

requisite that may be taken concurrently, thus giving students more adequate preparation for Senior Lab. The current pre-requisite, PHYX 320, will remain in place and only the physics program is affected.

13-138: Course Change, PHYX 485 Physics Seminar

This course currently has a 100 level pre-requisite (PHYX 111) even though it is a Senior-level capstone course. This proposal seeks to make PHYX 324 (Analytical Mechanics) a pre-requisite that may be taken concurrently in order to ensure that only students with sufficient preparation can enroll in PHYX 485 at the time of registration. This only affects the physics program.

11-334: Program Change Liberal Studies Recreation Administration

Reduces minimum number of units required for “minor field of study” in LSRA from 14 to 12 to better coincide with Bus/Econ 4-unit course offerings. Also provides enhanced flexibility with advisor approval of electives. Students can subsequently complete this requirement with three 4-unit courses rather than two 4-unit and two 3-unit courses. Recommend approval.

12-314 SPAN 310

This proposal was pulled from the consent calendar last year due to concerns about how the qualifications of the students would be determined if the prerequisite was removed. The department provided the following answers:

The justification is threefold:

- 1.) Regarding the ICC concern that there be a way to ensure students are properly prepared to take the course, we vet students individually for the necessary skill level for SPAN 310, at HOP and HOOP advising sessions, in minor and major advising, and on the first day of class in SPAN 310. This procedure encourages full enrollment and a sense of community of qualified students who do not have the specific courses 207/208S under their belt.
- 2.) Native students come to the program with the ability to enter SPAN 310 and then take this first major course to perfect their oral communication skills.
- 3.) Non-native students entering HSU with four years of high school Spanish or substantial residency abroad generally have the skills necessary for SPAN 310 and may not have had an exact equivalent of SPAN 207/208S.

All these 2) and 3) students' skills are verified in class on the first day, if not before.

12-229: KINS 482: Internship in Kinesiology: revise course description to more accurately reflect the nature of the internship experience (settings and application.)
Recommend approval.

Native American Studies changes

13-055: Native American Studies Program Change (in the Major):

Swap NAS 306 (Native Peoples of North America) and NAS 327 (Native Tribes of North American Regions) in Core/Supplemental areas (where it is one of several choices), respectively. NAS 306 is GE, foundational, and allows for a broader range of Indigenous cultures as a core course, whereas NAS 327 features a specific group each term it is taught. NAS 306 is also offered regularly, whereas NAS 327 is offered occasionally. No change to learning outcomes or unit requirements. Recommend approval.

13-0156: Native American Studies Minor Program Change:

Replace NAS 327 (Native Tribes of North American Regions) with NAS 306 (Native Peoples of North America); same rationale as for change in the major. No change to learning outcomes or unit requirements.

13-113 MATH 113 College Algebra New Course Proposal

Math 113 is the first part of a two semester curriculum (Math 114 being the second class), designed to provide a slower paced course for those students who are failing Math 115. Math 115 covers advanced algebra and trigonometry in one semester, and has a high first time failure and a high repeated failure rate. It is a foundation course for many science related disciplines on campus. By spreading the course out over 2 semesters, it should increase the pass rate (particularly for URM students), and reduce considerably the 1st and 2nd time failure rates present in Math 115. The course will be offered at the same time and days as Math 115, so students doing poorly in Math 115 can drop down to Math 113. Math does not anticipate any additional resources being used as Math 115 as current instructors teaching Math 115 can teach the 113/114 sequence. Additionally, many students who would normally enroll in 115 are expected to take 113. Also, the anticipated reduced failure rate in 115 should reduce the number of Math 115 sections that are required to be offered.

13-114 MATH 114 Trigonometry

Math 114 is the second part of a two semester curriculum (Math 114 being the second class), designed to provide a slower paced course for those students who are failing Math 115. Math 115 covers advanced algebra and trigonometry in one semester, and has a high failure and repeated failure rate. It is a foundation course for many science related disciplines on campus. By spreading the course out over 2 semesters, it should increase the pass rate (particularly for URM students), and reduce considerably the 1st and 2nd time failure rates present in Math 115. This course will cover only trigonometry. Math does not anticipate any additional resources being used as as current instructors teaching Math 115 can teach the 113/114 sequence, and the anticipated reduced failure rate along with the anticipated 1st time student migration should reduce the number of Math 115 sections that are being offered.

The ICC asked many questions about the logistics of offering these new Math courses – especially uniform course schedules and advising in MATH 115 (so students have sufficient feedback to determine if they wish to move to MATH 113). Math and CNRS are thinking carefully about these issues and will monitor and adjust their plans based on their experiences after the new courses are implemented.

13-154: PE 263: Intermediate Yoga: Offered for many years as a special topic. Recommend approval.

13-109 French and Francophone Studies Major Change

World Languages and Cultures have made changes to the major [see corrected 2014-2015 catalog copy attached to proposal] to clarify the major and make it easier and more user-friendly for students. The overall units are not affected by the changes.

No new courses – just a catalog text change for greater clarification.

13-246

FREN 310: Nouvelles en francais - change course title to "Nouvelles en Francais: Variable Topics", revise course description, allow for the course to be 2 to 4 units, eliminate the co-requisite course - all these changes allow students to have better support for language acquisition and will take the place of FREN 410 which has not been taught recently. The total for the major would not be changed.

THIS IS NOT THE ENTIRE STANDING RULES

2. Readings of Resolutions (approved at University Senate meeting on 02/21/12 - [Minutes](#), p. 8)

First Readings:

- are placed on the floor by a member of the committee with a motion and a second
- are intended to provide feedback and advice to the committee; no amendments are made during a First Reading

Except for resolutions on changes to the Senate Constitution or Senate Bylaws, a Second Reading may be waived by ~~2/3~~a two-thirds vote of the senate. A member of the senate needs to make a motion to waive the ~~2nd reading~~second reading. If the second reading is waived, then the Senate proceeds as if it is a second reading, ~~i.e.~~(e.g., amendments may be made, etc.)

Second Readings:

- Second Readings are considered 'on the floor' already, no motion/second is required
- Amendments may be made on the ~~2nd~~second reading; however, ~~l~~ prior discussions should not be re-visited.

Debate is limited to ~~three~~3 pro and ~~3~~three con arguments, unless a motion is made to extend debate. Motion to extend debate must pass by ~~2/3~~two-thirds vote of the senate. Questions for the purpose of clarification are not counted.

9/20/13

Humboldt State University
University Senate
Resolution on New Faculty Award “Excellence in Service Learning”

Resolution #09-13/14-FAC – October 29, 2013 – Second Reading

RESOLVED: That the University Senate of Humboldt State University (USHSU) approves the addition of the faculty award “Excellence in Service Learning.”

Background

The proposal for this award was prepared by the Service Learning & Academic Internship Advisory Sub-committee: Dr. Rosamel Benavides-Garb, Dr. Jennifer Eichstedt, Dr. Claire Knox, and Annie Bolick-Floss and submitted to the President and Provost on May 24, 2013. The Provost forwarded the proposal to Faculty Affairs for review and consideration. The revised award description and criteria accompanies this resolution. If approved, this award would become the 6th award available for annual nominations. The faculty awards are as follows:

1. [Excellence in Teaching Award - Lecturer](#)
2. [Excellence in Teaching Award - Tenure-line faculty](#)
3. [Scholar of the Year](#)
4. [Outstanding Service Award](#)
5. [Outstanding Professor Award](#)
6. *Excellence in Service Learning (Resolution Proposed)*

Fiscal Impact

The addition of this award would increase the awards budget by approximately \$600: \$500 for the additional monetary award and \$100 to cover the university medal and plaque. Per a 2009 resolution of the Academic Senate, the Outstanding Professor receives a monetary award of \$1000 and other award winners receive \$500 (#16-08/09-FA (Revised) – March 10, 2009).

Rationale

The Center for Service Learning was established in 2000. Since its inception service learning pedagogy has been well established on this campus as a “high impact “ teaching strategy. Well over 60 faculty members representing all three colleges have participated in the Service Learning Faculty Fellows Program- an intensive faculty development series focused on “best practices” and quality service learning course implementation. This award will recognize outstanding faculty members efforts to use service learning pedagogy for students success.*

*Drawn from Service Learning & Academic Internship Advisory Sub-committee memo

If the University Senate approves this award, the following text will be added to the Faculty awards web site at the following URL: <http://www.humboldt.edu/aavp/FacultyAward>

Excellence in Service Learning Award

The Humboldt State University’s Excellence in Service Learning Faculty Award is designed to enhance the university’s mission of helping “individuals prepare to be responsible members of

diverse societies.” This award highlights and acknowledges faculty work in creating campus/community partnerships and implementing service learning pedagogy.

Humboldt State University defines service learning as:

“Service Learning is a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are substantively related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness and commitment to the community” (HSU’s SL& AI Strategic Plan, 2011).

Nominees must have been employees of HSU for at least three of the last five years and have a record of on-going excellent implementation of service learning pedagogy and enhancing campus/community partnerships. Each will have integrated service learning into their teaching, research and/or service as appropriate to context and roles. The greater part of this activity must have been performed in connection with the nominee’s employment at HSU. Nominees must also have taught an HSU approved service learning course: those with an “S” designation.

Examples of this engagement might be, but are not limited to, teaching undergraduate or graduate service learning courses, studying the impact of service learning, developing departmental or institutional service learning programs and curricula, and/or taking a leadership role on campus in support of service learning.

The annual call for nominations goes out in the Fall and nominations are reviewed by a Faculty Awards Committee. Recommendations for awards are made to the University Senate and forwarded to the President of the University. Awardees are honored and recognized at the University’s Honors Dinner in April and at the University Senate reception in May. Each awardee is invited to deliver a public lecture in the following academic year.

Resolution on Online Administration of Teaching Evaluations

#13-13/14-FAC - October 29, 2013 – First Reading

RESOLVED: That the University Senate of Humboldt State University (Senate) has received the report on the Spring 2013 pilot of online administration of teaching evaluations from the “Implementation Task Force” as outlined in Resolution #27-12/13-FAC; and be it further

RESOLVED: That the Senate approves the permanent online administration of teaching evaluations; and be it further

RESOLVED: That the oversight for teaching evaluation policy and processes is the responsibility of the University Senate Faculty Affairs Committee; and be it further

RESOLVED: That the administration of the online teaching evaluations is the responsibility of the Dean of each college and should be coordinated so that processes align across the colleges.

Rationale:

We moved to piloting and now permanent use of online administration of teaching evaluations when the CSU required that all courses (with some exceptions) be evaluated every term. This policy mandate more than tripled the number of courses to be evaluated each term with serious fiscal and human resource implications.

The report on the pilot administration of online teaching evaluations noted that mean scores on the online teaching evaluation pilot were only .1 points lower than average scores from paper administration done in earlier years. Response rates for online evaluations were slightly lower than paper evaluations with the average response rate dropping by six points.

The drop in both teaching scores and response rates was expected. The Senate discussed that with less diligent reminders response rates will likely fall. The sentiment of the Senate was that in future administration the colleges should try to balance the concern about annoying students and faculty with many emails against the need to maintain reasonable response rates.

**Humboldt State University
University Senate
Faculty Affairs Committee**

**Recommendations to College Deans
Online Administration of Teaching Evaluations**

October 29, 2013

- The administration of online teaching evaluations should begin no sooner than the first day of week 14: research suggests that exam week solicitation of evaluations contributes to lower scores.

- Students may be sent up to three requests to complete teaching evaluations. The subject line should be specific to the course: BIO 104 Teaching Evaluation.
- Once students complete a teaching evaluation for a course, they should not receive further notices.
- Midway through the evaluation process, faculty members should receive an email indicating their response rate in each course.
- The Deans should explore linking teaching evaluation status (complete/pending) to the student portals.

Resolution on Institutional Reporting and Safety Linked to Online Teaching Evaluations

#14-13/14-FAC - October 29, 2013 – First Reading

RESOLVED: That the University Senate of Humboldt State University (Senate) recommends to the Provost that the compilation and summary reporting of online teaching evaluations is the responsibility of the Office of Institutional Research and Planning (IRP). Each term IRP will submit to the University Senate through the Faculty Affairs Committee a report providing institution-level data on the previous term's teaching evaluations. IRP reports should include data on mean response rates and mean and median scores across all classes; as well as reports that compare measures by course category such as lab, large lecture, small lecture and graduate seminar. These reports will be made available to faculty members to use in interpreting their own evaluation scores; and be it further

RESOLVED: That the Senate requests that the Senior Associate Vice President for Faculty Affairs-Human Resources and the HSU CFA President or designee explore the policy options for allowing identification of student respondents in cases where a narrative reveals a threat of serious harm to any party.

Rationale: The University Senate in resolution #13-13/14-FAC approved the permanent online administration of teaching evaluations. The first resolve addresses concerns for ongoing monitoring of institutional outcomes on response rates and faculty scores to provide a context for interpreting individual faculty scores. Note: In the pilot year, one college office provided the data analysis and reporting of this type of institutional data. It is more appropriate to locate an all-institution reporting process in the IRP office so that analysis and reporting is consistent across colleges. Faculty Affairs worked with IRP and college offices to develop the first resolve. The second resolve addresses concerns raised by the CFA and individual faculty members regarding communication norms in online forums and our ability to responsibly respond when serious safety concerns are raised by student comments.

University Senate Standing Rules

These “Standing Rules” supplement the *Constitution of the University Senate* and the *Bylaws and Rules of Procedure for the University Senate*. They will be reviewed and revised as needed.

1. Procedure for Approval of Items from the ICC on the Consent Calendar (History: approved at University Senate meeting on 02/24/12 - Minutes, agenda item #10 p. 7, updated DATE)
 - When the question of general consent is put by the Chair, one objection shall remove the proposal from the consent calendar and shall immediately move to the end of the current business agenda with no further discussion. All remaining items are approved without objection.
 - Once the item is reached on the agenda, The objector shall offer a brief explanation of the grounds for the objection; it will be treated as a motion to approve. As with any motion, discussion may follow, and any subsidiary motion can be entertained, including to send it back to committee, or to postpone to a time certain at the next agenda if further input is required, particularly if it is to allow guests to address the Senate on the issue. One person may briefly respond to the objection. Following this brief discussion, the Senate immediately votes to either approve the proposal or send it back to the committee so that concerns may be further addressed. All remaining items are approved without objection.
 - If an item removed from the Consent Calendar are placed at the end of the current business agenda. If they are not addressed during the current meeting, they it returns as resolutions from the ICC an agenda item at the next meeting.

(rwb 10/08/13)

Version with changes “accepted”:

Procedure for Approval of Items from the ICC on the Consent Calendar (History: approved at University Senate meeting on 02/21/12 - Minutes, agenda item #10 p. 7, updated DATE)

- When the question of general consent is put by the Chair, one objection shall remove the proposal from the consent calendar and shall immediately move to the end of the current business agenda with no further discussion. All remaining items are approved without objection.
- Once the item is reached on the agenda, it will be treated as a motion to approve. As with any motion, discussion may follow, and any subsidiary motion can be entertained, including to send it back to committee, or to postpone to a time certain at the next agenda if further input is required, particularly if it is to allow guests to address the Senate on the issue.
- If an item removed from the Consent Calendar is not addressed during the current meeting, it returns as an agenda item at the next meeting.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Special Cases of Administrative-Academic Probation and Disqualification

#12-13/14-APC – October 15, 2013 – First Reading

Resolved: That the University Senate of Humboldt State University recommends to the President that the attached document regarding Administrative-Academic Probation and Disqualification be approved by the Senate for inclusion in the 2014-2015 HSU catalog.

Rationale: On September 15, 2008 CSU Chancellor Charles Reed issued, “Executive Order No. 1038 relating to minimum requirements for probation and disqualification” (see attached). As noted in the document, “In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders...” In accordance with the order, the APC has incorporated the language of EO 1038 into the proposed catalog language regarding administrative-academic probation and disqualification. Since policies in the HSU catalog already exist for academic probation and disqualification, these sections in EO 1038 are not addressed. Please note that in the proposed policy document, language adding additional student safeguards has been added. This language requires that decisions regarding administrative-academic probation and disqualification must be made in consultation with other relevant parties. Also, as directed by EO 1038, appeal processes for any student subject to this policy have been developed.

ADMINISTRATIVE-ACADEMIC PROBATION

A student may be placed on administrative-academic probation by the Office of the Registrar for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to Administrative-Academic probation for such withdrawal.)
2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all students or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

ADMINISTRATIVE-ACADEMIC DISQUALIFICATION

A student who has been placed on administrative-academic probation may be disqualified if any of the following occur:

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. The student becomes subject to academic probation while on administrative-academic probation.
3. The student becomes subject to administrative-academic probation for the same or similar reason that the student has previously been placed on administrative-academic probation, although the student is not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

SPECIAL CASES OF ADMINISTRATIVE-ACADEMIC DISQUALIFICATION

In addition, an appropriate campus administrator, in consultation with the Office of the Registrar, Dean of Students, and/or other appropriate parties, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render the student unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

CONSEQUENCES OF DISQUALIFICATION

Students who have been disqualified, either academically or administratively may not enroll in any

regular campus session (e.g., open university), and may be denied admission to other educational programs operated or sponsored by the University.

REINSTATEMENT

Students who have been disqualified under this policy, may petition for reinstatement. Reinstatement will be approved only if compelling evidence is provided, indicating their ability to complete the degree program. In consultation with the appropriate parties (e.g, the student's department, Dean of Students, Office of the Registrar), petitions are reviewed by the Office of the Dean of their college or the Director of the school of the student's major program, or, in the case of undeclared majors, the Office of the Dean of Students. Students who petition for reinstatement and have not attended for more than one regular term must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility.

GRADUATE ADMINISTRATIVE-ACADEMIC PROBATION

All of the above stated reasons for administrative-academic probation shall apply to graduate students. In addition:

1. Students may be placed on administrative probation by the Dean of Graduate Studies, following consultation with the program/department. The probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/ program).
3. The Dean of Graduate Studies shall inform the Office of the Registrar when students have been placed on or removed from administrative probationary status so that student records can be updated. When a student is placed on academic or administrative probation, the student must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan. A student cannot be advanced to candidacy or continue in candidate status if the student is on either academic or administrative probation.

DISQUALIFICATION

A student who has been placed on administrative-academic probation may be disqualified from further attendance by the Dean of Graduate Studies if any of the conditions for disqualification above apply. In addition:

In the event that a student fails the thesis/project defense, the student may repeat the thesis/project defense once. Failure at the second thesis/project defense will result in disqualification from a program. The thesis/project committee will specify the time period and/or conditions of the repeated defense. A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from a program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination. Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions which, if met, would result in permission to continue in enrollment. Inability to contact a student does not create the right of a student to continue enrollment.

REINSTATEMENT

If the student is disqualified, either academically or administratively, the student may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if the student is able to provide compelling evidence of the student's ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered. Students who petition for reinstatement must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility. Students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The petition, along with recommendations from the student's graduate coordinator, department chair, and thesis committee, will be forwarded to the Dean of Graduate Studies, who has final authority to approve reinstatement. These letters must evaluate the probable impact of circumstances beyond the student's control (e.g., an unresponsive or unreasonable thesis chair) on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame for achieving good standing. Students must achieve good standing to advance to candidacy and to be eligible to graduate. Reinstatement for credential students may be handled by a separate process and thus not governed by this document.

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

BAKERSFIELD

September 15, 2008

CHANNEL ISLANDS

CHICO

MEMORANDUM

DOMINGUEZ HILLS

EAST BAY

TO: CSU Presidents

FRESNO

FROM: Charles B. Reed
Chancellor



FULLERTON

SUBJECT: Minimum Requirements for Probation and Disqualification
— Executive Order No. 1038

HUMBOLDT

LONG BEACH

Attached is a copy of Executive Order No. 1038 relating to minimum requirements for probation and disqualification.

LOS ANGELES

MARITIME ACADEMY

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

MONTEREY BAY

If you have questions regarding this executive order, please call the department of Teacher Education and Public School Programs at (562) 951-4747.

NORTHRIDGE

POMONA

CBR/ssg

SACRAMENTO

Attachment

SAN BERNARDINO

c: Executive Staff, Office of the Chancellor
CSU Academic Council
Vice Presidents for Administration
Vice Presidents for Student Affairs

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802
(562) 951-4700

Executive Order No.: 1038
Title Minimum Requirements for Probation and Disqualification
Effective Date: September 15, 2008
Supersedes: Executive Order No. 823

This executive order is issued pursuant to Sections 41300 and 41300.1 of Title 5 of the *California Code of Regulations* and Chapter III, Sections 1 and 2 of the Standing Orders of the Board of Trustees of the California State University and is effective no later than the spring 2009 academic term (semester or quarter).

- I. **Academic Probation:** An undergraduate student is subject to academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point average at the campus where enrolled falls below 2.0 (title 5, California Code of Regulations, Section 41300 (a)). The student shall be advised of probation status promptly.

An undergraduate student shall be removed from academic probation when the cumulative grade point average in all college work attempted and the cumulative grade point average at the campus where enrolled is 2.0 or higher.

- II. **Academic Disqualification:** As authorized by Section 41300 (b) of Title 5, an undergraduate student on academic probation is subject to academic disqualification when:
- A. As a freshman (fewer than 30 semester hours of college work completed*) the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at the campus where enrolled.
 - B. As a sophomore (30 through 59 semester hours of college work completed*) the student falls below a grade point average of 1.700 in all units attempted or in all units attempted at the campus where enrolled.
 - C. As a junior (60 through 89 semester hours of college work completed*) the student falls below a grade point average of 1.85 in all units attempted or in all units attempted at the campus where enrolled.
 - D. As a senior (90 or more semester hours of college work completed*) the student falls below a grade point average of 1.95 in all units attempted or in all units attempted at the campus where enrolled.

*Colleges on the quarter system will express and apply the above standards in quarter-hour equivalent

- III. Academic Disqualification of Students not on Probation: As authorized by Section 41300 (c) of Title 5, the president may designate a campus official to act to disqualify an individual not on probation when the following circumstances exist:
- A. At the end of any term, the student has a cumulative grade point average below 1.0, and
 - B. The cumulative grade point average is so low that in view of the student's overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period, as defined by campus academic policy.
- IV. Notice of Disqualification: Students who are disqualified at the end of an enrollment period under any of the provisions of this executive order should be notified before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In case where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions which, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.
- V. Probation and Disqualification of Post Baccalaureate and Graduate Students: Probation and Disqualification of post-baccalaureate and graduate students are subject to section 41300 (d), (e), and (f) of Title 5 and criteria established by the campus. Such criteria may not be less than those established for undergraduate students.
- VI. Administrative-Academic Probation: As authorized by Section 41300.1 of Title 5, an undergraduate or graduate student may be placed on administrative-academic probation by action of appropriate campus officials for any of the following reasons:
- A. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to Administrative-Academic probation for such withdrawal.)
 - B. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of No Credit, when such failure appears to be due to circumstances within the control of the student.
 - C. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students (example: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

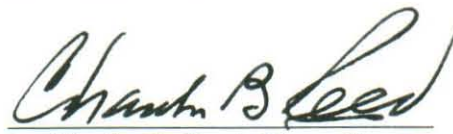
When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

- VII. Administrative-Academic Disqualification: As authorized by Section 41300.1 of Title 5, a student who has been placed on administrative-academic probation may be disqualified from further attendance if:
- A. The conditions for removal of administrative-academic probation are not met within the period specified.
 - B. The student becomes subject to academic probation while on administrative-academic probation.
 - C. The student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

In addition, an appropriate campus administrator may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

- VIII. Campus Procedures: Each campus shall establish procedures whereby a student who is either placed on probation or disqualified under the provisions of paragraphs I through VII may appeal such action. Each campus shall establish procedures whereby a student previously disqualified at the campus or at any other campus of the California State University may petition for readmission or admission. Such procedures are to include provisions for evaluating the probable impact of any medical condition on previous unsatisfactory academic performance. In both instances, use of an appropriate review board or committee is recommended.
- IX. Notice in Campus Bulletin: The provisions for probation and disqualification shall be summarized in each campus bulletin together with information on campus policies and procedures related to their implementation. Procedures for orientation of new students shall include distribution of written materials concerning all aspects of probation and disqualification as well as provisions for review and reinstatement.


Charles B. Reed, Chancellor

Dated: September 15, 2008

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Revision of the ICC Constitution

#08-13/14-ICC – October 29, 2013 – First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost the attached revised version of the Integrated Curriculum Committee Constitution (Appendix G, *HSU Faculty Handbook*) be approved, and be it further

RESOLVED: That use of the revised ICC Constitution shall begin in Spring 2014.

RATIONALE: The major change in this revision is to make the faculty who represent specific colleges appointed or elected by the specific college rather than elected by the faculty at large. This change allows for more rapid replacements should a college representative need to be replaced for any reason.

The faculty on the ICC include three faculty who represent the three colleges and three faculty who are elected at large by the HSU faculty. The three at-large ICC faculty will continue to be elected by the members of the HSU General Faculty.

Other changes are largely for clarification and clean-up.

University Senate:

Provost:

INTEGRATED CURRICULUM COMMITTEE CONSTITUTION
[\(proposed revision from ICC, 10/24/13\)](#)

1. Institutional Location

The Integrated Curriculum Committee (ICC) is a standing committee of the University Senate of Humboldt State University.

2. Spirit of the ICC Constitution and Relationships to the University Senate & Campus Communities

The HSU University Senate charges the ICC with the careful consideration and deliberation of all academic planning and curriculum matters. It is the expectation of the University Senate that ICC members work collaboratively and act in the best interest of the university-wide community and in consideration of the HSU mission and strategic plan. Given this expectation, the [ICC will submit University Senate will accept](#) most ICC recommendations ~~without further deliberation to the Senate Consent Calendar~~. Still, any recommendation may be further deliberated by the full University Senate. Mechanisms for moving an item for deliberation are described below in the section on “Post ICC Decision Processes.”

The University Senate further notes that while the ICC is charged with developing and applying Academic Planning and Curricular task processes, there are important elements of college-wide and inter-college collaboration that are not the focus of this ~~new~~ body. Testimony received during the deliberations on the ICC indicated a desire for more curricular collaboration and sharing. The University Senate encourages the appropriate bodies such as college councils of chairs and cross-college affinity groups to structure regular conversations to facilitate collaboration and sharing of ideas regarding change. These conversations should be conceived as mechanisms that foster creativity, sharing and collaboration. The ICC as outlined in this constitution will be the only campus body with the authority to forward recommendations on academic planning and curriculum proposals to the University Senate and the Provost’s office.

3. Membership

In order to benefit from expertise in a range of curriculum-related roles, the committee will include the following members.

Faculty (12)

- **Chair, Integrated Curriculum Committee**
(Also serves on the University Senate Executive Committee)
- **Chair, Academic Policies Committee** [\(ex officio from Senate\)](#)
(Also serves on the University Senate Executive Committee)
- **Nine (9) Faculty Members**
(One faculty member from each college, 1 Chair from each college, and three additional faculty members elected at large from any college)
- **One (1) Graduate Council Faculty Representative**

Membership cont.

Administration (6)

- **Vice Provost**
- **Three (3) deans** (or designees)
- **Dean, Library** (or designee)
- **Coordinator of Teaching and Assessment**

Staff (2)

- **ICC Staff Member** (ASC or related position in the Vice Provost’s office)
- **Catalog Editor or Degree Audit Report Staff Member**

Students (2)

(As determined by Associated Students)

Registrar or designee (1)

4. Subcommittees and Standing Committees

The ICC Chair, in consultation with the ICC members, will coordinate the allocation of tasks to the sub-committees and standing committees (See Section 8 on Agenda [Building Constitution](#) and Task Assignment).

Subcommittee on Course and Degree Changes (CDC)

Membership (committee elects a Chair from the CDC faculty members) [All CDC members are also members of the ICC.](#)

- One faculty member from each college
- One additional faculty member elected at large from any college
- Catalog Editor or DARS Staff Member
- ICC Staff Member

Scope of Work

- Evaluate and respond to assigned course and degree change proposals, including GEAR (General Education and All-University Requirements) course approval requests, using specific decision making criteria (i.e. 120 unit limit; plans for appropriate course rotation; and comparative data on similar programs)
- Develop and update as needed a template for reporting out of Subcommittee to the ICC the evaluation criteria and related recommendations on a proposal

Subcommittee on Academic Master Planning (AMP)*Membership*

- ICC Chair (*also serves as AMP Chair*)
- One faculty department chair representative from each college Council of Chairs
- One additional faculty member elected at large from any college
- Graduate Council Faculty Representative (Only during review of Graduate Program Plans)
- Dean of each college (or designee)
- Dean, Library (or designee)
- Vice Provost
- Registrar (or designee)

Scope of Work

- Annually review and update the *Academic Master Plan*
- Develop and update process, proposal formats and evaluation criteria for Pre-proposals of New Programs and New Program Full Proposals including a template for reporting out of Subcommittee to the ICC recommendations on proposals *
- Develop and update the *HSU Curriculum Handbook* and related web resources
- Review and comment upon PREP (Program Review, Evaluation and Planning) MOUs

*Proposals that constitute changes to the *Academic Master Plan* include new major, minor and option proposals, as well as proposals based on approved pilot projects.

Through the “Pre-proposal” process, units will seek permission to develop a Full New Program Proposal. The pre-proposal process serves two functions: It initiates an early university-wide conversation on a new program idea. Also, in cases where a unit is denied permission for further planning, considerable resources may be saved.

Standing Committee on GEAR Curriculum and Assessment*Membership*

- Chair (also an elected member of the ICC)
- 3 Faculty (who are not members of the ICC), one from each college, appointed by the Senate Appointments and Elections Committee
- 1 additional Faculty member~~s~~, appointed by the Senate Appointments and Elections Committee, ideally someone who teaches in at least [one](#) of the GEAR areas: A, E, DCG, Institutions, and who is not a member of the ICC
- 1 Student representative (as determined by Associated Students)
- Coordinator of Teaching and Learning Assessment
- Vice Provost

Standing Committee on GEAR Curriculum and Assessment cont.*Scope of Work*

- Provide ongoing review and improvement of GEAR learning outcomes in conjunction with GEAR faculty
- Provide guidance and coordinator for the GEAR assessment of those outcomes
- Collate and interpret aggregate GEAR assessment data and report results to the ICC
- Provide recommendations for GEAR curricular and instructional changes based on assessment results

5. Related Senate Committee – Academic Policies CommitteeInstitutional Location

The Academic Policies Committee (APC) is a standing committee of the University Senate of Humboldt State. APC membership is defined in the University Senate's Bylaws. The APC Chair serves as a member of the ICC (but not as a member of any ICC subcommittee). As the APC develops policies, the draft documents are brought to the ICC for suggestions.

6. Nominations and Elections

The ICC Chair and ~~three six (63) at-large additional~~ ICC faculty members are elected by the General Faculty. The Appointments and Elections Committee of the University Senate will conduct all nomination and election processes in accordance with the provisions of General Faculty Constitution, ~~and the University Senate Bylaws~~. The ~~three~~ faculty members ~~representing colleges will be~~ elected ~~or appointed, according to the respective college's policies and procedures, by the General Faculty~~. The faculty members (both the three chosen by colleges and the three at-large members elected by the General Faculty) will serve staggered three-year terms so that ICC subcommittees will include at least two faculty members with previous experience serving on the subcommittee. When a faculty member leaves before term completion, the body will follow the process for filling vacancies that occur between regular elections, as outlined in the General Faculty Constitution, ~~and University Senate Bylaws~~.

The Chair of the Course and Degree Changes subcommittee will be selected annually by the membership of the subcommittee. The chair of the GEAR Curriculum and Assessment committee will be elected directly to that position as described above.

A Department Chair Representative from each college will be elected by ~~each~~ college's Council of Chairs for a two-year term on the ICC Academic Master Planning Committee.

A Graduate Council Faculty Representative will be elected by Graduate Council to serve a one-year term.

7. Meeting Schedules

The ICC and its Subcommittees meet in alternating weeks during a two-hour time block designated prior to the scheduling of Fall classes. There is no expectation for meetings outside this time block. The Chair of the ICC may also cancel meetings. The Academic Policies Committee and the GEAR Curriculum and Assessment Committee will meet at times other than the regularly-scheduled ICC meeting times.

8. ~~Agenda~~ Building Constitution and Task Assignment

All academic planning, curricular change proposals and policy items are submitted to the ICC via the Vice Provost's Office. The ICC Chair builds the agenda for each ICC meeting in consultation with the Vice Provost and assisted administratively by the ICC Staff person located in the Vice Provost's Office. The ICC staff person will screen materials submitted and return incomplete proposals to the originating unit. The ICC weekly agenda is posted on the Web and built around four areas:

Consent Calendar

This calendar provides a mechanism to quickly process routine items under one umbrella. The process is intended to save time, while still creating a mechanism for review of even simple items: Any member of the ICC may move that an item be removed from the Consent Calendar and placed on the Assignment Action Calendar. If there are no objections to items on the Consent Calendar, the slate is passed on to the University Senate.

Consent Calendar Items

- Deleting Course from catalog
- Requesting change in course #
- Requesting change in course title
- Requesting change in grading mode
- Catalogue copy corrections or changes not related to curricular proposals

Assignment Action Calendar

These are new items for the ICC that were not appropriate for the Consent Calendar and require Subcommittee or Committee attention (Table 1).

Voting Action Calendar

The Voting Action Calendar includes items requested by a Subcommittee, the Academic Policies Committee, or the GEAR Curriculum and Assessment Committee for ICC decision. In some cases, the ICC may agree that immediate deliberations of assignment action calendar items were sufficient and may immediately move an item to the Voting Action Calendar.

Information Calendar

This calendar provides a mechanism for ICC members to share updates on academic planning and curricular work in progress.

Table 1: Subcommittee and Committee Assignment Designations Based on Action Item Type

Subcommittee or Committee	Action Item Type
Subcommittee on Course and Degree Changes (CDC)	Course Changes including approval for GE, Institutions and DCG designation Program Changes New Courses -- unless they are in a package with a new program for which AMP is responsible
Standing Committee on GEAR Curriculum and Assessment	Assessment Plans for GEAR Curriculum Revisions to GEAR SLOs
Subcommittee on Academic Master Planning (AMP)	Pre-proposals Program Proposals Pilot Programs Program Elimination Academic Master Plan Curriculum Handbook
Academic Policies Committee (APC)	Policies

9. Decision Making Processes and Voting

The ICC is a consensus-building body facilitated by the Chair of the ICC. The ICC makes recommendations to the University Senate. In cases where more than one ICC member is in disagreement on an item, the Chair of the ICC will call for a vote. All members of the ICC, except the Vice Provost, may vote.

The ICC Chair in consultation with the ICC will assign items to a subcommittee lead or committee as noted above, though a Subcommittee without work may assist another Subcommittee. As items are assigned as part of the ICC general meeting, ICC members may provide immediate input and raise questions. ICC members are not expected in preparation for the meeting to read all materials passing through the body, though Deans (or designees) are expected to more carefully monitor items central to their college. In addition, College Chair representatives communicate with their respective bodies regarding items of particular salience to their college.

The Subcommittee or Committee member assigned to lead an item through the ICC process will note questions and input raised by the ICC at introduction of the item. [This leader](#)~~He or she~~ also compiles the formal record on a proposal based on Subcommittee or Committee processes and report formats or templates. This formal record provides a mechanism for answering possible future questions regarding proposal recommendations and rationale. While one Subcommittee/Committee member leads any inquiry pertaining to a proposal, all Subcommittee members are expected to carefully read materials assigned to their group and contribute to any deliberations. In the case of items from the Academic Policies Committee or the GEAR Committee, items will always be brought to the ICC by the committee chair.

When a record of the recommendation is ready, the Subcommittee/Committee Chair requests that the ICC Chair schedule the item on the Voting Action Calendar. The Subcommittee lead reports that item to the ICC. If critical new information is introduced during voting action item discussion, the lead is responsible for updating the record and delivering a final e-copy of any required record to the ICC staff person.

In the event that the ICC concludes that a Curriculum proposal cannot be approved, that information will be communicated to the University Senate as an information item. Proposers of denied curriculum proposals have the right to appeal to the University Senate.

The ICC staff person will forward to the University Senate office the list of items and related ICC recommendations for consideration by the University Senate.

10. Reporting Items out of ICC

The Chair of the ICC presents items for the University Senate agenda to the University Senate Executive Committee without deliberation. The Executive Committee, following recommendations of the Chair of the ICC, schedules ICC items on one of two University Senate meeting calendars.

Consent Calendar of the University Senate

The ICC will schedule most items on this calendar.

Business Calendar of the University Senate

Policy resolutions and Academic Master Plan Changes will appear on this calendar.

11. Post ICC Recommendation Processes

Any member of the University Senate may move that an item be removed from the Consent Calendar and placed on the Business Calendar where it will be open for deliberation [as per Senate Bylaws](#). As a University Senate courtesy, a University Senator will move an item off the University Senate Consent Calendar and onto the University Senate Business Calendar when asked to do so by a member of the university community. The University Senate makes recommendations to the Provost or designee on academic planning, academic policy and curricular decisions. The Provost or designee considers the University Senate's recommendations. When appropriate, the Provost may consult with other Vice Presidents and/or the President before making a decision.

12. ICC Constitution Review Changes

Changes to this constitution will be vetted through the ICC and introduced to the University Senate for consideration.

13. Release Time

The University Senate will negotiate prior to elections the release time for ICC faculty members whose ICC-related work load requires it.

14. Appendices

- Appendix 1: Diagram of ICC Work Flow
- Appendix 2: Diagram of ICC Membership and Intersections with the University Senate

Approved: Vote of the General Faculty, May 5-6, 2009

Proposed Revision: Integrated Curriculum Committee, April 17, 2012

University Senate: Proposed Revision Passed Unanimously, April 24, 2012 (Resolution #35-11/12-ICC)

Provost Snyder: Revision Approved 05/02/12

[Proposed Revision: Integrated Curriculum Committee, October 29, 2013](#)

[University Senate:](#)

[Provost Snyder:](#)

Guidelines for Approving New Degree and Credential Programs at HSU

(Revised 9/24/13, ICC)

Introduction: The Academic Master Planning (AMP) subcommittee of the ICC is working to establish curricular guidelines for degree programs (Majors, Credentials, and Master's degrees). When proposing new degree programs, faculty should document how their program meets the standards, or provide a rationale for an exception.

Background

The Academic Master Planning subcommittee's initial charge included developing criteria for approving new degree programs, with the goal of making the process more transparent and efficient. These guidelines will apply to all new degree programs, both those funded by the state and those funded through self-support.

Process

Initial planning for a new degree-program should begin with extensive informal conversations with all interested parties including the departmental faculty, Dean(s), and College Council(s) of Chairs. Departments are welcome, but not required, to consult the AMP as well at this stage. When all interested parties agree that the basic idea of the new program is acceptable, then the program begins the formal approval process.

Formal approval of a new degree program is a three-step process. The first step includes a letter of intent that describes the purpose and characteristics of the degree, the connection between the degree and the campus mission and the campus and societal need for the degree. ICC approval of the letter of intent will result in a request to the Chancellor's Office to add the program to HSU's Academic Master Plan. The ICC's response to the initial proposal will be transmitted to the Senate as an information item.

The second step of the process requires completing a draft of the Chancellor's office paperwork for New Programs. In this step, the proposed curriculum, student learning outcomes, and resource implications of the program will be examined in detail. In addition, all proposals will be evaluated by an outside reviewer (a Chancellor's Office requirement). Typically, proposals go through several revisions at this point as the Academic Master Planning subcommittee and the program collaborate to develop plans for a program that will succeed at HSU. Completion of the second step will be reported to the full ICC as an information item.

In the third step of the process, the program submits the final version of the Chancellor's Office forms and all related curriculum change forms (new course forms, course change forms, etc.). While a few minor changes may still occur to the Chancellor's office forms at this point, the majority of the work in Step Three will involve getting the details of the courses correct. When Step Three is complete, the complete package of proposals will go to the full-ICC and then the University Senate and the Provost's office for approval before being sent to the Chancellor's office for final approval.

Step One: Letter of Intent

Process

The letter of intent will include all the information needed for the Chancellor's Office "New Degree Projections on the Academic Master Plan." The letter of intent should be brief (no more than 2-3 pages), and provide a very general picture of what the new program would be as well as reasons that HSU should be offering this new program.

The Academic Master Planning subcommittee will consider the letter of intent before sending it to the full ICC for possible approval. When ICC approval has been granted, the campus will submit the program to the Chancellor's Office for addition to HSU's Academic Master Plan. Once the program is added to the Academic Master Plan, the campus has permission to begin full-scale planning for the new degree.

Standards for Step One The ICC will consider the factors listed below.

1. The degree supports the University Vision/Mission/Core Values and HSU Student Learning Outcomes.
2. The degree is grounded in a recognized scholarly discipline.
3. The degree serves a recognized student, or societal need.

Step Two: The Chancellor's Office Academic Program Proposal

Process

The program submits a draft of the Chancellor's Office "Academic Program Proposal" form to the ICC as well as to at least one off-campus reviewer who can comment on the proposed curriculum. The proposal will include the full curriculum, student learning outcomes mapped onto the curriculum, evidence of student demand for the program, projected student enrollments, and projected costs including new faculty hires.

Standards for Step Two The Academic Master Planning subcommittee will consider the factors listed below.

I. COHERENT CURRICULUM

1. The degree program has a stated curricular focus, a set of related student learning outcomes, and an explanation of how the curriculum supports those learning outcomes.
2. The set of courses required in the degree program is justified with respect to the development of student learning; each course in the degree is mapped to student learning outcomes.
3. All undergraduate major proposals are expected to demonstrate that students can complete the major and all General Education/All-University requirements in no more than 120 units. (With the exception of combined BA/Credential programs, the Chancellor's office generally will not approve programs of more than 120 units.) In addition, the program will create 4-year student course plans (MAP) to demonstrate that students can complete all the degree requirements in that time. Similar 2-year plans will be developed for transfer students showing how students who have completed Star Act AA degrees can effectively transition from community college programs to completing their degree in two more years.

4. To ensure that students easily understand the degree requirements, the Major curriculum will include all required courses (no hidden pre-requisites, no pre-major courses).
5. New degree programs will not duplicate existing offerings at HSU. Where appropriate, the proposal will address ways that this degree is similar or different from existing programs at HSU.
6. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.
7. *All new degree programs will be housed in a department and given curricular oversight by HSU tenured/tenure-track faculty. Self-support programs may be housed administratively in the College of eLearning and Extended Education, but their curricular oversight must be based in a state-side department with stateside tenured/tenure-track faculty.*

II. RESOURCES AND VIABILITY

1. The proposal will discuss resources needed for the new program. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
2. If the new program will need Accreditation, the proposal will discuss the implications of this including costs and standards for accreditation such as SFR, curriculum, or educational background of faculty.
3. The program will create four-year degree plans showing how prepared students can complete the degree in four years. The degree plan must be coordinated with the department's course-rotation plan.
4. The proposal will provide evidence of student interest and demand for this new degree program. Some of the evidence will include comparisons with similar degree programs at comparable institutions, and/or predictions of future employment trends. At minimum, the program will provide information about the number of majors in the comparable degree programs and the annual number of graduates. Where appropriate, the evidence for student interest should also include information about enrollment trends in the discipline.
5. The proposal will include a cost/efficiency statement completed by the relevant Dean's office(s).

Step Three: The Complete Final Proposal

Process

The final proposal will include

1. Completed Chancellor's Office Paperwork
2. Completed curriculum proposals including new course proposals, syllabi and catalog copy.

Once the final proposal is in order, it will be submitted for approval to the full ICC, then the University Senate, then the Provost's office, and finally the Chancellor's Office.

The Senate resolution recommending approval of the program will include information about the expected start-up date for the program as well as a statement that the program and the Provost will negotiate appropriate benchmarks for the program.

Programs that are approved using the Chancellor's Office Pilot Program process, may operate at HSU for three years before the program must submit a revised version of the Chancellor's Office proposal for ICC and Senate approval.

Standards

1. Curriculum proposals are complete.
2. Syllabi conform to the HSU syllabus policy.
3. Course C-classifications are appropriate for the proposed mode of instruction, and expected student workload conforms to the *CSU Definition of Credit Hour (AA-2011-14)*
4. Course numbering conforms to HSU policies and practices for course numbering.
5. All remaining details are corrected in the Chancellor's Office form.

Definitions

Program – programs are new Majors or new Graduate degrees. New options within existing programs are not new programs, and thus not covered by these guidelines. **Degree Plan** – a plan showing how a student can complete a degree in four years. The Degree Plan includes major courses as well General Education and All-University (GEAR) requirements and space for elective units.