



HUMBOLDT STATE UNIVERSITY

University Senate

AGENDA:

Tuesday, December 3, 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 November 12, 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) – [December 3](#)
Review of [Online Voting Procedure for Approval of Final ICC Consent Calendar](#)
7. TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community ([Open Forum Procedures](#))
8. Approval of Final Graduation List for Fall 2013 – to be distributed
9. TIME CERTAIN: 3:35 PM – Discussion of Draft GE Student Learning Outcomes (Elisabeth Harrington, Chair, GEAR Curriculum and Assessment committee) – to be posted
10. Resolution on Faculty Awards Committee Description in Faculty Handbook (#15-13/14-FAC) – [Second Reading](#)
11. Resolution to Establish Voting Procedure on the Constitution of the University Senate of HSU for Spring 2014 (#20-13/14-AEC) – [First Reading](#)
12. Discussion item: Advising Reform and the Role of the Senate
13. Discussion item: [Revision of the “Guidelines for Approving New Degree and Credential Programs at HSU”](#) (ICC/Moyer)

SUMMARY OF ACTIONS TAKEN AT THE MEETING ON NOVEMBER 12, 2013:

- Resolution on Identification of Student Respondents to Online Teaching Evaluations (#14-13/14-FAC) - [Second Reading](#) - PASSED Unanimously
- Resolution on Institutional Reporting for Online Teaching Evaluations (#17-13/14-FAC) - [Second Reading](#) - PASSED Unanimously
- Resolution on Administrative-Academic Probation and Disqualification Policy (#12-13/14-APC) - [Second Reading](#) - Postponed pending response from Legal Counsel
- Resolution on Revision of the ICC Constitution (#08-13/14-ICC) - [Second Reading](#) - PASSED without dissent
- Resolution on the Routing of Recommendation Letters from the Professional Leave Committee (#18-13/14-EX) - [First Reading](#) - Second Reading waived ; PASSED Unanimously
- Resolution on Curriculum Changes to DANC 488 (#19-13/14-ICC) - PASSED Unanimously
- Commendation for Bernadette Cheyne for Outstanding Service to Humboldt State University and the California State University System (#16-13/14-EX/Marshelle Thobaben (former ASCSU Chair)) - PASSED Unanimously ; forwarded as an Emergency Item

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 3:01 pm on Tuesday, November 12, 2013, in Nelson Hall East, Room 102 (Goodwin Forum). A quorum was present.

Members present: Alderson, Blake, Braithwaite, Bruce, Cervantes, Creadon, Dye, Eschker, Fulgham, Geck, Gold, Lopes, Meyer, Mola, Moyer, Pierce, Richmond, Shaeffer, Shellhase, Snyder, Stubblefield, Thobaben, Virnoche, Wrenn, Zerbe.

Members absent: Bloom, Grabinski, Karl, Tillinghast.

Guests: Lee, Ayoob, Zoellner, Glenn, Hwu, Cheyne, Hess, Mullery, Kelso.

1. Announcement of Proxies

Gold for Ortega and Stubblefield for Abell.

2. Approval of and Adoption of Agenda

M/S (Bruce/Fulgham) to approve and adopt the agenda as written.

3. Approval of [Minutes from the Meeting of October 29, 2013](#)

M/S (Gold/Bruce) to approve the minutes of the meeting of October 29, 2013. A request was made to clarify a statement made during the Open Forum as an opinion. Voting occurred and the revised minutes were approved with one Abstention.

4. Reports, Announcements, and Communications of the Chair

Chair Zerbe's written report was included in the packet.

The acronyms used in the report were explained: RISS is the new umbrella unit for Retention and Inclusive Student Success and CEE is the College of eLearning and Extended Education.

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

Integrated Curriculum Committee (ICC) (Moyer): The ICC met earlier today and, in addition to approving curriculum proposals, had a long discussion on the GE revision process. Information will be coming to the Senate in two weeks.

Academic Affairs (Snyder): Requests for budget augmentations (both one-time and base budget) have been received from the major budget units.

Enrollment Management and Student Affairs (Blake): Vikash Lakhani, the new AVP for Student Affairs is on campus now. Interviews for candidates for the Registrar position will begin in December. Information will be sent out on the candidates and interview dates.

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

There were no speakers for the Open Forum.

7. TIME CERTAIN: 3:30-3:45 PM – Conversation with Craig Wruck, Vice President for University Advancement ; [Handout](#)

Craig Wruck, Vice President for University Advancement, spoke to the Senate about the new model for development at HSU that Advancement is using, changes to the Alumni Association, and the Values Statement developed by Advancement.

One of the consistent complaints that VP Wruck heard when he began working here a year ago, was that people only heard from HSU when they were being solicited for money. Advancement is addressing that complaint by shifting from the old “transactional solicitation model” to a new “constituent engagement model.” The handout provided graphic representations of both models.

Advancement has been restructuring its organization in order to support this new model. The goal is to offer multiple opportunities for different types of engagement with HSU and to offer those opportunities repeatedly. It is a more complicated model and will be more difficult to measure. However, there are good tools in place, and Vice President Wruck stated he is convinced that it is the way for HSU to raise significant new sums of money. There are already signs that it is working. For example, the alumni roadshows have all been oversubscribed and people have been spontaneously contributing as a result of the events. Different ideas are being tried and Advancement will continue to get better at figuring out how to work most successfully with this new model.

There is a search underway for an Executive Director of Development and the position will be filled by January or February.

VP Wruck provided clarification regarding some confusion about the status of the Alumni Association. Three years ago, the Alumni Association board voted itself out of existence, but unfortunately, did not stop collecting dues. Collection of dues has now ceased, as of August 1, 2013. For this Centennial year, all alumni are being considered members of the Association and no dues will be required. Membership in the association will be re-defined and it will no longer be based on a dues model. The idea is to make everyone feel welcome and also to have people writing checks to HSU rather than to an association.

Q: The new model for fundraising is more appealing from the alumnus point of view, but since it is more difficult to measure, is it cost effective? A: Advancement is still learning and will improve in its ability to measure what needs to be measured. It is felt that this type of engagement will have better results in the long term. HSU already has a high level of

participation in giving – one of the highest in the CSU system. Ultimately, however, it is the amount of money that is raised, that defines success.

Q: Will there be more flexible rules around departments' abilities to engage with alumni? The faculty is the group most connected to alumni. A: It appears Advancement has been more of an obstacle than a collaborator in the past and Vice President Wruck stated he would like to see that turn around. The database of information is owned by all and Advancement is willing to share information.

Q: What is the status of the Alumni Association? A: It will continue to exist, and probably with the word "association," but it will not be a dues-paying association.

It was recommended by a former Alumni Association board member that the minutes of the meeting at which the association was dissolved should be checked to verify that is indeed what occurred.

Q: Does Title V require a campus to have an alumni association? A: After looking into the matter and consulting with the Chancellor's Office, Vice President Wruck determined that if an association exists, it must comply with Title V requirements. However, Title V does not require that a campus have an association.

Q: Does Advancement have plans for engaging local businesses and other entities for giving? A: There is good potential there, but HSU needs to focus initially on building the individual donor base. The campus already receives a significant amount of support from local businesses, mostly focused towards Athletics, via sponsorships and advertising. It is also a matter of determining where the organization's limited resources are best focused.

Q: In terms of models, who is HSU like? A: HSU is unique and in some ways, more like a small private college. Michigan Tech would be a similar model – with the same distance issues and similar curriculum. There isn't another CSU that faces the same challenges that HSU does.

Vice President Wruck concluded his remarks by noting the Values Statement that has been developed by Advancement (included on the handout). University Advancement has a duty to articulate what it will do and will not do, both as a partner on campus and in its operations off campus. The statement is intended to be aspirational and serve as a measure by which the campus can let them know if they are failing or succeeding.

8. Resolution on Identification of Student Respondents to Online Teaching Evaluations (#14-13/14-FAC) – [Second Reading](#)

The Faculty Affairs Committee created two resolutions (#14 and #17) from the original resolution (#14), separating the issues of student anonymity and reporting of data. Revised Resolution #14-13/14-FAC has no real changes, except for the addition of the words "or designee" to the CFA President and the addition of language that indicates recommendations will be made to the Faculty Affairs Committee.

Resolution on Identification of Student Respondents to Online Teaching Evaluations
#14-13/14-FAC - November 12, 2013 – Second Reading

RESOLVED: That the University Senate of Humboldt State University (Senate) requests that the Senior Associate Vice President (AVP) for Faculty Affairs-Human Resources and the California Faculty Association (CFA) HSU Chapter President (or designee) research and bring policy recommendations to the Faculty Affairs Committee regarding the conditions under which the institution would identify and take action regarding individual student respondents to teaching evaluations, as well as the systems and processes that would support the judicious implementation of such identification; and be it further

RESOLVED: That if the Senior AVP for Faculty Affairs-Human Resources and the CFA HSU Chapter President (or designee) find that current CSU/CFA policy inhibits HSU from moving ahead with such policy of student identification, the Senate requests that they immediately take actions to involve other necessary parties and initiate system-level change.

Rationale:

This resolution addresses concerns raised by the CFA and individual faculty members regarding communication norms in online forums and our ability to responsibly and judiciously respond. Some student comments raise serious concerns regarding student or faculty member behavior. The narratives of concern may be understood as hate speech, harassment, threats to safety and possibly other breaches of the student conduct code.

The Senate heard testimony at the October 29, 2013 meeting (see meeting minutes) from a faculty member who had experienced hate speech/sexual harassment via a student evaluation. This testimony highlighted the effects on campus and classroom climate due to the inaction (or restricted action taken) in such situations. Given other institutional efforts to address campus climate and inclusiveness, the current practices and/or policies prohibiting student identification are problematic and require immediate attention.

Discussion:

M/S/P (Fulgham/Dye) to amend the resolution by adding a third resolved clause stating: "This report is returned to the Faculty Affairs Committee by April 1, 2014."

Discussion on the amended resolution:

The Faculty Rights Committee (CFA) discussed this with the AVP for Faculty Affairs and Human Resources earlier today. Currently, unless there is an explicit threat, student evaluations are anonymous. It is a contractual issue.

The rationale focuses on breaches of the student conduct code. There may be broader instances of violations that should be addressed, including conduct violations by faculty. The resolved clauses are not as narrowly focused. A broader interpretation of the first resolved clause is supported.

It is not clear what "initiate system-level change" in the second resolved clause means or what it involves.

It was noted that the student conduct code does not address hate speech. The rationale may need to be changed.

M/S/P (Meyer/Thobaben) to strike the last part of the final sentence in the first paragraph of the rationale:

This resolution addresses concerns raised by the CFA and individual faculty members regarding communication norms in online forums and our ability to responsibly and judiciously respond. Some student comments raise serious concerns regarding student or faculty member behavior. The narratives of concern may be understood as hate speech, harassment, [and threats to safety](#), ~~and possibly other breaches of the student conduct code.~~

Voting on Resolution #14-13/14-FAC, as amended, occurred and PASSED unanimously. The approved resolution reads:

Resolution on Identification of Student Respondents to Online Teaching Evaluations
#14-13/14-FAC - November 12, 2013 – Second Reading

RESOLVED: That the University Senate of Humboldt State University (Senate) requests that the Senior Associate Vice President (AVP) for Faculty Affairs-Human Resources and the California Faculty Association (CFA) HSU Chapter President (or designee) research and bring policy recommendations to the Faculty Affairs Committee regarding the conditions under which the institution would identify and take action regarding individual student respondents to teaching evaluations, as well as the systems and processes that would support the judicious implementation of such identification; and be it further

RESOLVED: That if the Senior AVP for Faculty Affairs-Human Resources and the CFA HSU Chapter President (or designee) find that current CSU/CFA policy inhibits HSU from moving ahead with such policy of student identification, the Senate requests that they immediately take actions to involve other necessary parties and initiate system-level change; and be it further

RESOLVED: That this report be returned to the Faculty Affairs Committee by April 1, 2014.

Rationale:

This resolution addresses concerns raised by the CFA and individual faculty members regarding communication norms in online forums and our ability to responsibly and judiciously respond. Some student comments raise serious concerns regarding student or faculty member behavior. The narratives of concern may be understood as hate speech, harassment, and threats to safety.

The Senate heard testimony at the October 29, 2013 meeting (see meeting minutes) from a faculty member who had experienced hate speech/sexual harassment via a student evaluation. This testimony highlighted the effects on campus and classroom climate due to the inaction (or restricted action taken) in such situations. Given other institutional efforts to address campus climate and inclusiveness, the current practices and/or policies prohibiting student identification are problematic and require immediate attention.

9. Resolution on Institutional Reporting for Online Teaching Evaluations (#17-13/14-FAC) (originally part of #14-13/14-FAC) – [Second Reading](#)

Although it has been made a separate resolution and re-numbered, the resolution contains the same language as the First Reading.

Discussion:

It is not clear if faculty may request reports that are not listed in the resolution.

M/S/P (Bruce/Snyder) to change the “i.e.” to “e.g.” in the third resolved clause.

The resolution is silent on the larger policy issue of confidentiality of data. If it is a workload issue for IRP, individual faculty requests for reports may need to be prioritized. If it is an issue of confidentiality because the data have to do with RTP, requests need to be considered more carefully.

Voting on the amended resolution occurred and PASSED unanimously. The amended resolution reads:

Resolution on Institutional Reporting for Online Teaching Evaluations
#17-13/14-FAC – November 12, 2013 – Second Reading

RESOLVED: That the compilation and summary reporting of online teaching evaluations is the responsibility of the Office of Institutional Research and Planning (IRP); and be it further

RESOLVED: That 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; and be it further

RESOLVED: That IRP reports will include data on mean response rates and mean and median scores across all classes. In addition, IRP will work with Faculty Affairs in identifying other types of sub-category reports that would allow faculty members to compare their scores against others in similar teaching modes or circumstances: (e.g. lab, large lecture, small lecture and seminar). These reports will be made available to faculty members and personnel committees as one tool for interpreting individual evaluation scores; and be it further

RESOLVED: That in all reporting of aggregate data, IRP will assure that individual faculty member scores will not be identifiable.

Rationale:

The University Senate in resolution #13-13/14-FAC approved the permanent online administration of teaching evaluations. The above resolution addresses related concerns for ongoing monitoring of institutional outcomes on response rates and faculty scores to provide a context for interpreting individual faculty scores. 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. The above resolution reflects collaboration between Faculty Affairs, IRP, college offices and the Senate.

10. Resolution on Administrative-Academic Probation and Disqualification Policy (#12-13/14-APC) – [Second Reading](#)

M/S/P (Gold/Meyer) to postpone the second reading discussion until answers to questions that have been raised is received from legal counsel. It was not known when the answers might be expected. It was clarified that the legal counsel is the CSU legal counsel and that this is being worked on in Long Beach.

11. Resolution on Revision of the ICC Constitution (#08-13/14-ICC) – [Second Reading](#)

The only change to the proposed revision, from the first reading, is to Section 6, regarding election of faculty from colleges:

The three faculty members representing colleges will be elected [by faculty in that college, or appointed](#), according to the respective college's policies and procedures.

Voting occurred and Resolution #08-13-14-ICC PASSED with two Abstentions.

12. Resolution on the Routing of Recommendation Letters from the Professional Leave Committee (#18-13/14-EX) – [First Reading](#)

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

Resolution on the Routing of Recommendation Letters from the Professional Leave Committee
#18-13/14-Professional Leave Committee – November 12, 2013 – First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the President that recommendation letters from the Professional Leave Committee, currently copied only to the Provost and Vice-President for Academic Affairs, also be copied to the Chair of the applicant's department and to the Dean of the applicant's college; and be it further

RESOLVED: That this change will become effective for the 2014/2015 academic year.

RATIONALE: Currently, the original copies of the recommendation letters from the Professional Leave Committee are addressed to the applicants with copies sent to the Provost and Vice-President for Academic Affairs. However, both the Chair of the applicant's department and the Dean of the applicant's college write letters detailing the effect of the applicant's sabbatical leave on the department and the college, respectively, and the Deans often prioritize the sabbatical leave requests of all applicants from their respective college in the Deans' letters to the Provost and Vice-President for Academic Affairs, yet none of these prior "reviewers" of the applicant's proposed leave are informed of the recommendations of the Professional Leave Committee. The current members of the Professional Leave Committee propose that the recommendation letters from the Professional Leave Committee also be copied to the Chair of the applicant's department and to the Dean of the applicant's college.

Discussion:

Bob Zoellner, current chair of the Professional Leave Committee, spoke to the resolution and answered questions.

Q: Are there timing issues to be considered? A: No, the review processes are parallel.

Q: Why is a senate resolution needed to do this? A: AVP Mullery suggested that it would be cleaner to have the change made via a resolution.

M/S/P (Meyer/Braithwaite) to waive the second reading.

There was no discussion on the resolution as a second reading. Voting occurred and Resolution #18-13/14-Professional Leave Committee PASSED unanimously.

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

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

Resolution on Faculty Awards Committee Description in Faculty Handbook #15-13/14-FAC – November 12, 2013 – First Reading

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

FACULTY AWARDS COMMITTEE

Duties:

The committee is ~~appointed to select nominee's~~ reviews applications for the following HSU awards: Excellence in Teaching, Scholar of the Year, Outstanding Service Award, and Outstanding Professor. The Committee will select at most one awardee in each category. Given the pool of nominees, the Committee may vote to forego a selection in a given category. The Committee shall make its decisions based on a simple majority vote. When appropriate, the Faculty Awards Committee may encourage nominees to resubmit their materials the following year.

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

Linked Responsibilities of Awardees and Other Offices:

~~On behalf of the university, The President confers awards honored in a ceremony open to the public announces the recipients to the campus community. Awardees are recognized at the HSU Honors Dinner in April. Recipients of the awards will have the opportunity to present a public lecture, or performance. Each may also suggest a different venue for engaging with the campus community. , and t the awards carry stipends in amounts determined by the Office of the President. From the Humboldt State University Foundation and the Division Of Academic Affairs. (Committee description revised by Academic Senate Resolution #16-08/09-FA (Revised)~~

- ~~Co-Chair:~~ The Committee shall select its chair from its membership. The University President or designee, and the most recent recipient of the Outstanding Professor Award, or in the absence of such a recipient, the more highly ranked or experienced recipient of the Excellence in Teaching or Scholar of the Year Awards.
- Type: Ad Hoc Committee of the University Senate
- Meetings: Two to three times ~~per year~~ in February.
- Membership: Five members of the faculty (three of whom are previous recipients of one of the awards) appointed for one-year terms by the Senate Appointments and Elections Committee and one non-voting student appointed by the Associated Students. In addition to the co-chairs, three members of the teaching faculty (two of whom are previous Recipients of the Outstanding Professor Award) appointed for one-year terms by the Senate Appointments Committee, and one student appointed by the Associated Students

Rationale:

Duties & Membership - The awards committee requested that we make formal provision to allow “not” making an award in a given year. In addition, the committee suggested including a provision of a decision rule (i.e. “simple majority vote”) to guide the committee through difficult decision situations. Linked to these difficult decisions, past committee experience suggests that an uneven number of committee members is important in situations where a committee vote is required to move forward. As student participation has been unreliable, including “non-voting” student membership addresses uneven membership, as well as retains potential for student input when Associated Students (AS) is able to identify a student member. This provision also addresses concerns raised by AS when removing student membership was discussed. Also regarding membership, it has sometimes been difficult to identify faculty members to serve. The changes allow more flexibility in faculty membership. Given the committee makes its recommendations to the President via the University Senate, the committee should not include a presidential designee. Other changes reflect most recent practices and titles.

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

The Faculty Affairs Committee (FAC) received input from former Faculty Awards Committee members requesting changes be made to the committee and that the charge include the number of awards made and the committee’s voting process. The resolution was vetted by the Senate Executive Committee. In response to student feedback, the FAC added a student member back on the committee. As a compromise to maintaining an odd number of voters, the student member is non-voting.

Discussion:

The language under “Linked Responsibilities of Awardees and Other Office” is too specific, for example, listing the HSU Honors Dinner in April. The section should be more general.

It is not enough to have a student member if the student member is non-voting. This is not the solution to the problem of needing an uneven number for a vote, or to the lack of student participation in the past. A student voice is needed in the awards process.

Making the student a non-voting member is a drastic measure for the rare situation when there might be a split vote among the faculty committee members.

It is not ideal to have a close vote to begin with. There have not been many times when there has been a close vote.

Concern was expressed about removing a student member from the committee based on the lack of an appointments being made in the past. The same argument could be made too easily for any committee which has student representatives and the campus does not want to begin systematically removing students from committees based on difficulties of the appointment process.

It was clarified that current HSU faculty would serve on the committee.

14. TIME CERTAIN: 4:20 – Resolution on Curriculum Changes to DANC 488 ([#19-13/14-ICC](#))

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

Resolution on Curriculum Changes to DANC 488
#19-13/14-ICC – November 12, 2013

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost that Curriculum Proposal 13-293: Dance Performance Ensemble (listed below) be approved.

*13-293: DANC 488: Dance Performance Ensemble. Change from variable 2-4 units to 1-4 units to enable students to reflect different levels of possible student time/work spent in the course. Limit to 6 completions of the course OR a total of 12 units (currently, there are no limits on how many times students may take the class).

Rationale: The summary reflects revisions to the proposal to address the concerns raised by the Provost following the previous Senate meeting.

The item was pulled from the Consent Calendar at the October 29 meeting. Slight changes were made, after discussion with the Provost and with the Theatre, Film and Dance department.

Voting occurred and Resolution #19-13/14-ICC PASSED unanimously.

15. TIME CERTAIN: 4:30 PM – Commendation for Bernadette Cheyne for Outstanding Service to Humboldt State University and the California State University System ([#16-13/14-EX/Marshelle Thobaben \(former ASCSU Chair\)](#))

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

Commendation for Bernadette Cheyne for Outstanding Service to Humboldt State University and in the California State University System

#16-13/14-EX / Marshelle Thobaben (former Chair, ASCSU) – November 12, 2013

WHEREAS, Bernadette Cheyne served with distinction on Humboldt State University's (HSU) Academic Senate from 1993-2011, the Academic Senate California State University (ASCSU) from 2004-2011, and the CSU Board of Trustees from 2011-2013; and

WHEREAS, Bernadette lead the HSU Senate from 1999-2001 and Chaired the Faculty Affairs, Educational Policies, Senate Appointments, and Student Affairs Committees and served on the Executive Committee during her extensive tenure on the HSU Senate; and

WHEREAS, Bernadette served on a staggering number ASCSU committees and served as Chair of the Faculty Affairs Committee multiple times and ASCSU Vice Chair from 2009-2010; and

WHEREAS, Bernadette served with pride on the CSU Board of Trustees as Humboldt State's first Faculty Trustee; and

WHEREAS, Bernadette served with commitment on the Board of Trustee's Governmental Relations, Educational Policy, University and Faculty Personnel, Institutional Advancement, the Chancellor Search Committee, and in the HSU Presidential Search; and

WHEREAS, Bernadette has worked diligently on all manner of issues brought before the HSU and CSU Senates and CSU Board of Trustees in a serious and thoughtful manner and has provided the balance and moderation that was sometimes sorely needed in shared governance; and

WHEREAS, Bernadette is highly respected throughout the system by faculty, administration, staff, and students; and

WHEREAS, Bernadette has endured countless flights from Arcata to LAX, long hours in the United Club sipping wine and discussing academic politics with fellow colleagues, and many drives from SFO due to inclement weather; and

WHEREAS, Bernadette's absence will leave a void on the HSU University Senate and the CSU which cannot easily be filled; and

WHEREAS, Bernadette will be missed by her many friends and colleagues in the HSU University Senate and across the CSU; and

WHEREAS, Bernadette Cheyne was also honored as the recipient of the Kennedy Center American College Theater Festival Region VIII Excellence in Education Award and the Kennedy Center for the Performing Arts Medallion; now therefore be it

RESOLVED: That the Humboldt State University Senate acknowledge our pride in Bernadette Cheyne as our the first HSU Faculty Trustee; and be it further

RESOLVED: That the Humboldt State University Senate extend its heartfelt appreciation to Bernadette for her outstanding commitment and dedication to shared governance at HSU and in the CSU system; and be it further

RESOLVED: That the HSU University Senate commends Bernadette Cheyne for her outstanding service, leadership, and wisdom for her work on the HSU and CSU Senates and CSU Board of Trustees on behalf of the faculty and students; and be it further

RESOLVED: That the HSU University Senate extend its sincere congratulations and best wishes to Bernadette Cheyne in her future endeavors.

The resolution was read aloud by Senators Thobaben, Snyder, Eschker, Fulgham, and Zerbe.

Discussion:

It was agreed that no resolution could completely cover all of the contributions made by Professor Cheyne. Voting occurred and Resolution #16-13/14-EX/Thobaben PASSED unanimously. Members of the Senate and guests gave Professor Cheyne a standing ovation.

Professor Cheyne expressed her appreciation for the acknowledgment and for the opportunities she has had at HSU and within the CSU. The experiences have made her twenty-three year tenure at HSU rich and rewarding. She invited everyone to attend her retirement party on December 3, 4-6 pm, in the University Center Banquet Lounge. She also announced her plans (a recent brainstorm) to apply to be a regular member of the CSU Board of Trustees.

Senator Fulgham introduced Professor Cheyne's spouse, Ivan Hess, Professor Emeritus (Theatre, Film and Dance) and retired theatre set designer "extraordinaire."

Several senators, including the following, offered their personal expressions of thanks to Professor Cheyne:

- President Richmond thanked Bernadette for her work at HSU and for its students. He was impressed by the positions she took on the Board of Trustees as a Faculty Trustee – she raised important issues and focused on the needs of the system and the needs of students. He offered his support for her application to be a permanent member of the Board of Trustees.
- Senate Chair Zerbe thanked Bernadette for her guidance during the past two years, both personally and on behalf of the Senate.
- Senator Eschker thanked Bernadette for sharing the driving and especially, for driving the second half of the leg home from Sacramento, on a return trip from a statewide senate meeting.

Professor Cheyne received another standing ovation.

The meeting adjourned at 4:24 pm for refreshments (provided by Chair Zerbe) and celebration in honor of Professor Cheyne.

ICC Consent Calendar for December 3, 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:

12-076 EMP 510: Human Dimensions of Natural Resources; This is a graduate level class Graduate course is a C2 (2 units) Lecture and class participation 2 hours and 2 WTU/SCU, and C16 Science Laboratories for 3 hours and 1 SCU & 1 WTU Course is to be face to face with a prerequisite course or instructor approval. The proposal notes that as "natural resource management is as much about managing people as it is about managing" resources. Course provides an overview of social issues in natural resource management including theory and research, and practice implementing methods. It draws from various social science fields. Material not covered completely in other courses. Has not been offered on an experimental basis or special topic. Plan to offer once a year. Course is designed for a new hire in Environmental Sciences and Management, it is the new faculty member's, and was a key component of the decision to hire. Resources needed are faculty time. The EMP-510 course would fill a need in the EMP program for graduate courses, and may also appeal to graduate students in other programs such as Fish, Wildlife, and FWWS, could also appeal to students in the E & C program.

13-025 MBA Program Change--Strategic Sustainability

The MBA Program has decided to revise itself around a focus on strategic sustainability which they see as the most important national/international issue of the 21st century. As a result of this change, the department has several new course proposals as well as course changes to create a three semester program which includes a paid internship and a three semester research project while also covering all the basic areas in business.

13-026 MBA 605 Strategic Sustainability NEW COURSE PROPOSALS

This is a new 4 unit Seminar course which will serve as a prerequisite for courses MBA 630 and above. The course has recommended undergraduate prep but nothing that is required. Course description explains the course will cover the frameworks supporting strategic sustainability. They have qualified faculty to teach it and no additional resources are required. Appropriate syllabus is attached.

13-027 MBA 600 International Economics COURSE CHANGE

The department would like to delete this course as it does not fit with the new sustainability emphasis.

13-028 MBA 610 Data Acquisition/Analysis/Presentation COURSE CHANGE

Department would like to change the title to Research Methods and change the course description to focus on the designing of the research project. All previous prereqs are being deleted and no courses listed as replacement.

13-029 MBA 620 Managerial Accounting COURSE CHANGE

Change the title to Accounting for the Triple Bottom Line and change course description to describe accounting systems as promoting strategic sustainability. Eliminate prerequisites and do not institute new ones.

13-030 MBA 630 Marketing Management COURSE CHANGE

Change course title to Marketing Management for Shared Value with a new description that stresses marketing management through cutting edge perspectives on shared value creation. Replace present prerequisites with MBA 605, 610, and 620 (new first semester requirements). The course has been shifted to meet the new sustainability focus of the MBA

13-031 MBA 650 Designing Effective Organizations COURSE CHANGE

Change title to Designing Sustainable Organizations and change description to emphasize creation of design structure that create sustainable shared value. Change prerequisites to MBA 605, 610, 620 (the new first semester experience). Change has been made due to new MBA focus on sustainability.

13-032 MBA 675 Social Environment/Ethics COURSE CHANGE

Change title to Sustainability/Ethics and change description to focus on intergenerational ethics and sustainability issues. Change prerequisites to MBA 605, 610, 620, 630, 640, and 650 (the new first and second semester requirements). Changes were made due to the new sustainability emphasis of MBA

13-033 MBA 679 Policy/Strategy COURSE CHANGE

Change title to Strategic Analysis and units from 3 C5 units to 4 units and change prerequisites to MBA 605, 610, 620, 630,640 and 650 (the new first and second semester requirements). Additional unit is for the addition of a simulation experience. Other changes are in line with new MBA emphasis on sustainability.

13-034 MBA 640 Managerial Finance COURSE CHANGE

Change title to Financial Management for Sustainable Growth and change description to emphasize financial management for long-term sustainable growth. Change prerequisites to MBA 605, 610, 620 (the new first semester requirements). Changes are part of new sustainability emphasis of MBA.

13-044 INTL 100 Thinking Critically about Globalization NCP This is a new course proposed to meet Area A Critical Thinking. The department has it mainly set as a discussion-based course at a C-2 level and says there are sufficient faculty to teach the course and suggests offering 1-3 courses on an as needed basis. It says there will be no extra costs. The syllabus seems to meet the requirements for the classification.

13-080 REC 310 Recreation for Special Groups The department proposes renumbering the course 302, renaming it Inclusive Recreation and certifying it UD D GE and DCG Domestic. The course is also to be re-categorized from C1 to C2 in order to allow better for lecture, discussion and hands on active learning. Department needs to reduce words in course description but otherwise has provided an appropriately formatted syllabus, a well thought out DCG matrix and additional material and a matrix to support their claim that this course meets social science Area D requirements.

13-124 PHYX 340 Math and Computational Methods (Course Change) As a part of the large physics program change (13-119/120) that was approved last semester, PHYX 340 (Math and Computational Methods) will be reinstated. This does not affect any program except Physics (both options) and does not alter units past 120. A syllabus is included in the proposal, which contains HSU SLOs and Physics SLOs as well as a detailed outline of the course requirements.

13-131 PHYX 360 Physics of Stars & Planets The physics department would like to change the prerequisites for PHYX 360 (Physics of Stars & Planets). The prerequisite will become PHYX 111, which encompasses the same previously required courses (MATH 110 and Physics 106/109) as before. This only affects the Astronomy option and does not change the total number of units.

13-132 PHYX 361 Galaxies and Cosmologies Per approval of 13-131 (prerequisite change for PHYX 360), the currently listed prerequisites (MATH 110, PHYX 106/109, PHYX 360) for PHYX 361 will be redundant. This proposal seeks to make the only prerequisite for PHYX 361, PHYX 360. This only affects the Astronomy option in the physics program. Recommend Approval (Harmon)

13-245 FISH 260 Fish Conservation and Management
Change units from 3 c-2 units to 2 C-2 units and 1 C-7 (science activity with 2 hrs of meeting for 1 SCU and 1.3 WTU). Student units remain the same but meeting time is increased allowing for more time and flexibility for the active learning activities and field trips which are already part of the course.

13-267 PSCI 377: Model United Nations II - rename course to "Model United Nations" and change from 2 units C-3 to 1 unit C-78. The department is revising their Model UN program - creating an activity course (this one) and a more information-based course (PSCI 376).

13-268 PSCI 376: Model United Nations - change course title to Multilateralism and the United Nations System, revise course description, change from 3 units to 2 (removing the activity component which will now be part of a separate course. See proposals 13-267 and 269).

13-269 Political Science Major - In the Experiential component of the major, replace PSCI 376: Model UN (3 units) with PSCI 376: Multilateralism (2 units) and PSI 377: Model UN (1 unit). This does not change the number of units in the major. The department feels that this new structure for the Model UN program will be more effective for students. This is related to proposal 13-267 & 268.

13-303: FREN 324: Introduction for Language of Intensive French Language: Regional Studies Remove language: “taught in Africa.” This is a special topics course. Last year when the course was proposed for use in Senegal, the phrase “taught in Africa” was added to the course description. This addition was not appropriate, because the course is taught in various places including on campus at HSU.

13-304: FREN 326: Culture and Civilization: Regional Studies Remove language: “taught in Africa.” This is a special topics course. Last year when the course was proposed for use in Senegal, the phrase “taught in Africa” was added to the course description. This addition was not appropriate, because the course is taught in various places including on campus at HSU.
Recommend approve.

13-319 TA 480: Special Topics in Theatre Arts - change C-class from C-5 to C-12. This is a clean-up change. C-5 is a seminar mode, while C-12 is for activity classes. When TA offers special topics classes, they will be activity classes.

13-351 FOR 400: Forestry in Modern Society - Change C-class from C-5 to C-1 because C-1 is the appropriate C-class for the large enrollments that this class has.

13-344 CHIN 112 Chinese Level II COURSE CHANGE: CHIN 112L Chinese Laboratory Level II Department wants to renumber the courses CHIN 106 and CHIN 106L respectively. CHIN 106 will also be designated Area C LD GE. Department says this brings the course in line with their courses in Spanish, German and French

13-345 CHIN 112 Chinese Level II COURSE CHANGE: CHIN 112L Chinese Laboratory Level II Department wants to renumber the courses CHIN 106 and CHIN 106L respectively. CHIN 106 will also be designated Area C LD GE. Department says this brings the course in line with their courses in Spanish, German and French. RECOMMEND:

13-346 CHIN 113 Chinese Level III COURSE CHANGE: CHIN 113L Chinese Laboratory Level III Department wants to renumber the courses CHIN 107 and CHIN 107L respectively. CHIN 107 will also be designated Area C LD GE and LD DCG-N. Department says this brings the course in line with their courses in Spanish, German and French. All required Area C and DCG paperwork are attached and meet requirements.

13-347 CHIN 113L Chinese Level III COURSE CHANGE: CHIN 113L Chinese Laboratory Level III Department wants to renumber the courses CHIN 107 and CHIN 107L respectively. CHIN 107 will also be designated Area C LD GE and LD DCG-N. Department says this brings the course in line with their courses in Spanish, German and French. All required Area C and DCG paperwork are attached and meet requirements.

13-348 CHIN 207 Chinese Level IV COURSE CHANGE Department wants course designated DCG-N. Department says this brings the course in line with their courses in Spanish, German and French. All required DCG paperwork is attached and meets requirements.

13-349 SPAN 108 Level III Heritage Speakers New course description to more accurately reflect course and parallel SPAN 108S. As this is just the non-S version of the course and that course has been designated as DCG and appropriate paperwork is attached, seems a reasonable request.

13-350 SPAN 208 Level IV Heritage Speakers New course description to more accurately reflect course and parallel SPAN 208S. As this is just the non-S version of the course and that course has been designated as DCG and appropriate paperwork is attached, seems a reasonable request.

Final ICC Consent Calendar for Fall 2013 – Procedures for Electronic Approval

TO: Voting members of the University Senate

Attached is the final list of curriculum changes from the Integrated Curriculum Committee (ICC) for the 2014/2015 HSU Catalog - for your review and approval as a Consent Calendar via email. Please read the following information carefully.

Please review the list of proposals. If you have questions, full proposal information is available on the Nolij site.

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.

PROCESS FOR APPROVING THE CONSENT CALENDAR VIA EMAIL:

- If you "Approve" the entire Consent Calendar, you do not need to do anything further!
- If, after reviewing the proposal information in Nolij, you have further questions about items, contact Cindy Moyer (ICC Chair), before the deadline below.
- If you wish to remove an item, FORWARD this email message to the University Senate Office (merry.phillips@humboldt.edu). Include the NUMBER and the NAME of the item(s) to be removed. Your email must be received by **Wednesday, December 11, 2013, 8:00 am.**

Approved items will be reported in the minutes of the December 3, 2013 Senate meeting (the final meeting of the Fall 2013 term).

Items removed from the Consent Calendar will be placed on the agenda for the first Senate meeting of Spring 2014 as regular business items.

Please let me know if you have any questions about the process.

Merry Phillips
University Senate Office
826-3657
Merry.phillips@humboldt.edu

**Humboldt State University
University Senate**

Resolution on Faculty Awards Committee Description in Faculty Handbook

#15-13/14-FAC – December 3, 2013 – Second Reading

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

FACULTY AWARDS COMMITTEE

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

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

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

Linked Responsibilities of Awardees and Other Offices:

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

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

Type: Ad Hoc Committee of the University Senate

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

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

Rationale:

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

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

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

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

University Senate:

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution to Establish Voting Procedure on the
*Constitution of the University Senate of HSU for Spring 2014***

#20-13/14-AEC – December 3, 2013 – First Reading

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

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

From the Constitution:

9.0 Amendments

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

Voting Procedure on the *Constitution* of the University Senate of HSU for Spring 2014
(Appointments and Elections Committee, 11/14/13)

The procedure to revise and amend the *Constitution* of the University Senate will be as follows:

Definition of Electorate:

In the spirit of inclusivity of the University Senate, each of the three main constituencies of the Senate comprises the electorate. Each shall have the opportunity to vote on the proposed amendment to the *Constitution*.

- Student voice will be through their representatives in Associated Students. Approval by students will be by an affirmative vote of a simple majority of members voting on this amendment in Associated Students Council.
- Staff voice will be through their representatives in Staff Council. Approval by staff will be by an affirmative vote of a simple majority of members voting on this amendment in Staff Council.
- Faculty voice will be through a ballot to the General Faculty as provided in Section 8.0 "Elections" of the *Constitution of the General Faculty of HSU*. Approval by faculty will be by an affirmative vote of a simple majority of those voting on this amendment in a General Faculty election.

Adoption:

Individually, each amendment and revision must be approved by both 1) a simple majority of the faculty and 2) by a simple majority in at least one of the other two constituencies' representative groups (students through Associated Students Council or staff through Staff Council). Approval of two-thirds of the bodies will meet the amendment process outlined in Section 9.0 "Amendments" of the *Constitution* of an approval of 51% of those voting.

Timeline of Process:

The faculty vote will occur during the regular election held in the spring semester (8.1 "Election Dates" of the *Constitution of the General Faculty of HSU*) while the other two elections should occur as close to that window as reasonable and practical.

The amendments and revisions to the *Constitution* will go into effect once approved.

Guidelines for Approving New Degree and Credential Programs at HSU
(revised 11/05/13, ICC)

Introduction

The Academic Master Planning (AMP) subcommittee of the Integrated Curriculum Committee (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 AMP 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 (CO) 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 CO's 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 CO requirement). Typically, proposals go through several revisions at this point as the AMP 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 CO forms and all related curriculum change forms (new course forms, course change forms, etc.). While a few minor changes may still occur to the CO 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 CO for final approval.

Step One: Letter of Intent

Process

The letter of intent will include all the information needed for the CO's "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 AMP 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 CO 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 CO "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 AMP 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.
- 6-7. 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 state-side 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 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 CO 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 CO.

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 CO's Pilot Program process may operate at HSU for three years before the program must submit a revised version of the CO 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.

Developed by the Integrated Curriculum Committee, 04/17/12

University Senate: Passed Unanimously, 04/24/12 (Resolution #36-11/12-ICC)

Provost Snyder: Approved 05/02/12