

Chair Mortazavi called the meeting to order at 4:05 pm on Tuesday, December 8, 2009, Nelson Hall East, Room 201 (Goodwin Forum). A quorum was present.

Members Present: Berman, Bolick-Floss, Cannon, Chapin, Cheyne, Ellerd, Faulk, Flashman, Goodman, Gunsalus, Heise, Knox, Larson, Mortazavi, Moyer, Nordstrom, Olson, Paynton, Powell, Reiss, Rizzardi, Snyder, Thobaben, Van Duzer, Verlinden.

Members Absent: Altschul, Butler, Craig, Meiggs/Haynes, Richmond, Ryerson-Replogle, Tripp.

Proxies: Chapin for Ahmed, Chapin for Rodriguez, Reiss for Yarnall.

Guests: MacConnie, M. Johnson, Fulgham, Burges, Ayoob, Hurlbut.

1. Reports, Announcements, and Communications from the Chair

Bob Zoellner has resigned from the Senate due to scheduling problems. Chair Mortazavi thanked him for his valuable services to the Senate.

The *HSU Operating and Capital Budget for Fiscal Year 2009-2010* is available on the University Budget Office's web site. Chair Mortazavi recommended that members of the Senate take a look at the information that is available.

Everyone was reminded of the special meeting of the Academic Senate on Wednesday, December 9. The meeting will be dedicated to a discussion of Academic Affairs budget reduction strategies. The Senate Executive Committee unanimously approved a motion at its meeting on Thursday which states that: *"The Senate Executive Committee and OAA will immediately form a task force to draft an expedited process for budgetary reductions including, but not limited to, program elimination, said process to be implements in spring semester 2010 in sufficient time to meet current and project budgetary exigencies."* The Senate Executive Committee wants to make a distinction between the prioritization programs that are currently coming to the Senate and any future potential program elimination. While the Senate did not vote to eliminate any programs that were proposed for elimination, it should not be interpreted as if the Senate is not willing to eliminate any programs. It was recommended that senators attend the special meeting so that a collective decision can be made to form a task force and move forward.

It was clarified that the time for the special meeting is 3:30-5:00 pm. The time listed on the current meeting packet is incorrect.

2. Approval of Minutes from the Meeting of December 1, 2009

M/S (Van Duzer/Larson) to approve the minutes of the meeting of December 1, 2009 as written. Motion **PASSED** with 1 Abstention.

3. Reports of Standing Committees, Statewide Senators, and Ex-officio members

General Faculty (Powell): The General Faculty President will be sending out a letter to the faculty in the next couple of weeks.

Integrated Curriculum Committee (ICC) (Moyer): The ICC met this morning and dealt with over one hundred curriculum proposals. They will be placed on a Consent Calendar and forwarded to Senate members via email for approval.

Associated Students (AS) (Chapin): The AS Study Lounge will occur next week on Mon.-Wed., from 6 pm-2 am in the South Lounge. There will be snacks and coffee available to students as well as free blue books and Scantron forms. Flyers were handed out.

Academic Affairs (Snyder): An announcement was sent out that applications were closed for both freshmen and transfers on November 30. This is the earliest date this has happened. There were a lot of applications and a higher number than usual of upper-division transfers. First-time freshmen were about the same as last year. All students who qualify for admission, meet all of the deadlines, and submit all of the required material must be accepted. The aim is to admit ca. 1,200 freshmen for next year. If the yield rates go up, the number may be significantly over that. It is hard to control. One way to control it is to declare campus-wide impaction. This is something that should be done prior to the start of admissions, not midway through the cycle; so it will not be done this year. But campus-wide impaction is being considered seriously and will likely happen for AY2011-2012. It would apply for freshmen (not for transfers). HSU can designate its local service area and let students in from the area as usual. Outside of the service area, the eligibility index (a combination GPA and SAT or ACT scores) will be raised to allow the campus to control more closely the number of freshmen brought in. The paperwork for doing this hasn't been submitted yet; it will be discussed by the Provost's Council.

- Are there estimated numbers for transfers? Yes, but the exact number is not known. Transfer rates have gone down the last few years; HSU has had trouble with bringing in the same number of transfers each year. The number of applications doubled this year, so it looks like the transfer numbers will be up.
- Will we be penalized for going over our enrollment target next year? According to the Chancellor's Office (CO), for every student enrolled over the 'target,' the campus receives a state university fee. In AY 2010/2011, the campus will be allowed to keep the money. But in 2011/2012, for every student enrolled over the enrollment target, the money will be subtracted from the campus' budget.
- Is the forecasting being done based on historical yields? Yes – and it is of concern that they may no longer apply.
- It was noted that all campuses will be undergoing the same process, so there may be more rejections at other schools, increasing the numbers choosing HSU as a second-choice. Is there a fall-back position? The campus closed applications as soon as possible – November

30 was the earliest it could be done. Unless the campus declares impaction, it has to use the tools it has for managing the number of students. Deadlines are being strictly enforced. But as long as applicants meet all requirements and are eligible, we are obligated to take them.

- Why doesn't HSU employ targeted impaction? The system would have been willing to let HSU declare impaction for 2010/2011, but the Provost stated that since some students have already been admitted on the old eligibility index, changing the numbers midway didn't feel right. The system will not let the campus declare program impaction at this point. The earliest that can be done is 2011/2012. The Enrollment Management Task Force is looking at establishing ideal sizes for majors and ways to enforce this. One way to do that is to declare impaction by program, but this is not an option right now.
- Clarification was requested on the legal implications of impaction. Doesn't the campus have the capacity to close applications for a program, with declaring impaction? No – the campus can either accept all applications or no applications to a program. Putting a limit on the number accepted is impaction. For 2011/2012 it might be possible to not accept freshmen for certain programs.
- The floor was yielded. What direction is enrollment management going in regard to impaction – will it be campus-wide pro rata or targeted program impaction? The Provost responded that both could be done, but most likely it will be impaction for the freshmen class. There is a lot of resistance to program impaction and it will need further discussion.

4. **TIME CERTAIN: 4:15-4:30 – Open forum for the campus community**

Professor Matthew Johnson offered comments on the *Draft Academic Affairs Budget Reduction Strategies* that the Senate will discuss at its meeting tomorrow. The five categories offered are acceptable. Program elimination is a necessary component and an expedited process is needed for that to occur. He expressed his professional fear that if the campus is not able to make focused and tough budget cuts it will slide into mediocrity. A re-shaped budget is needed, rather than a budget that is just shrunk in size across the board. It needs to be re-shaped to reflect HSU's strengths, priorities and vision. The five categories of strategies are all important, including expedited program elimination.

Senate Finance Officer (Paynton): The UBC met on Friday and discussed the ad hoc committee's recommendations.

The Provost noted that at the meeting an expenditure report by division was provided. It is available on the University Budget Office web site.

Statewide Senate (Cheyne): The Intersegmental Committee of the Academic Senates (the combined executive committees of the CSU, UC, and the community college academic senates) met last Friday. The Committee met with Assemblymember Ruskin, who will be chairing the task force to review the Master Plan. He provided an optimistic perspective on the upcoming work with the Master Plan, which will focus on making the Plan more effective, rather than changing it. There is recognition and support for keeping the Plan an effective force in higher

education. The Intersegmental Committee is working on advocacy and communication. This initiative is going to be going forward and could potentially have some impacts in a couple of years.

5. **Approval of the Fall 2009 Graduation List**

M/S (Powell/Verlinden) that the Academic Senate of Humboldt State University accept the final graduation list for Fall 2009 and recommend the graduation of all persons whose names are on that list subject to the provision that any student whose name is on the list and who has not fulfilled the requirements for graduation, will have her or his name removed from the list and that student shall not graduate.

Voting occurred and motion **PASSED** unanimously.

M/S/U (Powell/Heise) to make this an Emergency Item for immediate transmittal to the President.

6. **TIME CERTAIN: 4:30-4:45 – Resolution on the Proposed Restructuring and Renaming of the Biometry Minor to Applied Statistics (#14-09/10-EX) [to be distributed electronically]**

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

**Resolution on the Proposed Restructuring and Renaming of the Biometry Minor
to Applied Statistics**

#14-09/10-EX – December 8, 2009

RESOLVED: That the Academic Senate of Humboldt State University approves and recommends to the Provost the proposed restructuring of the Biometry minor and renaming of the minor to Applied Statistics, and related course changes; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost that a status assessment of the program be carried out by the department in fall of 2013 which will include, at a minimum, reporting the number of students currently enrolled in the minor, the number who graduated with the minor, the majors of those students, and the particular courses those students took to satisfy the requirements of the minor.

RATIONALE: *The attached memo from the Integrated Curriculum Committee (ICC) outlines the process by which the proposed restructuring and renaming of the Biometry minor was reviewed and approved. In its response to the ICC, the Biometry faculty stated a goal of meeting the following benchmarks: 1) graduate 5 students per year with a minor in Applied Statistics and 2) attain this rate of graduation within 3 years.*

Senator Rizzardi spoke to the resolution. The Biometry program was placed in Category 4 (of the prioritization process) largely because there had been no Biometry minors for several years, even though the classes are well-enrolled. The Biometry has been restructured to make it more accessible to students. It used to require a full year of Calculus as a prerequisite, which scared

students away. This has been reduced to one semester of Calculus as a compromise. The classes have been renamed from Biometry, which is outdated, to Statistics and changed the name of the minor to Applied Statistics. The name change will make it more inclusive to students in other majors. The number of courses which count toward the minor have been increased to allow students from Business or Psychology to use courses in their discipline. It is hoped that the numbers will increase by attracting students from other disciplines and not just the Biological Sciences.

- The floor was yielded. The resolution deals with the restructuring of the Biometry Minor and the renaming of the Minor to Applied Statistics as well as related course changes, apparently to the minor. Yet on page 3 of the ICC Memo there is a long list of Biometry and Stats courses that have become Stats. There seems to be a missing part of the resolution regarding all of the courses, because all of these courses are not part of the minor but part of the whole offering of Statistics. The resolution should have a second resolved clause addressing the change of all current courses listed on page 3 of the ICC Memo.
- That is what the wording in the first resolved clause “and related course changes” is supposed to do. The ICC proposed an entire package of change forms related to the change in the minor. Included are all of the courses now expanded to count toward the minor.
- There is one course (SCI 530) that was changed to a STAT course that is not part of the minor. This was just part of the clean-up. Most of them count in some ways toward the minor. The program took advantage of the opportunity to clean-up the course catalog listings.
- The floor was yielded. Each resolve in a resolution is supposed to deal with only one thing, and this is trying to do two things. There should be a specific resolved clause which deals with the renaming of the acronym for the courses from BIOM to STAT.

M/S (Flashman/Thobaben) to amend the resolution by adding a new resolved clause as the second clause and removing a part of the first resolved clause as follows:

RESOLVED: That the Academic Senate of Humboldt State University approves and recommends to the Provost the proposed restructuring of the Biometry minor ~~and renaming of the minor to Applied Statistics, and related course changes~~; and be it further

RESOLVED: That the Academic Senate of Humboldt State University approves and recommends to the Provost the changes in course numbering and naming as indicated in the attached Memo from the ICC

It was asked if this was a friendly amendment.

- The floor was yielded. The proposed second resolved clause deals with the renaming of the courses. But the first resolved clause should stand as it was written by the ICC because there was a change in related courses to the minor. The paper trail has to be consistent. It is not simply changing the name from Biometry to Applied Statistics; it is also changing the requirements for that, so “related course changes” would be appropriate there.

- It was suggested that a second resolved clause be added that says “additional courses as listed” or something to that effect.

The correction is to reinstate the deleted language from the first resolved clause. Is this friendly? Yes, friendly and redundant (from the floor).

The proposed change now is that the first resolved clause remains the same and the second resolved clause has to do with additional changes in course numbering and naming as indicated in the ICC memo.

- Clarification – the first resolved clause is about restructuring and renaming the minor and the second one is about renaming the courses and adding courses?
- It might be better to make it general “curriculum changes” and then it would be broad enough to cover everything.
- The rationale states that “[i]n its response to the ICC, the Biometry faculty stated a goal of meeting the following benchmarks:” and it lists two benchmarks. Are these benchmarks incorporated in the resolved clauses in some way? What is the purpose of this part of the rationale?

It was explained that because of the short timeline, the Senate ASC wrote these resolutions. A boilerplate was used.

- Are these courses being fully enrolled? Would they continue to exist regardless of whether or not there is a Minor? The current Biometry courses are fully enrolled; even if the Minor did not exist, these courses would continue to exist. So there is no cost involved in keeping the Minor beyond the time it takes to write up a minor contract.
- In terms of costs, keep in mind that HSU is embarking on a program to increase graduation rates. When contacted, students who are already over 120 units say they are pursuing another major or minor. This could be one of those minors that a student with 140 or more units could add on. There are costs in certain situations. It does make a difference.
- If these courses are fully enrolled, then students are taking them as a part of other programs already. So it is possible for a student to take everything they need for the minor as part of another program; these courses wouldn't necessarily be added to the major. For example, Wildlife and Biology students would just have to take a couple of extra courses – it would not be another semester.
- Is there a plan to look at the question of minors more generally? Picking out one minor is not the way to go. It was noted that it is on the ICC's 'to do' list. What kind of criteria will be used? The ICC needs to figure out what the role of a minor is and what the criteria are. When the work on prioritization is completed, the ICC will move on to this.

- Campuses have been asked by the CO to increase graduation rates to the top quartile of comparable institutions. There is a short timeline and a small group (including members of the Academic Senate) has been convened to do this. There is no time to really consult on this. It will be put out and can be revised next year. It will include ways to restrict multiple majors and multiple minors.
- The rationales of these resolutions are being written in an *ad hoc* fashion using a boilerplate. Concern was expressed that this is the second time benchmarks have been mentioned [in a resolution] – what is the impact of putting this in a rationale when it is not incorporated in any part of the resolution? It implies that the Senate is giving some kind of background for using benchmarks but not actually putting them in writing. It is giving ‘fuzzy direction.’ If things don’t work well, the program can come back and say it wasn’t in the resolution.
- What would be the result of the Senate not approving this resolution? It was answered that the immediate issue is the desire to have this in the HSU Catalog for next year. The proposal was prepared last spring and there was no resistance; in fact there was encouragement to do this. These are changes that need to be made for the reasons outlined earlier, and there are benefits to making the changes without any added costs. Not approving the resolution will hurt students who want to get a minor and basically keep the program in the dark ages. This is an opportunity to modernize and move the program forward.

Chair Mortazavi reminded the Senate that the original intention was to put this program (Biometry) and NRPI on the Consent Calendar. The Senate Executive Committee wanted to treat all programs equally, so that is why it is being brought forward in the form of a resolution. The changes are minor with minimum costs, and the program would like them to be approved so they can appear in the next HSU Catalog. Another example of the benefit of the changes is that business students will be more likely to take a ‘Statistics’ course rather than a Biometry course and it will also make more sense on their transcripts.

M/S (Van Duzer/Paynton) to end debate and vote immediately. Voting occurred and **PASSED** with 18 Yes votes and 4 No votes.

Voting by ballot on the amended resolution occurred. The resolution **PASSED** by a vote of 20 Yes votes, 1 No vote, and 1 Recused.

M/S/U (Moyer/Larson) to make it an emergency item for immediate transmittal to the Provost.

The approved resolution reads:

**Resolution on the Proposed Restructuring and Renaming of the Biometry Minor
to Applied Statistics**

#14-09/10-EX – December 8, 2009

RESOLVED: That the Academic Senate of Humboldt State University approves and recommends to the Provost the proposed restructuring of the Biometry minor and renaming of the minor to Applied Statistics, and related course changes; and be it further

RESOLVED: That the Academic Senate of Humboldt State University approves and recommends to the Provost the changes in course numbering and naming as indicated in the attached Memo from the ICC; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost that a status assessment of the program be carried out by the department in fall of 2013 which will include, at a minimum, reporting the number of students currently enrolled in the minor, the number who graduated with the minor, the majors of those students, and the particular courses those students took to satisfy the requirements of the minor.

***RATIONALE:** The attached memo from the Integrated Curriculum Committee (ICC) outlines the process by which the proposed restructuring and renaming of the Biometry minor was reviewed and approved. In its response to the ICC, the Biometry faculty stated a goal of meeting the following benchmarks: 1) graduate 5 students per year with a minor in Applied Statistics and 2) attain this rate of graduation within 3 years.*

7. TIME CERTAIN: 4:45-5:00 – Resolution on the Proposed Renaming of NRPI Major and Options (#15-09/10-EX)

M/S (Moyer/Reiss) to place the resolution on the floor, with the addition of the second resolved clause that was added to the last resolution, and in the attached ICC Memo, the elimination of the degree change 09-223, which is the suspension of the GIS option.

**Resolution on the Proposed Renaming of NRPI Major and Options
#15-09/10-EX – December 8, 2009**

RESOLVED: That the Academic Senate of Humboldt State University approves and recommends to the Provost the proposed renaming of NRPI Major and Options and related course changes as outlined in the attached Memo from the Integrated Curriculum Committee (ICC); and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost that a status assessment of the restructured major be carried out by the department in fall of 2013.

***RATIONALE:** The attached memo from the ICC outlines the process by which the proposed restructuring and renaming of NRPI Major and Option was reviewed and approved, and a list of the recommended course changes.*

Professor Steve Martin (NRPI) spoke to the resolution and the proposed changes. The reason for removing the proposed suspension of the GIS option is to postpone and allow for more time

to discuss it next semester. The other changes are ready to go forward and the program would like to have them completed for the next version of the HSU Catalog.

Discussion:

- Clarification on the amendment was requested. It was answered that the amendment was to remove the proposal regarding the GIS option [09-223] from the ICC Memo.
- A question on the nature of memos from the ICC was raised. Does the ICC vote on these memos? It was answered that yes, the ICC votes on the memos. In that case, the chair (of the ICC) should not remove something from the memo.

It was moved to amend the resolution as follows:

RESOLVED: That the Academic Senate of Humboldt State University approves and recommends to the Provost the proposed renaming of NRPI Major and Options and related course changes as outlined in the attached Memo from the Integrated Curriculum Committee (ICC), with the exception of 09-223; and be it further

Is this a friendly amendment? Not everyone was clear on what the motion was. The motion was re-read.

- Are name changes the only thing occurring here? It was answered that there are two minor curriculum changes (09-015 and 09-277).

Point of order – has the suggested amendment been accepted as friendly or not? It was declared accepted as friendly by the body.

- Is there anything substantive here or is the senate voting on name changes and nothing else that was asked of NRPI? 09-224 (suspending the individually designed option) is a substantive change, in addition to the two minor degree requirements changes already mentioned.
- If the amended resolution takes out 09-223, then why is 09-224 still remaining? 09-223 (suspend the GIS and Remote Sensing Option) requires more thought and discussion. The department originally agreed to make that change and then a few weeks ago found out that the California Community Colleges received a substantial NSF grant to recruit more students into Geospatial Sciences. It was felt it would be prudent to find out more about the program before proceeding.
- Was there discussion in the ICC about moving the Geospatial Sciences program outside of NRPI to a more interdisciplinary program? It was answered that it was not discussed at any committee level; it wasn't included in any of the recommendations.

Voting by ballot on the amended resolution occurred. The resolution **PASSED** by a vote of 20 Yes votes, 1 No vote, and 1 Recused.

M/S (Faulk/Moyer) to make it an emergency item for immediate transmittal to the Provost.

The approved resolution reads:

Resolution on the Proposed Renaming of NRPI Major and Options

#15-09/10-EX – December 8, 2009

RESOLVED: That the Academic Senate of Humboldt State University approves and recommends to the Provost the proposed renaming of NRPI Major and Options and related course changes as outlined in the attached Memo from the Integrated Curriculum Committee (ICC), with the exception of 09-223; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost that a status assessment of the restructured major be carried out by the department in fall of 2013.

RATIONALE: *The attached memo from the ICC outlines the process by which the proposed restructuring and renaming of NRPI Major and Option was reviewed and approved, and a list of the recommended course changes.*

8. TIME CERTAIN: 5:00 – Resolution on Interim Program Review Process for 2009-2010 (#09-09/10-EX)

Discussion of the resolution continued from the meeting of December 1.

- Has the ICC had an opportunity to discuss the role it would have in program reviews? No it hasn't. It was suggested that serving as a consultative body would be an important role for the ICC to play in program review. If the ICC is to have more authority than that (i.e., signature authority) it would have to bring all reports to the Senate. If it is consultative, it can be done without approval of the entire Senate or Senate Executive Committee.
- At the previous meeting there was discussion of changing the dates in the policy; it was not clear whether or not this had been accepted as a friendly amendment.
- The floor was yielded. It was noted that page 2 still has the date of February 1, 2010 in the first bullet under "Process." It would be nice to see a list of the programs that are pending that will use this process and a list of those that will be subject to the process for the following academic year.
- The floor was yielded. It was commented that the role of the Program Planning and Assessment subcommittee is envisioned as being consultative, not approving.
- It was asked that consultative be clarified. It was clarified that the ICC would discuss suggestions for the MOU and send them to the dean and the Senate as information items, but they would not be binding.

- Under the section on “Process,” if the date of February 1, 2010 is postponed to March 1, 2010, will the remaining dates also change by one month? Moving the last date a month back might be moving it too far.
- The dates could be viewed as an implementation issue, and discussed and adjusted accordingly, rather than having the Senate try to change them now.
- This is fine, as long as there are acceptable controlling parameters, for example, when should this be done? Should it be completed before the start of Fall 2010 or can it be carried over into the Fall term?
- Most program reviews fail to make their deadline anyway and there is no money for those who successfully get their program reviews in on time.
- It was suggested that the first date be moved back one month and that the Senate agree to work with the ICC and the Provost on the timing of the other steps in the process.
- Under the current model of program review, the review has always gone to the Provost’s Council for final approval; it has not been received just as an information item. This description indicates that the reporting is informational all the way through the process. Don’t we want program reviews to be critically received and/or approved by someone? It was suggested that program reviews be accepted by the Provost’s Council somewhere in the process.
- The floor was yielded. The acceptance and approval of a program review treats it as a report, rather than an action plan. The idea is to shift the focus of having the review be something that sits on a shelf, never to be looked at until the next review, to having it serve as a planning document. The plan would result in an agreed-upon action plan (where the program is going and how it will be supported) between the program and dean. There is no longer one-time funding.
- The concerns and questions being raised are because program review is taking on a more important role. The Rationale states that “The proposed process has a clear goal, culminating in a Memorandum of Understanding that is collaboratively produced by the department, the dean, and the ICC.” This puts the ICC clearly working with the department and the dean. It doesn’t create an action that comes to the Senate. But on page 2 under “Process”, the second to last bullet states, “The ICC sends the department and the dean any suggestions it has” What if the department doesn’t like the suggestions? What does the ICC do? If it is purely consultative, then the department can say “thank you or no thank you.” It is important for the Senate to define what the ICC’s role will be. It could be very helpful to departments. But if it is more than consultative, then the ICC will have to report to the Senate, and the Senate becomes involved – this is not the direction the Senate should take.
- The program review has, in the past, ‘had teeth’ in terms of position requests. Departments used to be required to have a current accepted program review in place before a position

request was accepted. This means that there needs to be some sort of decision process at the end to determine whether or not the program review has been 'accepted.'

- It really does have to be accepted by the Provost at some point in order to approve future resource allocations. What if the Provost disagrees with all the prior work? It should not just be an informational item.
- The Provost stated that his understanding of the process is that anything requiring curriculum approval has to go through the ICC. He fully expects the college deans to consult with him before expanding programs. A lot of this is built into the process. If this is uncomfortable for people, then it can be fixed by having some kind of approval process at the end. There does need to be common agreement at the university level and everyone needs to be on the same page; colleges and departments cannot decide to do anything they want. An important aspect of this is that there is agreement between the department and the university on how to move forward in terms of resources, etc.
- The floor was yielded. This is a temporary process, aimed at reducing people's workload in a context where a lot of reporting is already being done. It also is an opportunity to pilot the process and see where there may be gaps and/or changes need to be made. It is a place to begin. As the Program Planning and Assessment subcommittee develops a revised, more permanent review process, they will have experience to draw from.
- The term MOU is helpful here. What is at issue is who is a party to this agreement? It seems that anyone who is a party to the agreement would need to sign off. It appears that the agreement is between the department, the dean, and the ICC. The ICC will sign off on this and they can do so without coming to the Senate. It sounds like a reasonable way to proceed.
- It was recommended that the Provost sign the MOU but that the ICC not sign the MOU and only be a part of the consultative process.

M/S (Knox/Powell) to amend the resolution by adding a new resolved clause following the first resolved clause which reads: "That the ICC have a partnership role in making recommendations to the department and dean in finalizing the MOU."

Discussion:

- What does partnership role mean? It is intended to define the role of the ICC as participating in the process, rather than just providing feedback at the end. The ICC would be a partner to the MOU, i.e., engaged in the conversation, but would not have to come back to the Senate for approval, etc. Changing the word 'partnership' to 'consultative' would be entertained as a friendly amendment.
- Does 'partnership' mean that the ICC signs off? If the MOU is going to have signatures on it, then yes.

- Would it be friendly to consider stipulating the nature of the partnership as ‘consultative’? It was not accepted as friendly.
- It was noted that the resolved clause should begin with “That the Academic Senate of Humboldt State University recommends” – this was assumed and accepted as friendly.
- It was suggested that the word ‘consultative’ be used in place of ‘partnership.’ This was accepted as friendly.

Voting on the amendment occurred and **PASSED** with 1 Abstention.

Discussion continued on the resolution:

- It was suggested that departments be informed of what assumptions are being made under which program reviews take place. Should departments assume that budget cuts will continue and plan in that direction? If growth is assumed, then departments would plan in a different direction. Departments need some idea of what the assumptions are in order to plan appropriately.
- The floor was yielded. The title of the resolution says 2009/2010 and the resolution states that a policy will be brought to the Senate by spring 2011 – what happens during AY 2010/2011? Under the attached policy, there is nothing included about the faculty recruitment plan or position requests. It also is very weak in terms of information on resource implications, particularly equipment requests. The interim policy should be looked at for both academic years and the future policy should be more inclusive of some of the content from former program reviews, such as faculty positions and other resource implications.

M/S (Van Duzer/Moyer) to extend the timeline from 2009/2010 through 2010/2011. Voting occurred and **PASSED** with 1 Abstention.

The dates for the [2009-2010] process were clarified: the February 1 date changes to March 1 (friendly amendment) and the remaining dates will be adjusted accordingly as suggested by the Provost.

Voting occurred on amended resolution (#09-09/10-EX) and policy and **PASSED** with 1 Abstention.

The amended resolution reads:

Resolution on Interim Program Review Policy for 2009/2010 – 2010/2011
#09-09/10/EX – December 1, 2009

Resolved: That the Academic Senate of Humboldt State University recommends that the University adopt the attached Interim Program Review Process Policy to begin immediately for programs which have yet to start scheduled program reviews; and be it further

Resolved: That the Academic Senate of Humboldt State University recommends that the Integrated Curriculum Committee have a consultative role in making recommendations to the department and dean in finalizing the MOU; and be it further

Resolved: That the Academic Senate of Humboldt State University recommends that programs currently undergoing program review may choose to use this interim process if it is preferred by the program over the existing process; and be it further

Resolved: That a future policy revision will be developed and brought to the Senate by spring 2011 to replace this interim policy.

Rationale: Both the CSU and WASC require that all programs undergo regular review. In fact, the 2001 WASC Handbook of Accreditation was updated in 2008 with, among other revisions, three new requirements in the institutional review process, one of which is “an analysis of the effectiveness of the Program Review Process.” In this context, it is important that we maintain momentum in conducting regular program reviews.

Last year, we followed the temporary process of program review that appended an addendum to departments’ Program Prioritization reports, pending the development of a new Program Review process.

While the new process is currently under development, there are several factors that would make it difficult to use the approved temporary process this year:

- There is a lot of review activity going on as a result of budget concerns, program prioritization, and other issues. Adding a full-on program review – even the temporary process -- is probably redundant, and it represents additional workload.
- The collection and review of these disparate documents provides the opportunity for reflection and discussion that are primary benefits of the program review
- Many programs are already initiating changes that are still in various stages of the development and approval process.
- The curriculum oversight process and structure have changed, so the process of the review should be adjusted accordingly.

For these reasons, the proposed process comprises the assembly of documents that already exist or are currently being produced and which need only be assembled for the program review, with the addition of a brief overview (#9, below). Assembling the program review almost entirely from existing documents would simplify this year’s reviews, and it would also serve to pilot the use of some of the measures being considered for the new program planning process (e.g., benchmarking measures, assessment results, success rates of underrepresented students and relevant plans for improvement).

The proposed process has a clear goal, culminating in a Memorandum of Understanding that is collaboratively produced by the department, the dean, and the ICC. The MOU identifies a common set of expectations for all parties as the department moves forward.

Attachment to Senate Resolution #09-09/10-EX

Interim Program Review Policy for 2009/2010 – 2010/2011

Programs scheduled to begin program review in 2009-2010, or whose program reviews have been delayed until 2009-2010, will conduct their reviews as follows:

Content of the 09-10 Program Reviews:

- 1) Program Prioritization Report
- 2) For programs in prioritization categories I & IV: Dean's recommendation, AMP letter, and ICC letter
- 3) Any plan or proposal resulting from prioritization
- 4) Assessment plan
- 5) The last two annual assessment reports (originally submitted September 2008 and September 2009)
- 6) The department's "Making Excellence Inclusive" plan if the department is in one of the first three cohorts of participants.
- 7) The benchmarking data distributed by the deans in summer 2009
- 8) The department's response to the benchmarking data.
- 9) A **brief (2-5 page)** overview that summarizes
 - what the above documents, collectively, indicate about the department
 - any changes not indicated in the above documents (e.g., significant changes to curriculum, increase in number of majors, etc.)
 - Plans for the future direction of the department

Process for the 2009-2010 reviews:

- Review is submitted to the office of the department's college by March 1, 2010
- The dean reviews the reports and works with the department to draft a Memo of Understanding that identifies a common set of expectations, consulting with the Provost as appropriate.
- The Review and its accompanying draft MOU are submitted to the ICC via the Academic Programs office by date TBA.
- The ICC sends the department and the dean any suggestions it has for MOU revisions by date TBA.
- Final MOU and Review go to the Provost and the Senate as information items.

9. TIME CERTAIN: 5:29 – Resolution on the Suspension of the College Faculty Preparation Program (#13-09/10-EX)

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

Resolution on the Suspension of the College Faculty Preparation Program
#13-09/10-EX – December 1, 2009

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost the suspension of the College Faculty Preparation Program (CFFP) in its current form; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost that the CFFP be reactivated once a revised program has been approved by the ICC.

RATIONALE: *The Graduate Council has undertaken the task of pursuing options for the CFFP to cover its costs without state support. Unable to meet the ICC's deadline of October 15, the Council requested an extension to complete its work on finding non-state-supported ways to continue the program. The ICC recommends the suspension of the certificate program in its current form, with the expectation that it will be reactivated once a revised program has been approved by the ICC.*

Discussion:

The resolution is to suspend the program as it exists now while the Graduate Council and other entities can revise it to be self-supporting.

- How many students are currently in the program? It is hard to define the enrollment; there are people who are enrolled but not active. There are four or five people active in the classes being offered.
- What is the timeline for phasing it out if there are people enrolled that we don't even know about? Anytime a program is phased out, anyone who is not active will be identified. There will be a narrow window of time for people who are not active to become active.
- Support was expressed for suspending (rather than eliminating) the program. The program has made it possible for several different departments to offer certification to students who do graduate work and prepare them to teach in a community college in their discipline. There are seven or eight different programs participating.
- The Business department has participated in CFFP and has placed several MBA graduates at CR – some have completed the program and some have not. The program doesn't seem to be providing any added value or increasing opportunity to find jobs.
- Is there a timeline for a proposed revision to the program? It was unknown – that is one of the reasons for suspending it. For students in the Math program, this provides them a second piece of documentation that shows their Math preparation for teaching at the community college level that their degree doesn't indicate.
- Support was expressed for the resolution with the hope that the program will be reactivated. It has been popular among M.A. and M.F.A. students in the Theatre, Film and Dance department for a number of years. Students who pursued it have been successful in getting teaching jobs and community colleges and other places. It has also been a useful recruiting tool – students often inquire about it. It is seen as an added bonus to attending HSU.
- The program provides instruction on how to be an effective teacher and produces better instructors – it has been a productive program.
- Those who would like the program to return should encourage the Graduate Council to work swiftly. The ICC is supportive of approving a re-structured program.

Voting by ballot on the amended resolution occurred. The resolution **PASSED** by a vote of 21 Yes votes and 1 Recused.

M/S/U to make it an emergency item for immediate transmittal to the President.

The meeting adjourned at 5:45 p.m.

Action Taken in the Interim:

Consent Calendar (distributed electronically 12/10/11 for email vote) – Approved without objection.

09-001 to 003 INTL Studies – Program change and new course proposal for INTL 210- Introduction to International Studies, to replace GEOG 300-Global Awareness, that was a temporary “placeholder” in the International Studies core curriculum. INTL 210 becomes prerequisite for INTL 310-Global Economics & Politics.

Course development supported by the CAHSS Dean and is in response to Prioritization Task Force report recommending curricular organization. Degree requirement on Program Change form is 35 units, but listed as 30-40 on MAP. Degree requirements have a lot of variability because of nature of the major, hence the 30-40 on the MAP, but Chair indicates 35 is most typical and does not assume double counting of units.

09-055 Economics Environmental & Natural Resource Planning & Policy pathway: removal of CIS 110 Introduction to Computers as current students are very computer literate and course is no longer offered/taught. Removal of NRPI 465 Rural Community Planning as course is no longer offered/taught. Update information for the minor requirement by increasing units from 15 to 18 to align with the NR Planning minor. Units in the pathway remain in line with other Econ pathways.

09-058 Recreation new course Rec 375 Winter Adventure Leadership (2 units) to replace Rec 350 Intermediate Kayaking (2 units) and Rec 355 Equine Wilderness Packing (2 units) – both suspended. Rec 350 hasn’t been offered since 2003 and at that time enrolled 10 students. Rec 355 was last offered 2007 and enrolled 29 students. Expected enrollment per term in Rec 375 is 20-30 students. Existing faculty will teach.

09-059 Recreation replace Rec 350 Intermediate Kayaking (2 units) and Rec 355 Equine Wilderness Packing (2 units) (both suspended) with new Rec 375 Winter Adventure Leadership as new degree requirement.

09-060 Recreation limit the number of course options for Business Minor Field of Study to standardize course offerings and focus students on the prescribed courses. Current lengthy list of options leads to confusion and uncertainty. Dept indicates alternatives may be considered for those students wishing to deviate from courses listed, effected via adjustments on major contract. Minimum number of units required for this area of the major remain the same.

09-068 Sociology change in Soc 584 C-classification from C-5 *and* C-13 to C-5 (course change form revised 12/3/09). Eliminates software instruction during class time. Students will self-teach and self-schedule in lab. More class time is needed to meet instructional needs. Units and student/instructor contact time unchanged.

09-071 to 09-076 Music Change name of “General Music Studies” Option to “Music Studies,” add hidden requirements to core and options as needed, add specific Ensemble requirements for each instrument. Changes will increase number of units in major *on paper*, but students have been required to take all these courses anyway as pre-requisites, etc. so there will be no real change in the number of units students take. No new courses will be offered to support these changes. The changes were initiated in response to departmental Assessment results.

09-102 to 09-135 Geology

Summary for Senate – 12/8/09

Geology Curriculum change summary

The proposed modifications include a major overhaul of what was the BA Geology - Geoscience Education option, to become BA in Geology – Geosciences option. The Geoscience Education option never achieved a sustained enrollment of majors and essentially became obsolete as several required courses are no longer offered at the university; consequently the CNRS Dean’s office recommended revamping the program. Courses within the traditional BS/BA Geology degrees are modernized and/or modified to create more streamlined offerings and also create a tightened core of courses (see table below) taken for all degree options and a revised minor. The Geosciences option will prepare students for a wide variety of positions outside of the traditional Geology Bachelor’s degrees, has great potential for enrollment growth, and remains relevant to students looking to pursue teaching options through a credential program. The combined changes increase the cohesiveness of the Geology programs and allow for greater flexibility for students who elect to change options/majors within Geology. The changes also increase flexibility and clarity in scheduling and advising, will help increase SFR with enrollment growth, and increases departmental efficiencies, in particular by reducing the number of (costly) field units students must take.

The principle program changes include:

- Changing Geology Field Camp (GEOL 471, 472, 473) from six weeks (6 units) to four weeks (GEOL 475, 4-units) to reduce costs and increase flexibility in staffing and locations
- Breaking Field Methods (GEOL 470, 2-units) apart into three 1-unit courses (235, 335, 435) to provide more frequent field training at multiple levels. (Note: bullets 1 & 2 together increase efficiency by reducing costly field units by one.)
- Mineralogy (310) and Petrography (311) course contents are rearranged to better align with requirements of redesigned Geosciences option (to become GEOL 312 and 314, respectively).
- General Geomorphology takes on upper division Area B GE designation (GEOL 306), reducing total unit requirement for the degree.
- Streamlining of Area of Specialization Courses.

- A number of courses are renamed in order to better reflect course content.
- Many courses are renumbered to better reflect the suggested sequence of enrollment and to make course planning easier for students.
- Minor in Geology modified to increase the rigor and relevance and make it more consistent with the core geology courses.

Geology Core[%]

BS/BA Geology	BA Geology Geosciences Option	Geology Minor	Course Title
GEOL 109	GEOL 109	GEOL 109 (or Geol 108 & GEOL 399)	General Geology (or The Dynamic Earth)
GEOL 235	GEOL 235		Geology Field Methods - I
GEOL 306	GEOL 306	GEOL 306	General Geomorphology
GEOL 312	GEOL 312	GEOL 312	Earth Materials
GEOL 332	GEOL 332		Sedimentary Geology
GEOL 334	GEOL 334		Structural Geology
GEOL 335	GEOL 335		Geology Field Methods- II
GEOL 485	GEOL 485		Seminar

[%]With additional requirements specific to each option.

Summaries of individual curriculum change forms.

09-102 BS degree with major in Geology Program Change – key changes described in bullet list above.

Major requirements reduce 120 to 117 units.

09-103 BA degree with major in Geology Program Change– key changes described in bullet list above.

Major requirements reduce 116 to 113 units.

09-104 BA degree with major in Geology – Geoscience Education option Program Change – key changes described in bullet list above. Major requirements reduce 112 to 109 units.

09-105 Minor in Geology Program Change Requirements for the Minor in Geology are strengthened to improve the quality of the program and to reflect course names and number changes associated with other program changes in the department. The requirements for the minor are:

GEOL 109 General Geology OR GEOL 108 – The Dynamic Earth PLUS GEOL 399 - Supplemental Work in Geology; GEOL 110 Field Geology of the Western U.S.; GEOL 306 General Geomorphology;

GEOL 308 Natural Disasters; GEOL 312 Earth Materials; Plus 3 additional units of approved geology courses.

09-106 GEOL 110 – Field Geol of the Western US – course reactivated, C-class change from S-36 (2units) to C-16 (1-2 units). C-class change increases efficiency/cost.

09-107 GEOL 235 – Geology Field Methods-I, new course proposal, 1-unit, first of three-course field methods sequence. Provides multiple field experiences at multiple levels to help make up for reduced summer field camp experience.

09-109 GEOL 310-Mineralogy & Optical Crystallography changes to GEOL 312 Earth Materials – Introduction to minerals and rocks (petrology) exclusive of use of microscope. Change allows GEOL 312 to apply to BS/BA Geology, BA Geosciences, and Geology Minor as part of core curriculum. (Optical/microscope component moved to GEOL 314-Optical Mineralogy & Petrography for BS/BA Geology degrees.)

09-110 GEOL 311-Petrography becomes GEOL 314 Optical Mineralogy-Petrography. Optical/microscope component of existing GEOL 310 and 311 combined to allow GEOL 312 Earth Materials to serve as a standalone course in hand specimen identification of minerals and rocks for all Geology programs.

09-111 GEOL 320 Invertebrate Paleontology becomes GEOL 344 Geobiology. Number change aligns with other curriculum changes. Name change modernizes terminology and reflects course content which is not limited to ancient invertebrate life.

09-112 GEOL 330 Structural Geology changes course number (to GEOL 334) to align with other curriculum changes.

09-113 GEOL 340 Air Photo Interpretation deleted. No longer stand-alone course. Content incorporated into GEOL 482 Instrumental Methods.

09-114 GEOL 335 Geology Field Methods-II - New course proposal , 1-unit, second of three-course field methods sequence. Provides multiple field experiences at multiple levels to help make up for reduced summer field camp experience.

09-116 GEOL 350 Geomorphology changes to GEOL 306 Geomorphology and takes on upper division Area B GE designation. Change will allow Geology majors to satisfy Area B GE with required course and is consistent with other programs in CNRS.

09-117 GEOL 375 Planet Earth – delete course. Course no longer required for Science Teaching program is no longer offered.

09-118 GEOL 414 Igneous & Metamorphic Petrology- delete course. No longer offered as stand-alone course. Content incorporated into GEOL 531 Advanced Physical Geology.

09-119 GEOL 415 Sedimentary Petrology – delete course. Course no longer offered. Faculty expertise lost through retirement.

09-120 GEOL 422 Paleoecology – delete course. No longer offered as stand-alone course. Content incorporated into GEOL 531 Advanced Physical Geology.

09-121 GEOL 425 Crustal Evolution & Tectonics – delete course. Course no longer offered because of faculty retirement.

09-122 GEOL 430 Advanced Structural Geology. No longer offered as stand-alone course. Content incorporated into GEOL 531 Advanced Physical Geology.

09-123 GEOL 445 Geochemistry – change to prerequisite course number through other course change (GEOL 310 to 312).

09-124 GEOL 455 Geology Colloquium – New course proposal. Course has been offered under special topics umbrella and is becoming its own course. Change is resource neutral.

09-125 GEOL 457 Engineering Geology. Change to prerequisite course number through other course change (GEOL 330 to 334).

09-126 GEOL 465 Geosciences Senior Project – New course proposal to provide capstone experience for revised BA Geosciences program. Course will be offered within current faculty loads, i.e., no increase in needed resources.

09-128 GEOL 470 Field Methods (2-units) becomes GEOL 435 Geology Field Methods-III (1 unit) – third of three-course sequence of field methods courses. Provides multiple field experiences at multiple levels to help make up for reduced summer field camp experience. GEOL 435 specifically for students going to field camp.

09-129 GEOL 471 Field Mapping Techniques. Delete course. GEOL 471 was formerly one of three courses for 6-unit, 6-week Geology Field Camp. Field Camp being reduced to single 4-unit, 4-week course (GEOL 475).

09-130 GEOL 472 Extended Field Mapping (4-units) becomes GEOL 475 Geology Field Camp (4-units). Geol 475 becomes the single 4-unit, 4-week Field Camp course (reduced from 6-unit, 6-week course consisted of: GEOL 471, 472, 473). [note: Sum of changes to all field courses (Field Methods and Field Camp) reduces total required field units by 1, reducing program costs.]

09-131 GEOL 473 Geologic Report Writing. Delete course. GEOL 473 was formerly one of three courses for 6-unit, 6-week Geology Field Camp. Field Camp being reduced to single 4-unit, 4-week course (GEOL 475).

09-132 GEOL 482 Advanced Instrumental Methods in Geology title change to Instrumental Methods in Geol. Course description changes to reflect course content in technical/instrumental methods. Pre-requisites change to reflect course number changes elsewhere. Becomes one of two streamlined Area of Specialization courses.

09-133 GEOL 531 Advanced Physical Geology – course description changes to reflect course content in advanced physical geology. Pre-requisite course numbers changes to match changes elsewhere. Becomes one of two streamlined Area of Specialization courses.

09-134 GEOL 554 Quaternary Geology Field Methods title change to: Advanced Geology Field Methods. Title change better reflects course content not restricted to Quaternary period.

09-135 GEOL 555 Quaternary Tectonics title change to: Neotectonics. Title change better reflects course content not restricted to Quaternary period. Pre-requisite course numbers also changing to match changes elsewhere.

Following pages include:

- Table of degree requirements BS/BA Geology and BA Geosciences option
- Table of proposed course numbers and titles and current “equivalents”

Proposed Courses and Current "Equivalents"

Geology Courses and "Equivalents"			shaded = new proposed course			
PROPOSED required courses (combined all degrees)			CURRENT "equivalent" COURSE		Other Geology offerings	
GEOL	UNITS	COURSE	GEOL	COURSE	GEOL	COURSE
109	4	General Geology	109	General Geology	106	Earthquake Country
110	1-2	Field Geology of the Western US	110	Field Geology of the Western US	108	The Dynamic Earth
300	3	CA Geology	300	Geology of CA	300L	Geology CA Field Trip
303	3	Earth Resources & Global Change	303	Earth Resources & Global Change	308L	Natural Disasters Lab
305	3	Fossils Life & Evolution	305	Fossils Life & Evolution		
306	3	General Geomorphology	350	General Geomorphology		Deleting courses:
308	3	Natural Disasters	308	Natural Disasters	X	340 Air Photo
312	4	Earth Materials	310	Mineralogy & Optical Xilography	X	375 Planet Earth
314	4	Optical Mineralogy & Petrography	311	Petrography	X	414 Ig & Met Pet
332	4	Sedimentary Geology	322	Stratigraphy & Sedimentation	X	415 Sed Pet
334	4	Structural Geology	330	Structural Geology	X	422 Paleogeology
344	4	Geobiology	320	Invertebrate Paleontology	X	425 Crustal Evolution & Tectonics
235	1	Geology Field Methods - I			X	430 Advanced Structural Geology
335	1	Geology Field Methods - II			X	471 Field Mapping Techniques
435	1	Geology Field Methods - III	470	Field Methods	X	473 Geologic Report Writing
399	1-3	Supplemental Study	399	Supplemental Work in Geology		
445	3	Geochemistry	445	Geochemistry		
455	1	Colloquium	531	Colloquium		
457	3	Engineering Geology	457	Engineering Geology		
460	3	Solid Earth Geophysics	460	Solid Earth Geophysics		
465	2	Geosciences Senior Project				
475	4	Field Camp	472	Extended Field Mapping		
482	3	Instrumental Methods	482	Advanced Instrumental Methods		
485	1	Seminar	485	Seminar		
490-492	4	Senior Thesis	490-492	Senior Thesis		
499	1-5	Independent Study	499	Independent Study		
531	3	Topics in Adv. Physical Geology	531	Advanced Physical Geology		
531L	1	Adv Phys Geol Lab	531L	Adv Phys Geology Lab		
550	3	Fluvial Processes	550	Fluvial Processes		
551	3	Hillslope Processes	551	Hillslope Processes		
553	4	Quaternary Stratigraphy	553	Quaternary Stratigraphy		
554	2	Advanced Geology Field Methods (554)	554	Quat Geology Field Methods		
555	4	Neotectonics	555	Quaternary Tectonics		
556	3	Hydrogeology	556	Hydrogeology		
558	3	Soils Geomorphology	558	Geomorphology of Soils		
561	3	Applied Geophysics	561	Applied Geophysics		
699	1-5	Independent Study	699	Independent Study		

09-138 Economics – Add PSYCH 541-Advanced Statistical Techniques to core as upper division statistics option for Economics majors. With recommended Psychology program changes (09-163 to 09-165), this request changes to adding PSYCH 488 – Regression/Multivariate Topics. Psychology Department supports the change. (Economics supports change to PSYCH 488.) Possible small increase in what will be PSYCH 488 enrollment is welcomed. Pre-reqs already approved.

09-142 through 09-145 Environmental Science

09-142: ENRS: Ecological Restoration option 1) Add NRPI 435: Grant Proposal Writing to core 2) replace For 100: Critical Thinking and Social and Environmental Responsibility (3 units) with Biol 105: Principles of Biology (4 units), 3) move several courses from being required courses to being part of list of courses from which to choose. Total units required for the degree decrease by

09-143: ENRS: Environmental Policy option: 1) Move NRPI 435: Grant Proposal Writing to core 2) add "or course(s) approved by Advisor" to the 'choose three' section. NRPI 435 will now be required of all options, so listing it in the core is sensible.

09-144: New course ENVS 330: Energy Systems and Technology to replace Engr 331 in the Energy and Climate option. It was discovered that students did not have sufficient pre-requisites for Engr 331 (requires Physics 109 and 110). ENVS 330's pre-requisites are Phyx 106 and 107. Course is projected to be offered once per year. Dean Smith confirms that funding for new ENVS professor is available.

09-145: ENRS: Energy and Climate option – 1) Add NRPI 435: Grant Proposal Writing to core 2) replace Engr 331 with proposed new course (09-144) ENVS 330. NRPI 435 is currently offered only in the Environmental Policy option, new ENVS program coordinator suggested it be required of all options. Course will replace free electives in the option, no net increase in units required for graduation. NRPI 435 is currently offered in two sections of 35 students every semester, adding it to the core may result in an increase of one section each year.

09-146 to 09-150 Oceanography – Changes to Oceanography BS curriculum

1. Expand to two paths through Math/Physics requirements. The new path (-2) will require MATH 105/205 and PHYX 106/107 plus 3 units MATH, STAT, BIOM, CIS versus current path (-1) requiring MATH 109/110/210 and PHYX 109/110. Motivation is to offer “path-2” for students stopping at BS (i.e., Marine Technician) or those heading to graduate programs that don’t require same level of math and physics (i.e., Biological Oceanography). Prerequisites for affected course (OCN 320) modified accordingly.
2. Capstone course OCN 495 (Senior Field Cruise-3 units) reduced from two semesters (Spring & repeated in Fall) to one (Spring) course. New course, OCN 496 (Field Cruise II – 2 units) replaces Fall OCN 495. (lowers costs, decreases WTU)
3. Removed required Independent Research Project (OCN 499)
4. OCN 420 Oceans and Climate Change added to core requirements and prerequisites will be modified. (OCN 420 offered as part of ENVS Energy and Climate Change option)
5. Elective package reduced from 12 to 10 units.

Net decrease in degree requirements: 127 to 126 (Path 1) or 123 (Path 2).

Proposed changes reduce required units for degree, lowers WTU slightly thus reducing program costs, provides opportunity to increase majors with “path-2” and reduced independent research requirement.

09-163 to 165 PSYCH – Changes to Psychology’s Intermediate and Advanced Statistics courses
Course titles are changing to better reflect content and new undergrad or graduate cross-listed courses are proposed. Course numbers are changed to provide alignment between cross-listed undergraduate and graduate courses. Graduate course credit requires additional project not required in undergraduate course. Offering graduate courses increases degree flexibility of M.A. students and piggybacking is aligned with recommendations of Prioritization Task Force. Piggybacked courses are taught jointly, not requiring additional resources. Enrollments are projected to be managed in current frequency of offerings without requiring addition sections.

PSYCH 341 Intermediate Statistics *becomes* PSYCH 478/578 Analysis of Variance

PSYCH 541 Advanced Statistics *becomes* PSYCH 488/588 Regression/Multivariate Topics

(note: change to PSYCH 488 affects 09-138)

09-242 to 09-247 Botany

09-242: Botany 356 Phycology add BIOM 109 and BIOL 105 as prerequisites. In the original proposal the course number was BOT 353, but the ICC negotiated a change of course number to 356 to match the number of the corresponding piggyback course.

09-243: Botany 556 Psychology new course to be a graduate piggyback course with BOT 353. In the original proposal the course number was BOT 554, but the ICC negotiated a change of course number to 556 to create matching number with undergrad piggyback course., no new resources because of the piggyback

09-244: Botany 372 Evolutionary Morphology of Plants: add BIOL 105 as Prerequisite. Restrict Freshmen from registering.

09-245: Botany 572: Evolutionary Morphology of Plants: new course to be a graduate piggyback course with BOT 372, no new resources because of the piggyback

09-246: Botany 322: Developmental Plant Anatomy: add BIOL 105 as Prerequisite. Restrict Freshmen from registering. In the original proposal the course number was BOT 321, but the ICC negotiated a change of course number to 556 to create matching number with undegrad piggyback course.

09-247: Botany 522: Developmental Plant Anatomy - new course to be a graduate piggyback course with BOT 372, no new resources because of the piggyback

09-248: Zoology 235: Advanced Behavioral Neuroscience course already exists as PSYC 325. Add a crosslisting in ZOOL. This is not really a new course, simply an addition of a crosslisting.

09-249 Zoology 374: Introduction to Human Anatomy – Eliminate cat dissections – change from 2 units lecture and 2 unites labs per week (2 units of C-4 and 2 of C -16) to 3 units of lecture and 1 lab per week (3 units C-4 and 1 unite C-16). This reduces the costs of the course.