

ICC Agenda

Tuesday, April 3, 2018

9:00 – 10:00 AM, NHE 106

ICC Membership

Student Representative(s):

Tina Llopis (ICC minutes)
Starr GreenSky

Subcommittees:

Academic Master Planning

Dale Oliver (chair), Heather Madar, Bruce O’Gara, Rock Braithwaite, Marissa Ramsier, Sarah Fay Philips, Rick Zechman, Rosamel Benavides-Garb, Chris Hopper, Mary Virnoche, Clint Rebik, Carl Hansen

Course and Degree Changes

Anne Paulet (chair On Sabbatical Spring 2018), John-Pascal Berrill, Greg Gold, Cindy Moyer, Jodie Slack, Jenni Robinson

Chairs of Related Standing Committees of the University Senate:

General Education and All-University Requirements
For Spring 2018 – John Steele will represent GEAR

Academic Policies Committee
Kerri Malloy

1. Additions to the Agenda?
2. Approval of Minutes from April 3, 2018
3. Reports from chairs: CDC (Jodie); AMP (Dale); APC (Kerri); GEAR (John); PPR (Dale)
4. Consent Calendar

17-168

GEOL 335 Field Methods I COURSE CHANGE

The Prerequisite list is being modified to streamline student progress toward their degree. The new prerequisite list, GEOL 109 and (GEOL 210 (C) or GEOL 306 (C)) also reflects changes in departmental course offerings. The changes do not affect the course content or student learning outcomes.

17-224

GEOL 550 Fluvial Processes COURSE CHANGE

Update Prerequisites to match the changes in the physics sequence.

17-225

GEOL 551 Hillslope Processes COURSE CHANGE

Update Prerequisites to match the changes in the physics sequence.

17-226

GEOL 561 Applied Geophysics COURSE CHANGE

Update Prerequisites to match the changes in the physics sequence.

17-228

PSYC 311 Human Development COURSE CHANGE

Remove a redundancy in the list of prerequisite courses.

17-229

PSYC 320 Behavior Analysis COURSE CHANGE

Remove a redundancy from the list of prerequisite courses.

17-230

PSYC 322 Learning & Motivation COURSE CHANGE

Remove a redundancy from the list of prerequisite courses.

17-231

PSYC 323 Sensation & Perception COURSE CHANGE

Remove a redundancy from the list of prerequisite courses.

17-234

MUS 107Y Woodwind Chamber Music COURSE CHANGE

Course code is changed from C-10 to C-78 to make scheduling, reporting, and faculty compensation reflect the conduct of the course. The Dean's office has included a memorandum of understanding.

17-235

MUS 107T String Chamber Music COURSE CHANGE

Course code is changed from C-10 to C-78 to make scheduling, reporting, and faculty compensation reflect the conduct of the course. The Dean's office has included a memorandum of understanding.

17-247

RS 361 Consumerism and (Eco)Spirituality COURSE CHANGE

Change title to Environment and Religion.

5. Voting Action Calendar

From the CDC

17-007

GEOG 100 Critical Thinking: Technology and the Digital World NEW COURSE PROPOSAL

This is a proposal for a new Critical Thinking course. The syllabus and GEAR Inventory demonstrate that this course should solidly enable students to meet the Critical Thinking SLOs.

The CDC recommends that this course should be approved due to the quality of the proposal. However, we note that the ICC has recommended the creation of a moratorium on new GE courses until we have established a successful Assessment process (although the original proposal was received September 15). In addition, the CDC wonders if the enrollment needs for Critical Thinking are such that the University needs another Critical Thinking GE course. We request that the relevant Administrators consider these questions before scheduling this course.

Recommended Approval: Cindy

17-014

Journalism and Mass Communication B.A. PROGRAM CHANGE

For this program change Journalism and Mass Communication (JMC) wishes to add a two unit lower division course (JMD 160), and a two unit upper division course (JMC 360) to their respective lower and upper division elective offerings. As these are electives, the units required for the major will not change. These courses involve students working on the award winning bilingual student run newspaper El Lenador.

Recommended Approval: Gregg Gold

17-026

BIOL 597 Methods in Laboratory Instruction COURSE CHANGE FORM

Biology proposes to reactivate BIOL 597 (2 unit C-5 seminar, 2 WTU) for faculty to teach TAs how to be better TAs. Many BIOL lab sections are taught by graduate students that would do a better job if trained. Better TAing should lead to better student success in BIOL lab courses. In BIOL 597, one unit worth of "seminar-style" instruction occurs in two full days at beginning of semester, followed by a weekly meeting and for the second unit. The syllabus clearly demonstrates that the "students" (i.e., the TAs enrolled in BIOL 597 seminar) will do the required 90 hours of work/activities for this 2-unit course (i.e., 3 hours work per credit hour to make up 45 hours/unit requirement) over and above the paid job duties that each TA performs because this paid work is restricted to a fixed number of hours by the union, and in reality TAs need these hours and more to do a good job.

Recommended Approval: Pascal Berrill

17-114

BA 304D Business Psychology-Depth NEW COURSE

This new, 1 unit depth experience course has a co-requisite of BA 304 (3 units). This course is not a major requirement and will primarily be offered online. The course offers an additional depth option for business

students to accompany the GE course BA 304. All other business courses are 4 units, so adding the 1 unit of depth will align with existing business curriculum.

Recommended Approval: J. Robinson

6. Information/discussion

a) Update on E.O. 1071 – what we can expect in 2018-19

b) Toward a management plan of the GEAR curriculum.

The AMP meeting of April 10 raised some good questions about how we proceed with gathering input from departments on new Area-Specific guidelines that use the existing set of Area-specific learning outcomes. We will discuss some of these questions, and consider further thoughts on how management of the GEAR curriculum can be improved over the next year.

Included below is another sample curriculum guide (AMP members have seen an earlier version) that may inform our discussion.

Discussion Question 1: What is the extent of the feedback we want from departments on the proposed Area-Specific Guides? In particular, do we want to open up feedback to include edits to the old learning outcomes?

Discussion Question 2: How might we positively influence better responsible stewardship of the GEAR curriculum? Given a fixed number of seats required for each sub-area, who decides on the mix of courses to be offered to meet (and not exceed) that demand?

Discussion Question 3: How does GEAR coursework integrate with Program Review? Should the ICC or GEAR or some other entity conduct a program review along the lines of the 5-year annual review for degree programs?

Sample draft GEAR Area-Specific Guidelines

Guidelines for proposing curriculum for students to meet Lower Division General Educations Area C2 (Humanities: Literature, Philosophy, Languages Other than English) Learning outcomes

Students taking courses in fulfillment of Area C2 will progress in GEAR Learning outcomes 2 and 5:

2: Communicate effectively through oral, written, and quantitative methods.

5: Analyze and consider diverse, multicultural, and global perspectives.

Course Characteristics

Executive Order 1100 indicates that across the disciplines in area C coursework, “students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.”

Accordingly, all Area C2 courses should guide students toward the following skills:

- apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation;
- respond subjectively as well as objectively to aesthetic experiences and differentiate between emotional and intellectual responses; and
- explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.
- discuss the intellectual, historical, and cultural elements of written literature through their study of great works of the human imagination.

Proposing Area C2 lower-division courses

Courses proposed to satisfy Area C2 are proposed, evaluated, and approved through the normal university curriculum process. A complete proposal must include the following components.

- A completed new course proposal form available from the Integrated Curriculum Committee.
- A complete syllabus that complies with the HSU Syllabi Policy.
- A completed GEAR assignment inventory form (found on the ICC website) that indicates how student completion of the course contributes to GEAR program learning outcomes 1 and 4 (as listed above).
- A justification for how the course will provide students with the relevant learning opportunities which guide students to those skills listed under “course characteristics.”

Requirement for Existing GEAR Courses

By May 14, 2019, each course with existing GEAR approval must supply the ICC with the following information (through an online template):

- COURSE BASICS (including meeting patterns, class size, intended audience, special circumstances)
- COURSE LEARNING OUTCOMES
- COURSE CONTENT SUMMARY
- TYPICAL WEEKLY SCHEDULE
- GEAR ASSIGNMENT/ASSESSMENT INVENTORY