

**ICC Minutes for Tuesday March 7, 2017**  
**NHE 106**  
**9:00 a.m.**

**ICC Members**

**AMP:** Rock Braithwaite, ~~Sara Hart~~, Sarah Fay Philips, Mary Glenn, David Greene, Kris Patzlaff, ~~Chris Hopper~~, Rick Zechman, Dale Oliver, Carl Hansen, Clint Rebik

**CDC:** Jodie Slack, Gregg Gold, Bruce O’Gara, Anne Paulet, Jenni Robinson, ~~Sheila Alicea~~

**GEAR:** Chris Harmon

**APC:** ~~Mary Viroche~~

**Student(s):** Tina Llopis

**Minutes-taker:** Deema Hindawi

**Guests:** Kerri Malloy, John Meyer, Alison Holmes, Rob Cliver

<p><b>1. Call for additions to the agenda</b></p>	<p><b>1. Call for additions to the agenda</b>          - Dale and Jodie will be helping out at the Open Lab Workshops, others will also be welcome to come and help.</p>
<p><b>2. Approval of Minutes</b></p>	<p><b>2. Approval of Minutes</b>          - Approval of the notes from February 21, 2017</p>
<p><b>3. Reports from the chairs of CDC, APC, GEAR, and AMP</b></p>	<p><b>3. Reports from the chairs of CDC, APC, GEAR, and AMP</b>          No updates from the CDC, APC, or AMP. Everyone is always invited to attend GEAR meetings. Gear had updates about double counting and changes within courses of American Institutions.</p>
<p><b>4. Consent Calendar</b>          PHYX 110 General Physics II: Electricity &amp; Heat          COURSE CHANGE          Change title to General Physics II: Electricity and Magnetism, to reflect course content.</p>	<p><b>4. Consent Calendar</b>          -Approved</p>
<p><b>5. Voting Action Calendar</b>          No items at this time.</p>	<p><b>5. Voting Action Calendar</b>          -No items at this time.</p>
<p><b>6. Discussion Items</b>          a) Counting both American Institutions courses in other areas of General Education.          Chris Harmon will provide an update on the GEAR committee’s deliberation of this issue. The attached document on the proposed revisions to GE learning outcomes (which has been distributed to the members of the University Senate for a second reading of the new outcomes), may be relevant to our discussion.</p>	<p><b>6. Discussion Items</b>          a) Only about 76% of “native” students tend to take their institution requirements at this campus because of AP courses and double counts at other universities. History 110 and 111 might become a part of Area C or Area D. While not making the courses triple count with a sense of being a disservice to students because it is important to learn you’re GEs. Making double and triple counts with these American History courses leaves students with less knowledge of the world. These courses may be slightly changed in order to fit these requirement of each Area. These courses are</p>

<p>b) Expectations for Collaboration Beyond item 6a, between now and the end of the spring semester there will be several different discussions about block scheduling, place-based learning, first-year experiences, and the like. I want to discuss collective expectations for consultation, collaboration, evidence, and documentation as we move from discussions to formal recommendations on these items. In particular: Co-requisite math remediation Use of Area A (Critical Thinking) or Area E (integration) coursework in first-year-experiences.</p> <p>c) Processes to build into Curriculog. We have an opportunity to restructure what we require for curriculum proposals next year (due to Curriculog). Three possible inclusions in the process are: 1) Evidence (on what evidence is this proposal being made), 2) Assessment (what data will be gathered to judge the efficacy of the proposed change in the future, and resource impact. What other items might we want to include?</p>	<p>found to have had a 23% failure rate. Which will be combated with smaller classes from 80 to 45 students and all freshman sections, which is similar to what chemistry did to combat the issue. Gear as well as the history department worked extensively and researched, what changes would be a most positive change. This change may or may not occur, we will look back at these changes sometime in the future.</p> <p>b) We had a discussion on the importance of consultation, collaboration, evidence, and documentation. Making these decisions affects the school as a whole, rather than just the comity itself. Collaboration is very important thing, when making decisions about the different courses and curriculums. Evidence and data is very effective when used and gained correctly, but many people outside tend to disregard it at times. When evidence is used to fix one thing, another department will look at the statistics and use that info to change procedures, causing a domino effects and much improvement as a community in itself.</p> <p>c) We didn't go into this discussion topic and will look into it during our next meeting.</p>
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