

ICC Members: Ramesh Adhikari, Julie Alderson (Chair), ~~Rosamel Benavides-Garb, Taylor Bloodon~~, Matthew Derrick, Carl Hansen, Kristin Heese, Katia Karadjova, Lucy Kerhoulas, Steve Martin, Cindy Moyer, Marissa O’Neill, Marissa Ramsier, Clint Rebik, Jenni Robinson, Rosemary Sherriff, Mary Sisay, Mark Wicklund, Rick Zechman

GEAR: John Steele

APC: Kerri Malloy

Student: ~~Jeremiah Finley~~

Agenda

1. Reports from the Chairs

Kerri: APC has completed work on Academic Integrity Policy, awaiting feedback from students. Working on policies/guidelines for campus closures.

John: GEAR met to discuss PLOs.

Rosemary: CDC is making a lot of progress.

Julie: nothing to report.

2. Approval of the Minutes from October 22, 2019 (see attached)

Approved

3. Consent Calendar

See attached “Proposals for 11/12/19 ICC Review”

HED 345 – 19-522 and HED 392 – 19-521 approved.

4. Voting Action Calendar – approved proposals are going to the Dec. 10th Senate.

See attached “Proposals for 11/12/19 ICC Review”

- **Business package approved. Vice Provost Mary** suggested we have a timeframe to suspend unused courses – 3 years possibly? Julie will talk it over with Business and work on a follow-up plan.
- **COMM 322 - 19-543 and Communication - 19-564. APPROVED.** Discussion ensued on what makes a 300 vs 200 level course. APC may look into policy – there isn’t a policy currently. Julie will look into it. Vice Provost Mary thinks there needs to be more of a distinction between the 300 vs. 200 level. Kristin will write Dept Chair Maxwell

Schnurer and let him know there should be some more explanation (Is this really 200-level and should have been the whole time? Will students be evaluated differently now this is 200-level?)

- **Engineering package of proposals: APPROVED.**
- **Fine Arts B.F.A. Program Change Proposal – 18-366. APPROVED.**
- **Music package of proposals APPROVED.**
- **PSYC 454 – 19-595. APPROVED.** Vice Provost Mary wants to remove the instructor pay language from proposal summary moving forward.
- **PSYC 489S – 19-588. APPROVED.**
- **Sociology - 18-311.** Program Change.
- **MA in Public Sociology package of proposals. Approved.**

SPAN 355 / SPAN 305 – 18-296: Discussion ensued as it's requesting GE designation. Vice Provost Mary would like the GEAR Committee to review it, **HOLD** for now, will be reviewed again next semester.

Discussion ensued about GEAR proposals in general. Decided we'll consider Area E proposals at full ICC, but non-Area E proposals are going to GEAR at this point in time.

5. Draft doc re: new GEAR PLOs (John and Mark)

See attached "11-7-2019 DRAFT GEAR PLOs"

Discussion ensued. Noted that this is a very brief version (there's a spreadsheet that accompanies it normally which spells things out in greater detail.)

- Comments made that GOAL 3 doesn't spell out the social justice/equity piece – focuses more on sustainability only, which isn't necessarily in all these courses. ILO #1 needs to be made more explicit. The Venn diagram that shows Economy, Environment, & Society with "Sustainability" in the middle doesn't address Social Justice.
- GOAL 1, item F: comment made about considering adding "computational thinking" aimed at data-driven decision making.
- Suggested to consider making a GOAL 4 to address Social Justice & Equity, ILO 1.
- Could we have separate courses designated as Social Justice & Equity, Sustainability, and some that have both? Maybe this could be used in place of Diversity & Common Ground requirement we're using now?
- DCG discussion – is there a less-confusing way to handle this? Vice Provost Mary said she can share with us the combined file from the Chancellor's Office about how different CSUs are handling "Ethnic studies" (what we call DCG components). Most campuses are *not* handling this requirement as an overlay, as we are.
- Question from John: creativity and creative expression are not addressed in the draft. Should it be?
 - Cindy replied that Music faculty would like it included.
 - John said they would try to work this into a subsequent draft. It wouldn't go into the ILOs, but would go into the GEAR draft. Might go into GOAL 1.
- John is welcoming additional feedback, which can be sent directly to him.

6. Break out into AMP and CDC if time allows
Time is up. We're not breaking into subcommittees.

NEXT MEETING: Please note: The next ICC meeting will be Tuesday, November 19th, 2019 at 9:00 am

DRAFT

NOTE:

The objective of the current ICC review of this draft is to identify whether the structure of the proposed GEAR PLOs is acceptable and whether there are any critical missing pieces.

- *Do we have all of the right bones here?*
- *What is missing?*
- *Is major attention needed on specific parts?*
- *What needs critical clarification?*

In a future ICC meeting, we will address wordsmithing of the GEAR PLOs, once we have established that the structure is acceptable.

DRAFT

DRAFT - Humboldt State University GEAR PLOs - DRAFT

Purpose Statement: The General Education and All-University Requirements Program at Humboldt State University is designed, in concert with the major, to ensure that all graduates have attained the knowledge, skills, experiences, and perspectives necessary to achieve the HSU Institutional Learning Outcomes.

GOAL 1: HSU students will develop foundational intellectual skills in support of their disciplinary and general lifelong learning (ILOs 3-7)

- a) Demonstrate emergent skills and dispositions necessary for lifelong learning and self-development
- b) Locate, evaluate, and employ information effectively and ethically via analog and digital media for a wide range of purposes (ILO3)
- c) Critically evaluate issues, ideas, artifacts, and evidence to guide their thinking (ILO4)
- d) Develop and express ideas effectively in writing (ILO5)
- e) Effectively communicate orally for informational, persuasive, and expressive purposes (ILO6)
- f) Identify math concepts and skills necessary for the interpretation and analysis of quantitative information (ILO7)

GOAL 2: HSU students will apply the Goal 1 intellectual skills in the contexts of discipline-specific ways of knowing.

- a) Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world (Area B)
- b) Analyze major literary, philosophical, or artistic works and explain their significance in society (Area C)
- c) Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, people (or individuals), or society (Area D)

GOAL 3: HSU students will integrate learning to develop local, national, and global citizenship skills via knowledge of the three legs of sustainability: economy, environment, and society. (ILOs 1-2)

- a) Environmental sustainability outcome oriented to the context of the UD Area B courses.
- b) Socio-arts-humanities sustainability outcome oriented to the context of the UD Area C courses.
- c) Socio-economic sustainability outcome oriented to the context of the UD Area D courses.