

ICC Meeting Agenda

Meeting Date: Tuesday, February 14, 2023

9:00am to 10:50am

Hyflex:

NHE 106 or

<https://humboldtstate.zoom.us/j/87490824622?pwd=UWhNNlRlNW04cDRoL1dta3pmY0J4Q09>

ICC Members:

Ramesh Adhikari, Jill Anderson (Chair), Paul Michael Atienza, Brad Ballinger, Carmen Bustos-Works*, Christine Cass, Will Fisher, Cameron Allison Govier, Sara Jaye Hart, Heather Madar, Bori Mazzag, John Meyer, Cindy Moyer, Marissa Ramsier, Joshua Smith, Amy Sprowles, Anna Thaler, Justus Ortega, Jenni Robinson Reisinger, Sheila Rocker Heppe, Melissa Tafoya, Carly Marino, Mark Wicklund

GEAR Chair: Cutcha Risling-Baldy

CDC Chair: Eden Donahue

APC Chair: Marissa Ramsier

Student Representatives: Vacant

Administrative Coordinator: Mary Watson

Curriculum Coordinators: Cameron Allison Govier and Bella Gray

Standing Contributor:, Cyril Oberlander

Current Vacancies: Student representatives (2), Faculty At-Large on APP

*Non-voting member

Time	Agenda Item	Notes
9:00-9:05	1. Standing Items <ul style="list-style-type: none"> a. Chat Guidelines <ul style="list-style-type: none"> i. Stack-Comment to add to the discussion ii. DR- Direct response to a comment made iii. Q-Questions b. Approval of the minutes from the meeting on January 31, 2023 c. Report from Carmen 	

	<ul style="list-style-type: none"> i. WSCUC distance education pathway UPDATE ii. Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses (EO 1110) UPDATE 	
9:05-9:10	2. Consent and Voting Action Calendar	Consent Approval
9:10-9:30	3. GEAR Program Review follow-up on timing	(can return post TC as needed)
9:30-9:50	4. Health Advocacy BA a. Resolution	TC Joined by Rock and Janelle
9:50-9:55	Break	
9:55-10:20	5. New Program Proposal Guidelines Discussion point: Assessment for certificates and minors	
10:20-10:50	6. Non-academic credit certificates process and third party curriculum	
With time	7. Subcommittee Reports <ul style="list-style-type: none"> i. CDC ii. GEAR iii. APP iv. APC 	
Up Next: Subcommittees: 2/21/23 Full Committee: 2/28/23		

Voting Action Calendar

[CHEM - 536 - 22-1930 - New Course Proposal - Biochemistry III, Advanced Topics in Biochemistry](#). New course to be co-listed with the proposed for the Biochemistry elevation CHEM 436. The graduate version of this course will provide additional options for Biology M.S. students.

Course Description: “A deeper exploration of selected topics in biochemistry. Topics covered will expand upon concepts from Biochemistry I and II and provide students with a greater understanding of the importance of biochemistry to medicine, biotechnology, nanotechnology or other scientific disciplines.”

CD ITEP / SPED packet:

[CD - 310 - 22-1910 - Course Change - Perspectives: History and Theory](#). Remove CD 251 as a prerequisite for this course.

[CD - 362 - 22-1912 - Course Change - Children and Stress](#). Since CD 352 is not part of the LSCD SPED ITEP program, the department would like to remove it from the prerequisite list for CD 362.

[CD - 366 - 22-1911 - Course Change - Exceptional Children and Their Families](#). Remove CD 352 as a pre-requisite for this course.

[EDUC - 377 - 22-1918 - Course Change - Education of Exceptional Individuals](#). Remove cross-listing with SPED 777. Update course title and description.

Current Title and Description: “**Education of Exceptional Individuals.** Introduction to core concepts, specific terms, and definitions related to special populations in education. Specific educational support needs and effective techniques of instruction will be presented.”

Proposed Title and Description: “**Teaching in Inclusive Classrooms.** Introduction to core concepts of teaching in inclusive classrooms including specific terms, and definitions related to creating inclusive educational experiences. Specific educational support needs and effective techniques of instruction will be presented.”

[Liberal Studies, Child Development, Special Education ITEP Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-1891](#). The changes that are requested are based on the SPED credential program changes (Mild to Moderate) due to the new CTC requirements to align the courses with the TPE standards. Please note that NOT all courses in SPED credential program (Mild to Moderate) are listed as part of LSCD SPED ITEP. It was determined in the first round of this proposal that some of the Child Development courses fulfill the content of two SPED credential courses (SPED 705: Multicultural Special Education and SPED 777: Education of Exceptional Individuals) are met through Child Development concentration courses. The 36 units of SPED Credential course for the LSCD SPED ITEP Program are as follows:

- [SPED 702 - Foundations of General and Special Education](#) Units: 3
- [SPED 703 - Foundations of Assessment and Program Planning](#) Units: 3
- [SPED 706 - Social and Emotional Supports](#): Units 3 (Course Title under review for Spec Ed Credential)
- [SPED 707 - Curriculum and Instruction - Reading and Language Arts](#) Units: 3
- [SPED 708 - Practicum - Reading and Language Arts](#) Units: 1
- [SPED 709 - Curriculum and Instruction - Math](#) Units: 2
- [SPED 710 - Practicum: Math Instruction](#) Units: 1
- [SPED 711 - Curriculum and Instruction - Science, History and Social Science](#) Units: 2
- [SPED 721 - Transition Planning](#) Units: 3

- [SPED 733 - Special Education Policies and Procedures](#) Units: 3 (Unit change under review for Special Ed credential program)
- [SPED 738 - Fall Special Education Student Teaching](#) Units: 5-9 (5 units are required)
- [SPED 739 - Spring Special Education Student Teaching](#) Units: 5-9 (5 units are required)
- [SPED 749: Teacher Performance Assessment Support 1](#), Units: 1 (New Course addition under review for Special Ed Credential Program)
- [SPED 750: Teacher Performance Assessment Support 2](#), Units: 1 (New Course addition under review for Special Ed Credential Program)
- * The two units [SPED 722](#) have been dropped due to a change in the Special Education credential and SPED 722 suspension.

Additionally, in order for this program to remain under the CO mandated 135 units, CD 211 is going to be removed from this (and BA-only) concentration and its content spread across other classes.

[Liberal Studies, Child Development / Elementary Education Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-1945](#). In order to remain aligned with the Liberal Studies, Child Development, Special Education ITEP Concentration, this program is removing CD 211 from the list of required courses. The content of this class will be spread across other classes. The 3 units freed up by the removal of this course will be moved to the Depth of Study area, increasing units from 10 to 13 Depth of Study Units.

[Special Education: Preliminary Credential Program - Change Core Requirements - 21-1617](#). Based on the updated Teacher Performance Expectations and accreditation requirements from the California Commission on Teacher Credential, the School of Education is proposing the following changes to the Special Education program:

Overall, the program is suspending four courses (722, 731, 736, 737), adding two new courses (749, 750), and changing a handful of course names, prerequisites, and corequisites.

[SPED - 702 - 22-1906 - Course Change - Foundations of General and Special Education](#). Remove EDUC 377 as a prerequisite. Admission to the SPED program is the remaining course requisite.

[SPED - 706 - 21-1623 - Social and Emotional Supports](#). "Applied Behavior Analysis for Teachers" (3). The department would like to update the course title to "Social and Emotional Supports" in order to improve course currency. The department would like to remove EDUC 377 as a prerequisite.

[SPED - 707 - 22-1907 - Course Change - Curriculum and Instruction - Reading and Language Arts](#). Remove EDUC 377 as a prerequisite. Admission to the SPED program will remain a course requisite.

[SPED - 708 - 22-1904 - Practicum - Reading and Language Arts](#). Change SPED 707 from prerequisite to corequisite.

[SPED - 709 - 22-1908 - Course Change - Curriculum and Instruction - Math](#). Removal of EDUC 377 as a prerequisite. Admission to the SPED credential program remains the course requisite.

[SPED - 710 - 22-1905 - Practicum: Math Instruction](#). Change SPED 709 from prerequisite to corequisite.

[SPED - 711 - 22-1909 - Course Change - Curriculum and Instruction - Science, History and Social Science](#). Removal of EDUC 377 as requisite. Admission to SPED credential program remains a requisite for the course.

[SPED - 722 - 21-1621 - Autism Intervention Strategies](#). "Autism Intervention Strategies" (2). Course suspension related to changes in the Special Education Preliminary Credential Program. Course material is being embedded across coursework to better support teacher candidates. 1 course unit will be added to SPED 777. This change is based on updated credential requirements from the California Commission on Teacher Credentialing.

[SPED - 731 - 21-1620 - Classroom Management](#). "Classroom Management" (2). Course suspension related to changes in the Special Education Preliminary Credential Program. Course material is being embedded across coursework to better support teacher candidates. 1 course unit will be added to SPED 777. This change is based on updated credential requirements from the California Commission on Teacher Credentialing.

[SPED - 733 - 21-1650 - Special Education Policies and Procedures](#). "Special Education Policies and Procedures". Course units increase from 2 to 3 units in order to incorporate the content required to meet the new guidelines and performance expectations set forth by the California Commission on Teacher Credentialing. Removing prerequisite of EDUC 377.

[SPED - 736 - 22-1876 - Course Suspension - Curricular and Instructional Skills Seminar](#). The course is no longer needed due to updated program requirements from the California Commission on Teacher Credentialing. Course is being suspended and its material is being embedded across coursework to better support teacher candidates and the updated requirements by the California Commission on Teacher Credentialing. The material will be included in the new SPED 749 "Teacher Performance Assessment Support 1" course.

[SPED - 737 - 21-1653 - Non-Violent Crisis Intervention - Special Populations](#). "Non-Violent Crisis Intervention - Special Populations". This course is being suspended because it is no longer being offered in the program. Per the School of Education, the content of this course is provided by its partnering school districts. This course suspension will not affect any other courses on campus.

[SPED - 749 - 22-1875 - New Course - Teacher Performance Assessment Support 1](#). This 1-unit C-05 new course is required to provide support for candidates to complete the Teacher Performance Assessment as required by the accrediting body the California Commission on Teacher Credentialing.

Course Description: "Topic relevant to teaching in today's world: Support and instruction in completing the Performance Assessment for Teachers."

[SPED - 750 - 21-1652 - Teacher Performance Assessment Support 2](#). This 1-unit C-03 new course is proposed due to the new Teacher Performance Expectations requirements from the California Commission on Teacher Credentialing Special Education (Educational Specialists) programs.

Course Description: "Support and instruction in completing the Performance Assessment for Teachers."

[SPED - 777 - 21-1649 - Education of Exceptional Individuals](#). "Education of Exceptional Individuals". Course units increase from 2 to 3 units in order to incorporate the content of the suspended SPED 722 "Autism Spectrum Disorders Course". Course title and description updated to improve course currency.

Current Title and Description: "Classroom Management of the Exceptional Child. Needs and characteristics of exceptional children. Current issues and trends in classroom management."

Proposed Title and Description: "Education of Exceptional Individuals. Introduces core concepts, specific terms, and definitions related to special education. Information is provided about broad categories of disability, the laws that govern special education, and issues of compliance with legal requirements."