

## ICC Agenda for Tuesday February 14, 2012 NHE 106

1. APC –  
Field Trip Policy  
Internship Policy

### 2. Approval of Minutes

Minutes Takers: ~~Abel, Baker~~, Berman, ~~Bliven~~, Burges, Creadon, Dempsey, Hagg, Harrington, , Hopper, Marschke, Moyer, Oliver, Paulet, Paynton, Rebik, Reiss, Schwab, Swartz, Wilson

### 3. Consent Calendar

**11-223: EMP 309B: Environmental Communication** This is a CTW course that has been certified as meeting UD Area B, C, and D. With this change the certification for Area B will be removed because the course does not meet the Area B student learning outcomes.

**11-227: Environmental Science, Environmental Policy Option** change statistics requirement from “STAT 108” to “STAT 108 OR STAT 109” – does not add units to the major

**11-229: ENV 350: Principles of Ecological Restoration** prohibit freshman and sophomores from taking the course; students need two years of college experience to succeed in the course

**11-230: EMP 430: Natural Resource Management in Protected Areas** prohibit freshman and sophomores from taking the course; students need two years of college experience to succeed in the course

**11-231: Environmental Management and Protection** change requirement of “EMP 440” to “EMP 440 OR 415”. Neither course is offered annually, and the department has been substituting EMP 415 for 440 on Major contracts.

**11-232: Environmental Science, Energy and Climate Option** drop Chem 109 from the requirement of “CHEM 107 or 109” because CHEM 109 is being changed in a way that causes it no longer to be a good fit for the major. This change is based on advice from the Chemistry department.

**11-233: Environmental Management and Protection, Environmental and NR Planning Option** change Statistics requirement from STAT 109 to “STAT 108 or 109.” Either course gives students sufficient Statistics training for the major, and the STAT 109 requirement has resulted in delays for transfer students. The Math department has been consulted about the change.

**11-234: EMP 454: Interpretation Practicum – Oral** delete course. This course has never been offered. It was envisioned as an alternate to EMP 453: Graphic Practicum, but enrollment has never been high enough for the course to be offered.

**11-235: EMP 453: Envir Ed and Interp Practicum – Graphic** remove “Graphic” from the course name because the course includes non-Graphic projects as well.

**11-236: EMP 415: Recreation Planning Workshop** change course title to “Recreation & Park Planning” to more accurately reflect course content.

**11-244: Applied Technology/Industrial Technology** delete program, the program was eliminated several years ago. The last students have completed the program; this proposal removes the program from the catalog.

**11-245: Special Education Level II** – suspend program – this type of teacher education is now provided by Beginning Teacher Support and Assessment, a state-funded program co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC)

**11-257: MUS 112: Piano 1** – add prerequisite of MUS 110 or 108K to be sure that students have enough music theory knowledge to enable them to succeed in this course.

**11-258: MUS 220: Studio Piano, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-259: MUS 221: Studio Voice, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-260: MUS 222: Studio Flute, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-261: MUS 223: Studio Oboe, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-262: MUS 224: Studio Clarinet, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-263: MUS 225: Studio Bassoon, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-264: MUS 226: Studio Saxophone, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-265: MUS 227: Studio Trumpet, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-266: MUS 228: Studio Horn, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-267: MUS 229: Studio Trombone, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-268: MUS 230: Studio Euphonium, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-269: MUS 231: Studio Tuba, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-270: MUS 232: Studio Percussion, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-271: MUS 233: Studio Violin, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-272: MUS 234: Studio Viola, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-273: MUS 235: Studio Cello, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-274: MUS 236: Studio String Bass, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-275: MUS 237: Studio Guitar, Intermediate** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-276: MUS 420: Studio Piano, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-278: MUS 421: Studio Voice, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-279: MUS 422: Studio Flute, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-280: MUS 423 Studio Oboe, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-281: MUS 424: Studio Clarinet, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-282: MUS 425: Studio Bassoon, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-283: MUS 426: Studio Saxophone, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-284: MUS 427: Studio Trumpet, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-285 MUS 428: Studio Horn, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-286: MUS 429: Studio Trombone, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-287: MUS 430: Studio Euphonium, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-288: MUS 431: Studio Tuba, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-289: MUS 432: Studio Percussion, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-290: MUS 433: Studio Violin, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-291: MUS 434: Studio Viola, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-292: MUS 435: Studio Cello, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-293: MUS 436: Studio String Bass, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-294: MUS 437: Studio Guitar, Advanced** – add co-requisite of an Ensemble. The department already has a policy that students in lessons must be playing in an Ensemble; this change simply makes that requirement more clear to students.

**11-295: Minor in Education** suspend program due to lack of enrollment and low budget

#### 4. PPA

GEAR Curriculum & Assessment committee

#### 5. DRAFT ICC/Curriculum Change Evaluation Process

Spring 2012:

Ask Deans for Council of Chairs help on criteria NOW, departmental comments on criteria – and departmental coordinators (Deans coordinate responses & invite dept coordinators too - & get back to us)

ICC (with feedback from Senate) establishes criteria for review, including

- Timely completion of tasks : Data to collect: # of proposals received in each curriculum cycle, # approved, # withdrawn, # not completed due to lack of response from dept, # not completed due to ICC running out of time, # of proposals lost
- Reasonable workloads
- Successful nominations processes
- Effective communication with faculty
- Quality of decision making: What is the appropriate level of detail for the ICC to consider when examining proposals? When is it appropriate for the ICC to contradict departmental wishes (SLOs?, course titles? Course numbers? Course prefixes)?
- Curriculum Processes: Is it appropriate for proposals to “die” at the ICC? Should recommendations NOT to approve a proposal go to the Senate? Should we send controversial proposals to the Senate and let them decide? How are the roles/input of Colleges/Deans/Senate working in curricular processes? How much should Deans/Colleges review proposals, and what is the purpose of the Dean’s review – resources for sure, but also curriculum? How much weight should the College/Dean’s voice have in ICC decision-making? Is the curriculum change process nimble enough to allow programs to change as their fields change?
- Is the ICC participation in the PREP process effective and useful?
- Organizational model successful? Including College opinions on lack of college committees

ICC completes “self-study” addressing these criteria

Fall 2012:

Department chairs, the Senate, Deans, (and others?) are given the ICC self-study and asked to evaluate the effectiveness of the ICC (using the same criteria, with the background information from the ICC self-study to help produce informed criticism). The ICC Review Committee will attend appropriate meetings (most likely council of chairs meetings) to receive verbal comments, but all interested parties will also be invited to submit written evaluations.

The ICC Review Committee (membership as stated in Senate resolution 09/08-14: ICC Chair, Senate Chair, Registrar, Vice Provost) combines all the evaluations (ICC, Chairs, Senate, Deans) into one 3-5 page report that goes to the Senate by Dec. 2012.

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**Brainstorming – how is the ICC working? What should change? Discussion to include...**

Problem: The ICC is a black hole – departments don’t know what is happening to their proposals.

*Changes made: Response email to Department Chair and Dean when proposal posted on Sharepoint. Approved Senate consent calendar sent to all department chairs after each meeting.*

*Other ideas?*

Problem: Curriculum proposals that were complete and submitted by the deadline did not make it through the ICC by the December catalog deadline.

*Solutions? Earlier Deadlines? Sharepoint task manager? Assign overload CDC work to AMP?*

Problem: Checking for details especially on Consent Calendar Items. (changes affecting other programs? Pre-requisite chains)

*Solutions? Questions on forms to make departments consider these issues? Cindy thinks more critically?*

*Other questions, concerns, issues including:*

New GE courses/DCG/ etc. – Do we concern ourselves with questions of enrollment balance and affects on other departments? (Is this a question for Enrollment management?)

Eric: what is the appropriate role of the APC/CDC/ICC in relation to disciplinary curriculum and value judgments as it relates to what is in the best interest of majors in a particular program.

Eric: How will we evaluate the strengths and weaknesses of the ICC process/structure? Assessment needs outcomes and at some point we should have a conversation about what we need to measure to continuously improve the ICC.

Jodie: What if something is completely approved and then the Registrar's office discovers that it won't work?