

**ICC Minutes for Tuesday August 26, 2014**  
**NHE 106**  
**9:00 a.m.**

**ICC Members:**

**AMP:** Jená Burges, Matthew Dean, Mary Glenn, Chris Hopper, Matthew Hurst, Cindy Moyer, Scott Paynton, Sarah Philips, Rick Zechman, David Greene

**CDC:** Jodie Slack, Ricardo Febre, Gregg Gold, Bruce O’Gara, Anne Paulet, Clint Rebik

**GEAR:** Mary Dingle

**APC:** Monty Mola

**Students:** ~~Terri Alexander, Mark Teeter~~

**Minutes-taker:** Mark Medrano

<p><b>1. Approval of Minutes</b></p>	<p><b>1. Approval of Minutes</b></p> <ul style="list-style-type: none"> <li>➤ Item six (6) belongs in item five (5).</li> <li>➤ With update, approved.</li> </ul>
<p><b>2. Consent Calendar</b></p> <p><b>INFO ITEM:</b> Automatically approved:  13-497  GEOL 480L: Special Topics in Geology Lab - new course  And  13-498: GEOL 480: Special Topics - new course</p> <p>We automatically give programs 180/280/380/480 - this does not need to go to Senate</p> <p><b>Consent Calendar</b>  13-152  GEOL 300: Geology of California - revise course description to better reflect course content. There are changes to SLOs.  -----  13-362  PSCI 358: Political Advocacy - revise course description, change C-class from 2 units C-5, and 2 units S-36 to 3 units C-5 and one unit C-78 in order to more accurately reflect the work done by students and faculty in the course.  -----  13-403  REC 210: Recreation Leadership - Change C-class from 3 units C2 to 2 units C2 and 1 unit C11. This change will increase class time by one hour, which will give more time for experiential learning and reflection. The CPS dean has approved the additional WTUs.  -----  13-476  KINS 699: Independent Study - change from a range of 3-6 unis to 1-6 units to allow greater</p>	<p><b>2. Consent Calendar</b></p> <p>13-152</p> <ul style="list-style-type: none"> <li>➤ Correction: proposal has no changes to SLOs</li> <li>➤ Approved</li> </ul> <p>13-362</p> <ul style="list-style-type: none"> <li>➤ Approved</li> </ul> <p>13-403</p> <ul style="list-style-type: none"> <li>➤ Approved</li> </ul> <p>13-476</p> <ul style="list-style-type: none"> <li>➤ Approved</li> </ul>

<p>flexibility in the scope of Independent Study projects students can select.</p> <p>-----</p>	
<p>13-477 Kinesiology - Pre-Physical Therapy - drop the STATs 106 requirement (because the course is no longer being offered) and replaces it with STAT 108. This will add one unit to the degree because STAT 108 is 4 units and 106 was 3. The degree still has room for 8 units of electives.</p> <p>-----</p>	<p>13-477 ➤ Removed per Jena'</p>
<p>13-480 ZOO 310: Animal Physiology: drop CHEM 109 as a pre-req for the course. The course pre-reqs already include BIOL 105, which already has a pre-req of CHEM 109. Keeping the pre-req chain relatively short in Peoplesoft is beneficial for transfer students.</p> <p>-----</p>	<p>13-480 ➤ Approved</p>
<p>13-481 BIOL 410: Cell Biology - drop CHEM 109 as pre-req. (it's a pre-req for BIOL 105, which is also a pre-req for this course). Add BIOL 440: Genetics Lab as a recommended, but not required pre-req. because the Genetics Lab experience helps students succeed in 410.</p> <p>-----</p>	<p>13-481 ➤ Approved</p>
<p>13-488 13-488: ES 109: Introduction to Chinese Studies - suspend course because there is no longer a faculty member with the expertise to teach it. This course one of a list of choices for several majors, but in every case, there are sufficient other choices for students to take.</p> <p>-----</p>	<p>13-488 ➤ Approved</p>
<p>13-489 13-489: Interdisciplinary Studies: CRGS - revise program to eliminate the option of taking ES 109 (which was suspended in proposal 13-488 due to a lack of faculty to teach the course.)</p> <p>-----</p>	<p>13-489 ➤ Approved</p>
<p>13-493 FREN 341: Current Event Topics in the Francophone World - change course description to read "taught in French or English." Currently the course is always taught in English, which has not served French majors well; the revised description allows the department flexibility in offering courses targeted primarily to majors in French or courses for a broader audience in English.</p> <p>-----</p>	<p>13-493 ➤ Approved</p>
<p>13-508 FOR 285: Department Seminar - change course number to FOR 117, change course title to Forestry First Year Seminar.</p>	<p>13-508 ➤ Approved</p>

<p>-----</p> <p>13-509 FOR 210: Forest Measurements: Change course title to Forest Measurements and Biometry, revise course description. As part of last year's change to the Forestry Major, students no longer take a separate course in biometry. Thus this course is being revised to included statistical methods used in forestry.</p> <p>-----</p>	<p>13-509 ➤ Approved</p>
<p>13-515 WLDF 301: Principles of Wildlife Management: Revise pre-reqs - add EMP 105 as an alternative pre-req for WLDF 210 (allowing EMP majors to take the course more easily) and revise the Math pre-req to Math 114 OR 115 (because of last year's Math curriculum revisions).</p> <p>-----</p>	<p>13-515 ➤ Approved</p>
<p>13-518 SED 708: Teacher Performance Assessment Applications - This course is taken during the Fall of the Credential year. Change from 1 unit to .5 units (in order to move more support on PACT work to the Spring (in SED 709) when the students' PACT workload is more substantial.)</p> <p>-----</p>	<p>13-518 ➤ Approved</p>
<p>13-519 SED 709: PACT Support - This course is taken during the Spring of the Credential year. Change from 1 unit to 1.5 units (in order to move more support on PACT work from the Fall (in SED 708) to the Spring when the students' PACT workload is more substantial.)</p> <p>-----</p>	<p>13-519 ➤ Approved</p>
<p>13-521 SOC 420: Social Change - suspend course as there are currently no plans to offer it within the next 5 years.</p> <p>-----</p>	<p>13-521 ➤ Approved</p>
<p>13-524 LSEE 312: Social Science and Science Fieldwork and Observation Seminar - change C-class from 1 unit C-5 and .5 units C-8 to 1 unit C-5 and .5 units C-78 in order to correctly represent the way the course is taught.</p> <p>-----</p>	<p>13-524 ➤ Approved</p>
<p>13-525 LSEE 311: Mathematics Fieldwork Observation and Seminar - change C-class from 1 unit C-5 and .5 units C-8 to 1 unit C-5 and .5 units C-78 in order to accurately reflect the way the course is actually taught.</p> <p>-----</p>	<p>13-525 ➤ Approved</p>
<p>13-526 LSEE 411: Language Arts Fieldwork Observation and Seminar - change C-class from 1.5 unit C-5 and</p>	<p>13-526 ➤ Approved</p>

<p>.5 units C-8 to 1.5 unit C-5 and .5 units C-78 in order to accurately reflect the way the course is actually taught.</p> <p>-----</p>	
<p><b>3. CDC Curriculum Proposals</b></p> <p>13-385 KINS 490: 13-385 KINS 490 Course Change Proposal</p> <p>KINS 490 Practica: Change C-class from 3 units C8 (Education workshops and social science activities) which Includes methods taught on an activity basis in education subject areas to 1 unit C5 (Seminar) which is Courses in any discipline using seminar methods of instruction) and 2 units C78 (Non-traditional instruction, examination, or evaluation [workload is assigned] which is Courses which generate credit by examination, or evaluation, or which are taught in modes described by the formulas faculty workload is assigned. This enables the course to have appropriate WTUs. Most of this course is clinical work in community placements with only 1 unit worth of campus seminar.</p> <p>The explanation given is that The current classification of C8 does not include a seminar/debriefing component and is designated as a Education Workshop. The C5 classification for 1 unit of a campus-based seminar is needed for debriefing from clinical work. The activities take place off campus in physical therapy, schools, and community agencies, therefore, the C78 classification is appropriate.</p> <p>A C78 classification needs an MOU from the Dean. This course has one.</p> <p>My name is Gregg Gold, and I approve this change.</p> <p>-----</p>	<p><b>3. CDC Curriculum Proposals</b></p> <p>13-385 ➤ Approved</p>
<p>13-397 Child Development BA UD Area D Course of Study</p> <p>This proposal is to allow the Child Development core to count for the Upper Division Area D GE Requirement. The change is proposed to reduce time to graduation by not requiring students to take an additional GE class in addition to the major. GE area D asks that a course: 1. Apply the discipline-specific vocabulary, principles, methodologies, value systems and ethics employed in social science inquiry, to a specific instance; 2. Explain and critically analyze human social, economic, and political issues from the respective disciplinary</p>	<p>13-397 ➤ ICC is afforded ability to make such a determination/approval, policy in place six years now. ➤ Programs present proposals and supporting documentation indicating how particular GE areas (learning outcomes) are satisfied by their curriculum. ➤ Approved</p>

<p>perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts; 3. Illustrate how human social, political and economic institutions and behavior are inextricably interwoven.</p> <p>SLOs for the courses identified by Child Development appear to meet the requirements for an area D GE. This proposal has been approved by the CAPS Dean's office.</p> <p>I am Gregg Gold and I approve this proposal. -----</p>	
<p><b>4. GEAR</b></p> <ul style="list-style-type: none"> <li>➤ Review of GEAR charge</li> </ul>	<p><b>4. GEAR</b></p> <ul style="list-style-type: none"> <li>➤ Review of GEAR charge</li> <li>➤ Charge by senate to reform GE</li> <li>➤ Initial expectation of two to three month exploration, GEAR has gone much more in depth</li> <li>➤ An envisioned 3-5 year process for successful GE reform</li> <li>➤ Investment of time is necessary, otherwise the goal is unrealistic.</li> <li>➤ Areas discussed: outcomes, assessment, fear of reform</li> <li>➤ A prompt agreement on outcomes will allow process to continue into reform.</li> <li>➤ GE on campus is about 50% of department curriculum.</li> <li>➤ How do we package GE to meet HSU outcomes?</li> <li>➤ Regard GE as a program, beginning freshman year and ending senior year.</li> <li>➤ Baccalaureate outcomes to reflect mission and values of the institution with the goal of uniting departments across campus.</li> <li>➤ Learning outcomes must be inescapable to ensure students are confronting learning outcomes.</li> <li>➤ Outcomes should be reviewable, adaptable, and improvable.</li> <li>➤ Reconsider GE director?</li> <li>➤ Connect assessment with curriculum and governance structure</li> <li>➤ GEAR to provide update at next meeting for moving forward.</li> </ul>
<p><b>5. AMP</b></p> <p>Draft of Guidelines for new Options (AMP)</p>	<p><b>5. AMP</b></p> <ul style="list-style-type: none"> <li>➤ Concerns vocalized regarding language</li> <li>➤ Biology program offered as example</li> <li>➤ Discussion</li> <li>➤ (If) the current emphases within Biology are not be able to each satisfy an additional SLO beyond core SLOs for major</li> <li>➤ (Then) under the proposed guidelines,</li> </ul>

	<p>Biology would retain “Emphasis” to define subdivisions within program</p> <ul style="list-style-type: none"> <li>➤ Were this the case, the particular subdivisions within Biology would go unnoted on university transcripts.</li> <li>➤ Concentration: a significant subdivision (at least 12 units, usually more) of a Major that will satisfy at least one Student Learning Outcome beyond core SLOs for the major. Concentration will appear on student transcripts (not on diploma).</li> <li>➤ Each concentration must be sufficiently distinct to have at least one SLO specific to the concentration</li> <li>➤ Let it go to senate</li> </ul>
Adjourn to subcommittees	