

ICC Agenda for Tuesday October 15, 2013 in NHE 106

ICC Members:

AMP: Joan Berman, Jená Burges, Matthew Dean, Mary Glenn, Chris Hopper, Matthew Hurst, Cindy Moyer, Scott Paynton, Brandon Schwab, Rick Zechman

CDC: Jodie Baker, Gregg Gold, Chris Harmon, Anne Paulet, Clint Rebik, Marlon Sherman

GEAR: Elisabeth Harrington, Ed Nuhfer **Students:** Terri Alexander, Mark Teeter **Minutes-taker:** Mark Medrano,

1. Approval of Minutes

2. Consent Calendar

13-271: ES 308: Multicultural Perspectives in American Society - change title to Multi-Ethnic Resistance in the US and change course description to clarify course content. Change C-class from 3 units C-3 to 3 units C-2 to reflect the current pedagogy and enrollment caps in the course.

13-265

ART 321: Intermediate Drawing - add a course description (the catalog current has NO course description for ART 321.)

13-273

Critical Race, Gender, and Sexuality Studies - require grade of C- for all classes in the major.

13-275

WS 430: "Queer" Across Cultures - change course number from WS 430 to CRGS 430 because the course actually does not focus exclusively on women.

13-278

PSCI 343: International Organization - change course title to Global Governance & revise course description to reflect current terminology in use in the the field of International Relations.

13-280

PSCI 373: Politics of a Sustainable Society - change course title to Politics of Sustainability to more accurately reflect the focus of the course.

13-281

PSCI 482: Internship - change grade mode from CR/NC to Letter grade to better reflect the importance of the course to the student's education.

13-282

PSCI 484: Seminar in Political Science - change course # to PSCI 480. This is a variable topics course, and such courses are always numbered 480 (or 380, 280, or 180)

13-293: DANC 488: Dance Performance Ensemble. Change from variable 2-4 units to 1-4 units to enable students to participate in the class and not acquire too many units (stay under 17-unit cap and financial aid limits). Limit to 6 completions of the course (currently, there are no limits on how many times students may take the class).

13-302

FILM 315: Filmmaking I - Change C-class from 4 units C-78 to 3 units C4 and 1 unit C-12. This is a clean-up change. Other Filmmaking classes have 3 units C-4 and 1 of C-12, so it makes sense to have this class have the same C-classifications.

13-311

PSYC 690: Thesis - change units from 4-6 to 1-6 to better allow students to spread their thesis work over many semesters without accumulating excessive units.

13-312: PSYC 695: Research Practicum - change units from 4-6 to 1-6 to better allow students to spread their project work over many semesters without accumulating excessive units.

13-327 13-327: ENVS 370: Energy, Technology, and Society - drop pre-req of ENGR 371. The ENVS and ENGR professors agree that the content of ENGR 371 is not needed for success in ENVS 370. (ENVS 370 has a number of other pre-reqs that will remain in affect.)

13-329 FOR 471: Forest Administration - add prerequisites of FOR 250 and 311 (and a recommended, un-enforced pre-req of 432) so that students have sufficient background to succeed in 471.

13-330 FILM 362: Social Change Digital Production - change grade mode from Letter to Optional. ("Optional" means the course can be offered for either grade or CR/NC.")

13-331 Film 455S: Grant Writing - change grade mode from Letter to Optional (which means that the course can be offered either for letter grades or CR/NC).

13-334 NAS 306: Native Peoples of North America - change course title to Indigenous Peoples of the Americas to allow the course to cover native people in both North and South America

13-335 ENGL 481: Internship in Teaching Writing and Literature - change title to Internship in Writing, Literature, or Linguistics to reflect that fact that students often do internships in Linguistics.

13-336 ENGL 690; Master's Project: change units from 4 to 1-4 to allow students to spread the units throughout their program as needed.

13-337 ENGL 435: Issues in English as a Second/Foreign Language - change title to Introduction to English as a Second/Foreign Language to better to reflect course content.

13-338 ENGL 635: Issues in English as a Second/Foreign Language - change title to Introduction to English as a Second/Foreign Language to better to reflect course content.

13-339 English Writing Practices Major pathway - permit students to count ENGL 460: Toyon Literary Magazine only once towards their major units so that they have an appropriate variety of electives towards the major.

3. AMP

New Option in Interdisciplinary Studies: Leadership Studies

Resolved: That the Academic Senate of Humboldt State University recommends to the Provost that a new online, self-support, degree completion option in Leadership Studies within the Interdisciplinary Studies major and all associated curriculum forms (13-117, 13-155 to 163, and 13-328) be approved; and be it further

Resolved: That the oversight model for this new program (a combination of logistical support in the College of eLearning and Extended Education, a temporary faculty program leader (yet to be hired), and a faculty advisory committee) will operate on a trial basis until the program demonstrates that this oversight structure can be effective in managing curriculum development and monitoring, appropriate student enrollment and progress to degree, PREP reporting, and faculty hiring; and be it further

Resolved: That no new degree programs will be approved with a similar oversight structure until the oversight structure for IS-LDRS has been proved to be effective during at least the first three years that the program is offered.

Rationale: The ICC is convinced that a self-support, online degree completion option in Leadership Studies within the Interdisciplinary Studies major will be a good addition to HSU's curriculum.

1. The evidence for student demand is convincing; the program demonstrates that there is a substantial population of student who have partially completed degrees who are also working within organizations where the education offered by this degree would be valuable. In most cases, students in this program are expected to be working full or near-full time, and thus taking only one course at a time. A student who needs to complete 60 units would expect to take four years to complete the program at the rate of one course at a time.

2. Students will complete 30 units of LDRS courses (all the LDRS courses are required for the degree) and 9 units of UD GE at HSU plus whatever other requirements and elective units are need to reach the 120 units required for the degree. The courses will be offered in intensive eight-week terms, with five terms per year.

3. As new self-support degree-programs are developed, new types of "departmental" structures may be needed. The Academic Master Planning subcommittee of the ICC and the IS-LDRS program have had extensive discussions about how to develop a program oversight structure that will ensure continuity and monitoring of a program that may be taught largely (or entirely?) by lecturers who are located hundreds of miles from Humboldt County. We are cautiously optimistic that the proposed oversight structure will be effective, but we recommend that we not create any additional programs with such not-traditional oversight structures until the IS-LDRS model demonstrates that this structure can be effective.

Summary of IS-LDRS Curriculum Forms

13-117: Proposal for a new online, self-support, degree-completion IS-LDRS Option

- 13-155: **LDRS 311: Foundation of Leadership** – 3 units, C-2 – pre-req for all other LDRS courses
- 13-156: **LDRS 321: Data Driven Leadership** – 3 units, C-2 – pre-req for 451, pre-req of 311
- 13-157: **LDRS 331: Leadership Communication** – 3 units, C-2 – pre-req for 451, pre-req of 311
- 13-158: **LDRS 341: Strategic Planning and Forecasting** – 3 units, C-2, pre-req for 451, pre-req of 311
- 13-159: **LDRS 351: Project Implementation/Evaluation** – 3 units, C-2 pre-req for 451, pre-req of 311 and 341
- 13-160: **LDRS 411: Managing Employees/Stakeholders** – 3 units C-2, pre-req for 451, pre-req of 311
- 13-161: **LDRS 421: Strategic Sustainability** – 3 units, C-2, pre-req for 451, pre-req of 311
- 13-328: **LDRS 431: Technology and Leadership** – 3 units, C-2, pre-req for 451, pre-req of 311
- 13-162: **LDRS 441: Developing Dynamic Organizations** – 3 units, C-2, pre-req for 451, pre-req of 311
- 13-163: **LDRS 451: Capstone in Leadership** – 3 units, C-2 (has all 9 other courses as pre-reqs)

4. CDC:

13-137: Course Change, PHYX 462 Senior Lab

This proposal seeks to adjust the current pre-requisites and co-requisites of PHYX 462 to enforce the skill level of students that is required to be successful in this course. Currently PHYX 315 (Introduction to Electronics & Electronic Instrumentation) is listed as a pre-requisite; however, students should acquire more experience before taking PHYX 462. Thus, PHYX 316 (Electronic Instrumentation & Control Systems) will become a pre-requisite that may be taken concurrently, thus giving students more adequate preparation for Senior Lab. The current pre-requisite, PHYX 320, will remain in place and only the physics program is affected.

Recommendation: Approve

13-138: Course Change, PHYX 485 Physics Seminar

This course currently has a 100 level pre-requisite (PHYX 111) even though it is a Senior-level capstone course. This proposal seeks to make PHYX 324 (Analytical Mechanics) a pre-requisite that may be taken concurrently in order to ensure that only students with sufficient preparation can enroll in PHYX 485 at the time of registration. This only affects the physics program.

Recommendation: Approve

11-334: Program Change Liberal Studies Recreation Administration

Reduces minimum number of units required for “minor field of study” in LSRA from 14 to 12 to better coincide with Bus/Econ 4-unit course offerings. Also provides enhanced flexibility with advisor approval of electives. Students can subsequently complete this requirement with three 4-unit courses rather than two 4-unit and two 3-unit courses. Recommend approval.

12-314 SPAN 310

This proposal was pulled from the consent calendar last year due to concerns about how the qualifications of the students would be determined if the prerequisite was removed. The department finally got back to us with the following answers:

The justification is threefold:

- 1.) Regarding the ICC concern that there be a way to ensure students are properly prepared to take the course, we vet students individually for the necessary skill level for SPAN 310, at HOP and HOOP advising sessions, in minor and major advising, and on the first day of class in SPAN 310. This procedure encourages full enrollment and a sense of community of qualified students who do not have the specific courses 207/208S under their belt.
- 2.) Native students come to the program with the ability to enter SPAN 310 and then take this first major course to perfect their oral communication skills.
- 3.) Non-native students entering HSU with four years of high school Spanish or substantial residency abroad generally have the skills necessary for SPAN 310 and may not have had an exact equivalent of SPAN 207/208S.

All these 2) and 3) students' skills are verified in class on the first day, if not before.

RECOMMEND: Approve (Anne)

12-229: KINS 482: Internship in Kinesiology: revise course description to more accurately reflect the nature of the internship experience (settings and application.)

Recommend approval.

Native American Studies changes

13-055: Native American Studies Program Change (in the Major):

Swap NAS 306 (Native Peoples of North America) and NAS 327 (Native Tribes of North American Regions) in Core/Supplemental areas, respectively. NAS 306 is GE, foundational, and allows for a broader range of Indigenous cultures as a core course, whereas NAS 327 features a specific group each term it is taught. NAS 306 is also offered regularly, whereas NAS 327 is offered occasionally. No change to learning outcomes or unit requirements. Recommend approval.

13-0156: Native American Studies Minor Program Change:

Replace NAS 327 (Native Tribes of North American Regions) with NAS 306 (Native Peoples of North America); same rationale as for change in the major. No change to learning outcomes or unit requirements. Recommend approval.

13-113 MATH 113 College Algebra New Course Proposal

This course syllabus has HSU learning outcomes and also "Course-level" learning outcomes. I believe it also needs department level learning outcomes. Also, is C3 correct, as math is not listed.

Math 113 is the first part of a two semester curriculum (Math 114 being the second class), designed to provide a slower paced course for those students who are failing Math 115. Math 115 covers advanced algebra and trigonometry in one semester, and has a high first time failure and a high repeated failure rate. It is a foundation course for many science related disciplines on campus. By spreading the course out over 2 semesters, it should increase the pass rate (particularly for URM students), and reduce considerably the 1st and 2nd time failure rates present in Math 115. The course will be offered at the same time and days as Math 115, so students doing poorly in Math 115 can drop down to Math 113. Math does not anticipate any additional resources being used as Math 115 as current instructors teaching Math 115 can teach the 113/114 sequence. Additionally, many students who would normally enroll in 115 are expected to take 113. Also, the anticipated reduced failure rate in 115 should reduce the number of Math 115 sections that are required to be offered.

13-114 MATH 114 Trigonometry

Math 114 is the second part of a two semester curriculum (Math 114 being the second class), designed to provide a slower paced course for those students who are failing Math 115. Math 115 covers advanced algebra and trigonometry in one semester, and has a high failure and repeated failure rate. It is a foundation course for many science related disciplines on campus. By spreading the course out over 2 semesters, it should increase the pass rate (particularly for URM students), and reduce considerably the 1st and 2nd time failure rates present in Math 115. This course will cover only trigonometry. Math does not anticipate any additional resources being used as as current instructors teaching Math 115 can teach the 113/114 sequence, and the anticipated reduced failure rate along with the anticipated 1st time student migration should reduce the number of Math 115 sections that are being offered.

13-154: PE 263: Intermediate Yoga: Offered for many years as a special topic. Recommend approval.

13-109 French and Francophone Studies Major Change

World Languages and Cultures have made changes to the major [see corrected 2014-2015 catalog copy attached to proposal] to clarify the major and make it easier and more user-friendly for students. The overall units are not affected by the changes.

RECOMMEND: Approve (Anne)

13-246

FREN 310: Nouvelles en francais - change course title to "Nouvelles en Francais: Variable Topics", revise course description, allow for the course to be 2 to 4 units, eliminate the co-requisite course - all these changes allow students to have better support for language acquisition and will take the place of FREN 410 which has not been taught recently. The total for the major would not be changed.

RECOMMEND: Approve (Anne)

5 Revised ICC Constitution

further revisions recommended by Senate Exec. Track Changes used to highlight changes.

6. Discussion on Guidelines for New Degree Programs?

1. *All new degree programs will be housed in a department and given curricular oversight by HSU tenured/tenure-track faculty. Self-support programs may be housed administratively in the College of eLearning and Extended Education, but their curricular oversight must be based in a state-side department with stateside tenured/tenure-track faculty.*

Provost Snyder is arguing against this requirement. How much do we believe in this? What arguments do you wish me to use to support it in this afternoon's Senate meeting?

7. GEAR – nothing today