

ICC Agenda/Minutes for 10/23/12

Nelson Hall East, Room 106

ICC/APC Members Present: Abell, Ayala, Baker, Berman, Bliven, Burges, Harrington, Malloy, Marschke, Moyer, Nuhfer, Paulet, Paynton, Schwab, Swartz, Telesky, Zechman

Guests present: Christina Accomando, Rosamel Benavides-Garb, Gregg Gold, Beth Wilson

Agenda Item	Issues addressed/Action taken
1. Approval of Minutes from 10/16/12 meeting	Approved
2. Consent Calendar 12-094: FISH 476: Ecology of Running Waters change pre-req from BIOL 105 to BIOL 330: Principles of Ecology so that students have a general ecology course before taking this more specific ecology course. 12-095: BIOL 345: Genetics with Population Emphasis change Statistics pre-req from 109 to 108 OR 109. Both classes provide adequate background for the course. 12-096: BIOL 383: Introduction to Undergraduate Research change Statistics pre-req from 109 to 108 OR 109. Both classes provide adequate background for the course. 12-097: BIOL 554: Plant/Animal Interactions change Statistics pre-req from 109 to 108 OR 109. Both classes provide adequate background for the course. 12-098: BOT 356: Phycology change Statistics pre-req from 109 to 108 OR 109. Both classes provide adequate background for the course. 12-099: ENGL 480: Special Topics change units from 1-3 to 1-4 12-100: BOT 556: Phycology change Statistics pre-req from 109 to 108 OR 109. Both classes provide adequate background for the course. 12-101: STAT 630: Data Collection & Analysis change C-class from 2 units C-5 and 2 units C-16 to 3 units C-2 and 1 unit C-15 in order to have 3 hours lecture and 3 hours of lab. 12-102: Communications catalog changes related to COMM 473 and 472, which were already approved by the ICC and Senate 12-128 HIST 300M: Era of WWI Depth Experience – Change course number from 300M to 300R, change title to “The Era of WWI, Research Seminar” because “research seminar” better reflects what happens in the course. History uses “R” to denote research/writing courses. 12-129 HIST 301M: Era of WWII Depth Experience - Change course number from 301M to 301R, change title to “The Era of WWI, Research Seminar” because “research seminar” better reflects what happens in the course. History uses “R” to denote research/writing courses. 12-130: ENST 120: Intro Seminar in Env. Studies Change C-class from C-2 to C-5 because this is a seminar course and C-5 is the correct designation for seminar courses 12-137: FREN 420: French Peer Tutoring change C-class from S-48 to C-78 (with MOU between Dean’s office and department giving 1 WTU for the course). 12-138: Spanish Minor – change minor to allow students to take either Service learning or Non-service learning versions of SPAN 108 and 208. 12-140: SPAN 108: Level III Heritage Speakers – reactivate course (the course was suspended when the Service learning version of the course was created). This gives the department the option of teaching the course without the service learning component. 12-141: SPAN 208: Level IV Heritage Speakers reactivate course (the course was suspended when the Service learning version of the course was created). This gives the department the option of teaching the course without the service learning component.	Approved

3. CDC -

11-206 PSYC BA Program Change

PSYC 434 (Death, Dying and Grief) include proposed new course in Breadth Options.

PSYC 337D (Personality Theory and Research Discussion) Include proposed new course in Upper Division Student Participation area. This 2-unit course would be an addition to the 3 currently offered "D" participation courses, and would allow department to rotate D courses every semester on a two year basis. [See New Course Proposal 12-024]

PSYC 412 (Psychology of Infancy and Early Childhood) [see Course Change Proposal 12-144], suspend course from the catalog; therefore it will no longer be available in the Breadth Requirements.

Remove the following courses from Breadth Requirements (list of courses from which to choose), but preserve in the catalog:

PSYC 403 (Social/Organizational Skills) This course material can be adequately covered in Psych 404 Industrial/Organizational Psychology. There is no need to have 2 courses with such a large overlap.

PSYC 435 (Psychological Study of Social Issues) [erroneously listed in program requirements as "Applied Social Psychology"] This course has not been taught in many years, was the specialty area of a faculty member who retired over 13 years ago.

PSYC 457 (Group Dynamics & Procedures) The faculty member who previously taught this course retired some years ago. Though it can be, (and has been) taught by part-time faculty, it is not an efficient use of our resources.

All of the new courses above would be additions to lists of courses from which students choose, so we are not adding units to our requirements.

Associated course changes:

10-157 PSYC 434 (Death, Dying and Grief) New course 3 units. Course description: *Focus on psychological experiences of people as they approach death and of loved ones who are left behind; cross-cultural death-related beliefs and customs, end of life decision making.* This course has been taught 2 times before as a 480 with enrollment ~29. It is the specialty area of Dr. Beth Eckard who will be teaching it, and adds something important that current developmental/lifespan development courses do not. It has only one prerequisite: PSYC 104 (Introduction to Psychology) and restricted to Junior or Senior Psychology majors.

12-024 PSYC 337D (Personality Theory and Research Discussion) New course 2 units. Course prerequisites are PSYC 104, PSYC 241 and PSYC 242 and PSYC 337 (Personality Theory and Research), which can be taken concurrently and restricted to Psychology majors. Course description: *Students discuss findings and theories of personality psychology, as well as design and present their own research projects in this area. In-depth focus on approaches to research in personality.*

12-144 PSYC 412 (Psychology of Infancy and Early Childhood) suspend course from the catalog; therefore it will no longer be available in the Breadth Requirements. Not currently taught because department no longer has faculty specializing in this area.

[Recommend approve all/Jodie]

Approved

CDC (cont.)

11-423 Spanish Program Change:

The Spanish Program wishes to require a one academic semester equivalent residency abroad program for their majors. This is currently not a requirement for the degree; however, approximately 90% of their majors already take advantage of some type of residency abroad program every year. The new *study abroad* program will not increase the major unit requirement. An advisor may wave the requirement if a student demonstrates native fluency or prior immersion experience in the Hispanic world. Lastly, the residency abroad must be completed by the end of the first semester of a student's senior year.

Action: ICC recommended further investigation into three main points:

- 1.) Financial information for cost to students
- 2.) How does the semester abroad fit into the curriculum?
- 3.) Study-abroad equivalencies need to go through the study-abroad office

Response to these three points from Professor Rosamel Benavides-Garb, Department Chair of World Languages and Cultures.

- 1.) The residence abroad requirement is already in place for the International Studies major and the French and Francophone Studies major. This is a good precedent, which establishes that students are able to afford the required study abroad.

According to our experience and detailed knowledge regarding studying abroad costs, we can say that generally, the cost of studying abroad is equal to or less than studying at HSU if a site is selected wisely within the great number of programs abroad offered by the CSU, HSU and third party providers like USAC.

According to HSU, the official cost of an academic year both on campus and off campus is \$23,878. This is \$11,939 per semester. This is similar to the annual cost of the Granada Program of the CSU IP in Spain. Likewise, the CSU IP Mexico Program is about \$16,042 annually when offered. Our very own Quito Program is \$5,250 plus transportation, which makes it one of the most affordable summer semesters in the nation. Similarly, the third-party provider USAC has a number of affordable sites in Spain and Latin America in the \$8,000 to \$10,000 range, again making study abroad less expensive than studying at HSU. In addition, students can take advantage of very cost effective Student Bilateral Exchanges we have with Spanish language universities. See the following sites for cost information:

<http://www.humboldt.edu/finaid/costs.html>

<http://www.calstate.edu/ip/prospective-students/ip-estimated-costs.shtml>

<http://usac.unr.edu/study-abroad-programs>

- 2.) All Programs Abroad meet and exceed several Spanish Program SLOs. There is no match for a full academic immersion experience in the field of language and culture acquisition for our students. Therefore, the Spanish Program SLOs will not change. Through specialized academic advising by Program faculty advisors, students will receive full credit and equivalencies for courses taken abroad when enrolled in academically rigorous programs. This is reflected in their academic contract before departure.
- 3.) We always route all our students going abroad through the Center for International Programs. This is a necessary practice to protect the student and the institution.

Approved

<p>6. Academic Policies Committee - Policy on Double-counting of Institutions for UD GE</p>	<p>Lengthy discussion ensued regarding whether or not to allow double counting Institutions courses for Area D GE. Previous practice was that only one Institutions course could count for LD GE. In consultation with the APC, the practice was changed to allow either 1 LD OR 1 UD course to double-count. A recent catalog revision, however, created confusion by suggesting that students could double count two Institutions courses (1 LD and 1 UD) for Area D GE. The APC has proposed allowing double-counting of 2 courses. Arguments for the proposal are based on equity (since transfer students can double count two) and possible extra fees for high units and to facilitate increased graduation rates and decreased time to graduation. The counter argument is that learning outcomes differ between Institutions and GE Area D. Considerable diversity of ideas expressed. An ICC straw polls suggested differential support for the following options: 1) allowing only one course to double-count as LD GE > 2) allowing only one course to count as either LD or UD GE > 3) Allowing two Institutions courses to double count as GE. There was some approval for requiring Institutions courses to meet GE Area D outcomes as well.</p>
<p>7. Task force on a First Year Area E Course Option – would like to head towards 14/15 catalog. Short timeline to March 26? Could we allow them to submit later?</p>	<p>Not Discussed</p>
<p>Next meeting -</p>	
<p>Minutes submitted by</p>	<p>Rick Zechman</p>