AGENDA

1. **Agenda Approval**
   Motion to approve Agenda; J. Dahlgren, Second: J. White, Approval: Unanimous

2. **Approval of Minutes**
   A. August 27, 2012
   B. May 7, 2012
   Motion to approve Minutes; S. Carey, Second: S. Hammond, Approval: Unanimous

3. **Consent Agenda**
   A. Course Modifications
   1. MATH 5 – Concepts in Mathematics for Teachers II
   2. MATH/PHIL 7 – Formal Logic and Writing
   3. MATH 11 – Nature of Mathematics
   4. MATH 12 – Mathematics for Business Decisions (Finite Mathematics)
   5. MATH 13 – Survey of Calculus
   6. MATH 18 – Introduction to Statistics
   7. MATH 19 – Statistics for Business
   8. MATH 20 – Trigonometry
   9. MATH 26 – College Algebra
   10. MATH 30 – Analytic Geometry and Calculus I
   11. MATH 31 – Analytic Geometry and Calculus II
   12. MATH 31A – Calculus with MAPLE
   13. MATH 32 – Analytic Geometry and Calculus III
   14. MATH 42 – Linear Algebra
   15. MATH 108 – Beginning Algebra
   16. MATH 110 – Geometry
   17. MATH 124 – Intermediate Algebra
   18. MATH 217 – Pre-Algebra
4. New Business

A. Minor Course Modifications

1. **ANTH 4 – Cultural Anthropology**
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); *Effective Term: Spring 2013*

2. **ANTH 13 – Magic, Witchcraft and Religion**
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); *Effective Term: Spring 2013*

3. **ANTH 14 – Language and Culture**
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); *Effective Term: Spring 2013*

4. **ANTH 16 – Archeology and Ancient Societies**
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); *Effective Term: Spring 2013*

5. **ANTH 18 – World Cultures**
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); *Effective Term: Spring 2013*

6. **ANTH 32 – Native Americans**
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); *Effective Term: Spring 2013*

7. **ANTH 33 – Ancient Mesoamerica**
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); *Effective Term: Spring 2013*

8. **ANTH/MCS 34 – Native Americans Today**
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); *Effective Term: Spring 2013*

9. **MATH 4 – Concepts in Mathematics for Teachers I**
   Changes in catalog description, objectives, unit titles, methods of instruction, methods of evaluation, examples of assignments and materials of instruction; *Effective Term: Fall 2012*

   Laurie Kincheloe represented Mathematics
   - Committee Suggestion:
     - Objective #6 – “Apply critical thinking skills and appropriate strategies when solving problems” instead of “Demonstrate critical thinking skills and problem-solving strategies when solving problems”
   - Motion to approve placing MATH 4 on Consent Agenda pending changes; R. White, Second: M. Brynnan, Approval: Unanimous

10. **MATH 40 – Differential Equations**
    Changes in catalog description, objectives, unit titles, methods of instruction, methods of evaluation, examples of assignments and materials of instruction; *Effective Term: Fall 2012*

    - Committee Suggestion:
      - Objective #3 – change “including the Dirac Delta distribution” to “such as ones including the Dirac Delta distribution”
    - Motion to approve placing MATH 40 on Consent Agenda pending changes; R. White, Second: J. Dahlgren, Approval: Unanimous

11. **POS 2 – United States Government**
    Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); *Effective Term: Spring 2013*

12. **POS 3 – Comparative Politics**
Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); **Effective Term: Spring 2013**

13. **POS 12 – California State and Local Government**  
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); **Effective Term: Spring 2013**

14. **POS 14 – Politics of Third World Nations**  
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); **Effective Term: Spring 2013**

15. **POS 16 – Vital Political Problems**  
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); **Effective Term: Spring 2013**

16. **POS 18 – International Relations**  
   Changes in examples of assignments and materials of instruction; change in pedagogical cap (from 45 to 35); **Effective Term: Spring 2013**

Mike Findlay represented Anthropology and Political Science

- The pedagogical caps were increased to match the room size when the department moved into the LRC building
- Since enrollments were low at the time, this didn’t cause an issue
- Now that enrollments are impacted, in-class strategies are not working as well with larger numbers of students
- Request to lower them to be consistent with most GE courses
- Examples of Assignments were also added to each course for compliance
- Motion to vote on all ANTH and POS courses as a block; R. White, Second: J. Dahlgren, Vote: Unanimous
- Motion to place ANTH and POS courses on Consent Agenda;, S. Hammond, Second: D. Welton, Vote: Unanimous

**B. Program Deletions (Information Only)**

1. **AS Degree in Tourism and Travel**
2. **Certificate of Achievement in Tourism and Travel**  
   The committee endorsed the deletion of these programs

**C. Course Deletion (Information Only)**

1. **MATH 100 - Math Without Fear**  
   The committee endorsed the deletion of this course

**5. Miscellaneous Agenda Items**

A. Open Entry/Open Exit Courses – Boyd Trolinger

- Continued discussion took place on repeatability and how it relates to other curriculum matters
- The intent of Title V and the Chancellors office is to make student passage through the curriculum as efficient as it can be and let them achieve outcomes and move onto the next course as opposed to cycling back through the course or same subject matter
- Repeatability on repeatable courses is pretty automatic, those are simply not repeatable
- Other issues include:
  - On variable unit courses, Federal Financial Aid only pays for a student to take and receive a passing grade on a course two times. It has nothing to do with whether students have completed the entire curriculum one time
  - So if we have variable unit courses that require a student to retake that course more than two times, we have automatically eliminated students requiring financial aid from completing that course
We need to press programs to eliminate variable unit courses as much as possible, and where they need to keep them, design them so that students only need to take them twice to complete the curriculum

New Title IV rule as of July 2011

This causes a disconnect between Title IV and Title V

- On September 13, Learning Council will be presented with repeatability clean up and problems, so as many of the pieces of repeatability can be discussed at this meeting will help with those and future discussions
- It is not variable unit that drives open entry, it is open entry/exit that drives everything else
- Must be scheduled and taught per the course outline of record
  - When a course outline is approved as an open entry/exit course, the section must be scheduled per the outline; this pertains to variable unit courses
  - Currently this practice is not being implemented, but Title V indicates that we must, so the recommendation is for Curriculum Committee to adopt in the guidelines that all future sections will be scheduled per the outline of record
  - Motion to approve, L. Henson, Second: S. Carey, Vote: Unanimous
- Must have clearly defined objectives and competencies
  - We have some courses where the objectives and unit titles are purposely left vague so the courses can be used for multiple purposes
  - Recommendation is to press departments to clean up the curriculum so the objectives and unit titles so they have clearly defined outcomes on all outlines
  - We need to be vigilant to ensure there is a clear outcome for students on all courses regardless of variable unit or open entry/exit
- Can be Fixed Unit or Variable Unit
  - Motion to approve, L. Henson; Second: J. Dahlgren, Vote: Unanimous, with one abstention (S. Bartlett)

B. Variable Unit Courses – Boyd Trolinger

- Must be Lab (cannot have Lecture component)
  - 58164 states 48 hours of recitation, study or laboratory work and does not mention lecture
  - If offered in a lecture format, how is the open entry issue addressed so that students are not repeating the same content and not completing the entire curriculum once?
  - How does the instructor structure the lecture when students are coming in and out of the section at different times?
  - In the past, lecture and lab have been distinctly different, as we move forward with different modalities and technology, this distinction has become less clear
  - Lectures can be modularized, but in the case of open entry/exit, this is not ideal
  - If there is lecture instruction in an existing variable unit course, the solution should be separate courses
  - Pedagogically it makes sense to fix units for lecture courses and allow variable units for lab courses
- Must be Open Entry/Open Exit
  - Variable unit, by definition, is open entry/exit as you can’t tell students that module x starts on week x when students have the ability to come and go
- Must have objectives that reflect final outcomes based on the maximum number of units
  - Recommendation is to base the outcomes on the maximum number of units on variable unit courses and negotiate the variable units later
  - Motion to approve; L. Henson, Second: S. Bartlett, Vote: Unanimous
• We should allow for exceptions on a case-by-case basis on all guidelines developed for all courses
C. Families - PE, Visual and Performing Arts – Boyd Trolinger
D. Next Meeting – September 17, 2012
E. Motion to Adjourn; R. White, Second: M. Brynnan, Vote: Unanimous