Curriculum Committee
MINUTES
September 24, 2012

<table>
<thead>
<tr>
<th>Members Present</th>
<th>Members Absent</th>
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<tbody>
<tr>
<td>Boyd Trolinger, Chairperson</td>
<td>Dr. Sandy Sloan, Business Computer Info Systems</td>
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<tr>
<td>Dr. Samia Yaqub, VP Student Learning</td>
<td>Dave Welton, Associate Faculty, Radio-TV-Film</td>
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<td>Rudy Flores, Dean</td>
<td>Dr. Yaqub expressed concern about the pedagogical cap change in Anthropology and Political Science and welcomed an opportunity for discussion.</td>
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<td>David Danielson, Dean</td>
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<td>Mark Latham, Music</td>
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<td>Dr. Robert White, Physics</td>
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<td>Dr. Jo Anne Cripe, Life Management</td>
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<td>Tamsen Herrick, Mathematics</td>
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<td>Susan Carey, Articulation Officer</td>
<td>Steve Hammond, Counseling</td>
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<td>Stacey Bartlett, Academic Senate</td>
<td>Jennifer White, Associate Faculty, English</td>
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<td>Morgan Brynman, Library</td>
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<td>John Dahlgren, Drafting</td>
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<td>Dr. Leslie Henson, English</td>
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<td>Tina Day, Associate Faculty, Language Education</td>
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<td>Elaine Hegeman, Student</td>
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| Guests Present                   |                                             |
| Mike Findlay, Anthropology       |                                             |
| Dr. Kenneth Bearden, Academic Senate President |   |
| Don Beasley, Law Enforcement Academy |                                     |
| Barry Piccinino, Drama          |                                             |

AGENDA

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

2. **Approval of Minutes**
   A. September 10, 2012
   Motion to approve Minutes; R. White, Second: J. Dahlgren, Approval: Unanimous with one abstention: J. Cripe

3. **Consent Agenda**
   A. Course Modifications
      1. ANTH 4 – Cultural Anthropology
      2. ANTH 13 – Magic, Witchcraft and Religion
      3. ANTH 14 – Language and Culture
      4. ANTH 16 – Archeology and Ancient Societies
      5. ANTH 18 – World Cultures
      6. ANTH 32 – Native Americans
      7. ANTH 33 – Ancient Mesoamerica
      8. ANTH/MCS 34 – Native Americans Today
      9. MATH 4 – Concepts in Mathematics for Teachers I
      10. MATH 40 – Differential Equations
      11. POS 2 – United States Government
      12. POS 3 – Comparative Politics
      13. POS 12 – California State and Local Government
      14. POS 14 – Politics of Third World Nations
      15. POS 16 – Vital Political Problems
      16. POS 18 – International Relations

Dr. Yaqub expressed concern about the pedagogical cap change in Anthropology and Political Science and welcomed an opportunity for discussion.
Motion to approve MATH 4 and 40 and place all other courses on Pending Business; S. Carey, Second: S. Bartlett, Approval: Unanimous

- Discussion on pedagogical caps:
  - S. Yaqub
    - Last week, Mike gave an eloquent rationale for reducing ped caps looking at what kind of teaching and learning takes place in the classroom
    - This discussion and the concerns associated with it are based on limiting access to students and the budget problems we are currently facing
    - Due to shrinkage of the schedule, access has already been reduced in Fall 2012 by 760 students. This ped cap change would further reduce access to another 275 students based on the number of sections being offered
    - Impact is large to the student body; a drop in 27.5 FTES; at a loss of $127,000 to the college
    - Apologies for the unorthodox route of having to pull these items from the Consent Agenda to have this discussion and to Mike for placing him in a difficult position, but it is important to have this discussion
    - The Academic Senate put out a paper called “Setting Course Enrollment Maximums: Process, Roles, and Principles” which was adopted by the Academic Senate in Spring 2012. It talks about the roles of faculty, administrators, and curriculum committee in this process and gives great examples from other colleges of looking at ped caps in an analytical way
    - Goal is to find the right balance between maximizing learning opportunities for students and assuring program and college viability
    - Ped caps are not consistent across the college, General Education areas, and traditional lecture type courses. They range from 60 in some areas and 30 in other areas. Need discussion on how to standardize the ped caps and put some processes in place
  - M. Findlay
    - There are two things going on; an advocate to the faculty and students in my own department to bring the caps into compliance with the average; and the broader issue of inequity between ped caps campus wide
    - Encourage the discussion about inequity sooner than later so these inequities don’t continue. Do we have a set of criteria to establish reasonableness of ped caps that do balance the needs of students, faculty and college?
    - In the meantime, M. Findlay would like to go forward with the motion to adjust the ped caps as presented, but given the need for a global discussion, maybe he should hold off. Some of the issues are not related to pedagogy at all. If some courses are being taught to 30 students and others are being taught to 45, there is already an inequity in pay
  - R. White: It would be great, but unrealistic, to have one committee that could deal with both pedagogy and financial issues, so if there is process involved there would need some filtering through administration in order for the curriculum committee to make an informed decision
  - S. Yaqub: These mechanisms are already built into CurricUNET, but are not being exercised properly. As a culture we should use the approval chain, which includes a dean approval level, to encourage these conversations, as well as administrative representation on this committee that presents opportunity for these conversations as well. The curriculum committee is not charged with fiscal decisions but should consider viability
  - R. White: Recommended we create a metric
S. Yaqub: In the Academic Senate paper, there are examples of what other colleges have done, one which does include a metric

J. Cripe: A metric would be helpful to have in curriculum committee but also to have as a department chair going through curriculum review

S. Bartlett: Support consistency in light of reductions, change in classroom management styles and technology. Faculty may have increased ped caps due to new bigger buildings not realizing the impact of larger ped caps. S. Bartlett would also like to support M. Findlay, who has followed current procedures and how to handle the proposals at hand

D. Danielson: A metric would need to include discipline appropriate limitations, while also considering consistency

R. White: concern that any sort of metric will have to change over time

S. Yaqub: The metric wouldn’t be tied to budget; it would create consistency with what goes on in the classroom, how many assignments to grade, etc. We may find that our college has ped caps that are lower than other colleges have. In Mike’s case the issues is the loss of access to students more than a budget issue. Since Mike’s courses are general education courses, the impact is higher to student access than other courses

S. Bartlett: Is there some middle ground that can be found today that will help Mike’s immediate problem?

J. Cripe: Suggested living with Mike’s existing ped caps and using his justification to help develop a metric

M. Findlay: the only fair thing is to preserve the discussion for consistency and come up with a ped cap that is fair for everyone

B. Trolinger: Recommended leaving Mike’s items on Pending Business so we don’t lose these proposals and make ourselves act on this issue

Motion to develop a subcommittee that involves administrators and faculty as appropriate to develop a set of guidelines for setting ped caps as soon as is practical and in the meantime we will not address future ped cap proposals until the guidelines are in place (with the exception of Mike’s proposals, which will stay on Pending Business), J. Cripe, Second: R. White, Vote: Unanimous

4. New Business
   A. Minor Program Changes
      2. AS Degree in Law Enforcement Academy-Basic
         Change Program Prerequisite language to “Admission to the program requires a minimum college cumulative Grade Point Average of 2.0”; Effective Term: Fall 2013
      3. AS Degree in Law Enforcement Academy-Basic/Fish and Game Emphasis
         Change Program Prerequisite language to “Admission to the program requires a minimum college cumulative Grade Point Average of 2.0”; Effective Term: Fall 2013
         • Don Beasley represented Administration of Justice Law Enforcement
            ◦ Several recruits in these academies were on academic probation and/or academic dismissal status and were not caught due to the irregular schedule
            ◦ This caused some problems with some admitted students who had been removed from the programs after being admitted and paying tuition
            ◦ Department devised a plan to eliminate this problem in the future
            ◦ A correlation study was done to determine likelihood of success for students who do not have a 2.0 GPA
            ◦ 4 basic academies and 2 fish and game academies were surveyed:
               • A total of 295 students
• Of those 295, 11 entered the programs with GPA below 2.0.
• Of those 11, 10 did not make it through the program; 91%
• Of those that were above 2.0., 37% failed the program; a significant difference in
  success rates between the two groups
  ◦ Requesting a program prerequisite be added to both Academies
• Committee question:
  ◦ Is there a challenge process if a student feels they can pass without the required
    GPA?
  ◦ D. Beasley: Yes, it will be handled on a case-by-case basis
• Motion to place on Consent Agenda; S. Carey, Second: J. Cripe, Vote: Unanimous

B. New Program
1. AA-T in Theatre Arts (18 Units); Effective Term: Fall 2013
   • Barry Piccinino represented Drama
     ◦ B. Trolinger: Barry would like to add DRAM 12 to the requirements of the AA-T
       degree as an “or” to DRAM 14
     ◦ Since DRAM 12 came through curriculum before the C-ID descriptor was finalized, it
       will need to be aligned with the descriptor to be included in this degree
     ◦ DRAM 2 also needs to be aligned
     ◦ All DRAM moved to Pending Business until all curriculum is checked for alignment
       with the C-ID descriptors

C. New Courses
1. DRAM 21 – Introduction to Theatre Design (3 Units); Effective Term: Fall 2013
2. DRAM 22 – Introduction to Stage Lighting (3 Units); Effective Term: Fall 2013

D. Major Course Modifications
1. DRAM 14 – Theatre Production Workshop
   Change in title (was “Theatre Workshop”); change in units (from 1-3 to 3); change in hours
   (from 51-153 lab to 153 lab); changes in catalog description, objectives, unit titles, methods of
   instruction, methods of evaluation, examples of assignments and materials of instruction;
   Effective Term: Fall 2013
2. DRAM/FASH 15 – Costume Construction I
   Change in repeats(from Repeat 3 times to Not Repeatable); changes in catalog description,
   objectives, unit titles, methods of instruction, methods of evaluation, examples of assignments
   and materials of instruction; Effective Term: Fall 2013

E. Minor Course Modifications
1. DRAM 8 – Principles of Acting I
   Changes in catalog description, objectives, unit titles, methods of instruction, methods of
   evaluation, examples of assignments and materials of instruction; Effective Term: Spring 2013
2. DRAM 9 – Principles of Acting II
   Changes in catalog description, objectives, unit titles, methods of instruction, methods of
   evaluation, examples of assignments and materials of instruction; Effective Term: Spring 2013

F. Course Repeatability Changes per Title V (Information Only)(Effective Term: Summer/Fall 2013)
1. AET 22 – Natural Resources and Agri-Construction
   From Repeat 1 time to Not Repeatable
2. ANS 30 – Horsemanship/Equitation (Western)
   From Repeat 3 times to Not Repeatable
3. AUT 7 - Automotive Electrical Systems Lab
   From Repeat 3 times to Not Repeatable
4. AUT 7A – Automotive Electrical, Brakes/Suspension & Steering Systems Lab
   From Repeat 3 times to Not Repeatable
5. AUT 9 – Automotive Engines Lab
   From Repeat 3 times to Not Repeatable
6. AUT 9A – Automotive Engines, Heating and Air Conditioning Lab
   From Repeat 3 times to Not Repeatable
7. AUT 21 – Automotive Brakes/Suspension and Steering Systems Lab
   From Repeat 3 times to Not Repeatable
8. AUT 23 – Automotive Heating and Air Conditioning Lab
   From Repeat 3 times to Not Repeatable
9. AUT 31 – Engine Performance and Emission Controls Lab
   From Repeat 3 times to Not Repeatable
10. AUT 53 – Automatic Transmissions/Transaxles Lab
    From Repeat 3 times to Not Repeatable
11. AUT 53A – Automotive Transmissions, Drive Lines and Axles Lab
    From Repeat 3 times to Not Repeatable
12. AUT 57 – Manual Transmissions/Drivetrains Lab
    From Repeat 3 times to Not Repeatable
13. CDF 131 – ECE Mentor Teacher Seminar
    From Unlimited repeats to Not Repeatable
14. CDF 133 – Director Mentor Seminar
    From Unlimited repeats to Not Repeatable
15. EDUC 10 – Critical Skills Study Hour
    From Repeat 3 times to Not Repeatable
16. EDUC 110 – Critical Skills Study Hour
    From Repeat 3 times to Not Repeatable
17. EDUC 210 – Critical Skills Study Hour
    From Repeat 3 times to Not Repeatable

- The committee endorsed the change to repeats on these courses

G. Course Deletions *(Information Only)* *(Effective Term: Fall 2012)*
1. ACCT 25 – Intermediate Accounting
2. AGR 100 – Supervised Ag Experience
3. AGS 104A – Organic Fruit Tree Production
4. AGS 104C – Organic Methods of Disease and Pest Control
5. AGS 104D – Organic Vegetable Production
6. AJS 200B – Park/Landscape Assistant
7. AJS 200C – Building Construction Assistant
8. AJS 200D – Building Contractor Assistant
9. AJS 200E – Agricultural/Construction Equipment Operator
10. AJS 200F – Vegetable Production Assistant
11. ANS 42 – Horses: Their Health and Diseases
    Elective choice; AS Agricultural Business
    Elective choice; AS Agriculture and Natural Resources
    Elective choice; AS Agriculture Science
12. ANTH 40 – Field Archaeology
    Core choice; AA Social and Behavioral Science
13. AUT 12 – Motorsports Race Shop Practices
14. AUT 13 – Motorsports Race Track Practices
15. AUT 14 – Motorsports Leadership
16. AUT 90(A-Z) – Automotive Seminar: Technical Update Training
17. AUT 90X – Partnership Training: American Honda Proformance
18. AUT 90Y – Partnership Training, General Motors-CBT, CPT, & IDL
19. AUT 91(A-Z) – Automotive Technician Training Seminar-Lab
20. AUT 91E – Honda Express Service Training-Lab
21. AUT 114 – Auto Body Repair
22. AUT 115 – Automotive Painting
23. AUT 116 – Automotive Services Writing
24. BIT 101 – Electrical Trainee Code Requirements
25. BUS 70 – Business Seminar
26. BUS 120 – Business Workshop
   Elective choice; AS Business Management
27. BUS 195 – Advanced Career Development-BUS
28. CLP 1 – Career Programs Butte College
29. CMST 3 – Effective Listening Through Multicultural Awareness
   Core choice; AA Language Arts
   Core choice; AA University Studies: Business
   Core choice; AA University Studies: Diversity Studies
   Core choice; AA University Studies: Social Science
   CSU GE; Area E
   Butte GE; Area E
   Butte GE; Multicultural Competency
30. CMST/RTVF 8 – Speech for Radio-TV
31. CMST 16 – Readers’ Theatre
   Core choice; AA Language Arts
   Core choice; AA Liberal Studies
   Core choice; AA Liberal Studies: Bilingual Pattern
   Butte GE; Area C
32. CNST 102 – Introduction to Blueprint Reading
33. CNST 120 – Introduction to Plumbing
34. ECON 30 – Economic Issues and Policies
   CSU GE; Area D2
   Butte GE; Area B
35. EH 39 – Introduction to Bonsai
   Elective choice; AS Agriculture Science
36. EH 45 – Vineyard Pest and Disease Management
   Elective choice; AS Agriculture Science
37. EH 46 – Vineyard Soils, Fertilizers and Irrigation
   Elective choice; AS Agriculture Science
38. EH 80 – Arboriculture
   Elective choice; AS Agriculture Science
39. EH 104A – Floral Design Workshop
40. EH 104C – Floriculture Workshop
41. FASH 16 – Costume Construction II (DRAM 16 remains)
42. FASH 17 – Costume Construction III
43. FASH 19 – Advanced Visual Merchandising (ID 19 remains)
44. FASH 20(A-Z) – Current Trends and Issues in Fashion
45. FASH 20A – Color and Wardrobe Analysis
46. FASH 20B – Trends in Fashion Analysis
47. FASH 20C – Budgeting for Fashionable Clothing
48. FASH 76 – Hat and Headdress Design I
49. FASH 77 – Hat and Headdress Design II
50. FREN 100 – Beginning Conversational French
51. FREN 101 – Intermediate Conversational French
52. GEOG 16 – Data Acquisition in GIS
   Core choice; AA Social Behavioral Science
53. **GEOG 17 – Advanced GIS**  
Core choice; AA Social Behavioral Science

54. **GEOG 20(A-Z) – Field studies in Geography**

55. **GEOG 20C – Field Studies in Urban Geography**

56. **GERM 100 – Beginning Conversational German**

57. **GERM 101 – Intermediate Conversational German**

58. **HON 1 – Culture Traditions West 1**  
Core choice; AA Liberal Studies  
Core choice; AA Liberal Studies: Bilingual Pattern  
Core choice; AA University Studies: Humanities  
IGETC; Area 3B  
CSU GE; Area C2  
Butte GE; Area C

59. **HON 2 – Culture Traditions West 2**  
Core choice; AA University Studies: Humanities  
IGETC; Area 3A  
CSU GE; Area C1  
Butte GE; Area C

60. **MCS 50 – Introduction to Latin American Studies**  
Core choice; AA Social and Behavioral Sciences  
Core choice; AA University Studies: Diversity Studies  
Core choice; AA University Studies: Social Science  
CSU GE; Area D3  
Butte GE; Area B

61. **MS 52 – Beginning Machine Shop**

62. **MS 53 – Advanced Machine Shop**

63. **MS 110 – Machine Shop Practices**

64. **POS 16 – Vital Political Problems**  
Core choice; AA Social and Behavioral Science  
Core choice; AA Liberal Studies: Bilingual Pattern  
IGETC; Area 4H  
CSU GE; Area D8  
Butte GE; Area B

- The committee endorsed the deletion of these courses

5. **Miscellaneous Agenda Items**

A. Families - PE, Visual and Performing Arts – Boyd Trolinger

- An enhancement to the repeatability regulations is that PE and Visual and Performing arts must develop “Families of courses” that relate contents of like courses together. As example, all the courses that fit in a family called “self-defense/martial arts” may include courses such as “Karate, Taekwondo, Aikido, Jujitsu, Self Defense” of which the student can choose four to enroll in within that family.

- Family designations are currently a local college decision with an implementation date of Fall 2013

- There are courses in ART that are exempt from the family – it is only visual and performing type courses

- Families can be as large as we want them to be, but students are limited to 4 takes. Variable unit courses count as a take per time a student enrolls, so variable unit course within a family are being discouraged

- We will be listing courses within families together in the catalog next year

B. S. Yaqub: announced the AA-T degrees are now listed separately on the Degrees and Certificates webpage as a first step in marketing these degrees
C. Next Meeting – October 1, 2012
D. Motion to adjourn; L. Henson, Second: J. Dahlgren, Approval: Unanimous