



Curriculum Committee

MINUTES

November 20, 2023

Members Present

Donna Davis, Chairperson	Elizabeth Heaton, AS Representative
Denise Adams, Dean	Dr. Leslie Henson, English
Kam Bull, Dean	Jessica Jackson, Articulation Officer
Matthew Cervantes, Computer Science	Patrick McDougall, Physics
Dr. Shaun-Adrián Choflá, Family & Community	Erik Shearer, V.P. of Instruction
Dr. Cristina Dahl, Equity & Inclusion Specialist	Rachel Sicke, Counselor
Anthony Ferro, Associate Faculty, Kinesiology	Elena Tan, Associate Faculty, Japanese
Felicia Flores, Cosmetology	Dr. Jacob Vazquez, Agriculture
Irma Gonzalez Cuadros, Academic Senate	Suzanne Wakim, SLO Coordinator

Members Absent

Tia Germar, Library

Guests Present

Don Beasley, Director PSETC	Amanda Montgomery, Guided Pathways
Alonzo Campos, Ethnic Studies	Dennis Reinhardt, Fire Academy
Lisa Gunn, Chair, Family & Community Services	Carrie Roberson, Child Development
Deb McCabe, Communication Studies	Dominic Sanfilippo, Fire Academy
Carrie Monlux, Dean	

AGENDA

1. Agenda Adoption

Motion to amend agenda items B.5 (change ped cap from 30 to 40), B.14 (change SAM code from B to C), and E.3 (change units from 28.5 to 26.5); M/S/P
Motion to approve agenda as amended; M/S/P

2. Minutes Approval

A. November 20, 2023
Motion to approve minutes as amended to remove C. Monlux as a guest present; M/S/P

3. General Announcements (3 minutes)

Curriculum Committee members are invited to make announcements to the committee

- Donna Davis announced that Jacob Vasquez will serve as the Curriculum Committee parliamentarian

4. Public Comments (3 minutes)

Members of the public are invited to comment on items on the agenda

- None

5. **Consent Agenda** (2 minutes)

A. **Course Modification(s)**

1. **FASH 40 – Flat Pattern/Draping Design**

Catalog Description: *This is a beginning course in flat pattern and draping design. The focus is on design, pattern drafting and draping for the theater, film and fashion industries.*

Minor Modification: Change in transfer status (delete UC transfer)

Rationale: *This course was denied UC transfer status per UCTCA guidelines*

Effective Term: Fall 2024

Motion to approve consent agenda; M/S/P

6. **Information Item(s)**

- None

7. **Action Item(s)**

A. **New Course(s)**

1. **FSC 107 - Firefighter II Academy (1.5 Units)**

Catalog Description: *This course provides the skills and knowledge needed for the firefighter to take on increased leadership roles and responsibilities pertaining to fire department communications, fire ground operations, rescue operations, and fire and life safety initiatives, preparedness, and maintenance. Graded only.*

Contact Hours: 22 Lecture/34 Lab

Ped Cap: 40

Program Applicable: Certificate of Achievement in Firefighter I & II Academy

Corequisite Validation: FSC 105, FSC 106

Rationale: Staying current with industry standards. This course prepares the student to competitively enter the job market upon graduation.

Effective Term: Fall 2024

Dominic Sanfilippo and Dennis Reinhardt represented Fire Science

- The department is making these changes to keep up to date with industry standards and remain competitive
- One of the top programs in California; entities recruit 95-98% of the cadets from our program
- Students graduate academy with enhanced resume and are eligible to take state exams to receive Firefighter I and II certifications
- Fire control/liquid propane coursework was added so students do not have to take it elsewhere
- The committee questioned the ped cap reduction and it was determined that the ped cap reduction meets the State Fire Marshal recommendation

Motion to block items A.1, B.14, C.1, D. 1, E.3; M/S/P

Motion to place blocked items on consent; M/S/P

Amendment to waive the two-meeting rule was rejected

B. **Course Modification(s)**

1. **AJLE 140 - Law Enforcement Academy**

Catalog Description: *This 23-week course prepares the student for a career as a peace officer under the authority of the California Commission on Peace Officer Standards and Training (P.O.S.T.). The curriculum covers learning domains ranging from academic subjects on criminal law, investigation and patrol procedures to psychomotor skills on defensive tactics, firearms training, driving skills and officer-violator contacts. The successful completion of this course will allow the student to be employed as a peace officer in California (valid for three years after graduation) and lead to the issuance of a Basic Law Enforcement Certificate from P.O.S.T. after one year of approved field service at a law enforcement agency. Graded only.*

Minor Modification: Change in discipline (delete Fire Technology and Environmental Technologies), objectives, and unit titles

Rationale: State mandate

Effective Term: Spring 2024

Don Beasley represented Law Enforcement Academy

- Curriculum updates to meet P.O.S.T. standards and to add officer wellness domain
- It was clarified that P.O.S.T. directs the curriculum and the content taught to students

Motion to block items B.1-B.2 and place on consent; M/S/P

2. **AJLE 141 - Law Enforcement Academy; Fish and Wildlife Emphasis**

Catalog Description: *This 30-week course prepares the student for a career as a peace officer with an emphasis on the Department of Fish and Wildlife (DFW), under the authority of the California Commission on Peace Officer Standards and Training (P.O.S.T.). The curriculum covers learning domains ranging from academic subjects on criminal law, investigation and patrol procedures to psychomotor skills on defensive tactics, firearms training, driving skills and officer-violator contacts. The successful completion of this course will allow the student to be employed as a peace officer in California (valid for three years after graduation) and lead to the issuance of a Basic Law Enforcement Certificate from P.O.S.T. after one year of approved field service at a law enforcement agency. Graded only.*

Minor Modification: Change in objectives, unit titles, and materials of instruction

Rationale: State mandate

Effective Term: Spring 2024

See Action Item B.1

3. **CDF 12 - Child, Family, and Community**

Catalog Description: *This course provides an understanding of the processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development, birth through adolescence. (C-ID CDEV 110).*

General Education: Add IGETC Area 4

Pedagogical Cap: 45 to 40

Rationale: CDF courses are very hands-on and individualized, even if lecture courses, and after an analysis of ECE programs throughout our region, we found that no ECE program has ped caps over 40.

Minor Modification: Change in catalog description, objectives, unit titles, methods of instruction, methods of evaluation, examples of assignments, and materials of instruction

Effective Term: Fall 2024

Dr. Shaun-Adrián Choflá, Irma Gonzales Cuadros, and Carrie Roberson represented Child Development

- Courses were updated to align with C-ID and the Curriculum Alignment Project (CAP)
- Included DEIA² elements and Guided Pathways REACH (Racial Equity for Adult Credentials in Higher Education) project guidelines
- Streamlined course ped caps to 40 (some increased/some decreased)
- The committee was concerned that lowering the ped caps on many of the courses may impact students and the online section ped cap is 35

Motion to block B.3-B.10, E.1-E.2 and place on consent; M/S/P

4. **CDF 14 - Child Growth and Development**

Catalog Description: *This course examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. (C-ID CDEV 100).*

Pedagogical Cap: 50 to 40

Rationale: CDF courses are very hands-on and individualized, even if lecture courses, and after an analysis of ECE programs throughout our region, we found that no ECE program has ped caps over 40.

Minor Modification: Change in catalog description, objectives, unit titles, and materials of instruction

Effective Term: Fall 2024

[See Action Item B.3](#)

5. CDF 40 - Observation and Assessment

Catalog Description: *This course introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences is emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals. (C-ID ECE 200).*

Pedagogical Cap: 30 to 40

Minor Modification: Change in objectives, methods of evaluation, examples of assignments, and materials of instruction

Effective Term: Fall 2024

[See Action Item B.3](#)

6. CDF 48 - Principles and Practices of Teaching Young Children

Catalog Description: *This course is a study of the historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development. (C-ID ECE 120).*

Pedagogical Cap: 45 to 40

Rationale: CDF courses are very hands-on and individualized, even if lecture courses, and after an analysis of ECE programs throughout our region, we found that no ECE program has ped caps over 40.

Minor Modification: Change in catalog description, objectives, unit titles, examples of assignments, and materials of instruction

Effective Term: Fall 2024

[See Action Item B.3](#)

7. CDF 57 - Teaching in a Diverse Society

Catalog Description: *This course presents an examination of the historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children's development, learning, and school experiences. Strategies for developmentally-, culturally-, and linguistically-appropriate anti-bias curricula will be explored, as well as approaches to promote inclusive and anti-racist classroom communities. This course places emphasis on self-reflection of the influence of teachers' own cultures and life experiences on teaching and interactions with children and families. (C-ID ECE 230).*

Pedagogical Cap: 45 to 40

Rationale: CDF courses are very hands-on and individualized, even if lecture courses, and after an analysis of ECE programs throughout our region, we found that no ECE program has ped caps over 40.

Minor Modification: Change in catalog description, objectives, unit titles, methods of instruction, methods of evaluation, examples of assignments, and materials of instruction

Effective Term: Fall 2024

[See Action Item B.3](#)

8. **CDF 63 - Introduction to Early Childhood Education Curriculum**

Catalog Description: *This course provides an exploration of developmentally appropriate curricula and environments for children from birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curricula in all content areas to support children's development and learning in indoor and outdoor settings. (C-ID ECE 130).*

Pedagogical Cap: 30 to 40

Prerequisite: Delete CDF 14

Major Modification: Change in hours (from "42.5 lecture/25.5 lab" to "51 lecture"), catalog description, objectives, unit titles, methods of evaluation, examples of assignments, and materials of instruction

Effective Term: Fall 2024

- [C-ID removed the 51 lab hours portion of the course and prerequisite](#)

[See Action Item B.3](#)

9. **CDF 78 - Early Childhood Education Practicum**

Catalog Description: *This course provides hands-on experience with developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will use practical classroom experiences to connect theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. The course includes exploration of career pathways, professional development, and teacher responsibilities. (C-ID ECE 210).*

Prerequisite: From "CDF 40, CDF 63" to "12 units of CDF coursework"

Major Modification: Change in hours ("34 lecture/51 lab" to "17 lecture/102 lab"), catalog description, objectives, unit titles, methods of instruction, methods of evaluation, examples of assignments, and materials of instruction

Effective Term: Fall 2024

- [Added 51 lab hours to remedy the reduction of hours on CDF 63 to provide more hands-on instruction at the CDC and ECE centers](#)

[See Action Item B.3](#)

10. **CDF 80 - Health, Safety and Nutrition**

Catalog Description: *This course is a study of laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in care and education settings for children from birth through middle childhood. It includes the teacher's role in prevention strategies, nutrition and meal planning, integration of health, safety and nutrition experiences into daily routines, and overall risk management. (C-ID ECE 220).*

Pedagogical Cap: 45 to 40

Rationale: CDF courses are very hands-on and individualized, even if lecture courses, and after an analysis of ECE programs throughout our region, we found that no ECE program has ped caps over 40.

Minor Modification: Change in catalog description, objectives, unit titles, examples of assignments, materials of instruction

Effective Term: Fall 2024

[See Action Item B.3](#)

11. **ETHS 10 - Introduction to Chicano Studies**

Catalog Description: *A multi-disciplinary exploration of the cultural and social milieu of Chicanos in the United States. "Chicano" is defined as the first generation of Mexican-Americans born to parents from Mexico. Students will trace the development of a definition and rationale for Chicanismo through a critical and comparative examination of relevant literature. Areas that will be examined will include economics, family and religion, social and political behavior, health, education and prejudice, among*

others. Also included in this examination will be a specific look at the Chicano movement, its goals, methods, and people.

Program Applicable: AA Degree in Liberal Studies: Bilingual Option, AA Degree in Multicultural and Gender Studies, AA Degree in Social and Behavioral Science, IGETC Area 4 and 7, CSU Area D and F, Butte Area B and Multicultural Breadth Competency

Rationale: New ETHS faculty were explicitly hired to build a new program, and the prefix and numbering changes are their first steps in doing that. They need to build in room for additional, future classes, in a way that will make logical sense for the distinct topics within this program (the four core groups).

Major Modification: Change in department, course number, and title (from "MCGS 36 - Introduction to Chicano American Studies" to "ETHS 10 - Introduction to Chicano Studies"), discipline (delete Interdisciplinary Studies and Political Science), catalog description, objectives, unit titles, examples of assignments, and materials of instruction

Effective Term: Fall 2024

Deb McCabe and Alonzo Campos represented Ethnic Studies

- Curriculum review update to build the new Ethnic Studies program
- Prefix changed to ETHS for student visibility
- Change in course numbering system to allow for future expansion of course offerings
- Several committee members were concerned that changing the prefix and course numbering will be confusing to students and creates equity barriers
- Implementation of AB 1111 course numbering changes will create an over-complicated tracking system and may be problematic for students
- The committee recommended using more gender-neutral designation instead of Chicano/a

Motion to block B.11-B.13 and place on consent; M/S/P

Amendment to retain current course numbering was rejected

12. **ETHS 30 - Introduction to African American Studies**

Catalog Description: *This course is a multi-disciplinary exploration of the cultural history and experience of African Americans. The African American experience is described and conceptualized as a function of cultural history and the adaptations made by African Americans in more contemporary contexts. The culmination of the comprehensive and detailed history highlights the challenges and creative triumphs of African Americans as indicated through action in social, political, economic, religious, and artistic endeavors.*

Program Applicable: AA Degree in Multicultural and Gender Studies, AA Degree in Social and Behavioral Science, IGETC Area 4 and 7, CSU Area D and F, Butte Area B and Multicultural Breadth Competency

Request for Distance Education: Lecture

Rationale: New ETHS faculty were explicitly hired to build a new program, and the prefix and numbering changes are their first steps in doing that. They need to build in room for additional, future classes, in a way that will make logical sense for the distinct topics within this program (the four core groups).

Major Modification: Change in department and course number (was "MCGS 32" to "ETHS 30"), discipline (delete Interdisciplinary Studies and History; add Ethnic Studies), objectives, unit titles, examples of assignments, and materials of instruction

Effective Term: Fall 2024

See Action Item B.11

13. **ETHS 40 - Introduction to Asian American Studies**

Catalog Description: *This course is a survey of the rich and diverse cultural history of various Asian American communities (Chinese, Korean, Japanese, Southeast Asian American, etc.). Emphasis is given to the cultural and historical circumstances that caused various Asian populations to resettle in the*

United States. Various Asian American populations will be described according to their immigration and refugee challenges, cultural adaptations, and unique contributions to American society as a whole.

Program Applicable: AA Degree in Multicultural and Gender Studies, AA Degree in Social and Behavioral Science, IGETC Area 7, CSU Area D and F, Butte Area B and Multicultural Breadth Competency

Rationale: New ETHS faculty were explicitly hired to build a new program, and the prefix and numbering changes are their first steps in doing that. They need to build in room for additional, future classes, in a way that will make logical sense for the distinct topics within this program (the four core groups).

Major Modification: Change in department and course number (was "MCGS 38" to "ETHS 40"), discipline (delete Interdisciplinary Studies, History, and Political Science), objectives, examples of assignments, and materials of instruction

Effective Term: Fall 2024

[See Action Item B.11](#)

14. **FSC 106 - Firefighter I Academy**

Catalog Description: *Completion of Butte College Fire Academy orientation; proof of completion of a medical suitability examination; provide uniforms as per academy specifications; completion of EMT 111 or possession of current National Registry EMT certification or AEMT (Advanced EMT) certification.*

Pedagogical Cap: 60 to 40

Rationale: Student-teacher ratios for high-risk classes taught within the program use State Fire Marshals recommended standards.

Prerequisite: Change to "Completion of Butte College Fire Academy orientation; proof of completion of a medical suitability examination; provide uniforms as per academy specifications; completion of EMT 111 or possession of current National Registry EMT certification or AEMT (Advanced EMT) certification."

Corequisite: Add FSC 107

Major Modification: Change in units (from 25.5 to 22), hours (from 298.50 lec/423.50 lab to 254 lec/372.50 lab), discipline (delete Emergency Medical Technologies), [SAM code \(from B to C\)](#), catalog description, objectives, unit titles, and materials of instruction

Rationale: State mandate

Effective Term: Fall 2024

- [Remove reference to EMT 111 from catalog description and prerequisite. Change prerequisite to "Completion of Butte College Fire Academy orientation; proof of completion of a medical suitability examination; provide uniforms as per academy specifications; current EMT certification or AEMT \(Advanced EMT\) certification."](#)
M/S/P

[See Action Item A.1](#)

C. Pedagogical Cap Change(s)

1. **FSC 105 - Fire Academy Physical Training**

From 60 to 40

Rationale: Student-teacher ratios for high-risk classes taught within the program use State Fire Marshals recommended standards.

Effective Term: Fall 2024

[See Action Item A.1](#)

D. Prerequisite/Corequisite Validation(s) - Effective Catalog Year: 2024-25

1. **FSC 105 - Fire Academy Physical Training**

Corequisite: Add FSC 107

Effective Term: Fall 2024

[See Action Item A.1](#)

E. Program Modification(s)

1. **Certificate of Achievement in Early Childhood Education (24 Units)**

Catalog Description: *See AS Degree in Early Childhood Education.*

Modification: Change in units (from 21 to 24), core requirements (delete CDF 18 and CDF 56; add CDF 48, CDF 78, and CDF 80), catalog description (from “Students who earn this certificate will meet the requirements for the teacher level of the California Child Development Permit and become competent and effective lead teachers and caregivers of young children up to age five. Additional work experience and general education coursework is required to qualify for a state permit” to “See AS Degree in Early Childhood Education”), and program learning outcomes
Effective Term: Fall 2024

- Department is developing clear pathways for students to layer certificates to lead to AS degree
- Added eight primary CDF courses that students will need for the AS degree
- Committee discussed financial aid impacts on students as certificates are not funded

See Action Item B.10

2. **Certificate in Early Childhood Education (12 Units)**

Catalog Description: *See AS Degree in Early Childhood Education.*

Modification: Change in core requirement choices (delete CDF 18, CDF 44, CDF 56, and CDF 65), catalog description (from “Students who earn this certificate will meet the requirements for Teacher level of the California Child Development Permit and become capable and competent teachers of children up to age five. This certificate also complies with Title XXII regulations for employment in community care-licensed programs. Certification requires the completion of a minimum of six units completed at Butte College and a grade of "C" or better in each course. The coursework for this certificate is also available in Spanish.” to “See AS Degree in Early Childhood Education”), and program learning outcomes
Effective Term: Fall 2024

See Action Item B.10

3. **Certificate of Achievement in Firefighter I & II Academy (26.5 Units)**

Catalog Description: *The Firefighter I & II Academy is a special admission academy that is offered twice each year (Fall and Spring) as a 20-week program, 8 hours daily. Accredited by the California State Fire Marshal (CSFM) and the State Board of Fire Services as an Accredited Regional Fire Academy, the Butte College Firefighter I & II Academy is considered to be one of the premier fire academies in the country. Our Academy graduates have secured fire service positions in agencies from coast to coast. The majority of fire agencies in California require both a CSFM Firefighter I certificate and an EMT-Basic certificate to qualify for a position as a firefighter. The Butte College Firefighter I Academy far exceeds these requirements. The Firefighter II component will prepare the student to obtain the knowledge, skills, and abilities to meet the California State Fire Marshal IFSAC/PROBOARD certification for Firefighter II plus enhancing their ability to secure employment with a fire agency. Physical conditioning is an important concern in the fire service. During the Academy, cadets receive more than 100 hours of combined physical fitness and agility course training by certified physical fitness instructors. Graduates will not only be in good physical condition, but will also be prepared for the difficult, varied and competitive fire service physical agility entry-level testing. For more detailed information or to apply to the Butte College Firefighter I & II Academy, please visit our website at: http://www.butte.edu/departments/careertech/publicsafety/fire_academy.html.*

Modification: Change in title (from “Certificate of Achievement in Firefighter I Academy” to “Certificate of Achievement in Firefighter I & II Academy”), units (from 28.5 to 26.5), core requirements (add FSC 107), catalog description and program learning outcomes
Effective Term: Fall 2024

See Action Item A.1

8. **Discussion Item(s)**

A. Curriculum Committee Bylaws - Donna Davis

- Bylaws postponed until the District-wide bylaws template is approved

B. GE Taskforce Update - Erik Shearer

- Next taskforce meeting is November 28, 2023
- Taskforce is discussing the immediate AB 928 changes for General Education (GE) units
- Competencies for Math and English have become redundant as they are included in the GE requirements
- Must be implemented by Fall 2024

C. Next Curriculum Committee Meetings

- December 4, 2023
- December 11, 2023

9. **Adjournment**

Motion to extend meeting by 5 minutes; M/S/P

Motion to adjourn; M/S/P