



Curriculum Committee
MINUTES
December 4, 2023

Members Present

Donna Davis, Chairperson	Dr. Leslie Henson, English
Denise Adams, Dean	Jessica Jackson, Articulation Officer
Kam Bull, Dean	Patrick McDougall, Physics
Dr. Shaun-Adrián Choflá, Family & Community	Erik Shearer, V.P. of Instruction
Anthony Ferro, Associate Faculty, Kinesiology	Rachel Sicke, Counselor
Felicia Flores, Cosmetology	Elena Tan, Associate Faculty, Japanese
Tia Germar, Library	Dr. Jacob Vazquez, Agriculture
Elizabeth Heaton, AS Representative	Suzanne Wakim, SLO Coordinator

Members Absent

Matthew Cervantes, Computer Science	Irma Gonzalez Cuadros, Academic Senate
Dr. Cristina Dahl, Equity & Inclusion Specialist	

Guests Present

Alonzo Campos, Ethnic Studies	Carrie Monlux, Dean
Becky Kenshol, A&R	Mimi Riley, Sociology
Deb McCabe, Communication Studies	Zariel Torres, Financial Aid
Laurie Meyer, Nursing	

AGENDA

1. **Agenda Adoption**

Motion to approve agenda; M/S/P

2. **Minutes Approval**

A. November 20, 2023

Motion to approve minutes; M/S/P

3. **General Announcements** (3 minutes)

Curriculum Committee members are invited to make announcements to the committee

- D. Davis mentioned that requesting to waiver the two-meeting approval rule is a violation of the Brown Act
- E. Heaton offered LGBTQ+ ally stickers and ASCCC 9+1 cards for committee members
- P. McDougall commended Suzanne Wakim on the AI in the Classroom presentation and suggested that all distance education proposals should include an AI awareness in the online space

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. **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

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

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

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

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

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

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

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

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

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

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

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

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

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

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; current 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; current 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), catalog description, objectives, unit titles, and materials of instruction

Rationale: *State mandate*

Effective Term: Fall 2024

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

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

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

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

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

Motion to approve consent agenda; M/S/P

6. Information Item(s)

A. GE Taskforce Recommendation – Erik Shearer

- The GE taskforce recommendation was presented to the committee as a non-voting informational item
- The first reading is scheduled for the December 11, 2023, Curriculum Committee meeting
- The recommendation addresses GE for local degrees (not ADTS) to conform with new Title 5 regulations
- The new GE pattern must be in place 180 days from November 14, 2023, and in the 2024-25 catalog
- There are multiple parts of the GE taskforce recommendation for the decision-making body of the Curriculum Committee to consider and approve:
 1. Adopt new Butte College GE pattern to mirror new CalGETC pattern (22-24 units)
 2. Eliminate the Multicultural graduation requirement
 3. Add new local graduation requirement of 2-3 units of Self-integration, Physical Education activity, or CTE pathways exploratory courses
- Other parts of the GE taskforce recommendation include:
 1. Consider reducing units of Math and English courses in the key pathways that inflate the total units for general education, by integrating the activity unit
 2. Codify criteria and process for programs to waive the Self-integration/PE requirement

7. Action Item(s)

A. Course Modification(s)

1. **MCGS 8 - Introduction to Multicultural and Gender Studies**

Catalog Description: *An introduction to the concepts, terminology, and issues in multicultural and gender studies. Topics include an exploration of America's multicultural history, gender as an element of culture, social inequality, and contemporary social issues from multiple perspectives to arrive at a plural and multicultural understanding of American society.*

Distance Education: add "lecture"

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

Effective Term: Fall 2024

Deb McCabe and Alonzo Campos represented MCGS

- These courses are updated for curriculum review
- Several committee members questioned the impacts of AI in the online space and asked if there has been discussion about this within the department
- It was confirmed that AI teaching strategies have been discussed at the department level

Move to place on consent; M/S/P

2. **MCGS 10 - Introduction to Women's Studies**

Catalog Description: *This course is designed to introduce students to women's studies as an interdisciplinary field of knowledge that explores critical questions about the meaning of gender in society. This course provides a foundational understanding of the experiences, contributions, and challenges faced by women throughout history and across cultures. By exploring key concepts, theories, and perspectives, students will gain insight into the complex issues surrounding gender, identity, and power dynamics in contemporary society. Women's studies strives to provide equal education to both women and men by making the study of the history and culture of women and women's experiences, generally omitted from the traditional curriculum, the central focus of scholarship. Topics may include law, culture, education, work, social policy, the media, and the family. (C-ID SJS 120).*

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

Effective Term: Fall 2024

- The committee questioned why the SLOs were not in alignment with C-ID descriptor (SJS 120)
- The department chair confirmed they were not the subject matter faculty expert for this course
- The committee recommended that reviewing the C-ID template may be helpful in guiding the subject matter faculty expert
- Several committee members mentioned that the course SLOs compared to C-ID SLOs may be difficult to measure (SLO #4); SLO #5 seems low on blooms taxonomy; no inclusion about trans feminism
- The committee mention there is more specificity in C-ID SLOs and the updated SLOs are asking less of the students than the C-ID SLOs

Motion to send meeting notes back to the discipline faculty expert for re-review of SLOs and the C-ID descriptor to make necessary adjustments as they see fit; M/S

Motion amended to include a rationale for any SLOs that are different from the C-ID descriptor; M/S/P

3. **NSG 21 - Clinical Nursing I**

Catalog Description: *In this course students apply fundamental nursing skills and provide client care for adults. The course provides the opportunity to apply didactic information from concurrent nursing courses to the clinical setting. Pass/No Pass only.*

Discipline: delete "Masters in Nursing"; add "Nursing Sci/Clinical Practice"

Pedagogical Cap: from 10 to 15

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

Effective Term: Fall 2024

Laurie Bowles represented Nursing

- NSG 21, NSG 31, NSG 41 are scheduled in three consecutive semesters
- Ped cap change is to meet Board requirements
- The committee questioned if the department would limit faculty availability by removing the Masters in Nursing discipline
- The department confirmed this would not impact faculty assignments

Motion to vote on items A.3, A.4, and A.7 as a block and place on consent; M/S/P

4. **NSG 31 - Clinical Nursing II**

Catalog Description: *This course further develops skills developed during Clinical Nursing I and prepares students to provide care for hospitalized patients. Focus is on adult Medical-Surgical nursing as related to concurrent nursing units. Care for the perioperative patient is emphasized. Pass/No Pass only.*

Discipline: delete "Masters in Nursing"; add "Nursing Sci/Clinical Practice"

Pedagogical Cap: from 10 to 15

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

Effective Term: Fall 2024

[See Action Item A.3](#)

5. NSG 32 - Perioperative Nursing and Client Education

Catalog Description: *This course provides an introduction to nursing care related to clients in the preoperative, intraoperative and postoperative phases of surgical care. Implications of fluid and electrolyte imbalances and infection control during surgery are also addressed. Included is a focused study of the teaching needs of clients and families in perioperative settings. Development of client education skills, awareness of barriers to client learning, and a review of adult learning styles is included. Medications used during each phase of the perioperative process is addressed. Graded only.*

Discipline: delete "Masters in Nursing"; add "Nursing Sci/Clinical Practice"

Distance Education: delete "lecture"

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

Effective Term: Fall 2024

- [NSG 32 and NSG 36 are the required LVN program courses](#)
- [These courses require the Nursing Sci/Clinical Practice discipline](#)

[Motion to vote on items A.5 and A.6 as a block and place on consent; M/S/P](#)

6. NSG 36 - Gastrointestinal and Renal/Urinary Nursing

Catalog Description: *This course provides the student with the tools to use critical thinking skills in application of knowledge in the pathophysiology and nursing care of clients with disorders of the gastrointestinal and renal/urinary systems. Emphasis will be placed on individualized care and teaching of the client and family will focus on biophysical and rehabilitation needs, as well as cultural and psychosocial influences. A brief review of medications appropriate to each disease process will be integrated into the lecture. Graded only.*

Discipline: delete "Masters in Nursing"; add "Nursing Sci/Clinical Practice"

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

Effective Term: Fall 2024

[See Action Item A.5](#)

7. NSG 41 - Clinical Nursing III

Catalog Description: *This course is a continuation of hospital clinical experience with a concentration on adult Medical-Surgical Nursing. Pass/No Pass only.*

Discipline: delete "Masters in Nursing"; add "Nursing Sci/Clinical Practice"

Pedagogical Cap: from 10 to 15

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

Effective Term: Fall 2024

[See Action Item A.3](#)

8. NSG 68 - Clinical Nursing III

Catalog Description: *This course provides students with directed clinical experiences in hospitals, community health agencies and agencies that provide services to the acutely ill adult, to the elderly, or to those having disabilities/chronic conditions. Through the use of the nursing process, the student will provide care, teaching, support, and rehabilitation to individuals who have acute or chronic illness, disabilities, or are elderly, in the hospital or in the community. Emphasis will be upon the role of the registered nurse to promote illness prevention, community health, and positive aging and client independence. Pass/No Pass only.*

Discipline: delete "Masters in Nursing" and "Licensed Vocational Nursing"

Pedagogical Cap: from 12 to 15

Minor Modification: Change in catalog description, objectives, methods of instruction, methods of evaluation, and materials of instruction

Effective Term: Fall 2024

- [NSG 68 and NSG 78 are the first and second semester clinical practice courses](#)
- [Ped cap increase to expand the program](#)

[Motion to vote on items A.8 and A.9 as a block and place on consent; M/S/P](#)

9. **NSG 78 - Clinical Nursing IV**

Catalog Description: *This course is an exploration of the various preventive and treatment methods used within interdisciplinary settings for persons experiencing various psychosocial/development disorders. Observation and participation in a variety of community mental health settings allows the student to use the theory in supervised practice. In addition, students will utilize the nursing process to generate nursing decisions in providing care in the hospital setting for adult clients with multiple system disorders, unstable medical conditions, and critical health care disorders. Pass/No Pass only.*

Discipline: delete "Masters in Nursing"

Pedagogical Cap: from 12 to 15

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

Effective Term: Fall 2024

[See Action Item A.8](#)

10. **NSG 100 - CNA Basic Nursing Care, Theory**

Catalog Description: *This course covers the Certified Nurse's Aide (CNA) theory of care in long term settings. The major focus is patient care skills, patient care procedures, and how to respond to individuals and occurrences associated with long term care. Additional content in the course presents the role and responsibilities of the certified nursing assistant, basic principles of asepsis, safety, nutrition and rehabilitation. Successful completion of this course and NSG 101 qualifies the student to take the Written and Manual Skills testing for State Certification. Graded only.*

Discipline: delete "Masters in Nursing"

Prerequisite: delete "Admission to Nursing Assistant Program"

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

Effective Term: Fall 2024

- [NSG 100, NSG 101, and NSG 102 are courses for the CNA program](#)
- [Nursing Sci/Clinical Practice is the required discipline and instructors must also be approved by the Department of Health Services](#)
- [Completion of NSG 100 and NSG 101 allows students to take the CNA exam](#)

[Motion to vote on items A.10, A.11, and A.12 as a block and place on consent; M/S/P](#)

11. **NSG 101 - CNA Basic Nursing Care, Clinical**

Catalog Description: *This course provides the necessary laboratory and clinical experience for development of skills and competencies in basic nursing for a Certified Nurse's Aide (CNA). Successful completion provides the required laboratory/clinical experience necessary to qualify for the Written and Manual Skills testing for State Certification. Pass/No Pass only.*

Discipline: delete "Masters in Nursing"

Prerequisite: delete "Admission to Nursing Assistant Program"

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

Effective Term: Fall 2024

[See Action Item A.10](#)

12. NSG 102 - CNA Acute Care

Catalog Description: *This course provides the Certified Nurse Aide (CNA) the knowledge and skills needed to function in an acute care setting. Topics include Scope of Practice guidelines, effective communication, and proper procedures for care of patients with a variety of conditions in the acute care setting. Students will learn about common acute and chronic conditions that require hospitalization and surgical procedures that patients undergo in the acute care setting. Graded only.*

Prerequisite: from “NSG 100, NSG 101 or a current CNA License” to “Current CNA License”

Major Modification: Change in materials of instruction

Effective Term: Fall 2024

- [Extra CNA certification for students who already hold a current CNA license](#)

[See Action Item A.10](#)

13. SOC 2 - Principles of Sociology

Catalog Description: *This course introduces students to the sociological perspective. Students will gain an understanding of the external social forces that guide human action and how the wider society influences individual and collective experiences. The course will cover the basic concepts, theoretical approaches, and research methods of sociology. Topics may include the analysis and explanation of social structure, group dynamics, socialization and the self, social stratification, culture and diversity, social change, human impact on the environment, and global dynamics. (C-ID SOCI 110).*

Minor Modification: Change in unit titles, methods of instruction, methods of evaluation, examples of assignment, and materials of instruction

Effective Term: Fall 2024

[Mimi Riley represented Sociology](#)

- [These courses are updated for curriculum review](#)

[Motion to vote on items A.13-A.21 as a block and place on consent; M/S](#)

[Motion amended to make proposed changes on SOC 14; M/S/P](#)

14. SOC 4 - Modern Social Problems

Catalog Description: *An identification and analysis of contemporary social problems including (1) the role of power and ideology in the definition of social problems, (2) their causes and consequences, (3) evaluations of proposed solutions, and (4) methods of intervention. Topics will vary. (C-ID SOCI 115).*

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

Effective Term: Fall 2024

[See Action Item A.13](#)

15. SOC 5 - Our Sustainable Future

Catalog Description: *This course introduces students to the principles of 'Sustainability' within the global, national, regional, and local contexts. This course will increase students' literacy of the three interconnected 'pillars' of sustainable systems, the ecosystem, human society, and the economy. To develop these literacies, students will begin by investigating the perils that currently effect each system, for example, resource depletion, species extinction, pollution, and global warming in the ecosphere; population growth, social inequality, disease, violence and conflict in human societies; and imperialism, unemployment, consumerism and waste in the global economy. The majority of the course will focus on social institutions and organizations that are re-imagining our common future by rethinking and redesigning how we live. Students will learn of new and innovative uses of renewable resources, production processes, and human capital; alternative forms of energy, transportation, building materials, food production, media, education, and urban planning; and new ways to build coalitions, community, trust, and democratic participation. Case studies will highlight sustainability practices in different parts of the world from a variety of perspectives.*

Minor Modification: Change in objectives, examples of assignment, and materials of instruction

Effective Term: Fall 2024

[See Action Item A.13](#)

16. SOC 8 - Introduction to Marriage, Family and Intimate Relationships

Catalog Description: *This course is a sociological analysis of contemporary issues in family life, including historical and recent changes and the socio-cultural and economic forces shaping these changes. Cross-cultural analysis will also be considered. (C-ID SOCI 130).*

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

Effective Term: Fall 2024

[See Action Item A.13](#)

17. SOC 10 - Introduction to Crime and Society

Catalog Description: *This course is a sociological analysis of crime, criminal behavior, and the criminal justice system. The history and social construction of crime and criminality are examined. The definition of crime and its violations as well as the laws and methods used to control criminal behavior are examined. The measurement of crime and basic theoretical explanations of criminal behavior are included. (C-ID SOCI 160).*

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

Effective Term: Fall 2024

[See Action Item A.13](#)

18. SOC 14 - Sociology of Gender

Catalog Description: *This course is a sociological analysis of the social construction of gender, masculinity, and femininity historically and cross-culturally. It examines the debates on sex and gender. It analyzes the impact of economic and political change on gender expectations and practices. It focuses on macro-analyses of how institutions and culture shape gender and micro-analyses of how individuals are socialized and how they "do" and practice gender. (C-ID SOCI 140).*

Minor Modification: Change in catalog description, examples of assignment, and materials of instruction

Effective Term: Fall 2024

- [Change lecture topic #9 to "Variations of Gender Identity"](#)
- [Change lecture topic #11 to the correct form of the word "Bisexual"](#)

[See Action Item A.13](#)

19. SOC 20 - Introduction to Race and Ethnicity

Catalog Description: *This course is a sociological analysis of race, ethnicity, prejudice and discrimination. It examines the cultural, political and economic practices and institutions that support or challenge racial and ethnic inequalities, as well as patterns of interaction between various racial and ethnic groups. (C-ID SOCI 150).*

Minor Modification: Change in examples of assignment, methods of instruction, and materials of instruction

Effective Term: Fall 2024

[See Action Item A.13](#)

20. SOC 30 - Sociology of Inequality

Catalog Description: *This course is an analysis of social stratification and its affect on minority/majority group relations in American society. Emphasis will be on an examination of how the class system ranks categories of people in hierarchies rooted in wealth, income, prestige, power and education. Social inequality that exists nationally and globally are studied though the lens of institutional discrimination and environmental issues.*

Discipline: delete "Ethnic Studies"

Minor Modification: Change in examples of assignment, and materials of instruction

Effective Term: Fall 2024

- [The committee questioned the deletion of the Ethnic Studies discipline](#)

- The department confirmed the discipline is no longer required because Ethnic Studies is now in its own category

See Action Item A.13

21. SOC 30H - Honors Sociology of Inequality

Catalog Description: *This is an Honors level analysis of social stratification and its affect on minority/majority group relations in American society. Emphasis will be on an examination of how the class system ranks categories of people in hierarchies rooted in wealth, income, prestige, power and education. Social inequality that exists nationally and globally are studied through the lens of institutional discrimination and environmental issues. Graded only.*

Discipline: delete "Ethnic Studies"

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

Effective Term: Fall 2024

See Action Item A.13

8. Discussion Item(s)

A. Final Curriculum Committee Meeting

- December 11, 2023 - 4:00PM
- Finals from PM

Motion to change the December 11, 2023, meeting time to 4:00-5:30PM; M/S/P

B. Curriculum Committee Retreat

- January 18, 2024
 - From 2:00-4:00PM

9. Adjournment

Motion to adjourn; M/S/P