

Butte College Curriculum Committee  
New Certificate Application - 15.5 Units or Less

The Curriculum Committee reviews certificate applications to ensure that they are consistent with the mission of the college, meet a demonstrated need, are feasible, and adhere to guidelines on academic integrity. Certificates of 15.5 units or less must be approved by the Curriculum Committee before being advertised to students.

A certificate serves as verification that a student has acquired a skill set and/or mastered a body of knowledge. To ensure locally approved certificates are of the highest quality for students, certificates must meet or exceed one or both of the following requirements:

- *The certificate contains a minimum of three (3) courses that lead to a meaningful outcome, such as a technical or vocational skill or a cohesive body of knowledge*
- *The certificate meets or reflects the training or certificate requirements of an external entity*

Certificate in: Governmental and Nonprofit Accounting

Department offering the certificate: Business Education

Submitted by: Elizabeth Dunn Date: 01/22/2025

Is this certificate to be offered under an existing major?  Yes  No  
If so, which major? Accounting

Start date: Fall 2025 Total units: 9-10 TOP Code: 0502.00

How does this new certificate reflect the college mission? *Check all that apply:*

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Career Ladder Preparation                       | <input checked="" type="checkbox"/> Enhanced Abilities   |
| <input checked="" type="checkbox"/> Job Readiness                                   | <input checked="" type="checkbox"/> Job Update or Career |
| <input checked="" type="checkbox"/> Advancement Relevant & Appropriate Competencies | <input checked="" type="checkbox"/> Continuing Education |

Explain and expand on the checked boxes above:

This certificate provides accounting skills needed for someone who wants to enter or advance in a governmental or nonprofit accounting setting. Our local Butte County Auditor Controller has requested this certificate. It will not only benefit existing County employees, but will also help with entrance into accounting careers with any governmental or non-profit organization.

Certificate Program Level Outcomes (PLO):

Utilize double entry bookkeeping system to record common business transactions.  
Prepare accurate reports for fund accounting, regulatory compliance and decision making.  
Understand accounting and business terminology used in governmental and nonprofit organizations.

Certificate Description for the Butte College Catalog:

(Not eligible for Financial Aid) This certificate will deepen your understanding of fundamental accounting concepts while providing valuable insights into governmental and nonprofit accounting. Whether you're looking to enhance your job readiness, update your skills, or advance into more responsible positions within a governmental or nonprofit organization, this program is designed to support your goals.

Required Course(s):

Course	Title	Units
ACCT 20	Introduction to Accounting	3.00
	or	
ACCT 2	Financial Accounting	4.00
ACCT 53	Governmental Accounting	3.00
	Select one:	
ACCT 110	Accounting for Payroll	3.00
BCIS 85	Microsoft Excel for Windows	3.00
BCIS 13	Business Communication	3.00
BCIS 16	Project Management Tools	3.00
	Total Units	9-10

Department Chair Signature: \_\_\_\_\_

Dean Signature: \_\_\_\_\_

Approval Process for a New Certificate of 15.5 Units or Less

1. The certificate is discussed and approved by the department faculty
2. Department Chair and Dean sign the form and submit to Heather Rau in OI
3. The certificate is presented to the Curriculum Committee for review and approval (2 meetings)
4. The certificate is placed in the next catalog and can be advertised to students

Note: Certificates 15.5 units or less do not show on student transcripts

Submit this form to Heather Rau - Office of Instruction (SAS-214)

# Butte College

## Certificate of Achievement

### Interpersonal Communication

#### 1. Statement of Program Goals and Objectives

In the 2017 *Vision for Success*, the California Community College system articulated seven commitments intended to drive improvement, success and equity. Number two reads, “Always design and decide with the student in mind” (Update, 2021, p.5). Both the decision to create this certificate and its design fulfill that commitment. This certificate will enable students to shine a light on a particular set of coursework that is especially valuable to institutions of all kinds, potentially giving them a leg up as they apply for jobs, internships, scholarships, and/or further educational programs.

Interpersonal Communication skills are essential “soft skills” for today’s work environments. According to *Education Week*, “Good oral communication skills got the #1 slot among the 15 job skills that executives and hiring managers identified as very important in new hires” (Gewertz, 2018). In January 2023, *Cultivated Culture* reported on a survey which revealed that “44% of executives think a lack of soft skills was causing the biggest gap in proficiency in the workplace” (Belcak, 2023). Soft skills include the communication and relational skills that are directly addressed in Interpersonal Communication classes, including those more specifically focused on interactions with people with different social identities and cultural or gendered communication patterns. Although it does not lead directly to a specific job opportunity, this certificate will highlight students as particularly equipped to meet this widespread employer need.

The Certificate of Achievement in Interpersonal Communication will enable students to develop the theoretical understanding, research-based knowledge, and practical skills needed to engage in productive dialogue and to develop successful interpersonal relationships. Productive dialogue and successful relationships are essential to career and life success in today’s increasingly complex, often divisive society. Students will understand communication processes, interactional dynamics, social identities and their influence on interactions, approaches to conflict management, and more.

#### **Program Learning Outcomes**

- Express messages with clarity and influence, adapting to audience, purpose and context.
- Develop and apply conflict management and leadership skills.
- Demonstrate effective listening skills in diverse contexts.

#### Sources:

- Belcak, A. (January 2, 2023). Soft skills employers want. *Cultivated Culture*. Retrieved from <https://cultivatedculture.com/>
- Ferguson, E. (September, 2023). What is DEI training? An explainer for executives. *Lever*. Retrieved from <https://www.lever.co/blog/>
- Gewertz, C. (August 28, 2018). What do employers want in a new hire? Mostly, good speaking skills. *Education Week*. Retrieved from <https://www.edweek.org>
- Tenney, M. (n.d.). Why is DEI important in 2023? *Business Leadership Today*. Retrieved from <https://businessleadershiptoday.com>
- Update to the vision for success: Reaffirming equity in a time of recovery. (July, 2021). *California Community Colleges*. Retrieved from <https://www.cccco.edu>

#### 2. Catalog Description

**Not Financial Aid Eligible.** The Certificate of Achievement in Interpersonal Communication will inform future employers, college admissions offices and professional institutions that you have received specialized training in communication

## Butte College Certificate of Achievement Interpersonal Communication

skills. The certificate can accompany any degree and enhance your qualifications for a variety of jobs, internships and other opportunities. Communication skills are an intrinsic component of success in both personal and professional relationships and are highly valued by employers. The coursework will provide a strong foundation for communicating successfully in pairs and small groups, especially among people with diverse cultural backgrounds, social identities, and gendered communication behaviors.

*No prerequisites*

*All classes transfer to CSU and UC*

### 3. Program Requirements

Requirements	Dept. Name/#	Title	Units	Sequence
<b>Required Core (12 units)</b>				
	CMST 4	Small Group Communication	3	Yr 1, Fall
	CMST 10	Interpersonal Communication	3	Yr 1, Spring
	CMST 9	Intercultural Communication	3	Yr 1, Spring
	CMST 13	Gender and Communication	3	Yr 2, Fall
<b>Two Electives (6 units)</b>				
	CMST 14	Argumentation and Debate	3	Yr 2 Fall or Spring
	BCIS 13	Business Communication	3	
	BUS 35	Leading and Supervising Teams	3	
	BUS 44	Human Resources Management	3	
	ETHS 1	Introduction to Ethnic Studies	3	
	ETHS 10 or ETHS 20 or ETHS 30	Introduction to Chicano  Introduction to Native American Studies  Asian American Studies	3  3  3	
	PSY 41	Sociocultural Context of Psychological Development	3	
	SOC 20	Introduction to Race and Ethnicity	3	

**Butte College**  
**Certificate of Achievement**  
**Interpersonal Communication**

	SOC 30	Sociology of Inequality	3	
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Required Core Total: 12 units

**TOTAL UNITS: 18 units**

Proposed Sequence:

Year 1, Fall = 3 units

Year 1, Spring = 6 units

Year 2, Fall = 3 or 6 units

Year 2, Spring = 3 or 6 units

**TOTAL UNITS: 18 units**

**4. Master Planning**

As mentioned in section 1, this certificate aligns with local community employment needs, since it provides students with high-demand soft skills. This employment need is readily apparent within Butte College’s service area. In the 2019 Butte College *Educational Master Plan*, the largest occupations that require some college education are high-touch interpersonal occupations: nurses and other health care professionals, teachers and teaching assistants, and managers.

Moreover, the certificate also enables students to participate productively in community and civic engagement. One major emphasis in the CCC’s *Vision for Success* update is the need for educational institution to lead efforts to “recover from the social and health traumas of the past year,” specifically regarding “economic and social recovery” (Update, 2021, pp. 12 & 14). One way to lead those efforts is to produce students who have achieved the interpersonal skills necessary for influencing and working with others, especially those with different social identities and communication behaviors.

Finally, the certificate reflects several of the values and institutional learning outcomes identified in Butte College’s *Educational Master Plan*, as follows:

It supports four of Butte College’s Values:

- Students First: Student success is our purpose and drives decision-making and resource allocation.
- Respect: We value each other and build trust by engaging openly with one another’s ideas, philosophies, and perspectives.
- Diversity: We appreciate the attributes, capabilities and differences of each individual and we foster the social responsibility to create an inclusive institution that supports the success of all students and provides them with a global perspective.
- Communication: We are professional in our interactions and cultivate an open, collaborative environment of fairness and integrity.

Similarly, it fulfills quite a few of Butte College’s Institutional Learning Outcomes, especially those focused on competent communication:

- Think Critically
  - Apply knowledge and skills to a variety of situations.
- Communicate Competently
  - Listen respectfully and actively to diverse ideas and perspectives.
  - Communicate clearly, appropriately, and ethically.

## Butte College Certificate of Achievement Interpersonal Communication

- Adapt messages to a variety of audiences and purposes both through writing and speaking.
- Engage Collaboratively
  - Interact productively and empathetically in different social and cultural contexts.
- Work Effectively
  - Work well with others and foster an inclusive workplace.

Sources:

- Educational master plan. (December, 2019). *Butte College*. Retrieved from <https://www.butte.edu>
- Update to the vision for success: Reaffirming equity in a time of recovery. (July, 2021). *California Community Colleges*. Retrieved from <https://www.cccco.edu>

### 5. Enrollment and Completer Projections

CB01: Course Department Number	CB02: Course Title	2021-2022		2022-2023	
		Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
CMST 4	Small Group Communication	21	479	20	473
CMST 10	Interpersonal Communication	5	119	4	101
CMST 9	Intercultural Communication	5	103	5	99
CMST 13	Gender and Communication	3	53	4	66
CMST 14	Argumentation and Debate	9	167	8	148
BCIS 13	Business Communication	7	116	9	174
BUS 35	Leading and Supervising Teams	4	76	2	58
BUS 44	Human Resources Management	1	29	2	50
ETHS 1	Introduction to Ethnic Studies	0	0	0	0
ETHS 10 or ETHS 20 or ETHS 30	Intro to Chicano Studies	1	28	6	177
	Intro African American Studies	2	65	8	278
	Intro to Asian American Studies	2	63	5	160
PSY 41	Sociocultural Context of Psychological Development	5	143	3	98
SOC 20	Introduction to Race and Ethnicity	2	32	2	38

**Butte College  
Certificate of Achievement  
Interpersonal Communication**

SOC 30 or SOC 30H	Sociology of Inequality  Honor Sociology of Inequality	2	45	2	41
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**6. Place of Program in Curriculum/Similar Programs**

- a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify. **No**
- b) Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s). **NA**
- c) What related programs are offered by the college? **NA**

**7. Similar Programs at Other Colleges in Service Area**

The three community colleges nearest to Butte College are Yuba College, Feather River College, and Shasta College. None of these colleges offers a similar program.

## AA-T Elementary Education

### **Required Core (26 units):**

EDUC 2 Introduction to Education (3)

COMM C1000 Introduction to Public Speaking (3)

Select one (4):

ENGL C1000 Academic Reading and Writing

ENGL C1000E Academic Reading and Writing

POLS C1000 American Government and Politics (3)

HIST 8 United States History to 1877 (3)

CDF 14 Child Growth and Development (3)

BIOL 1 Introduction to Biology (4)

Select one (3):

HIST 3 World History to 1500

ENGL 4 Introduction to Literature

### **List A: Select one (4 units)**

PSC 11 Earth Science with Lab

PSC 12 Concepts in Physical Science

### **List B: Select one (3 units)**

ART 1 Art Appreciation

MUS 1 Music Appreciation

DRAM 2 Theatre Arts Appreciation

### **\*List C: Select one (3 units)**

MATH 4 Concepts in Mathematics for Teachers I

MATH 4S Concepts in Mathematics for Teachers I with Support

\*Optional List, "0-12 units."

**Total with List C: 36 units**

**Total w/o List C: 33 units**

### **Required courses:**

#### **Required Core**

BIOL 1

CDF 14

EDUC 2

ENGL 4

GEOG 8

HIST 3

HIST 8

PSC 11

PSC 12

POS 2

CMST 2

OR

CMST 2H

ENGL 2

OR

ENGL 3

MATH 4

OR

MATH 4s

#### **List A (Select one)**

CMST 14

ENGL 11

MATH 7

PHIL 6

PHIL 8

#### **List B (Select one)**

ART 1

DRAM 2

MUS 1

Introduction to Biology

Child Growth and Development

Introduction to Education

Introduction to Literature

World Regional Geography

World History to 1500

United States History to 1877

Earth Science with Lab

Concepts in Physical Science

United States Government

Public Speaking

Honors Public Speaking

Reading and Composition

Reading and Composition Intensive

Concepts in Mathematics for Teachers I

Concepts in Mathematics for Teachers I with Support

Argumentation and Debate

Communication and Critical Thinking

Formal Logic and Writing

Introduction to Logic and Critical Thinking

Methods of Argument

Art Appreciation

Theatre Arts Appreciation

Music Appreciation

## AS-T Degree in Film, Television and Electronic Media

### Contact Information

**Department Office:** ARTS 224  
**Department Phone:** (530) 895-2994  
**Department Contact:** Ryan Heimlich, Chair (530) 879-6148  
**Counseling/ Advising:** (530) 895-2378  
**Transfer Center:** (530) 895-2264

### About the Program

**Program Goal:** Transfer  
**GE Pattern(s):** ~~CSU~~ ~~IGETC~~ Cal-GETC  
**Program Code:** 35684.01AS-T

Students completing Associate Degrees for Transfer are guaranteed admission to the CSU system. Please see the beginning of the "Academic Programs" section for details.

#### Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Describe the history, processes and current structure of electronic media, its ethical parameters, and the social and political effects of electronic and mass communication on an audience.
2. Write effectively for a variety of platforms appropriate to the discipline.
3. Gather, organize and analyze discipline-appropriate research and communicate information about it.
4. Identify and analyze legal and ethical principles relating to media.
5. Apply media technology, terminology and techniques to the design and creation of content for film, television, and electronic media.

<i>Required courses:</i>		18.00
<i>Required Core</i>		6.00
RTVF 12	Mass Media and Society	3.00
RTVF 14	Introduction to Media Writing	3.00
<i>List A (Select two)</i>		6.00
RTVF 30	Audio Production	3.00
RTVF 40	Video Production	3.00
<i>List B (Select one)</i>		3.00
<del>ART 1</del>	<del>Art Appreciation</del>	<del>3.00</del>
<del>DRAM 2</del>	<del>Theatre Arts Appreciation</del>	<del>3.00</del>
JOUR 2	Introduction to Reporting and Newswriting	3.00
PHO 2	Introduction to Photography	3.00
<del>ART 2</del>	<del>Prehistoric to Gothic Art History Survey</del>	<del>3.00</del>
<del>OR</del>		
<del>ART 2H</del>	<del>Honors Prehistoric to Gothic Art History Survey</del>	<del>3.00</del>
		3.00
<del>ART 4</del>	<del>Renaissance in Contemporary Art History Survey</del>	<del>3.00</del>
<del>OR</del>		
<del>ART 4H</del>	<del>Honors Renaissance to Contemporary Art History Survey</del>	<del>3.00</del>
		3.00
<i>List C (Select one or any course not already used above)</i>		3.00
RTVF 13	Exploring American Television	3.00
RTVF 15	Introduction to Film	3.00
RTVF 55	TV Studio Production	3.00

Total: 18.00

### Suggested Program Map (~~CSU-GE~~ Cal-GETC (all maps will be updated for Cal-GETC))

<b>Required courses:</b>		<b>Units:</b> 60.00-71.00
<i>Term 1</i>		16.00-18.00
RTVF 12	Mass Media and Society	3.00
Meets CSU Area D.		

## AA-T Degree in Psychology

### Contact Information

**Department Office:** LRC 304  
**Department Phone:** (530) 895-2471  
**Department Contact:** Heather Valle, Chair (530) 895-2553  
**Counseling/ Advising:** (530) 895-2378  
**Transfer Center:** (530) 895-2264

### About the Program

**Program Goal:** Transfer  
**GE Pattern(s):** CSU, IGETC Cal-GETC  
**Program Code:** 31422.01AA-T

Students completing Associate Degrees for Transfer are guaranteed admission to the CSU system. Please see the beginning of the "Academic Programs" section for details.

#### Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Identify the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology from diverse perspectives.
2. Critically evaluate research reports and synthesize a body of research findings.
3. Develop testable hypotheses and select appropriate research design to test hypotheses.

<i>Required courses:</i>		19.00-20.00
<i>Required Core</i>		10.00
PSYC C1000	Principles of Introduction to Psychology	3.00
PSY 7	Introduction to Research Methods in Psychology	3.00
		4.00
MATH 18 STAT C1000	Introduction to Statistics	4.00
OR		
MATH 18s STAT C1000E	Introduction to Statistics with Support	4.00
<i>List A (Select one)</i>		3.00-4.00
BIOL 1	Introduction to Biology	4.00
BIOL 2	Introduction to Human Biology	3.00
PSY 3	Introduction to Biological Psychology	3.00
<i>List B (Select one or any course from List A not already used)</i>		3.00
PSY 15	Lifespan Psychology	3.00
<i>List C (Select one or any course from List A or B not already used)</i>		3.00
PSY 6	Abnormal Psychology	3.00
PSY 41	Socio-Cultural Context of Psychological Development	3.00
PSY 10	Positive Psychology	3.00
		Total: 19.00-20.00

### Suggested Program Map (CSU GE) Program Map Will Be Updated for CCN and Cal-GETC

<b>Required courses:</b>		<b>Units: 60.00-66.00</b>
<i>Term 1</i>		14.00
PSY 1	Principles of Psychology	3.00
Meets CSU Area D,		
<i>Required Core (Select One): Meets CSU Area B4</i>		4.00
MATH 18	Introduction to Statistics	4.00
MATH 18s	Introduction to Statistics with Support	4.00
CSU Area A2 Choice (Select One)		4.00
CSU Area A3 Choice (Select One)		3.00
<i>Term 2</i>		15.00-16.00
<i>List A (Select One)</i>		3.00-4.00

# Summary of Changes to AS-T Public Health Science

## AS-T Public Health (Fall 25 Revision)

### **Required Core: (14 units total)**

HLTH 2 Health and Wellness (3)

ALH 3 (3)

STAT C1000 Introduction to Statistics **or**

STAT C1000E Introduction to Statistics(4)

BIOL 1 Introduction to Biology (4)

### **List A: Select one (4-5 units)**

CHEM 51 Elementary Inorganic Chemistry

CHEM 1 General Chemistry I

BIOL 20 Human Anatomy

BIOL 21 Human Physiology

BIOL 15 Introduction to Microbiology

### **List B: Select one (3 units)**

ALH 5 Health and Social Justice

SOC 30 Sociology of Inequality

### **List C: Select one (3-4 units)**

HLTH 40 Drugs, Health, and Society

ANTH 4 Cultural Anthropology

CMST 10 Interpersonal Communication

ECON 2 Principles of Macroeconomics

ECON 4 Principles of Microeconomics

FN 2 Nutrition

FN 50 Nutrition and Diet Therapy

SOC 2 Principles of Sociology

PSYC C1000 Introduction to Psychology

**Total: 24-26 units**

# Universal Design for Learning

What is UDL?

What is the connection to Curriculum?

# The Myth of the Average



# Universal Design for Learning (UDL)



**Provide multiple means of representation:** give learners various ways of acquiring information and knowledge (text, video, audio)



**Provide multiple means of action and expression:** provide learners alternatives for demonstrating what they know (essay, diagram, table, outline)



**Provide multiple means of engagement:** tap into learners' interests, challenge them appropriately, and motivate them to learn. (authentic, intrinsic/extrinsic motivation)

## Universal Design for Learning Guidelines

### Provide multiple means of Engagement →

Affective Networks  
The "WHY" of Learning



### Provide multiple means of Representation →

Recognition Networks  
The "WHAT" of Learning



### Provide multiple means of Action & Expression →

Strategic Networks  
The "HOW" of Learning



#### Provide options for Recruiting Interest (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

#### Provide options for Perception (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

#### Provide options for Physical Action (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

#### Provide options for Sustaining Effort & Persistence (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

#### Provide options for Language & Symbols (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

#### Provide options for Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

#### Provide options for Self Regulation (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

#### Provide options for Comprehension (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

#### Provide options for Executive Functions (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

# Multiple Means of Representation



- Learners differ in the ways that they perceive and comprehend information that is presented to them.
- Learning... occurs when multiple representations are used, because they allow students to make connections within, as well as between, concepts.

Quoted from [CAST](#)



# Curriculum Link – Representation

- Methods of Instruction
  - Different formats for instruction
- Course Materials
  - Different types and format
  - Accessibility

# Multiple Means of Engagement



- Learners differ markedly in the ways in which they can be engaged or motivated to learn
- Some learners are engaged by spontaneity and novelty while others are disengaged, even frightened, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers.

Quoted from [CAST](#)

# Curriculum Link - Engagement

- Multiple ways to participate (Instruction and Assessment)
  - Service learning and case studies
  - Self-assessment and reflection
  - Open Educational Practices
- The classroom environment
  - Co-design policies and activities with students
  - Maximize predictability

# Foster collaboration and community

- Working collaboratively is a core skill in the workplace
  - Traditional groupwork is stressful for some but highly engaging for others
  - Create a safe learning environment
  - Provide alternatives when appropriate
- Collaborative learning
  - Groupwork and peer reviews
  - Social annotations
  - Shared study resources

# Multiple Means of Action and Expression



- Learners differ in the ways that they can navigate a learning environment and express what they know. Some may be able to express themselves well in written text but not speech, and vice versa.
- Action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ

Quoted from [CAST](#)

# Many ways to show learning

**Carbohydrate:** (Sugars, disaccharide, monosaccharide's, polysaccharides) Store energy and maintain cell structure. They are non-polar and are insoluble in water. They are hydrophobic.

**Monosaccharide:** Simple sugar

**Polysaccharide:** When numerous monosaccharide's are joined together

**Disaccharide:** double sugar, two monosaccharide's connected.

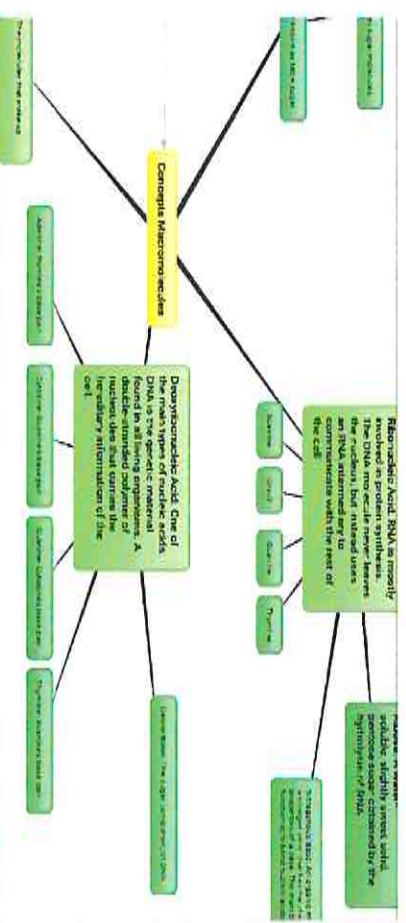
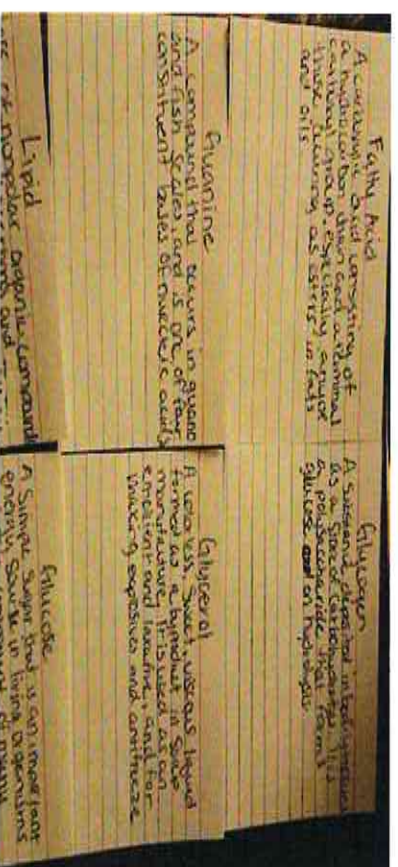
**Glycogen:** starch in plants

**Chitin:** Polysaccharide N-acetylglucosamine

**Starch:** Plant product formed together by bonding together thousand of glucose.

**Cellulose:** the most abundant polysaccharide of glucose.

**Glucose:** the most abundant monosaccharide in nature. It is the sugar molecule the body uses to create energy, and it is the fuel used by brain cells.



<b>Sugars</b>	Deoxyribose, fructose, glucose, lactose, ribose, sucrose
<b>Sugar Identification</b>	Monosaccharides, disaccharides, polysaccharides
<b>Nucleobases</b>	Adenine, cytosine, guanine, thymine
<b>Nucleic Acid</b>	Deoxyribonucleic acid, nucleotide, nitrogenous base, ribonucleic acid
<b>Cell essentials</b>	Cellulose, protein, cholesterol, chitin
<b>Fats</b>	fatty acids, glycerol, lipids, phospholipid, steroid, triglyceride, waxes
<b>Storage</b>	Carbohydrates, glycogen, starch
<b>Reactions</b>	Amino acids, Enzymes.
<b>Chemical Identification</b>	Peptide bond, saturated, unsaturated

# Curriculum Link - Expression

- Methods of Evaluation
  - Any single assessment type (tests, essays) will favor students who do well with that **format** regardless of their actual **knowledge** of the content we are assessing.
  - Relative weights of different assessment formats
  - Provide options if possible

# Demonstrating Knowledge

Focus on WHAT students know rather than HOW they demonstrate it

- Constant
- Content
- Difficulty
- Choices
- Learning Resources
- Assignments



# UDL and Accessibility

- Accessibility is the foundation of Universal Design for Learning (UDL)
- We should move beyond “accessibility for legal reasons” to “equitable experience for everyone”
- The goal is to minimize the need for accommodations because a variety of needs already built in



# CC Workshop

UDL, Accessibility, and Culturally Relevant Approaches to Curriculum





# Title 5 Changes



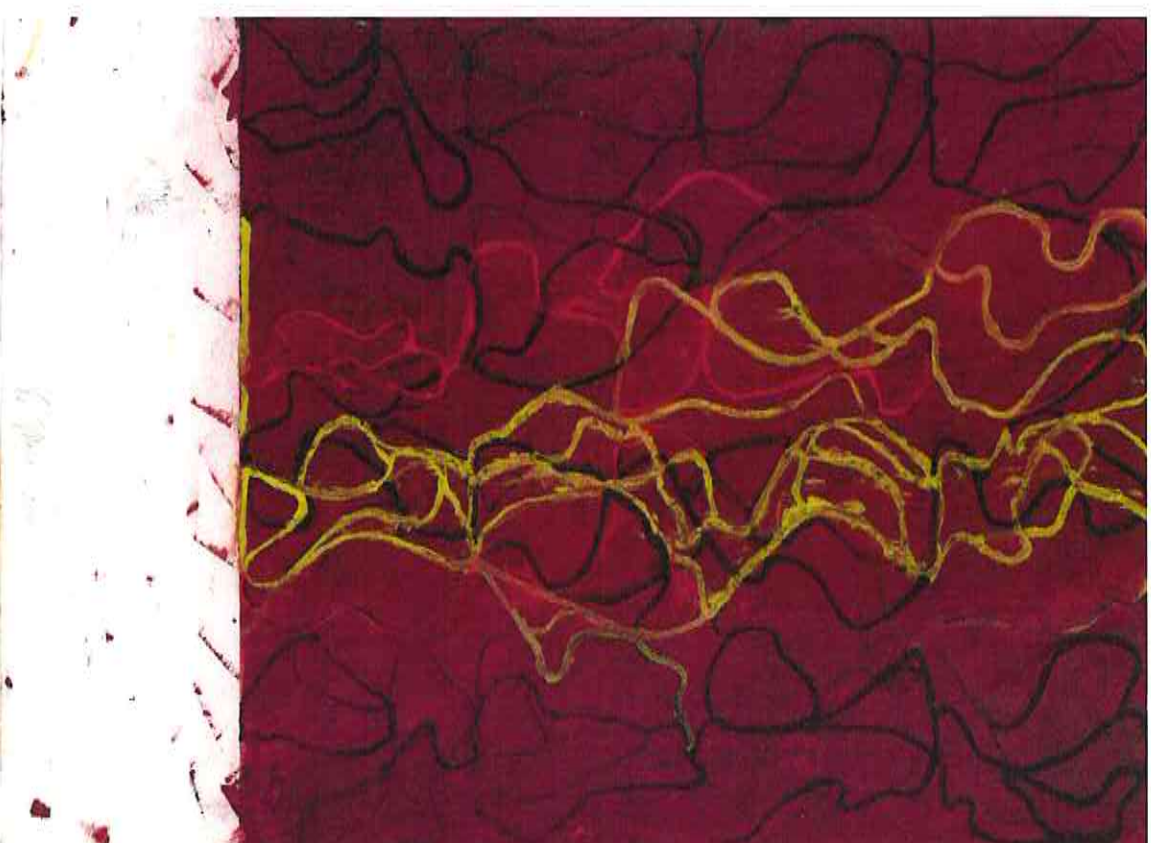
# What is a COR?

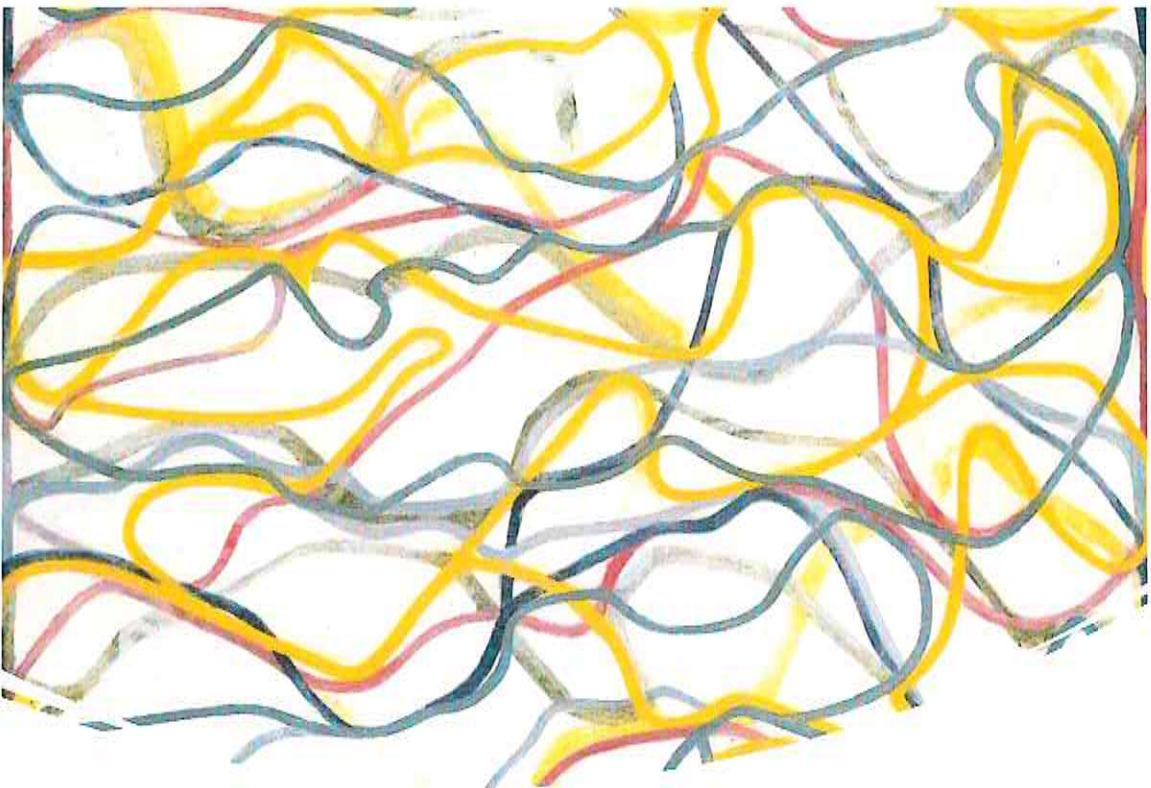
## Among the required elements:

- The unit value,
- The expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole;
- The prerequisites, corequisites, or advisories on recommended preparation (if any) for the course;
- The catalog description,
- Objectives
- Content in terms of a specific body of knowledge.
- Types or provide examples of required reading and writing assignments,
- Other outside-of-class assignments, instructional methodology, and
- Methods of evaluation.

Standards for the COR in new title 5 855001.5

**SLOs? - Not in title 5. Accreditation Requirement**





# What the COR Does

- Establishes baseline standards for quality and content of instruction.
- Ensures consistency among teacher and sections.
- Basis for Articulation
- Official record of the course, a type of contract with the students: if it says you do it on the COR, each instructor must do it or teach it.

# COR or Syllabus?

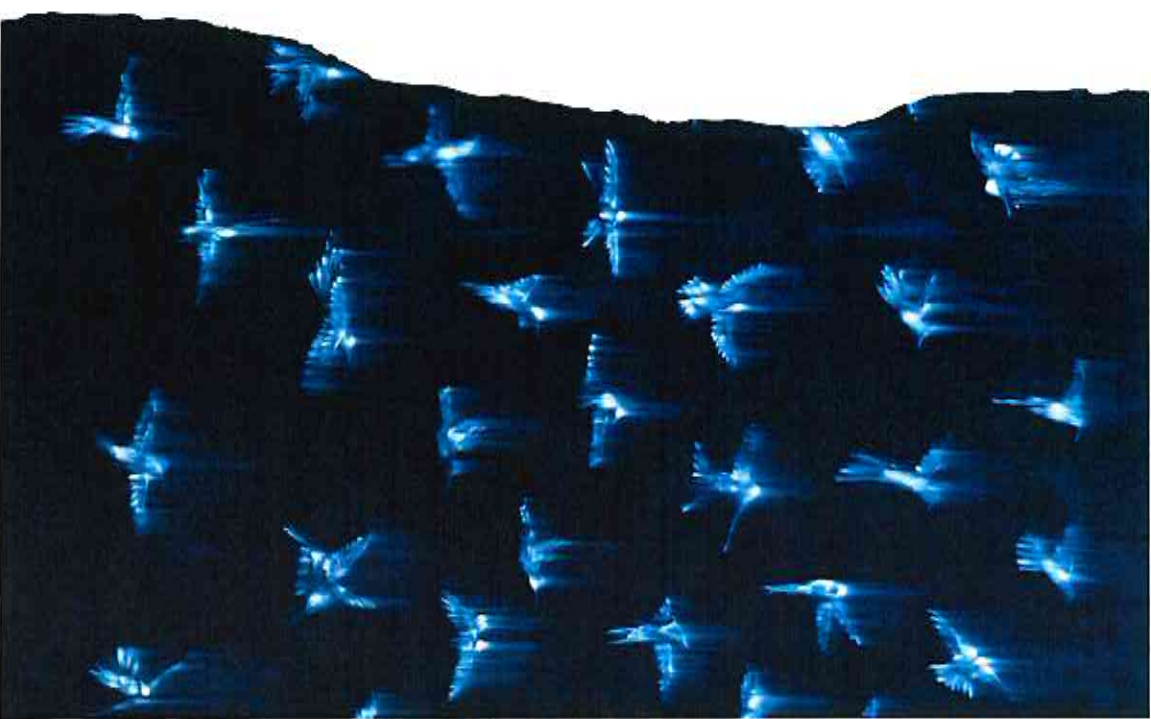
- Course Outline of Record applies to all sections, across all faculty.
- Guaranteed Minimum Content / Objectives
- Syllabus specific to the instructor, the semester, the section.
- Syllabus can go beyond COR, but must meet SLOs and cover all listed content.
- Syllabus can vary emphasis, timing, and context for content.
- Individual instructors determine instructional methodology, approach to student assessment, textbooks, ancillary materials.\*



# New title 5 on COR Review

- “(b) **Curriculum committees** shall have a documented procedure for **ensuring that course outlines of record** for all courses approved pursuant to section 55002 **describe** approaches that would **accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.**”
- “(c) **Curriculum committees** shall have a documented procedure to **guarantee accessibility** for every student to ensure individuals with disabilities can **equally participate** in learning through **course outlines of record that reflect Universal Design for Learning** strategies, which include **multiple means of representation, engagement, and expression to support learner variability and diversity.**”

*New title 5 section 55001 – Curr. Committee*



# New title 5 COR Content

- **“(b) Course outlines of record shall also include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.”**

*New title 5 §55001.5 – Course Outline of Record*

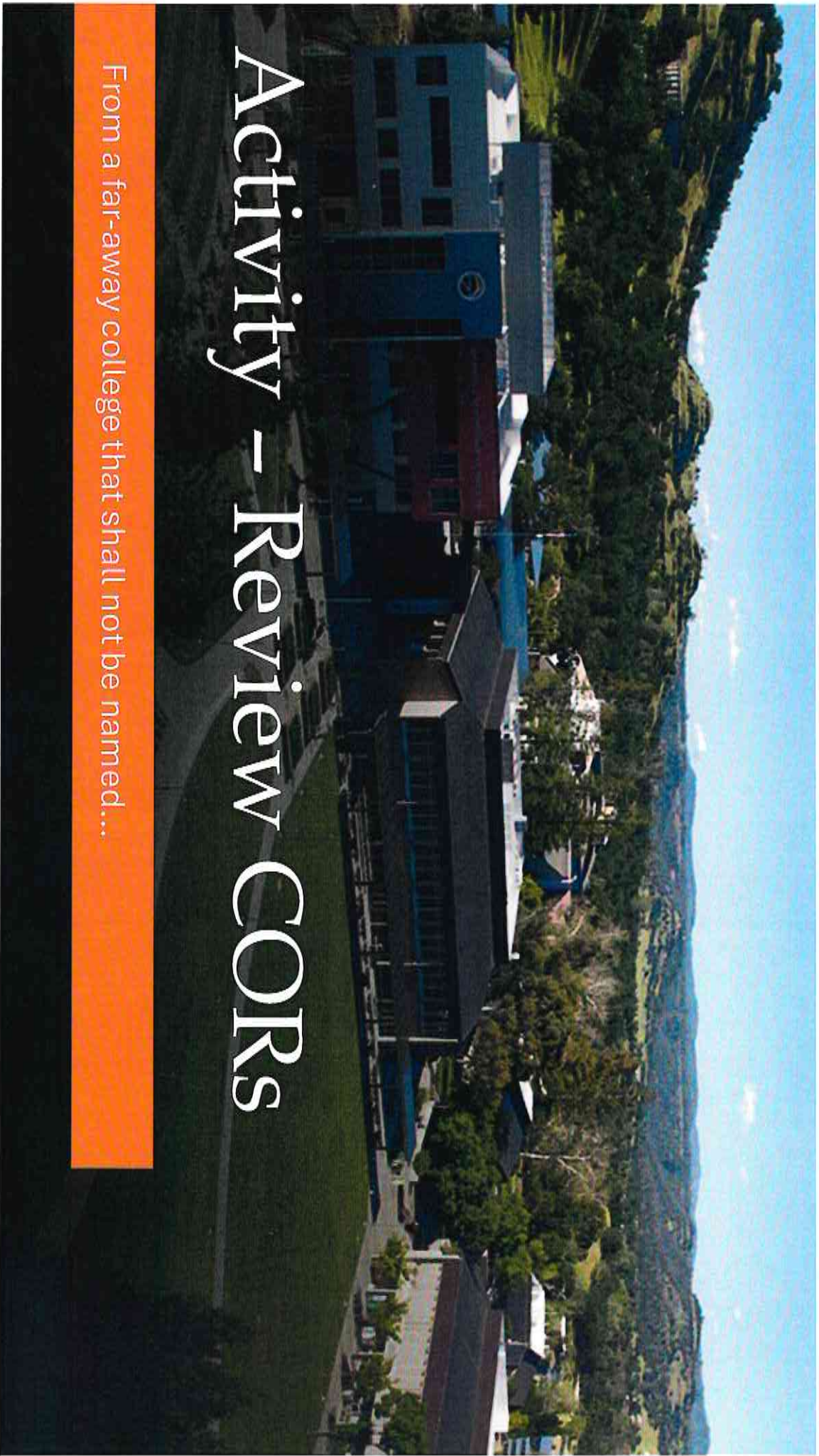




# ASCCC Resources

<https://deanza.instructure.com/courses/34140>

<https://www.hancockcollege.edu/deia/documents/Culturally%20Responsively%20H.E.%20CURRICULUM%20Assessment%20Tool%208.20.24%20revised.pdf>




# Activity - Review CORs

From a far-away college that shall not be named...

# Instructions



- Groups of three
- Select three CORs from stack
- Individually read through CORs
- Discuss as a group:
  - Where are the concepts/practices for diversity, inclusivity, and accessibility explicit?
  - Where are they implied?
  - What questions would you have for the faculty author, if being asked ?
  - What could be improved in making these elements more visible to the CC and faculty teaching the course?
  - Is there evidence of UDL in the CORs? If not, where could they be incorporated?
- Other feedback?



# Feedback and Discussion from Groups

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# Suggested Path Forward

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- Provide professional development opportunities for faculty to learn UDL and accessibility principles related to the COR.
- Training and resources about inclusive, culturally responsive practices for the COR
- Add open-ended text box asking for a three to four sentence “representative description” of how the course outline or course delivery approaches these concepts.

*Thoughts ?*

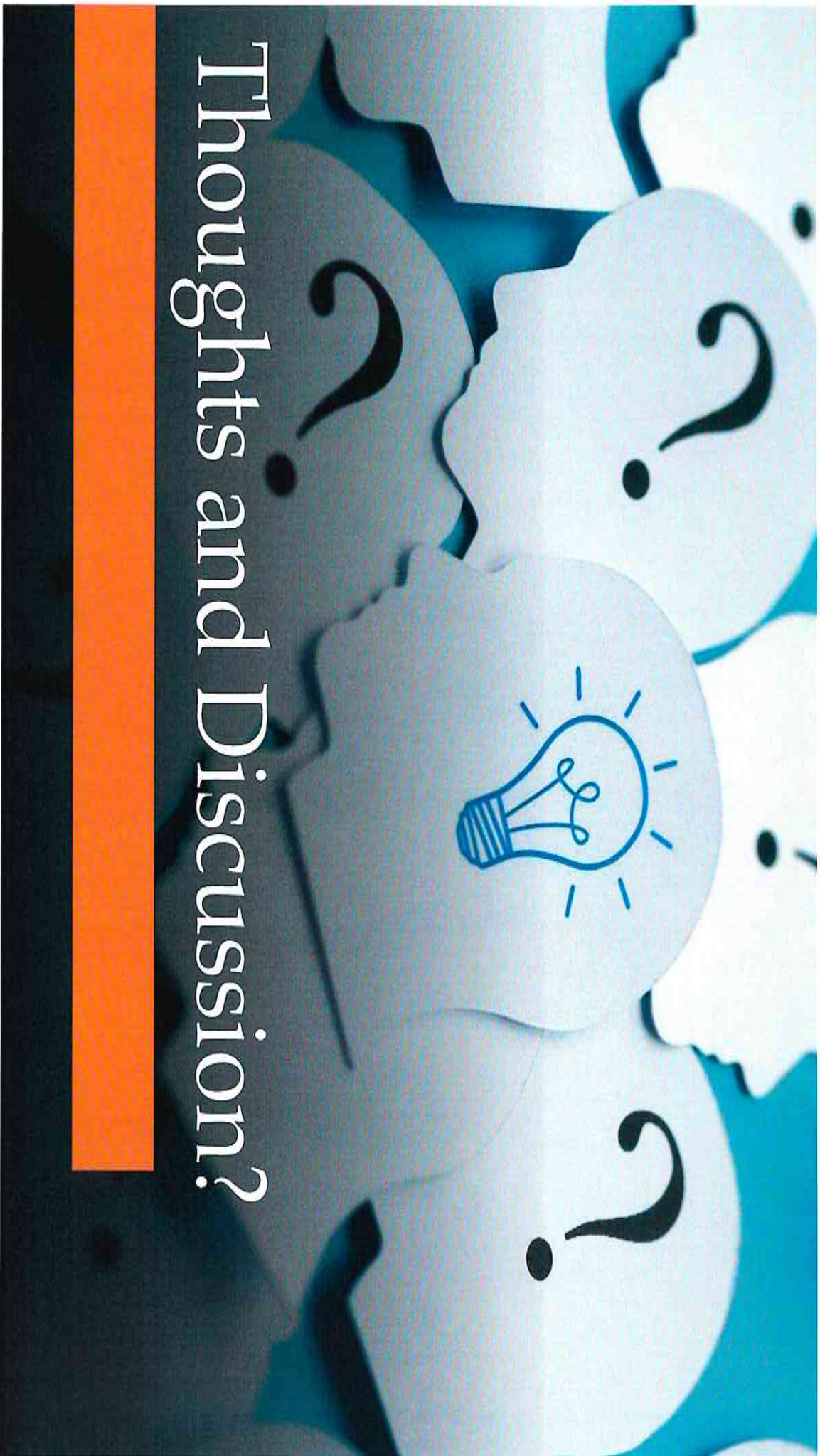



# What a Text Box Response May Say

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“The COR for ARTS100 was recently determined to be one of the top ten courses in which first-semester students enrolled. Given the intention of the course to be a broad introduction to the practices and theories of studio art, the department faculty revised the COR to explicitly include social, cultural, and critical theory content central to the visual arts in the United States, including content requiring teachers and students to grapple with the political and culturally realities of how the arts are received and function as a voice for historically marginalized groups in our country. This content is inclusive of a broad range of student cultural experiences, including concepts of “high” and “low” arts, historical regional chauvinism centering art trends from urban centers, wealth-related concepts influencing cultural “importance”, and the role of visual arts in giving voice to invisible and marginalized groups in American culture.”

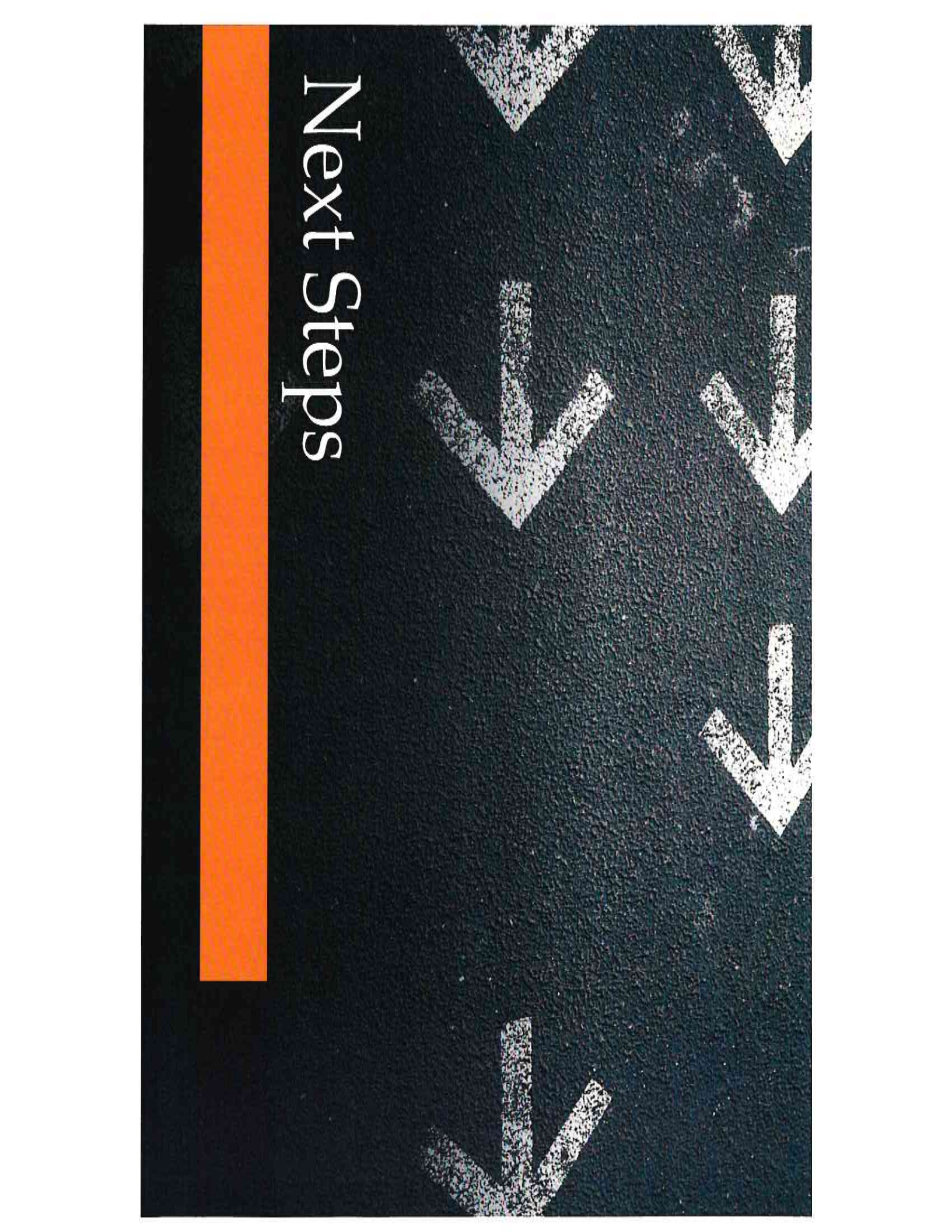
# Thoughts and Discussion?






## How Would the CC Receive and Review?

- 
- Role of department review / program review.
  - Technical review
  - Curriculum Committee Review and Discussion
  - Providing feedback to faculty authors
  - Role of CC Chair in working with faculty from writing through review and approval.



# Next Steps



# Resource Links

- [https://www.asccc.org/sites/default/files/CCC\\_DEI-in-Curriculum\\_Model\\_Principles\\_and\\_Practices\\_June\\_2022.pdf](https://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf)
- <https://udlguidelines.cast.org>
- <https://www.butte.edu/diversity/teaching-learning.html>
- <https://www.butte.edu/prodev/>
- <https://www.butte.edu/departments/slo/ACDC/ACDC.html>
- [https://asccc.org/sites/default/files/Cultural\\_Humility\\_Toolkit\\_2022.pdf](https://asccc.org/sites/default/files/Cultural_Humility_Toolkit_2022.pdf)
- <https://cue.usc.edu>
- <https://www.hancockcollege.edu/deia/documents/Culturally%20Responsive%20H.E.%20CURRICULUM%20Assessment%20Tool%208.20.24%20revised.pdf>

## Definitions:

<https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?1a=en&hash=21FCA99EAE353E6F481025115DC98272EA A36BA9>

