



## Curriculum Committee MINUTES February 24, 2025

---

### **Members Present**

|   |   |
|---|---|
| Donna Davis, Chairperson                      | Phillip Manning, Drafting/Manufacturing         |
| Denise Adams, Dean                            | Patrick McDougall, Physics                      |
| Anthony Ferro, Associate Faculty, Kinesiology | Erik Shearer, V.P. of Instruction               |
| Felicia Flores, Cosmetology                   | Rachel Sicke, Counselor                         |
| Tia Germar, Library                           | Dr. Shannan Troxel, Communication Studies       |
| Irma Gonzalez Cuadros, Academic Senate        | Heather Springer, Equity & Inclusion Specialist |
| Jessica Jackson, Articulation Officer         | Melina Torres, Associate Faculty, Psychology    |
| Julie Jenks, SLO Coordinator                  | Suzanne Wakim, DE & Accessible Learning         |
| Craig Kielb, Automotive                       | Dr. Robert White, Dean                          |

---

### **Members Absent**

|                                      |                                |
|--------------------------------------|--------------------------------|
| Garrett Fernandez, AS Representative | Dr. Jacob Vazquez, Agriculture |
| Eric Oberle, Mathematics             |                                |

---

### **Guests Present**

|                                   |                     |
|-----------------------------------|---------------------|
| Molly Emmons, English             | Carrie Monlux, Dean |
| Deb McCabe, Communication Studies | Mark Scholl, ESL    |

---

## AGENDA

- 1. Agenda Adoption - 1 minute**

---

Motion to approve agenda; M/S/P
- 2. Minutes Approval - 1 minute**

---

A. February 3, 2025  
Motion to approve minutes; M/S/P (Ayes 12; Nays 0; Abstentions 4)
- 3. General Announcements - 3 minutes**

---

Curriculum Committee members are invited to make announcements to the committee

  - D. Davis welcomed new committee members Julie Jenks and Melina Torres
  - J. Jackson mentioned Phase III Common Course Numbering (CCN) courses have been released effective FA27, and the Oral Communication courses were approved for Cal-GETC
  - S. Troxel announced the Speech and Debate team are the current Northern California State Champions
- 4. Public Comments - 3 minutes**

---

Members of the public are invited to comment on items not on the agenda

  - None
- 5. Information Item(s) - 1 minute**

---

A. Technical Edit(s)

  - 1. AA-T in Spanish (19 Units)**  
Technical Edit: List A (retain SPAN 14 and SPAN 16)

Rationale: *TMC update*  
Effective Term: Fall 2025  
*The committee endorsed*

6. **Action Item(s) – 25 minutes**

---

A. Course Modification(s)

1. **DFT 4 - Print Reading for Construction and Architecture**

Catalog Description: *Students will learn to read and interpret drawings and specifications used in construction and architectural applications. Topics include line types, views, dimensions, symbols, sketching, materials, specifications, and estimating. Students will use construction prints, drawings and specifications including residential and non-residential applications.*

Minor Modification: Change in catalog description, discipline (add Construction Technology), examples of assignments, and materials of instruction

Rationale: *Curriculum update*

Effective Term: Fall 2025

Phillip Manning represented DFT 4

- Added the discipline of Construction Technology for more instructor teaching options

Motion to approve; M/S/P

2. **ESL 350 – ESL Workforce Training Adult Education**

Catalog Description: *This course is an intensive language acquisition course that prepares non-native speakers of English to enter the workforce. The focus is on building communication skills necessary to succeed at entry level positions in a variety of jobs. **This course is designed to meet state and county requirements for the CalWORKs program.** Unlimited repeats. Satisfactory/Unsatisfactory only.*

Major Modification: Change in number (from 352A to 350), hours (from 200 to 68), noncredit category (from "J-Workforce Prep" to "A-English as a Second Language (ESL)"), ped cap (from 50 to 25), levels below transfer (from "none" to "one level below transfer"), grading option (delete "open entry/open exit"), corequisite (add ESL 304), DE (lecture), catalog description, objectives, unit titles, methods of instruction, methods of evaluation, examples of assignments, and materials of instruction

Rationale: *Curriculum review*

Effective Term: Fall 2026

Molly Emmons/Mark Scholl represented ESL

- This course was modified to reduce the contact hours
- The department requested to remove the last sentence in the catalog description as it's no longer relevant, and the CalWORKs minimum hours requirement is 200
- This course will be paired with another technical course to create a noncredit certificate

Motion to remove last sentence from catalog description; M/S/P

Motion to approve as amended; M/S/P

B. Course Deletion(s)

1. **ESL 352B – ESL Workforce Training Lab**

Program Status:

Rationale: *Curriculum review*

Effective Term: Fall 2025

- The department plans to bring this course back in a different ESL program packaging

Motion to approve; M/S/P

C. New Program(s)

1. **CA in Interpersonal Communication (18 Units)**

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 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.*

Required core (12 units): CMST 4, CMST 9, CMST 10, and CMST 13

Select two (6 units): BCIS 13, BUS 35, BUS 44, CMST 14, ETHS 1, ETHS 10 or ETHS 20 or ETHS 30, PSY 41, SOC 20, OR SOC 30

Rationale: *This certificate aligns with local community employment needs within Butte College's service area, and provides students with high-demand soft skills*

Effective Term: Fall 2025

Deb McCabe represented CA in Interpersonal Communication

- This program has a strong core of communication courses and a variety of other courses with interactive emphasis on soft skills crucial for professional success
- The committee had several questions about the program not being financial aid eligible, impacts on students possibly taking extra courses, and if GE courses are already filling this role/need
- It was clarified students may benefit from the specific cross cultural and gender communication coursework certification which may be valuable to employers
- Several committee members agreed the soft skills certification would benefit students
- It was mentioned BCIS 13, BUS 44, CMST 23 are not UC transferable, and this CA would not be visible to students on CCCApply
- The department suggested students could take these course while on the waitlist for health occupations or cosmetology programs
- The committee discussed the difference between the other communication degrees/certificates
- The committee requested data to support employers wanting this certification and if there is a way to reduce the total units to align with other degrees
- The department may reach out to Dr. Robert White for CTE job-related employment data for next curriculum meeting

Motion to block items 6 C.1 and C.2 and approve; M (*motion fails*)

Motion to approve items 6 C.1 and C.2 as individual items; M (*motion fails*)

Motion to postpone item 6 C.1 until the next meeting; M/S/P (Ayes 9; Nays 6)

## 2. CA in Speech and Debate (12 Units)

*Catalog Description: Not Financial Aid Eligible. The Certificate of Achievement in Speech and Debate provides students with advanced training in public speaking and debate, with a focus on performing in public and competitive settings. Students will gain essential skills in research, critical thinking, critical listening, and motivational, informative and persuasive writing and speaking. Students will also develop a strong foundation in communication theory that will enhance their communication competence more broadly. Forensics experience and advanced speaking skills are highly valuable in the workplace and in civic life, and this certificate enables students to highlight those skills in their applications for jobs, internships, and competitive programs.*

Required core: CMST 6, CMST 12, CMST 14, and COMM-C1000

Rationale: *This certificate recognizes students who have developed highly valued employment skills, and to participate productively in community and civic engagement*

Effective Term: Fall 2025

Deb McCabe represented CA in Speech and Debate

- This communication skills CA will benefit Speech and Debate students and consist of four Oral Communication courses

- The department would like this CA to be chaptered with the Chancellor's Office so it will be documented on transcripts
- It was mentioned CMST 12 is not UC transferable

Motion to approve; M/S/P

#### D. Program Deletion(s)

##### 1. **Noncredit Certificate of Completion in VESL (0 Units)**

PRR Approval Date: 2/10/2025

Rationale: *Curriculum review*

Effective Term: Fall 2025

- Deletion is part of the ESL program revision

Motion to approve; M/S/P

#### E. Minimum Grade Requirements for Butte GE – 5 minutes

##### 1. **Recommended Minimum Grade Requirements for Butte GE**

Recommendations:

- No local GE policy change
- Align local GE policy with Cal-GETC policy "C or better"
- Require "C or better" in key areas only
  - Options discussed:
    - CalGETC policy requires "C or better" in all areas
    - Local Butte GE pattern is governed by title 5 and only requires 2.0 GPA average or higher
    - Golden Four areas – "C or better" in English, Mathematics, Critical Thinking, and Oral Communication
    - The committee reviewed the chart with grade distributions for different GE patterns
  - Committee comments/discussions:
    - No change to GE policy because CTE students in local degree patterns would have to re-take courses (principal of maximum allowable flexibility)
    - Require "C or better" in English and Mathematics only, as former competency areas
    - Require Golden Four areas "C or better" only - GE is not part of programs and lower grades should be permissible
    - CalGETC higher GE standards would prepare students for whatever pathway they choose
    - Raising the bar doesn't mean students will be more successful; it may mean they won't get a degree if they must re-take courses to improve grade
    - The committee questioned the impacts on athletes, catalog rights, former competencies, and transfer student requirements

Motion to leave local GE policy as is; M (*motion fails*)

Motion to require "C or better" in Golden Four areas; M/S/P (Ayes 10; Nays 6)

*Recommendation will be forwarded to Academic Senate for consideration*

## **7. Discussion Item(s)**

### A. Curriculum Approval Prioritization – Erik Shearer (5 minutes)

- Recommendation was presented to the Deans/Chairs at Learning Council to limit elective program changes during CCN and Cal-GETC transition years, because of the additional workload associated with all these changes
- Essential curriculum review may still be processed

B. Universal Design Learning (UDL) – Suzanne Wakim (20 minutes)

- Universal Design Learning (UDL) introduction and training for the Curriculum Committee perspective
- Courses should be built with adjustability (accessibility plus) and different means of representation, engagement, and action/expression (CAST.org)
- Representation - encompass different learning styles
  - Use course materials beyond paper textbooks (video, games, digital text, EHUB, etc. in mobile friendly content)
  - Students may download EPUB materials from Canvas
- Engagement - multiple means of student learning and engagement
  - Maximize predictability by using a variety of engagement styles, instructions and assessment, beyond lecture and multiple choice test, and self-reflection activities
  - The course outline (COR) is non-binding so include several options that align with SLOs to benefit different groups of students
  - Co-design classroom policies so the student's voice is heard (community collaboration)
- Action and Expression - different ways to show learning and knowledge
  - Understand your student population and include all of them in an equitable experience
  - Assessment options - students should have some control over format if providing information as some prefer guidance and/or specific options
  - SLOs drive everything and the goal is the help students reach their final destination

C. Diversity, Equity, Inclusion, and Accessibility in Curriculum Workshop – Erik Shearer (60 minutes)

- New title 5 curriculum development requirements to ensure curriculum serves a diverse student body
- The committee reviewed several CORs and noted areas where DEIA elements are included, implied and/or missing
- Some DEIA core elements include using methods of instruction, OER textbooks, and open text answers wherever possible

D. CurriQunet Meta Conversion to Maverick

- March 20, 2025

E. Future Meetings

- March 10, 2025
- March 24, 2025

8. **Adjournment**

---

Motion to adjourn; M/S/P