

**Riverside City College  
Curriculum Committee Minutes  
May 28, 2019 - Hall of Fame**

	<b>Members</b>	<b>Liaisons/Admin/Staff/Guests</b>
<input checked="" type="checkbox"/>	<b>Madeline Bettencourt</b> , <i>Cosmetology</i>	<b>Robert Baradaran</b> , <i>Culinary Arts</i>
<input checked="" type="checkbox"/>	<b>Jay Boshara</b> , <i>Economics/Geography/Political Science</i>	<b>Kristine DiMemmo</b> , <i>Dean CTE</i>
<input checked="" type="checkbox"/>	<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies</i>	<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>
<input checked="" type="checkbox"/>	<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech</i>	<b>Kevin Mayse</b> , <i>Vice President, RCC Academic Senate</i>
<input checked="" type="checkbox"/>	<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>	
<input checked="" type="checkbox"/>	<b>Kelly Douglass</b> , <i>English &amp; Media Studies</i>	
<input checked="" type="checkbox"/>	<b>Carol Farrar</b> , <i>Vice President of Instruction, Administrative Co-Chair Curriculum Committee</i>	
<input checked="" type="checkbox"/>	<b>Nancy Gall</b> , <i>Applied Technology</i>	
<input checked="" type="checkbox"/>	<b>Jeanine Gardner</b> , <i>Admissions and Records</i>	
	<b>Mark Haines</b> , <i>Dance</i>	
<input checked="" type="checkbox"/>	<b>Shannon Hammock</b> , <i>Library/Learning Resources</i>	
	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>	
	<b>Robert Jew</b> , <i>Art</i>	
<input checked="" type="checkbox"/>	<b>Kathy Kelly</b> , <i>World Languages</i>	
<input checked="" type="checkbox"/>	<b>Clara Lowden</b> , <i>Kinesiology/Athletics</i>	
<input checked="" type="checkbox"/>	<b>Karyn Magno</b> , <i>Counseling</i>	
<input checked="" type="checkbox"/>	<b>Ernesto Reyes</b> , <i>Mathematics</i>	
<input checked="" type="checkbox"/>	<b>Paul Richardson</b> , <i>Chemistry</i>	
<input checked="" type="checkbox"/>	<b>Star Romero</b> , <i>Communication Studies</i>	
<input checked="" type="checkbox"/>	<b>Brock Russell</b> , <i>Physical Sciences</i>	
<input checked="" type="checkbox"/>	<b>Steve Schmidt</b> , <i>Music; Technical Review Com Chair</i>	
	<b>Catherine Thaler</b> , <i>Life Sciences</i>	
<input checked="" type="checkbox"/>	<b>Amy Vermillion</b> , <i>Nursing Education</i>	
	<b>Shari Yates</b> , <i>Early Childhood Studies</i>	

- A. Chair Burchett called the meeting to order at 305pm.
- B. Chair designated Kevin Mayse, Vice President Riverside City College Academic Senate, as chair.
  - Motion (Lowden/Schmidt) to nominate Kelly Douglass (English and Media Studies) as Chair, RCC Curriculum Committee. After discussion, RCCs Curriculum Committee unanimously, and with enthusiasm, approved Kelly as chair of the committee. Kevin Mayse designated Greg Burchett as chair for remainder of committee meeting

**Riverside City College MISSION:** Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.

**VISION:** Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

*Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Curriculum Committee will provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039 or by email to Georgina Villaseñor-Lee: georgina.villasenor-lee@rccd.edu or Lorraine Jones: lorraine.jones@rccd.edu.*

- B. The agenda was approved (Gall/Schmidt/Unanimous).
- C. The minutes of May 14, 2019 were approved (Richardson/Vermillion/Unanimous).
- E. Open Hearing: (no items of discussion)
- D. Announcements:
  - Dr. Farrar gave an update on the 10 people selected to attend this year's Curriculum Institute.
- F. Curriculum Policy & Procedure:
  - Discipline/Departmental Affiliation
    - Discussion on need for all departments to clarify which disciplines are housed in the department, and all faculty have accurate META discipline launch/review authority and departmental review authority.
  - COCI Program Update
    - Dr. Farrar provided an update on current efforts to clarify RCCs program inventory within COCI.
    - As with courses, programs which have been previously deleted by curriculum and Board approval are clerically being removed at the state level.
  - Curricular topics of consideration for next academic year:
    - Need for streamlined program forms. Discussion on past practice, on METAs failure in developing an acceptable program curriculum feature, and the need for updated clarity on forms and documents needed.
    - Local programs between 16 and 17.5 units now require state approval and must be submitted to State Chancellors office.
      - Dr. Farrar's office will compile all known program information and documentation for each program between 16 and 17.5 units.
      - All missing information will be forwarded to the curriculum committee, and to all affected disciplines and departments.
      - Once all information is needed for state submission, Dr. Farrar's office will forward submissions for state approval.
    - Faculty DE training opportunities
      - Dr. Farrar's office is very willing to send faculty to statewide distance educational trainings.
- G. Approval Items
  - 1. New Courses: None

2. Distance Education: None.
3. Minor Course Modifications: None.
4. Major Course Modifications:

Course	Title	Location	Proposal Rationale / Notes
CHI 1	Chinese I	NR	Course major modification proposal approved.
CHI 2	Chinese 2	NR	Course major modification proposal approved.
ENE 60	Math for Engineering Technology	NR	Course major modification proposal approved.

5. Course Inclusions: None.
6. Course Exclusions: None.
7. Course Deletions: None.
8. New State/Locally Approved Certificates/Degrees: None.
9. State/Locally Approved Certificate/Degree Modifications: None.
10. State/Locally Approved Certificate/Degree Inclusions: None.
11. State/Locally Approved Certificate/Degree Exclusions: None.
12. State/Locally Approved Certificate/Degree Discontinuance: None.
13. New Disciplines: None.

## Information Items

1. New Courses:

Course	Title	Location	Proposal Rationale / Notes
ENE 851	Blueprint Reading	N	Mirrored with ENE 51.
MAN 860	Hydraulic and Pneumatic Systems	N	Mirrored with MAN 60.

2. Distance Education: None.
3. Minor Course Modifications: None.
4. Major Course Modifications:

Course	Title	Location	Proposal Rationale / Notes
CON 60	Introduction to Construction	N	
CON 61	National Electric Code	N	
CON 62	Print Reading for Construction	N	
CON 63A	International Building Code	N	
CON 64	Office Procedures and Field Inspection	N	

Course	Title	Location	Proposal Rationale / Notes
CON 65	Plumbing Code	N	
CON 66	National Electric Code	N	
CON 67	Mechanical Code	N	
CON 70	Fundamentals of Soils Technology	N	
CON 71	Energy Conservation Standards	N	
CON 72	California State Accessibility Standards	N	
CON 73	Project Planning for Site Construction	N	
ELE 27	Technical Communications	N	
MAN 60	Hydraulic and Pneumatic Systems	N	

5. Course Inclusions: None.

6. Course Exclusions:

Course	Title	Location	Proposal Rationale / Notes
CIS 834	Historical Perspective: Napier to Torvalds	N	
CIS 835	Foundational Approach: World Problems to Work Flow	N	
CIS 836	Computational Tools: Calculators to Spread-sheets	N	
CIS 837	Boolean Formulation: Logic to Relationships	N	
CIS 838	Pseudocode and Flowcharts: Descriptive to Visual	N	
CIS 839	Tools of the Trade: IDE's to Backup	N	
KIN A03	Adaptive Physical Fitness	N	
KIN A20	Golf, Beginning	N	
KIN A21	Golf, Intermediate	N	
KIN A71	Sand Volleyball: Intermediate/Advanced	N	
KIN V71	Women's Sand Volleyball	N	

7. Course Deletions: None.

8. New State/Locally Approved Certificates/Degrees:

Program Name	Location	Proposal Rationale / Notes
Noncredit CERT: Industrial Automation (ELE)	N	

9. State/Locally Approved Certificate/Degree Modifications:

Program Name	Location	Proposal Rationale / Notes
CERT: 3D Mechanical Drafting (DFT)	N	
CERT: Architectural Graphics (DFT)	N	

Program Name	Location	Proposal Rationale / Notes
CERT: Industrial Automation (ELE)	N	

- 10. State/Locally Approved Certificate/Degree Inclusions: None.
- 11. State/Locally Approved Certificate/Degree Exclusions: None.
- 12. State/Locally Approved Certificate/Degree Discontinuance: None.

13. Discipline Proposals:

Program Name	Location	Proposal Rationale / Notes
Inclusion: ENP (Entrepreneurship)	N	

The meeting adjourned at 4:15pm.

Minutes humbly submitted by Greg Burchett. Thank you.

**Riverside City College**  
**Curriculum Committee Minutes**  
 September 10, 2019 • 3-5 pm • Hall of Fame

1. Call to Order

Voting Committee Members Present	Voting Committee Members Absent
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>	<b>Jay Boshara</b> , <i>Economics/Geography/Political Science Dept. Rep. (19-21)</i>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	<b>Jason Buuck</b> , <i>Dance and Theater Dept. Rep. (19-20)</i>
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	
<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>	
<b>Nancy Gall</b> , <i>Applied Technology Dept. Rep. (18-20)</i>	
<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies Dept. Rep. (19-21)</i>	
<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (19-21)</i>	
<b>Shannon Hammock</b> , <i>Library/Learning Resources Dept. Rep. (18-20)</i>	
<b>Robert Jew</b> , <i>Art Dept. Rep. (19-21)</i>	
<b>Kathy Kelly</b> , <i>World Languages Dept. Rep. (18-20)</i>	
<b>Clara Lowden</b> , <i>Kinesiology/Athletics Dept. Rep. (19-21)</i>	
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (19-21)</i>	
<b>Carla Reible</b> , <i>English &amp; Media Studies Dept. Rep. (19-20)</i>	
<b>Ernesto Reyes</b> , <i>Mathematics Dept. Rep. (18-20)</i>	
<b>Aaron Sappenfield</b> , <i>Physical Sciences Dept. Rep. (19-21)</i>	
<b>Steve Schmidt</b> , <i>Music Dept. Rep. (19-21); Technical Review Com Chair</i>	
<b>Catherine Thaler</b> , <i>Life Sciences Dept. Rep. (18-20)</i>	
<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-21)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (19-20)</i>	
<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>	
Non-Voting Committee Members Present	
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	
<b>Carol Farrar</b> , <i>Vice President of Instruction, Administrative Co-Chair Curriculum Committee</i>	
<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>	
Liaisons/Admin/Staff/Guests Present	
<b>Jeanine Gardner</b> , <i>Admissions and Records, Evaluations, FA</i>	

2. Changes to the Agenda

- a. Culinary program modification postponed to a future agenda; awaiting minutes
- b. CAT course deletion and four exclusions postponed to a future agenda; awaiting cross-listed courses
- c. All PDS proposals postponed by decision of four chairs to resolve various cross-listing and discipline questions that came up since Tech Review
- d. Agenda approved: *1<sup>st</sup> Lowden; 2<sup>nd</sup> Borses; unanimous*

3. May 28, 2019 minutes approved: *1<sup>st</sup> Lowden; 2<sup>nd</sup> Gall; abstentions: Gibbons-Anderson, Grey, Reible, Sappenfield, Williams*

4. Reports

a. Curriculum Chair – Kelly Douglass

- i. Welcome and introductions
- ii. Training
  1. Completed in three sessions, all voting members;
  2. We will have ongoing discussions about best practices and new policy and procedure as necessary; Casandra, Steven, and Kelly can help.
- iii. Curriculum Handbook: Available on the website. Please look for our next meeting on the 24<sup>th</sup>. At that time, we will collect any feedback and then take it forward to DCC and Academic Senate to make it the final handbook, not just draft.
- iv. Tracking courses, certificates, and programs:
  1. As the rep for your department, please track all proposals through the process, especially from launch to Tech Review.
  2. Remember that proposals going forward will have 14 levels because that previous 8<sup>th</sup> or 9<sup>th</sup> level that actually had multiple steps at “Ed Services” has been broken out.
  3. A proposal is not ready to offer just because our local board has approved it; cannot offer course or program until we have the control number from the state.
- v. Pair course modifications: Honors, cross-listed courses, certificates, and programs (when applicable) should come through curriculum process together.

b. Articulation Officer – Ellen Drinkwater

- i. Articulation timeline – Ellen prepared a handout with list of articulation officer duties and timeline; it is attached at the end of these minutes.
- ii. C-ID timeline

c. Instructional Programs Support Coordinator – Casandra Greene

- i. Course review cycle – 5 year review and 2 year CTE review; if you miss the review of 2 years, it has to go through as a major modification to get a new board date to restart the cycle clock.
- ii. Program level curriculum maintenance
  1. Clerical cleanup update: The list of items to be cleaned up with identifying information was sent out with the original agenda on September 4.
  2. 16-17.5 unit local certificates must now be submitted to state.

d. Tech Review Chair – Steven Schmidt

- i. Deadlines calendar for the 2020 Catalog: Provided with original agenda
- ii. Steven went over the “Curriculum FAQ Repository” as a way to build a list of FAQs and answers for faculty and reviewed how to spot errors on CORs with a keynote presentation of the CORs with errors section from the handbook.

e. CIO – Carol Farrar

- i. Program discontinuance: Be aware there is a full process if you have a program going through it this year. The process goes through the VPAA office (Farrar) and we have to teach our students through the program.
- ii. ADT and UC Transfer Pathway status and opportunities: TMCs for ADTs we don't have were provided to department reps likely to house those degrees for consideration among disciplines and departments.

5. Curriculum Policy & Procedure

- a. Work Experience Update: There are 13 work experience (200) courses that are RIV only or RIV and one other college that never went to Tech Review because of RCC's concerns about work experience courses last year. Norco and MVC now have all the other courses in their system (as does RCC for any three-college courses that were approved 2-1). Discussion about what to do with these courses. Agreed by consensus Kelly and Casandra will research TOPs codes, contact discipline experts about content review of CORs, and update committee for next actions.
- b. Discipline Inclusion process: explanation postponed to future meeting to coincide with PDS inclusion vote

6. Open Forum

- a. Kweku asked about pre-req and co-req curriculum procedures in relation to Anthro 1 and Anthro 1L; discussion ended with understanding that Kelly, Casandra, Karyn, and Ellen will research and provide input about change options, implications, and Title V requirements, after which Kweku will pursue discussion with discipline.
- b. Ellen asked to have item placed on next agenda to go over CSU and UC transfer degree differences and potential benefits/difficulties.
- c. Clara asked about removing a retired faculty member from META; advised to contact Kelly and/or Steven.
- d. Dan asked about discipline member for MIL; discussion about how to work on revision of a cross-listed COR. Kelly and Casandra agreed to research MIL faculty member issue and get back to Dan.
- e. Robert asked about HS AP Art exam credit (Art 1 and 2); Jeanine explained that students can have the equivalency removed if they go to Admissions and Records so that they can take the course they were credited out of.

**Approval Items**

The committee agreed by consensus that the following minor editing errors noted on our shared committee spreadsheet would be implemented. (Note that Kelly and Steven implemented these in curricunet prior to the meeting.)

- DRC approval statements are present for the three DE proposals.
- AIR 50A (MAJ) now has outside of class hours.
- AIR 50B (MAJ) had punctuation corrected on SLO#1.



- MUS 32A-D (MAJ) has correct course content numbering.

### Course Deletion

*Pulled from agenda to postpone to wait for cross-listing*

CAT 84 Word Processing: WordPerfect for Windows

### Course Exclusion

*Pulled from agenda to postpone to wait for cross-listing*

CAT 54A Introduction to Flash

*Pulled from agenda to postpone to wait for cross-listing*

CAT 78A Introduction to Adobe Photoshop

*Pulled from agenda to postpone to wait for cross-listing*

CAT 78B Advanced Adobe Photoshop

*Pulled from agenda to postpone to wait for cross-listing*

CAT 81 Introduction to Desktop Publishing using Adobe InDesign

*Approved: 1<sup>st</sup> Lowden; 2<sup>nd</sup> Vermillion; abst. Grey and Williams*

KIN A83 Kickboxing Aerobics

*Approved: 1<sup>st</sup> Lowden; 2<sup>nd</sup> Vermillion; abst. Grey and Williams*

KIN A86 Step Aerobics

*Approved: 1<sup>st</sup> Lowden; 2<sup>nd</sup> Vermillion; abst. Grey and Williams*

KIN A87 Step Aerobics, Intermediate

*Approved: 1<sup>st</sup> Lowden; 2<sup>nd</sup> Vermillion; abst. Grey and Williams*

KIN A88 Step Aerobics, Advanced

### Course Major Modification

*Postponed to future meeting after consult with discipline originator over content, units, and SLOs/objectives concerns. 1<sup>st</sup> Borses; 2<sup>nd</sup> Thaler; unanimous*

AIR 50A Air Conditioning and Refrigeration Theory

*Postponed to future meeting after consult with discipline originator over content, units, and SLOs/objectives concerns. 1<sup>st</sup> Borses; 2<sup>nd</sup> Thaler; unanimous*

AIR 50B Residential Air Conditioning

*Postponed to future meeting after consult with discipline originator over content, units, and SLOs/objectives concerns. 1<sup>st</sup> Borses; 2<sup>nd</sup> Thaler; unanimous*

AIR 51A Residential Heating and Ventilation

*Postponed to future meeting after consult with discipline originator over content, units, and SLOs/objectives concerns. 1<sup>st</sup> Borses; 2<sup>nd</sup> Thaler; unanimous*

*Also, concern that pre-req might need to be AIR 51A, not AIR 53, and questions about lab content.*

AIR 51B Commercial and Industrial Heating and Air Conditioning

*Postponed to future meeting after consult with discipline originator over content, units, and SLOs/objectives concerns. 1<sup>st</sup> Borses; 2<sup>nd</sup> Thaler; unanimous*

AIR 53 Basic Electricity for A/C & Refrigeration

*Approved: 1<sup>st</sup> Schmidt; 2<sup>nd</sup> Vermillion; abst. Grey and Williams*

ENE 51 Blueprint Reading

*Approved: 1<sup>st</sup> Schmidt; 2<sup>nd</sup> Vermillion; abst. Grey and Williams*

MUS 32A Class Piano I

*Approved: 1<sup>st</sup> Schmidt; 2<sup>nd</sup> Vermillion;  
abst. Grey and Williams*

MUS 32B Class Piano II

*Approved: 1<sup>st</sup> Schmidt; 2<sup>nd</sup> Vermillion;  
abst. Grey and Williams*

MUS 32C Class Piano III

*Approved: 1<sup>st</sup> Schmidt; 2<sup>nd</sup> Vermillion;  
abst. Grey and Williams*

MUS 32D Class Piano IV

### Discipline Inclusion

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS Professional Development Studies

### Distance Education

*Approved: 1<sup>st</sup> Lowden; 2<sup>nd</sup> K. Kelly; abst. Grey and Williams*

ARA 3DE Arabic 3

*Approved: 1<sup>st</sup> Lowden; 2<sup>nd</sup> K. Kelly; abst. Grey and Williams*

CHI 1DE Chinese 1DE

*Approved: 1<sup>st</sup> Lowden; 2<sup>nd</sup> K. Kelly; abst. Grey and Williams*

CHI 2DE Chinese 2DE

### New Course

*Postponed to future meeting after consult with discipline originator over content, units, and SLOs/objectives concerns. 1<sup>st</sup> Gall; 2<sup>nd</sup> Thaler; unanimous*

AIR 50C Residential Installation

*Postponed to future meeting after consult with discipline originator over content, units, and SLOs/objectives concerns. 1<sup>st</sup> Gall; 2<sup>nd</sup> Thaler; unanimous*

AIR 51C Commercial and Industrial Refrigeration

*Postponed to future meeting after consult with discipline originator over content, units, and SLOs/objectives concerns. 1<sup>st</sup> Gall; 2<sup>nd</sup> Thaler; unanimous*

AIR 51D Building Automation and Control Systems

*Postponed to future meeting after consult with discipline originator over content and SLOs/objectives concerns. Also, D should be removed from course number. 1<sup>st</sup> Gall; 2<sup>nd</sup> Thaler; unanimous*

AIR 850D EPA Preparation and Certification

### New Course

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 801 Leadership Skills

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 802 Supervisory Skills

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 803 Increasing Productivity

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 804 Motivating Yourself and Others

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 805      Difficult Conversations

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 806      The Art of Negotiating and Collaborating

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 807      Personality Styles and Difficult Relationships

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 808      Critical Thinking, Problem Solving and Decision Making

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 809      Business Writing in a Technological World

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 810      Time Management

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 811      High Impact Presentations and Proposals for the Work Place

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 812      Workplace Communication Strategies

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 813      Best Practices in Customer Service

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 814      Closing Techniques That Win the Sale

*All PDS items postponed until after consultation on various PDS course, discipline, cert questions at 9/17/19 Tech Review meeting.*

PDS 815      Winning Sales Scripts

### Program Modification

*Postponed to future meeting; waiting for minutes.*

CUL      Culinary Arts

**Riverside Community College District 2019-20  
Articulation Officers**

Moreno Valley College	Norco College	Riverside City College
Jeanne Howard <a href="mailto:Jeanne.howard@mvc.edu">Jeanne.howard@mvc.edu</a> 951-571-6326	Nick Franco <a href="mailto:Nicholas.franco@norcollege.edu">Nicholas.franco@norcollege.edu</a> 951-372-7134	Ellen Drinkwater, RCC <a href="mailto:Ellen.brown-drinkwater@rcc.edu">Ellen.brown-drinkwater@rcc.edu</a> 951-222-8457

**Major Responsibilities:**

- Maintaining all transferable courses in ASSIST database; [www.assist.org](http://www.assist.org)
- Proposing and obtaining articulation for all courses;
  - UC/CSU transferability
  - IGETC and CSU GE
  - C-ID
  - Course-to-course, GE and major preparation with individual colleges and universities
- Representing the college as the liaison with receiving institutions;
- Assist informing faculty, administrators, and students regarding curriculum changes;
- Advising instructional faculty about curriculum needs, e.g. ADT's, UC Pathways, etc.;
- Collaboration with Curriculum Chair and Serving on appropriate committees (e.g. Curriculum, Academic Standards, Technical Review, GE Workgroup);
- Advocating for students, faculty, curriculum, institution;
- Serve as moderator and liaison between the faculties of home college and articulating institutions;
- Standing bi-monthly meeting with Curriculum Chair and Instructional Programs Support Coordinator
- Ongoing collaboration with Evaluations and District Ed Services for updating/correcting degree audit
- Attend Bi-Monthly Tech Review meetings at District Office
- Attend Region IX and SCIAC Articulation meetings;
- Attend Yearly Statewide articulation conference;
- Yearly Updates of the SEP's and advising sheets;

Articulation Timeline		
Moreno Valley College	Norco College	Riverside City College
Submit for CSU Bac List; Ongoing Submit for UC Transfer: June 20 Submit for IGETC and CSU GE: DEC 2 <sup>nd</sup> , 2019	Submit for CSU Bac List; Ongoing Submit for UC Transfer: June 20 Submit for IGETC and CSU GE: DEC 2 <sup>nd</sup> , 2019	Submit for CSU Bac List; Ongoing Submit for UC Transfer: July 20 Submit for IGETC and CSU GE: DEC 2 <sup>nd</sup> , 2019

**C-ID**

Submission is year round. Please consult with articulation officer at your college for C-ID submission. We are on a rotating basis by college for C-ID submission but your articulation officer will make sure that it gets turned in for submission. RCC is responsible for 2019-20 C-ID submissions. Go to [www.c-id.net](http://www.c-id.net) to get a list of all final descriptors to which we can submit courses to that are equivalent. The descriptors are models that include what content needs to be in the COR to be submitted for approval.

**Riverside City College**  
**Curriculum Committee Approved Minutes**  
 October 8, 2019 • 3-5 pm • Hall of Fame

7. Call to Order at 3:01

<b>Voting Committee Members Present</b>	<b>Voting Committee Members Absent</b>
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>	<b>Ernesto Reyes</b> , <i>Mathematics Dept. Rep. (18-20)</i>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>
<b>Jay Boshara</b> , <i>Economics/Geography/Political Science Dept. Rep. (19-21)</i>	
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	<b>Non-Voting Committee Members Absent</b>
<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>
<b>Nancy Gall</b> , <i>Applied Technology Dept. Rep. (18-20)</i>	<b>Nadieh Mohammad</b> , <i>ASRCC Student Representative</i>
<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies Dept. Rep. (19-21)</i>	<b>Ajene Wilcoxson</b> , <i>Dean, Career and Technical</i>
<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (19-21)</i>	
<b>Mark Haines</b> , <i>Dance and Theater Dept. Rep. (18-20)</i>	
<b>Shannon Hammock</b> , <i>Library/Learning Resources Dept. Rep. (18-20)</i>	
<b>Robert Jew</b> , <i>Art Dept. Rep. (19-21)</i>	
<b>Kathy Kelly</b> , <i>World Languages Dept. Rep. (18-20)</i>	
<b>Clara Lowden</b> , <i>Kinesiology/Athletics Dept. Rep. (19-21)</i>	
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (19-21)</i>	
<b>Carla Reible</b> , <i>English &amp; Media Studies Dept. Rep. (19-20)</i>	
<b>Aaron Sappenfield</b> , <i>Physical Sciences Dept. Rep. (19-21)</i>	
<b>Steve Schmidt</b> , <i>Music Dept. Rep. (19-21); Technical Review Com Chair</i>	
<b>Catherine Thaler</b> , <i>Life Sciences Dept. Rep. (18-20)</i>	
<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-21)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (19-20)</i>	
<b>Non-Voting Committee Members Present</b>	
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	
<b>Carol Farrar</b> , <i>Vice President of Instruction, Administrative Co-Chair</i>	
<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>	
<b>Liaisons/Admin/Staff/Guests</b>	
<b>Michelle Black</b> , <i>Mathematics</i>	
<b>Monique Greene</b> , <i>Counseling</i>	
<i>All action items are recorded in the minutes with the understanding that voting members listed above voted with the majority decision unless otherwise noted.</i>	

8. Motion to Approve the Agenda: *1<sup>st</sup> Gall, 2<sup>nd</sup> Williams; approved unanimously*

9. Motion to approve September 24, 2019 minutes:

- a. *1<sup>st</sup> Haines, 2<sup>nd</sup> Borses; Gibbons-Anderson abstains; minutes approved*
- b. Brief discussion to explain the way minutes will be recorded, including explanation of why late arrivals or early leaves or “stepping out” during votes all must be noted to comply with Brown Act.

## 10. Reports

### a. Curriculum Chair – Kelly Douglass

#### i. Handbook has been forwarded to Senates and DCC

1. Handbook will go to district Senate on October 28
2. CIO Farrar asked about origin of the Program Concept Approval section; explanation provided that this existed in other areas in Senate processes, but never in the Handbook. It has been added here to make sure all processes are located in the same place for a truly complete handbook.

#### ii. Annual periodic review:

1. Memorandum AA 19-33 was sent out on September 25, 2019 regarding the periodic review of our locally approved curriculum.
2. Our annual certification affirms that we are following all regulations that apply to curriculum; this periodic review process is the way for the state to check that.
3. Periodic reviews begin on January 2, 2020.
  - a. If something is flagged as not following processes, we will have 60 days to respond to the revision request, and then six months to make necessary revisions for approval.
  - b. If they find too many unresolved flags or process discrepancies, then we work with a team from the chancellor's office to try and fix it so that we don't have our self-certification rescinded.
  - c. For ADTs, we have the same timeline, but if we don't fix it in six months, the program will be deactivated.
4. Use the lists of out-of-compliance courses provided to you by Casandra (anything highlighted in green or orange). As much as possible, those changes should be launched by end of 2019 (before faculty leave for holiday/winter break). This serves both our Chancellor's office curriculum compliance needs as well as our accreditation readiness.
5. CIO Farrar noted that this is an opportunity to go back to our CORs after previous SLO and objective alignments to put in anything we really need on our CORs and to refine the SLOs so they are really useful.

#### iii. Track launched proposals to next deadline:

1. Congratulations on getting your courses intended for the 2020-21 catalog launched by the September 27 deadline. Now please check on your courses to follow through and make sure they meet other important deadlines as noted on the curriculum calendar (see the curriculum webpage at the deadlines tab).
2. October 11 – it should be approved in curricunet by your discipline facilitator by this date OR SOONER

3. October 25 – it should be approved in curriculumet by your department chair by this date OR SOONER
  4. November 5 – last possible approval date at Tech Review
- iv. Secondary to post-secondary articulations (from Susan Mills)
1. CTE Projects Office annual report on the status of secondary to post-secondary articulation.
  2. From Assistant Director, Sheryl Plumley: “We added six new articulation agreements during the year, bringing the total number for 2018-2019 to 179. This would not be possible without the support of faculty from our three colleges, and their willingness to create early college credit opportunities for high school students in our region.”
- b. CIO – Carol Farrar
- i. Identifying programs for discontinuance and dates: CIO Farrar asked committee members to let her, Casandra Greene, and Chair Douglass know if you have a discontinuance you are planning on this year so they can help (CIO Farrar has heard there may be six).
  - ii. Program Maps and Curriculum (w/ guest Monique Greene)
    1. A program map is NOT a program; a program map is not intended to replace the curriculum process. If there’s not a program yet, there can’t be a map. Make sure people in your department don’t misunderstand this process.
    2. Curriculum can help with the program application process.
    3. Member Thaler asked about Math and Science students who may be preparing for transfer without a degree; students in that case are advised to meet with a counselor and perhaps faculty advisors. But question asked if it is possible to create a transfer pathway map for major prep or emphasis without a specific discipline degree.
    4. Curriculum reps were advised to work with faculty in their departments who may have created program maps before putting their programs through curriculum to go back and do that now where appropriate.
  - iii. Articulation Officer – Ellen Drinkwater – No report at this time.
  - iv. Instructional Programs Support Coordinator – Casandra Greene
    1. As much as possible, have courses that are out of compliance launched by the end of this semester.
    2. Quarterly compliance sheets: once we are past this first major clean-up, Casandra will provide quarterly spreadsheets of courses that will be coming up for new board dates. The November report she will send us to *get* compliant will cover courses that are coming up for review in January

to June. After that, we will get annual reports starting in 2020 that cover upcoming board date requirements for the following periods:

- a. February report: July-September.
  - b. May report: October-December
  - c. August report: January-March
  - d. November report: April-June
3. CTE: minor vs. major modification (course objective requirement)
- a. Courses reviewed before the two year deadline can be minor mods; after the two-year deadline must be a major mod.
  - b. Any course, regardless of deadline, that doesn't have objectives has to be a major mod.
4. Legacy Programs:
- a. These are programs that were entered into the system when we started using curricunet and not all of the documents were uploaded. Casandra is cleaning up and may contact you about some documents or history that she might need.
  - b. CIO Farrar thanked and praised Casandra for all of her hard work helping clean up our curriculum records.
- v. Tech Review Chair – Steven Schmidt – No report at this time.

## 11. Curriculum Policy & Procedure

- a. COR requirements for credit and non-credit: Review of required elements.
- b. Discussion and vote on DE documents
  - i. “Summary of Regulations for Distance Education”
  - ii. “RCCD Guide to Recommended Best Practices to Achieve Regular and Substantive Contact in Distance Education”
    1. Noted by members that it was helpful to see this all laid out together.
    2. Question asked about how these are different from current practice; answer provided is that there is more extensive focus on not just regular contact but substantive contact between instructor and students, as well as more attention paid to student-student contact.
    3. Friendly suggestions from RCC CC:
      - a. Break out and label the best practice suggestions for better student-to-student contact.
      - b. An equity related question: not all students have regular substantive access to a computer and so some instructors are using other tech on top of this (such as the remind app which allows for chats via the phone); but apps like this don't track interaction. Is it



possible to build inside canvas something like that, usable on a mobile device?

12. Open Forum -- no items

**Attachments:** September 24, 2019 minutes

Secondary to Post-Secondary Articulation agreements

ASCCC slide on required elements of credit and non-credit CORS

Summary of Regulations for Distance Education

RCCD Guide to Recommended Best Practices to Achieve Regular and Substantive Contact in Distance Education

(via separate email: link to editable doc for small non-discussion items on the agenda)

Course	Long Title	Campus	CCRIV Decision
<i>All voting members noted in attendance grid present at the start of action items.</i>			
<i>All approval votes are unanimous among members present unless opposing or abstaining votes noted.</i>			
<b>DELETIONS</b>	<i>Course was removed from agenda to send back to discipline for deletions forms (entered as exclusion originally) and to wait for CIS 84 deletion to come through at the same time along with affected certificates.</i>		
CAT-84	Word Processing: WordPerfect for Windows	R	No action; pulled from agenda
<b>EXCLUSIONS</b>	<b><i>Motion to approve exclusions: 1st Lowden, 2nd Conrad; approved unanimously</i></b>		
CAT-54A	Introduction to Flash	R	Approved
CAT-78A	Introduction to Adobe Photoshop	R	Approved
CAT-78B	Advanced Adobe Photoshop	R	Approved
CAT-81	Introduction to Desktop Publishing using Adobe InDesign	R	Approved
<b>COURSE MAJOR MODIFICATIONS</b>			
<b><i>Motion to approve BUS and CAT Major Mods: 1st. Vermillion, 2nd Borses; approved unanimously with minor noted corrections</i></b>			
BUS-814	Business Skills: Professional Communication Basics	R	Approved with note to change objective verb from "Apply" to verb suited to activity in the objective (Apply better suited to SLOs)
BUS-815	Business Skills: Professional Online Presence	R	Approved
BUS-816	Business Skills: Managing the Customer Experience	R	Approved with minor typo and technical edits to Methods of Instruction section
BUS-817	Business Skills: Professional Self-Management	R	Approved
CAT-814	Business Skills: Professional Communication Basics	R	Approved with note to change objective verb from "Apply" to verb suited to activity in the objective (Apply better suited to SLOs)
CAT-817	Business Skills: Professional Self-Management	R	Approved
<i>Voting member Ellen Drinkwater left at 4:34 and was not included in votes recorded below this line.</i>			
<b><i>Motion to approve ENE Major Mods: 1st Thaler, 2nd Borses; approved unanimously</i></b>			

ENE-35	Statics	NR	Approved
ENE-38	Introduction to Programming Concepts and Methodologies for Engineers	NR	Approved with observation that perhaps GESLOs aren't needed since it isn't a GE course?

*Brief discussion about the purpose of the library tab in the curriculum course proposal. Shannon Hammock noted that the library no longer buys all textbooks because of the high cost (though the suggestion was made to purchase a desk copy and put it on reserve). The library section can be used to indicate materials that, if possible, it would be helpful for library to order to support the class, but typically this section is used to indicate if there is a library related required component necessary to deliver the course.*

**Motion to approve KIN Majors Mods: 1st Lowden, 2nd Williams; approved unanimously**

KIN-A28	Swimming, Beginning	R	Approved
KIN-A29	Swimming, Intermediate	R	Approved
KIN-A30	Swimming, Advanced Skills and Conditioning	R	Approved

**GENERAL EDUCATION MODIFICATION**

**Motion to approve GE Mod: 1st Gall, 2nd Lowden; approved unanimously**

KIN-38	Stress Management	MNR	Approved
<b>NEW COURSE</b>	<i>This course was not reviewed; pulled from agenda so it can go back to Tech Review to fix hours and wait for CUL 50.</i>		
CUL-850	ServSafe Food Safety	R	No action; pulled from agenda

**NEW**

**PROGRAM** **Motion to approve New Program: 1st Williams, 2nd Lowden; approved unanimously**

GEO-AST R	Associate in Science in Geology Degree for Transfer	R	Approved
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*Point made by CIO Farrar that now that the ADT is moving through the system, this is the time to work on the program map.*

**PROGRAM MODIFICATION**

**Motion to approve Program Modification: 1st Thaler, 2nd Lowden; approved unanimously**

SPA-AA707	Spanish	R	Approved
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*Motion to adjourn at 4:53 after completion of last approval item: 1<sup>st</sup> Gall, 2<sup>nd</sup> Haines; motion approved unanimously.*

# Riverside Curriculum Committee

## Info Items for Review

<b>Course Inclusions</b>		M	N	R	Discussion	Action
<b>KIN A43</b>	<b>Beginning T'ai-Chi Ch'uan</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: Add to ADT options.						
<b>KIN A44</b>	<b>Intermediate T'ai-Ch'uan</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: Add to ADT options.						
<b>KIN A62</b>	<b>Flag Football</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: Add to ADT options.						
<b>Course Major Modifications</b>		M	N	R	Discussion	Action
<b>ARE 24</b>	<b>Architectural Drafting</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: SLO, Objectives, description and Textbook update.						
<b>ARE 25</b>	<b>Advanced Architectural Drafting</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: SLO, Objectives, description and Textbook update.						
<b>ARE 35</b>	<b>History of Architecture-Beginnings through Gothic</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: SLO, Objectives, description and Textbook update.						
<b>ARE 36</b>	<b>History of Architecture: Renaissance to Modern</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: SLO, Objectives, description and Textbook update.						
<b>ARE 37</b>	<b>Architectural Design I</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: SLO, Objectives, description and Textbook update.						
<b>CIS 8</b>	<b>Fundamentals:Information Systems Security Auditing</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale: This course was approved 2018 but it has a prerequisite of CIS 21 - Introduction to Operating Systems. After review it was determined that this prerequisite was not helping student's enrollment in CIS 8. The course is currently offered one time a year so students would have to wait a year to get the course. An easy fix would be to change the prerequisite for CIS 8 to advisory.						
<b>ELE 63</b>	<b>LabVIEW Visual Programming for Automated Systems</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: Transfer to ELE 63						
<b>FIT 1</b>	<b>Fire Protection Organization</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale: Revise course outline of record to meet Title V review requirements.						
<b>FIT 3</b>	<b>Fire Protection Equipment and Systems</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale: Update to the SLOs, Course materials and sample assignments.						
<b>FIT 5</b>	<b>Fire Prevention</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale: To revise and add course assignments to meet Title V review requirements.						
<b>FIT 7</b>	<b>Principles of Fire and Emergency Services Safety and Survival</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale: This course need sample assignments and to integrate instiutional SLO's.						
<b>MAN 63</b>	<b>LabVIEW Visual Programming for Automated Systems</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale: The technologies presented in this course represent the newest evolution of programmable control systems. During the previous industry advisory council meeting (The Dacum) the participants stated that the new trends in the field is the movement towards digital technologies and visual programming. These new technologies are represented in this course.						

**New Courses**

M N R Discussion Action

**CIS 833C Designing Internet of Things (IoT)**     
Rationale: This course introduces business and technical concepts of Internet of Things (IoT) that will benefit learners who pursue system development, industrial manufacturing and IT related careers. It also supports Adult Education and Community Initiatives and Ca

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**Program Modifications**

M N R Discussion Action

**Degree & Certificate**

**ELE Supply Chain Automation**     
Rationale: We would like to start teaching Siemens Programmable logic control systems. There are at least two possible ways of teaching PLC's. One is Siemens and the other is Allen Bradley. Siemens is well respected throughout the world and Allen Bradley is used throughout the United States. Currently we are teaching Allen Bradley only. One of our previous industry advisory councils recommended that we have the capability of teaching both. With this proposal we would like to purchase Siemens Programmable Logic Control systems, software and human machine interface panels. For only \$12,000 we would be able to equip the entire classroom with Siemens devices giving us the capability of teaching Siemens controls. Siemens is much more friendly for education because they are so inexpensive and their software can program anything they sell. Whereas, Allen Bradley requires a different software for everything they sell which gets really expensive. With this proposal we would like to purchase Siemens controls for the entire classroom.

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**ELE Digital Electronics**     
Rationale: We would like to start teaching Siemens Programmable logic control systems. There are at least two possible ways of teaching PLC's. One is Siemens and the other is Allen Bradley. Siemens is well respected throughout the world and Allen Bradley is used throughout the United States. Currently we are teaching Allen Bradley only. One of our previous industry advisory councils recommended that we have the capability of teaching both. With this proposal we would like to purchase Siemens Programmable Logic Control systems, software and human machine interface panels. For only \$12,000 we would be able to equip the entire classroom with Siemens devices giving us the capability of teaching Siemens controls. Siemens is much more friendly for education because they are so inexpensive and their software can program anything they sell. Whereas, Allen Bradley requires a different software for everything they sell which gets really expensive. With this proposal we would like to purchase Siemens controls for the entire classroom.

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**ELE Industrial Automation**     
Rationale: We would like to start teaching Siemens Programmable logic control systems. There are at least two possible ways of teaching PLC's. One is Siemens and the other is Allen Bradley. Siemens is well respected throughout the world and Allen Bradley is used throughout the United States. Currently we are teaching Allen Bradley only. One of our previous industry advisory councils recommended that we have the capability of teaching both. With this proposal we would like to purchase Siemens Programmable Logic Control systems, software and human machine interface panels. For only \$12,000 we would be able to equip the entire classroom with Siemens devices giving us the capability of teaching Siemens controls. Siemens is much more friendly for education because they are so inexpensive and their software can program anything they sell. Whereas, Allen Bradley requires a different software for everything they sell which gets really expensive. With this proposal we would like to purchase Siemens controls for the entire classroom.

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**Riverside City College**  
**Curriculum Committee Minutes**  
 October 22, 2019 • 3-5 pm • Hall of Fame

1. Call to Order at 3:03 pm

<b>Voting Committee Members Present</b>	<b>Voting Committee Members Absent</b>
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>	<b>Jay Boshara</b> , <i>Economics/Geography/Political Science</i>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	<b>Nancy Gall</b> , <i>Applied Technology Dept. Rep. (18-20)</i>
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	<b>Shannon Hammock</b> , <i>Library/Learning Resources</i>
<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>	<b>Robert Jew</b> , <i>Art Dept. Rep. (19-21)</i>
<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies Dept. Rep. (19-21)</i>	
<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (19-21)</i>	<b>Non-Voting Committee Members Absent</b>
<b>Mark Haines</b> , <i>Dance and Theater Dept. Rep. (18-20)</i>	<b>Carol Farrar</b> , <i>Vice President of Instruction</i> ,
<b>Kathy Kelly</b> , <i>World Languages Dept. Rep. (18-20)</i>	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>
<b>Clara Lowden</b> , <i>Kinesiology/Athletics Dept. Rep. (19-21)</i>	<b>Ajene Wilcoxson</b> , <i>Dean, Career and Technical</i>
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (19-21)</i>	
<b>Carla Reible</b> , <i>English &amp; Media Studies Dept. Rep. (19-20)</i>	
<b>Ernesto Reyes</b> , <i>Mathematics Dept. Rep. (18-20)</i>	
<b>Aaron Sappenfield</b> , <i>Physical Sciences Dept. Rep. (19-21)</i>	
<b>Steve Schmidt</b> , <i>Music Dept. Rep. (19-21); Technical Review Com Chair</i>	
<b>Catherine Thaler</b> , <i>Life Sciences Dept. Rep. (18-20)</i>	
<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-21)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (19-20)</i>	
<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>	
<b>Non-Voting Committee Members Present</b>	
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	
<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>	
<b>Nadieh Mohammad</b> , <i>ASRCC Student Representative</i>	
<b>Liaisons/Admin/Staff/Guests</b>	
<b>Cynthia Morrill</b> , <i>Film Studies</i>	
<i>All action items are recorded in the minutes with the understanding that voting members listed above voted with the majority decision unless otherwise noted.</i>	

2. Approval of the Agenda: 1<sup>st</sup> Lowden; 2<sup>nd</sup> Reible; Approved

3. Approval of Minutes: October 8, 2019: 1<sup>st</sup> Schmidt; 2<sup>nd</sup> Vermillion; Approved

4. Reports

a. Curriculum Chair – Kelly Douglass: No report

b. Articulation Officer – Ellen Drinkwater: No report

c. Instructional Programs Support Coordinator – Casandra Greene: No report

- d. Tech Review Chair – Steven Schmidt: No report
  - e. CIO – Carol Farrar: No report
5. Curriculum Policy & Procedure
- a. Follow up from Sheila Pisa on our DE proposal notes
    - i. Instructors can use other tech to communicate with students (such as Remind) but because it is labor intensive to provide evidence of this activity to accreditors and auditors, there has to still be at least two or more methods in Canvas.
    - ii. The best way to reach Canvas to try and build support for building a tool like Remind from within Canvas is to write in the Canvas Community.
  - b. Reminder: Program Discontinuance – Alert Dr. Farrar by October 31 if you have an programs in your department that you know need to begin the discontinuance process this year
6. Open Forum
- a. Steven showed the committee where the shared excel spreadsheet for noting minor errors is on the curriculum webpage
7. **Approval Items:**
- a. Motion to accept technical corrections from spreadsheet as listed below where possible and appropriate to fix in COR proposals or move forward if correction already made or deemed not necessary by Schmidt or Douglass: 1<sup>st</sup> Lowden, 2<sup>nd</sup> Vermillion; Approved
  - b. See attached excel sheet for approval action items and information items from MVC and Norco
8. Reminders and clarifications following all approval items:
- a. There is no October 29 meeting as it is a 5<sup>th</sup> Tuesday (RCC CC meets on 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays).
  - b. Tech Review meets next on November 5; that is the Tech Review agenda that is the last one for AY 20-21 catalog; items approved at that meeting will be on our agenda for our next meeting on November 12
  - c. Some discussion to clarify where documents can be found in curricunet for non-COR approvals housed in the system in a “course shell” and how to read the levels that items are at and the time needed for mandatory holds.
9. Meeting adjourned at 4:53; 1<sup>st</sup> Lowden; 2<sup>nd</sup> Thaler; approved

Notes for minor clean-up from shared spreadsheet:

MAJ	COS	10A Level I Hairstyling Concepts	Outside reading assignments include reading from textbook; in course description should Level 1 be capitalized or lowercase? Just make consistent. Missing TOPS code/
MAJ	COS	10B Level II Hairstyling Concepts	Outside reading assignments include reading from textbook; course description should Level 2 be capitalized or lowercase? Just make consistent
MAJ	COS	10C Level III Hairstyling Concepts	Outside reading assignments include reading from textbook
MAJ	COS	1A Introduction to Cosmetology Level I	Outside reading assignments include reading from textbook; COS 10A has COS 1A as corequisite. Shouldn't COS 1A have COS 10A as a coreq
MAJ	COS	1B Introduction to Cosmetology Level II	Outside reading assignments include reading from textbook; COS 10B has COS 1B as corequisite. Shouldn't COS 1B have COS 10B as a coreq
MAJ	COS	1C Cosmetology Business Concepts	Outside reading assignments include reading from textbook
MAJ	COS	20A Level I Chemical Texture Concepts	Outside reading assignments include reading from textbook
MAJ	COS	20B Level II Chemical Texture Concepts	Outside reading assignments include reading from textbook
MAJ	COS	30A Level I Haircutting Concepts	Outside reading assignments include reading from textbook
MAJ	COS	30B Level II Haircutting Concepts	"
MAJ	COS	30C Level III Haircutting Concepts	"
MAJ	COS	40A Level I Haircoloring and Bleaching Concepts	"; needs lab content
MAJ	COS	40B Level II Haircoloring and Bleaching Concepts	"; needs lab content
MAJ	COS	57A Level I Skin Care Concepts	"; needs lab content
MAJ	COS	57B Level II Skin Care Concepts	"; needs lab content
MAJ	COS	57C Level III Skin Care Concepts	"; needs lab content
MAJ	COS	60A Beginning Cosmetology Concepts	"; needs lab content
MAJ	COS	60B Level II Cosmetology Concepts	Outside reading assignments include reading from textbook
MAJ	COS	60C Level III Cosmetology Concepts	"
MAJ	COS	60D Level IV Cosmetology Concepts	"
MAJ	COS	60E Level V Cosmetology Concepts	"
MAJ	COS	60E1 Level V Cosmetology Concepts	"
MAJ	COS	60E2 Level V Cosmetology Concepts	"
MAJ	COS	60F Remedial Training Course	

MAJ	COS	61A Level I Cosmetology Instructor Concepts A	"
MAJ	COS	61B Lev II Cosmetology Instructor Concepts B	"; needs lab content
MAJ	COS	62A Level I Esthetician Concepts	Outside reading assignments include reading from textbook
MAJ	COS	62B Level II Esthetician Concepts	"
MAJ	COS	67A New Trends and Techniques in Hairdressing A	In MOI can we put lecture if a lab course? Under Sample Assisgnments Outside Class Reading bullet 1 typo on Cosmetology
MAJ	COS	67B New Trends and Techniques in Hairdressing B	In MOI can we put lecture if a lab course?
MAJ	COS	67C New Trends and Techniques in Hairdressing C	"
MAJ	COS	68A Principles and Practices of Competition Hairstyling	Outside reading assignments include reading from textbook; need lab content
MAJ	COS	69A Mens Hair Design A	Need lab content
MAJ	COS	69B Mens Hair Design B	"
MAJ	COS	69C Mens Hair Designs C	"
MAJ	COS	70A Level I Makeup and Hair Removal Concepts	Outside reading assignments include reading from textbook; need lab content
MAJ	COS	70B Level II Makeup and Hair Removal Concepts	"
MAJ	COS	80A Level I Nail Care Concepts	Outside reading assignments include reading from textbook; need lab content
MAJ	COS	80B Level II Nail Care Concepts	"
MAJ	COS	97A Cosmetology Theory Exam Readiness Concepts	Outside reading assignments include reading from textbook
MAJ	COS	97B Cosmetology Practical Exam Readiness Concepts	"
MAJ	COS	98A Esthetics Theory Exam Readiness Concepts	"
MAJ	COS	98B Esthetics Practical Exam Readiness Concepts	"
MAJ	COS	99A Manicure Theory Exam Readiness Concepts	"
MAJ	COS	99B Manicure Practical Exam Readiness Concepts	"
MAJ	ENG	40 World Literature I: From Ancient Literatures to the Seventeenth Century	Does Eng 1A need to link to Entrance skills since it could be one of the prereqs? [no - qualification for ENG 1A is not the same as 1A - KD]
MAJ	ENG	41 World Literature II: Seventeenth Century Through the Present	"
NEW	CIS	30A Introduction to Python Programming	Isn't it 4 units? Missing CIS-5 advisory in Entrance Skills; lab content missing; Outside reading assignments include reading from textbook
NEW	EST	33 Materials of Construction	Formatting of information under Methods of Instruction



**Attachments:** October 8, 2019 Draft minutes  
Approval Items  
(Under separate cover) Shared document for minor corrections tracking

**Riverside City College**  
**Curriculum Committee Minutes**  
 November 12, 2019 • 3-5 pm • Hall of Fame

13. Call to Order at 3:01 pm

<b>Voting Committee Members Present*</b>	<b>Voting Committee Members Absent</b>
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>	<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (19-21)</i>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	<b>Mark Haines</b> , <i>Dance and Theater Dept. Rep. (18-20)</i>
<b>Jay Boshara</b> , <i>Economics/Geography/Political Science Dept. Rep. (19-21)</i>	<b>Robert Jew</b> , <i>Art Dept. Rep. (19-21)</i>
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	
<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>	<b>Non-Voting Committee Members Absent</b>
<b>Nancy Gall</b> , <i>Applied Technology Dept. Rep. (18-20)</i>	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>
<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies Dept. Rep. (19-21)</i>	<b>Ajene Wilcoxson</b> , <i>Dean, Career and Technical</i>
<b>Shannon Hammock</b> , <i>Library/Learning Resources Dept. Rep. (18-20)</i>	
<b>Kathy Kelly</b> , <i>World Languages Dept. Rep. (18-20)</i>	
<b>Clara Lowden</b> , <i>Kinesiology/Athletics Dept. Rep. (19-21)</i>	
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (19-21)</i>	
<b>Carla Reible</b> , <i>English &amp; Media Studies Dept. Rep. (19-20)</i>	
<b>Ernesto Reyes</b> , <i>Mathematics Dept. Rep. (18-20)</i>	
<b>Aaron Sappenfield</b> , <i>Physical Sciences Dept. Rep. (19-21)</i>	
<b>Steve Schmidt</b> , <i>Music Dept. Rep. (19-21); Technical Review Com Chair</i>	
<b>Catherine Thaler</b> , <i>Life Sciences Dept. Rep. (18-20)</i>	
<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-21)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (19-20)</i>	
<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>	
<b>Non-Voting Committee Members Present</b>	
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	
<b>Carol Farrar</b> , <i>Vice President of Instruction, Administrative Co-Chair Curriculum Committee</i>	
<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>	
<b>Nadieh Mohammad</b> , <i>ASRCC Student Representative</i>	
<b>Liaisons/Admin/Staff/Guests</b>	
<b>Jeanine Gardner</b> , <i>Admissions and Records / Eval / FA</i>	
<b>Scott McLeod</b> , <i>BIST</i>	

14. Approval of the Agenda: 1<sup>st</sup> Lowden / 2<sup>nd</sup> Vermillion; Approved

15. Approval of Minutes from October 22, 2019: 1<sup>st</sup> Borses / 2<sup>nd</sup> Williams; Approved

16. Reports

- a. **Curriculum Chair – Kelly Douglass**: No official reports; chair thanked Ellen and Karyn for bringing tacos, burritos, and cookies to get us through this meeting.
- b. **Articulation Officer – Ellen Drinkwater**: No report
- c. **Instructional Programs Support Coordinator – Casandra Greene**: No report
- d. **Tech Review Chair – Steven Schmidt**:

- i. Steven explained that he will address corrections, typographical errors, and other clear easy fixes from the spreadsheet as noted.
- ii. He further advised everyone that if they have questions about items or even small concerns that require discussion, they don't need to put it on the sheet.
- iii. He requested that for today, where there is a mix on the spreadsheet, if you have any questions that we don't bring up in discussion of approval items, please alert us to those questions or concerns.

e. CIO – Carol Farrar:

- i. No report
- ii. Possible announcement/inquiry about Program Discontinuance schedule deferred to future meeting

17. Curriculum Policy & Procedure: No items

18. Open Forum: Ernesto Reyes asked if it is possible to add more pre-requisite skills than just those outlined in the linked entrance skills. Answer provided that yes that is possible as long as the additional skills can be met by the SLOs of the pre-req, co-req, or advisory course listed on the COR.

19. Approval and Information Items: Agreement to include the following items as noted on the spreadsheet where possible, applicable, and appropriate. Discretion left to the CC Chair and TR Chair. See attached excel sheet for record of actual approval actions and information items.

AA	MUS	AA680 R Associate in Arts in Music	
AA	MUS	AA704 R Associate in Arts in Music for Transfer	
AS	ADM	AS GDM R AS Graphic Design and Digital Media RIV	9 PLOs; 46 units; fix unit counts and totals
AS	ADM	AS653 R Graphic Design and Printing	check unit count
AS	AIR	AS BE R Building Energy Systems Professional in HVAC Technology Associate of Science Degree	units don't add up correctly. Based on what is listed under electives (all are 3 units) can only have 21 or 24 not 23 units.; 67-70 units?
AS	AIR	AS CT R HVAC Commercial Technology	67-70 units for program + GE for Gen ed?
AS	BIO	AST ES R Environmental Science	41 units; fix how listing looks
AS	CUL	AS BPA R Associate of Science Degree in Baking & Pastry Arts	21 PLOs that will need to be assessed
CERT	ADM	CE821 R Motion Graphics and 3D Animation	
CERT	ADM	CE822 R Basic Graphic Communication	
CERT	ADM	CE823 R Basic Graphic Design	

CERT	ADM	CE862 R Electronic Publishing and Design	
CERT	ADM	CERT GDM R CERT Graphic Design and Digital Media RIV	
CERT	AIR	CERT AC R Air Conditioning and Refrigeration	
CERT	AIR	CERT BA R Building Automation Control Certificate	
CERT	AIR	CERT CT R HVAC Commercial Technology	
CERT	AIR	CERT RI R Residential Installation	
CERT	AUT	CERT HEV R Automotive Hybrid and Electrical Vehicle RIV	Unit math fix.
CERT	CAT	CERT WC R Business Information Worker Essential Preparation: Workplace Communication Certificate of Completion	
CERT	CAT	CERT WDM R Business Information Worker Essential Preparation: Workplace Decision Making and Time Management Certificate of Completion	
CERT	CIS	CE820 R Web Master: Web Designer	
CERT	CIS	CE843 R Web Master: Web Developer	
CERT	CIS	CERT CA R IT Technician Pathway Certificate in Cybersecurity Analyst	
CERT	CIS	CERT CS R IT Technician Pathway Certificate in Cybersecurity Specialist	
CERT	COS	CERT BC R Certificate in Barbering Concepts	
CERT	COS	CERT CC R Certificate in Cosmetology Concepts	
CERT	COS	CERT EC R Certificate in Esthetician Concepts	
CERT	COS	CERT HC R Certificate in Hairstyling Concepts	
CERT	CUL	CERT BP R Baking & Pastry Certificate Program	No POR attached. How many units?
CERT	CUL	CERT FS R Food Service Career & Certification Preparation Certificate of Completion RIV	
CERT	ESL	CERT AE R Noncredit Advanced American College English	
CERT	ESL	CERT BE R Noncredit Beginning American College English	
CERT	MUS	CERT853 R Piano Performance Certificate	

CERT	PDS	CERT FL R Non-Credit Certificate Financial Literacy	Needs minutes
DE	COM	1DE2 Public Speaking	
DE	COM	9DE2 Interpersonal Communication	
DE	ESL	46DE Beginning American College English	
DE	ESL	47DE Intermediate American College English	Title needs to match ESL 47 which states Low-Intermediate otherwise ESL 47 and 48 have the exact same title.
DE	ESL	48DE Intermediate American College English	
DE	ESL	49DE High-Intermediate American College English	In contact type (face-to-face) on proposal it links this course with ESL 54. I think it is a typo and should be linked with ESL 49-- Correct. That is a typo.
DE	ESL	50DE Advanced American College English	
DE	ESL	846DE Beginning American College English	
DE	ESL	847DE Low-Intermediate American College English	
DE	ESL	848DE Intermediate American College English	
DE	ESL	849DE High-Intermediate American College English	
DE	ESL	850DE Advanced American College English	
DE	EST	20DE California Energy Codes	
DE	EST	21DE California Building Codes	
DE	EST	22DE California Mechanical Codes	
DE	EST	23DE California Plumbing Codes	
DE	EST	24DE California Electrical Codes	
DE	EST	25DE California Residential Codes	
DE	EST	26DE California Fire Codes	
DE	FIT	1DE Fire Protection Organization	
DE	FIT	2DE2 Fire Behavior and Combustion	
DE	FIT	5DE Fire Prevention	
DE	NRN	18DE Transition Course for Advanced Placement Students	
DE	NXN	78DE Pharmacology in Clinical Nursing Practice	
DE	PHO	20DE Introduction to Digital Photography	
DE	RUS	11DE Culture and Civilization	

DE	SPA	11DE Spanish Culture and Civilization	Email contact needed
DE	SPA	12DE Latin American Culture and Civilization	Email contact needed
DEL	ADJ	K1A Code Enforcement Basics	
DEL	ADJ	K1B Code Enforcement Officer Intermediate	
DEL	ADJ	K1C Code Enforcement Officer Advanced Code	
DEL	ADJ	W7A Rangemaster Course	
DEL	ENE	23 Descriptive Geometry	
DEL	FIT	S18 Fire Department Water Tender Operations	
DEL	FRE	4 French 4	
DEL	HIS	40 Oral History	
DEL	KIN	A92 Weight Training, Advanced	
DISC	BUS	DISC PDS R Professional Development Studies	
DISC	ESL	DISC ACE American College English	
EXCL	CAT	EXCL 84 RIV Exclusion CAT-84	
LAB	BIO	LAB 21 California Naturalist	
LAB	MAT	LAB 1C Extensive Prep Lab	
LAB	MAT	LAB 23 Extensive Prep Lab	
MAJ	ADJ	4 Legal Aspects of Evidence	Do "define and describe" qualify as critical thinking skills for an SLO? This SLO appears to be an objective
MAJ	ADM	2A Color Systems and File Management	Start year says 2019. Shouldn't it be 2020?/ Course Content: numbering issue.
MAJ	ADM	2B Pre-press and Printing Substrates	Should start year be 2020? Objectives seem to be SLOs, for the most part.
MAJ	AIR	50A Air Conditioning and Refrigeration Theory	
MAJ	AIR	50B Residential Air Conditioning	
MAJ	AIR	51A Residential Heating and Ventilation	
MAJ	AIR	51B Commercial and Industrial Heating and Air Conditioning	
MAJ	AIR	53 Basic Electricity for A/C & Refrigeration	
MAJ	ARE	24 Architectural Drafting	
MAJ	ARE	25 Advanced Architectural Drafting	
MAJ	ARE	35 History of Architecture-Beginnings through Gothic	

MAJ	ARE	36 History of Architecture:Renaissance to Modern	
MAJ	ARE	37 Architectural Design I	
MAJ	BUS	40 Introduction to Global Business	Extra space after "markets" in course description./ SLOs -- wording unclear/ Course Content 1. 5. Physical Environment?/ Eval: demonstrating an UNDERSTANDING of.. SLO #3 - "factors" should be "factor", Method of Eval - bullet 1 - "understand" should be "understanding"
MAJ	BUS	43 Global Marketing	SLO #1 is the course description of the course
MAJ	BUS	46 Global Trade	SLO #1 is the course description of the course; Methods of evaluation - last bullet - "isn" should be "in", COR #3 -"Selecting Effective Partnership" should be "Selecting Effective Partnerships"
MAJ	BUS	48 International Management	
MAJ	BUS	814 Business Skills: Professional Communication Basics	
MAJ	CIS	8 Fundamentals:Information Systems Security Auditing	
MAJ	COS	68B Special Artistic Effects Used in Competition Hairstyling	SLO #4 to objective?
MAJ	ENE	10 Introduction to Engineering	<del>No GE SLOs NOT GE SS</del> ; CC numbering
MAJ	ENE	39 Engineering Circuit Analysis	<del>No GE SLOs NOT GE SS</del> ; numbering off in course & laboratory content
MAJ	ENG	1A English Composition	
MAJ	ENG	1AH Honors English Composition	
MAJ	ENG	30 Children's Literature	Does ENG-1A need to be linked to Entrance Skills since states "eligibility for ENG-1A"
MAJ	ENG	48 Short Story and Novel from the Twentieth Century to the Present	
MAJ	GUI	46 Introduction to the Transfer Process	<del>Numbering off in course content</del> FIXED-SS
MAJ	GUI	47 Career Exploration and Life Planning	<del>Numbering off in course content</del> FIXED-SSAn intensive career investigation; (change to comma or period depending on meaning) decision making, goal setting and job search strategies, as well as resume writing and interviewing skills will also be addressed. This course is designed to assist those students considering the transition of a career change or (add "who are" undecided about the selection of a college major.)
MAJ	GUI	48 College Success Strategies	<del>Numbering off in course content</del> FIXED-SS
MAJ	HIS	11 Military History of the United States to 1900	Course objective #9 should begin with the word "Explain"
MAJ	HIS	12 Military History of the United States Since 1900	Not sure if "greater understanding" and "express greater critical thinking ability" is correctly written for a SLO; Numbering off in course content; SLO --"Understand and appreciate the nature of historical processes and methods." don't think this is assessable and what are historical methods?

MAJ	HUM	35 Philosophy of Religion	Numbering off in course content
MAJ	KIN	10 Introduction to Kinesiology	
MAJ	KIN	23 Volleyball Coaching Theory	
MAJ	KIN	42 Lifeguarding/Title 22 First Aid/Water Safety Instructor	
MAJ	KIN	A43 T'ai-chi Ch'uan, Beginning	
MAJ	KIN	A44 T'ai-chi Ch'uan, Intermediate	OBJs 2, 3, 5 need a verb
MAJ	KIN	A46 Hatha Yoga, Beginning	No outside of class reading assignment--needed?
MAJ	KIN	A47 Hatha Yoga, Intermediate	Methods of Evaluation--student's should be students'
MAJ	KIN	A62 Flag Football	textbook rationale - "sued" should be "used"; under Course Content 2. "Warm up" only has one number under it.
MAJ	KIN	A71 Beach Volleyball	
MAJ	KIN	A75A Walking for Fitness: Beginning	
MAJ	KIN	A75B Walking for Fitness: Intermediate	
MAJ	KIN	A81A Physical Fitness, Beginning	It says in the rationale that they wanted to change the course name from Physical Fitness to Cardio and Strength Training but the name is not changed on the COR FIXED SS
MAJ	KIN	A81B Physical Fitness, Intermediate	It says in the rationale that they wanted to change the course name from Physical Fitness to Cardio and Strength Training but the name is not changed on the COR FIXED SS
MAJ	KIN	A81C Physical Fitness, Advanced	It says in the rationale that they wanted to change the course name from Physical Fitness to Cardio and Strength Training but the name is not changed on the COR FIXED SS
MAJ	KIN	V01 Cross Country, Varsity, Men	
MAJ	KIN	V06 Track and Field, Varsity, Men	
MAJ	KIN	V12 Cross Country, Varsity, Women	
MAJ	KIN	V14 Track and Field, Varsity, Women	
MAJ	KIN	V26 Song/Cheerleading	OBJ 2 - "Illustrate and employ" should be "Illustrate and apply"
MAJ	KIN	V27 Stunt	OBJ 1 - "step" should be "steps"
MAJ	KIN	V33 Track and Field Techniques: Running Event Techniques	
MAJ	KIN	V34 Track and Field Techniques: Field Event Techniques	
MAJ	KIN	V50 Baseball Fundamentals, Defensive	
MAJ	KIN	V51 Baseball Fundamentals, Offensive	



MAJ	KIN	V71 Women's Beach Volleyball	COR outline numbering incorrect
MAJ	KIN	V78 Long Distance Running	
MAJ	KIN	V92 Weight Training, Varsity Athletes	
MAJ	MIL	1 Military History of the United States to 1900	I dropped a course objective in copying the class. "9. Explain how the Europeanization of Indian Warfare became the Americanization of Indian warfare." - what's listed as objectives 9, 10, 11 should be 10, 11 and 12
MAJ	MIL	2 Military History of the United States Since 1900	
MAJ	MUS	20 Great Composers and Music Masterpieces Before 1820	Numbering off in course content
MAJ	MUS	21 Great Composers and Music Masterpieces After 1820	Course content #3-6 only has one item under each heading SS will reformat
MAJ	MUS	29 Concert Choir	<del>Perhaps SLO #1 should read, "sing" in time rather than "play" ?</del> NICE CATCH ; ) SS
MAJ	MUS	58 Gospel Choir	
MAJ	MUS	P76 Advanced Piano Ensemble	can partial units be offered?
MAJ	NRN	18 Transition Course for Advanced Placement Students	Course Content--3.1 "Professionalism"--"Code of Ethics" has only one item under it.
MAJ	NRN	21B Nursing Learning Laboratory	SLO 5 - "Initiates" should be "Initiate" SLO 1- colon is not necessary; are course objectives formatted correctly?
MAJ	NRN	21C Nursing Learning Laboratory	SLO 5 - "Initiates" should be "Initiate"; SLO 1-colon is not necessary; format?
MAJ	NRN	93 Calculations for Healthcare Providers	is household an approved term for describing the English measurement system? Text is 2016
MAJ	NVN	55A Vocational Nursing Practice and Nutrition Across the Lifespan	OBJs - verbs should be plural
MAJ	NVN	55B Principles of Pathophysiology	objectives and SLOs - verbs should be plural?
MAJ	NXN	78 Pharmacology in Clinical Nursing Practice	objectives and SLOs - verbs should be plural?
MAJ	PHI	10 Introduction to Philosophy	2016 text?
MAJ	PHI	10H Honors Introduction to Philosophy	Does the mention of 20 pages of writing in the assignments section sufficiently distinguish this as an Honors course from PHI 10?
MAJ	PHI	11 Critical Thinking	In methods of evaluation I thought we could not put participation and attendance in COR.
MAJ	PHI	12 Introduction to Ethics	
MAJ	PHI	19 Native American Thought	Textbooks are out of date
MAJ	PHI	22 Philosophy of Science	2016 most recent textbook. Okay? Why does it say "not in college inventory" for MV and RIV? Entrance skills are not linked.
MAJ	PHI	32 Introduction to Symbolic Logic	Only 1 objective for a 3 unit course; SLO 2 no comma needed
MAJ	PHI	33 Introduction to Social and Political Philosophy	Entrance skills are not linked to PHI 10 and 11

MAJ	PHI	35 Philosophy of Religion	Entrance skills are not linked to PHI 10 and 11 and there are no entrance skills listed despite advisory
MAJ	PSY	48 Statistics for the Behavioral Sciences	Course content number formatting is off; course content 6 has only one subpoint
MAJ	SOC	48 Statistics for the Behavioral Sciences	Course content number formatting is off; course content 6 has only one subpoint
NEW	ADJ	41 Computers & Investigative Analysis	
NEW	ADJ	9H Honors Law in American Society	Not sure if the the objectives/SLOs should be leveled to higher order thinking since honors course. Looks like the only difference b/t this course and regular course is in the sample assignments
NEW	AIR	30 Residential System Installation	Content format issue from Copy & paste
NEW	AIR	50C Residential Installation	
NEW	AIR	51C Commercial and Industrial Refrigeration	
NEW	AIR	51D Building Automation and Control Systems	
NEW	AIR	61A Beginning Air Conditioning and Refrigeration 1	In course objective #5, saturated needs to be lower case; spacing on course content
NEW	AIR	61B Advanced Air Conditioning and Refrigeration II	Numbering off in course content
NEW	AIR	64A Beginning Air Conditioning and Refrigeration Electricity	Numbering off in course content
NEW	AIR	64B Advanced Air Conditioning and Refrigeration Electricity II	Spacing and formatting off in course and laboratory content; lab content #4 has VI (roman numeral) that I think should be removed.
NEW	AIR	75 HVAC/R Systems Design	Numbering off in course & laboratory content
NEW	AIR	76 Facilities Maintenance/Chillers	Numbering off in course & laboratory content
NEW	AIR	77 Energy Conservation Methods for HVACR	Numbering off in course & laboratory content; missing outside of class assignments; 2012 course materials. Course objs - #7 - "Preform" should be "Perform" same under #2 in content review
NEW	AIR	78 Safe Refrigerant Handling & Management	Numbering off in course & laboratory content
NEW	AIR	80 Gas Heating	AIR-61A is listed as coreq but that course is all on air conditioning and this course is on heating. I can't tell from the Entrance Skills or course description why AIR-61A would be a coreq; Numbering off in course & laboratory content
NEW	AIR	83 All Weather Heating & Cooling System	Other outside assignments: Mind Tap. Might need an assignment that is non-publisher related
NEW	AIR	84 Boiler and Hydronic Heating	Numbering off in course & laboratory content; course content "flue gas analysis" I think is supposed to be "fuel gas analysis"; no outside of class assignments. SLO #4 - starts with "Students will" all others just start with the Verb.
NEW	AIR	850 EPA Preparation and Certification	
NEW	AIR	90 Building Automation Fundamentals	Numbering off in course & laboratory content; 2013 course material

NEW	AIR	91 Advanced Building Control Networks	Numbering off in course & laboratory content; remove extra bullet under MOI
NEW	AIR	92 Advanced Building Automation Networks and Programming	Numbering off in course & laboratory content; 2019 course material
NEW	BUS	840 Introduction to Global Business	
NEW	BUS	843 Global Marketing	SLO #1 remove - course description
NEW	BUS	846 Global Trade	
NEW	BUS	848 Global Management	No COR SLOs
NEW	CAT	831 Word Processing Skills: Editing and Formatting Documents	Under Course Materials the author's last name is left out, need to add Lambert so it reads Joan Lambert. It appears the title of the book is missing.
NEW	CAT	832 Spreadsheet Skills: Creating and Formatting Workbooks	
NEW	CAT	833 Presentation Software Skills: Creating and Formatting Presentations	
NEW	CAT	92 Adobe Acrobat	There are no units listed for this course but it is marked as degree credit and a student can earn a letter grade; missing out of class assignments.
NEW	CIS	30A Introduction to Python Programming	
NEW	CIS	30B Python Programming in Networking	
NEW	CIS	30C Python Programming in Cybersecurity	
NEW	CIS	30D Python Programming for Internet of Things (IoT)	
NEW	CIS	30E Advanced Python Programming	
NEW	CIS	40A Computer Network Fundamentals	
NEW	CIS	40B Network Routing & Switching Essentials	
NEW	CIS	40C Installing, Configuring and Administering Microsoft Operating Systems	Do advisory skills have to be linked to Entrance Skills? If so, the advisory courses are missing
NEW	CIS	40D Systems and Network Administration	
NEW	CIS	41A Principles of Cybersecurity Analysis	
NEW	CIS	833C Designing Internet of Things (IoT)	
NEW	COS	30D Level IV Haircutting Barbering Concepts	First sentence of course description is a run-on. It should be a descriptive fragment.
NEW	COS	95A Hairstyling Theory Exam Readiness	
NEW	COS	95B Hairstyling Practical Exam Readiness	

NEW	COS	96A Barbering Theory Exam Readiness Concepts	
NEW	COS	96B Barbering Practical Exam Readiness Concepts	
NEW	CUL	50 ServSafe Food Safety	Numbering off in course content; no out of class assignments
NEW	CUL	824 The Art Of Garde Manger	First 2 sentences in course description basically the same, needs revision. This is a non-credit course but has GE SLOs attached to the SLOs; No sample assignments; GESLOs remove
NEW	CUL	842 International Cuisine	No sample assignments; 2008 course material
NEW	CUL	850 ServSafe Food Safety	
NEW	ELE	67 Programmable logic controllers using Siemens	
NEW	ELE	864 Programmable Logic Controllers using Allen Bradley PLCs	
NEW	ENE	48 Programming and Problem-Solving in MATLAB	
NEW	ENG	38A Screenwriting: Beginning	Remove second "or" on Advisory
NEW	ENG	38B Screenwriting: Intermediate	
NEW	ENG	38C Screenwriting: Advanced	
NEW	ESL	46 Beginning American College English	Remove GESLOs
NEW	ESL	47 Low-Intermediate American College English	Remove GESLOs; entrance skill linked to 46 twice
NEW	ESL	48 Intermediate American College English	
NEW	ESL	49 High-Intermediate American College English	
NEW	ESL	50 Advanced American College English	
NEW	ESL	846 Beginning American College English	Remove GESLOs
NEW	ESL	847 Low-Intermediate American College English	Remove GESLOs
NEW	ESL	848 Intermediate American College English	
NEW	ESL	849 High-Intermediate American College English	
NEW	ESL	850 Advanced American College English	
NEW	MAN	67 Programmable logic controllers using Siemens	
NEW	NNA	80 Nursing Assistant Training Program (NATP)	
NEW	NNA	80A Nursing Learning Laboratory	Objs and entrance skills have combination of singular and plural verbs. should all be plural?
NEW	NNA	80B Nursing Learning Laboratory	

NEW	NNA	81 Certified Home Health Aide	2013 course materials
NEW	NNA	86 Acute Care Nurse Assistant	
NEW	PDS	816 Personal Finance	Under course materials it states "possible texts include the following:" but nothing is listed. Either need to list texts or remove; No outside of class writing assignments
NEW	PDS	817 Financial Future	Under course materials it states "possible texts include the following:" but nothing is listed. Either need to list texts or remove; No out-of-class writing assignments
NEW	PDS	818 The Successful Job Search	#7 on course content only has one item under it. Under course materials it states "possible texts include the following:" but nothing is listed. Either need to list texts or remove
NEW	PHI	36 Asian Philosophy	
NEW	REA	1 Reading Tutor Training	Under advisory need to add "or" between ENG-1A and 1AH. SLO #1 needs a period instead of semi-colon; is this course for degree-credit? Yes

### **Approval Items**

1. Course Deletions: pg. 1
2. Course Major Modifications: pg. 1-4, and MIL 1 and 2 added on agenda sheet because they were left off of pdf formatted excel spreadsheet
3. Discipline Modification: pg. 4
4. Distance Education: pg. 4-8
5. Extensive Lab: pg. 8
6. New Courses: pg. 8-13
7. New Programs (Certificates/Degrees): pg. 13-18
8. Program Modifications (Certificates/Degrees): pg. 18-19

### **Information Items:**

9. Course Deletions: pg. 19
10. Course Exclusions: pg. 19
11. Course Inclusions: pg. 19
12. Course Major Modifications: pg. 19-21
13. Course Minor Modifications: pg. 21-22
14. Distance Education: pg. 22-23
15. Extensive Lab: pg. 23
16. New Courses: pg. 23-24
17. New Discipline: pg. 24
18. New Programs (Certificates/Degrees): pg. 24-25
19. Program Modifications (Certificates/Degrees): pg. 25-26

### **Meeting Attachments:**

- October 22, 2019 Draft minutes and Draft Approval Items (2 documents)
- Math 1C and Math 23 Extensive Prep Proposal documents (4 documents)
- (Copied above) Shared document for minor corrections tracking

### Proposal

The Riverside City College (RCC) Math Department believes the 18 hours of Lab for Math 1C meets the criteria outlined in Article X Section F 2a-2c. Therefore, this proposal is to request the reclassification of Math 1C lab hours as lab hours requiring extensive preparation and student evaluation.

### Description

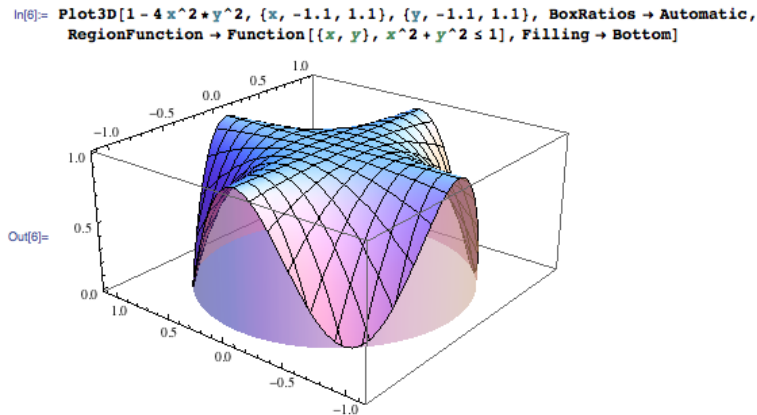
Currently our Math 1A and 1B course have 18 hours of Lab that meets the criteria outline in Article X Section F 2a-2c. However, Math 1C was not grouped with Math 1A and 1B, because the technology for 3-dimensional analysis was not available during the early 1980's. With the advancement of technology such as Mathematica, Geogebra, Desmos, and Graphing Calculators we can now provide an extensive lab for our Math 1C students, because the laboratory class:

- *requires that instructors are involved with professional development, equivalent to that in lecture courses, in order to maintain proficiency in the areas covered by the laboratory work (addresses #5 from the contract).*
  - The instructor assigned to teach the lab will plan and create the necessary activities and assist students during the lab. In addition, instructors will have to learn/become familiar with the software used during the lab and also with any future updates.
- *requires the active continuing presence of the instructor with ongoing involvement in lecturing, demonstrating, or assisting the students (addresses #1 from the contract).*
  - The lab will include math software(s) such as, Mathematica to reinforce concepts covered during lecture. Students will receive training by the instructor on how to use these software(s) to complete lab assignments and other in-class/out-class projects.
- *requires extensive student preparation from text and lecture material prior to and after each laboratory session; The laboratory class requires the instructor to see that it is related to and correlated with an extensive classroom lecture program and is supplemented with assigned readings in texts (addresses #2 and 4 from contract).*
  - The lab will include collaborative learning activities designed to enhance and test students' comprehension, by making math connections with specific topics/skill(s) covered during lecture throughout the semester.
- *requires evaluation of student performance on a regular basis in the same manner as in non- laboratory classes (addresses #3 from contract).*
  - The lab assignments will be created and graded separately from the assignments associated with the lecture.
- *is described in the course outline of record which clearly identifies compliance with the criteria above; The laboratory class is comparable to similar labs in at least some community colleges and four-year institutions in the state of California, by one-to-one equivalency or by use of laboratory or teaching assistants (addresses #6 and 7 from the contract).*
  - The laboratory class is described in the course outline of record which clearly identifies compliance with the criteria above and is comparable to other 5-unit multivariable calculus courses offered at neighboring community colleges such as, Chaffey, Citrus, and Glendale.

In conclusion, the Math departments at Riverside, Moreno Valley and Norco has approved the creation of the Math 1C laboratory and we feel that this proposal satisfies the conditions needed to justify as an extensive preparation laboratory.

## Lab #8 - Multiple Integrals

A common question that we are asked to do is to compute the exact volume of the solid that lies under the surface  $z = 1 - 4x^2y^2$  and over the unit disk. The hard part is not the integration, but the picture. So this is how you would do it using Mathematica:



So the picture above is the solid in question. Now lets use Mathematica to do the computation:

```
In[7]:= Integrate[Integrate[Sqrt[1 - x^2] (1 - 4 x^2 + y^2) dy dx,  
y -> {-Sqrt[1 - x^2], Sqrt[1 - x^2]}], x -> {-1, 1}]
```

```
Out[7]= 5 Pi / 6
```

```
In[8]:= 4 Integrate[Integrate[Sqrt[1 - x^2] (1 - 4 x^2 + y^2) dy dx,  
y -> {0, Sqrt[1 - x^2]}], x -> {0, 1}]
```

```
Out[8]= 5 Pi / 6
```

I would recommend retrying this example on your own. Then go to #1 and change a few things around. Please note, there maybe some work that needs to be done by hand.

Direction: Write down any work you did by hand and cut and paste anything you did on Mathematica.

1. Compute the volume of the solid that lies under the surface  $z = \cos(\frac{\pi}{2}(x^2 + y^2))$  and above the unit disk in the  $xy$ -plane. Create a plot of the solid (see my example).

2. Compute the area of the portion of the surface  $z = x^2y^2$  that lies above the square described by  $-1 \leq x \leq 1$  and  $-1 \leq y \leq 1$ . Create a plot of the solid (see my example).



## Proposal

The Riverside City College (RCC) Math Department believes the lab hours to Math 23 meet the criteria outlined in Article X Section F 2a-2c. Therefore, this is a proposal to request the reclassification of Math 23 lab hours as lab hours requiring extensive preparation and student evaluation.

### Description

Math 23 was designed as an accelerated college-level course to prepare STEM students for calculus, and *it replaces two four-unit courses*. Currently, many STEM students take three or more semesters to complete the pre-requisite courses, Math 53 (Geometry), 36 (trigonometry), and 10 (precalculus), before enrolling in first semester calculus. With Math 23, students have the opportunity to finish their calculus pre-requisite course in one semester and first semester calculus by the end of their second semester. Although the Math 23 course outline of record is in alignment with the C-ID descriptor (Math 955 – Precalculus and Trigonometry), the Math Department voted to include additional topics to Math 23 which include geometry and basic algebra concepts that are important in pre-calculus and calculus courses. Given that Math 35 is the only prerequisite for Math 23, students will need many just-in-time remediation activities in the lab as they progress during the semester.

**Criteria for determining an extensive preparation laboratory are as follows** Article X  
Section F 2a-2c

- 1) *The laboratory class requires the active continuing presence of the instructor with ongoing involvement in lecturing, demonstrating, or assisting the students;*  
The instructor assigned to teach Math 23 is the same instructor teaching its lab component. The lab component takes place in the same classroom as the lecture, and it requires the instructor presence to provide instructions and assist students in completing the lab assignments and/or activities.
2. *The laboratory class requires extensive student preparation from text and lecture material prior to and after each laboratory session;*  
Math 23 is a new course offered by the RCC Math Department and its lab requires substantial preparation on the part of the instructor and students. The instructor lectures, creates, and implements the necessary activities for the lab. The activities incorporate math software(s) such as Desmos, and/or Geogebra, manipulatives, articles, books, and literatures related to topics in math. Students who do not finish the lab assignments are required to complete them outside the class.

3. *The laboratory class requires evaluation of student performance on a regular basis in the same manner as in non-laboratory classes;*

The Math 23 lab assignments such as individual or group handouts, quizzes, and projects are graded separately from the assignments associated with the lecture.

4. *The laboratory class requires the instructor to see that it is related to and correlated with an extensive classroom lecture program and is supplemented with assigned readings in texts.*

The instructor assigned to teach Math 23 is responsible to see that the lab component is related to extensive math labs for calculus and support trigonometric courses.

5. *The laboratory class requires that instructors are involved with professional development, equivalent to that in lecture courses, in order to maintain proficiency in the areas covered by the laboratory work;*

Given that Math 23 is a combo course, the lab to Math 23 is designed to address two main objectives:

- a) Provide just-in-time remediation in geometry and basic algebra as a strategy to support students in the course.
- b) Reinforce concepts covered during the regular lecture.

6. *The laboratory class is described in the course outline of record which clearly identifies compliance with the criteria above;*

The Math 23 course outline of record contains the above criteria and it is written in accordance with other math courses with extensive lab component such as Math 1A and Math 1B.

7. *The laboratory class is comparable to similar labs in at least some community colleges and four-year institutions in the state of California, by one-to-one equivalency or by use of laboratory or teaching assistants*

Math 23 is replacing two four-unit courses, but students only pay for six units. The course outline of record is in alignment with the C-ID Descriptor Math 955 (Precalculus and Trigonometry) which requires the precalculus and trigonometric course to be a minimum of six units. On the C-ID website, some community colleges and a California State University, Bakersfield offer similar courses.

*Foothill College offers two five-unit courses as a trigonometry and precalculus combo course (10 units).*

*San Joaquin Delta College offers two four-unit courses as a trigonometry and precalculus combo course. (8 units)*

*California State University, Bakersfield offers a six-unit combo course. (6 units)*

*Hartnell Community College offers a six-unit combo course. (6 units)*

See <https://c-id.net/courses/search> for a complete list.

The math department agreed and voted to submit a proposal to request a one-to-one equivalency for the lab component. If you have any questions, please contact the curriculum representative for the math department.

Math 23 Lab  
Functions and Their Roots

1. Use a graphing utility (Desmos or graphing calculator) to complete the following chart:
  - a. Identify the x-intercepts (roots).
  - b. Determine the multiplicity of the root at each x-intercept.
  - c. Determine whether the graph crosses or touches the x-axis at each x-intercept.

Function	Observation
$y = (x - 2)^1$	*x-intercept: *Multiplicity of the root: *Behavior at each x-intercepts:
$y = (x - 2)^2$	*x-intercept: *Multiplicity of the root: *Behavior at each x-intercepts:
$y = (x - 2)^3$	*x-intercept: *Multiplicity of the root: *Behavior at each x-intercepts:
$y = (x - 2)^4$	*x-intercept: *Multiplicity of the root: *Behavior at each x-intercepts:
$y = (x - 2)^5$	*x-intercept: *Multiplicity of the root: *Behavior at each x-intercepts:
$y = (x - 2)^6$	*x-intercept: *Multiplicity of the root: *Behavior at each x-intercepts:

2. What do you notice about all the functions in this table? What do they have in common, algebraically? What do they have in common graphically.

3. Discuss with a classmate to see if you could generalize your observation.
- "For a function of the form  $y = (x - a)^n$  where  $n$  is a positive EVEN integer..."
- "For a function of the form  $y = (x - a)^n$  where  $n$  is a positive ODD integer..."
4. Complete the following chart.
- Identify the x-intercepts (roots).
  - Determine the multiplicity of the root at each x-intercept.
  - Determine whether the graph crosses or touches the x-axis at each x-intercept.

Function	Observation	Observation
$y = (x - 2)^1(x + 3)^2$	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> <li>*Behavior at each x-intercepts:</li> </ul>	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> <li>*Behavior at each x-intercepts:</li> </ul>
$y = (x - 2)^1(x + 3)^4$	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> <li>*Behavior at each x-intercepts:</li> </ul>	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> <li>*Behavior at each x-intercepts:</li> </ul>
$y = (x - 2)^3(x + 3)^4$	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> <li>*Behavior at each x-intercepts:</li> </ul>	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> <li>*Behavior at each x-intercepts:</li> </ul>
$y = (x - 2)^2(x + 3)^3$	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> <li>*Behavior at each x-intercepts:</li> </ul>	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> <li>*Behavior at each x-intercepts:</li> </ul>
$y = (x - 2)^2(x + 3)^2$	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> </ul>	<ul style="list-style-type: none"> <li>*x-intercept:</li> <li>*Multiplicity of the root:</li> </ul>

	*Behavior at each x-intercepts:	*Behavior at each x-intercepts:
--	---------------------------------	---------------------------------

5. Without graphing, state what happens to the graphs near their x-intercept(s)?

a.  $y = (2x - 3)^6$

b.  $y = (2x + 3)^6$

b.  $y = (3x - 2)^4(\sqrt{2}x + 1)$

d.  $y = (3x - e)^4(3x + p)^2$

6. Sketch a graph of a function that has a root of multiplicity 2 at  $x = 1$  and a root of multiplicity 3 at  $x = -2$ .

7. Write an equation for a function that has a root of multiplicity 2 at  $x = \frac{4}{5}$  and a root of multiplicity 3 at  $x = -\sqrt{5}$ . How many different functions fit these features?

**Riverside City College**  
**Curriculum Committee Minutes**  
 November 26, 2019 • 3-5 pm • Hall of Fame

1. Call to Order at 3:04

<b>Voting Committee Members Present*</b>	<b>Voting Committee Members Absent</b>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>
<b>Jay Boshara</b> , <i>Economics/Geography/Political Science Dept. Rep. (19-21)</i>	<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies</i>
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (19-21)</i>
<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>	<b>Mark Haines</b> , <i>Dance and Theater Dept. Rep. (19-20)</i>
<b>Nancy Gall</b> , <i>Applied Technology Dept. Rep. (18-20)</i>	<b>Shannon Hammock</b> , <i>Library/Learning Resources Dept.</i>
<b>Robert Jew</b> , <i>Art Dept. Rep. (19-21)</i>	
<b>Kathy Kelly</b> , <i>World Languages Dept. Rep. (18-20)</i>	<b>Non-Voting Committee Members Absent</b>
<b>Clara Lowden</b> , <i>Kinesiology/Athletics Dept. Rep. (19-21)</i>	<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (19-21)</i>	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>
<b>Carla Reible</b> , <i>English &amp; Media Studies Dept. Rep. (19-20)</i>	<b>Nadieh Mohammad</b> , <i>ASRCC Student Representative</i>
<b>Ernesto Reyes</b> , <i>Mathematics Dept. Rep. (18-20)</i>	
<b>Aaron Sappenfield</b> , <i>Physical Sciences Dept. Rep. (19-21)</i>	
<b>Steve Schmidt</b> , <i>Music Dept. Rep. (19-21); Technical Review Com Chair</i>	
<b>Catherine Thaler</b> , <i>Life Sciences Dept. Rep. (18-20)</i>	
<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-21)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (19-20)</i>	
<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>	
<b>Non-Voting Committee Members</b>	
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	
<b>Carol Farrar</b> , <i>Vice President of Instruction, Administrative Co-Chair</i>	
<b>Liaisons/Admin/Staff/Guests</b>	
<b>Jeanine Gardner</b> , <i>Admissions and Records</i>	
<b>Scott McLeod</b> , <i>CIS; Business Admin/Info Sys Tech Dept.</i>	
<b>Bryan Nicol</b> , <i>Instructional Support Coordinator, RCCD</i>	

2. Agenda Approved: 1<sup>st</sup> Williams / 2<sup>nd</sup> Conrad; Approved
3. November 12, 2019 draft minutes approved: 1<sup>st</sup> Lowden / 2<sup>nd</sup> Vermillion / abst. Jew; Approved
4. Reports
  - a. Curriculum Chair – Kelly Douglass
    - i. Bryan Nicol joins us from the District today to help with curriculum approvals questions in Casandra’s absence; Chair Douglass thanked both Bryan and Casandra (in her absence) for their support this semester.
    - ii. Riverside Academic Senate Updates
      1. Chair Douglass will report to Academic Senate at first and last meetings each semester and at request of Senate President when issues come up.
      2. At December 2 meeting, Chair Douglass will present to the Senate some questions and concerns about non-credit programs and infrastructure, the



request to move more curriculum revision work to the spring, and the accomplishments of the fall semester, including about 400 proposals forwarded, including courses, certificates, local degrees, and four new ADTs in Environmental Science; Chemistry; Film, Television and Electronic Media; and Geology.

iii. Winter intersession

1. Reminder for new committee members: we don't meet during winter
2. For faculty who will be doing some of their annual curriculum work during winter to offset their spring workload, Chair Douglass noted that she will be available via email once winter session starts.

iv. Spring curriculum work

1. As we noted at the last meeting, use the quarterly reports to work on urgent and then upcoming items, but it would be great to have a more consistent flow of curriculum proposals.
2. For example, we forwarded about 400 proposals this fall, but 300 of them were in two meetings. We can do better.

v. Spring meeting dates reminder

1. February 25, 2020
2. March 10, 2020
3. March 24, 2020
4. April 28, 2020
5. May 12, 2020
6. May 26, 2020

b. Articulation Officer – Ellen Drinkwater – No report

c. Instructional Programs Support Coordinator – Casandra Greene – No report

d. Tech Review Chair – Steven Schmidt – No report

e. CIO – Carol Farrar: Dr. Farrar noted (at the end of our meeting) that the affected departments wanted to make sure not to rush the program discontinuance public hearings, so this process will begin in February 2020.

5. Curriculum Policy & Procedure: Update on the Curriculum Handbook

a. The handbook passed DCC is officially not a draft. There was rejoicing.

b. DCC will consider a review cycle and let you know so we can always make improvements as we discover anything. Member Vermillion made the helpful suggestion to create a shared editable document (like our approval items spreadsheet) to collect suggestions for period revision.

6. Open Forum

a. No items requested for future agenda

b. Question and discussion on what changes to courses trigger a re-submit of a course. AO Drinkwater noted that definitely major changes like unit changes, but also major changes to content.

7. Approval and Information Items (separate document)

8. Information Items: Chair Douglass had a note on the original agenda that items might be added later, but was advised by Bryan Nicol that all Tech Review approved items included RIV and so there were no Information only items.

**Attachments:** November 12, 2019 Draft minutes and Draft Approval Items (2 documents)  
(Under separate cover) Shared document for minor corrections tracking

**Riverside City College**  
**Curriculum Committee minutes**  
 February 25, 2020 • 3-5 pm • Hall of Fame

20. Meeting called to order at 3:04 pm

<b>PRESENT</b>	<b>ABSENT</b>
<b>Voting Committee Members*</b>	<b>Voting Committee Members*</b>
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>	<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies</i>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-</i>
<b>Jay Boshara</b> , <i>Economics/Geography/Political Science Dept. Rep. (19-21)</i>	
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	
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<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>	
<b>Non-Voting Committee Members</b>	<b>Non-Voting Committee Members</b>
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	<b>Carol Farrar</b> , <i>Vice President of Instruction,</i>
<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>
	<b>Nadieh Mohammad</b> , <i>ASRCC Student Representative</i>
<b>Liaisons/Admin/Staff/Guests</b>	
<b>Jeanine Gardner</b> , <i>Admissions and Records</i>	

21. Approval of the Agenda: 1<sup>st</sup> Gall, 2<sup>nd</sup> Lowden; Agenda Approved with minor change to defer Tech Review Chair Schmidt's report on DE addenda issues to our next meeting.

22. Approval of Minutes: November 26, 2019: 1<sup>st</sup> Borses, 2<sup>nd</sup> Reible; Abst. Gray & Haines; Minutes approved

23. Reports

a. Curriculum Chair – Kelly Douglass

i. Remember that there is a link to our handbook comment spreadsheet (and our meeting tech fixes and typos that don't require discussion sheet)

- ii. Background and explanation for the WKX CORs on our agenda
  - 1. The work experience courses went through in the 2018-2019 academic year with despite frustrations about process from the RCC curriculum committee and our deferral of a vote. All of those courses came to the college curriculum committee in November 2018; at that time, they also went to the MVC and NOR curriculum committees which did approve the courses, so they passed without us.
  - 2. ALL of the work experience courses have generic language because they are cross-listed to assist in the enrollment management of the work experience programs.
  - 3. We discovered last fall that while RCC was outvoted on all of the WKX CORs that were district-wide and so they passed and went into the catalogs, there were 11 outstanding CORs that were either Riverside only or Riverside and one other college; these have not been approved even though their district-wide cross-listed counter parts have.
  - 4. These outstanding courses return to us to vote on so that we can move them forward to the catalog addendum to match their cross-listed partners.
  - 5. Jeanine Gardner clarified the basics of the process: students enroll in WKX 200 and then the administrator of the program meets with students and determines which discipline they want to work with for work experience credit and through the CTE Admin they are moved to the appropriate discipline course and unit value.
  - 6. We will continue to work across the district to ensure a fully participatory process in the future and to clarify the role of discipline faculty in the classes themselves.
- iii. REMINDER: Spring semester – curriculum revision work in your disciplines and departments; Fall semesters – troubleshooting and moving courses/programs through approval cycle
- b. Articulation Officer – Ellen Drinkwater – no report
- c. Instructional Programs Support Coordinator – Casandra Greene
  - i. Course descriptions and grading methods: Every course proposal that went to January board or earlier is updated and will be in the catalog. In the future, please make sure that if you have a grading method in your course description, it matches the META drop down menu selection you made for the grade option.
  - ii. PCAH 7<sup>th</sup> edition: It's here! (Committee members should contact Casandra if you didn't get yours at today's meeting.)
  - iii. Certificates and course sequencing: The state chancellor's office is now requiring that all CTE certificates include not just the courses, but the course sequencing on your proposals. This might most easily be done by adding a 4<sup>th</sup> column that indicates 1<sup>st</sup> semester, 2<sup>nd</sup> semester, etc.

- iv. Reminder about next compliance report on the way: You should have received in an email earlier today. We've made great progress – let's keep it going!
- d. Tech Review Chair – Steven Schmidt: Review of items the colleges are looking for when reviewing DE addenda deferred to next meeting; no report.
- e. CIO – Carol Farrar: - no report from Dr. Farrar who could not attend, but a few minor notes on these topics:
  - i. Objectives and SLOs in the revision process – Dr. Farrar will say more in the future, but Chair Douglass recalled that part of this topic involved encouraging us to think about what kinds of assessment could assist in program and course improvement and to think about how well-constructed SLOs might be an organic and helpful tool and how our objectives could support those kinds of SLOs.
  - ii. Updates on Program Discontinuance – again, more specific dates to follow from Dr. Farrar, but Kelly and Casandra noted that this needs to happen ASAP if you want to get a program out of the next catalog.

#### 24. Curriculum Policy & Procedure

- a. District-wide spring/summer activation date for items in the next catalog: discussion of the issue of needing to activate approved courses so faculty can pull them in time to prep for summer courses and order textbooks, but not so early that fast-track 2<sup>nd</sup> half of spring course instructors couldn't pull the current COR. Committee members generally agreed it should be around the second week after spring break and landed on Week 11, whatever day of the week makes sense for the workflow at the district.
- b. Out-of-class hours must be on CORs, or the state will kick them back to us.
- c. Reminder: any change to course content or above on the COR is a major mod – minor mods are changes to Methods and textbooks. Also keep in mind the formula for units to hours that follows the Carnegie unit model: a lecture unit is 1 hour in class, 2 hours out-of-class; a lab unit is 3 units in class, no out-of-class hours (though some small amount that doesn't hit the threshold of .5 unit could be possible if reasoning is articulated in approval process).

*Members Williams and Yates arrived about 3:45 pm.*

#### 25. Open Forum: Committee member Haines had some questions about COR elements:

- a. Q: Do course objectives have to use Bloom's Taxonomy verbs?  
A: Not necessarily. The SLOs have to be assessable and Bloom's taxonomy verbs are best guide, and objectives should lead to the skills in the SLO so they probably are, but they don't have to be; Tech Review Chair Schmidt noted that usually are, though they are likely the lower level verbs.
- b. Q: Is it okay to have multiple links to GESLOs?  
A: yes, but the discipline should consider whether the linked GESLO really is the core outcome the students get from that SLO. (They should also recall that each link is supposed to be another assessment.)

c. Q: How specific does the sample assignment need to be?

A: The more specific the better, but with the understanding that it is still a sample. Saying reading the textbook by itself won't satisfy the state; but emphasizing the importance of the textbook is fine, but another reading should be outlined as well.

### **Approval Items**

20. Course Deletions: pg. 2-3
21. Course Exclusions: None
22. Course Inclusions: None
23. Major Course Modifications: pg. 3-4
24. Minor Course Modifications: None
25. Discipline Inclusion: None
26. Distance Education: pg. 4
27. New Courses: pg.5
28. New State/Locally Approved Certificates/Degrees: pg. 5
29. State/Locally Approved Certificate/Degree Modifications: None
30. State/Locally Approved Certificate/Degree Inclusions: None
31. State/Locally Approved Certificate/Degree Exclusions: None
32. State/Locally Approved Certificate/Degree Discontinuance: None

### **Information Items:**

1. Course Deletions: pg. 5
2. Course Inclusions: None
3. Course Exclusions: pg. 5-6
4. Major Course Modifications: None
5. Minor Course Modifications: None
6. Discipline Proposals: None
7. Distance Education: None
8. New Courses: None
9. New State/Locally Approved Certificates/Degrees: None
10. State/Locally Approved Certificate/Degree Modifications: pg. 6
11. State/Locally Approved Certificate/Degree Inclusions: None
12. State/Locally Approved Certificate/Degree Exclusions: None
13. State/Locally Approved Certificate/Degree Discontinuance: None

### **Attachments:**

- Minutes from November 26, 2019 meeting
- Action items from November 26, 2019 meeting

ACTION ITEMS				Committee Action
Disc. & Number	Course Title	Rationale	College	
<b>COURSE DELETIONS</b>				<b>Motion to approve: 1<sup>st</sup> Reible; 2<sup>nd</sup> Haines</b>
ENG-47	Inlandia: Regional Writing About the Inland Empire	<i>Not being offered due to low enrollment</i>	NR	<b>APPROVED</b>
POL-10D	International Organizations D	<i>All of the POL 10 series (A,B,C,D) are being replaced by a single course, POL 10. This was done to update the existing course, align it with the discipline's trajectory, and ensure that it transfers to UC, CSU, and private universities.</i>	R	<b>APPROVED</b>
<i>Member Boshara left at 3:55</i>				
<b>COURSE MAJOR MODIFICATIONS</b>				<b>Motion to hold all Dance courses except DAN 200 to next RCC CC meeting: 1<sup>st</sup> Lowden; 2<sup>nd</sup> Haines; Approved</b>  <b>Motion to approve all remaining Course Major Mods: 1<sup>st</sup> Gall; 2<sup>nd</sup> Williams</b>
CIS-1A	Introduction to Computer Information Systems	<i>Updating course outline and aligning it with transfer model curriculum descriptor ITIS-120.</i>	MNR	<b>APPROVED</b>
CIS-26F	Cisco Networking Security	<i>The content of this course has changed significantly. New security topics, technologies and methodologies now need to be taught to keep students current and in alignment with the current workplace skills for employment in this field.</i>	R	<b>APPROVED</b>
CIS-62	Microsoft Access	<i>Review and revision of all parts of the COR was completed as a part of a district discipline 2 year Curriculum Review Cycle. (Title, SLOs, Objectives, TBA Lab Content, Books).</i>	R	<b>APPROVED</b>
CSC-62	Microsoft Access	<i>Review and revision of all parts of the COR was completed as a part of a district discipline 2 year Curriculum Review Cycle. (Title, SLOs, Objectives, TBA Lab Content, Books).</i>	R	<b>APPROVED</b>
DAN-D20	Introduction to Social Dance	<i>General update, including: Course Objectives, SLOs, textbooks, etc.</i>	MR	Postponed to next meeting on March 10, 2020 for discipline edits

DAN-D21	Ballet, Beginning	<i>General update of all Dance courses, including: Course Objectives, SLOs, updating textbooks, etc</i>	MR	Postponed to next meeting on March 10, 2020 for discipline edits
DAN-D22	Ballet, Intermediate	<i>General update of all Dance courses, including: Course Objectives, SLOs, updating textbooks, etc.</i>	R	Postponed to next meeting on March 10, 2020 for discipline edits
DAN-D23	Ballet, Advanced	<i>General update of all Dance courses, including: Course Objectives, SLOs, dating textbooks, etc.</i>	R	Postponed to next meeting on March 10, 2020 for discipline edits
DAN-D32	Jazz, Beginning	<i>General update of all dance courses, including: Course Objectives, SLOs, adding textbooks, etc.</i>	MR	Postponed to next meeting on March 10, 2020 for discipline edits
DAN-D37	Modern Dance, Beginning	<i>General update including: adding Course Objectives, SLOs, textbooks, etc.</i>	MR	Postponed to next meeting on March 10, 2020 for discipline edits
DAN-D38	Modern Dance, Intermediate	<i>General update of all Dance courses, including adding Course Objectives, SLOs, updating textbooks, etc.</i>	R	Postponed to next meeting on March 10, 2020 for discipline edits
DAN-D39	Modern Dance, Advanced	<i>General update of all Dance Courses, including: adding Course Objectives, SLOs, updating textbooks, etc</i>	R	Postponed to next meeting on March 10, 2020 for discipline edits
EAR-20	Child Growth and Development	<i>Updating course including adding objectives</i>	MNR	<b>APPROVED</b>
EAR-26	Health, Safety and Nutrition	<i>Update course objectives</i>	MNR	<b>APPROVED</b>
EAR-54	Parenting-Contemporary Parenting Issues and Problems	<i>Updating COR Norco excluded this course from their inventory. Approved by the BOT on January 19, 2016.</i>	R	<b>APPROVED</b>
EDU-1	Introduction to Elementary Classroom Teaching	<i>Updating course objectives</i>	MR	<b>APPROVED</b>
KIN-34	Softball Theory	<i>Add learning objectives, update the course content, course materials and sample assignments.</i>	R	<b>APPROVED</b>
<b>WKX 200 Course Major Modifications – these courses are all cross-listed.</b>				
ADM-200	Applied Digital Media Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
AIR-200	Air Conditioning Work Experience	<i>To change the course description to be compliant with the State</i>	R	<b>APPROVED</b>



		<i>Chancellor's office recommendation. COR has not been updated since 2008.</i>		
ASL-200	American Sign Language Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
AUB-200	Autobody Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
AUT-200	Automotive Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
CAT-200	Computer Applications and Office Technology Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
COS-200	Cosmetology Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
DAN-200	Dance Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
FTV-200	Telecommunications Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
PAL-200	Paralegal Studies Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
WEL-200	Welding Work Experience	<i>To change the course description to be compliant with the State Chancellor's office recommendation. COR has not been updated since 2008.</i>	R	<b>APPROVED</b>
<b>DISTANCE EDUCATION</b>				<b>Motion to approve: 1<sup>st</sup>. Lowden; 2<sup>nd</sup> Haines</b>
EAR-33DE	Infant and Toddler Development	<i>Offering course via Online delivery will increase student access.</i>	MNR	<b>APPROVED</b>
<b>NEW COURSES</b>				<b>Motion to approve: 1<sup>st</sup> Borses; 2<sup>nd</sup> Lowden</b>

CIS-41B	Healthcare Information Security & Privacy for Practitioner	<i>This course is designed to support the healthcare emphasis in cybersecurity and IT Technician Pathway. This course provides option for sub-discipline study, in addition to promoting Career and Technical Education (CTE). As many healthcare facilities established in the community, there is a high demand for healthcare security practitioners. Hence, this course will support such growing demand while aiming to embrace California Community College's mission.</i>	MR	<b>APPROVED with note that Chair Douglass will address grammar issue in SLO 2.</b>
<b>NEW CERTIFICATES</b>				<b>Motion to approve all certificates made (1<sup>st</sup> Williams; 2<sup>nd</sup> Reible) and then withdrawn at the realization some documentation is still needed for these.</b>
CIS-CERT CA R	IT Technician Pathway Certificate in Cybersecurity Analyst	<i>This certificate supports the California Community Colleges' IT Technician Pathway, which emphasizes technical career preparation and industry certification (ISC)2 SSCP certification or CompTIA Advanced Security Practitioner Certification (CASP).</i>	R	HOLD to wait for missing documentation
CIS-CERT ITPCS	IT Technician Pathway: Cybersecurity Specialist	<i>The IT Technician Pathway Certificate in Cybersecurity Specialist will provide students with proficiency in security measures and practices to protect systems in organizational networks.</i>	R	HOLD to wait for missing documentation
<b>NEW NON-CREDIT CERTIFICATES</b>				
CAT-CERT WC R	Business Information Worker Essential Preparation: Workplace Communication Certificate of Completion	<i>To provide workplace communication and skills for improved marketability and employability.</i>	R	HOLD to wait for missing documentation
CAT-CERT WDM R	Business Information Worker Essential Preparation: Workplace Decision Making and Time Management Certificate of Completion	<i>To provide critical thinking, decision making, time management and self-management skills for improved marketability and employability.</i>	R	HOLD to wait for missing documentation

INFORMATION ITEMS				
<b>COURSE DELETION</b>				
FIT-C19B	Intermediate Wildland Fire Behavior (S-290)	<i>Course has not been on the schedule in over 2 years and not practical for our program. Additionally, if we would like to offer this course to our academy students, it is available as an additional certification through State Fire Training.</i>	M	
<b>COURSE EXCLUSIONS</b>				
ENG-885	Writing Clinic	<i>Offering Eng 85 instead of Eng 885</i>	N	
POL-14	Internship in Political Science	<i>The pursuit of the revival of the internship course would require the development of contacts, relationships, and formalization of pathways for our students to pursue internships in various government and other non-profit spheres. Additional time is needed to determine whether this is a productive pursuit or if other course offerings more centered on transferrable credits should be pursued.</i>	N	<b>NOTE: It was noted that RIV also launched an exclusion of this course; as it is a N/R only course, RIV will have to launch a deletion.</b>
<b>CERTIFICATE &amp; DEGREE MODIFICATION</b>				
FIT-MAS555	Fire Technology	<i>Course deletion and consolidation of curriculum imposed by California's Office of State Fire Training (SFT) created the need to modify Moreno Valley College's Fire Technology Program. A review of courses offered revealed the need to delete obsolete courses and streamline curricular patterns to meet student needs from an end-user perspective. Department minutes reflect unanimous support for these changes.</i>	M	

Meeting Adjourned at 4:24

**TIGER PRIDE VALUES**

**Tradition and Innovation:** We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.

**Integrity and Transparency:** We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.

**Growth and Continual Learning:** We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty, and staff.

**Equity-Mindedness:** We promote social justice and equity.

**Responsiveness:** We respond to the needs of our students and communities through engagement and collaboration.

**Student-Centeredness:** We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, education, and career goals.

**Riverside City College**  
**Curriculum Committee Minutes**  
 March 10, 2020 • 3-5 pm • Hall of Fame

26. Meeting called to order at 3:04pm

<b>Voting Committee Members Present*</b>	<b>Voting Committee Members Absent</b>
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>	<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	<b>Nancy Gall</b> , <i>Applied Technology Dept. Rep. (18-20)</i>
<b>Jay Boshara</b> , <i>Economics/Geography/Political Science Dept. Rep. (19-21)</i>	<b>Mark Haines</b> , <i>Dance and Theater Dept. Rep. (19-20)</i>
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	<b>Robert Jew</b> , <i>Art Dept. Rep. (19-21)</i>
<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies Dept. Rep. (19-21)</i>	
<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (19-21)</i>	
<b>Shannon Hammock</b> , <i>Library/Learning Resources Dept. Rep. (18-20)</i>	
<b>Kathy Kelly</b> , <i>World Languages Dept. Rep. (18-20)</i>	
<b>Clara Lowden</b> , <i>Kinesiology/Athletics Dept. Rep. (19-21)</i>	
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (19-21)</i>	
<b>Carla Reible</b> , <i>English &amp; Media Studies Dept. Rep. (19-20)</i>	
<b>Ernesto Reyes</b> , <i>Mathematics Dept. Rep. (18-20)</i>	
<b>Aaron Sappenfield</b> , <i>Physical Sciences Dept. Rep. (19-21)</i>	
<b>Steve Schmidt</b> , <i>Music Dept. Rep. (19-21); Technical Review Com Chair</i>	
<b>Catherine Thaler</b> , <i>Life Sciences Dept. Rep. (18-20)</i>	
<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-21)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (19-20)</i>	
<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>	
<b>Non-Voting Committee Members Present</b>	<b>Non-Voting Committee Members Absent</b>
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>
<b>Carol Farrar</b> , <i>Vice President of Instruction, Administrative Co-Chair Curriculum Committee</i>	<b>Nadieh Mohammad</b> , <i>ASRCC Student Representative</i>
<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>	

27. Approval of the Agenda: 1<sup>st</sup> Lowden / 2<sup>nd</sup> Boshara; Agenda approved

28. Approval of Minutes from February 25, 2020: 1st Borses / 2<sup>nd</sup> Reible; error noted to be corrected on page 3, item 5c. to be corrected: a lab unit is 3 hours (not units). Abst. Gibbons-Anderson. Minutes approved with noted correction

29. Reports

a. Curriculum Chair – Kelly Douglass

i. Spring work: courses on spring compliance report

1. Aim to do courses in orange zone (and green if possible) before next quarterly report in May
2. Discussion of best practices / effective strategies for supporting and encouraging faculty to get required work done in timely manner:

- a. Much discussion of whether or not to involve department leadership in distribution of curriculum quarterly reports; agreed that Chair Douglass will send an email to all reps and chairs just prior to delivery of reports to explain what the info is that is being shared, and that the reps have asked that the chairs be included, but the individual reps will communicate needs, if any, with getting work done within disciplines. Kelly agreed to bring a draft email for review at next meeting.
  - b. One strategy: have discipline faculty make changes in a separate document and share with rep who enters changes into curricunet.
  - c. Alternative strategy: sit with course originator to help them in curricunet initially. Sometimes “knocks on doors” are more effective and efficient than emails.
  - d. Remind faculty that this is a required part of institutional service as noted on page 23 of the contract (relevant language quoted here and referred to in meeting, but not read out at meeting): “The expectation is that full-time faculty perform five (5) hours of institutional service per week. Institutional service includes, but is not limited to, non-instructional professional responsibilities, such as updating and revising curriculum, participating in improvement of instruction committees, participating in program review and assessment projects and completing these documents, attending department meetings, and participating in discipline activities.”
  - e. It was pointed out that if reps needed to, they could faculty that if absolutely necessary, VPAA could pull class from offerings if they are out of compliance with no plan to correct, noting that the curriculum committee does not ever want this to happen. Suggestion to impress upon faculty that keeping courses in Title 5 compliance is part of our agreement with the state Chancellor’s office, ed code, and an institutional and discipline-based responsibility.
  - f. Faculty on curriculum committee could also seek guidance and support from RCC Academic Senate about the importance of curriculum revision work and what to do if this responsibility isn’t addressed by discipline faculty, and just generally get Senators support in the effort to get revision work done.
- ii. Clarification regarding CTE minor mods
- 1. can still be minor if after the 2 year due date, BUT do give a thorough review; check for objectives, TBA hours, etc.; the old best practice to make it a major mod stems from the idea that CTE courses need to show currency in their field, so minor mods that are already also late on their review should have an additional layer of rigor.

- 2. However, when there are systemic changes or classes too far past the review date a minor mod may be impossible, as in the case of many current CTE courses that need to be revised and don't have objectives – they will have to be major mods.
- iii. Accreditation interview with Douglass, Schmidt, and Greene went well. The team asked about DE courses, CTE, professional development, and equity issues in the curriculum process.
- b. Articulation Officer – Ellen Drinkwater – no report
- c. Instructional Programs Support Coordinator – Casandra Greene
  - i. CTE Program changes/update for new AND modified CTE programs
  - ii. Both need new narrative, updated advisory minutes, and current LMI in addition to department and discipline minutes
- d. Tech Review Chair – Steven Schmidt – no report
- e. CIO – Carol Farrar:
  - i. Objectives and SLOs in the revision process: use Spring to be thoughtful about this work, as you have been for accreditation – continue forward.
  - ii. Updates on Program Discontinuance: this does need to happen this semester. Dr. Farrar needs to connect with Academic Senate President Sellick about assembling the committee for the programs slated for discontinuance.

### 30. Curriculum Policy & Procedure

- a. District-wide spring/summer activation date for items in the next catalog: First day of Priority Registration (This year: May 4)

*Member Williams arrived at 3:34 pm*

- b. Discipline inclusion proposals should include the following info: faculty members who meet state defined minimum quals for that discipline, discipline lead, department the discipline belongs to, department chair; our local forms and processes will be updated, but just FYI.
- c. PCAH 7<sup>th</sup> edition is the new rubric – all proposals will be judged by that criteria; look at the approval criteria sections – look at the ***standards for approval*** sections:
  - i. Standards for approval of courses: pages 52-57
  - ii. ADT criteria for approval: page 78-79
  - iii. CTE degree criteria for approval: pages 83-84
  - iv. Local AS/AA degrees criteria for approval: 88-89
  - v. Certificates criteria for approval: 91-92
  - vi. Non-credit courses standards for approval: 122-23
  - vii. Non-credit programs criteria for approval: 134

31. Open Forum – no items officially discussed at this point in the meeting but....

- a. At some point in above discussion there was a questions about outcomes vs. objectives, and TR Chair Schmidt talked the committee through the single page guide from our handbook (page 40 of section 2)
- b. Questions raised to be brought up at DCC regarding whole discipline inclusions in gen eds and the criteria and process for adding/removing gen eds. Discussion occurred during Theater class action items – see more there.

**Approval and Information Items:**

ACTION ITEMS				
Course	Long Title	Rationale	College	Committee Action
<b>COURSE MAJOR MODIFICATIONS</b>				
<i>Motion to approve CAT/CIS courses: 1<sup>st</sup> Conrad / 2<sup>nd</sup> Reible</i>				
CAT-31	Business Communication Fundamentals	<i>All course components of this COR have been reviewed as a part of a district discipline 2 Year Curriculum Review Cycle (beg 11/2019) and to align with Business Information Worker C-ID descriptor.</i>	MNR	<b>APPROVED</b>
CAT-90	Microsoft Outlook	<i>CTE 2 Year Curriculum Review: revision of all course outline components and update of SLOs and the addition of objectives.</i>	MNR	<b>APPROVED</b>
CIS-90	Microsoft Outlook	<i>CTE 2 Year Curriculum Review: revision of all course outline components, revision of course SLOs, and addition of Objectives.</i>	MNR	<b>APPROVED</b>
CAT-93	Computers for Beginners	<i>This course is currently active at RIV, MOV, NOR. It is being updated for TOP code, content, lab content, objectives, and books.</i>	MNR	<b>APPROVED</b>
CIS-93	Computers for Beginners	<i>This course is currently active at RIV, MOV, NOR. It is being updated for TOP code, content, lab content, objectives, and books.</i>	MNR	<b>APPROVED</b>
CAT-98A	Introduction to Excel	<i>Major Modification: SLOs, Objectives Books and Book Update.</i>	MNR	<b>APPROVED</b>
CIS-98A	Introduction to Excel	<i>Major Modification: SLOs, Objectives Books and Book Update.</i>	MNR	<b>APPROVED</b>
CIS-90	Microsoft Outlook	<i>CTE 2 Year Curriculum Review: revision of all course outline components, revision of course SLOs, and addition of Objectives.</i>	MNR	<b>APPROVED</b>
<i>Motion to approve DAN courses: 1<sup>st</sup> Reible / 2<sup>nd</sup> Lowden With friendly amendment from Gibbons-Anderson to remove GESLOs</i>				
DAN-D20	Introduction to Social Dance	<i>General update, including: Course Objectives, SLOs, textbooks, etc.</i>	MR	<b>APPROVED</b>
DAN-D21	Ballet, Beginning	<i>General update of all Dance courses, including: Course Objectives, SLOs, updating textbooks, etc. <b>Note: Course was postponed at</b></i>	MR	<b>APPROVED</b>

		<i>February 25, 2020 meeting to allow discipline to add needed GESLOs.</i>		
DAN-D22	Ballet, Intermediate	<i>General update of all Dance courses, including: Course Objectives, SLOs, updating textbooks, etc. Note: Course was postponed at February 25, 2020 meeting to allow discipline to add needed GESLOs.</i>	R	<b>APPROVED</b>
DAN-D23	Ballet, Advanced	<i>General update of all Dance courses, including: Course Objectives, SLOs, dating textbooks, etc. Note: Course was postponed at February 25, 2020 meeting to allow discipline to add needed GESLOs.</i>	R	<b>APPROVED</b>
DAN-D32	Jazz, Beginning	<i>General update of all dance courses, including: Course Objectives, SLOs, adding textbooks, etc. Note: Course was postponed at February 25, 2020 meeting to allow discipline to add needed GESLOs.</i>	MR	<b>APPROVED</b>
DAN-D33	Jazz, Intermediate	<i>General update of all dance courses, including: Course Objectives, SLOs, adding textbooks, etc. Note: Course was postponed at February 25, 2020 meeting to allow discipline to add needed GESLOs. Mistakenly marked as held in February; these needed OOC hours fixed; Steven changed on March 4 to 6 hours so as not to affect the unit load of lab course.</i>	R	<b>APPROVED</b>
DAN-D34	Jazz, Advanced	<i>General update of all dance courses, including: Course Objectives, SLOs, adding textbooks, etc. Note: Course was postponed at February 25, 2020 meeting to allow discipline to add needed GESLOs. Mistakenly marked as held in February; these needed OOC hours fixed; Steven changed on March 4 to 6 hours so as not to affect the unit load of lab course.</i>	R	<b>APPROVED</b>
DAN-D37	Modern Dance, Beginning	<i>General update of all dance courses, including: Course Objectives, SLOs, adding textbooks, etc. Note: Course was postponed at February 25, 2020 meeting to allow discipline to add needed GESLOs.</i>	MR	<b>APPROVED</b>
DAN-D38	Modern Dance, Intermediate	<i>General update of all dance courses, including: Course Objectives, SLOs, adding textbooks, etc. Note: Course was postponed at February 25, 2020 meeting to allow discipline to add needed GESLOs.</i>	R	<b>APPROVED</b>
DAN-D39	Modern Dance, Advanced	<i>General update of all dance courses, including: Course Objectives, SLOs, adding textbooks, etc. Note: Course was postponed at February 25, 2020 meeting to allow discipline to add needed GESLOs.</i>	R	<b>APPROVED</b>
<b>Motion to approve JOU courses: 1<sup>st</sup> Reible / 2<sup>nd</sup> Conrad</b>				



JOU-2	Intermediate Reporting/Newswriting	Update to course to include course objectives.	MR	APPROVED
JOU-20A	Newspaper: Beginning	Revision to add course objectives. Update textbook.	MNR	APPROVED with note to correct formatting issue in MOI section and fix objective language/format to match the rest of the 20 series.
JOU-20B	Newspaper: Intermediate	Update COR to add course objectives and update textbook.	MNR	APPROVED
JOU-20C	Newspaper: Advanced	Update SLOs, Objectives, and textbook.	MNR	APPROVED
JOU-20D	Newspaper: Professional	Update Course Objectives, SLOs, and textbook.	MNR	APPROVED
JOU-52A	Newspaper Editing: Beginning	Update SLOs, add Course Objectives, and update textbook.	R	APPROVED
JOU-52B	Newspaper Editing: Intermediate	Update SLOs, add Course Objectives, and update textbook.	R	APPROVED
JOU-52C	Newspaper Editing: Advanced	Update SLO, text books and adding course objectives.	R	APPROVED
JOU-52D	Newspaper Editing: Executive	Update SLOs, add Course Objectives, and textbooks.	R	APPROVED
<p><b>Motion to approve THE courses: 1<sup>st</sup> Lowden / 2<sup>nd</sup> Reyes</b></p> <p><b>Motion amended to approve only THE 3, 9, 29</b></p>				
<p><i>Much discussion at this point in the agenda of general education criteria, referencing the PCAH 7<sup>th</sup> edition, page 86 on the purpose of General Education courses as defined by Title 5 Section 55061; in reference to the Theater courses on our agenda, the primary question was whether they may be too specialized to be general education courses. This lead to further discussion of courses that qualify for general education and the observation that having a whole discipline be summarily included (if number of units make a course eligible) may not be in the interest of general education goals (question also raised if previous regulations that allowed for this are still viable). Discussion continued on issue of "order of operation" and Chair Douglass's concern that current courses on the agenda could not be held up to meet a possible future standard of general education criteria. Committee decided to vote on the three courses marked by discipline as Gen Ed to go forward for now. Douglass said she would hold the other courses to add GESLOs as needed based on current catalog gen ed rules for Theater courses, and ask District Curriculum Committee to consider the process and criteria for reviewing inclusion and removal of courses on gen ed lists and about the question of whole discipline inclusion.</i></p> <p><i>Members Grey, Farrar, Hammock, Magno, and Reyes all left at approximately 4:46 pm, just prior to actual vote on THE courses.</i></p>				
THE-2	Play Practicum-Special Projects Laboratory I	Modify assignments	NR	HELD for 3/24 meeting to determine need for GESLOS
THE-25	Makeup for the Stage	Update to course to comply with C-ID	R	HELD for 3/24 meeting to determine

				need for GESLOS
THE-26	Directing for the Stage	<i>Add/modify assignments.</i>	R	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-29	Musical Theater Appreciation	<i>Add/Modify Assignments</i>	NR	<b>APPROVED</b>
THE-3	Introduction to the Theater	<i>Add/Modify Assignments</i>	MNR	<b>APPROVED</b>
THE-30	Voice and Movement for the Stage	<i>Add/Modify Assignments</i>	R	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-32	Acting Fundamentals - Theater Games and Exercises	<i>ADD/Modify Assignments</i>	MNR	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-33	Scene Acting-Creating a Role	<i>ADD/Modify Assignments</i>	NR	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-35	Classical Acting with Emphasis in Shakespearean Verse	<i>Add/Modify Assignments</i>	NR	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-36	Improvisational Acting	<i>Add/Modify Assignments</i>	R	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-37	Musical Theater Techniques	<i>Modify Assignments</i>	R	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-38	Auditioning for the Stage	<i>Add/Modify Assignments</i>	R	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-39	Acting for the Camera	<i>Add/Modify Assignments</i>	NR	<b>HELD</b> for 3/24 meeting to determine

				need for GESLOS
THE-41	Elementary Stagecraft		NR	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-44	Theatrical Set Design	<i>Modify Assignments</i>	NR	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-46	Theatrical Costume De- sign	<i>Assignment modification</i>	NR	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-48	Theatrical Lighting De- sign	<i>Add/Modify Assignments</i>	NR	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-49	Scenic Painting for the Theater	<i>Add/Modify Assignments</i>	R	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-5	Theater Practicum	<i>Add/Modify Assignments</i>	NR	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-54	Introduction to Stage Management	<i>Add/Modify Assignments</i>	R	<b>HELD</b> for 3/24 meeting to determine need for GESLOS
THE-9	Dramatic Literature- Script Analysis	<i>This course will support the discipline's Associate Degree Transfer model as well as providing students knowledge in a broad context of dramatic literature and script analysis to support other courses in the discipline.</i>	R	<b>APPROVED</b>
<b>DISCIPLINE INCLUSION</b>				
<i>Motion to approve discipline inclusion: 1<sup>st</sup> Conrad / 2<sup>nd</sup> Reible / Abst. Gibbons-Anderson</i>				
ENP- DISCR	Entrepreneurship		R	<b>APPROVED</b>
<b>DISTANCE EDUCATION</b>				
<i>Motion to approve distance education proposals: 1<sup>st</sup> Lowden / 2<sup>nd</sup> Conrad</i>				

CIS-49ADE	AWS Academy Cloud Foundations	<i>AWS Academy Cloud Foundations is intended for students who seek an overall understanding of cloud computing concepts, independent of specific technical roles. It provides a detailed overview of cloud concepts, AWS core services, security, architecture, pricing, and support. The course is conducive to on-line learning with all labs on content supported by and delivered through AWS.</i>	R	<b>APPROVED</b>
CIS-49BDE	AWS Academy Cloud Architecting	<i>Cloud Computing Architecture is an AWS Academy curriculum designed to help students develop technical expertise in cloud computing and prepare them for the AWS Certified Solutions Architect – Associate certification exam. The curriculum is delivered through instructor-led classes, knowledge assessments, hands-on labs, and project work. The course is conducive to on-line learning with all labs and curriculum content supported by and delivered through AWS.</i>	R	<b>APPROVED</b>
<b>NEW COURSES</b>				
<b>Motion to approve CAT and CIS courses: 1<sup>st</sup> Conrad / 2<sup>nd</sup> Lowden</b>				
CAT-846	Access Skills: Creating and Using Tables	<i>This course will help prepare beginning Office students for other (credit) courses that expect some familiarity or skills in database technology. At the same time this course will be part of a certificate that includes other Office introductory skills.</i>	R	<b>APPROVED</b>
CIS-846	Access Skills: Creating and using Tables	<i>This course will help prepare beginning Office students for other (credit) courses that expect some familiarity or skills in database technology. At the same time this course will be part of a certificate that includes other Office introductory skills.</i>	R	<b>APPROVED</b>
<b>Motion to approve POL 10: 1<sup>st</sup> Boshara / 2<sup>nd</sup> Conrad Motion withdrawn to hold class to next meeting</b>				
POL-10	International Organizations	<i>The discipline's program, Model United Nations, requires that students become aware of the United Nations' genesis, development, and current configuration. This class provides students with an introduction to the United Nations as well as the skills that</i>	MNR	<b>HELD</b> for 3/24 meeting to address questions regarding place in travel Model UN program and repeatability as well as hours and TBA hours questions.
<b>NEW CERTIFICATES (CREDIT)</b>				
<b>Motion to HOLD four CIS and CAT certificates to wait for needed documentation</b>				

<i>1<sup>st</sup> Conrad / 2<sup>nd</sup> Williams</i>				
CIS-CERT ITPCS	IT Technician Pathway: Cybersecurity Specialist	<i>The IT Technician Pathway Certificate in Cybesecurity Specialist will provide students with proficiency in security measures and practices to protect systems in organizational networks. Note: Held at 11/12/19, 11/26/19, and 2/25/20 RCC CC meetings to wait for missing documentation: we have no discipline, department or advisory minutes – everything attached in META is for MVC. Because of the new PCAH requirements, we will also need an updated Narrative. Once we get advisory minutes it needs consortia recommendation.</i>	R	<b>HELD</b> for 3/24 meeting for missing documents noted at left.
CIS-CERT CA R	IT Technician Pathway Certificate in Cybersecu- rity Analyst	<i>This certificate supports the California Community Colleges' IT Technician Pathway, which emphasizes technical career preparation and industry certification (ISC)2 SSCP certification or CompTIA Advanced Security Practitioner Certification (CASP).Note: Held at 11/12/19, 11/26/19, and 2/25/20 RCC CC meetings to wait for missing documentation. : we have no discipline, department or advisory minutes – everything attached in META is for MVC. Because of the new PCAH requirements, we will also need an updated Narrative. Once we get advisory minutes it needs consortia recommendation</i>	R	<b>HELD</b> for 3/24 meeting for missing documents noted at left.
<b>NEW CERTIFICATES (NON-CREDIT)</b>				
CAT- CERT WDM R	Business Information Worker Essential Prepara- tion: Workplace Deci- sion Making and Time Management Certificate of Completion	<i>To provide critical thinking, decision making, time management and self-management skills for improved marketability and employability.Note: Held at 11/12/19, 11/26/19, and 2/25/20 RCC CC meetings to wait for missing documentation. A narrative (there is not one attached – and it will need to follow the new PCAH), LMI, it has District Department minutes, but the discipline minutes don't talk about the certificates, it references the cross listed courses that will be in them</i>	R	<b>HELD</b> for 3/24 meeting for missing documents noted at left.
CAT- CERT WC R	Business Information Worker Essential Prepara- tion: Workplace Com- munication Certificate of Completion	<i>To provide workplace communication and skills for improved marketability and employability.Note: Held at 11/12/19, 11/26/19, and 2/25/20 RCC CC meetings to wait for missing documentation. . A narrative (there is not one attached – and it will need to follow the new PCAH), LMI, it has District Department minutes, but the discipline minutes don't talk</i>	R	<b>HELD</b> for 3/24 meeting for missing documents noted at left.

		about the certificates, it references the cross listed courses that will be in them		
<b>NEW DEGREE</b>				
<i>Motion to approve new degree: 1<sup>st</sup> Gibbons-Anderson / 2<sup>nd</sup> Conrad</i>				
CIS-AS CS	Cyber Defense	<i>This Associate of Science degree in Cyber Defense will provide a pathway for current and future Certificate of Achievement completers to also complete an associate degree. Several of the courses in this degree are articulated to several four-year institutions. The goal of the Associate of Science in Cyber Defense is to prepare students for entry-level employment in the field of cyber defense. Students will be prepared for transfer to four-year programs with the knowledge and skills acquired. The program is designed to align with industry and government agency curriculum standards such as those established by the National Institute for Standards and Technology (NIST) Cybersecurity Framework, the National Security Agency (NSA) and the Department of Homeland Security (DHS).</i>	R	<b>APPROVED</b>
<b>INFORMATION ITEMS</b>				
<b>COURSE MAJOR MODIFICATIONS</b>				
MUS-19H	Honors Music Appreciation	<i>Update description. Add objectives, update SLOs and materials.</i>	MN	

### Meeting Adjourned at 5:02 pm

#### Agenda Attachments:

- Minutes from February 25, 2020 meeting

<p><b><u>TIGER PRIDE VALUES</u></b></p> <p><b><u>Tradition and Innovation:</u></b> We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.</p> <p><b><u>Integrity and Transparency:</u></b> We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.</p> <p><b><u>Growth and Continual Learning:</u></b> We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty, and staff.</p> <p><b><u>Equity-Mindedness:</u></b> We promote social justice and equity.</p> <p><b><u>Responsiveness:</u></b> We respond to the needs of our students and communities through engagement and collaboration.</p> <p><b><u>Student-Centeredness:</u></b> We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, education, and career goals.</p>
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**Riverside City College**  
**Curriculum Committee Agenda**  
 April 28, 2020 • 3-5 pm • via Zoom

1. Call to Order at 3:02

<b>Voting Committee Members* Present</b>	<b>Voting Committee Members* Absent</b>
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>	<b>Robert Jew</b> , <i>Art Dept. Rep. (19-21)</i>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	
<b>Jay Boshara</b> , <i>Economics/Geography/Political Science Dept. Rep. (19-21)</i>	
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	
<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>	
<b>Nancy Gall</b> , <i>Applied Technology Dept. Rep. (18-20)</i>	
<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies Dept. Rep. (19-21)</i>	
<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (19-21)</i>	
<b>Mark Haines</b> , <i>Dance and Theater Dept. Rep. (19-20)</i>	
<b>Shannon Hammock</b> , <i>Library/Learning Resources Dept. Rep. (18-20)</i>	
<b>Kathy Kelly</b> , <i>World Languages Dept. Rep. (18-20)</i>	
<b>Clara Lowden</b> , <i>Kinesiology/Athletics Dept. Rep. (19-21)</i>	
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (19-21)</i>	
<b>Carla Reible</b> , <i>English &amp; Media Studies Dept. Rep. (19-20)</i>	
<b>Ernesto Reyes</b> , <i>Mathematics Dept. Rep. (18-20)</i>	
<b>Aaron Sappenfield</b> , <i>Physical Sciences Dept. Rep. (19-21)</i>	
<b>Steve Schmidt</b> , <i>Music Dept. Rep. (19-21); Technical Review Com Chair</i>	
<b>Catherine Thaler</b> , <i>Life Sciences Dept. Rep. (18-20)</i>	
<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-21)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (19-20)</i>	
<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>	
<b>Non-Voting Committee Members Present</b>	<b>Non-Voting Committee Members Absent</b>
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	<b>Carol Farrar</b> , <i>Vice President of Instruction,</i>
<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>
	<b>Nadieh Mohammad</b> , <i>ASRCC Student Representative</i>
<b>Liaisons/Admin/Staff/Guests</b>	
<b>Hayley Ashby</b> , <i>Library/Learning Resources</i>	
<b>Jeanine Gardner</b> , <i>Admissions and Records</i>	
<b>Scott Hernandez</b> , <i>Applied Technology Dept.</i>	

2. Zoom issues

- a. Meeting conduct guidelines (mute mic unless speaking; hand raising function; verbal motions; alert if leaving)
- b. Chair Douglass discovered chat settings were incorrect just before meeting; will fix for next meeting

- c. Vote procedure – Roll Call for action items per Govt. Code Sect. 54953(c)(2).
- 3. Agenda approved – 1<sup>st</sup> Vermillion / 2<sup>nd</sup> Conrad / Unanimous
- 4. March 10, 2020 minutes approved – 1<sup>st</sup> Lowden / 2<sup>nd</sup> Reible / Unanimous
- 5. Wellness Check-in
  - a. Informal discussion of successes and challenges: concerns and thoughts expressed for those close to us dealing with the virus and other challenges
  - b. Among the disappointments shared is sadness over the inability to say in person goodbyes and well wishes to retiring colleagues, including those on our committee (Members Gall and Kelly)

**6. Action Items – see spreadsheet that follows**

7. Reports

a. Curriculum Chair – Kelly Douglass

i. DE addendum (Emergency vs. Permanent)

1. Any class for which faculty want to propose a permanent (NOT emergency only) DE addendum for online, hybrid, or both kinds of delivery needs to go through our regular process and timeline for curriculum approvals.
2. ALL CLASSES included in the summer and fall blanket addendum for emergency-only offering during summer and fall 2020 MUST have a complete DE proposal approved before by December 2020 per the state Chancellor’s Office. Clarified later in the meeting that this is spring 2020 courses on the emergency addendum as well.
  - a. If the faculty want those DE addenda for online delivery to be permanent, use our regular process and regular form for each class.
  - b. If the faculty are submitting DE addenda for online delivery only as part of this required emergency DE process, they will use the emergency-only DE form that curriculum is working on now.
3. Faculty are allowed (and encouraged where appropriate) to include in a DE emergency-only addendum proposal any classes for which they don’t have a DE proposal on file and that they want covered by the emergency-only designation for possible future use even if those classes weren’t in the summer or fall 2020 lists (in case of future COVID-19, fire, earthquake emergencies). This will mean that faculty only need to submit one proposal per batch-set of courses. Note that batching is for the emergency-only DE proposals. Member Schmidt explained in the chat that this emergency DE proposal may be a paper form that we will attach in CurricUNET for you. You may not need to enter the data into CurricUNET.



4. (Emergencies here refers to college closure-related emergencies that prohibit a college from delivering face-to-face instruction, not individual faculty emergencies.)
5. The curriculum committee is working on modifying its proposal forms now to create a for-emergencies-only proposal modeled on the regular proposal; this will be finalized by DCC and shared with faculty this semester.
6. Faculty submitting DE for emergency-only proposals will be allowed to batch courses within their discipline for similar course types for which the information needed on the proposal can be course specific but would still be the same for other courses in the batch (so some disciplines may realize all classes without previous DE and that are for-emergency-only can be grouped together in terms of DE pedagogy and delivery, while other disciplines may realize they need a few different batch categories). Batch approvals are for emergency-only approvals.
7. DE approvals are district-wide, so the following suggested timeline should involve district-wide discipline members:
  - a. Discipline faculty need to decide which courses are appropriate for permanent online/hybrid designation and which should be for emergency-only so they can decide which process to use for which courses.
  - b. Permanent individual DE addendum can be worked on as soon as faculty are able to, but they must be completed and launched in time to complete local approval by December (launched in curricunet with required documents by late September is fine).
  - c. Emergency-only DE addenda should be considered by faculty any time after the forms are available from DCC next month, but they also must be completed and launched in time to complete local approval by December (launched in curricunet with required documents by late September is fine).
8. Please launch proposals as they are ready so we can stagger the review and approval workload for the various discipline and curriculum committee reviewers.

*Motion to extend meeting to 5:15; 1<sup>st</sup> Gibbons-Anderson / 2<sup>nd</sup> Williams / approved by consensus*

- ii. Compliance report courses -- May report coming soon, FYI; do what is possible to do; we will pick up what we have to in the fall, but compliance issues will remain.
- iii. Updates
  1. General Education category (disciplines vs. classes): Covered during action items discussion about General Education courses. See action items, Course major mods, THE courses section for discussion notes.

2. Agenda items pushed for time to May 12 meeting:
  - a. Email to Chairs – start in the fall
  - b. ESL discipline name change at DCC
- b. Articulation Officer – Ellen Drinkwater – No report
- c. Instructional Programs Support Coordinator – Casandra Greene – No report
- d. Tech Review Chair – Steven Schmidt – No report
- e. CIO – Carol Farrar – No report, though Dr. Farrar sent her regrets at not being able to join us due to a conflicting meeting, as noted at the top of the meeting during greetings.

*Motion to extend meeting to 5:30; 1<sup>st</sup> Gibbons-Anderson / 2<sup>nd</sup> Williams / approved by consensus*

#### 8. Curriculum Policy & Procedure

- i. Pushed to May 12 meeting for time: Curriculum Handbook Approval Cycle will align with academic calendar
- ii. Curriculum Elections this semester – reminder of departments who need to re-elect or elect a new representative for the next cycle (2020-2022)
  1. Representatives reporting results for 2020-2022
    - a. Ernesto Reyes is stepping down and Math will be represented by Michelle Black
    - b. Nancy Gall is retiring and Applied Technology will be represented by Scott Hernandez
    - c. Mark Haines will continue to represent Dance and Theater
    - d. Shannon Hammock is stepping down and Library and Learning Resources will be represented by Hayley Ashby
    - e. Carla Reible will continue to represent English and Media Studies
    - f. Cathy Thaler will continue to represent Life Sciences
    - g. Kweku Williams will continue to represent Behavioral Science and Psychology
  2. Four department reps for 2020-2022 still needed: History/Humanities/Philosophy/Ethnic Studies, Business Admin/Info Sys Tech and World Languages for term ending; ECS for replacement faculty for 20-21

#### 9. Open forum questions:

- a. Q: Courses with DE addendum typically need to be updated. Will that be true here? A: if courses have been updated in last cycle, no. As much as possible, yes. Probably less stringent for emergency-only batched DE proposals, but this relates to our compliance lists not going away.

- b. Q: What about DE emergency only HYBRID for courses that are required to have some portion still be face-to-face for licensing or other course delivery issues that can't be addressed online, like in some nursing or cosmetology courses? A: Good point; the emergency DE form hasn't been finalized; we should make that addition.
- c. Discussion of online courses and synchronous vs. asynchronous and how to address that. Noted that it wasn't a curriculum issue except where that might need to be noted in delivery, but should be raised with Deans, VP Farrar, and at Senates perhaps as an issue with how schedule of classes looks. Further discussion about issues of equity and student success in synchronous and asynchronous environments.
- d. Clarification: Faculty submitting DE proposals, whether standard or emergency-only, only have to submit one. They are approved for course delivery, not by section.
- e. Clarification on batching: What are informal criteria? Must for emergency-only DE; within same discipline; online delivery and answers to sections on the DE proposal would be the same.

10. Meeting adjourned at 5:26; next meeting is May 12, via Zoom

<b>ACTION ITEMS</b>				
<b>Course</b>	<b>Long Title</b>	<b>Rationale</b>	<b>Cam-pus</b>	<b>Action</b>
<i>Member Yates, newly Dean Yates, asked if she can still serve and vote. Chair Douglass noted that she and Senate Pres. Sellick thought this would be fine to finish the last few meetings of the semester but ECS will need new faculty representation for fall.</i>				
<i>Motion to approve all courses EXCEPT Major Mods CAT 95A, CIS 95A, CUL 36, DAN 6, KIN 30, and all THE courses; and New Courses CAT 810, 811, 812, and ENP 850, 851, 853, 854, 855, 870, 871. 1st Gall / 2nd Hammock / Unanimous by roll call; all present voting members</i>				
<b>Course Deletions</b>				
AUB-1	Survey of Automotive Body Technology	<i>Course has not been offered in at least 10 years, and is not part of any certificate pattern</i>	R	<b>Approved</b>
AUB-70	Automotive Cooperative Training-Entry	<i>Course was developed over 10 years ago, and has never been offered.</i>	R	<b>Approved</b>
AUB-71	Automotive Cooperative Training-Intermediate	<i>Course was created over 10 years ago, and has never been offered.</i>	R	<b>Approved</b>
AUB-72	Automotive Cooperative Training-Refinishing	<i>Course was created over 10 years ago, and has never been offered.</i>	R	<b>Approved</b>
AUB-73	Automotive Cooperative Training-Advanced	<i>Course was created over 10 years ago, and has never been offered.</i>	R	<b>Approved</b>
AUB-74	Automotive Cooperative Training-Mechanical	<i>Course was created over 10 years ago, and has never been offered.</i>	R	<b>Approved</b>

NRN-13	Acute and Chronic Illness I/Pathophysiology II/Pharmacology III	<i>This course is being deleted as it is no longer part of the Registered Nursing Program of Record. The content of this course was redistributed to NRN-11, NRN-12, NRN-21, and NRN-22, in order to comply with CSU statewide transfer model curriculum. NRN-14 was added to satisfy the lower division Lifelong Learning (Area E) for CSU and replaces the NRN-13 course in the Program of Record. The last offering of this course will be Winter 2020. The Program Modification, without NRN-13, was approved at the June 2019 Board of Trustees meeting.</i>	R	Approved
NRN-20	National Council Licensure Examination for Registered Nurses (NCLEX-RN)	<i>This course is being deleted as it is no longer a viable offering. As part of program requirements, students purchase a standardized testing package to assess program outcomes, content for licensure, and predictability of success on the state licensing exam. This package includes a 3-day live review for the NCLEX-RN licensure exam. This course has not been offered since Winter 2011.</i>	R	Approved
<b>Course Major Modifications</b>				
<b><i>Motion to approve CAT 95A, CIS 95A, CUL 36, DAN 6, and KIN 30. Motion later amended to hold KIN 30 (1st Williams / 2nd Reible). Remaining four courses approved. 1st Williams / 2nd Gibbons-Anderson / Unanimous by roll call; all present voting members</i></b>				
CAT-95A	Introduction to the Internet - - Living Online	<i>Modifying course to update it and align it's content with a certification exam that will help students to prepare for one of the IC3 Digital Literacy Certification exams.</i>	R	Approved
CAT-98B	Advanced Excel	<i>Major Modification: Course Description, Short Description, SLOs, Content, TBA Lab Content, MOI, MOE, Books and Materials Update</i>	MNR	Approved

CIS-95A	Introduction to the Internet - - Living Online	<i>Modifying course to update it and align it's content with a certification exam that will help students to prepare for one of the IC3 Digital Literacy Certification exams.</i>	MR	<b>Approved</b>
CIS-98B	Advanced Excel	<i>Major Modification: Course Description, Short Description, SLOs, Content, TBA Lab Content, MOI, MOE, Books and Materials Update</i>	MNR	<b>Approved</b>
CUL-20	Fundamentals of Baking I	<i>Update SLOs. Bring Course up to Date.</i>	R	<b>Approved</b>
CUL-21	Fundamentals of Baking II	<i>Update SLOs. Bring Course up to Date.</i>	R	<b>Approved</b>
CUL-36	Introduction to Culinary Arts	<i>Update SLOs, bring course up to date.</i>	R	<b>Approved</b>
CUL-37	Intermediate Culinary Arts	<i>Change SLOs, bring course up to date.</i>	R	<b>Approved</b>
DAN-6	Dance Appreciation	<i>General update to include Course Objectives, streamlined SLO's, and textbooks.</i>	MNR	<b>Approved</b>
<i>KIN 30 was held to match objectives more closely to content.</i>				
KIN-30	First Aid and CPR	<i>Add learning objectives, update course materials, SLO's and sample assignments.</i>	MNR	<b>Hold</b>
KIN-36	Wellness: Lifestyle Choices	<i>Change the course description, course topics, sample assignments and course materials.</i>	NR	<b>Approved</b>
KIN-4	Nutrition	<i>We want Nutrition to align with the C-ID descriptor. Changed the short description, added learning objectives, added an SLO, updated the course content and the course materials.</i>	MNR	<b>Approved</b>
<i>Note: THE courses were held at March 10 CC meeting to clarify general education status. GESLOs have been added to all Theater Arts courses as required by current catalog.</i>				

***Motion to approve all THE courses. Motion later amended to hold THE 55 and 56 to add GESLOs (1st Gall / 2nd Gibbons-Anderson).***

*Extended discussion -- interrupted by zoom difficulties -- regarding question raised at March 10 meeting about whole disciplines listed in General Education categories. Chair Douglass reported that this question was brought to DCC who agreed it was a good question for discussion but were unsure if it should originate with DCC or Academic Standards. Chair Douglass reported that District Senate President Sellick said Academic Standards, District Senate had agreed last spring, would dissolve and its work be done under the umbrella of Curriculum as an ad hoc / work group body when needed.*

*Douglass reported that the proposal at Senate was for the work of Academic Standards to fold into District Curriculum Committee as an ad hoc work group; the suggestion regarding membership was the three articulation officers, the three curriculum chairs, and one volunteer rep from each curriculum committee (from different disciplines) and whatever administrator sits on DCC.*

*Member Gibbons-Anderson raised the question of the role of the assessment committee. Douglass shared her view that Academic Standards would look at items related to degree standards, and assessment committee would continue to look at issues related to PSLOs. Member Drinkwater indicated that there were no assessment committee reps on the former Academic Standards committee. Chair Douglass said she would carry this question forward to DCC and RIV Senate, but also encouraged Member Gibbons-Anderson's Senator to raise the issue at Senate as well.*

***1st Reible / 2nd Williams / Unanimous by roll call; all present voting members***

THE-2	Play Practicum-Special Projects Laboratory I	<i>Modify assignments</i>	NR	<b>Approved</b>
THE-25	Makeup for the Stage	<i>Update to course to comply with C-ID</i>	R	<b>Approved</b>
THE-26	Directing for the Stage	<i>Add/modify assignments.</i>	R	<b>Approved</b>
THE-30	Voice and Movement for the Stage	<i>Add/Modify Assignments</i>	R	<b>Approved</b>
THE-32	Acting Fundamentals - Theater Games and Exercises	<i>ADD/Modify Assignments</i>	MNR	<b>Approved</b>
THE-33	Scene Acting-Creating a Role	<i>ADD/Modify Assignments</i>	NR	<b>Approved</b>
THE-34	Scene Study in Various Theatrical Styles	<i>Add/modify assignments</i>	NR	<b>Approved</b>
THE-35	Classical Acting with Emphasis in Shakespearean Verse	<i>Add/Modify Assignments</i>	NR	<b>Approved</b>
THE-36	Improviseational Acting	<i>Add/Modify Assignments</i>	R	<b>Approved</b>
THE-37	Musical Theater Techniques	<i>Modify Assignments</i>	R	<b>Approved</b>
THE-38	Auditioning for the Stage	<i>Add/Modify Assignments</i>	R	<b>Approved</b>
THE-39	Acting for the Camera	<i>Add/Modify Assignments</i>	NR	<b>Approved</b>

THE-4	Play Practicum-Special Projects Lab II	<i>Add/Modify Assignments</i>	NR	Approved
THE-41	Elementary Stagecraft		NR	Approved
THE-44	Theatrical Set Design	<i>Modify Assignments</i>	NR	Approved
THE-46	Theatrical Costume Design	<i>Assignment modification</i>	NR	Approved
THE-48	Theatrical Lighting Design	<i>Add/Modify Assignments</i>	NR	Approved
THE-49	Scenic Painting for the Theater	<i>Add/Modify Assignments</i>	R	Approved
THE-5	Theater Practicum	<i>Add/Modify Assignments</i>	NR	Approved
THE-54	Introduction to Stage Management	<i>Add/Modify Assignments</i>	R	Approved
<i>THE 55 and 56 were held to add GESLOs that were missing.</i>				
THE-55	Beginning Musical Theatre I		R	Hold
THE-56	Beginning Musical Theatre II		R	Hold
THE-6	Advanced Theater Practicum	<i>Add/Modify Assignments</i>	R	Approved
<b>Course Minor Modifications (NO ACTION REQUIRED; these are info items only; after TR minor mod approvals go directly to Educational Services)</b>				
CUL-38	Advanced Culinary Arts	<i>Update SLOs, bring course up to date.</i>	R	
THE-57	Intermediate Musical Theatre I	<i>Creating a new course designed specifically for the development of the students abilities in musical theatre techniques for the stage. Created to develop technical skills as it relates to musical theatre performance.</i>	R	
THE-58	Intermediate Musical Theatre II	<i>Creating a new course designed specifically for the development of the students abilities in musical theatre techniques for the stage. Created to develop technical skills as it relates to musical theatre performance.</i>	R	
<b>Distance Education Addenda</b>				

<p>ELE-11DE</p>	<p>DC Electronics</p>	<p><i>This 63 hour lecture, 27 hour lab course that was previously taught completely in the Face-to-Face (F2F) mode needs to be taught in hybrid (blended) mode in order to take pressure off classroom space availability thus giving more options for the scheduling of courses, give more flexibility to varied student schedules, reduce driving time, reduce parking costs, and allow asynchronous lectures--at a time that is more accessible to working students. Lectures will be taught in Canvas. The loss of seat-time related to the former F2F lecture time will be equitably substituted with online resources and the regular and substantive contact with the instructor and other peers. The lab will remain on-campus in the traditional F2F mode. On campus, expensive equipment and unique supplies will be freely available to students who might not otherwise be able to afford these necessary lab items. Lost seat time from F2F lectures will be replaced by accessible, high value, multi-media online teaching experiences that will likely include: videotaped lectures with closed-captioning with available transcripts to support them; both internal and external links to accessible materials; multi-media content; and research materials with study-guides. F2F discussions will be replaced with the use of email, discussion boards and chat-rooms. Points will be associated with significant contributions to these communication avenues, along with regular interactive online assignments. The effective virtual classroom should increase the number and depth of student-student, student-content, and student-teacher interactions.</i></p>	<p>N</p>	<p>Approved</p>
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ELE-13DE	AC Electronics	<p><i>This 54 hour lecture, 54 hour lab course that was previously taught completely in the Face-to-Face (F2F) mode needs to be taught in hybrid (blended) mode in order to take pressure off classroom space availability thus giving more options for the scheduling of courses, give more flexibility to varied student schedules, reduce driving time, reduce parking costs, and allow asynchronous lectures--at a time that is more accessible to working students. Lectures will be taught in Canvas. The loss of seat-time related to the former F2F lecture time will be equitably substituted with online resources and the regular and substantive contact with the instructor and other peers. The lab will remain on-campus in the traditional F2F mode. On campus, expensive equipment and unique supplies will be freely available to students who might not otherwise be able to afford these necessary lab items. Lost seat time from F2F lectures will be replaced by accessible, high value, multi-media online teaching experiences that will likely include: videotaped lectures with closed-captioning with available transcripts to support them; both internal and external links to accessible materials; multi-media content; and research materials with study-guides. F2F discussions will be replaced with the use of email, discussion boards and chat-rooms. Points will be associated with significant contributions to these communication avenues, along with regular interactive online assignments. The effective virtual classroom should increase the number and depth of student-student, student-content, and student-teacher interactions.</i></p>	N	Approved
<b>New Courses</b>				

ADJ-A23A	Law Enforcement on Tribal Lands	<i>Because Riverside County has numerous Native American Reservations/Lands it is important to provide clarity to all citizens about Public Law 280. Public Law 280 deals with the application and authority, and relative application of civil versus regulatory laws, federal trust properties, Native American land status and its impact on law enforcement.</i>	M	<b>Not voted on; erroneously included on action items list. Meant for info items that follow.</b>
CAT-808	Critical Thinking, Problem Solving and Decision Making	<i>This course is part of noncredit certificate.</i>	MR	<b>Approved</b>
CAT-809	Business Writing in a Technological World	<i>This course is part of noncredit certificate.</i>	R	<b>Approved</b>
<i>Motion to approve (1st Gibbons-Anderson / 2nd Lowden) was pulled to hold classes to request procedure and way forward as Communication department would like to cross-list as CAT 810, 811, and 812 cross over with their courses; Member Gibbons-Anderson noted in particular that CAT 812 closely matches COM 9.</i>				
CAT-810	Time Management	<i>This course is part of noncredit certificate.</i>	MR	<b>Hold</b>
CAT-811	High Impact Presentations and Proposals for the Work Place	<i>This course is part of a noncredit certificate.</i>	MR	<b>Hold</b>
CAT-812	Workplace Communication Strategies	<i>This course is part of a noncredit certificate.</i>	R	<b>Hold</b>
CIS-41D	Advanced Security Concepts and Practices	<i>The purpose of this course is to provide professional approaches that will help students prepare for consulting, auditing and specialist positions in the security field. It will encompass overall security practices and approaches that will aid student in their professional career. This course supports the final emphasis of cybersecurity in IT Technician Pathway, and constructs the foundation for Healthcare Security Practitioner specialization to promote Career &amp; Technical Education within the community.</i>	MR	<b>Approved</b>

ENP-50	Introduction to Entrepreneurship	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-51	Entrepreneurship Basics	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-53	Money, Finance and Accounting for Entrepreneurs	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-54	Business Model Canvas and Presentations for Entrepreneurs	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-55	Entrepreneurial Simulation - Capstone	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-70	Building an Entrepreneurial Team	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-71	Solopreneurship	<i>An optional course as part of Entrepreneurship Certificate</i>	MNR	Approved
<b><i>Motion to approve ENP 800 courses; discussion about grading methods for non-credit courses (1st Reible / 2nd Vermillion / Unanimous by roll call; all present voting members)</i></b>				
ENP-850	Introduction to Entrepreneurship	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-851	Entrepreneurship Basics	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-853	Money, Finance and Accounting for Entrepreneurs	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-854	Business Model Canvas and Presentations for Entrepreneurs	<i>Text to be entered</i>	MNR	Approved
ENP-855	Entrepreneurial Simulation - Capstone	<i>Text to be entered later</i>	MNR	Approved
ENP-870	Building an Entrepreneurial Team	<i>Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.</i>	MNR	Approved
ENP-871	Solopreneurship	<i>This course is part of the electives toward completion of the certificate.</i>	MNR	Approved

POL-10	International Organizations	<p>The discipline's program, Model United Nations, requires that students become aware of the United Nations' genesis, development, and current configuration. This class provides students with an introduction to the United Nations as well as the skills that... <i>NOTE: This course was held at the March 10, 2020 CC meeting to clarify questions about course purpose. POL faculty were consulted and this course is written as intended by discipline for Model UN use.</i></p>	R	Approved
<b>New Programs - Credit Certificates</b>				
CIS-CERT CAR	IT Technician Pathway Certificate in Cybersecurity Analyst	<p>This certificate supports the California Community Colleges' IT Technician Pathway, which emphasizes technical career preparation and industry certification (ISC)2 SSCP certification or CompTIA Advanced Security Practitioner Certification (CASP). <i>Note: Course has been held at RCC CC since 11/12/19 for missing documentation; at 3/10 meeting RCC discipline, department, and advisory minutes are missing (attachements were MVC); Now that new PCAH is in effect, we also need updated narrative and consortia recommendation.</i></p>	R	Hold
CIS-CERT ITPCS	IT Technician Pathway: Cybersecurity Specialist	<p>The IT Technician Pathway Certificate in Cybersecurity Specialist will provide students with proficiency in security measures and practices to protect systems in organizational networks. <i>Note: Course has been held at RCC CC since 11/12/19 for missing documentation; at 3/10 meeting RCC discipline, department, and advisory minutes are missing (attachements were MVC); Now that new PCAH is in effect, we also need updated narrative and consortia recommendation.</i></p>	R	Hold

<i>At some point prior to this vote, Member Yates left. Motion to approve 3 ENP credit and 3 ENP non-credit certificates. 1st Gibbons-Anderson / 2nd Vermillion / Unanimous by roll call for all voting members present (members noted as present on attendance list minus Yates)</i>				
ENP-CERT REE	Entrepreneurial Essentials	Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.	R	Approved
ENP-CERT REF	Entrepreneurial Foundations	Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.	R	Approved
ENP-CERT RET	Entrepreneurship and the Team	Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.	R	Approved
<b>New Programs - Non-Credit Certificates</b>				
CAT-CERT WCR	Business Information Worker Essential Preparation: Workplace Communication Certificate of Completion	<i>To provide workplace communication and skills for improved marketability and employability. Note: Course has been held at RCC CC since 11/12/19 for missing documentation; at 3/10 meeting RCC discipline, minutes are missing (attachments were MVC); Now that new PCAH is in effect, we also need updated narrative and consortia recommendation.</i>	R	Hold
CAT-CERT WDMR	Business Information Worker Essential Preparation: Workplace Decision Making and Time Management Certificate of Completion	<i>To provide critical thinking, decision making, time management and self-management skills for improved marketability and employability. Note: Course has been held at RCC CC since 11/12/19 for missing documentation; at 3/10 meeting RCC discipline, minutes are missing (attachments were MVC); Now that new PCAH is in effect, we also need updated narrative and consortia recommendation.</i>	R	Hold
ENP-CERT RNEE	Entrepreneurial Essentials	Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.	R	Approved

ENP-CERT RNEF	Entrepreneurial Foundations	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	R	Approved
ENP-CERT RNET	Entrepreneurship and the Team	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	R	Approved
PDS-CERT SCT R	Successful Career Transitions	<i>The Successful Career Transitions certificate will provide students with the skills they need to successfully seek and obtain a new job. Students will learn to evaluate the job market and their own workplace skills, conduct a strategic job search, effectively network, write a persuasive cover letter and resume, and employ effective interview techniques.</i>	R	Hold
<b>Program Modification</b>				
<i>Motion to approve NRN-AND program modification. Discussion about ensuring that this substitution will apply for RCC even if the Math department vote was 2-1 (yes). (1st Reible / 2nd Williams / Unanimous by roll call for all voting members present (members noted as present on attendance list minus Yates)</i>				
NRN-ADN	Registered Nursing	<i>The CSU's recently agreed to accepting PSY-48 or SOC-48 for the Statistics requirement. The change in units is a result of MAT-12 or 12H being 4 units and PSY- and SOC-48 being 3 units. This will allow students greater flexibility.</i>	R	Approved
<b>Information Items (these items are under consideration at MVC or NOR CCs today)</b>				
<b>Course Inclusion</b>				
ASL-22	American Deaf Culture	<i>Course will be offered to anyone who is interested in learning about Deaf Culture and one doesn't have to take American Sign Language courses. Course will benefit American Sign Language learners with more understanding and be more aware of the Deaf community.</i>	M	
<b>Course Major Modifications</b>				

CON-63A	International Building Code	update COR	N	
<b>New Courses</b>				
EAR-810	Family Child Care – Our Business	<i>To enhance the quality of child care available in family child care homes, assist providers in setting up good business practices and to improve retention in the field.</i>	MN	
EAR-811	Family Child Care – Our Curriculum	<i>To enhance the quality of child care available in family child care homes, assist providers in setting up an optimal learning environment and prepare students for credit classes in child development.</i>	MN	
EAR-812	Family Child Care – Our Family and Community	<i>To enhance the quality of child care available in family child care homes, assist providers in setting up good business practices and to improve retention in the field.</i>	MN	
<b>New Programs - Credit Certificates</b>				
ENP-CERT MEE	Entrepreneurial Essentials	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	M	
ENP-CERT MEF	Entrepreneurial Foundations	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	M	
ENP-CERT MET	Entrepreneurship and the Team	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	M	
ENP-CERT NEE	Entrepreneurial Essentials	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	N	
ENP-CERT NEF	Entrepreneurial Foundations	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	N	

ENP-CERT NET	Entrepreneurship and the Team	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	N	
<b>New Programs - Non-Credit Certificates</b>				
EAR-CERT FCCPM	Family Childcare Provider	<i>To enhance the quality of child care available in family child care homes, assist providers in setting up good business practices and to improve retention in the field. Currently, there is no certificate at Moreno Valley College that is specially geared toward building a student's understanding of becoming a family child care provider. This certificate is constructed to fill that gap and allow adult learner to build the specific knowledge necessary to meet their goals as an early care educator and provider. This certificate will allow students with further exploration and development of essential skills and workforce preparation needed for careers in child care. RCCD currently offers a credit course that addresses many of the skills outlined in this certificate; however, this certificate will expand access to those interested in noncredit and a pathway to credit child development courses.</i>	M	



EAR-CERT FCCPN	Family Child Care Provider	<i>To enhance the quality of child care available in family child care homes, assist providers in setting up good business practices and to improve retention in the field. Currently, there is no certificate at Moreno Valley College that is specially geared toward building a student's understanding of becoming a family child care provider. This certificate is constructed to fill that gap and allow adult learner to build the specific knowledge necessary to meet their goals as an early care educator and provider. This certificate will allow students with further exploration and development of essential skills and workforce preparation needed for careers in child care. RCCD currently offers a credit course that addresses many of the skills outlined in this certificate; however, this certificate will expand access to those interested in noncredit and a pathway to credit child development courses.</i>	N	
ENP-CERT MNEE	Entrepreneurial Essentials	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	M	
ENP-CERT MNEF	Entrepreneurial Foundations	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	M	
ENP-CERT MNET	Entrepreneurship and the Team	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	M	
ENP-CERT NNEE	Entrepreneurial Essentials	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	N	

ENP-CERT NNEF	Entrepreneurial Foundations	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	N	
ENP-CERT NNET	Entrepreneurship and the Team	<i>Certificate is being added to offer a larger variety of entrepreneur certificates within the Business discipline.</i>	N	
ESL-CERT AEM	Noncredit Advanced American College English	<i>Mirrored, non-credit courses allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their business. However, before they can be successful in either academic or CTE courses, they need to be able to function in English in an academic environment. Unfortunately, students who have not lived in California for a year and a day must pay non-resident fees \$258 (\$304 total per unit), making a typical ESL class \$1,520 instead of \$240. For many of our undocumented prospective students, even the resident rate is not achievable. Since noncredit courses have low or no tuition, they allow students to access a college education. In addition to providing an inexpensive entry point, non-credit courses allow students to save financial aid for their credit courses.</i>	M	

ESL- CERT BE M	Noncredit Beginning American College English	<p><i>Mirrored, non-credit courses allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their business. However, before they can be successful in either academic or CTE courses, they need to be able to function in English in an academic environment. Unfortunately, students who have not lived in California for a year and a day must pay non-resident fees \$258 (\$304 total per unit), making a typical ESL class \$1,520 instead of \$240. For many of our undocumented prospective students, even the resident rate is not achievable. Since noncredit courses have low or no tuition, they allow students to access a college education. In addition to providing an inexpensive entry point, non-credit courses allow students to save financial aid for their credit courses.</i></p>	M	
PDS- CERT SCT M	Successful Career Transitions	<p><i>The Successful Career Transitions certificate will provide students with the skills they need to successfully seek and obtain a new job. Students will learn to evaluate the job market and their own workplace skills, conduct a strategic job search, effectively network, write a persuasive cover letter and resume, and employ effective interview techniques.</i></p>	M	

PDS- CERT SCT N	Successful Career Transi- tions	<i>The Successful Career Transitions certificate will provide students with the skills they need to successfully seek and obtain a new job. Students will learn to evaluate the job market and their own workplace skills, conduct a strategic job search, effectively network, write a persuasive cover letter and resume, and employ effective interview techniques.</i>	N	
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MOTION	In Attendance	Agenda Approval	Minutes Approval	All Deletions: MM - CATICIS 98B; CUL-20, 21, 37, KIN-36, 4, DE courses; New Courses CAT 808, 809, CIS-41D, ENP-50, 53, 54, 55, 70, 71; POL 10	Major Mods: CATICIS 95A; CUL36; DAN6	Major Mods: Theatre with exception of 55 and 56	HOLD: THE 55 and 56	HOLD: KIN 30	New Courses: CAT 810-812	New Courses: ENP 850, 851, 852, 853, 854, 855, 870, 871	ENP Credit Certs; ENP Non-Credit Certs; PDS Cert	Extend Meeting to 5:15pm	Extend Meeting to 5:30pm
<b>FIRST</b>		Vermillion	Lowden	Gall	Williams	Reible	Gall	Williams	Gibbons-Anderson	Reible	Gibbons-Anderson	Gibbons-Anderson	Gibbons-Anderson
<b>SECOND</b>		Conrad	Reible	Hammock	Reible	Williams	Gibbons-Anderson	Reible	Lowden	Vermillion	Lowden	Williams	Lowden
Madeline Bettencourt, Cosmo	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Dan Borsees, HishHumPhilEthnic Studies	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Jay Boshara, Eco Geo PSJ	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Paul Conrad, BIST	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Ellen Drinkwater, Counseling/Articulation	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Nancy Gall, AT	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Joanis Gibbons-Anderson, Com	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Bobbie Grey, Chem	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Mark Haines, Dance The	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Shannon Hammock, Lib	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Robert Jew, Art													
Kathy Kelly, WL	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Clara Lowden, Kin	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Karyn Magno, Cou	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Caria Reible, Eng	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Ernesto Reyes, Math	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Aaron Sapperfield, Phy Sci	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Steve Schmidt, Music	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Catherine Thaler, Life Sci	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Amy Vermillion, Nur	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Kweku Williams, BSPsych	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Shari Yates, ECS	x	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not Present at Vote	Not Present at Vote

**Riverside City College**  
**Curriculum Committee Minutes**  
 May 12, 2020 • 3-5 pm • via Zoom

32. Call to Order at 3:02

<b>Voting Committee Members Present</b>	<b>Voting Committee Members Absent</b>
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>	<b>Jay Boshara</b> , <i>Economics/Geography/Political Science</i>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	<b>Robert Jew</b> , <i>Art Dept. Rep. (19-21)</i>
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	
<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>	
<b>Nancy Gall</b> , <i>Applied Technology Dept. Rep. (18-20)</i>	
<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies Dept. Rep. (19-21)</i>	
<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (19-21)</i>	
<b>Mark Haines</b> , <i>Dance and Theater Dept. Rep. (19-20)</i>	
<b>Shannon Hammock</b> , <i>Library/Learning Resources Dept. Rep. (18-20)</i>	
<b>Kathy Kelly</b> , <i>World Languages Dept. Rep. (18-20)</i>	
<b>Clara Lowden</b> , <i>Kinesiology/Athletics Dept. Rep. (19-21)</i>	
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (19-21)</i>	
<b>Carla Reible</b> , <i>English &amp; Media Studies Dept. Rep. (19-20)</i>	
<b>Ernesto Reyes</b> , <i>Mathematics Dept. Rep. (18-20)</i>	
<b>Aaron Sappenfield</b> , <i>Physical Sciences Dept. Rep. (19-21)</i>	
<b>Steve Schmidt</b> , <i>Music Dept. Rep. (19-21); Technical Review Com Chair</i>	
<b>Catherine Thaler</b> , <i>Life Sciences Dept. Rep. (18-20)</i>	
<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-21)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (19-20)</i>	
<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>	
<b>Non-Voting Committee Members Present</b>	<b>Non-Voting Committee Members Absent</b>
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>
<b>Carol Farrar</b> , <i>Vice President of Instruction, Administrative Co-Chair Curriculum Committee</i>	<b>Nadieh Mohammad</b> , <i>ASRCC Student Representative</i>
<b>Jeanine Gardner</b> , <i>Evaluations</i>	
<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>	
<b>Liaisons/Admin/Staff/Guests</b>	
<b>Janet Lehr</b> , <i>Business Admin/Info Sys Tech Dept</i>	

33. Approval of the Agenda: 1<sup>st</sup> Lowden / 2<sup>nd</sup> Vermillion / Unanimous approval

34. Approval of April 28, 2020 Minutes: 1<sup>st</sup> Williams / 2<sup>nd</sup> Lowden / Unanimous approval; at the end of the meeting during Open Forum, a member arriving a few minutes late, having just missed the minutes approval vote, noted some changes to be corrected in the draft minutes with an inconsistent recording of votes and regarding some of the details of the discussion of the Academic Standards work group. Those changes were recorded to be reflected in the final draft, approved by the committee. (1<sup>st</sup> Gibbons-Anderson / 2<sup>nd</sup> Haines / Unanimous approval)

35. **Action Items** (see tables that follow)

36. Reports

a. Curriculum Chair – Kelly Douglass

i. Clarifying DE addendum

1. The standard DE addendum has been updated and will be available soon. It will be a word document that you upload instead of filling out the fields in curricunet. It will have clearer information about what is being asked of you, so you can provide the appropriate Title 5 and Section 508 information about how the class should run effectively online. Coming soon, but just keep using what we have until that one is final. Just FYI.
2. The DE emergency-only form is complete and is based on that almost finished standard DE addendum revision. Note the opening paragraph that explains that this is for campus/college/district closure related emergencies only – not otherwise approved.
  - a. It will be mostly the same except for one narrative box that instead of asking why the course is well-suited to online delivery, asks how it could be done if needed.
  - b. You will have the option to select for online and hybrid approval (and then you and your Deans and Chairs can decide which option is best for the nature of the campus closure emergency) OR hybrid only if there is absolutely no possibility that the course could be 100% online.
  - c. Extended discussion and Q & A about this with the following major points emerging from discussion:
    - i. Disciplines should be conservative in selectin hybrid-only – doing so means it is impossible for 100% of the class to be online, and depending on where we are in the semester when/if a closure happens, a class that can't be hybrid would be cancelled (barring state regulatory body intervention which cannot be depended on).
    - ii. Hybrid refers to any percentage that is partially face-to-face and partially online. So if there has to be a face-to-face component, regardless of amount, then it should be a hybrid-only distinction.
    - iii. A discipline might have courses that have a standard approval for hybrid-only delivery because that is their pedagogical preference, but they could go 100% online if absolutely necessary; in that case, the discipline would have a standard hybrid-only approval, and need an emergency-only hybrid/online approval.
    - iv. Remember, these DE for emergency-only will cover our 2020 classes, but extend beyond 2020 for other future possible closure emergencies (for example, not just COVID-19, but also earthquake or fire).

- v. No exact September date for launching yet, but coming soon.
  - vi. For batching, no limit to number of courses to be batched; strongly encouraged wherever appropriate for course type.
3. **DO THIS FOR ALL YOUR CLASSES NOT ALREADY APPROVED:**  
No blanket addendum for 2021 is planned or anticipated according to the chancellor's office CCC memo from March 31 (ES 20-12) that explains the blanket addendum; it is **REQUIRED** for every summer and fall course listed in blanket addendum, but encouraged for all courses – without a standard or emergency-only de approval in the fall, if we close in 2021 and beyond, you likely won't be able to teach that class.
4. **Clarification about three types of DE proposals we are talking about:**
- a. **BLANKET DE addendum**: Reps and their discipline colleagues don't have any work associated with this. This is the report for summer (and another one soon for fall) that will list all courses that the state is automatically approving for DE delivery for summer and fall even without the regular DE proposal process. **EVERY COURSE** taught and covered by the addendum must have one of the other two types of proposals (Standard and/or Emergency-only) submitted by late September to be approved by our Board by December. VP Farrar, Chair Douglass, and other district folks are working this.
  - b. **STANDARD DE addendum**: this is the regular process curriculum reps and discipline/department members need to use. Use for any individual course for hybrid and/or online approval for regular course delivery.
  - c. **EMERGENCY ONLY DE addendum**: Curriculum reps and discipline/department members use this proposal type for any individual course or batch of courses that you want approval of for hybrid and/or online delivery **ONLY** in the case of a campus closure emergency.

ii. Updates

- 1. Email to Chairs about compliance reports – start or revisit in the fall
- 2. ESL discipline name change at DCC: The three colleges voted to approve, but before DCC could approve, the ESL discipline learned that there might be funding problems if they didn't use this stem title, so they have asked us to vote no for now. We got minutes and a district-wide vote from the discipline and then at their request, voted it down at DCC.
- 3. General Education disciplines issues / Academic Standards work group updates:



- a. The Gen Ed issue of whole disciplines is one that the DCC agrees should be addressed. Already some ideas on the table, but need to have question of Academic Standards work group resolved.
- b. Update on the Academic Standards work group: At DCC on May 5 there was agreement that doing standards based tasks, in particular as they relate to degrees and gen eds, was fine to make a work group of DCC (3 chairs, 3 Articulation Officers, 3 curriculum committee reps – 1 from each college and not the same discipline; didn't seem necessary to DCC to add assessment committee reps). District Academic Senate should take up at last meeting in May.
- b. Articulation Officer – Ellen Drinkwater – no report
- c. Instructional Programs Support Coordinator – Casandra Greene
  - i. Compliance Reports include DE approvals tab
  - ii. Casandra congratulated the committee on the hard work of the fall already showing up in the number of courses and disciplines with improved course compliance rates.
- d. Tech Review Chair – Steven Schmidt
  - i. The new DE forms (emergency only and soon the new standard one) will still have a way to be in META for tracking and review.
  - ii. Proposal will be word or pdf and then put in as an attachment for the curricunet launch.
- e. CIO – Carol Farrar – no report

### 37. Curriculum Policy & Procedure

- a. Curriculum Handbook Approval Cycle will align with academic calendar – new version each September based on notes collected all year.
- b. Curriculum Chair election announcement (Nominations and Election will be on May 26)
- c. Members whose term is up who haven't yet noted re-election or new member for fall should have results by next meeting with one exception because of some new hires.
- d. Curriculum Institute will be online this summer (July 7-10). Waiting on the registration fee and college attendee limits to know how many folks we can have attend. Interested so far (12): Douglass, Schmidt, Greene, Drinkwater, Lowden, Vermillion, Conrad, Magno, Reible, Black (new math rep), Grey, Gibbons-Anderson.

### 38. Open Forum

- a. Final clarification: Standard DE form is regular process; Emergency-only for Emergency closure online delivery
- b. Discussion of minutes corrections and re-vote (see item #3 above)

### 39. Meeting adjourned at 4:50

**Attachments:**

- Draft Minutes for April 28, 2020
- DE addendum form for Emergency-only DE Proposals

<b>RIVERSIDE ACTION ITEMS</b>				
<b>Course</b>	<b>Long Title</b>	<b>Rationale</b>	<b>Campus</b>	<b>Action at RCC CC 5/12/2020</b>
<b><i>Course Major Modifications -- Motion to approve all major mods with minor corrections to AUB courses as noted below: 1st Gall / 2nd Gibbons-Anderson / approved unanimously (see roll call vote for details)</i></b>				
<i>AUB 53 Numbering of course content is off. Entrance skill with no link.</i>				
<i>AUB 55 Numbering of course content is off.</i>				
<i>AUB 57 Numbering of course content is off.</i>				
<i>AUB 61 Entrance Skill #1 duplicated</i>				
AUB-50	Introduction to Automotive Collision Repair	<i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to modify the course's name, to reflect the current industry terminology, and to clarify and refine the Student Learning Outcomes for each course. However, the true content of the course will remain the same.</i>	R	<b>Approved</b>

AUB-51	Automotive Non-Structural Collision Repair and Estimating	<p><i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to modify the course's name, to reflect the current industry terminology, and to clarify and refine the Student Learning Outcomes for each course. However, the true content of the course will remain the same.</i></p>	R	Approved
AUB-52	Automotive Re-finishing and Paint	<p><i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to modify the course's name, to reflect the current industry terminology, and to clarify and refine the Student Learning Outcomes for each course. However, the true content of the course will remain the same.</i></p>	R	Approved
AUB-53	Automotive Collision Repair Special Projects	<p><i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to modify the course's name, to reflect the current industry terminology, and to clarify and refine the Student Learning Outcomes for each course. However, the true content of the course will remain the same.</i></p>	R	Approved

AUB-54	Automotive Structural Collision Repair and Frame	<p><i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to modify the course's name, to reflect the current industry terminology, and to clarify and refine the Student Learning Outcomes for each course. However, the true content of the course will remain the same.</i></p>	R	Approved
AUB-55	Automotive Advanced Refinishing and Custom Paint	<p><i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to modify the course's name, to reflect the current industry terminology, and to clarify and refine the Student Learning Outcomes for each course. However, the true content of the course will remain the same.</i></p>	R	Approved

AUB-56	Automotive Technology for the Automotive Collision Specialist	<p><i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to create a new course to replace the current course which no longer serves the intended purpose for it was created. ,The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to create a new course to replace the current course which no longer serves the intended purpose for it was created.</i></p>	R	Approved
AUB-57	Antique and Classic Auto Restoration and Fabrication	<p><i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to create a new course to replace the current course which no longer serves the intended purpose for it was created.</i></p>	R	Approved

AUB-59A	Automotive Collision Service and Repair	<i>This course is the same as AUT-59 Auto Body Service. Automotive Collision Repair is a skill that needs to be developed through hands-on experience. This course gives students to further develop the skills necessary to become proficient. The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to modify the course's name, to reflect the current industry terminology, and to clarify and refine the Student Learning Outcomes for each course.</i>	R	Approved
AUB-59B	Automotive Refinishing Service and Repair	<i>This course is the same as AUT-59 Auto Body Service. Automotive Collision Repair is a skill that needs to be developed through hands-on experience. This course gives students to further develop the skills necessary to become proficient. The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to modify the course's name, to reflect the current industry terminology, and to clarify and refine the Student Learning Outcomes for each course.</i>	R	Approved
AUB-60	Automotive Trim and Upholstery I	<i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Automotive Upholstery Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to create a new course to replace the current course which no longer serves the intended purpose for it was created.</i>	R	Approved

AUB-61	Automotive Trim and Upholstery II	<i>The automotive body and paint repair technology discipline is trying to bring our programs to reflect more closely the needs of our community, as well as to bring them to a closer alignment to Industry Standards and the rapid technology and terminology changes of today's Collision Repair Industry, as well as to comply with the college's Accreditation Standards. With the help and direction of our Advisory Committee and the support of our Applied Technology Department, we feel the necessity to create a new course to replace the current course which no longer serves the intended purpose for it was created.</i>	R	Approved
ENG-16	Introduction to Linguistics	<i>To update SLOs, align with new Gen Ed SLOs, update course content, integrate methods of instruction and evaluation, update assignments, and update course materials.</i>	MNR	Approved
ESL-801	ESL Support for Career and Technical Programs	<i>Update course.</i>	NR	Approved
KIN-30	First Aid and CPR	<i>Add learning objectives, update course materials, SLO's and sample assignments. Note from RCC CC Chair: Course held at RCC CC April 28 to match objectives more closely to content.</i>	MNR	Approved
THE-55	Beginning Musical Theatre I	<i>Note from RCC CC Chair: Course held at RCC CC April 28 to add GESLO; this has been done.</i>	R	Approved
THE-56	Beginning Musical Theatre II	<i>Note from RCC CC Chair: Course held at RCC CC April 28 to add GESLO; this has been done.</i>	R	Approved
<b><i>Distance Education Proposals - Motion to approve: 1st Lowden / 2nd Borses / Approved Unanimously (see roll call vote for details)</i></b>				
KIN-30DE	First Aid and CPR	<i>Changing the mode of delivery for this course will give us the opportunity to offer more courses over the course of a semester along with the face to face mode of delivery. It gives the students the option to take the course in the classroom or by hybrid.</i>	MNR	Approved
<b><i>New Courses -- Motion to approve all: 1st Haines / 2nd Lowden / Approved Unanimously (see roll call vote for details)</i></b>				
<i>These courses had been held at the April 28 meeting to allow COM and GUI departments to discuss and for Chair to raise question at District Curriculum about cross-listing question for any overlap with other courses. DCC advised that since none of these non-credit courses specifically overlapped in total with another existing course, there wasn't anything now to cross-list, but should GUI or COM wish to put forward cross-listed non-credit versions of these courses, they could do so, and those cross-listings would be reflected in the future.</i>				

CAT-810	Time Management	<i>This course is part of noncredit certificate. Note from RCC CC Chair: This course was held at RCC CC April 28 because of concerns about overlap with COM discipline content. While the course did pass at MVC, there were concerns raised at MVC CC on April 28 about overlap with the specific courses of GUI 47.</i>	MR	Approved
CAT-811	High Impact Presentations and Proposals for the Work Place	<i>This course is part of a noncredit certificate. Note from RCC CC Chair: This course was held at RCC CC April 28 because of concerns about overlap with COM discipline content. While the course did pass at MVC, there were concerns raised at MVC CC on April 28 about overlap with the specific courses of GUI 47.</i>	MR	Approved
CAT-812	Workplace Communication Strategies	<i>This course is part of a noncredit certificate. Note from RCC CC Chair: This course was held at RCC CC April 28 because of concerns about overlap with COM discipline content and in particular COM 9.</i>	R	Approved
<b>New Programs -- Certificates</b>				
CIS-CERT-CA R	IT Technician Pathway Certificate in Cybersecurity Analyst	<i>This certificate supports the California Community Colleges' IT Technician Pathway, which emphasizes technical career preparation and industry certification (ISC)2 SSCP certification or CompTIA Advanced Security Practitioner Certification (CASP). Note: Certificate has been held at RCC CC since 11/12/19 for missing documentation; at 3/10 meeting RCC discipline, department, and advisory minutes are missing (attachments were MVC); Now that new PCAH is in effect, we also need updated narrative and consortia recommendation.</i>	R	Hold
CIS-CERT-ITPCS	IT Technician Pathway: Cybersecurity Specialist	<i>The IT Technician Pathway Certificate in Cybersecurity Specialist will provide students with proficiency in security measures and practices to protect systems in organizational networks. Note: Course has been held at RCC CC since 11/12/19 for missing documentation; at 3/10 meeting RCC discipline, department, and advisory minutes are missing (attachments were MVC); Now that new PCAH is in effect, we also need updated narrative and consortia recommendation.</i>	R	Hold
<b>New Program -- Non-Credit Certificate</b>				



CAT-CERT WC R	Business Information Worker Essential Preparation: Workplace Communication Certificate of Completion	<i>To provide workplace communication and skills for improved marketability and employability. Note: Course has been held at RCC CC since 11/12/19 for missing documentation; at 3/10 meeting RCC discipline, minutes are missing (attachments were MVC); Now that new PCAH is in effect, we also need updated narrative and consortia recommendation.</i>	R	<b>Hold</b>
CAT-CERT WDM R	Business Information Worker Essential Preparation: Workplace Decision Making and Time Management Certificate of Completion	<i>To provide critical thinking, decision making, time management and self-management skills for improved marketability and employability. Note: Course has been held at RCC CC since 11/12/19 for missing documentation; at 3/10 meeting RCC discipline, minutes are missing (attachments were MVC); Now that new PCAH is in effect, we also need updated narrative and consortia recommendation.</i>	R	<b>Hold</b>
<b><i>Motion to approve PDS Certificate: 1st Williams / 2nd Borses / Approved Unanimously (see roll call vote for details)</i></b>				
PDS-CERT SCT R	Successful Career Transitions	<i>The Successful Career Transitions certificate will provide students with the skills they need to successfully seek and obtain a new job. Students will learn to evaluate the job market and their own workplace skills, conduct a strategic job search, effectively network, write a persuasive cover letter and resume, and employ effective interview techniques. Note: This certificate was held at RCC CC April 28 so counseling faculty could confer with discipline over concerns about overlap.</i>	R	<b>Approved</b>
<b>Information Items (RIV Minor Mods passed at Tech Review on May 5, 2020)</b>				
WEL-34	Metal Joining Process	<i>This is a 2 year review of the course. Updated text book to the 9th edition version of the same author and publisher. The course still meets the demands of the industry and no changes are necessary.</i>	R	
WEL-65A	Beginning Shielded Metal Arc Welding	<i>This is a 2 year review of the course. Updated text book to the 9th edition version of the same author and publisher. The course still meets the demands of the industry and no changes are necessary.</i>	R	
WEL-65B	Advanced Shielded Metal Arc Welding	<i>This is a 2 year review of the course. Updated text book to the 9th edition version of the same author and publisher. The course still meets the demands of the industry and no changes are necessary.</i>	R	

WEL-75A	Gas Metal Arc Welding	<i>This is a 2 year review of the course. Updated text book to the 9th edition version of the same author and publisher. The course still meets the demands of the industry and no changes are necessary.</i>	R	
WEL-75B	Flux Cored Arc Welding (FCAW)	<i>This is a 2 year review of the course. Updated text book to the 9th edition version of the same author and publisher. The course still meets the demands of the industry and no changes are necessary.</i>	R	
WEL-85A	American Welding Society/Los Angeles City Welding I	<i>This is a 2 year review of the course. Updated the Principles and Applications text book to the 9th edition. The course still meets the demands of the industry and no changes are necessary.</i>	R	
WEL-85B	American Welding Society/Los Angeles City Welding II	<i>This is a 2 year review of the course. Updated the Principles and Applications text book to the 9th edition. The course still meets the demands of the industry and no changes are necessary.</i>	R	
WEL-95A	Introduction to Gas Tungsten Arc Welding	<i>This is a 2 year review of the course. Updated text book to the 9th edition version of the same author and publisher. The course still meets the demands of the industry and no changes are necessary.</i>	R	
WEL-95B	Advanced Gas Tungsten Arc Welding (GTAW)	<i>This is a 2 year review of the course. Updated text book to the 9th edition version of the same author and publisher. The course still meets the demands of the industry and no changes are necessary.</i>	R	
<b>Information Items (on NOR and/or MVC agenda for May 12)</b>				
<b>Course Exclusion</b>				
ADJ-23	Criminal Justice Report Writing	<i>No reason to have a report-writing courses. Prefer ENG-1A. Each agency will teach them how to write reports.</i>	N	
<b>Course Inclusion</b>				
ADJ-19	Introduction to Policing	<i>We already have 19, but it stopped in curriculum because it was input as a GE. Needed connection to a GELO.</i>	N	
<b>Distance Education</b>				
MDA-50DE	Medical Assisting Core	<i>To increase student access the course. Hybrid and online classes will give students the ability to work from home at times that are convenient to them. This is an important consideration for our students, many of whom have multiple jobs, varying work shifts, and family obligations.</i>	M	
<b>Program Modification -- Degree &amp; Certificate</b>				

ARE-NCE787	Architectural Graphics	<i>Architectural Graphics certificate program prepares individuals to apply basic Architectural drafting knowledge and skills to development of working drawings and electronic simulations in support of Architectural and Civil engineers and related professionals.</i>	N	
DFT-NAS539	Drafting Technology	<i>Drafting Technology certificate program prepares individuals the basic skills and knowledge in the field of drafting to perform as a general drafter.</i>	N	
ENE-NCE863	3D Mechanical Drafting	<i>3D Mechanical Drafting certificate program prepares individuals to apply basic Mechanical drafting knowledge and skills to development of working drawings and electronic simulations in support of mechanical and industrial engineers and related professionals.</i>	N	

MOTION	In Attendance	Motion to approve Agenda	Motion to approve Minutes 4-28-2020	End of meeting motion to amend minutes to remove names and clarify hold votes	Motion to Approve: Major Mods - All AUB, ENG-16, ESL-801,	Motion to Approve DE course: KIN-30DE	Motion to Approve: CAT-810, 811, 812	Motion to Approve: PDS Certificate
<b>FIRST</b>		Lowden	Williams	Gibbons Anderson	Gall	Lowden	Haines	William
<b>SECOND</b>		Vermillion	Lowden	Haines	Gibbons-Anderson	Borses	Lowden	Borses
<b>Madeline Bettencourt, Cosmo</b>	x	Approved by Consensus	Approved by Consensus	Approved by Consensus	yes	yes	yes	yes
<b>Dan Borses, HisHum/Phil/Ethnic Studies</b>	x				yes	yes	yes	yes
<b>Jay Boshara, Eco Geo PS)</b>	Not Present	Not Present	Not Present	Not Present	Not Present	Not Present	Not Present	Not Present
<b>Paul Conrad, BIST</b>	x				yes	yes	yes	yes
<b>Ellen Drinkwater, Counseling/Articulation</b>	x				yes	yes	yes	yes
<b>Nancy Gall, AT</b>	x				yes	yes	yes	yes
<b>Joanie Gibbons-Anderson, Com</b>	x	Not present to vote	Not present to vote		yes	yes	yes	yes
<b>Bobbie Grey, Chem</b>	x				yes	yes	yes	yes
<b>Mark Haines, Dance The</b>	x				yes	yes	yes	yes
<b>Shannon Hammock, Lib</b>	x				yes	yes	yes	yes
<b>Robert Jew, Art</b>	Not Present	Not Present	Not Present	Not Present	Not Present	Not Present	Not Present	Not Present
<b>Kathy Kelly, WL</b>	x				yes	yes	yes	yes
<b>Clara Lowden, Kin</b>	x				yes	yes	yes	yes
<b>Karyn Magno, Cou</b>	x				yes	yes	yes	yes
<b>Carla Reible, Eng</b>	x	Not present to vote	Not present to vote		yes	yes		yes
<b>Ernesto Reyes, Math</b>	x				yes	yes	yes	yes
<b>Aaron Sappenfield, Phy Sci</b>	x				yes	yes	yes	yes
<b>Steve Schmidt, Music</b>	x				yes	yes	yes	yes
<b>Catherine Thaler, Life Sci</b>				Did not vote: lost connection				
<b>Amy Vermillion, Nur</b>	x				yes	yes	yes	yes
<b>Kweku Williams, BSPsych</b>	x				yes	yes	yes	yes
<b>Shari Yates, ECS</b>	x				yes	yes	yes	yes

**Riverside City College**  
**Curriculum Committee Agenda**  
 May 26 • 3-5 pm • ZOOM

40. Call to Order at 3:01 pm

<b>Voting Committee Members* Present</b>	<b>Voting Committee Members* Absent</b>
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (19-21)</i>	<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (19-21)</i>
<b>Dan Borses</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (18-20)</i>	
<b>Jay Boshara</b> , <i>Economics/Geography/Political Science Dept. Rep. (19-21)</i>	
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (18-20)</i>	
<b>Ellen Drinkwater</b> , <i>Counseling/Articulation</i>	
<b>Nancy Gall</b> , <i>Applied Technology Dept. Rep. (18-20)</i>	
<b>Joanie Gibbons-Anderson</b> , <i>Communication Studies Dept. Rep. (19-21)</i>	
<b>Mark Haines</b> , <i>Dance and Theater Dept. Rep. (19-20)</i>	
<b>Shannon Hammock</b> , <i>Library/Learning Resources Dept. Rep. (18-20)</i>	
<b>Robert Jew</b> , <i>Art Dept. Rep. (19-21)</i>	
<b>Kathy Kelly</b> , <i>World Languages Dept. Rep. (18-20)</i>	
<b>Clara Lowden</b> , <i>Kinesiology/Athletics Dept. Rep. (19-21)</i>	
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (19-21)</i>	
<b>Carla Reible</b> , <i>English &amp; Media Studies Dept. Rep. (19-20)</i>	
<b>Ernesto Reyes</b> , <i>Mathematics Dept. Rep. (18-20)</i>	
<b>Aaron Sappenfield</b> , <i>Physical Sciences Dept. Rep. (19-21)</i>	
<b>Steve Schmidt</b> , <i>Music Dept. Rep. (19-21); Technical Review Com Chair</i>	
<b>Catherine Thaler</b> , <i>Life Sciences Dept. Rep. (18-20)</i>	
<b>Amy Vermillion</b> , <i>Nursing Education Dept. Rep. (19-21)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (19-20)</i>	
<b>Shari Yates</b> , <i>Early Childhood Studies Dept. Rep. (19-21)</i>	
<b>Non-Voting Committee Members Present</b>	<b>Non-Voting Committee Members Absent</b>
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (19-20); English</i>	<b>Judy Haugh</b> , <i>Counseling/Articulation</i>
<b>Carol Farrar</b> , <i>Vice President of Instruction, Administrative Co-Chair</i>	<b>Nadieh Mohammad</b> , <i>ASRCC Student Representative</i>
<b>Casandra Greene</b> , <i>RCC Curriculum ISC</i>	
<b>Liaisons/Admin/Staff/Guests</b>	
<b>Hayley Ashby</b> , <i>20-22 Library/Learning Resources Dept. Rep.</i>	
<b>Robert Baradaran</b> , <i>Culinary</i>	
<b>D. Brown</b> , <i>20-22 History/Humanities/Philosophy/Ethnic Studies Dept. Rep.</i>	
<b>Jeanine Gardner</b> , <i>Admissions and Records</i>	
<b>Kevin Mayse</b> , <i>Academic Senate Vice President</i>	
<b>Mark Sellick</b> , <i>Academic Senate President</i>	

41. Approval of the Agenda: 1<sup>st</sup> Gall; 2<sup>nd</sup> Lowden; approved by consensus

42. Approval of Minutes from May 12, 2020: 1<sup>st</sup> Lowden; 2<sup>nd</sup> Vermillion; approved by consensus

43. Action Items (see below)

44. Reports

- a. Curriculum Chair – Kelly Douglass
  - i. Blanket addendum courses for summer and fall
    - 1. ANY COURSE you ever want to have the opportunity to teach online in the case of a campus closure will have to have a DE proposal (standard or emergency-only)
    - 2. Courses covered by the summer blanket addendum (and later the fall blanket addendum) MUST have a standard or DE proposal submitted by fall curriculum deadlines. Disciplines advised to also do courses not on the blanket addendum for future planning.
    - 3. The list of the 103 courses covered in the summer addendum are attached with the minutes – these courses don't have an online DE proposal and must be submitted by fall deadlines. When the fall schedule is finalized, and the fall blanket addendum submitted, Chair Douglass will send the committee the list as soon as it is ready so you have it.
  - ii. August RCC Curriculum events
    - 1. We will have the mandatory training of all curriculum committee members offered during FLEX week, so please keep an eye out for that schedule towards the end of summer.
    - 2. We can also offer a second round for pick-ups during our regular meeting time (3-5pm) that last week in August if needed. But we might also want to have a short action-items-only meeting on that day (August 25) to address Tech Review June 2 approvals in order to manage the anticipated proposal workload for this fall. **The committee agreed that if the action items from June 2 Tech Review is roughly equivalent to today's agenda (~60 items) we should meet on August 25.** News on that next week after the meeting.
- b. Articulation Officer – Ellen Drinkwater
  - i. 20-21 CSU GE approvals – see attached document for courses that have been approved
  - ii. 20-21 IGETC approvals – courses will be submitted in July for transferability and transfer-approved courses are submitted December for appropriate IGETC categories
  - iii. RCCD C-ID Progress Report – will be provided by AO Drinkwater by email next week after district AOs meet (she shared preliminary version during meeting)
- c. Instructional Programs Support Coordinator – Casandra Greene – no report
- d. Tech Review Chair – Steven Schmidt
  - i. Fall 2020 Calendar

1. Available at the Curriculum Website:  
<https://websites.rcc.edu/curriculum/files/2020/05/2020-2021-Curriculum-Deadline-Calendar-052020.pdf>
  2. **Launch with completed proposals and minutes deadline is September 25. This includes the various DE proposals.**
  3. For emergency-only de proposals, should a few fall through the cracks, we should be able to make the state deadline (if the proposals have no problems) if they are launched by October 23.
- ii. Use the new Standard or Emergency-Only forms – both available at the curriculum website (Resources tab → Distance Education Resources section) and send completed forms to [techreview@rccd.edu](mailto:techreview@rccd.edu) – no need to do anything with curricUNET for launching DE proposals anymore.
- e. CIO – Carol Farrar
- i. Curriculum Institute (July 7-10) Attendee updates: We have the funds to send a large group, but if you commit, please make sure that you do attend. Requesting to attend (15):
    - Douglass
    - Schmidt
    - Greene
    - Drinkwater
    - Lowden
    - Vermillion
- Conrad  
 Magno  
 Reible  
 Black (new math rep)  
 Grey  
 Gibbons-Anderson  
 Ashby (new Library rep)  
 Farrar  
 Brown (new H/H/P/ES rep)

- ii. State is moving forward with Competency Based Education, which is not credit for prior learning. Dr. Farrar is sending the link to the first two webinars; members have to register, but after the free registration, you will have access to the first two and can attend the upcoming third. Committee should be knowledgeable about CBE and what is acceptable for our pathways. Please see the Appendix item (after the action items) with additional info shared by Dr. Farrar and links and info about past and upcoming webinars.

#### 45. Curriculum Policy & Procedure

- a. 200 Course Revisions – Douglass & Greene : Curriculum Chairs / Tech Review will meet to discuss process; for now, please do not go forward on any 200 course revisions.
- b. Curriculum Chair Election – RCC AS President Mark Sellick: Kelly Douglass re-elected as chair; see nominations and motions in roll call vote at end of minutes.
- c. Updates to 20-22 Representatives –
  - i. D Brown for His/Hum/Phil/Ethnic St.
  - ii. Samuel Pessah for World Languages
  - iii. Thank you to Ernesto Reyes, Dan Borses, Shannon Hammock, and Shari Yates for their service as curriculum representatives.
  - iv. Very special thank you to Nancy Gall and Kathy Kelly for their years of service on the committee, and congratulations on their retirement!

#### 46. Open Forum

- a. Question about course deletion. A: It's only a deletion if there is agreement across the district. If one college still wants to offer the course, the proposal should be an exclusion to exclude the course from the catalog at college(s) no longer wanting to teach it. This form is on the resources page of the curriculum website.
- b. Question about course inclusion. A: If a college wants to teach a courses that already exists at another college, they should do a course inclusion proposal (not launch a new course duplicate).
- c. Member Vermillion provided info on the 2020 Virtual Online Teaching Conference: <https://app.smartsheet.com/b/form/ded2c627982d48109aaef3587a0c88ef> for anyone interested. It is free and being put on by the California Community Colleges. It is taking place June 17-19th, 2020.
- d. Thank you again to all those members leaving the committee; to everyone, have a happy, restful, and restorative summer.

*In accordance with the Ralph M. Brown Act and SB 751, minutes of the RCC Curriculum committee record the votes of all committee members as follows. (1) Members recorded as absent are presumed not to have voted; (2) the chair votes only to break a tie; (3) names of members voting in the minority or abstaining are recorded; (4) all other members are presumed to have voted in the majority.*



47. Meeting adjourned at 4:58

**Action Items:**

- 33. Course Deletions: pg. 4
- 34. Course Inclusions: pg. 4
- 35. Course Major Modifications: pg. 4-5
- 36. Distance Education: pg. 5-14
- 37. New Courses: pg. 14-15
- 38. New State/Locally Approved Certificates/Degrees: pg. 15-16

**RCC Information Items (Minor Modifications): pg. 16**

**District Information Items:**

- 14. Course Major Modifications: pg. 16
- 15. Distance Education: pg. 17
- 16. Extensive Prep Lab Proposal: pg. 17
- 17. New State/Locally Approved Certificates/Degrees: pg. 17-18

**Roll Call Vote Appendix: pg. 19**

**Competency Based Education Information Appendix: pg. 20**

**Attachment Files:**

- May 12, 2020 Final Minutes
- Summer courses covered by the blanket addendum (must have a standard or emergency-only DE proposal submitted by fall deadlines)
- New Standard DE form (also available at [websites.rcc.edu/curriculum](https://websites.rcc.edu/curriculum) → Resources tab → Distance Education Resources section)
- Emergency-only DE form (also available at [websites.rcc.edu/curriculum](https://websites.rcc.edu/curriculum) → Resources tab → Distance Education Resources section)
- Sample distance education form (also available at [websites.rcc.edu/curriculum](https://websites.rcc.edu/curriculum) → Resources tab → Distance Education Resources section)
- CSU/IGETC GE approvals update

**Attachment Links:**

- Fall Curriculum Calendar for 21-22 catalog: <https://websites.rcc.edu/curriculum/files/2020/05/2020-2021-Curriculum-Deadline-Calendar-052020.pdf>

Course	Long Title	Rationale	Campus	Action
<b>Motion to approve all course deletions, course inclusions, and course major modifications except AUTO 50 (with updates as needed according to google spreadsheet technical notes): 1<sup>st</sup> Williams; 2<sup>nd</sup> Conrad; Approved unanimously (see roll call vote at end of minutes)</b>				
<b>Course Deletions</b>				
CUL-24	Techniques of Garde Manger	Delete Cul. 24 (Garde Manger) and 42 (International Cuisine). These are now Non-Credit courses known as CUL 824 & CUL. 842. The grading options don't match, this could make it difficult for students who take the non-credit course and then want to petition for credit using the existing credit by exam board policy. An option was to adjust the grading options of the non-credit course to match the credit version, but we decided it was best to delete the credit course since Cul. 24 & 42 are not transferable.	R	Approve
KIN-A54	FastPitch Softball Fundamentals	This course was leveled into A54A and A54B. We no longer need this course.	R	Approve
KIN-A77	Jogging for Fitness	We have leveled this course into A77A, A77B, and A77C. We no longer need this course.	R	Approve
<b>Course Inclusions</b>				
EAR-810	Family Child Care – Our Business	Course will be offered to provide students the opportunity to understand the needs and requirements of a family childcare center. This course along with two others will make up the Family Childcare Certificate.	R	Approve
EAR-811	Family Child Care – Our Curriculum	Course will be offered to provide students the opportunity to understand the needs and requirements of a family childcare center. This course along with two others will make up the Family Childcare Certificate.	R	Approve
EAR-812	Family Child Care – Our Family and Community	Course will be offered to provide students the opportunity to understand the needs and requirements of a family childcare center. This course along with two others will make up the Family Childcare Certificate.	R	Approve
<b>Course Major Modifications</b>				

AUT-4A	Automotive Steering and Suspension	<i>update curriculum</i>	R	<b>Approve</b>
AUT-5	Automotive Brakes	<i>Update curriculum.</i>	R	<b>Approve</b>
<b><i>Motion to approve AUTO 50: 1<sup>st</sup> Williams; 2<sup>nd</sup> Reible; course held to request that lab content be added.</i></b>				
AUT-50	Automotive Principles	<i>Updating curriculum.</i>	R	<b>Hold</b>
AUT-8C	Automotive Emission Controls	<i>Curriculum update</i>	R	<b>Approve</b>
CAT-79	Introduction to Adobe Illustrator	<i>Update of short description, course objectives, SLOs, course content, and course materials</i>	MNR	<b>Approve</b>
CIS-78A	Introduction to Adobe Photoshop	<i>Update of COR for adding Course Objectives, modifying SLOs, and books update.</i>	MNR	<b>Approve</b>
CIS-79	Introduction to Adobe Illustrator	<i>Update of short description, course objectives, SLOs, course content, and course materials</i>	MNR	<b>Approve</b>
COS-69D	Mens Hair Design D	<i>As part of program review, COR is updated.</i>	R	<b>Approve</b>
COS-80C	Level III Nail Care Concepts	<i>As part of program review and California State Board of Barbering and Cosmetology minimum standards for Cosmetology, this course was designed to relate the sciences and the practice of cosmetology principles within nail care.</i>	R	<b>Approve</b>
CUL-22	Cake Decorating I	<i>Update SLOs.</i>	R	<b>Approve</b>
CUL-23	Cake Decorating II	<i>Update SLOs.</i>	R	<b>Approve</b>
ESL-801	ESL Support for Career and Technical Programs	<i>Update course.</i>	NR	<b>Approve</b>
KIN-14	Athletic and Fitness Organization and Administration	<i>Add course objectives, update the course content, sample assignments and course materials.</i>	R	<b>Approve</b>
KIN-26	Foundations of Coaching	<i>Add learning objectives, update course materials and sample assignments.</i>	R	<b>Approve</b>
KIN-27	Football Theory	<i>Update SLO's, course content, add learning objectives and update course materials.</i>	R	<b>Approve</b>
KIN-V21	Volleyball, Varsity, Women	<i>Update course SLO's and course materials</i>	R	<b>Approve</b>
<b>Distance Education Proposals - Standard, New</b>				

**Motion to approve ANT 1L DE: 1<sup>st</sup> Williams; 2<sup>nd</sup> Borses**

*Extended discussion about implementation and synchronous and asynchronous lab delivery as well as discussion of lab course relationship to and sequence with lecture course. Dr. Farrar clarified that for regular standard distance ed proposals (NON-emergency) we do not offer synchronous-only distance ed options – nothing that is fully and exclusively synchronous. Further discussion about handling some of the concerns through department operations. Also some discussion of workload for a distance ed lab (what is homework?). Noted in the discussion that course is written as though synchronous delivery is the only option; asynchronous options should be added. **Proposal held to add asynchronous options language.***

ANT-1LDE	Physical Anthropology Laboratory	<p><i>A Distance Education Laboratory class will increase access and improve graduation rates. It will reduce bottlenecks created by limitations of physical space for labs. This course fulfills a B-3 requirements in the CSU transfer/IGETSI pattern. Virtual resources now exist, thanks to advances in 3-D modeling software, that allow the last hurdle to be overcome (interaction with fossil casts as described in the Course Description and the SLOs). In the event that a student still wants a tactile experience, physical copies of the casts have been placed in the Learning Resource Center for examination. The assignments in the face to face class are already able to be submitted online as homework (see the outline for ANTH 1L). In fact, the outline as written applies very well to a distance ed class. Additionally, the primate observation portion that used to require a field trip is now possible through professional video archives.</i></p>	MNR	<b>Hold</b>
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**Motion to approve all distance education proposals (new and modifications): 1<sup>st</sup> Conrad; 2<sup>nd</sup> Lowden; approved unanimously (see roll call vote at end of minutes)**

ENP-50DE	Introduction to Entrepreneurship	<p><i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i></p>	MNR	<b>Approve</b>
ENP-51DE	Entrepreneurship Basics	<p><i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i></p>	MNR	<b>Approve</b>
ENP-52DE	Starting a Business with Limited Resources	<p><i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i></p>	MNR	<b>Approve</b>

ENP-53DE	Money, Finance and Accounting for Entrepreneurs	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-54DE	Business Model Canvas and Presentations for Entrepreneurs	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-55DE	Entrepreneurial Simulation - Capstone	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-70DE	Building an Entrepreneurial Team	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-71DE	Solopreneurship	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-850DE	Introduction to Entrepreneurship	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-851DE	Entrepreneurship Basics	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-852DE	Starting a Business with Limited Resources	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-853DE	Money, Finance and Accounting for Entrepreneurs	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-854DE	Business Model Canvas and Presentations for Entrepreneurs	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-855DE	Entrepreneurial Simulation - Capstone	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve

ENP-870DE	Building an Entrepreneurial Team	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
ENP-871DE	Solopreneurship	<i>We are creating a distance education course to be able to offer it online for students that can't come to an on campus course.</i>	MNR	Approve
KIN-10DE	Introduction to Kinesiology	<i>We would like to offer this course online to give our students another delivery mode for this course.</i>	MNR	Approve
KIN-26DE	Foundations of Coaching	<i>This course is already offered as a face-to-face class. We would like to create an online option for the students as well.</i>	R	Approve
KIN-35DE	Foundation for Fitness and Wellness	<i>Currently, this course is taught face-to-face. We would like to offer it also as a hybrid to give our students another option to take the course.</i>	MNR	Approve
POL-11DE	Political Theory	<i>This DE proposal is part of the NC POLS discipline's initiative to ensure equitable access to POLS courses for all RCCD students. Political Theory is an important course in the POLS ADT. Expanding our DE offerings will improve access for all, but particularly for those who are disproportionately impacted. By increasing our students' ability to access their ADT (CSU &amp; IGETC) course requirements - this will promote equity and academic success in terms of course completion, graduation, and transfer.</i>	MNR	Approve

POL-13DE	U.S. Foreign Policy	<p><i>Adding the ability to offer a DE section of U.S. Foreign Policy class will increase access, enrollment, and POLS major completion. It will allow greater access to POLS ADT courses requirements and improve our major's timely graduation rates. This is part of the discipline's strategic plan to grow the number of POLS majors by making courses more easily accessible in a variety of modalities. This will help to grow our discipline and aid our students achieve quicker graduation rates. The course is a pillar of the POLS ADT and it is vital that all students have this access to this class to complete their Political Science degree, graduate, and successfully transfer. Access should be expanded beyond those who can attend the one section of in-person U.S. Foreign Policy, as this section may conflict with their other schedule course requirements, work schedules, and family responsibilities.</i></p>	NR	Approve
POL-2DE	Comparative Politics	<p><i>Comparative Politics is an important class in the Norco College POLS ADT. This proposal stems from the NC discipline's intent to ensure equitable access for POLS Majors to all POLS ADT required classes. Expanding our DE offerings will improve access for all RCCD students, particularly those who are disproportionately impacted. Increasing our students' ability to access their ADT (CSU &amp; IGETC) course requirements will aid their academic success in terms of course completion, graduation, and transfer.</i></p>	MNR	Approve

RUS-1DE	Russian 1	<p><i>Distance education formats, both hybrid and online, not only may increase student access and serve unmet needs, they may also give the department flexibility by overcoming room, time and environmental limitations. At the same time, they allow the instructor the opportunity to give prompt and relevant feedback as well as to expand the course materials outside of the traditional classroom to include virtual realia and other abundant authentic materials available on the web. In addition to course and instructor-provided resources, these not only enrich the cultural content of the class but also enhance student listening, reading, writing and speaking skills. Moreover, video conference class sessions ensure that the students and instructor still have in-class time that is devoted to interpersonal interaction, dynamic instruction and in-person assessment.</i></p>	R	Approve
RUS-2DE	Russian 2	<p><i>Distance education formats, both hybrid and online, not only may increase student access and serve unmet needs, they may also give the department flexibility by overcoming room, time and environmental limitations. At the same time, they allow the instructor the opportunity to give prompt and relevant feedback as well as to expand the course materials outside of the traditional classroom to include virtual realia and other abundant authentic materials available on the web. In addition to course and instructor-provided resources, these not only enrich the cultural content of the class but also enhance student listening, reading, writing and speaking skills. Moreover, video conference class sessions ensure that the students and instructor still have in-class time that is devoted to interpersonal interaction, dynamic instruction and in-person assessment.</i></p>	R	Approve



RUS-3DE	Russian 3	<p><i>Distance education formats, both hybrid and online, not only may increase student access and serve unmet needs, they may also give the department flexibility by overcoming room, time and environmental limitations. At the same time, they allow the instructor the opportunity to give prompt and relevant feedback as well as to expand the course materials outside of the traditional classroom to include virtual realia and other abundant authentic materials available on the web. In addition to course and instructor-provided resources, these not only enrich the cultural content of the class but also enhance student listening, reading, writing and speaking skills. Moreover, video conference class sessions ensure that the students and instructor still have in-class time that is devoted to interpersonal interaction, dynamic instruction and in-person assessment.</i></p>	R	Approve
SPA-13DE	Spanish 13	<p><i>Distance education formats, both hybrid and online, not only may increase student access and serve unmet needs, they may also give the department flexibility by overcoming room, time and environmental limitations. At the same time, they allow the instructor the opportunity to give prompt and relevant feedback as well as to expand the course materials outside of the traditional classroom to include virtual realia and other abundant authentic materials available on the web. In addition to course and instructor-provided resources, these not only enrich the cultural content of the class but also enhance student listening, reading, writing and speaking skills. Moreover, video conference class sessions ensure that the students and instructor still have in-class time that is devoted to interpersonal interaction, dynamic instruction and in-person assessment.</i></p>	MNR	Approve

SPA-1DE	Spanish 1	<p><i>Distance education formats, both hybrid and online, not only may increase student access and serve unmet needs, they may also give the department flexibility by overcoming room, time and environmental limitations. At the same time, they allow the instructor the opportunity to give prompt and relevant feedback as well as to expand the course materials outside of the traditional classroom to include virtual realia and other abundant authentic materials available on the web. In addition to course and instructor-provided resources, these not only enrich the cultural content of the class but also enhance student listening, reading, writing and speaking skills. Moreover, video conference class sessions ensure that the students and instructor still have in-class time that is devoted to interpersonal interaction, dynamic instruction and in-person assessment.</i></p>	MNR	Approve
SPA-2DE	Spanish 2	<p><i>Distance education formats, both hybrid and online, not only may increase student access and serve unmet needs, they may also give the department flexibility by overcoming room, time and environmental limitations. At the same time, they allow the instructor the opportunity to give prompt and relevant feedback as well as to expand the course materials outside of the traditional classroom to include virtual realia and other abundant authentic materials available on the web. In addition to course and instructor-provided resources, these not only enrich the cultural content of the class but also enhance student listening, reading, writing and speaking skills. Moreover, video conference class sessions ensure that the students and instructor still have in-class time that is devoted to interpersonal interaction, dynamic instruction and in-person assessment.</i></p>	MNR	Approve

SPA-3DE	Spanish 3	<p><i>Distance education formats, both hybrid and online, not only may increase student access and serve unmet needs, they may also give the department flexibility by overcoming room, time and environmental limitations. At the same time, they allow the instructor the opportunity to give prompt and relevant feedback as well as to expand the course materials outside of the traditional classroom to include virtual realia and other abundant authentic materials available on the web. In addition to course and instructor-provided resources, these not only enrich the cultural content of the class but also enhance student listening, reading, writing and speaking skills. Moreover, video conference class sessions ensure that the students and instructor still have in-class time that is devoted to interpersonal interaction, dynamic instruction and in-person assessment.</i></p>	MNR	Approve
SPA-3NDE	Spanish for Spanish Speakers	<p><i>This course may be organized around a distance education format, either hybrid or online. Classroom time will be supplanted with (online courses) or supplemented with (hybrid courses) online learning modules, activities and assessments together with student-to-student and instructor-to-student engagement. Activities will be carried out through the use of language applications and tools as well as through those provided by the course management system and publisher-provided content and tools. The instructional approach includes strategies such as, but not limited to the following: live videoconferencing; recorded video lessons; PowerPoints; YouTube videos with comprehension assessments; online readings supplemented with questionnaires; songs with cloze exercises; student story-telling, survey-creating and comic-strip writing activities; stimulating discussions; online interviews; and group compositions, among other activities. Each student is expected to take personal responsibility for completing all assignments and readings.</i></p>	MR	Approve

SPA-4DE	Spanish 4	<i>Distance education formats, both hybrid and online, not only may increase student access and serve unmet needs, they may also give the department flexibility by overcoming room, time and environmental limitations. At the same time, they allow the instructor the opportunity to give prompt and relevant feedback as well as to expand the course materials outside of the traditional classroom to include virtual realia and other abundant authentic materials available on the web. In addition to course and instructor-provided resources, these not only enrich the cultural content of the class but also enhance student listening, reading, writing and speaking skills. Moreover, video conference class sessions ensure that the students and instructor still have in-class time that is devoted to interpersonal interaction, dynamic instruction and in-person assessment.</i>	MNR	<b>Approve</b>
SPA-8DE	Intermediate Conversation	<i>Distance education formats, both hybrid and online, not only may increase student access and serve unmet needs, they may also give the department flexibility by overcoming room, time and environmental limitations. At the same time, they allow the instructor the opportunity to give prompt and relevant feedback as well as to expand the course materials outside of the traditional classroom to include virtual realia and other abundant authentic materials available on the web. In addition to course and instructor-provided resources, these not only enrich the cultural content of the class but also enhance student listening, reading, writing and speaking skills. Moreover, video conference class sessions ensure that the students and instructor still have in-class time that is devoted to interpersonal interaction, dynamic instruction and in-person assessment.</i>	MNR	<b>Approve</b>
<b>Distance Education Proposals - Standard, Modifications</b>				
POL-4DE2	Introduction to World Politics	<i>Create fully online version.</i>	MNR	<b>Approve</b>
<b><i>Motion to approve both new courses and the three non-credit certificates: 1<sup>st</sup> Conrad; 2<sup>nd</sup> Reible; approved unanimously (see roll call vote at end of minutes)</i></b>				
<b>New Courses</b>				

ESL-810	IT Workplace Language Support	Computer skills are essential for ESL students to be academically and vocationally successful. Currently, there is no such course specifically designed for ESL students which introduces IT careers and the technical language used in the workplace. Thus, ESL 810 is designed to provide such knowledge.	MNR	Approve
ESL-811	Basic Computer and Technology Language Support	Computer skills are essential for ESL students to be academically and vocationally successful. Currently, there is no such course specifically designed for ESL students to address this need for technical and language support. Thus, ESL 811 is designed to provide such support.	MNR	Approve
<b>New Certificate Programs</b>				
CIS-CERT-CAR	IT Technician Pathway Certificate in Cybersecurity Analyst	<del>This certificate supports the California Community Colleges' IT Technician Pathway, which emphasizes technical career preparation and industry certification (ISC)2 SSCP certification or CompTIA Advanced Security Practitioner Certification (CASP). Note: This certificate has been held on the agenda for a while now; it is not ready and is going to be recommended to move back to draft to be completed and re-launched when ready in the fall. Review not needed for May 26 meeting.</del>	R	Noted in meeting as moving back to draft.
CIS-CERT-ITPCS	IT Technician Pathway: Cybersecurity Specialist	<del>The IT Technician Pathway Certificate in Cybersecurity Specialist will provide students with proficiency in security measures and practices to protect systems in organizational networks. Note: This certificate has been held on the agenda for a while now; it is not ready and is going to be recommended to move back to draft to be completed and re-launched when ready in the fall. Review not needed for May 26 meeting.</del>	R	Noted in meeting as moving back to draft.
<b>New Non-Credit Certificate Programs</b>				
CAT-CERT-WC R	Business Information Worker Essential Preparation: Workplace Communication Certificate of Completion	To provide workplace communication and skills for improved marketability and employability. Note: This certificate has been held on the agenda for a while now; it is now ready to be re-considered. Please see the file in the attachments tab labeled "Updated."	R	Approve

CAT-CERT WDM R	Business Information Worker Essential Preparation: Workplace Decision Making and Time Management Certificate of Completion	<i>To provide critical thinking, decision making, time management and self-management skills for improved marketability and employability. <b>Note: This certificate has been held on the agenda for a while now; it is now ready to be re-considered. Please see the file in the attachments tab labeled "Updated."</b></i>	R	Approve on condition that discrepancy between 36 and 33 hours will be fixed; will hold if can't be done without major change to certificate
EAR-CERT FCCPR	Family Child Care Provider	<i>The goal of this program is to provide a diverse population of adult learners with the opportunity to build their understanding of early childhood education, which is essential for setting up and operating a quality family child care home business.</i>	R	Approve
<b>RCC Information Items (Minor Modifications)</b>				
CUL-46	Fundamentals of Baking and Pastry	<i>The purpose of this course is to provide a fundamental understanding of baking and pastry. This course will satisfy the increased demand for baking courses, and will enhance the educational offerings already present at the culinary academy. This course is intended to be part of a certificate pattern as well.</i>	R	
CUL-47	Advanced Baking and Pastry	<i>The purpose of this course is to provide a fundamental understanding of baking and pastry. This course will satisfy the increased demand for baking courses, and will enhance the educational offerings already present at the culinary academy. This course is intended to be part of a certificate pattern as well.</i>	R	
<b>District Information Items (Items on MVC and/or NOR agenda for May 26)</b>				
<b>Course Major Modification</b>				

CAT-78A	Introduction to Adobe Photoshop	<i>Update of COR for adding Course Objectives, modifying SLOs, and books update.</i>	MN	
<b>Distance Education Proposals</b>				
EMS-50DE	Emergency Medical Tech	<i>The EMS 50 is a course that can be delivered in a hybrid format with some of the lecture and lab being delivered in a virtual format and the high stake testing completed in an in face format.</i>	M	
EMS-90DE	Assessment Based Management	<i>EMS 90 is the an assessment management class that is perfect to perform in a hybrid format. The 90% online lecture will allow the students to perform case studies and to interact with faculty and other students. The in person will allow for high stake testing that is required by our paramedic accreditation body. The skills/lab that are covered can be online for the demonstration part and to meet in person for the required face to face testing.</i>	M	
<b>Extensive Lab Proposal</b>				
MAN-56	CNC Machine Set-Up and Operation	<i>The laboratory for MAN-56: CNC Setup and Operations requires extensive preparation and student evaluation, thus should be paid at the lecture rate.</i>	N	
<b>New Program -- Non-Credit Certificate</b>				

ESL-CERT IBCESL	Introduction to Basic Computer and IT Careers for ESL Students	<p><i>Computer skills and Digital Literacy are essential for ESL students to be academically and vocationally successful. Courses on soft and technical skills that cover basic computer components and functions related to keyboards, operating systems, web browsers, and applications as well as related language skills promote lasting positive effects on ESL community college students (Jenkins, 2015). This population of adult learners can potentially improve their opportunities for career while exploring interests in education pathways to impact regional and national workforce. Currently, there is no such course or program at RCCD that is specifically designed for ESL students to address this need for basic computer skills and technical language support. Moreover, this introduction to IT careers also provides an opportunity to early onboard ESL students to CTE pathways in computer science. Thus, this program is created to address this gap in the curriculum and is constructed to support Adult Education and Community Initiatives while promoting awareness of technical career growth and education advancement.</i></p>	M
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**TIGER PRIDE VALUES**

**Tradition and Innovation:** We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.

**Integrity and Transparency:** We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.

**Growth and Continual Learning:** We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty, and staff.

**Equity-Mindedness:** We promote social justice and equity.

**Responsiveness:** We respond to the needs of our students and communities through engagement and collaboration.

**Student-Centeredness:** We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, education, and career goals.



MOTION	Attendance	Agenda	minutes	Motion to Approve: All Deletions, All Inclusions, All Major Modifications except AUT50	Motion to Approve All DE courses except ANT 1LDE	Motion to approve all new courses and all non-credit certificates	Nomination for Kelly Douglass as Curriculum Chair	Motion to ratify vote of Kelly Douglass as Curriculum Chair
<b>FIRST</b>		Agenda	Lowden	Williams	Conrad	Conrad	Lowden	Williams
<b>SECOND</b>		Lowden	Vermillion	Conrad	Lowden	Reible	Gall	Drinkwater
Madeline Bettencourt, Cosmo	x	Approved by consensus	Approved by consensus	Y	Y	Y	Approved by majority - no abstentions	Approved by majority - no abstentions
Dan Borses, His/Hum/Phil/Ethnic Studies	x			Y	Y	Y		
Jay Boshara, Eco Geo PS)	joined after votes							
Paul Conrad, BIST	x			Y	Y	Y		
Ellen Drinkwater, Counseling/Articulation	x			Y	Y	Y		
Nancy Gall, AT	x			Y	Y	Y		
Joanie Gibbons-Anderson, Com	x			Y	Y	Y		
Bobbie Grey, Chem								
Mark Haines, Dance The	joined after votes							
Shannon Hammock, Lib	x	not present at vote	not present at vote	not present at vote	Y	Y	Approved by majority - no abstentions	Approved by majority - no abstentions
Robert Jew, Art	x			Y	Y	Y		
Kathy Kelly, WL	x			Y	Y	Y		
Clara Lowden, Kin	x			Y	Y	Y		
Karyn Magno, Cou	x			Y	Y	Y		
Carla Reible, Eng	x			Y	Y	Y		
Ernesto Reyes, Math	x			Y	Y	Y		
Aaron Sappenfield, Phy Sci	x			Y	Y	Y		
Steve Schmidt, Music	x			Y	Y	Y		
Catherine Thaler, Life Sci	x			Y	Y	Y		
Amy Vermillion, Nur	x			Y	Y	Y		
Kweku Williams, BS/Psych	x			Y	Y	Y		
Shari Yates, ECS	Present for vote - left at 4			Y	Y	Y		

### **Competency-Based Education information from Dr. Carol Farrar**

Q: Isn't competency-based education (CBE) the same as credit for prior learning (CPL)?

A: While the terms have sometimes been used interchangeably – the State Chancellor's Office and 5C have been in discussion on these matters and use the terms quite specifically

- CPL can fit into our current paradigm of course/unit completion leading to program completion.
- CBE is a redesign of program completion based upon demonstration of competency that will require faculty to redesign programs and advocacy resulting in changes to code and regulations.

Q: Is this only relevant for CTE?

A: No. While CTE programs may most easily envision adopting CBE, it is an opportunity for all programs.

Q: Do we have to do this?

A: The state chancellor's office is moving forward with a **pilot**. This is being discussed at an upcoming State Chancellor's Office webinar in June. This is an opportunity for RCC to remain engaged and informed.

Q: What do we do next?

A: Become familiar with CBE and opportunities

- Take some time to familiarize yourself with the first two webinar series\*
  - [Webinar 1 or 3: Competency-Based Education](#)
  - [Webinar 2 of 3: Competency-Based Education](#)
- Attend the June webinar TBA
- Review the literature
  - Competency-Based Education – A strategy for Skills Upgrading in California
  - Lumina Issue Paper: How Competency-based education may help reduce our nations' toughest inequities
  - Cracking the Credit Hour – A. Laitinen

\* you will need to [register](#) as a member of the CCC Vision Resource Center in order to view the webinars