Riverside City College
Curriculum Committee Minutes
August 25 • 3-5 pm • via Zoom

Voting Committee Members Present	Voting Committee Members Absent
Hayley Ashby, *Library/Learning Resources Dept. Rep. (20-22)*	
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21)*	
Michelle Black, *Mathematics Dept. Rep. (20-22)*	
Jay Boshara, *Economics/Geography/Political Science Dept. Rep. (19-21)*	
D. (Deborah) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (20-22)*	
Ellen Drinkwater, *Counseling/Articulation*	
Joanie Gibbons-Anderson, *Communication Studies Dept. Rep. (19-21)*	
Bobbie Grey, *Chemistry Dept. Rep. (19-21)*	
Mark Haines, *Dance and Theater Dept. Rep. (20-22)*	
Scott Hernández, *Applied Technology Dept. Rep. (20-22)*	
Robert Jew, *Art Dept. Rep. (19-21)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (19-21)*	
Karyn Magno, *Counseling Dept. Rep. (19-21)*	
Samuel Pessah, *World Languages Dept. Rep. (20-22)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steve Schmidt, *Music Dept. Rep. (19-21); Technical Review Com Chair*	
Catherine Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members Present	**Non-Voting Committee Members Absent**
Kelly Douglass, *Faculty Chair**, Curriculum Committee (19-20); English*	
Carol Farrar, *Vice President of Instruction, Administrative Co-Chair Curriculum Committee*	
Casandra Greene, *RCC Curriculum ISC*	
Liaisons/Admin/Staff/Guests	
John Adkins, *Dean of Instruction, Fine and Performing Arts*	
Scott Blair, *Dean of Instruction, STEM and Kinesiology*	
Jeanine Gardner, *Admissions and Records*	
Kristi Woods, *Dean of Instruction, Languages, Humanities, and Social Sciences*	
Shari Yates, *Interim Dean of Instruction, Career and Technical Education*	

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.

1. Meeting called to order at 3:07

2. Approval of the Agenda (1st Williams; 2nd Lowden; Unanimous)

3. Approval of Minutes: May 26, 2020 (1st Boshara; 2nd Williams; Approved with six abstentions: Ashby, Black, Grey, Hernandez, Kearn, Rangel)

4. **Action Items (see page 3)**

5. Chair's Brief Announcements from Douglass
   a. Welcome to new committee members: Hayley Ashby (LIB) Michelle Black (MAT) D Brown (HIST HUM PHIL) Scott Hernandez (App Tech) Tammy Kearn (ENG and Media Studies) Sammy Pessah (World Lang) Toni Rangel (ECE)
   b. Thank you to the committee for their participation in the annual curriculum training; All members of the committee except one have been trained as required for our annual certification. Chair Douglass looking to make up last training before our next meeting on September 8.

6. Curriculum Policy & Procedure
   a. Casandra Greene explained that compliance reports will be sent Aug 26. Reports will identify any course that needs to have a DE proposal because they appeared in the summer or fall emergency addendum to the state. It was stressed that anything that appeared in the emergency addendum MUST have a standard or emergency submitted and approved before Dec 2020.
   b. Courses that you want to teach in Winter or Spring *should* have a DE proposal (Standard or emergency) in the event of another shut down.

7. Open Forum

Action Items:
   1. Course Deletions: pg. 3
   2. Course Major Modifications: pg. 3-5
   3. Distance Education: pg. 5-15
   4. New Courses: pg. 15-16
   5. New State/Locally Approved Certificates/Degrees: pg. 16
   6. State/Locally Approved Certificate/Degree Modifications: pg. 17-18

Information Items:

   1. Course Inclusions: pg. 19
   2. Distance Education: pg. 19

Attachments: May 26, 2020 Minutes

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 stake-holders. 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.

Action Items				
Course	**Long_Title**	**Rationale**	**Campus**	**ACTION**

Motion to approve all Course Deletions and Major Modifications from AUT-13A through CAT-61 (1ˢᵗ Lowden; 2ⁿᵈ Williams; Approved Unanimously)

Course Deletions

Course	Long_Title	Rationale	Campus	ACTION
ADJ-23	Criminal Justice Report Writing	*The Administration of Justice District Advisory Committee meeting, occurring in October 2018, was unanimous in consensus that the ADJ23 course, Criminal Justice Report Writing, was ineffective; discussion occurred about major course modifications or changes, but ultimately, all professional advisory members advised it was more important to them students focus upon English courses, such as English 1A, for comprehensive writing skill, than in a specific report writing class, especially as report writing is a factor included in many ADJ classes already, including ADJ12, ADJ13, & ADJ14. Norco's Social & Behavioral Sciences Department approved the removal (10/2018) and RCC's Behavioral Science Department approved the removal (11/2018).*	NR	**Approved**
CAT-57	Creating and Managing the Virtual Office	*This RIV-ONLY stand-alone course is being deleted. The program no longer exists and was deleted 3 years ago. The course is on no other programs.*	R	**Approved**
CIS-23	Software End User Support	*No rationale given.*	R	**Approved**
KIN-A62A	Flag Football	*We haven't offered this course in many years. It is only a half of a unit and we already have a one unit course.*	R	**Approved**

Course Major Modifications

Course	Long_Title	Rationale	Campus	ACTION
AUT-13A	Hybrid and Electric Vehicle Technology 1	*This course has been updated to meet advancements in Automotive Technology and changes in the industry.*	R	**Approved**
AUT-13B	Advanced Hybrid and Electric Vehicle Technology	*Existing course Number is being updated to align with ASE (Automotive Service Excellence) certification test series. No Other changes have been made.*	R	**Approved**
AUT-1A	Automotive Engine Repair (Upper End)	*Update curriculum*	R	**Approved**
AUT-1B	Automotive Engine Repair (Lower End)	*Update curriculum*	R	**Approved**
AUT-2	Automotive Automatic Transmission/Transaxles	*Course has not been updated in some time; needs to be made current.*	R	**Approved**
AUT-3	Automotive Manual Drivetrain Systems	*Update curriculum.*	R	**Approved**
AUT-50	Automotive Principles	*Updating curriculum.*	R	**Approved**

AUT-6A	Automotive Electrical Systems 1	*Update the course.*	R	**Approved**
AUT-7	Automotive Heating and Air Conditioning	*Curriculum update.*	R	**Approved**
AUT-8A	Automotive Engine Performance 1	*Updating curriculum*	R	**Approved**
AUT-8B	Automotive Engine Performance 2	*Curriculum Update*	R	**Approved**
CAT-1A	Business Etiquette	*Update/addition of objectives as well as review of the COR for CTE 2 year curriculum review process (2/2020)*	MN R	**Approved**
CAT-36A	Legal Office Procedures I	*Update for CTE 2 year review as well inclusion of Course Objectives and TBA lab (02-25-2020).*	R	**Approved**
CAT-36B	Legal Office Procedures II	*Course review and update to bring into compliance with CTE 2-Year review, add objectives, TBA lab content.*	R	**Approved**
CAT-37	Legal Terminology	*Update for CTE 2 year review as well inclusion of Course Objectives and TBA lab (03-08-2020).*	R	**Approved**
CAT-38	Legal Word Processing and Forms	*Course review and update to bring into compliance with CTE 2-Year review, add objectives, TBA lab content.*	R	**Approved**
CAT-53	Keyboarding Fundamentals	*All components of this COR have been reviewed and objectives added as a part of a district discipline 2 year curriculum review cycle (1/2020)*	MR	**Approved**
CAT-61	Professional Office Procedures	*Updates to all COR content as a part of a district discipline 2 year Curriculum Review Cycle (began 12/2016).*	MR	**Approved**
CAT-62	Records Management	*Review and revision of all parts of the COR was completed as a part of a district discipline 2 year Curriculum Review Cycle (cycle beginning 4/28/2020)*	MR	**Hold** (to clarify advisories)
CUL-41	Fundamentals of Exploring Wine	*This course was specifically designed for the culinary apprenticeship program to provide the understanding of wine production and the ability to identify the specific characteristics of each wine varietal and to distinguish between different varietals. Apprentices are required to take a course about wine as part of their related instruction.*	R	**Hold** (to check on updated book options and missing sample assignment)

Motion to approve remaining Course Major Modifications (1st Haines; 2nd Williams; Approved unanimously)

EAR-23	Family Home Child Care Program	*Updating course outline of record*	MR	**Approved**
EAR-24	Introduction to Curriculum	*To update course and add course objectives.*	MN R	**Approved**
EAR-25	Teaching in a Diverse Society	*Update course content and textbook.*	MN R	**Approved**

EAR-28	Principles and Practices of Teaching Young Children	*Update textbook.*	MNR	**Approved**
EAR-30	Practicum in Early Childhood Education	*Added objectives in updated course outline of record.*	MNR	**Approved**
EAR-33	Infant and Toddler Development	*Update to remove general education SLOs added in error.*	MNR	**Approved**
EAR-34	Infant and Toddler Care and Education	*To align with the statewide Curriculum Alignment Project (CAP) expansion for ECE*	MNR	**Approved**
EAR-35	Practicum in Infant and Toddler Care	*Updating SLOs and TBA option*	MR	**Approved***
*EAR 35 was approved, but it was noted there is one unnecessary GE SLO; Chair Douglass noted that she would work with Member Rangel on a fix before DCC.				
EAR-38	Adult Supervision and Mentoring in Early Care and Education	*Updating course to align with statewide Curriculum Alignment Project*	MNR	**Approved**
EAR-40	Introduction to Children with Special Needs	*To update course and add course objectives*	MNR	**Approved**
EAR-41	Practicum in Early Intervention/Special Education	*To update course and add objectives.*	MNR	**Approved**
EAR-42	Child, Family, and Community	*Update textbooks.*	MNR	**Approved**
EAR-44	Administration I: Programs in Early Childhood Education	*In order to be up-to-date with statewide Curriculum Alignment Project (CAP) expansion*	MNR	**Approved**
EAR-45	Administration II: Personnel and Leadership in Early Childhood Education	*To comply with statewide Curriculum Alignment Project (CAP) expansion*	MNR	**Approved**
EAR-47	Childhood Stress and Trauma	*Updating course content and student learning outcomes*	MNR	**Approved**
ECO-10	Economics and Personal Decision-Making	*This modification serves to update the course outline by adding student learning objectives, updating course materials, and adding a distance education component.*	R	**Approved**
ECO-9	Economics of Poverty, Inequality and Discrimination	*This modification serves to update the course outline by adding student learning objectives, updating course materials, and adding a distance education component.*	R	**Approved**
ECO-9H	Honors Economics of Poverty, Inequality and Discrimination	*This modification serves to update the course outline by adding student learning objectives and updating course materials.*	R	**Approved**
PSY-35	Abnormal Psychology	*Add objectives and update textbook information.*	MNR	**Approved**

Motion to Approve All Distance Education Proposals (1ˢᵗ Boshara; 2ⁿᵈ Williams; Approved unanimously)

Distance Education Proposals (Standard)

ADJ-12DE	Introduction to Criminalistics	*Ninety percent of the sections offered in ADJ have waitlists. Currently our students are limited to completing their coursework face-to-face and opting out of taking this class due to its unavailability, which is of great concern. A Distance Education class will increase access and improve graduation rates. It will reduce bottlenecks created by limitations of physical classroom space.*	MNR	**Approved**
ADJ-13DE	Criminal Investigations	*Ninety percent of the sections offered in ADJ have waitlists. Currently our students are limited to completing their coursework face-to-face and opting out of taking this class due to its unavailability, which is of great concern. A Distance Education class will increase access and improve graduation rates. It will reduce bottlenecks created by limitations of physical classroom space.*	MNR	**Approved**
ADJ-14DE	Advanced Criminal Investigation	*Ninety percent of the sections offered in ADJ have waitlists. Currently our students are limited to completing their coursework face-to-face and opting out of taking this class due to its unavailability, which is of great concern. A Distance Education class will increase access and improve graduation rates. It will reduce bottlenecks created by limitations of physical classroom space.*	NR	**Approved**
ADJ-19DE	Introduction to Policing	*Ninety percent of the sections offered in ADJ have waitlists. Currently our students are limited to completing their coursework face-to-face and opting out of taking this class due to its unavailability, which is of great concern. A Distance Education class will increase access and improve graduation rates. It will reduce bottlenecks created by limitations of physical classroom space.*	MR	**Approved**
ADJ-6DE	Patrol Procedures	*Ninety percent of the sections offered in ADJ have waitlists. Currently our students are limited to completing their coursework face-to-face and opting out of taking this class due to its unavailability, which is of great concern. A Distance Education class will increase access and improve graduation rates. It will reduce bottlenecks created by limitations of physical classroom space.*	MNR	**Approved**
ANT-10DE	Forensic Anthropology	*Proposal to offer ANT-10 in both online and hybrid format to provide more options to students.*	NR	**Approved**
ANT-1HDE	Honors Physical Anthropology	*Proposal to offer ANT-1H in both online and hybrid format to provide more options to students.*	MNR	**Approved**
ANT-2DE	Cultural Anthropology	*Proposal to offer Ant-2 in an online or hybrid format to offer students more options.*	MNR	**Approved**

ANT-2HDE	Honors Cultural Anthropology	*Proposal to offer ANT-2H in both online and hybrid format to provide more options to students.*	MN R	**Approved**
ANT-4DE	Native American Cultures	*Proposal to offer ANT-4 in both online and hybrid format to provide more options to students.*	MN R	**Approved**
ANT-5DE	Cultures of Ancient Mexico	*Proposal to offer ANT-5 in online and hybrid format to provide more options to students.*	MN R	**Approved**
ANT-6DE	Introduction to Archaeology	*Proposal to offer ANT-6 in online and hybrid format to provide more options to students.*	MN R	**Approved**
ANT-7DE	Anthropology of Religion	*Proposal to offer ANT-7 in both online and hybrid format to provide more options to students.*	MN R	**Approved**
ANT-8DE	Language and Culture	*Proposal to offer ANT-8 in both online and hybrid format to provide more options to students.*	MN R	**Approved**
ASL-10DE	ASL 10DE	*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.*	R	**Approved**
ASL-11DE	ASL 11DE	*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.*	R	**Approved**

ASL-12DE	ASL 12DE	*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.*	R	**Approved**
ASL-13DE	ASL 13DE	*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.*	R	**Approved**
ASL-14DE	ASL 14DE	*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*	R	**Approved**

		to interpersonal interaction, dynamic instruction and in-person assessment.		
ASL-1DE	ASL 1DE	*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.*	MR	**Approved**
ASL-20DE	ASL 20DE	*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.*	R	**Approved**

ASL-22DE	ASL 22DE	*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.*	MR	**Approved**
ASL-2DE	ASL 2DE	*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.*	MR	**Approved**
ASL-3DE	ASL 3DE	*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*	R	**Approved**

		to interpersonal interaction, dynamic instruction and in-person assessment.		
ASL-4	ASL 4DE	*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.*	R	**Approved**
ASL-5DE	ASL 5DE	*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.*	R	**Approved**
CAT-831DE	Word Processing Skills: Editing and Formatting Documents	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content is designed for short-term instruction to allow students to learn computer literacy skills used in online, hybrid, and face-to-face instruction in a very short term. The online and hybrid environments are suitable for skill development in the use of word processing software to edit and format documents.*	R	**Approved**

CAT-832DE	Spreadsheet Skills: Creating and Formatting Workbooks	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content is designed for short-term instruction to allow students to learn computer literacy skills used in online, hybrid, and face-to-face instruction in a very short term. The online and hybrid environments are suitable for skill development in the use of spreadsheet software to create and edit worksheets, workbooks, and basic formulas.*	R	**Approved**
CAT-833DE	Presentation Software Skills: Creating and Formatting Presentations	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content is designed for short-term instruction to allow students to learn computer literacy skills used in online, hybrid, and face-to-face instruction in a very short term. The online and hybrid environments are suitable for skill development in the use of presentation graphics software to create and format basic presentations.*	R	**Approved**
CAT-841DE	Mosprep: Microsoft Office Word-Expert Exam Preparation	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content and instruction is delivered by faculty who have earned certification in Microsoft Word. The exam preparation materials for the industry, internationally recognized certification are accessible in multiple formats, including simulation training. For practical and technical reasons the course lends itself well to online and hybrid formats which benefit student schedules. The national exam provider has added online proctoring which allows our faculty exam proctors to deliver the exam in a live, secure proctored environment. In addition students may also opt to schedule exams with the exam provider's certified proctors in this same environment.*	MR	**Approved**

CAT-842DE	Mosprep: Microsoft Office Excel Expert Exam Preparation	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content and instruction is delivered by faculty who have earned certification in Microsoft Excel. The exam preparation materials for the industry, internationally recognized certification are accessible in multiple formats, including simulation training. For practical and technical reasons the course lends itself well to online and hybrid formats which benefit student schedules. The national exam provider has added online proctoring which allows our faculty exam proctors to deliver the exam in a live, secure proctored environment. In addition students may also opt to schedule exams with the exam provider's certified proctors in this same environment.*	MR	**Approved**
CAT-843DE	Mosprep: Microsoft Office Powerpoint Core Exam Preparation	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content and instruction is delivered by faculty who have earned certification in Microsoft PowerPoint. The exam preparation materials for the industry, internationally recognized certification are accessible in multiple formats, including simulation training. For practical and technical reasons the course lends itself well to online and hybrid formats which benefit student schedules. The national exam provider has added online proctoring which allows our faculty exam proctors to deliver the exam in a live, secure proctored environment. In addition students may also opt to schedule exams with the exam provider's certified proctors in this same environment.*	MR	**Approved**
CAT-844DE	Mosprep: Microsoft Office Access Core Exam Preparation	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content and instruction is delivered by faculty who have earned certification in Microsoft Access. The exam preparation materials for the industry, internationally recognized certification are accessible in multiple formats, including simulation training. For practical and technical reasons the course lends itself well to online and hybrid formats which benefit student schedules. The national exam provider has added online proctoring which allows our faculty exam proctors to deliver the exam in a live, secure proctored environment. In addition students may also opt to schedule exams with the exam*	MR	**Approved**

CAT-845DE	Mosprep: Microsoft Office Outlook Core Exam Preparation	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content and instruction is delivered by faculty who have earned certification in Microsoft Outlook. The exam preparation materials for the industry, internationally recognized certification are accessible in multiple formats, including simulation training. For practical and technical reasons the course lends itself well to online and hybrid formats which benefit student schedules. The national exam provider has added online proctoring which allows our faculty exam proctors to deliver the exam in a live, secure proctored environment. In addition students may also opt to schedule exams with the exam provider's certified proctors in this same environment.*	MR	**Approved**
CAT-846DE	Access Skills: Creating and Using Tables	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content is designed for short-term instruction to allow students to learn computer literacy skills used in online, hybrid, and face-to-face instruction in a very short term. The online and hybrid environments are suitable for skill development in the use of database software to create, edit, and use database tables.*	R	**Approved**
CAT-898DE	Windows, File Management, Internet, and Canvas Basics	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content is designed for short-term instruction to allow students to learn computer literacy skills used in online, hybrid, and face-to-face instruction in a very short term. The online and hybrid environments are suitable for training in the use of the skills in the Windows, File Management, Internet, and Canvas Basics course as the students.*	R	**Approved**

CAT-92DE	Adobe Acrobat	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content is designed for short-term instruction to allow students to learn computer literacy skills used in online, hybrid, and face-to-face instruction in a very short term. The online and hybrid environments are suitable for training in the use of Adobe Acrobat skills to create, annotate, edit, manage, and distribute portable document files (PDF).*	R	**Approved**
ECO-10DE	Economics and Personal Decision-Making	*Economics and Personal Decision-making is an important class or all students and many of our students are constrained by attending the college in-person by work and family-life. Learning this material should not be limited to only students who can physically attend in-person. Improving access for all students to this material has an additional equity component in educating under-served populations in labor, financial and housing markets about decisions that can help them to improve their financial positions and promote inter-generational mobility.*	R	**Approved**
ECO-9DE	Economics of Poverty and Discrimination	*Economics of Poverty Inequality and Discrimination is an important class or all students and many of our students are constrained by attending the college in-person by work and family-life. Learning this material should not be limited to only students who can physically attend in-person. Improving access has an important equity component for students.*	R	**Approved**

Motion to approve all new courses (1st Williams; 2nd Lowden; Approved unanimously)

New Courses

AUT-4B	Advanced Suspension and Brake Systems	*Advancements in automotive technology, and increased system complexity require more training*	R	**Approved**
AUT-6B	Automotive Electrical Systems 2	*Advancements in automotive technology, and increased system complexity require more training.*	R	**Approved**
CIS-21C	Red Hat Linux System Administration I	*Red Hat Linux operating system administration is in high demand across the IT industry as most of the Internet and Internet of Things runs on Linux. The predominant version of Linux for the Internet / WWW servers is Red Hat. This course will prepare students for part 1 of the Red Hat Certified System Administrator (RHCSA) industry certification knowledge. RHCSA certification is highly desirable by employers and is often required by systems administrator positions.*	R	**Approved**

CIS-27C	Palo Alto Networks Firewall Essentials	*Palo Alto next generation firewalls are in high demand with in the cybersecurity field. This is a skill that our business and leadership team has identified as desirable.*	R	**Approved**
CIS-94	Data Analysis Using Excel and Access	*This course is being created as a part of an 8-unit state-approved Certificate Achievement.*	R	**Approved**
ENP-52	Starting a Business with Limited Resources	*Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.*	MN R	**Approved**
ENP-852	Starting a Business with Limited Resources	*Course is being added to offer a larger variety of entrepreneur courses, along with new certificates.*	MN R	**Approved**
PSY-35H	Honors Abnormal Psychology	*To enhance the current Honors course offerings.*	MN R	**Approved**

Motion to approve all new and modified certificates and degree programs (1ˢᵗ Hernández; 2ⁿᵈ Haines; Approved unanimously)

New Certificate Programs

CAT-CERT DQS	Data Quick Start	*Centers of Excellence, employment for the data science occupational group is expected to increase by 7% between 2018-2023. In addition, local advisory has indicated a need for employees with strong Microsoft Excel and Access skills. This need is also documented in additional Centers of Excellence labor market report regarding Excel and Access skills which found out of 7,433 total job postings approximately 39% sought individuals with Microsoft Excel and Access skills. The Data Quick Start certificate the first of a planned stackable series of programs in data science designed to address those needs.*	R	**Approved**

New Degree & Certificate Programs

AUT-AS AEPS	Automotive Engine Performance Specialist	*Certificate/degree is being created to more closely align with changes in Automotive Industry specialty areas. In Addition to Industry alignment, new certificate/degree will shorten time to completion for students specializing in this area of study.*	R	**Approved**
AUT-AS AUS	Automotive Undercar Specialist	*Certificate/degree is being created to more closely align with changes in Automotive Industry specialty areas. In Addition to Industry alignment, new certificate/degree will shorten time to completion for students specializing in this area of study.*	R	**Approved**

Program Modifications -- Certificate Programs

ADJ-CERT IT	Investigative Technician	*Current job opportunities for investigative assistants, investigative technicians, and evidence specialists within the region, along with input from Investigative Technicians and Investigators within the Bureau of Investigations at the District Attorney's Office, show that the responsibilities, technical skills, and industry knowledge required in these entry-level positions have increased significantly in recent years and the current certificate course listing was not sufficient or impressive to potential employers. Increasing the course requirements for this certificate, removing outdated classes, and seeking state approval provide a stronger foundation of criminal legal knowledge and technical investigative skill to students within the program. This is also reflected in the increased focus on professional communication (written and verbal) by requiring both ENG-1A and our new class offering, ADJ-24 Interviewing & Interrogation. Current ADJ program scheduling should allow for students to still potentially complete this certificate within 9-12 months, despite the increased credit requirement. The required courses in this certificate are also all required for the A.A.S in ADJ and/or the ADT (with transferable electives), allowing students to complete the certificate while also completing their AAS/ADT in ADJ or choose to continue their education after completing the certificate by continuing in the program and finish completion of the A.A.S. or ADT, further increasing their employability within the field. Further, changing the name of the certificate from Investigative Assistant to Investigative Technician further reflects the changes in the skills and knowledge provided and also more accurately meets the job descriptions and titles for most entry-level positions within the region, within both local, state, and federal agencies along with private organizations.*	R	**Approved**

Program Modifications -- Degree & Certificate Programs

AUT-AS513	Automotive Electrical and Electronics Specialist	*Certificate/degree is being updated to more closely align with changes in Automotive Industry specialty areas. Title change – formerly Automotive Technology Electrical. Update course numbering. Adding courses: AUT-6B Removing course: AUT-52B*	R	**Approved**

AUT-AS515	Automotive Powertrain Specialist	*Certificate/degree is being updated to more closely align with changes in Automotive Industry specialty areas. In Addition to Industry alignment, new certificate/degree will shorten time to completion for students specializing in this area of study.*	R	**Approved**
AUT-AS954	Automotive Hybrid and Electrical Vehicle Specialist	*Updating certificate and degree title to better reflect the position associated with it. Course numbering is also being updated.*	R	**Approved**

Information Items

Course Inclusions

COM-20	Introduction to Communication Theory	*Provide more options to students working toward a COM ADT.*	M
GEG-4	Geography of California	*Moreno Valley College is requesting inclusion of GEG-4, Geography of California, into our course catalog. The course is currently offered at two other colleges in the district and MVC Geography believes we could serve our students by offering GEG-4 at our college. Over the past seven years, enrollment in Geography courses at MVC has increased. The discipline would like to add a new course offering, GEG-4 to help students satisfy not only transfer requirements, but also course requirements for Geography majors at UC and CSU campuses.*	M

Distance Education Proposals (Standard)

SPA-2HDE	Spanish 2H	*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.*	M

Riverside City College
Curriculum Committee Minutes
September 8, 2020 • 3-5 pm • via Zoom

Voting Committee Members Present	Voting Committee Members Absent
Hayley Ashby, *Library/Learning Resources Dept. Rep. (20-22)*	**Joanie Gibbons-Anderson**, *Communication Studies*
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21)*	**Robert Jew**, *Art Dept. Rep. (19-21)*
Michelle Black, *Mathematics Dept. Rep. (20-22)*	
Jay Boshara, *Economics/Geography/Political Science Dept. Rep. (19-21)*	
D. (Deborah) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (20-22)*	
Ellen Drinkwater, *Counseling/Articulation*	
Bobbie Grey, *Chemistry Dept. Rep. (19-21)*	
Mark Haines, *Dance and Theater Dept. Rep. (20-22)*	
Scott Hernández, *Applied Technology Dept. Rep. (20-22)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (19-21)*	
Karyn Magno, *Counseling Dept. Rep. (19-21)*	
Samuel Pessah, *World Languages Dept. Rep. (20-22)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steven Schmidt, *Music Dept. Rep. (19-21); Technical Review Com Chair*	
Catherine Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (19-20); English*	
Carol Farrar, *Vice President of Instruction, Administrative Co-Chair Curriculum Committee*	
Casandra Greene, *RCC Curriculum ISC*	
To Be Named, *ASRCC Student Representative*	
Liaisons/Admin/Staff/Guests	
Mia Timme, *IDS Liaison*	

8. Called to Order at 3:02 pm

9. Agenda Approved with notice that items will be taken in following order to support curriculum deadlines at the end of this month: Time sensitive agenda items; action items; all other agenda items as listed (1st Lowden; 2nd Williams; approved by consensus)

10. August 25, 2020 minutes approved (1st Haines; 2nd Williams; approved by consensus)

11. **Action Items (see below)**

12. Reports

    a. Curriculum Chair – Kelly Douglass

        i. Curriculum Deadlines:

            1. September 25 for all proposals for 2021-22 catalog including Standard Distance Education Proposal addenda

2. Emergency-only DE are the only items that are okay to launch after September 25 if necessary but must be launched by October 23

   ii. Urgency of DEs – PLEASE understand and make sure your colleagues do too: FOR any class that you never had a DE for, if you don't submit it this fall, you can't teach that class next year if we are online – including your winter classes; we have the spreadsheets from Casandra Greene; PLEASE use and share it. This is urgent. There will not be an arrangement with state like there was for this fall. Check, double-check, triple-check. Do not let a DE slip through the cracks. (RELATED from Policy and procedure – if it is a standard DE, the COR needs to be up to date (within five years for non-CTE and two years for CTE)

   iii. Questions:

      1. What about courses that have to be in person – what happens in a shut down to those classes? A: Would be a decision for the administration

      2. When we update a course with Major Mod – does it apply to DE proposal? A: DE proposal is permanent. Once it is done – you don't need to change it ever again unless you are changing the delivery method.

b. Articulation Officer – Ellen Drinkwater

   i. Military Articulation Platform (MAP) / ACE training – Sept. 18 event: 9am-12pm. AO Drinkwater encourages faculty to attend and learn about helping military students get the credit they deserve; there is also a stipend available.

   ii. Updated C-ID list; see attachment with minutes

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

d. Tech Review Chair – Steven Schmidt – no report

e. CIO – Carol Farrar:

   i. Program Discontinuance is in progress; it is mostly CTE programs

   ii. More information coming soon.

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 stake-holders. 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.

13. Curriculum Policy & Procedure

  a. Reminder: Standard DE needs to have an updated COR

  b. No CBE (Competency Based Education) updates or timeline available at this time

  c. Ethnic Studies (see links below)

    i. We will continue discussion and work on outlining concrete actions at September 22 meeting; also, there may be a second bill because the one that just passed is going to be costly.

    ii. New CSU requirement (for graduates starting in 2024 (also reported as those entering in Fall 21) must have at minimum one 3-unit course of Ethnic Studies course; please read the complete bill text linked below, and note specifically from AB1460, Section 1(b): "Ethnic studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans."

    iii. There are apparently going to be core competencies developed by before the start of Fall 21 that could impact and assist curriculum revision and creation.

    iv. We could also develop ADTs in Social Justice with emphasis in various areas, including Ethnic Studies. Discussion about Social Justice Studies discipline that doesn't appear as a discipline in our statewide minimum qualification for disciplines handbook, which is why currently the majority of articulated courses have come from Ethnic Studies or Sociology. We also always have option to develop a local AA in Ethnic studies.

    v. Member Brown in History also has the FSA in Ethnic Studies and is working on discipline formation and these issues and will provide guidance and further info at September 22 meeting.

  d. Equity Outcomes and Curriculum Support (see links below)

    i. Chair Douglass began discussion briefly summarizing conversations at summer Curriculum Institute that encouraged curriculum committees to think about equity-minded outcomes and curriculum across disciplines in light of discussions about race and inequity throughout the country; How can we support faculty who want to create anti-racist pedagogy? How do we de-colonize our curriculum? We should be having these conversations at the discipline level. How do we support faculty in this process – tools, reading lists, etc. what should the role of the curriculum committee be in this process? Should we revise the GE SLOs?

    ii. Discussion of some discipline-based projects already in progress:

      1. Dance dept this summer reached out to black alumni and zoomed with students and asked about their experience, and how the Dance department could enhance the experience of the student. Students felt that there was not enough people of color on faculty. Led to a new mission statement within the dance discipline.

2. School of Nursing – started a social justice committee – faculty, staff, and is now a standing a committee within the Nursing division. Now includes alumni and students. Program has large percentage of LatinX students, but small percentage of African American students. Have started a mentor program with alumni and current students. Also doing outreach. Working to increase equity and social justice initiatives.

3. Seek experts, scholars, and professionals of color in your field – you can bring in African American and Latinx representation through the works that you teach, the videos you show, the scholarship you highlight.

4. English discipline will soon be launching Eng 1A and 1B COR major mods, which are centered on anti-racist pedagogy and equity-minded principles and practices.

   iii. Discussion of faculty diversity at RCC:

1. Our faculty demographics do not represent or match our student demographics. Discussion of ways to and need for increase diversity in hiring process.

2. When hiring positions, we should be advertising in areas that increase diversity; make connections with professional organizations and communities in areas of need, for example, is there an African-American Chemists Association?

   iv. In discussion about the need to build trust with students and address the lack of diversity by building authentic trust and support with students, and the return to discussion of how curriculum can help support faculty in their disciplines, a question was posed: Can we do a workshop for curriculum committee on diversity in the curriculum process? There are some upcoming workshops on equity and anti-racist pedagogy in higher ed more broadly, and Chair Douglass will look into some options and seek financial support from Dr. Farrar's office. For smaller local practice, English is hosting a yearlong "Community of Practice" series of workshops on anti-racist pedagogy. Riv-faculty announcement coming soon.

   v. Change or edit our GESLOs?

1. The point was made that looking at and possible revising our GESLOs was definitely something we should do, but that all of our curriculum work should be considered through an equity-minded lens and with attention and action paid towards supporting anti-racist curriculum.

2. Member Douglass said she would start some discussion at District CC as well and agendize current GESLOs for future discussion.

   vi. Consider other ways we can support courses and programs; this is the start of an ongoing discussion.

e. Academic Standards ad hoc group: We will need a volunteer as the Academic Standards group will be convening some time this fall to address issue we raised last spring: disciplines & courses in Gen Ed. Categories (see links below)

14. Open Forum – Questions:

> a. If a course is cross-listed, do both courses have to do a DE proposal? A: yes, both proposals need to be launched, preferably together.

> b. When should courses be modified by that are out of date on compliance report? A: by the fall catalog deadline, September 25

15. Meeting adjourned by consensus at 5:02 pm

Action Items Index:

Information Items (MVC and NC proposals):

Attachments and links:

- August 25, 2020 final minutes
- C-ID updates
- Ethnic Studies materials
  - Bill text and background readings from D. Brown:
    - https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1460 (*this link seems to open slowly, but it is the right link; worked best for me (KD) on Chrome browser*)
    - https://edsource.org/2020/gov-newsom-signs-assembly-bill-1460-requiring-ethnic-studies-at-csu/638506
    - https://www.latimes.com/california/story/2020-08-17/gavin-newsom-ethnic-studies-cal-state-ab-1460
    - https://www.insidehighered.com/quicktakes/2020/07/23/cal-state-approves-ethnic-studies-requirement
  - Catalog page for our Ethnic Studies courses: p. 244, https://www.rcc.edu/departments/Documents/2020/RCC%20Catalog%20-%202020-2021.pdf
- Equity, General Education, and Curricular Support Resources
  - Title 5 § 55063b on General Education requirements
  - Pages 32-33 of our Curriculum Handbook (our GESLOs): https://websites.rcc.edu/curriculum/files/2020/01/RCCD-Curriculum-Handbook-100119.pdf

Action items:

Motion to approve all minor changes as needed noted on committee spreadsheet (1st Kearn; 2nd Lowden; approved by consensus); only rows with notes included; strikethrough text means Steven or Kelly fixed before the meeting; the rest will be fixed after the meeting by the end of the week, except for holds which we will consider at September 22 meeting.

RCC Curriculum Committee Proposal Review Spreadsheet: (Meeting 9/8/20)			
TYPE	**DISC-CODE**	**TITLE**	**COMMENTS/CONCERNS**
MAJ	ALR-1	Reading Tutor Training	~~3 of 4 textbooks are >5 years old (2007, 2011, 2012); updaed texts or explanation needed?~~ **~~(While it is preferred to have more updated texts, it is only required for UC transferable courses. I've alerted REA faculty and they may yet give us a text, but no reason to hold it.) - KD~~**
MAJ	ALR-4	Critical Reading as Critical Thinking	Check Gen Ed Outcomes section
MAJ	ALR-83	College Reading and Thinking	HOLD for Description

MAJ	BUS-18A	Business Law I	~~Done: Add in Letter Grade to Course Description~~
MAJ	BUS-18B	Business Law II	HOLD Course Description
MAJ	CAT-62	Records Management	~~Done: CSC 62 entrance skill links~~
MAJ	CAT-91	Microsoft Project	~~Done: OBJ fixed; SLOs don't match CIS-91 fixed~~
MAJ	CIS-80	Word Processing: Microsoft Word for Windows	Format off under Course Content #3, #9, #10; lab content format different than CAT-80 (same info just one is bulleted and other is not)
MAJ	CIS-91	Microsoft Project	~~Done: SLOs don't match CIS-91~~
MAJ	CUL-41	Fundamentals of Exploring Wine	~~Done: No comparison available for review; need to add letter grade into Course Description~~
MAJ	EAR-19	Observation and Assessment in Early Childhood Education	Advisory skills not linked; textbook old
MAJ	EAR-46	Curriculum and Strategies for Children with Special Needs	Formatting off in Course Content
MAJ	WEL-115A	SMAW/GMAW Pipe welding fundamentals	Remove second And after WEL-75A; add Letter Grade into Course Description
MAJ	WEL-20	Blueprint Reading for Welders	Add Letter Grade into Course Description
MAJ	WEL-22	Plate and Structural Layout	Dept and Discipline minuted not attached, but vote for this course is included in the dept and discipline minutes attached for both WEL-20 and WEL-115A. (Probably just an oversight)
DE	ADM-2ADE	Color Systems and File Management	~~REMOVED I don't see this DE proposal listed in Curricunet (this may be an error on agenda)~~
DX	KIN-DX ADV	DX ADV	HOLD for class check
DX	KIN-DX BEG	DX BEG	HOLD for class check
DX	KIN-DX INT	DX INT	HOLD for class check
NEW	WEL-24	Pipe Fitting for the trades.	~~DONE Course description, long (phrasing)~~
NEW	WEL-26	Pipe Layout	~~DONE Course description, long and short (phrasing)~~

Course	Long_Title	Rationale	Campus	Action
Motion to approve all course deletions and all ALR major mods except ALR 83				
(1st Vermillion; 2nd Williams; approved unanimously; see roll call at end of minutes)				
Course Deletions				
REA-81	Foundations for College Reading	*With the implementation of AB705, the college is deleting basic skills classes that are more than one level below transfer.*	R	Approved
REA-82	College Reading and Strategies	*With the implementation of AB705, the college is deleting basic skills classes that are more than one level below transfer.*	R	Approved
REA-90	Accelerated College Reading	*With the implementation of AB705, the college is deleting basic skills classes that are more than one level below transfer.*	MR	Approved
Course Major Modifications				
ALR-1	Reading Tutor Training	*This class will train students to be reading tutors in the Writing and Reading Center as well as in Engagement Centers on campus. Students in this class will also eventually be able to earn a certificate that they can use beyond college. The reason for the major modification is for the discipline name and stem change from REA to ALR.*	MNR	Approved
ALR-2	Strategic Reading	*The course outline was last updated 2/2018. The reason for the major modification is for the discipline name and stem change from REA to ALR.*	NR	Approved
ALR-3	Reading for Academic and Lifelong Literacy	*The course outline was last updated 2/2018. The reason for the major modification is for the discipline name and stem change from REA to ALR.*	MNR	Approved
ALR-4	Critical Reading as Critical Thinking	*The reason for the major modification is for the discipline name and stem change. This was updated 3/2018 to reduce the number of Student Learning Outcomes. Update description.*	MNR	Approved
ALR-83	College Reading and Thinking	*The course outline was last updated 4/2018. The reason for the major modification is for the discipline name and stem change from REA to ALR.*	NR	**Hold** - waiting on expanded course description
ALR-86	Reading Strategies for Textbooks	*The reason for the major modification is for the discipline name and stem change from REA to ALR.*	NR	Approved

ALR-882	Reading Skills and Strategies	*The course outline was last updated 11/2018. The reason for the major modification is for the discipline name and stem change from REA to ALR.*	MR	**Approved**
ALR-887	Reading Clinic	*To change the stem from REA to ALR (Academic Literacy and Reading)*	NR	**Approved**

Motion to approve Major Mods from Bus 18A to EAR 46 except for BUS 18B (1st Conrad; 2nd Lowden; Approved unanimously; see roll call vote at end of minutes)

BUS-18A	Business Law I	*Update COR*	MNR	**Approved**
BUS-18B	Business Law II	*Update Assignments*	MNR	**Hold** - waiting on expanded course description
CAT-30	Business English	*All components of this COR has been reviewed as a part of the district discipline, CTE 2 Year Curriculum Review Process (Beg. 5/2020)*	MR	**Approved**
CAT-30A	Business English 30A	*All course components have been reviewed and modified and Objectives added as a part of a district discipline CTE 2 year program COR revision cycle (05/2020)*	R	**Approved**
CAT-34A	Introduction to Word	*All components of this COR have been reviewed and updated with Objectives and books as a part of a district discipline CTE 2-Year Curriculum Review Cycle (began 05/5050).*	R	**Approved**
CAT-62	Records Management	*Review and revision of all parts of the COR was completed as a part of a district discipline 2 year Curriculum Review Cycle (cycle beginning 4/28/2020)*	MR	**Approved**
CAT-65	Introduction to Microsoft PowerPoint	*All components of this COR have been reviewed and revised for a district discipline 2 year Curriculum Review Cycle (begins 05/2020).*	MR	**Approved**
CAT-80	Word Processing: Microsoft Word for Windows	*Review and revision of all COR components has been completed as a part of a district discipline 2 Year Curriculum Review Cycle (began 12/2016).*	MNR	**Approved**
CAT-91	Microsoft Project	*All parts of this existing COR have been revised for a district discipline Curriculum Review Cycle (beginning 05/2020).*	R	**Approved**

CIS-34A	Introduction to Word	*All components of this COR have been reviewed and updated with Objectives and books as a part of a district discipline CTE 2-Year Curriculum Review Cycle (began 05/5050).*	R	**Approved**
CIS-65	Introduction to Microsoft PowerPoint	*All components of this COR have been reviewed and revised for a district discipline 2 year Curriculum Review Cycle (begins 05/2020).*	MR	**Approved**
CIS-80	Word Processing: Microsoft Word for Windows	*Review and revision of all COR components has been completed as a part of a district discipline 2 Year Curriculum Review Cycle (began 12/2016).*	MN R	**Approved**
CIS-91	Microsoft Project	*All parts of this existing COR have been revised for a district discipline Curriculum Review Cycle (began 12/2016).*	R	**Approved**
CUL-41	Fundamentals of Exploring Wine	*This course was specifically designed for the culinary apprenticeship program to provide the understanding of wine production and the ability to identify the specific characteristics of each wine varietal and to distinguish between different varietals. Apprentices are required to take a course about wine as part of their related instruction.*	R	**Approved**
EAR-19	Observation and Assessment in Early Childhood Education	*Remove GESLO linkage and update content and materials.*	MN R	**Approved**
EAR-46	Curriculum and Strategies for Children with Special Needs	*This course is being developed to replace EAR 31, and is part of the California Community Colleges Curriculum Alignment Project*	MN R	**Approved**

Motion to approve Major Mods from NRN to WEL
(1ˢᵗ Vermillion; 2ⁿᵈ Haines; Approved unanimously; see roll call vote at end of minutes)

NRN-100	Essentials of Nursing Practice	*Provide students with an elective course to build on fundamental nursing practices and facilitate the development of students' higher order thinking skills.*	R	**Approved**
NRN-107	Essentials of Nursing Practice Laboratory	*Add objectives, updated SLOs and textbook information.*	R	**Approved**
NRN-11B	Nursing Learning Laboratory	*Update textbooks, course content, and SLOs; Add objectives.*	R	**Approved**
NRN-11C	Nursing Learning Laboratory	*Update textbooks, course content, and SLOs; Add objectives.*	R	**Approved**
NRN-12A	Nursing Learning Laboratory	*Updating objectives, entrance skills and textbooks.*	R	**Approved**

NRN-12B	Nursing Learning Laboratory	*Update textbooks, course content, and SLOs; Add objectives.*	R	**Approved**
NRN-12C	Nursing Learning Laboratory	*Update textbooks, course content, and SLOs; Add objectives.*	R	**Approved**
NRN-21A	Nursing Learning Laboratory	*Add in objectives; update textbooks and course content.*	R	**Approved**
NRN-21B	Nursing Learning Laboratory	*Update textbooks, course content, and SLOs; Add objectives.*	R	**Approved**
NRN-21C	Nursing Learning Laboratory	*Update textbooks, course content, and SLOs; Add objectives.*	R	**Approved**
NRN-22	Advanced Medical-Surgical Nursing Across the Lifespan and Acute Pediatrics	*Update Entrance Skills, fix SLO language and update textbooks*	R	**Approved**
NRN-22A	Nursing Learning Laboratory	*Update textbooks and course content.*	R	**Approved**
NRN-22B	Nursing Learning Laboratory	*Adding objectives; updating course content and textbooks.*	R	**Approved**
NRN-22C	Nursing Learning Laboratory	*Adding objectives; updating course content and textbooks.*	R	**Approved**
NRN-6	Nursing Learning Laboratory	*Updating of course description; Student Learning Outcomes; add objectives; update textbooks; updating Sample Assignments.*	R	**Approved**
NRN-7	Nursing Learning Laboratory	*Updating of course description; Student Learning Outcomes; add objectives; update textbooks; updating Sample Assignments.*	R	**Approved**
NRN-8	Nursing Learning Laboratory	*Updating of course description; Student Learning Outcomes; add objectives; update textbooks; updating Sample Assignments.*	R	**Approved**
NVN-52	Introductory Concepts of Vocational Nursing - Nursing Fundamentals	*Update course descriptions, course content and textbooks.*	R	**Approved**
NVN-52B	Nursing Learning Laboratory	*Updating of course description; Student Learning Outcomes; add objectives; update textbooks; updating Sample Assignments.*	R	**Approved**
NVN-52C	Nursing Learning Laboratory	*Updating of course description; Student Learning Outcomes; add objectives; update textbooks; updating Sample Assignments.*	R	**Approved**

NVN-60	Intermediate Vocational Nursing Foundations-Nursing Process	*Revise course description, content and update textbooks.*	R	**Approved**
NVN-61	Intermediate Concepts of Vocational Nursing-Care of the Family	*Update course content and textbooks; add objectives.*	R	**Approved**
NVN-62	Intermediate Concepts of Vocational Nursing-Medical/Surgical	*Add objectives; Update course content and textbooks.*	R	**Approved**
NVN-62B	Nursing Learning Laboratory	*Updating of course description; Student Learning Outcomes; add objectives; update textbooks; updating Sample Assignments.*	R	**Approved**
NVN-62C	Nursing Learning Laboratory	*Updating of course description; Student Learning Outcomes; add objectives; update textbooks; updating Sample Assignments.*	R	**Approved**
NVN-63	Intermediate Concepts of Vocational Nursing - Mental Health	*Add objectives and update textbooks.*	R	**Approved**
NVN-70	Advanced Vocational Nursing Foundations-Role Transition	*Update course content and textbooks; add objectives.*	R	**Approved**
NVN-71	Advanced Vocational Nursing Foundations-Medical/Surgical	*Add objectives and update textbooks.*	R	**Approved**
NXN-84	Preparing for Success in Nursing School	*To update textbook and add objectives.*	R	**Approved**
WEL-115A	SMAW/GMAW Pipe welding fundamentals	*This is an industry driven course which was designed and developed by the department to meet the needs of the pipe trades. This course was developed to be included in the Welding AS degree.*	R	**Approved**
WEL-20	Blueprint Reading for Welders	*To offer a class that prepares students to read, comprehend, apply, and make blueprint drawings that apply to the welding trades.*	R	**Approved**
WEL-22	Plate and Structural Layout	*This course was developed to meet the industry needs for individuals with blueprint reading, layout, and fabrication skills. This course was developed to become part of the Welding AS degree.*	R	**Approved**

Motion to approve all standard DE addendum proposals
(1ˢᵗ Hernandez; 2ⁿᵈ Conrad; Approved unanimously; see roll call vote at end of minutes)

Distance Education Proposals (Standard)

ARA-1DE	Arabic 1	*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.*	R	**Approved**
ARA-2DE	Arabic 2	*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.*	R	**Approved**

ARA-3DE2	Arabic 3	*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.*	R	**Approved**
ARA-8DE	Arabic 8	*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.*	R	**Approved**
CHI-11DE	Chinese Culture and Civilization	*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*	NR	**Approved**

		to interpersonal interaction, dynamic instruction and in-person assessment.		
CHI-1DE2	Chinese 1	*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.*	NR	**Approved**
CHI-2DE2	Chinese 2	*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.*	NR	**Approved**
CIS-846DE	Access Skills: Creating and Using Tables	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content is designed for short-term instruction to allow students to learn computer literacy skills used in online, hybrid, and face-to-face instruction in a very short term. The online and hybrid environments are suitable for skill development in the use of database software to create, edit, and use database tables.*	R	**Approved**

CIS-898DE	Windows, File Management, Internet, and Canvas Basics	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content is designed for short-term instruction to allow students to learn computer literacy skills used in online, hybrid, and face-to-face instruction in a very short term. The online and hybrid environments are suitable for training in the use of the skills in the Windows, File Management, Internet, and Canvas Basics course as the students.*	R	**Approved**
CIS-94DE	Data Analysis Using Excel and Access	*The discipline has determined that this course is suitable for online and hybrid delivery for pedagogical, practical, and technical reasons which benefit students. The course content is designed for short-term instruction to allow students to analyze business case problems and formulate and present solutions to business case problems using Microsoft Excel and/or Access. The online and hybrid environments are suitable for skill development in the use of Microsoft Excel and Access for data analysis.*	R	**Approved**
COM-11DE	Storytelling		NR	**Approved**
COM-7DE	Oral Interpretation of Literature		MN R	**Approved**
FRE-2DE	French 2	*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.*	NR	**Approved**

FRE-3DE	French 3	*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.*	R	**Approved**
FRE-8DE	French 8	*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.*	NR	**Approved**

ITA-1DE	Italian 1	*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.*	R	**Approved**
ITA-2DE	Italian 2	*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.*	R	**Approved**

Course	Title	Rationale		Status
ITA-3DE	Italian 3	*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.*	R	**Approved**
JOU-7DE	Mass Communications	*Mass media are changing exponentially in this digital age. Using accessible online sources has been a part of the face-to-face offering of this course. Including the DE modality will allow for greater flexibility on the part of students, increase the depth and variety of online sources used by the instructor, promote greater diversity of voices in class discussions, and tap contemporary writings. Since the content of the course is mass media, it is both logical and rational to use a mass medium for delivery.*	MNR	**Approved**
JPN-1DE	Japanese 1	*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.*	R	**Approved**

JPN-2DE	Japanese 2	*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.*	R	**Approved**
JPN-3DE	Japanese 3	*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.*	R	**Approved**

JPN-4DE	Japanese 4	*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.*	R	**Approved**
NNA-79DE	Medical Terminology for Healthcare Professionals		R	**Approved**
NNA-80DE	Nursing Assistant Training Program		R	**Approved**
NNA-81DE	Certified Home Health Aide		R	**Approved**
NNA-86DE	Acute Care Nurse Assistant		R	**Approved**
NRN-100DE	Essentials of Nursing Practice		R	**Approved**
NRN-107DE	Essentials of Nursing Practice Laboratory		R	**Approved**
NRN-11DE	Foundations of Nursing Practice Across the Lifespan		R	**Approved**
NRN-12DE	Acute & Chronic Medical-Surgical Nursing Across the Lifespan and Maternity Nursing		R	**Approved**
NRN-14DE	Health Promotion and Wellness Across the Lifespan		R	**Approved**
NRN-93DE	Calculations for Healthcare Professionals		R	**Approved**
NVN-52DE	Introductory Concepts of Vocational Nursing – Nursing Fundamentals		R	**Approved**
NVN-55ADE	Vocational Nursing Practice and Nutrition Across the Lifespan		R	**Approved**

NVN-55BDE	Principles of Pathophysiology		R	**Approved**
NVN-60DE	Intermediate Vocational Nursing Foundations–Nursing Process		R	**Approved**
NVN-61DE	Intermediate Concepts of Vocational Nursing – Care of the Family		R	**Approved**
NVN-62DE	Intermediate Concepts of Vocational Nursing – Medical-Surgical		R	**Approved**
NVN-63DE	Intermediate Concepts of Vocational Nursing – Mental Health		R	**Approved**
NVN-70DE	Advanced Vocational Nursing Foundations-Role Transition		R	**Approved**
NVN-71DE	Advanced Vocational Nursing Foundations–Medical-Surgical		R	**Approved**
NXN-84DE	Preparing for Success in Nursing School		R	**Approved**
POR-1DE	Portuguese 1	*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.*	R	**Approved**

POR-2DE	Portuguese 2	*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.*	R	**Approved**

Motion to approve all Emergency-Only DE addendum proposals except KIN DX ADV, BEG, and INT
(1st Boshara; 2nd Williams; Approved unanimously; see roll call vote at end of minutes)

Distance Education Proposals (Emergency-Only)

ADM-DX 1-85B	DX 1-85B	*Emergency-only DX Proposal for ADM 1, 2B, 84A, 84B, 85A, 85B.*	MR	**Approved**
BIO-DX 55	Microbiology		MNR	**Approved**
CUL-DX 20-50	DX 20-50	*Emergency-only DX proposal for CUL 20, 21, 22, 23, 46, 47, and 50.*	R	**Approved**
CUL-DX 36-850	DX 36-850	*Emergency-only DX proposal for CUL 36, 37, 38, 824, 825, 826, 827, 828A, 828B, and 850.*	R	**Approved**
ENE-DX 4-862	DX 4-862	*Emergency-only proposal for ENE 10, 21, 27, 30, 35, 38, 39, 4, 40, 41, 42, 42B, 48, 51, 52, 5A, 5B, 60, 62, 851, 862.*	NR	**Approved**
JOU-DX 1	Introduction to Journalism		MR	**Approved**
JOU-DX 12	Photojournalism		R	**Approved**
JOU-DX 2	Intermediate Reporting/Newswriting		MR	**Approved**
JOU-DX 20-52	JOU DX 20-52	*Emergency-only proposal for JOU 20ABCD and 52ABCD*	MNR	**Approved**
KIN-DX 14	Athletic and Fitness Organization and Administration		R	**Approved**
KIN-DX 34	Softball Theory		R	**Approved**

KIN-DX 38	Stress Management		MNR	Approved
KIN-DX 42	Lifeguarding/Title 22 First Aid/Water Safety Instructor		R	Approved
KIN-DX 43	Introduction to Personal Training		R	Approved
KIN-DX 44	Yoga Instructor Training		R	Approved
KIN-DX 45	Group Fitness Instructor		R	Approved
KIN-DX 6	Introduction to Physical Education for Pre-School and Elementary Children		R	Approved
KIN-DX ADPT	DX ADPT	*Emergency proposal for KIN A03 and A04.*	R	Approved
KIN-DX ADV	DX ADV	*Emergency proposal for KIN A13, A30, A31C, A54B, A57C, A64C, A69, A77C, A81C, A88, A89C and A90C*	MNR	Hold
KIN-DX ATH	DX ATH	*Emergency proposal for KIN 16, 17, 18, 19, 20, 21A, 21B, 21C, and 21D*	NR	Approved
KIN-DX BEG	DX BEG	*Emergency proposal for KIN A07, A11, A20 A28, A31A, A40, A43, A46, A54A, A55, A57A, A62, A64A, A67, A75A, A77A, A81A, A83, A86, A89A, and A90A*	MNR	Hold
KIN-DX INT	DX INT	*Emergency proposal for A12, A21, A29, A31B, A41, A44, A47, A57B, A64B, A68, A71, A75B, A77B, A81B, A87, A89B, and A90B*	MNR	Hold
KIN-DX OFF	DX OFF	*Emergency proposal for KIN 24 and 25.*	R	Approved
KIN-DX TH	DX TH	*Emergency proposal for KIN 27, 28, 29 and 33.*	NR	Approved
KIN-DX VAR1	DX VAR1	*Emergency proposal for V33, V34, V50, V51, V52, V53, V60, V61, V70, V78, V92, V94, and V95*	NR	Approved
KIN-DX VAR3	DX VAR3	*Emergency proposal for V01, V02, V04, V05, V06, V07, V08, V09, V10, V11, V12, V14, V18, V19, V20, V21, V22, V23, V24, V25, V26, V27, V71*	NR	Approved
MUS-DX APP	DX Applied Music	*Emergency-only proposal for MUS 12, 38, 39, 78, 79, 87, P12*	MNR	Approved
MUS-DX CLA	DX Class Ensembles	*Emergency only proposal for MUS 30, 32A, 32B, 32C, 32D, 37, 40, 53, 72, P27, P32A*	MNR	Approved

MUS-DX ENS	DX Performing Ensembles	*Emergency-only proposal for MUS 28, 29, 31, 33, 35, 36, 41, 42, 44, 48, 50, 51, 54, 55, 56, 57, 58, 59, 60, 61, 67, 68, 69, 70, 71, 73, 75, 76, 77, 80, 81, 82, 83, 84, 85, 86, 94, 95, 97, P28, P36, P44, P70, P76, P77, P84.*	MN R	Approved
MUS-DX IMP	DX Improvisation	*Emergency-only proposal for MUS 43A, 43B, 43C and 74.*	R	Approved
NNA-DX 80A	DX 80A		R	Approved
NNA-DX 80B	DX 80B		R	Approved
NRN-DX 6-22A	DX 6-22A	*Emergency-only proposal for NRN 6, 11A, 12A, 21A, 22A.*	R	Approved
NRN-DX 7-22B	DX 7-22B	*Emergency-only proposal for NRN 7, 11B, 12B, 21B, 22B.*	R	Approved
NRN-DX 8-22C	DX 8-22C	*Emergency-only proposal for NRN 8, 11C, 12C, 21C, 22C.*	R	Approved
NVN-DX 52A-62A	DX 52A-62A	*Emergency-only proposal for NVN 52A and 62A.*	R	Approved
NVN-DX 52B-62B	DX 52B-62B	*Emergency-only proposal for NVN 52B and 62B.*	R	Approved
NVN-DX 52C-62C	DX 52C-62C	*Emergency-only proposal for NVN 52C and 62C.*	R	Approved
PHO-DX 12	Photojournalism		R	Approved
PHO-DX 8-67	DX 8-67	*Emergency-only proposal for PHO 8, 9, 10, 14, 17, 18, 20, and 67.*	MN R	Approved
POL-DX 10	International Organizations		R	Approved
THE-DX 2-58	DX 2-58	*Emergency-only proposal for THE 2, 4, 5, 6, 25, 26, 30, 32, 33, 34, 35, 36, 37, 38, 39, 41, 44, 46, 48, 49, 54, 55, 56, 57, 58.*	MN R	Approved
WEL-DX	Welding Emergency DE Addendum	*Emergency DE Addendum for the following WEL courses: WEL-20, 22, 24, 26, 34, 65A, 65B, 75A, 75B, 85A, 85B, 95A, 95B, 115A, 200.*	R	Approved

Motion to approve all New Courses, New Non-Credit Certs, and Program Mods for Certificates, Degrees and Certs, and Non-Credit
(1st Kearn; 2nd Lowden; Approved unanimously; see roll call vote at end of minutes)

New Courses

NNA-79	Medical Terminology for Healthcare Professionals	*We plan on creating a certificate for our Nursing Assistant Training Program in which this course will be added. Additionally, we have students requesting to take this course as a supplement to their learning prior to or when in one of our programs. Additionally, this course will also support a proposed (spring 2020) Business Information Worker: Medical Office Professional state-approved certificate (administrative clerical support for medical offices) in the Computer Application and Office Technology discipline (CAT). Current labor market and a need for specialized medical terminology skills are documented by the regional Centers of Excellence data. This new CAT program is currently pending the launch of this medical terminology course.*	R	**Approved**
WEL-24	Pipe Fitting for the trades.	*This class is designed to prepare students for entry level work as a helper or fitter in the piping trades. In the pipe trades welders are expected to know and understand basic methods of fitting pipe to assist with the systems they are to weld. It will be part of the Welding program.*	R	**Approved**
WEL-26	Pipe Layout	*This course was developed to meet the industry needs for individuals with blueprint reading, layout, and fabrication skills used in the piping industry. This course was developed to become part of the Welding AS degree.*	R	**Approved**

New Non-Credit Certificate

ENG-CENC EC R	English and Reading Support	*This program will benefit students in several ways. First, with the passage of AB705, more students are enrolling in transfer-level classes and need support in English and Reading. In addition, there are students who need support for the reading and writing assignments in their content-area classes. Non-credit courses and certificates benefit students because classes are free and they help students to improve their skills for a job, lifelong literacy, or a particular test (such as the TEAS test in nursing). By pairing ENG 885-Writing Clinic and ALR 887-Reading Clinic in an enhanced non-credit certificate of competency, we hope to provide support to all students across the college who want to improve their English and Reading skills.This program will benefit the college as well. Non-credit classes address two of the four pillars of guided pathways, helping students stay on the path and ensuring learning. Additionally, enhanced non-credit earns more apportionment for the college.*	R	**Approved**

Program Modifications - Certificates

DAN-CERT 857	Pilates Dance/Conditioning Instructor	*Certificate is being moved from local to state approved.*	R	**Approved**
ENP-CERT EE R2	Entrepreneurial Essentials	*Adding the course: ENP 52 – Starting a Business with Limited Resources to this certificate.*	R	**Approved**
WEL-CERT PW R	Pipe Welding (SMAW, GMAW)	*This Pipe Welding certificate is being modified to include pipe Fitting and Lay-out knowledge for the pipe welding student. These additional skills allows the student to better understand the methods and rational for the installation of piping that is constructed by the use of GMAW and SMAW. By adding these components the student will more suited for multiple roles in the piping industry. By making this modification we will better serve local business and the community, which aligns with the mission of the college.*	R	**Approved**

Program Modification - Degree and Certificate

CUL-AS CA R2	Culinary Arts	*The culinary arts discipline does not see the need for Culinary 22 to be taken as an option. Culinary 20 (Fundamentals of Baking) more than satisfies the need necessary for our students to graduate with the basic knowledge of baking that will make them better suited for positions that require this skill. Culinary 22 (Cake Decorating) does not provide our graduates with the necessary baking skills we need our graduates to have when seeking a cooks position. Providing our students an option of one of these courses leaves those who take culinary 22 without the skills we desire our students to leave with provided in our program learning outcomes.*	R	**Approved**

Program Modification - Non-Credit Certificate

ENP-CENC EE R2	Entrepreneurial Essentials	*Adding the course: ENP 852 – Starting a Business with Limited Resources to this certificate.*	R	**Approved**

Information Items: RCC Course Minor Modification

NRN-11	Foundations of Nursing Practice Across the Lifespan	*Updating textbooks.*	R
NRN-11A	Nursing Learning Laboratory	*Changing SLOs to align with newly proposed curriculum.*	R
NRN-14	Health Promotion and Wellness Across the Lifespan	*Course was created to satisfy the required 3 unit lower division Lifelong Learning (Area E) for CSU statewide transfer model curriculum. Course will replace NRN-13.*	R
NRN-21	Acute Adult Medical-Surgical and Mental Health Nursing	*Update textbooks*	R

Information Items: MVC and NC Items

Course Inclusions

COM-20	Introduction to Communication Theory	*Provide more options to students working toward a COM ADT.*	M
GEG-4	Geography of California	*Moreno Valley College is requesting inclusion of GEG-4, Geography of California, into our course catalog. The course is currently offered at two other colleges in the district and MVC Geography believes we could serve our students by offering GEG-4 at our college. Over the past seven years, enrollment in Geography courses at MVC has increased. The discipline would like to add a new course offering, GEG-4 to help students satisfy not only transfer requirements, but also course requirements for Geography majors at UC and CSU campuses.*	M

Distance Education Proposals (Standard and Emergency-Only by Discipline)

ARE-DX 24-35	DX 24-35	*Emergency-only DX proposal for ARE 24, 25, 35, 36, 37.*	N
CON-DX 60-72	CON DX 60-72	*Emergency DE Addendum for the following CON courses: 72, 71, 60, 62, 63ABCD, 64, 67*	N
CON-DX 66	Introduction to Automated Warehousing		N

DEH-DX 10A	Pre-Clinical Dental Hygiene #1		M
DEH-DX 11	Principles of Dental Hygiene		M
DEH-DX 12A	Principles of Dental Hygiene (Lecture)		M
DEH-DX 12B	Oral Radiology Laboratory		M
DEH-DX 13	Infection Control in Dentistry		M
DEH-DX 14	Systems Analysis of Dental Anatomy, Morphology, Histology & Embryology		M
DEH-DX 15	Head and Neck Anatomy		M
DEH-DX 16	Preventive Dentistry		M
DEH-DX 17	General Pathology		M
DEH-DX 20B	Clinical Dental Hygiene #2		M
DEH-DX 30A	Clinical Dental Hygiene #3		M
DEH-DX 31	Clinical Seminar #2		M
DEH-DX 32	Dental Materials		M
DEH-DX 33	Periodontology		M
DEH-DX 34	Cultural Diversity in Healthcare		M
DEH-DX 35	Community Dental Health Education Practicum #1		M
DEH-DX 36	Research Methodology		M
DEH-DX 37	Nutrition in Dentistry		M
DFT-DX 21-52	DX 21-52	*Emergency-only proposal for DFT 21, 24, 27, 30, 42, 42B, 51, 52, 60.*	N
ELC-DX 71-77	ELC DX 71-77	*Emergency DE Addendum for the following courses: ELC/ELE-71, ELC/ELE/MAN-72, ELC/ELE/MAN-73, ELC/ELE/MAN-74, ELC/ELE-75, ELC/ELE-76, ELC/ELE/MAN-77, CON-66*	N

| ELE-64DE | Programmable Logic Controllers using Allen Bradley PLCs | *This course is organized around an online format that is augmented with extended activities through usage of a Programmable logic controller (PLCs) simulator that show how Siemens Plc are programmed. Using the Logix Pro simulator students will be able to practice programming different assignments such as the assignment known as "traffic light control (timers)", "silo simulator (counters and applying relay logic)", "batch mixing (counters)", and "bottling (sequencers)" as an example. This simulator is well known and the textbook is written around the simulator. Currently, the cost of the simulator is $35 for and the textbook is Programmable Logic Controllers by Frank Petruzella | Jan 13, 2016. We can truly state that this course can be taught completely online but the discipline is suggesting that students have some face to face time to get some time working with the PLC hardware and other components so they can practice with real world components since one of the industry advisory stated that they would like to have students know how to wire up components.*

This course will still have a face to face component to help the students interact with each other but much of the lectures will be delivered using videos and zoom presentations. Canvas will also be used to present related online learning modules, interactive quizzes, and exams. In addition, there could be synchronous and/or asynchronous online chat meetings and webinars about theory and programmable logic controller applications. The learning environment for this course is one of collaboration balanced with independent learning. Instructional strategies include video lessons with demonstrations, experiential activities, plc labs, group activities, discussions and real-world applications. Regular effective contact will be achieved between instructor and students, and among students, either synchronously and/or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, electronics-related lab experiment demonstrations, or other activities. Additionally, online instructional strategies delivered through the current Learning Management System, include threaded discussions, readings, videos and the use of audio/video synchronous and asynchronous multimedia tools. Each student is expected to take personal responsibility for completing all assignments and readings independently, as well as actively participating in online discussions and collaborative activities each week throughout the course. Synchronous online meetings could be scheduled at various times, depending on the needs and schedules of the students in the course. All synchronous demonstrations about Plc programming will be recorded and posted on Canvas for those who were not able to experience the live session, as well as for those who need a refresher on difficult or misunderstood aspects. | N |

| ELE-67DE | Programmable logic controllers using Siemens | *This course is organized around an online format that is augmented with extended activities through usage of a Programmable logic controller (PLCs) simulator that show how Siemens Plc are programmed. Using the Factory I/O and the Winsps simulator students will be able to practice programming different assignments such as the assignment known as "Filling tank (timers)", "Queue of items (counters)", "Assembler", "Converge Station", and much more. This simulator can be customized so that the instructor is able to make many different assignments for the students to complete. Currently, the cost of the simulator is $166 for both Factory I/O and Winsps. Students will also be assigned a textbook entitled "Siemens Step 7 (TIA PORTAL) Programming, a Practical Approach, 2nd Edition by Jon Stenerson and David Deeg | Mar 27, 2019" which cost $41. We can truly state that this course can be taught completely online but the discipline is suggesting that students have some face to face time to get some time working with the PLC hardware and other components so they can practice with real world components since one of the industry advisory stated that they would like to have students know how to wire up components. This course will still have a face to face component to help the students interact with each other but much of the lectures will be delivered using videos and zoom presentations. Canvas will also be used to present related online learning modules, interactive quizzes, and exams. In addition, there could be synchronous and/or asynchronous online chat meetings and webinars about theory and programmable logic controller applications. The learning environment for this course is one of collaboration balanced with independent learning. Instructional strategies include video lessons with demonstrations, experiential activities, plc labs, group activities, discussions and real-world applications. Regular effective contact will be achieved between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, electronics-related lab experiment demonstrations, or other activities. Additionally, online instructional strategies delivered through the current Learning Management System, include threaded discussions, readings, videos and the use of audio/video synchronous and asynchronous multimedia tools. Each student is expected to take personal responsibility for completing all assignments and readings independently, as well as actively participating in online discussions and collaborative activities each week throughout the course. Synchronous online meetings could be scheduled at various times, depending on the needs and schedules of the students in the course. All synchronous demonstrations about Plc programming will be recorded and posted on Canvas for those who were not able to experience the live session, as* | N |

well as for those who need a refresher on difficult or misunderstood aspects.

ELE-DX 10-75	ELE DX 10-75	*Emergency DE addendum for the following courses: ELE-10, ELE-11, ELE-25, ELE-28, ELE-71, ELE-75, and SCA-1*	N
ELE-DX 71-77	ELE DX 71-77		N

| MAN-36DE | General machine shop and theory of machining | *Much of what is presented in a machine shop class involves the instructor lecturing in front of the machine. When the instructor presents the topics of machining to a large group of students, students in the back of the classroom are often not able to see what the instructor is doing. The discipline would like to do some of those lectures using pre-recorded videos. We would like to make it so the students are able to watch the videos at home. Our plan is to make videos of the production of the parts that the students will be making during the class.This distance education class will be hybrid and would only involve lecture content. Using videos to present the topics of the class will also help with safety concerns because, currently the instructor often has to re-present to a small group of students because students often have problems seeing what the instructor is presenting when presenting to the entire class. The safety concern is that while the instructor is presenting to the small group, students are working on machines and the instructor finds that they are not able to watch the students working on the machines while they re-present to the small group. There are also many really well produced videos on Youtube that show how to do machining that I have the students watch during the lecture section of the class that could be watched at home. Further, we plan on using Immerse 2 learn to supplement what is presented in the class. Much of what is on Immerse 2 learn are well presented and captioned. The discipline is suggesting that 18 hours (one unit) of the lecture be done using online teaching techniques. All videos produced by the instructor will be accessible on Canvas and Youtube and will be closed captioned.* | N |

| MAN-56DE | CNC Machine Set-Up and Operation | *Much of what is presented in a machine shop class involves the instructor lecturing in front of the machine. When the instructor presents the topics of machining to a large group of students, students in the back of the classroom are often not able to see what the instructor is doing. The discipline would like to do some of those lectures using pre-recorded videos. We would like to make it so the students are able to watch the videos at home. Our plan is to make videos of the production of the parts that the students will be making during the class.This distance education class will be hybrid and would only involve lecture content. Using videos to present the topics of the class will also help with safety concerns because, currently the instructor often has to re-present to a small group of students because students often have problems seeing what the instructor is presenting when presenting to the entire class. The safety concern is that while the instructor is presenting to the small group, students are working on machines and the instructor finds that they are not able to watch the students working on the machines while they re-present to the small group. There are also many really well produced videos on Youtube that show how to do machining that I have the students watch during the lecture section of the class that could be watched at home. Further, we plan on using Immerse 2 learn to supplement what is presented in the class. Much of what is on Immerse 2 learn are well presented and captioned. The discipline is suggesting that 18 hours (one unit) of the lecture be done using online teaching techniques. All videos produced by the instructor will be accessible on Canvas and Youtube and will be closed captioned.* | N |

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well as for those who need a refresher on difficult or misunderstood aspects.

MAN-DX 35-67	MAN DX 35-67	*Emergency DE Addendum for the following courses: MAN-57, MAN-35, MAN-55, MAN/ELE-67, ENE-42*	N
MAN-DX 72-77	MAN DX 72-77		N
SCA-DX 1	Introduction to Automated Warehousing		N
SCT-DX 1	DX 1		N

		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.	
SPA-2HDE	Spanish 2H		M

New Programs

ESL-CENC AE N	Advanced American College English	*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.*	N

ESL-CENC BE N	Beginning American College English	*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.*	N

Program Modifications

ENP-CENC EE M2	Entrepreneurial Essentials	*Adding the course: ENP 52 – Starting a Business with Limited Resources to this certificate.*	M
ENP-CERT EE M2	Entrepreneurial Essentials	*Adding the course: ENP 52 – Starting a Business with Limited Resources to this certificate.*	M

MOTION	Attendance	Approval of the Agenda - 9/8/2020	Approval of 8/25/20 Minutes	Motion to approve spreadsheet corrections	Motion to approve Deletions, ALR major mods except ALR 83	Motion to approve Major Mods BUS-18A through EAR-46 except BUS 18b	Motion to approve Major Mods NRN, NWN, NXN, WEL	Motion to approve Standard DE proposals - except ADM2ADE	Motion to approve DX proposals except KIN-DX-ADV, INT, BEG	Motion to approve new courses, and all certs/degrees
FIRST		Lowden	Haines	Kearn	Vermillion	Conrad	Vermillion	Hermendez	Boshara	Kearn
SECOND		Williams	Williams	Lowden	Williams	Lowden	Haines	Conrad	Williams	Lowden
		Unanimous	Unanimous	Unanimous						
Hayley Ashby, Lib	X				Approved	Approved	Approved	Approved	Approved	Approved
Madeline Bettencourt, Cosmo	X				Approved	Approved	Approved	Approved	Approved	Approved
Michelle Black, Math	X				Approved	Approved	Approved	Approved	Approved	Approved
Jay Boshara, Eco Geo PS)	X				Approved	Approved	Approved	Approved	Approved	Approved
D Brown, His/Hum/Phil/Ethnic Studies	X				Approved	Approved	Approved	Approved	Approved	Approved
Paul Conrad, BIST	X				Approved	Approved	Approved	Approved	Approved	Approved
Ellen Drinkwater, Counseling/Articulation	X				Approved	Approved	Approved	Approved	Approved	Approved
Joanie Gibbons-Anderson, Com										
Bobbie Grey, Chem	X				Approved	Approved	Approved	Approved	Approved	Approved
Mark Haines, Dance The	X				Approved	Approved	Approved	Approved	Approved	Approved
Scott Hernandez, AT	X				Approved	Approved	Approved	Approved	Approved	Approved
Robert Jew, Art										
Tammy Kearn, Eng	X				Approved	Approved	Approved	Approved	Approved	Approved
Clara Lowden, Kin	X				Approved	Approved	Approved	Approved	Approved	Approved
Karyn Magno, Cou	X				Approved	Approved	Approved	Approved	Approved	Approved
Sam Pessah, WL	X				Approved	Approved	Approved	Approved	Approved	Approved
Toni Rangel, ECS	X				Approved	Approved	Approved	Approved	Approved	Approved
Aaron Sappenfield, Phy Sci	X				Approved	Approved	Approved	Approved	Approved	Approved
Steve Schmidt, Music	X				Approved	Approved	Approved	Approved	Approved	Approved
Catherine Thaler, Life Sci	X				Approved	Approved	Approved	Approved	Approved	Approved
Amy Vermillion, Nur	X				Approved	Approved	Approved	Approved	Approved	Approved
Kweku Williams, BS/Psych	X				Approved	Approved	Approved	Approved	Approved	Approved
Non-Voting Members and Guests										
Kelly Douglass	X									
Carol Farrar	X									
Casandra Greene	X									
Mia Timme	X									

Riverside City College
Curriculum Committee Minutes
October 13, 2020 • 3-5 pm • via Zoom

Voting Committee Members Present	Voting Committee Members Absent
Hayley Ashby, *Library/Learning Resources Dept. Rep. (20-22)*	**Jay Boshara**, *Economics/Geography/Political Science*
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21)*	**Joanie Gibbons-Anderson**, *Communication Studies*
Michelle Black, *Mathematics Dept. Rep. (20-22)*	
(D.) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (20-22)*	
Ellen Drinkwater, *Counseling/Articulation*	
Bobbie Grey, *Chemistry Dept. Rep. (19-21)*	
Mark Haines, *Dance and Theater Dept. Rep. (20-22)*	
Scott Hernández, *Applied Technology Dept. Rep. (20-22)*	
Robert Jew, *Art Dept. Rep. (19-21)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (19-21)*	
Karyn Magno, *Counseling Dept. Rep. (19-21)*	
Samuel Pessah, *World Languages Dept. Rep. (20-22)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steven Schmidt, *Music Dept. Rep. (19-21); Technical Review Com Chair*	
Cathy Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (19-20); English*	
Carol Farrar, *Vice President of Instruction, Administrative Co-Chair Curriculum Committee*	
Casandra Greene, *RCC Curriculum ISC*	
Albert Jaramillo, *ASRCC Student Representative*	
Liaisons/Admin/Staff/Guests	
Jeanine Gardner, *Admissions and Records*	
Jess Hamilton, *History/Ethnic Studies*	
Mia Timme, *IDS Liaison / IDS, LHSS Division*	
Shari Yates, *Interim Dean of Instruction, CTE*	

16. Called to Order at 3:05

17. Agenda approved (1st Hernández; 2nd Lowden; approved by consensus)

18. September 22, 2020 minutes approved (1st Vermillion; 2nd Williams; approved by consensus)

19. **Action Items (see below)**

20. Reports

    a. Curriculum Chair – Kelly Douglass

i. DX Proposals by October 23: Sept 25 deadline has passed for 2021-22 catalog deadline, and standard DE. Emergency DE deadline is Oct 23. Must be sent to tech review with minutes.

ii. CSU Ethnic Studies Requirements (with Ellen Drinkwater) – see attachments for background

  1. AB1460 – ethnic studies requirement in the CSU GE starting in Fall 21, including for CCC transfer students, so to get their transfer certification, we need this discipline and courses.

  2. CSU action: They are adding Area F – 3 units (Ethnic Studies), Area D will be reduced from 9 to 6 units. We have until February for CSUGE submission for Ethnic Studies ONLY. All others follow the December deadline, but for us, that still means needing to get through our regular timeline as much as possible this fall, with a few adjustments.

  3. Email forwarded by Chair Douglass from Dr. Pfiefle and Dr. Floerke have the core competencies. Please review for more information. (Included in attachments)

  4. Ethnic Studies discipline is being formed. Professor Hamilton has FSA for Ethnic Studies, others are pending. Courses are having to be developed at the same time to meet the CSU timeline.

  5. If faculty feel they may qualify for an FSA in Ethnic Studies, please reach out to your Dept Chair and/or HR for assistance in getting it on your FSA to be a reviewer for the discipline.

    a. Ethnic Studies Min Quals: Master's in the ethnic studies field OR A master's in American Studies/Ethnicity, Latino Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations, Asian-American Studies, or African American Studies OR the equivalent OR see Interdisciplinary Studies.

    b. Interdisciplinary Studies: Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline. (NOTE: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the master's List.)

  6. Please review current course offerings and consider which might be appropriate courses to include in the new discipline or cross-listed with ETS. Such courses have to reflect the five core competencies to get started.

a. In terms of the class qualifying the core competencies will be reviewed by the CSU reviewer for articulation. They don't need to be SLOs; they just have to be reflected clearly in the course.

b. While it might be okay that they are reflected in the content, we are suggesting that they be objectives if not SLOs, and it appears that they can be combined, and do not have to be individual.

c. For those who think they may have a course or courses that may fit, and in particular for the classes already in our Ethnic Studies collection (not X-listed) we would like to ask you to do a very accelerated review, discussion, and if appropriate, approval. **If you can get that district-wide discipline discussion and review and changes with minutes across district discipline and originating department launched in curricunet by October 23 – we can push to Tech Review** – again, because we are legislatively mandated to have something for students to take, and right now, we have nothing.

7. Review of what cross-listing a course means for those who have none:

   a. Coordination between both disciplines on maintaining the course

   b. Can be taught by faculty from either discipline, so coordination on offering schedule

   c. Also, agreement across both disciplines that it fits. So in this case for the Ethnic Studies courses, for example, ENG might think so, but ETS faculty might say, no or not unless XXX changes and then ENG would have to decide about that.

8. Page 244 of current catalog identifies courses that are possible cross listed options; those already in major mod are especially appealing. Here are the courses broken down by curriculum rep:

   a. Also, please advise colleagues district wide who don't have these courses in their catalog to consider doing an inclusion.

   b. Kweku Williams: ANT 4 (Native American Cultures); Soc 10 and 10H (Race and Ethnic Relations)

   c. Tammy Kearn: ENG 18 (Survey of Native American Lit); ENG 20 (Survey of African American Lit); ENG 25 (Latino Lit of the US) (and also ENG 24 currently in draft: Survey of Asian American Lit)

   d. D. Brown: HIS 14/15 (African American History I and II); JIS 28/29 (Native American History I and II); HIS 31 (Intro to Chicano/a Studies); PHI 14 (Survey of Black Thought); PHI 19 (Native American Thought); and also not on the list but mentioned one other maybe in work group by Dominique Hitchcock HUM 9 (American Voices).

     e. Jay Boshara: not listed here, but Dr. Sellick also mentioned a course already in the works from Parissa Clark POL 21 (Latinx Politics)

    9. General discussion of Ethnic Studies as an existing and specific area of study with disciplinary expertise and the need to maintain integrity of that field while deciding which courses might be fit to cross-list; the discipline will also have its own curriculum in time. Discussion of other possible courses not identified by catalog collection like possibility of CHE-17 Introduction to the Development of Modern Science, for example. Chair Douglass noted she is here to help answer questions and with collaboration. Douglass and Casandra Greene (hopefully with other chairs and curriculum specialists) noted they would be helping in the copy/paste creation of the ETS cross-listed versions of any courses.

   iii. CI 2020 reports

    1. Large focus on curriculum design through an equity lens and how to write across CORs reflecting social justice and cultural relevance. "When we live in a bubble, we don't always see the forces pushing against us"

    2. Peralta College has created an equity rubric to evaluate curriculum. Access is available on Canvas commons.

    3. Curriculum Institute provides valuable information on all aspects of curriculum.

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

   i. Program Discontinuance – need representatives from the discipline. Counseling representative;

   ii. Data is pulled from Institutional Effectiveness and then a teach out plan needs to be put into place.

f. Competency Based Education – Hayley Ashby and CBE group

   i. Thank you to Hayley for Competency Based email with information.

   ii. https://library.rcc.edu/cbe - website Hayley set up with information including access to webinars.

   iii. Webinar coming up is about the pilot program. Will report out at the Oct 27 curriculum meeting.

g. Equity-Minded Curriculum – Open

   i. Kweku Williams shared that Anthropology discussed about OERs particularly for high rotation classes. Found robust material but ran into process issues. Discussing what can be used versus what has to be used. Trying to give everyone

an equitable start to a semester, instead of struggling to get textbooks. Trying to find uniformity among sections so resources are the same. How does this align with Academic Freedom?

      ii. Kelly Douglass noted that she and a few other curriculum committee members are part of the October cohort of Equity Now from USC Race and Equity Center and would share out the Key Terms discussion they had, noting that often terminology can be divisive but can/should be a way to open discussion and learn.

21. Curriculum Policy & Procedure: Volunteer needed for Academic Standards group (GESLOs / Disciplines vs. Classes for Gen Ed. Changes)

22. Open Forum – one member noted upcoming need to do a part-time evaluation and asked for advice on this, and it was noted that the faculty association had a workshop last week about reviewing in an online environment put on by Rhonda Taube and Emily Philippsen, and asked if anyone attended and had materials they could share out to please do so.

Action Items and Roll Call Votes: See below

Attachments following Action Items and Roll Call Votes:

- FAQ on Ethnic Studies
- Core Competencies for Ethnic Studies

Attachments under separate cover:

- September 22 Draft Minutes
- Email from Dr. Pfiefle and Dr. Floerke

Motion to accept technical changes as noted on committee spreadsheet: 1st Kearn; 2nd Hernandez; approved by consensus.

RCC Curriculum Committee Proposal Review Spreadsheet: (Meeting 10/13/20)			
TYPE	**DISC-CODE**	**TITLE**	**COMMENTS/CONCERNS**
MAJ	ADM-1	Introduction to Applied Digital Media and Printing	Course description repetitive
MAJ	ADM-2A	Color Systems and File Management	It appears that the SLOs are objectives and some of the objectives (#1 & 2) could be SLOs
MAJ	ADM-2C	Ethics and Legalities for Graphic Designers	Objectives are missing; catalog states CSU but COR states non-transferrable
MAJ	ADM-55	Business Management for Graphic Communications	Course content formatting off
MAJ	ADM-63B	Design for Electronic Publication	ADM-63A is listed as advisory however I think it is supposed to be a prereq.
MAJ	ADM-68B	3D Animation with Maya II	Appropriate to use "explore" as verb for SLOs? (Not measurable)

MAJ	ADM-70	Project Production and Portfolio	CIS-78A or ART-36A not linked in Entrance Skills
MAJ	ADM-71B		Adobe Photoshop, Advanced: ART-36A, PHO-18, CIS-78A, CAT-78A not linked in Entrance Skills
MAJ	ADM-74A	Web Design	Course objective #2 typ should read "personal"
MAJ	ADM-74B	Web Design with Dream-weaver	Is ADM-74A advisory or prereq, unsure based on rationale provided.
MAJ	ADM-77B	Adobe Illustrator, Advanced	CIS-79 or CAT-79 not linked in Entrance Skills
MAJ	BUS-20	Business Mathematics	Formatting of course content off
MAJ	CIS-3	Computer Applications for Business	Course description needs to match CAT-3 exactly
MAJ	CIS-54A	Introduction to Animate	Capitalize beginning of each sentence on objectives; Entrance Skills not linked for CIS-95A or CAT-95A
MAJ	DAN-13	Pilates Methodology	States 72 hours of lab in course description but I believe the 72 hours isoutside-of-class hours. If a lab component needs to have units changed and top portion indicate lab hours.
MAJ	DAN-14	Internship in Pilates Education and Teaching	Need to add in 18 hours lecture in course description.
MAJ	DAN-9	Dance Making	Course objective #1 and SLO #1 are the same. Not sure if that was intentional
MAJ	DAN-D10	Dance Performance	Course description states 54 hours of lab but Lab Hours states 162 equaling 3 units.
MAJ	DAN-D44	Tap, Intermediate	Grading options state Pass/No Pass or Letter Grade but course description states Letter Grade only
MAJ	DAN-D8	American College Dance Association Rehearsal and Performance	DAN-7 not linked in Entrance Skills
MAJ	EAR-43	Children with Challenging Behaviors	Objective #4 - I believe the second sentence is supposed to be its own objective.
MAJ	KIN-35	Foundation for Fitness and Wellness	Add "Letter Grade" language to Course Description
MAJ	KIN-A77A	Jogging for Fitness, Beginning	Course Content formatting off
MAJ	KIN-A77B	Jogging for Fitness, Intermediate	"
MAJ	KIN-A77C	Jogging for Fitness, Advanced	"
MAJ	SOC-10	Race and Ethnic Relations	Formatting of Course Content off
MAJ	SOC-12	Marriage and Family Relations	Formatting of Course Content off
MAJ	SOC-2	American Social Problems	There is a spacing issue under the student learning outcomes line 3 to 4; Formatting of Course Content off
MAJ	SOC-20	Introduction To Criminology	There is a spacing issue under the student learning outcomes line 2 to 3; Formatting of Course Content off
DE	ALR-4DE	Critical Reading As Critical Thinking	~~Missing narrative on "Regular Effective Contact"~~ OK SS
DX	BIO-DX FLD	DX FLD	Needs minutes
DX	ENG-DX 802	Composition Skills and Support for English 1A	"regular effective contact" narrative not completed

DX	HIS-DX HON	DX HON	Hold
DX	PSY-DX 1H-48	DX 1H-48	~~Missing content components OK SS~~
NEW	POL-20	Latin American Politics	Break up objective #2
AA	DAN-AA DAN R	Dance	Double check course names and numbers
ADT	AHS-ADT AH R	Art History	Check list B for course number error; check empty total units
ADT	PSY-ADT P R	Psychology	Check units fields

Course	Long_Title	*Rationale*	Cam-pus	
***Motion to approve all course deletions and exclusions (1st Kearn; 2nd Lowden; 19 yes; 1 abstention; see roll call votes)***				
**Course Deletion**				
ADM-80	Electronic Pre-press		R	**Approved**
AIR-50A	Air Conditioning and Refrigeration	*This outdated course has been replaced with new and an updated course to better serve students. Equates have been assigned to assist students through the change.*	R	**Approved**
AIR-50B	Advanced Refrigera-tion	*This outdated course has been replaced with new and an updated course to better serve students. Equates have been assigned to assist students through the change.*	R	**Approved**
AIR-51A	Environmental Con-trol	*This outdated course has been replaced with new and an updated course to better serve students. Equates have been assigned to assist students through the change.*	R	**Approved**
AIR-51B	Industrial Commer-cial Refrigeration	*This outdated course has been replaced with new and an updated course to better serve students. Equates have been assigned to assist students through the change.*	R	**Approved**
AIR-53	Basic Electricity for A/C & Refrigeration	*This outdated course has been replaced with new and an updated course to better serve students. Equates have been assigned to assist students through the change.*	R	**Approved**
AIR-60	Electrical and Me-chanical Diagnostic Lab	*This outdated course has been replaced with new and an updated course to better serve students. Equates have been assigned to assist students through the change.*	R	**Approved**
DAN-D11	Dance Touring En-semble Rehearsal	*At this time, High School Dance Day has replaced Dance Touring Ensemble as our primary form of outreach.*	R	**Approved**
DAN-D18	Dance Performance Production	*No longer needed as the material from this class is covered in D10 Dance Perfor-mance.*	R	**Approved**
DAN-D24	Pointe Technique, Beginning	*Many reasons for deleting this course: ped-agogically it's questionable, the cost for stu-dent, safety and risk management issues, etc.*	R	**Approved**
DAN-D30	Social Dance Styles	*This course has been replaced by 3 new Courses: Tango, Latin Dances, and Swing Dance*	MR	**Approved**

DAN-D45	Tap, Advanced	*The need for an Advanced Tap class at Riverside City College has been minimal and/or non-existent for many years. As a Discipline, we can successfully secure Undergraduate requirements with Beginning Tap and Intermediate Tap.*	R	**Approved**
GUI-48B	College Success Strategies-Life Skills	*Course is no longer taught at Riverside City College*	R	**Approved**
WEL-34	Metal Joining Process	*This elective course is being deleted. The topics in this course are better covered in other classes. By deleting this class it will remove unneeded redundancy for students.*	R	**Approved**

Course Exclusion

ADJ-6	Patrol Procedures	*Riverside City College has not offered ADJ-6 in many years, and with the now-approved and established ADJ-19 course, it makes sense to exclude ADJ-6 as an offering in the RCC catalog, while also recognizing the value the course still has to our close part*	R	**Approved**

Motion to approve course major modifications from ADJ-CIS excluding ADM 2C (1ˢᵗ Williams; 2ⁿᵈ Hernández; 19 yes; 1 abstention; see roll call votes)

Course Major Modification

ADJ-200	Administration of Justice Work Experience	*To change the course description to be compliant with the State Chancellor's office recommendation. The existing COR has not been updated since 2008. The most important rationale, however, is to support the current internship programs developed within the ADJ program and the commitment within the ADJ program to community involvement and professional development for students.*	MNR	**Approved**
ADM-1	Introduction to Applied Digital Media and Printing	*Course content has been updated and transfer course information has been added.*	MR	**Approved**
ADM-2A	Color Systems and File Management	*To align with industry standards and to simplify student degree pathways, the following changes are being implemented.*	MR	**Approved**
ADM-2B	Pre-press and Printing Substrates	*To align with industry standards and to simplify student degree pathways, the following changes are being implemented.*	R	**Approved**
ADM-2C	Ethics and Legalities for Graphic Designers	*To align with industry standards and to simplify student degree pathways, the following changes are being implemented.*	MR	**Hold for objectives**

ADM-55	Business Management for Graphic Communications	*To align with industry standards and to improve course content the following changes are being implemented.*	R	**Approved**
ADM-62	Typography and Graphic Design	*Minor course update with transfer course information added.*	MR	**Approved**
ADM-63A	Design For Print Publication	*Update of course SLOs*	MR	**Approved**
ADM-63B	Design for Electronic Publication	*Update of course SLOs*	R	**Approved**
ADM-67	Multimedia Animation	*To align with industry standards and adopt changes in software applications and update SLOs, the following changes are being implemented.*	MR	**Approved**
ADM-68A	3D Animation with Maya I	*To align with industry standards, improve course content and to simplify student degree pathways, the following changes are being implemented.*	R	**Approved**
ADM-68B	3D Animation with Maya II	*To align with industry standards, improve course content and to simplify student degree pathways, the following changes are being implemented.*	R	**Approved**
ADM-69	Motion Graphics and Special Effects with After Effects	*To align with industry standards and adopt changes in software applications the following changes are being implemented.*	R	**Approved**
ADM-70	Project Production and Portfolio	*Minor course updates and transfer information added.*	R	**Approved**
ADM-71A	Adobe Photoshop for Image Manipulation	*To align with industry standards, improve course content and to simplify student degree pathways, the following changes are being implemented.*	MR	**Approved**
ADM-71B	Adobe Photoshop, Advanced	*To align with industry standards, improve course content and to simplify student degree pathways, the following changes are being implemented.*	R	**Approved**
ADM-74A	Web Design	*This course is a required course for Applied Digital Media certificates and degree.*	R	**Approved**
ADM-74B	Web Design with Dreamweaver	*Will be the advanced course to ADM 74A, Web Design*	R	**Approved**
ADM-77A	Adobe Illustrator for Graphic Art	*Minor update of course content and transfer credit information added.*	MR	**Approved**
ADM-77B	Adobe Illustrator, Advanced	*Minor update of course content and transfer information added.*	R	**Approved**
ADM-84A	Screen Printing	*To align with print industry standards and to utilize the new press equipment the*	R	**Approved**

		department has acquired, this course is being created.		
ADM-84B	Screen Printing, Advanced	*To align with print industry standards and to utilize the new press equipment the department has acquired, this course is being created.*	R	**Approved**
ADM-85A	Commercial Printing	*To align with print industry standards and to utilize the new press equipment the department has acquired, the following changes are being implemented.*	R	**Approved**
ADM-85B	Commercial Printing, Advanced	*To align with print industry standards and to utilize the new press equipment the department has acquired, the following changes are being implemented.*	R	**Approved**
BUS-20	Business Mathematics	*Textbook update*	MNR	**Approved**
BUS-22	Management Communications	*Update assignments*	MNR	**Approved**
CAT-3	Computer Applications for Business	*Revision of every component of this COR was completed as a part of the district discipline CTE 2 Year Curriculum Review Cycle (2/2020)*	MNR	**Approved**
CAT-55	Applied Accounting/Bookkeeping	*Updating CAT55 as part of 2-year review cycle (5/2020)*	MR	**Approved**

Note: Question from September 22 meeting was resolved and shared: discipline intends to submit CIS 26A only (not all three in sequence) for C-ID approval)

CIS-26A	Cisco Networking Academy 1A	*Transfer Model Curriculum C-ID Descriptor: ITIS 150 Computer Network Fundamentals. This course is also part of the Information Security certificate and Cisco Networking Certificate.*	R	**Approved**
CIS-26B	Cisco Networking Academy 1B	*Transfer Model Curriculum C-ID Descriptor: ITIS 150 Computer Network Fundamentals. This course is also part of the Information Security certificate and Cisco Networking Certificate.*	R	**Approved**
CIS-26C	Cisco Networking Academy 1C	*Transfer Model Curriculum C-ID Descriptor: ITIS 150 Computer Network Fundamentals. This course is also part of the Information Security certificate and Cisco Networking Certificate.*	R	**Approved**

CIS-3	Computer Applications for Business	*Revision of every component of this COR was completed as a part of the district discipline CTE 2 Year Curriculum Review Cycle (beg. 12/2016)*	MNR	**Approved**
CIS-54A	Introduction to Animate	*Updating course from Flash to Animate to keep it viable and to update overall outline to current standards.*	MR	**Approved**

Motion to approve course major modifications from DAN-SOC (1st Williams; 2nd Lowden; 19 yes; 1 abstention; see roll call votes)

DAN-12	Kinesiology for Pilates/Dance	*Updating SLOs, textbooks, and adding Course Objectives*	R	**Approved**
DAN-13	Pilates Methodology	*Updating textbooks, SLOs, and adding Course Objectives*	R	**Approved**
DAN-14	Internship in Pilates Education and Teaching	*Updating textbooks, SLOs, and adding Course Objectives*	R	**Approved**
DAN-6H	Honors Dance Appreciation	*Updating courses to include Course Objectives.*	R	**Approved**
DAN-7	Choreography	*Updating SLOs, and Course Content, as well as adding Course Objectives.*	R	**Approved**
DAN-8	Composition	*Adding Course Objectives, updating textbook and SLOs.*	R	**Approved**
DAN-9	Dance Making	*Adding Course Objectives, updating textbooks and SLOs.*	R	**Approved**
DAN-D10	Dance Performance	*Updating SLOs, textbooks, and adding Course Objectives*	R	**Approved**
DAN-D13	Dance Repertoire, Modern	*Adding Course Objectives, updating textbooks, fine-tuning SLOs*	R	**Approved**
DAN-D14	Dance Repertoire, Jazz	*Adding Course Objectives, updating text books, fine-tuning SLOs.*	R	**Approved**
DAN-D15	Dance Repertoire, Ballet	*Adding Course Objectives, updating text books, fine-tuning SLOs.*	R	**Approved**
DAN-D16	Dance Repertoire, Tap	*Adding Course Objectives, updating text books, fine-tuning SLOs.*	R	**Approved**
DAN-D17	Dance Repertoire, Ethnic	*Adding Course Objectives, updating text books, fine-tuning SLOs.*	R	**Approved**
DAN-D25	Floor Barre	*Adding Course Objectives, updating textbooks and SLOs.*	R	**Approved**

DAN-D26	Mexican Ballet Folklorico	*This course will provide both Dance Majors and the general college student to learn and participate in the traditions of World cultural dance focusing on the Mexican Ballet Folklorico. Adding Course Objectives, updating textbooks and SLOs.*	R	**Approved**
DAN-D29	Celebrate Dance Rehearsal	*Updating textbooks, SLOs, and adding Course Objectives*	R	**Approved**
DAN-D31	Hip-Hop Dance, Beginning	*Adding Course Objectives, updating textbooks and SLOs.*	MR	**Approved**
DAN-D31B	Hip-Hop Dance - Intermediate	*Adding Course Objectives, updating textbooks and SLOs.*	R	**Approved**
DAN-D43	Tap, Beginning	*Adding Course Objectives, and updating SLOs and textbooks.*	MR	**Approved**
DAN-D44	Tap, Intermediate	*Updating textbooks, SLOs, and adding Course Objectives.*	MR	**Approved**
DAN-D46	Pilates Mat Work	*Updating textbooks, SLOs, and adding Course Objectives*	MR	**Approved**
DAN-D47	Pilates, Beginning	*Adding Course Objectives and updating SLOs and textbooks*	R	**Approved**
DAN-D48	Universal Reformer Technique	*Updating textbooks, SLOs, and adding Course Objectives.*	R	**Approved**
DAN-D49	Pilates, Intermediate	*Updating SLOs, textbooks, and adding Course Objectives*	R	**Approved**
DAN-D5	Summer Showcase Dance Performance	*Updating SLOs and textbooks, and adding Course Objectives*	R	**Approved**
DAN-D50	Pilates for Dancers	*Updating textbooks, SLOs, and adding Course Objectives*	R	**Approved**
DAN-D51	Pilates, Advanced	*Updating SLOs, textbooks, and adding Course Objectives.*	R	**Approved**
DAN-D60	Musical Theater Dance	*Adding Course Objectives, updating textbooks and SLOs.*	R	**Approved**
DAN-D8	American College Dance Association Rehearsal and Performance	*Updating textbooks and SLOs, and adding Course Objectives*	R	**Approved**
DAN-D9	Performance Lab	*Course name change (to better match transfer school curriculum), updating textbooks and SLOs, and adding Course Objectives.*	R	**Approved**
EAR-43	Children with Challenging Behaviors	*To update course.*	MNR	**Approved**

Course	Title	Description		Status
EAR-53	Parenting: Guiding Young Children-Approaches to Discipline	*Updating course outline of record and adding course objectives*	R	**Approved**
KIN-29	Soccer Theory	*Add learning objectives, update course SLO's, sample assignments and course materials.*	NR	**Approved**
KIN-35	Foundation for Fitness and Wellness	*Add learning objectives, update course materials and course content.*	MNR	**Approved**
KIN-A77A	Jogging for Fitness, Beginning	*Adding learning objectives, updating course materials and update sample assignments.*	NR	**Approved**
KIN-A77B	Jogging for Fitness, Intermediate	*Adding learning objectives, updating course materials*	NR	**Approved**
KIN-A77C	Jogging for Fitness, Advanced	*Adding learning objectives, update course materials, added an entry skill and updated the sample assignments.*	NR	**Approved**
MAT-3	Linear Algebra	*Updating the COR.*	MNR	**Approved**
POL-1	American Politics	*The COR is being updated as part of the regular program review process and the discipline's current expectations for the course.*	MNR	**Approved**
SOC-10	Race and Ethnic Relations	*Course update as part of program review.*	MNR	**Approved**
SOC-10H	Honors Race and Ethnic Relations	*Course update as part of program review.*	MNR	**Approved**
SOC-12	Marriage and Family Relations	*Updated as part of program review.*	MNR	**Approved**
SOC-2	American Social Problems	*Updating Student Learning Outcomes and adding course objectives. This is to bring the COR in line with state requirements.*	MNR	**Approved**
SOC-20	Introduction To Criminology	*To align with the C-ID descriptor.*	MNR	**Approved**
SOC-25	Introduction to the Sociology of Sex and Gender	*Update the Student Learning Outcomes*	R	**Approved**
SOC-3	Social Inequality	*Update SLOs and course material.*	NR	**Approved**

Motion to approve all Standard Distance Education Addenda
(1st Hernández; 2nd Conrad; unanimously approved; see roll call votes)

Distance Education (Standard)

Course	Title			Status
ACC-819DE	Volunteer Income Tax Assistance		MR	**Approved**

ADM-2CDE	Ethics and Legalities for Graphic Designers	MR	**Approved**
ADM-55DE	Business Management for Graphic Communications	R	**Approved**
ADM-62DE	Typography and Graphic Design	MR	**Approved**
ADM-63ADE	Design for Print Publication	MR	**Approved**
ADM-67DE	Multimedia Animation	MR	**Approved**
ADM-68ADE	3D Animation with Maya I	R	**Approved**
ADM-68BDE	3D Animation with Maya II	R	**Approved**
ADM-69DE	Motion Graphics and Special Effects with After Effects	R	**Approved**
ADM-70DE	Project Production and Portfolio	R	**Approved**
ADM-71ADE	Adobe Photoshop for Image Manipulation	MR	**Approved**
ADM-71BDE	Adobe Photoshop, Advanced	R	**Approved**
ADM-74ADE	Web Design	R	**Approved**
ADM-74BDE	Web Design with Dreamweaver	R	**Approved**
ADM-77ADE	Adobe Illustrator for Graphic Art	MR	**Approved**
ADM-77BDE	Adobe Illustrator, Advanced	R	**Approved**
ALR-4DE	Critical Reading As Critical Thinking	MNR	**Approved**
ALR-887DE2	Reading Clinic	NR	**Approved**
EAR-34DE2	Infant and Toddler Care and Education	MNR	**Approved**
EAR-43DE2	Children with Challenging Behavior	MNR	**Approved**
EAR-46DE	Curriculum and Strategies for Children with Special Needs	MNR	**Approved**

EDU-10DE	Introduction to Education Studies	R	**Approved**
ESL-65DE	American Classroom Culture	MR	**Approved**
ESL-71DE	Basic Reading and Vocabulary	MNR	**Approved**
ESL-72DE	Intermediate Reading and Vocabulary	MNR	**Approved**
ESL-73DE	High-intermediate Reading and Vocabulary	MNR	**Approved**
ESL-801DE	Support for Career and Technical Programs	NR	**Approved**
ESL-91DE	Oral Skills I: Beginning Oral Communication	MNR	**Approved**
ESL-92DE	Oral Skills II: Intermediate Oral Communication	MNR	**Approved**
ESL-93DE	Oral Skills III: Advanced Oral Communication	MNR	**Approved**
ESL-95DE	Pronunciation and Accent Reduction	NR	**Approved**
HUM-10DE2	World Religions	MNR	**Approved**
HUM-11DE2	Religion in America	NR	**Approved**
HUM-16DE2	Arts and Ideas: American Culture	NR	**Approved**
HUM-4DE2	Arts & Ideas: Ancient World Through Late Medieval Period	MNR	**Approved**
HUM-5DE2	Arts & Ideas: Renaissance Through the Modern Era	MNR	**Approved**
SOC-1HDE	Introduction to Sociology 1H	NR	**Approved**
SOC-50DE	Introduction to Social Research Methods	MNR	**Approved**

Motion to approve all Emergency-Only Distance Education Addenda excluding ART DX26-45, ENG DX- 802, HIS DX-HON
(1st Williams; 2nd Lowden; unanimously approved; see roll call votes)

Distance Education (Emergency-Only)

AHS-DX 5-90	DX 5-90		MNR	**Approved**
ART-DX 17-48	DX 17-48		MNR	**Approved**
ART-DX 23	Color Theory and Design		MNR	**Approved**
ART-DX 26-45	DX 26-45		MNR	**Hold**
ART-DX 36AB	DX 36AB		MNR	**Approved**
ART-DX 44-51	DX 44-51		R	**Approved**
ART-DX 6H	Honors Art Appreciation		MNR	**Approved**
ART-DX CER	DX CER		MNR	**Approved**
ART-DX ILLUS	DX ILLUS		MR	**Approved**
AST-DX 1AB	DX 1AB		MR	**Approved**
AUB-DX 50-61 H	DX 50-61 H		R	**Approved**
AUT-DX 1-13 H	DX 1-13 H		R	**Approved**
AUT-DX 50	Automotive Principles		R	**Approved**
BIO-DX 1-61	DX 1-61		MNR	**Approved**
BIO-DX 10-45	DX 10-45		MNR	**Approved**
BIO-DX 19	Environmental Science		MNR	**Approved**
BIO-DX 1H-60H	DX 1H-60H H		MNR	**Approved**
BIO-DX 2-8	DX 2-8		NR	**Approved**
BIO-DX 35	Health Science		MNR	**Approved**
BIO-DX 4-50	DX 4-50		MNR	**Approved**
BIO-DX 5-20	DX 5-20		NR	**Approved**
BIO-DX FLD	DX FLD	*Emergency only proposal for BIO 3, 9, and 21.*	NR	**Approved**
CHE-DX 10	Chemistry for Everyone	*Emergency proposal for CHE 10.*	NR	**Approved**
CHE-DX 12AB	DX 12AB	*Emergency only proposal for CHE 12A and 12B.*	NR	**Approved**
CHE-DX 17	Introduction to the Development of Modern Science	*Emergency only proposal for CHE 17.*	R	**Approved**
CHE-DX 1A-3	DX 1A-3	*Emergency only proposal for CHE 1A, 1AH, 1B, 1BH, 2A, and 3.*	MNR	**Approved**
CHE-DX 2B	Introductory Chemistry II	*Emergency only proposal for CHE 2B.*	MNR	**Approved**

DAN-DX 49-51	DX 49-50		R	**Approved**
DAN-DX 7	Choreography		R	**Approved**
ENG-DX 17ABC	Literary Magazine Production: Beg/Int/Adv		NR	**Approved**
ENG-DX 4	Writing Tutor Training		MNR	**Approved**
ENG-DX 8 23	DX 8 23		MNR	**Approved**
ENG-DX 802	Composition Skills and Support for English 1A		R	**Hold**
ENG-DX 885	Writing Clinic		R	**Approved**
ENG-DX CW	DX CW		MNR	**Approved**
ENG-DX LIT	DX LIT		MNR	**Approved**
FTV-DX 12-79	DX 12-79		R	**Approved**
GEG-DX 5-8	DX 5-8		MNR	**Approved**
HES-DX 1	Health Science		MNR	**Approved**
HIS-DX HON	DX HON		MNR	**Hold**
HUM-DX 4H-35	DX 4H-35		MNR	**Approved**
ILA-DX 1	Introduction to Tutor Training		MNR	**Approved**
ILA-DX 800	Supervised Tutoring		MNR	**Approved**
KIN-DX A64	Soccer		MNR	**Approved**
KIN-DX SWIM	DX SWIM		R	**Approved**
PHS-DX 1	Introduction to Physical Science		MNR	**Approved**
PHY-DX 10	Introduction to General Physics		MNR	**Approved**
PHY-DX 11	Physics Laboratory		MNR	**Approved**
PHY-DX 2A-4C	DX 2A-4C		MNR	**Approved**
PHY-DX 4D	Modern Physics		MR	**Approved**
PSY-DX 1H-48	DX 1H-48		MNR	**Approved**
WKX-DX A-W	DX A-W	*Emergency-only proposal for the following Work Experience 200 level courses: ACC, ARE, BUS, CAT, CIS, CON, EAR, EDU, ELE, ENE, FTV, GAM, JOU, KIN, MAG, MAN, MKT, MUC, MUS, PHO, RLE, SCT, THE, WEL, WKX*	MNR	**Approved**

Motion to approve all Extensive Lab and New Course Proposals (1st Williams; 2nd Haines; unanimously approved; see roll call votes)

Extensive Lab

NNA-80	Nursing Assistant Training Program (NATP)	*This course was originally HET-80 which was approved for Extensive Prep for the laboratory portion of the course. The course name was changed to and the SLO, objectives, and course content was revised and approved by the Board of Trustees on 12/10/19. Under the CTA contract, Article X F2E- pg. 19, which states "Clinical laboratories in the Nursing Education Department are designated extensive preparation for full-time faculty and are designated regular laboratory for part-time faculty because of the different nature of the duties."*	R	**Approved**
NNA-81	Certified Home Health Aide	*This is a new course that was approved by the Board of Trustees on 12/10/19. Under the CTA contract, Article X F2E- pg. 19, which states "Clinical laboratories in the Nursing Education Department are designated extensive preparation for full-time faculty and are designated regular laboratory for part-time faculty because of the different nature of the duties."*	R	**Approved**
NNA-86	Acute Care Nurse Assistant	*This is a new course that was approved by the Board of Trustees on 12/10/19. Under the CTA contract, Article X F2E- pg. 19, which states "Clinical laboratories in the Nursing Education Department are designated extensive preparation for full-time faculty and are designated regular laboratory for part-time faculty because of the different nature of the duties."*	R	**Approved**

New Course

Note: New course Dance D19 will be changed to Dance D35 as D19 was course number for a previous (recently deleted) course.

DAN-D19	Dance Repertoire, Hip-Hop	*All repertory courses create performance opportunities and are required performance units for Dance Transfer students.*	MR	**Approved**
DAN-D30A	Tango	*Dance will be eliminating DAN D30 Social Dance Styles, and replacing it with 3 new courses: Tango, Swing Dance, and Latin Dance Styles (Salsa, Bachata, Cha Cha Cha). The specificity of the new course titles allows students to better choose the Social Dance style they want, need, or are most interested in taking.*	R	**Approved**

DAN-D30B	Swing Dance	*Dance will be eliminating DAN D30 Social Dance Styles, and replacing it with 3 new courses: Tango, Swing Dance, and Latin Dance Styles (Salsa, Bachata, Cha Cha Cha). The specificity of the new course titles allows students to better choose the Social Dance style they want, need, or are most interested in taking.*	R	**Approved**
DAN-D30C	Latin Social Dance	*Dance will be eliminating DAN D30 Social Dance Styles, and replacing it with 3 new courses: Tango, Swing Dance, and Latin Dance Styles (Salsa, Bachata, Cha Cha Cha). The specificity of the new course titles allows students to better choose the Social Dance style they want, need, or are most interested in taking.*	R	**Approved**
POL-20	Latin American Politics	*Latin American Politics is a course designed primarily for political science majors who are interested in exploring the political cultures, histories, and institutions of Latin American countries. The course is particularly appropriate for students who are interested in pursuing a sub-discipline emphasis in Comparative Politics or International Relations.*	MNR	**Approved**
POL-21	Latinx Politics	*This course is designed primarily for political science majors who have an interest in Latinx politics. It is particularly relevant for those who wish to focus on the sub-discipline areas of Comparative Politics and American Politics.*	MNR	**Approved**
POL-22	Politics of the Middle East	*This course is designed primarily for political science majors, particularly those with an interest in Comparative Politics and International Relations.*	MNR	**Approved**
POL-23	Race and Politics	*This course is designed primarily for political science majors who have an interest in the relationship between race and politics. It is a course that is of particular interest in those who wish to pursue a course of study that includes an analysis of civil rights and social justice in the United States.*	MNR	**Approved**
PSY-10	Personal and Social Adjustment	*Psychology majors want to take an applied course on personal growth and adjustment.*	MNR	**Approved**

Motion to approve all new and modified certificates and degrees
(1ˢᵗ Williams; 2ⁿᵈ Lowden; unanimously approved; see roll call votes)

New Program

		The AA in Dance will help students transferring to four-year institutions as dance majors.	R	**Approved**
DAN-AA DAN R	Dance			

Program Modification (ADT)

AHS-ADT AH R	Art History	*The proposed modification to the ADT for Art History updates the discipline prefix for all art history classes from ART to AHS.*	R	**Approved**
ART-ADT SA R	Studio Arts	*The proposed modification to the ADT for Studio Art updates the discipline prefix for all art history classes from ART to AHS.*	R	**Approved**
EDU-ADT ETE R	Elementary Teacher Education	*Update ART to AHS.*	R	**Approved**
GEG-AA758 R	Geography	*The Geography ADT description and learning outcomes were written by former faculty, now retired, and have been updated by new faculty in the process of program review. The program description and learning outcomes required updates to reflect the current state and direction of the discipline, as well as areas of focus for our new faculty and course offerings. We are also adding new courses that were previously approved but are not reflected in the current ADT.*	R	**Approved**
PSY-ADT P R	Psychology	*Adding a new course (Psych 10-Personal and Social Adjustment)*	R	**Approved**
SPA-ADT SPA R	Spanish	*Updates to the Spanish ADT are being made due to the ART change to AHS.*	R	**Approved**

Program Modification (AOE)

AHS-AOE 496	Fine and Applied Arts	*Change ART to AHS*	MNR	**Approved**
AHS-AOE 497	Humanities, Philosophy, and Arts	*Change ART to AHS.*	MNR	**Approved**

Program Modification (Certificate)

ART-CE825 R	Visual Communications - Illustration	*ADM 2A unit value is being updated based on the course modification. This will change the certificate to an 18 unit certificate.*	R	**Approved**
ART-CERT ANI R	Animation	*Certificate is being updated to an occupational tops code to better emphasis the employability options for students earning the certificate.*	R	**Approved**
BUS-CERT SOLO	Gig: The Solopreneurs Adventure	*Updating courses numbering to the non-credit numbering system in the 800s.*	R	**Approved**

MUS-CERT MT R	Music Technology	*We have two new courses in our music technology area, MUS-11 (studio recording) and MUS-P11 (live sound reinforcement), both of which cover specific, focused topics within the area of music technology. In our existing Music Technology Certificate, we have one class, MUS-9 (film scoring), which is also a very specific, focused topic. We'd like to now offer our students the chance of taking one course in the focus area of their choice, in order to satisfy this certificate. So, instead of only giving them the option of taking MUS-9, we'd like them to have the choice of taking MUS-9, MUS-11 or MUS-P11 in order to satisfy this certificate in music technology.*	R	**Approved**
NNA-CE584 R	Nursing Assistant	*HET-80 is being changed to NNA-80 due to the discipline name change.*	R	**Approved**

Program Modification (Degree and Certificate)

NVN-AS588 R	Licensed Vocational Nursing	*Changes were made to program description and added BIO-50A and 50B as an additional option for students to take to fulfill their Anatomy and Physiology requirement.*	R	**Approved**

Information Items -- RCC Course Minor Modification

Course	Long Title	Rationale	
BUS-40	Introduction to Global Business	*Major course modification to align with NASBITE (North American Small Business International Trade Educators) delineation for accreditation.*	R
BUS-48	Global Management	*Major course modification to align with NASBITE (North American Small Business International Trade Educators) delineation for accreditation.*	R
BUS-840	Introduction to Global Business	*This is a new non-credit course mirroring a credit BUS 40 course. BUS 40 is under major course modification to align with NASBITE (North American Small Business International Trade Educators) delineation for accreditation.*	R
BUS-848	Global Management	*Non-Credit course created mirroring BUS 43 Global Marketing course. BUS 43 is under major modification to align to NASBITE (North American Small Business International Trade Educators) delineation for accreditation.*	R

Information Items -- MVC and NC items

Course	Long_Title	*Rationale*	Campus
Course Exclusion			
FST-3	Introduction to International Cinema	*MVC has never offered this course, they only have one instructor with an FSA in Film Studies, an English instructor in the Communications Dept.*	M
FST-4	Introduction to Film Genres	*MVC has never offered this course, they only have one instructor with an FSA in Film Studies, an English instructor in the Communications Dept.*	M
FST-5	Fiction and Film: Adaptation	*MVC has never offered this course, they only have one instructor with an FSA in Film Studies, an English instructor in the Communications Dept.*	M
Course Inclusion			
ACC-819	Volunteer Income Tax Assistance Training	*Moreno Valley College's (BITS), goal is to have the ability to offer (VITA) Volunteer Income Tax Assistance to the low income and/or elderly community, for no charge. This program is administered in-conjunction, with the IRS. I would supervise and aid in this program and would need student volunteers. This course would be a requirement for those individuals/students to be knowledgeable to prepare such tax returns for the individuals of the community in need.*	M

HIS-25	History of Mexico	*The faculty in the history discipline at MVC continue to expand learning opportunities for students in a variety of topics in the field of history. Expanding our course offerings to include History 25: History of Mexico not only expands the opportunities for students but expanding the types of history courses is important to promote a global world view, to encourage civic engagement, and take collective action to dismantle system racism. We have recently hired a new full-time faculty member with the specific qualifications to teach this course. Considering MVC's diverse student population, including many students with direct ties to Mexico and the college's relatively close proximity to the Mexican border, this course is of particular interest to our student population. This course fits into the department's and college's overall plan to expand transfer-level courses that will support achievement of ADT degrees.*	M
HIS-32	History of Early Latin America	*The faculty in the history discipline at MVC continue to expand learning opportunities for students in a variety of topics in the field of history. Expanding our course offerings to include History 32: History of Early Latin America and History 33: History of Modern Latin America not only expands the opportunities for students but expanding the types of history courses is important to promote a global world view, to encourage civic engagement, and take collective action to dismantle system racism. We have recently hired a new full-time faculty member with the specific qualifications to teach this course. Considering MVC's diverse student population, including many students with direct ties to Latin America and various cultural affiliations, this course is of particular interest to our student population. This course fits into the department's and college's overall plan to expand transfer-level courses that will support achievement of ADT degrees.*	M

HIS-33	History of Modern Latin America	*The faculty in the history discipline at MVC continue to expand learning opportunities for students in a variety of topics in the field of history. Expanding our course offerings to include History 32: History of Early Latin America and History 33: History of Modern Latin America not only expands the opportunities for students but expanding the types of history courses is important to promote a global world view, to encourage civic engagement, and take collective action to dismantle system racism. We have recently hired a new full-time faculty member with the specific qualifications to teach this course. Considering MVC's diverse student population, including many students with direct ties to Latin America and various cultural affiliations, this course is of particular interest to our student population. This course fits into the department's and college's overall plan to expand transfer-level courses that will support achievement of ADT degrees.*	M
KIN-43	Introduction to Personal Training	*We are starting a certificate within the Kinesiology discipline at at Moreno Valley College, The Fitness Professionals Certificate. KIN 43 Personal Training is a required course for the certificate. The goal of the program is to prepare students to enter the workforce as qualified worker in the fitness industry. The Fitness Professionals Certificate prepares students for careers in fitness and health.*	M
KIN-44	Yoga Instructor Training	*We are starting a certificate within the Kinesiology discipline at Moreno Valley College, The Fitness Professionals Certificate. KIN 44 Yoga Instructor Training is an elective course for the certificate. The goal of the program is to prepare students to enter the workforce as qualified worker in the fitness industry. The Fitness Professionals Certificate prepares students for careers in fitness and health.*	M
KIN-45	Group Fitness Instructor	*We are starting a certificate within the Kinesiology discipline at Moreno Valley College, The Fitness Professionals Certificate. KIN 45 Group Fitness Instructor is an elective course for the certificate. The goal of the program is to prepare students to enter the workforce as qualified worker in the fitness industry. The Fitness Professionals Certificate prepares students for careers in fitness and health.*	M

Course Major Modification

HMS-21	Human Trafficking and Forensic Social Work Practice	*The addition of this course will assist students in acquiring the knowledge that is needed to obtain a certificate and/or degree related to a pathway in justice system studies.*	M
HMS-26	Trauma-Focused Counseling	*The addition of this course will assist students in acquiring the knowledge that is needed to obtain a certificate and/or degree related to a pathway in careers in social work.*	M

Course Minor Modification

DEA-20	Infection Control for Dental Assistants	*Periodic COR revisions for a CTE course.*	M
DEA-21	Introduction to Radiology for Dental Assistants	*Regular course updates.*	M
DEA-22	Introduction to Supervised Externships	*Periodic revision of a CTE course for currency.*	M
DEA-23	Introduction to Dental Sciences	*Periodic CTE course update and SLO revisions for currency.*	M
DEA-24	Dental Materials for the Dental Assistant	*Periodic CTE course revision for currency.*	M
DEA-30	Intermediate Chairside Dental Assisting	*Periodic update of CTE course for currency.*	M
DEA-31	Radiology for Dental Assistants	*Regular CTE course update.*	M
DEA-40A	Advanced Chairside Surgical Dental Assistant	*Periodic CTE course updates for currency.*	M
DEA-40C	Advanced Chairside Restorative Dental Assistant	*Regular update for CTE course.*	M

Distance Education (Standard and Emergency-Only)

ADJ-DX 40-41	DX 40-41	M
CON-DX 61-73	DX 61-73	N
DEA-10DE	Introduction to Dental Assisting and Chairside Assisting	M
DEA-20DE	Infection Control for Dental Assistants	M

DEA-21DE	Introduction to Radiology for Dental Assistants		M
DEA-23DE	Introduction to Dental Sciences		M
DEA-24DE	Dental Materials for the Dental Assistant		M
DEA-30DE	Intermediate Chairside Dental Assisting		M
DEA-31DE	Radiology for Dental Assistants		M
DEA-40ADE	Advanced Chairside Surgical Dental Assistant	*The lecture portion of this course will effectively be offered online as needed. 4 hours of laboratory activities such as identifying instruments and providing post operative along with the procedure demonstration part of this class will be provided online.*	M
DEA-40BDE	Advanced Chairside Orhodontic Dental Assistant		M
DEA-40CDE	Advanced Chairside Restorative Dental Assistant		M
DEA-41DE	Dental Office Management		M
DEH-DX 10B-40	DX 10B-40		M
DEH-DX 21-27	DX 21-27		M
DEH-DX 41-46	DX 41-46		M
ELE-DX 400	DX 400		N
EMS-40DE	Emergency Medical Technician Continuing Education		M
EMS-41DE	Emergency Medical Responder		M
EMS-60 DE	Patient Assessment and Airway Management		M
EMS-61 DE	Introduction to Medical Pathophysiology		M
EMS-62 DE	Emergency Pharmacology		M

EMS-63 DE	Cardiology	M
EMS-70DE	Trauma Management	M
EMS-80DE	Medical Emergencies	M
EMS-81DE	Special Populations	M
EMS-82 DE	Special Topics	M
ESL-804DE	Introduction to American Public Education for ESL Students	M
ESL-805DE	Introduction to Education Practices and Related Service Providers in Special Education	M
HMS-DX 5-200	DX 5-200	M
MDA-DX 54AB	DX 54AB	M
MIS-DX 1-13	DX 1-13	N
New Program		
KIN-CERT FP M	Fitness Professionals Certificate	*It is with great pleasure that we present to you, the first certificate in the field of Kinesiology at Moreno Valley College, The Fitness Professionals Certificate. The goal of the program is to prepare students to enter the workforce as a qualified worker in the fitness industry. The Fitness Professionals Certificate prepares students for careers in fitness and health. Our goal at Moreno Valley College is transforming and enriching our students' lives through timely completion, transfer, and workforce development. The Fitness Professionals Certificate is an exciting new certificate that allows the goal of Moreno Valley College to come to fruition in yet another way.* M
Program Modifications (All types)		

Note: there was a question about whether RCC intended to reduce the units on their ADJ AS degree; ?? noted that Melissa Matuszak and Oliver Thompson had been consulted with and the answer at this time is no.

ADJ-AS AJ	Administration of Justice	*The current 27-unit certificate and associate's degree requires the students to take 9 units above the required 18 units for their core classes in Administration of Justice. Moreno Valley College is committed to assisting our students in completing their certificates and degrees in a timely manner, therefore reducing this certificate to 18 units.* *Moreno Valley College is very interested in dual enrollment and reducing the certificate and associate's degree to 18 units would allow high school students the opportunity complete the certificate in high school and then transfer to Moreno Valley College, with their core requirements completed.*	M
AHS-ADT AH M	Art History	*The proposed modification to the ADT for Art History updates the discipline prefix for all art history classes from ART to AHS.*	M
ART-ADT SA M	Studio Arts	*The proposed modification to the ADT for Studio Art updates the discipline prefix for all art history classes from ART to AHS.*	M
HMS-CERT CSW	Careers in Social Work		M
HMS-CERT CW	Child Welfare		M
HMS-CERT ES	Ethnic Studies and Multicultural Counseling		M
HMS-CERT SJS	Social Justice Systems Studies		M
SPA-ADT SPA M	Spanish	*Updates to the Spanish ADT are being made due to the ART change to AHS.*	M

MOTION	Attendance	Motion to Approve Spread Sheet changes	Motion to Approve Agenda	Motion to approve Minutes	Motion to approve all deletions and Exclusions	Motion to approve major mods ADJ-CIS excluding ADM 2C	Motion to approve major mods DAN-SOC	Motion to approve all standard DEs	Motion to approve all DX proposals excluding: ART DX26-45, ENG DX-802; HIS DX HON.	Motion to approve all extensive lab and new courses	Motion to approve all new and modified certficate and degrees
FIRST		Kearn	Hernandez	Vermillion	Kearn	Williams	Williams	Hernandez	Williams	Williams	Williams
SECOND		Hernandez	Lowden	Williams	Lowden	Hernandez	Lowden	Conrad	Lowden	Haines	Lowden
		Approved by Consensus	Approved by Consensus	Approved by Consensus	Motion approved	Motion approved	Motion approved	Motion approved	Motion approved	Motion Approved	Motion Approved
Hayley Ashby, *Lib*	X				Abstention	Abstention	Abstention	Yes	Yes	Yes	Yes
Madeline Bettencourt, *Cosmo*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Michelle Black, *Math*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Jay Boshara, *Eco Geo PS)*	Not Present										
D Brown, *His/Hum/Phil/Ethnic Studies*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Paul Conrad, *BIST*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ellen Drinkwater, *Counseling/Articulation*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Joanie Gibbons-Anderson, *Com*	Not Present										
Bobbie Grey, *Chem*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mark Haines, *Dance The*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Scott Hernandez, *AT*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Robert Jew, *Art*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Tammy Kearn, *Eng*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Clara Lowden, *Kin*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Karyn Magno, *Cou*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sam Pessah, *WL*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Toni Rangel, *ECS*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Aaron Sappenfield, *Phy Sci*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Steve Schmidt, *Music*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Catherine Thaler, *Life Sci*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Amy Vermillion, *Nur*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Kweku Williams, *BS/Psych*	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Non-Voting Members and Guests											
Kelly Douglass	X										
Carol Farrar	X										
Casandra Greene	X										
Albert Jaramillo	X										
Jeanine Gardenier	X										
Jess Hamilton	X										
Mia Timme	X										
Shari Yates	X										

Frequently Asked Questions (FAQs) on AB 1460 (Ethnic Studies) and Education Code 89032

Meeting the Mandate of AB 1460

How are the Academic Senate of the California State University (ASCSU), campus-based senates, the CSU Ethnic Studies Council and the CSU Office of the Chancellor involved in the implementation process of AB 1460?

The senates (system and campus) are the faculty bodies charged with curricular responsibilities.[1] Education Code 89032 (Section 2.c) requires that "The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section." During its September 17-18, 2020 plenary, the ASCSU approved AS-3438-20/AA: *Recommended Core Competencies for Ethnic Studies: Response to California Education Code 89032c*, a resolution recommending to the Chancellor's Office the acceptance of core competencies previously developed and approved by the Ethnic Studies Council.

The development of courses and decisions about their approval to meet this requirement will take place through campus curricular processes

How has the CSU Ethnic Studies Council been involved in the implementation process of AB 1460?

In fall 2019, the Ethnic Studies Council created an original draft of the ethnic studies core competencies. These were shared with the ASCSU, who circulated them to campus senates, then included them in resolution (AS-3403-19/AA) passed during its January 2020 plenary. The Ethnic Studies Council refined the original competencies contained in the ASCSU resolution and re-submitted them to the ASCSU during the September 2020 plenary of the ASCSU. The ASCSU hosted members of the Ethnic Studies Council Steering Committee at the September 16, 2020 meeting of the Academic Affairs Committee of the ASCSU to finalize the core competencies required by this section of Education Code.

As required by Education Code 89032 (Section 2.c) the CSUCO is working with the ASCSU and the Ethnic Studies Council. The ASCSU is the recognized faculty body responsible for consultation on curriculum.

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[1]California's Higher Education Employee-Employer Relations Act (HEERA) Section 3561 b states that while faculty are represented by the California Faculty Association for collective bargaining,

> "The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process. Nothing contained in this chapter shall be construed to restrict, limit or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices including the Academic Senate of the University of California and the divisions thereof, the Academic Senates of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University, the University of California, or Hastings College of Law. The principle of peer review of appointment, promotion, and retention, and tenure for academic employees shall be preserved."

9/29/2020

The ASCSU reaffirmed its role as the appropriate body to consult with faculty disciplinary groups, such as the Ethnic Studies Council, most recently in resolution AS-3421-20.

Have the three bodies named in AB 1460 approved the "core competencies"?

Yes, the approvals can be found at the following links:

- Council on Ethnic Studies, September 15, 2020
- Academic Senate California State University, ASCSU 3438-20/AA, September 17-18, 2020
- CSU Office of the Chancellor September 19, 2020

What is the timeline for implementation?

The law requires each CSU campus to offer courses in ethnic studies by the fall of 2021. Additionally, it requires that students graduating in 2024-25 and beyond shall have met the ethnic studies requirement. In order to meet campus curricular deadlines for the fall 2021 semester, so that students who enter the CSU as first-time freshmen in the fall of 2021, and students intent on transferring to the CSU who begin at the California Community Colleges (CCC) in fall 2021 are able to meet this new requirement, the CSU must move forward with updating Title 5 and the Executive Order on CSU GE Breadth this fall to allow the CSU and CCC campuses the opportunity to do their curricular work in shared governance.

What about faculty control of the curriculum?

Faculty remain in charge of defining and delivering the curriculum. The CSU has consistently maintained that the development of degree program requirements and academic courses is the longstanding purview of duly elected faculty via campus-based senates and the ASCSU, not third-party entities or the state legislature.

The ASCSU and the Ethnic Studies Council, as described earlier, worked collaboratively to establish the core competencies for the ethnic studies requirement. As is called for in the law, once these competencies were approved by the Ethnic Studies Council, they were presented to the Academic Affairs Committee of the ASCSU. These competencies were included in a resolution that was approved by the ASCSU during their September 2020 plenary and then transmitted to the CSU Office of the Chancellor, which accepted these recommended core competencies. The next step in this shared governance process will be for faculty on each campus to revise their campus-based GE programs and approve courses to meet this new requirement based on the core competencies.

What are the core competencies for the ethnic studies requirement?

The core competencies, developed and approved by the Ethnic Studies Council and approved by the ASCSU plenary on September 17, 2020, are listed below. They will be incorporated into the revised Executive Order on CSU GE Breadth, which will be available for campus review on or about October 1, 2020.

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.

2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four

historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.

3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.

4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.

5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

CSU General Education Breadth

Why is the new requirement in GE?

The determination that this requirement would be housed in general education is based on several years of discussion. First, the CSU Ethnic Studies Task Force Report, issued in 2016, recommended an ethnic studies section in CSU GE. Second, in the "Findings and Declarations" section of AB 1460, the author calls out the recommendation of the CSU Ethnic Studies Task Force Report that ethnic studies be a CSU General Education requirement.

Finally, during her testimony before the California State Assembly Higher Education Committee on April 23, 2019, Assembly member Shirley Weber called for this requirement to be in General Education. On June 25, 2019, in her opening statement at a California State Senate Education Committee hearing, she once again referred to the CSU Ethnic Studies Task Force, stating: "In 2016, the number one recommendation of that task force was to make ethnic studies a general education requirement throughout the CSU system. AB 1460 codifies the number one recommendation of the CSU task force report."

Why is the new ES requirement being placed in lower division?

The requirement must be in the lower-division to assure that all students have taken the course and that it does not alter existing ADT and major requirements. By law, the CSU may not increase the units required for graduation. This is particularly pertinent to Associate Degrees for Transfer (ADTs). The CSU cannot add anything to the lower-division 60 units of ADTs that the California Community Colleges offer, unless it is inserted into CSU GE Breadth.[2]

Can the requirement be met with an upper-division course?

Yes, in certain circumstances it may be met with an upper-division course, but, in order to comply with AB 1460, all campuses must provide lower-division course options in ethnic studies for students. Any campus may offer upper-division courses that meet any lower-division requirement. Campuses should be cautious to not set extra requirements for transfer students. This means that students should not be

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[2] SEC. 2. Article 3 (commencing with Section 66745) of the Education Code, the Student Transfer Achievement Reform Act (SB 1440)

required to meet a GE requirement twice. If a transfer or FTF student chooses to meet this requirement at the lower division, or does so as part of their ADT, they may not be required to do it again at the upper division.

Why are new three units for the new ES requirement being removed from "Area D" Social Science?

The CSU Bachelor of Arts or Bachelor of Science degree requires the completion of 120 units, of which General Education comprises 48 units (39 lower-division units and nine upper-division units). To avoid increasing the total number of units in degree programs, the new three-unit requirement must be reallocated from another area of General Education.

Social Science ("Area D") had the largest number of units available compared to all other lower-division areas of CSU GE. Although Area C (Arts and Humanities) also has 9 lower-division units, they are split. Three units must be in Arts, three must be in Humanities and the final three units may be in either Arts or Humanities, based on the student's selection. The addition of a new three-unit ethnic studies requirement will still leave "Area D" with six lower-division units. Additionally, three of the upper-division GE units remain in Social Science.

In July 2020, the CSU Board of Trustees removed three units from lower-division "Area D" and created a new lower-division "Area F;" this is where the ethnic studies requirement will be housed.

Isn't "Area D" already met by the two courses required for U.S. History and American Institutions? What will happen to departments that currently offer these courses in "Area D"?

Including the U.S. History and American Institutions requirement in Area D is a campus-based decision. Executive Order 1061 does not require that the courses in United States History and American Institutions both be incorporated into CSU GE Breadth or only in "Area D." On some CSU campuses United States History is in "Area C".[3]

Will double-counting be allowed? Could a course fulfill the new Ethnic Studies requirement and also complete the American history requirement as specified in EO 1061?

Yes, a course could meet both the "Area F" ethnic studies requirement and the United States History requirement by fulfilling the learning outcomes for both. However, if United States History meets an "Area D" requirement, the student would need to choose the GE area for credit (either F or D). The requirement in American history would be complete no matter which GE area the student selects.

Will courses with a focus outside of the United States count towards the "Area F" ethnic studies requirement?

No, such courses are unlikely to meet the newly established core competencies. In the past, campuses have allowed courses about Asia, Central or South America or Africa to count as meeting their diversity requirement. For the new "Area F" ethnic studies requirement, only courses from the four core departments--that also meet ethnic studies learning outcomes--will meet the GE requirement.

What is the difference between a graduation requirement and a CSU General Education Breadth requirement?

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[3] Title 5 § 40404, or EO 1061 *Graduation Requirements in United States History, Constitution and American Ideals*

Graduation requirements are a broader category then GE requirements. Graduation requirements include things such as the total number of units needed to complete the degree, the number of units required at the upper division, the completion of a specific set of courses for a major and the general education requirements.

Due to transfer requirements between the CCC and the CSU, there are some graduation requirements that are not required of all baccalaureate students at all campuses. For example, a graduation requirement outside of CSU GE Breadth would not be required as part of the Associate Degree for Transfer (ADT) and may not be required at another campus. The Title 5 requirement in U.S. History and American Institutions is not in Education Code, as this new Ethnic Studies requirement is, thus the level of flexibility for campuses to meet the requirements is different.

Additionally, including this requirement within GE sets it on the same level as other disciplinary requirements in CSU GE Breadth.

How will students who transfer from the California Community Colleges meet this new requirement?

Beginning in fall 2021, students in the CCC will have courses available on their respective campus that meet CSU GE Area F. This will be possible due to the long-standing process by which we approve CCC courses for the various CSU GE categories (and also the US History and American Institutions courses).

Courses for this new Area F will become a part of this process. Courses will need to meet the same standards that CSU courses do to be approved for Area F.

Ethnic Studies

Is it true that courses included in the newly establish "Area F" of the GE curriculum must be offered by departments in ethnic studies?

In general, yes, any courses in "Area F" will need to have an ethnic studies prefix (which usually means it is offered by an ethnic studies department), <u>unless it is an approved, cross-listed course</u> (see the next question for additional details). For example, a course offered by a Native American Studies department or program, that met the core competencies, would count as fulfilling this requirement. However, a course on indigenous people that a sociology department offered would not meet the requirement, <u>unless it was an approved, cross-listed course</u> (see the next question).

In the CSU Ethnic Studies Task Force Report, as well as in the Findings and Declarations section of AB 1460 and within the newly created core competencies, ethnic studies is defined as "…the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans." Courses that meet this requirement will need to meet the core competencies developed by the ASCSU and the Ethnic Studies Council. These competencies (outcomes) will appear in the revised executive order. These statewide core competencies will serve as guideposts for the campuses, which use them to tailor their specific SLOs to best serve their specific campus needs.

Is cross listing of courses with non-ethnic studies departments allowed?

Yes. If a course is approved via traditional curricular processes for cross-listing (meaning both departments agree to this cross-listing) and the course meets the core competencies and is approved by the campus GE committee for Area F, then the course meets the requirements.

For example, if a course on the "History of African Americans in the United States" is cross-listed between the African American Studies Department and the History Department, and is approved for Area F, a student would receive credit for meeting Area F no matter which section of the course they took.

Is it true that courses that meet the Area F Ethnic Studies General Education requirement can only be approved by ethnic studies faculty?

No, general education is under the purview of all faculty on campus via the shared governance process.

The new Area F of CSU GE Breadth in Ethnic Studies is not a disciplinary requirement; it is a General Education (GE) requirement. No one category in GE is the domain of a single academic discipline (e.g., biology faculty do not solely determine courses for the "Area B2" in CSU GE). Although courses for this GE requirement will likely come from a limited number of departments, and will have structured learning outcomes systemwide (core competencies), the GE program is shaped at the campus level by faculty across disciplines in order to ensure the richest and most broad scholarly foundation for all students. This is accepted practice, not only in the CSU, but nationwide, and it has proven successful in encouraging students to explore new disciplines.

Please note, however, that CSU policy does not constrain campuses from including additional faculty in the GE or curriculum approval process.

General Questions

Who can teach these courses?

The law is silent on personnel issues. Departments will utilize existing practices to identify and appoint faculty qualified to teach courses based on qualifications determined by the appropriate college and department. Campuses should consult their AVP for Faculty Affairs on this issue.

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ACADEMIC SENATE

OF

THE CALIFORNIA STATE UNIVERSITY

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AS-3438-20/AA
September 17-18, 2020

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**RECOMMENDED CORE COMPETENCIES FOR ETHNIC STUDIES: RESPONSE TO
CALIFORNIA EDUCATION CODE 89032C**

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RESOLVED: That the ASCSU acknowledge that the California Education Code 89032c requires "The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies* to be achieved by students who complete an ethnic studies course…", and be it further

RESOLVED: That the ASCSU recommend the adoption of the following five core ethnic studies competencies iteratively developed by the CSU Council on Ethnic Studies and the ASCSU:

- analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.

- apply theory to describe critical events in the histories, cultures, and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans, and/or Asian Americans, and emphasizing agency and group-affirmation.

- critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.

- describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues.

- demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.

*Student Learning Outcomes (SLOs)

RESOLVED: That this resolution be distributed to the The Honorable Gavin Newsom, Governor of California, CSU Board of Trustees, CSU Chancellor, Timothy P. White, Assembly Member Dr. Shirley Weber, Executive Vice Chancellor, Loren Blanchard, CSU Campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, CSU Council on Ethnic Studies, California State Student Association (CSSA), CSU-ERFSA, and the California Faculty Association (CFA).

RATIONALE: The Academic Senate of the California State University (ASCSU) is committed to Ethnic Studies as curricula that deepen the educational experiences of all California State University (CSU) students and benefit our society. The ASCSU has long supported Ethnic Studies curricula for all California State University students, as evidenced by Resolutions including:

AS-3164-14/AA/FA (Rev). In Support of Ethnic Studies in the California State University

AS-3331-18/EX. In Support of the Advancement of Ethnic Studies in the California State University (CSU)

AS-3380-19/FA/FGA/EX In Support of Ethnic Studies Programs in the CSU

AS-3403-19/AA(Rev) Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement

AS-3420-20/AA Response to the CSU Chancellor's Office Memo on Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement (March 17,2020)

During their Fall 2019 meetings, the Academic Affairs Committee of the ASCSU developed Learning Outcomes for Ethnic Studies, after consultation with members of the California State University Council on Ethnic Studies, as well as with experts in writing learning outcomes. This resulted in the approved ASCSU Learning Outcomes (November 2019) shown below:

ETHNIC STUDIES REQUIREMENT: STUDENT LEARNING OUTCOMES

Each campus shall include and address the following ethnic studies student learning outcomes in the General Education curriculum. Upon completing their ethnic studies requirement, students will be able to:

1. *Analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;*

2. *Apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color with a particular emphasis on agency and self-affirmation;*

3. *Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age;*

4. *Describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international); and*

5. *Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.*

In Fall 2020*, the following section was added to the California Education Code:*

California Education Code 89032
SEC. 1.
The Legislature finds and declares all of the following:

(a) *Ethnic studies programs have come about from students of color demanding them. On November 6, 1968, a coalition of student groups at San Francisco State University demanded that the university institute an ethnic studies program.*

(b) *Ethnic studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.*

(c) *Studies have found that both students of color and white students benefit academically as well as socially from taking ethnic studies courses. Ethnic studies courses play an important role in building an inclusive multicultural democracy.*

(d) *A report of the California State University Task Force on the Advancement of Ethnic Studies, commissioned by the Chancellor's office, recommended that ethnic studies become a general education requirement throughout the California State University system.*

SEC. 2.

Section 89032 is added to the Education Code, to read:

(a) *It is the intent of the Legislature that students of the California State University acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.*

(b) *Commencing with the 2021–22 academic year, the California State University shall provide for courses in ethnic studies at each of its campuses.*

(c) **The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section. The council and the academic senate shall approve the core competencies before commencement of the 2021–22 academic year.**

(d) *Commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement. This graduation requirement shall not apply to a post baccalaureate student who is enrolled in a baccalaureate degree program at the university if the student has satisfied either of the following:*

    (1) *The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency.*

    (2) *The student has completed an ethnic studies course at a postsecondary educational institution accredited by a regional accrediting agency.*

On September 9, 2020, Dr. Kenneth Monteiro, Chair of the Council on Ethnic Studies of the California State University (CSUCOES), provided Learning Outcomes approved by the Council:

Upon completing their ethnic studies requirement, students will be able to:

1. *analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.*

2. *apply theory to describe critical events in the histories, cultures, and intellectual traditions, lived-experiences and social struggles of African Americans, Latina/o Americans, Asian Americans and/or Native Americans with a particular emphasis on agency and group-affirmation.*

3. *critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.*

4. *describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues.*

5. *demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.*

On September 16, 2020, Dr. Kenneth Monteiro, Chair of CSUCOES met informally with the Academic Affairs Committee of the ASCSU and Chancellor's Office representatives and shared a sense of agreement about the core competencies. Subsequently, Academic Affairs approved the Learning Outcomes (with minor wordsmithing), resulting in the five ethnic studies core competencies cited in Resolve #2.

1. *analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.*

2. *apply theory to describe critical events in the histories, cultures, and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: African Americans, Latina/o Americans, Asian Americans, and Native Americans, emphasizing agency and group-affirmation.*

3. *critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.*

4. *describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues.*

5. *demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.*

Approved – September 17-18, 2020

Riverside City College
Curriculum Committee Minutes
October 27, 2020 • 3-5 pm • Zoom

23. Call to Order at 3:04pm

Voting Committee Members Present	Voting Committee Members Absent
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21)*	**Hayley Ashby**, *Library/Learning Resources Dept. Rep.*
Michelle Black, *Mathematics Dept. Rep. (20-22)*	
Jay Boshara, *Economics/Geography/Political Science Dept. Rep. (19-21)*	**Non-Voting Committee Members Absent**
(D.) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	**Carol Farrar**, *Vice President of Instruction,*
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (20-22)*	
Ellen Drinkwater, *Counseling/Articulation*	
Joanie Gibbons-Anderson, *Communication Studies Dept. Rep. (19-21)*	
Bobbie Grey, *Chemistry Dept. Rep. (19-21)*	
Mark Haines, *Dance and Theater Dept. Rep. (20-22)*	
Scott Hernández, *Applied Technology Dept. Rep. (20-22)*	
Robert Jew, *Art Dept. Rep. (19-21)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (19-21)*	
Karyn Magno, *Counseling Dept. Rep. (19-21)*	
Samuel Pessah, *World Languages Dept. Rep. (20-22)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steven Schmidt, *Music Dept. Rep. (19-21); Technical Review Com Chair*	
Cathy Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (19-20); English*	
Casandra Greene, *RCC Curriculum ISC*	
Albert Jaramillo, *ASRCC Student Representative*	
Liaisons/Admin/Staff/Guests	
Jeanine Gardner, *Admissions and Records*	
Mia Timme, *IDS Liaison / IDS, LHSS Division*	
Shari Yates, *Interim Dean of Instruction, CTE*	

24. Approval of the Agenda (1st Williams; 2nd Lowden)

   a. Remove Major Mod - GUI 48A from page 10. Course is being excluded from RCC.

   b. Motion approved

25. Approval of Minutes: October 13, 2020 meeting (1st Kearn; 2nd Lowden; Approved by consensus)

26. **Action Items (see below)**

27. Reports

a. Curriculum Chair – Kelly Douglass

   i. Curriculum for Fall 21 catalog updates

      1. Items that we held but that passed at DCC: ART DX 26-45 and HIS DX HON were held because of some missing info, but the other two colleges passed; it was 2-1 to approve, but DCC looked and determined the info was there in other areas.

      2. Where we are on the approvals calendar

         a. We are now past the launch deadlines and the discipline and department approvals deadlines (and the emergency-only deadlines). All those items that were making it just under that deadline wire will be at TR next week; college committee on the 10th; and then District on the 17th; and the board on the 8th.

         b. We only meet once in November due to the Thanksgiving break – Curriculum meets every second and fourth Tuesday that are not finals week. Please hold the date for Dec 8 meeting.

         c. Reminder to continue working on course revisions; the more work we can do in the spring, the less onerous our fall agendas will be; the next quarterly compliance reports will go out in November.

         d. Question about a catalog addendum – It is only for corrections or benefits to students. We cannot include course modifications once the catalog has published. Occasionally new courses and certificates/degrees can be added – but it is never a guarantee.

         e. ETS information to students:

            i. Students will need to be informed about Area F changes; information pages should be prominent in catalog and schedule of class.

            ii. Question regarding dual enrollment students; noted that students in Nursing must be GE certified before they begin the BN program.

   ii. Notice of ETS progress / courses

      1. Cross listed courses are going through now, they will go to Tech Review next week. Some History, English, Humanities and others.

      2. SOC 10/10H – They will be opting out of cross listing. Courses are at DCC and do not need to be modified.

      3. POL 21 and 23 – at DCC. Have been approved by ETS faculty. Changes have been made. The ETS versions will match the POL versions.

      4. Most will be voted on by RCC CC at the Nov 10 meeting.

      5. Chair Douglass thanked everyone for their hard work on the ETS discipline and courses.

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

f. Equity-Minded Curriculum – open share

    i. Nursing has formed a Social Justice Committee and Book Club (Faculty, Staff and Students); Looking at enrollment and admissions from an equity perspective. Work will continue into the winter. Looking at mentorship with alumni and current students. How to be leaders of change with systemic racism in the health care system. Nursing will be hosting a discussion on Sex Trafficking.

    ii. English discipline will be presenting a community of practice this Thursday – Anti-Racist Teaching Practice – Thursday during College hour.

    iii. English faculty across the district did work this semester for revisions for some English courses. Added an objective calling for "texts written by authors representing and reflective of students in the classroom, including those written Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community"; Course materials added to support the objectives.

    iv. Applied Tech started a book club – *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude Steele – about Equity and Representation in the classroom. How do we help students navigate the situations they will encounter in the work place.

    v. Regarding curriculum specifically: Look at changes to method of instruction and evaluation. It is not only about the curriculum, but how it is being delivered. Giving a variety of ways to learn the material. Give multiple ways to evaluate the students understanding.

    vi. Does anyone know of resources about equity in curriculum? Any suggestions?

        1. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude Steele

        2. *Caste: The Origins of Discontent* by Isabel Wilkerson

        3. *Equity Talk to Equity Walk* by McNair, et al.

        4. *Decolonizing Methodologies: Research and Indigenous Peoples* by Linda Tuhiwai Smith

        5. *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research* Christine E Sleeter; Miguel Zavala

        6. Hopeful that Statewide Senate and Curriculum committees are developing tools; possible info after next week's Academic Senate Plenary.

28. Curriculum Policy & Procedure

a. CBE reports – (Grey/Drinkwater/Vermillion)

i. Webinar #3 – Competency Based Education regulations have been approved by the board of governors.

ii. Assessments are designed, then everything else is designed from that.

iii. Students can't take traditional pathway and the CBE pathway – it is one or the other.

iv. 7-10 colleges are being selected for implementation – Application required. There are modules and timelines required. At each benchmark the College receives funding up to - $515,000.

v. Working with UC and CSU to accept the CBE model. Still in Progress

vi. Focus is on changing the way we are teaching for general education.

vii. Notes shared from Hayley Ashby and Ellen Drinkwater:

1. Selection criteria

   a. Buy-in and support (campus-wide support in place over multiple years)

   b. Enabling conditions (infrastructure in place)

   c. Equity impact (which programs will have the greatest impact on equity based on the college plan, student population, regional location, and degree program to be offered)

   d. Benefit to students (does the planned degree program expand students' employed opportunities and lead to high-wage jobs)

2. Timeline

   a. Proposed CBE regulations to BOG as 1st read(September2020)

   b. Webinar and Interest Form (October2020)

   c. Proposed CBE regulations to BOG as 2nd read; application available (November 2020)

   d. Pre-application activities of Module 1 (November–January 2020)

   e. Application due (February 2021)

   f. Colleges selected (March 2021)

   g. Launch (March2021)

   h. Module 1 deliverables due (June 2021)

viii. Application process is happening now. Final delivery of program would be implemented Spring 2024. Interest forms out in October 20; Pre-Application Nov; Colleges selected March 2021, with progressive benchmark activities due.

ix. Chair Douglass noted that she would reach out to college leadership to see if the interest form had been submitted or declined.

b. Need a curriculum rep for Program Discontinuance committee – need by Oct. 30

i. Curriculum rep has been identified: Ellen Drinkwater

ii. Committee has been formed, will be meeting in the next few weeks to complete the work.

c. GESLOs and GE courses – no activity at this time; keeping on agenda to not lose track of desire to come back to how to revise disciplines and courses listed in general education areas and to look at the GESLO revision process (how/when/if).

29. Open Forum

a. General discussion about unit values on courses vs. C-ID; history of English 1A and 1B in this context; AB705 unit value reductions; co-requisite support in Math and English.

b. Question about strategic plan for non-credit; suggested Academic Senate is the place for that question.

30. Meeting adjourned at 5:07

Action Items:
16. Spreadsheet of technical corrections: p. 6-8
17. Course Deletions: pg. 8-11
18. Course Major Modifications: pg. 11-19
19. Distance Education: pg. 19-24
20. New Courses: pg. 24-26
21. New Discipline: pg. 26
22. State/Locally Approved Certificate/Degree Modifications: pg. 26

Information Items:
7. Course Deletions: pg. 27
8. Course Inclusions: pg. 27-28
9. Course Major Modifications: pg. 28-33
10. Distance Education: pg. 33-38
11. New Courses: pg. 38
12. New Discipline: pg. 39
13. New State/Locally Approved Certificates/Degrees: pg. 40
14. State/Locally Approved Certificate/Degree Modifications: pg. 40-41

Roll Call Votes: pg. 42

Attachments:
- October 13, 2020 Minutes

Motion to approve technical changes on the pre-meeting spreadsheet list: 1ˢᵗ Williams; 2ⁿᵈ Hernandez; approved by consensus

MAJ	ACC-1A	Principles of Accounting I	numbering off on course content
MAJ	ACC-55	Applied Accounting/Bookkeeping	Cross-listing CAT 55? not on COR
MAJ	ADJ-6	Patrol Procedures	numbering off on course content
MAJ	ADM-2C	Ethics and Legalities for Graphic Designers	numbering off on course content
MAJ	AHS-11	Visual Description: Writing About Art	add letter grade to course description
MAJ	AHS-4	Introduction to Visual Culture	I think ENG-50 & 80 can be removed under Advisory since everyone qualifies for ENG-1A now, thus can unlink under Entrance Skills
MAJ	AHS-8	Art History of the Photographic Image	add letter grade/pass/no pass option to course description
MAJ	AIR-75	HVAC/R Systems Design	add grading method to course description
MAJ	AIR-76	Facilities Maintenance/Chillers	add grading method to course description
MAJ	AIR-83	All Weather Heating & Cooling System	add grading method to course description
MAJ	AIR-84	Boiler and Hydronic Heating	add grading method to course description
MAJ	ANT-5	Cultures of Ancient Mexico	add grading method to course description
MAJ	AST-1A	Introduction to the Solar System	add grading method to course description; numbering off on course content
MAJ	AST-1B	Introduction to the Stars and Galaxies	add grading method to course description
MAJ	BUS-30	Entrepreneurship: Foundations and Fundamentals	add grading method and lecture hours to course description; numbering off on course content
MAJ	BUS-812	Business Success Seminar	grading methods on top portion of COR don't match grading methods in course description
MAJ	BUS-813	Solopreneurs: Personal Finance and QuickBooks Quickstart	numbering off on course content
MAJ	CIS-26D	Cisco Networking Academy 1D	grading methods on top portion of COR don't match grading methods in course description
MAJ	CIS-5	Programming Concepts and Methodology I:C++	add grading method to course description; formatting off in course content
MAJ	CIS-7	Discrete Structures	add grading method to course description; numbering off in course content
MAJ	CSC-11	Computer Architecture and Organization: Assembly	add grading method to course description
MAJ	CSC-5	Programming Concepts and Methodology I:C++	add grading method to course description; formatting off in course content
MAJ	CSC-7	Discrete Structures	add grading method to course description; numbering off in course content
MAJ	ENG-1A	English Composition	Check prereq since all qualify for ENG-1A now; add grading options in course description; TBA option not in top portion of COR but in course description
MAJ	ENG-1B	Critical Thinking and Writing	add grading method to course description

MAJ	ENG-1BH	Honors Critical Thinking and Writing	add grading method to course description
MAJ	FTV-44A	Beginning Television Production	add grading method to course description
MAJ	FTV-53	Telecommunications Laboratory	add grading method to course description; entrance skill with no prerequisite/corequisite
MAJ	HIS-14	African American History I	add grading method to course description
MAJ	HIS-15	African American History II	add grading method to course description
MAJ	HIS-25	History of Mexico	add grading method to course description
MAJ	HIS-31	Introduction to Chicana/o/x Studies	add grading method to course description
MAJ	HIS-34	History of Women in the United States	add grading method to course description
MAJ	KIN-16	Introduction to Athletic Training	add grading method to course description
MAJ	KIN-17	Athletic Training, Fall Sports, Lower Extremity	add grading method to course description
MAJ	KIN-18	Athletic Training, Spring Sports, Upper Extremity	add grading method to course description
MAJ	KIN-19	Athletic Training, Fall Sports, Head, Neck, Spine, Torso, and Hip	add grading method to course description
MAJ	KIN-20	Athletic Training, Spring Sports, General Medical	add grading method to course description
MAJ	KIN-21A	Athletic Training Applications A	add grading method to course description
MAJ	KIN-21B	Athletic Training Applications B	add grading method to course description
MAJ	KIN-21C	Athletic Training Applications C	add grading method to course description
MAJ	KIN-21D	Athletic Training Applications D	add grading method to course description
MAJ	MAG-44	Principles of Management	numbering off on course content
MAJ	MAG-52	Employee Training & Development	add grading method to course description
MAJ	MAG-53	Human Relations	numbering off on course content
MAJ	MKT-20	Principles of Marketing	add grading method to course description
MAJ	MKT-40	Advertising	numbering off on course content
MAJ	MUS-8A	Music Technology I	add grading method to course description
MAJ	MUS-8B	Music Technology II	add grading method to course description
MAJ	OCE-1	Introduction to Oceanography	add grading method to course description
MAJ	OCE-1L	Introduction to Oceanography Laboratory	add grading method to course description; numbering off in course content
MAJ	PAL-10	Introduction to Paralegal Studies	add grading method to course description
MAJ	PAL-14	Legal Ethics	"
MAJ	PAL-64	Legal Research and Computer Applications	"
MAJ	PAL-68	Civil Litigation and Procedures I	"
MAJ	PAL-70	Law Office Policies, Procedures and Ethics	"
MAJ	PAL-72	Legal Analysis and Writing	"
MAJ	PAL-78	Civil Litigation and Procedures II	"
MAJ	PAL-80	Internship Project	"
MAJ	PAL-81	Bankruptcy Law and Procedures	"
MAJ	PAL-83	Estate Planning and Probate Procedures	"
MAJ	PAL-85	Family Law and Procedures	"
MAJ	PAL-87	Trial Practice Preparation and Procedures	"
MAJ	SOC-1	Introduction to Sociology	numbering off on course content

MAJ	SOC-1H	Honors Introduction to Sociology	numbering off on course content
NEW	CSC-8	Programming Concepts: Python	units missing on top of COR (units fixed SS); add grading method to course description
NEW	ENG-802	Composition Skills and Support for English 1A	
NEW	PAL-82	Immigration Law, Practice and Procedures	add grading method to course description
NEW	PAL-84	Criminal Law and Procedure	add grading method to course description

Course	Long_Title	Rationale	Campus	Action
Course Deletions				
Motion to approve course deletions: 1st Williams; 2nd Boshara; approved unanimously (see roll call vote)				
BUS-3	Computer Applications for Business	*Course is being deleted. No longer being offered under BUS. Will continue to be offered under CAT/CIS*	MNR	**Approved**
BAN-51	Principles of Banking	*Course is being deleted as we do not offer it.*	R	**Approved**
BAN-52	Consumer Lending	*Course is being deleted as we do not offer it.*	R	**Approved**
BUS-111	Entrepreneurial Mindset	*Course is being deleted and being replaced with BUS -112 (BUS-812)*	R	**Approved**
BUS-70	Introduction to Organization Development	*Same course as MAG-70. We're keeping MAG-70, but deleting BUS-70.*	R	**Approved**
BUS-71	Introduction to Productivity Management	*Same course as MAG-71, which is being deleted due to low enrollment.*	R	**Approved**
BUS-72	Quantitative Methods for Business	*Course is being deleted due to low enrollment. Also deleting the cross-listed course MAG-72: Introduction to Quantitative Methods for Business, which is the same course.*	R	**Approved**
FTV-11	Sound Recording and Reinforcement Techniques	*Revise course assignments.*	R	**Approved**
FTV-44B	Intermediate Television Production	*This course enables students to build on basic production competencies acquired in FTV 44A and to focus on developing segment content and continuity rather than on learning equipment operation.*	R	**Approved**
FTV-44C	Advanced-Intermediate Television Production	*This course enables students to develop increasing levels of responsiblity in a live-to-tape production environment. Skills acquired increase student employability.*	R	**Approved**
FTV-44D	Advanced Television Production	*This course enables students to develop leadership skills in crew management, production management and program development.*	R	**Approved**

FTV-45B	Intermediate Television News Production	*This course builds on FTV 45A to increases students' level of responsibilty in television news show by requiring on-time production of 5 - 8 news stories.*	R	**Approved**
FTV-45C	Advanced Intermediate Television News Production	*FTV 45C enables students to handle increasing levels of responsibility in television news production.*	R	**Approved**
FTV-45D	Advanced Television News Production	*Course enables students to perform at a proficient level in a television news production setting.*	R	**Approved**
FTV-51C	Film, Television and Video Laboratory III	*Additional supervision in the use of equipment, production processes or projects*	R	**Approved**
FTV-51D	Film, Television and Video Laboratory IV	*This course is a co-requisite for FTV 45D Advanced TV News Production and supports students' participation in industry internships.*	R	**Approved**
FTV-70	Scriptwriting Software Using Final Draft	*Repeatability has been removed due to changes to Title 5 effective Fall 2013.*	R	**Approved**
FTV-71A	Beginning Sound Engineering for Audio in Media	*Updating to meet C-ID requirements. Update SLOs and GESLOs. Textbook update for publishing.*	R	**Approved**
FTV-73	Introduction to Pro Tools Digital Audio Recording	*Revise assignments*	R	**Approved**
FTV-75	Intermediate Digital Recording Pro Tools 110	*This is the second of three courses that comprise the industry certification for digital audio recording and design using the software, ProTools. FTV is a certified training partner for ProTools. The three courses will provide students with and industry-recognized occupational classification.*	R	**Approved**
MAG-46	Contemporary Quality Systems Management	*Update textbook edition*	R	**Approved**
MAG-57	Oral Communications	*Course has not been offered in awhile and when it was offered didn't meet enrollment numbers.*	R	**Approved**
MAG-71	Introduction to Productivity Management	*Course has not been offered in awhile and when it was offered didn't meet enrollment numbers.*	R	**Approved**
MAG-72	Quantitative Methods for Business	*Course has not been offered in awhile and when it was offered didn't meet enrollment numbers.*	R	**Approved**
MAG-73	Quality Inspection and Test	*Course was part of a program that was never finalized and discipline does not want to move forward with.*	R	**Approved**
MAG-74	Statistical Process Control	*Course was part of a program that was never finalized and discipline does not want to move forward with.*	R	**Approved**

MAG-75	Quality Auditing	*Course was part of a program that was never finalized and discipline does not want to move forward with.*	R	**Approved**
MAG-76	Metrology	*Course was part of a program that was never finalized and discipline does not want to move forward with.*	R	**Approved**
MAG-77	Problem Solving and Improvement	*Course was part of a program that was never finalized and discipline does not want to move forward with.*	R	**Approved**
MAT-6	Discrete Mathematics for Computer Science		R	**Approved**
MAT-63	Arithmetic	*The Riverside Math Department made the decision to delete the remedial courses Math 90A-F, 63, 64, and 65 to be in compliance with the law AB-705, which requires community colleges to offer college-level courses.*	R	**Approved**
MAT-64	Pre-Algebra	*The Riverside Math Department made the decision to delete the remedial courses Math 90A-F, 63, 64, and 65 to be in compliance with the law AB-705, which requires community colleges to offer college-level courses.*	NR	**Approved**
MAT-65	Arithmetic and Pre-Algebra	*The Riverside Math Department made the decision to delete the remedial courses Math 90A-F, 63, 64, and 65 to be in compliance with the law AB-705, which requires community colleges to offer college-level courses.*	NR	**Approved**
MAT-90A	Special Topics in Arithmetic: Whole Numbers and Introduction to Fractions	*The Riverside Math Department made the decision to delete the remedial courses Math 90A-F, 63, 64, and 65 to be in compliance with the law AB-705, which requires community colleges to offer college-level courses.*	R	**Approved**
MAT-90B	Special Topics in Arithmetic: Fractions and Introduction to Decimals	*The Riverside Math Department made the decision to delete the remedial courses Math 90A-F, 63, 64, and 65 to be in compliance with the law AB-705, which requires community colleges to offer college-level courses.*	R	**Approved**
MAT-90C	Special Topics in Arithmetic: Decimals	*The Riverside Math Department made the decision to delete the remedial courses Math 90A-F, 63, 64, and 65 to be in compliance with the law AB-705, which requires community colleges to offer college-level courses.*	R	**Approved**

MAT-90D	Special Topics: Rational Numbers and Introduction to Variables	*The Riverside Math Department made the decision to delete the remedial courses Math 90A-F, 63, 64, and 65 to be in compliance with the law AB-705, which requires community colleges to offer college-level courses.*	R	**Approved**
MAT-90E	Special Topics in Pre-Algebra:Real Numbers and an Introduction to Algebra	*The Riverside Math Department made the decision to delete the remedial courses Math 90A-F, 63, 64, and 65 to be in compliance with the law AB-705, which requires community colleges to offer college-level courses.*	R	**Approved**
MAT-90F	Special Topics in Pre-Algebra: Algebraic Expressions and Equations	*The Riverside Math Department made the decision to delete the remedial courses Math 90A-F, 63, 64, and 65 to be in compliance with the law AB-705, which requires community colleges to offer college-level courses.*	R	**Approved**
PAL-71	Legal Terminology	*To update the course materials, sample assignments.*	R	**Approved**

Course Major Modification
Motion to approve course major modifications ACC through AHS:
1st Kearn; 2nd Williams; approved unanimously (see roll call vote)

ACC-1A	Principles of Accounting I	*Adding Course Objectives and updating Course Materials*	MNR	**Approved**
ACC-1B	Principles of Accounting II	*Update Course Materials*	MNR	**Approved**
ACC-55	Applied Accounting/Bookkeeping	*Updating CAT55 as part of 2-year review cycle (5/2020)*	MNR	**Approved**
ACC-62	Payroll Accounting	*Update Textbook.* *Addition of Course Objectives.*	MNR	**Approved**
ACC-65	Computerized Accounting	*Add and Update Textbooks.* *Addition of Course Objectives.*	MNR	**Approved**
ACC-66	Non-Profit and Governmental Accounting	*Adding objectives, textbook update.*	MNR	**Approved**
ADJ-5	Community Relations	*This is the update required every 4 years. All three campuses have approved this update.* *Objectives added as required.*	MNR	**Approved**
ADJ-6	Patrol Procedures	*Update Curriculum to include objectives and update materials.*	MNR	**Approved**
ADM-2C	Ethics and Legalities for Graphic Designers	*To align with industry standards and to simplify student degree pathways, the following changes are being implemented.*	MR	**Approved**
AHS-1	History of Western Art: Prehistoric, Ancient, and Medieval	*Art 1 is changing Discipline acronym to AHS 1*	MNR	**Approved**
AHS-10	Modern and Contemporary Art History	*Change discipline from ART to AHS*	MNR	**Approved**

AHS-11	Visual Description: Writing About Art	*Change discipline from ART to AHS*	MNR	**Approved**
AHS-12	Asian Art History	*Change discipline from ART to AHS*	MNR	**Approved**
AHS-13	Pre-Columbian Art History	*Change discipline from ART to AHS*	MNR	**Approved**
AHS-14	Latin American Art: Colonial to the Present	*Change discipline from ART to AHS*	MNR	**Approved**
AHS-15	Rome: The Ancient City	*Change discipline from ART to AHS*	MR	**Approved**
AHS-2	History of Western Art: Renaissance through Contemporary	*Changing discipline and prefix from ART to AHS*	MNR	**Approved**
AHS-3	Islamic Art History	*Part of RCC's mission statement includes engaging with a diverse community of learners and the Art Department would like to include in its curriculum a class that engages with the rich cultural history of Islam. The phrase "Islamic art" is an umbrella term for many visual arts created by both Muslim and non-Muslim artists within the territories occupied by people and cultures of Islam. In order to have a strong grasp of world culture and heritage of European arts, one must become familiar with the art of Islamic societies and its vast influence. At the present time, we do not have any course our class offerings that covers Islamic art in more detail than a week or two of lecture material. As our nearby university, UC Riverside, is hiring a full-time faculty member in the Art History Department who specializes in Islamic Art, we can fill a need of providing an introductory-level class that will prepare our Art students for transfer.*	MNR	**Approved**
AHS-4	Introduction to Visual Culture	*Change of discipline of ART to AHS*	MR	**Approved**
AHS-5	Arts of Africa, Oceania, and Indigenous North America	*Change discipline from ART to AHS*	MNR	**Approved**
AHS-7	Women Artists in History	*Changing discipline from Art to AHS*	MNR	**Approved**

AHS-8	Art History of the Photographic Image	*This course creates an important bridge between two distinct programs at RCCD, Photo, a CTE skilled trade, and Art, an aesthetic program. It is important to explore photography development from evolving technological and technical processes, and understand why the "nature" of the medium has been subject to debate ever since its inception in 1839. Is photography document, art, or science? This courses designed to examine the use of photography for aesthetic, documentary, and "scientific" purposes, stylistic shifts in photography related to aesthetic interests, and interpretations of subject matter based on social and cultural concerns at specific moments in history.*	MNR	**Approved**
AHS-9	African Art History	*Change discipline from ART to AHS.*	MNR	**Approved**

Motion to approve course major modifications AIR through ESL:
1st Williams; 2nd Lowden; approved with 19 yes, 0 no, 1 abstention (see roll call vote)

AIR-75	HVAC/R Systems Design	*The basics of how we determine sizing for HVAC/R systems in various settings. Students will gain knowledge in heat transfer thru a variety of different materials used in the building trades.*	R	**Approved**
AIR-76	Facilities Maintenance/Chillers	*Class is designed to prepare students for employment in the HVAC field. Designed for larger commercial buildings and Hospitals.*	R	**Approved**
AIR-83	All Weather Heating & Cooling System	*The design and operation of Heat-Pumps. This will help to prepare students for employment within the residential as well as the light commercial areas or the HVAC field for employment.*	R	**Approved**
AIR-84	Boiler and Hydronic Heating	*This course is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030.*	R	**Approved**
ANT-5	Cultures of Ancient Mexico	*Update COR to align with new Gen Ed Outcomes*	MNR	**Approved**
ARA-11H	Honors Arabic Culture and Civilization	*To enhance the current honors offerings.*	R	**Approved**
AST-1A	Introduction to the Solar System	*Updating course outline to address prerequisites and bring outline up to date.*	MR	**Approved**
AST-1B	Introduction to the Stars and Galaxies	*COR update as part of program review.*	MR	**Approved**

BUS-30	Entrepreneurship: Foundations and Fundamentals	*Textbook update, name change, update SLO's*	MNR	**Approved**
BUS-51	Principles of Electronic Commerce	*Including course material update*	MR	**Approved**
BUS-812	Business Success Seminar	*This course will prepare students for academic success while also providing a foundation for their transition into the workforce/professional business work environment by providing instruction in decision-making, problem-solving, writing, and presentation.*	MNR	**Approved**
BUS-813	Solopreneurs: Personal Finance and QuickBooks Quickstart	*Update course numbering to align with non-credit - BUS 113 to BUS 813. Course objectives added.*	R	**Approved**
CAT-50	Beginning Computer Keyboarding	*All components of this outline have been reviewed and revised as a part of a district discipline CTE Curriculum Review Cycle (beg 20SPR). The course outline needed an updated course content. All other COR content was reviewed.*	MR	**Approved**
CIS-11	Computer Architecture and Organization: Assembly	*CTE 2 Year Curriculum Review: revision of all course outline of record components and addition of TBA lab activities.*	MNR	**Approved**
CIS-26D	Cisco Networking Academy 1D	*The CCNA Routing and Switching curriculum consists of three courses that make up the recommended learning path. Students will be prepared to take the CCNA Routing and Switching CCNA certification exam after completing this course. The curriculum also helps students develop workforce readiness skills, builds a foundation for success in networking-related careers.*	R	**Approved**
CIS-5	Programming Concepts and Methodology I:C++	*C-ID Number: ITIS 130 Title: Introduction to Programming Concepts and Methodologiesreference CSUSB course IST 282 Business Systems 1 also in keeping with Transfer Model Curriculum C-ID Number: COMP 112 Title: Introduction to Programming Concepts and Methodologies. Updating Lab and Course Materials*	MNR	**Approved**
		Transfer Model Curriculum C-ID comp 152		
CIS-7	Discrete Structures	*This is the companion of CSC 7. Updating Lab and Course Materials*	MNR	**Approved**
CSC-11	Computer Architecture and Organization: Assembly	*Transfer Model Curriculum C-ID Comp 142 compatibility upgrade*	NR	**Approved**

CSC-5	Programming Concepts and Methodology I:C++	*C-ID Number: IT IS 130 Title: Introduction to Programming Concepts and Methodologies reference CSUSB course IST 282 Business Systems 1 also in keeping with Transfer Model Curriculum C-ID Number: COMP 112 Title: Introduction to Programming Concepts and Methodologies*	NR	**Approved**
CSC-7	Discrete Structures	*Transfer Model Curriculum C-ID Comp 152. Addition of objectives.*	NR	**Approved**
ENG-10	Special Studies in Literature	*Revising SLOs and adding objectives in order to match other literature revisions that were done in 2018 (this one fell through the cracks as it is not taught as often and used primarily in our Study Abroad programs).*	MNR	**Approved**
ENG-1A	English Composition	*The major modifications in this English 1A are in response to Chancellor Oakley's and Chancellor Isaac's calls to action for curriculum to be revised to be antiracist. Changes include updating our SLOs, course content, teaching methods, and course materials. Additionally, we have updated Sample Assignments to be reflective of current best practices like strategies from the California Acceleration Project and Reading Apprenticeship.*	MNR	**Approved**
ENG-1AH	Honors English Composition	*The major modifications in this English 1A are in response to Chancellor Oakley's and Chancellor Isaac's calls to action for curriculum to be revised to be antiracist. Changes include updating our SLOs, course content, teaching methods, and course materials. Additionally, we have updated Sample Assignments to be reflective of current best practices like strategies from the California Acceleration Project and Reading Apprenticeship.*	MNR	**Approved**
ENG-1B	Critical Thinking and Writing	*The major modifications in this English 1B are in response to Chancellor Oakley's and Chancellor Isaac's calls to action for curriculum to be revised to be antiracist. Changes include updating our SLOs, course content, teaching methods, and course materials. Additionally, we have updated Sample Assignments to be reflective of current best practices like strategies from the California Acceleration Project and Reading Apprenticeship.*	MNR	**Approved**

ENG-1BH	Honors Critical Thinking and Writing	*The major modifications in this English 1B are in response to Chancellor Oakley's and Chancellor Isaac's calls to action for curriculum to be revised to be antiracist. Changes include updating our SLOs, course content, teaching methods, and course materials. Additionally, we have updated Sample Assignments to be reflective of current best practices like strategies from the California Acceleration Project and Reading Apprenticeship.*	MNR	**Approved**
ESL-90P	Special Topics in ESL: Mastering Academic Vocabulary	*This course combines two one-unit courses (ESL 90E and 90J) into one two-unit course in order to integrate related skills, provide context to the students, and accelerate learning.*	MNR	**Approved**

Motion to approve course major modifications FTV through MUS, excluding FTV 53:
1st Brown; 2nd Kearn; approved with 19 yes, 0 no, 2 abstentions (see roll call vote)

FTV-44A	Beginning Television Production	*Updating for ADT, update for C-ID, SLOs, GESLOs, textbooks*	R	**Approved**
FTV-53	Telecommunications Laboratory	*Update COR as part of program review.*	R	**Hold** to clarify use of entrance skills field
GUI-48A	College Success Strategies-Study Skills	*This course is being updated to include course objectives, SLOS and updating texts.*	MR	**Removed from agenda for different future proposal**
HIS-14	African American History I	*Update several fields fro CSU American History & Ideals submission.*	MNR	**Approved**
HIS-15	African American History II	*Modifications to support submission to CSU for American History & Ideals requirement.*	MR	**Approved**
HIS-25	History of Mexico	*Updating several COR fields.*	NR	**Approved**
HIS-31	Introduction to Chicana/o/x Studies	*Updating several COR fields.*	MNR	**Approved**
HIS-34	History of Women in the United States	*Modifications to support submission to CSU for American History & Ideals requirement.*	MNR	**Approved**
KIN-16	Introduction to Athletic Training	*Add learning objectives, update course materials, and update sample assignments.*	NR	**Approved**
KIN-17	Athletic Training, Fall Sports, Lower Extremity	*Add learning objectives, update course materials, and update sample assignments.*	R	**Approved**
KIN-18	Athletic Training, Spring Sports, Upper Extremity	*Add learning objectives, update sample assignments, update course content, and update course materials.*	R	**Approved**

KIN-19	Athletic Training, Fall Sports, Head, Neck, Spine, Torso, and Hip	*Add learning objectives, update course content, sample assignments, and course materials.*	R	**Approved**
KIN-20	Athletic Training, Spring Sports, General Medical	*Add course objectives, update course content, sample assignments, and course materials.*	R	**Approved**
KIN-21A	Athletic Training Applications A	*Add learning objectives, update course materials, SLO's, and sample assignments.*	R	**Approved**
KIN-21B	Athletic Training Applications B	*Add learning objectives, update course materials, SLO's, and sample assignments.*	R	**Approved**
KIN-21C	Athletic Training Applications C	*Add learning objectives, sample assignments, and update course materials*	R	**Approved**
KIN-21D	Athletic Training Applications D	*Add learning objectives, update sample assignments,SLO's, and course materials.*	R	**Approved**
MAG-44	Principles of Management	*Update textbook*	MNR	**Approved**
MAG-51	Elements of Supervision	*Course update due to program review.*	MNR	**Approved**
MAG-52	Employee Training & Development	*Adding objectives and revamping the COR.*	R	**Approved**
MAG-53	Human Relations	*Textbook update*	MNR	**Approved**
MAG-56	HRM: Human Resources Management	*Update course material*	MNR	**Approved**
MAG-60	Introduction to Hospitality Management	*Update textbook*	R	**Approved**
MAG-62	Restaurant and Hotel Management	*Completing assignment section of course outlines and SLO's*	R	**Approved**
MAG-70	Introduction to Organization Development	*Update textbook edition*	R	**Approved**
MKT-20	Principles of Marketing	*Update curriculum.*	MNR	**Approved**
MKT-40	Advertising	*Update course.*	MNR	**Approved**
MUS-101	Introduction to Music Technology	*This modification is to change the prerequisite from an advisory to a prerequisite, as students who were not prepared were entering into this class without notation skills, and were not successful. Also removing one SLO that has become difficult to maintain due to equipment needs - that of having sound reinforcement equipment. And updating and attaching transfer course information.*	MR	**Approved**

MUS-8A	Music Technology I	*Minor updates of course descriptions, SAM Code, Objectives, SLOs, Course Content, Methods of Instruction, Methods of Evaluation, Sample Assignments, and Course Materials to more accurately reflect what is being taught using the latest, most up-to-date software, hardware, and courseware. Update and clarify course content to better describe TBA lab activities.*	R	**Approved**
MUS-8B	Music Technology II	*Minor updates of course descriptions, SAM Code, Objectives, SLOs, Course Content, Methods of Instruction, Methods of Evaluation, Sample Assignments, and Course Materials to more accurately reflect what is being taught using the latest, most up-to-date software, hardware, and courseware, flowing into this class seamlessly from the updated MUS-8A prerequisite. Update and clarify course content to better describe TBA lab activities.*	R	**Approved**

Motion to approve course major modifications NRN through SOC:
1st Lowden; 2nd Vermillion; approved with 20 yes, 0 no, 1 abstention (see roll call vote)

NRN-94	Nursing Clinical Devel Practicum	*Updated SLOs, added course objectives. Decreased units as this course were determined to have too many clinical hours to complete in addition to clinical time during the regular semesters and intersessions. The determination is also based upon clinical site placement availability.*	R	**Approved**
NXN-81	Introduction to Critical Care Nursing	*Need to update course content, add objectives, and grading options.*	R	**Approved**
OCE-1	Introduction to Oceanography	*Update textbooks*	R	**Approved**
OCE-1L	Introduction to Oceanography Laboratory	*Update textbooks*	R	**Approved**
PAL-10	Introduction to Paralegal Studies	*Updates as part of program review.*	R	**Approved**
PAL-14	Legal Ethics	*Update as part of program review.*	R	**Approved**
PAL-64	Legal Research and Computer Applications	*Course update as part of program review.*	R	**Approved**
PAL-68	Civil Litigation and Procedures I	*Update course as part of program review.*	R	**Approved**
PAL-70	Law Office Policies, Procedures and Ethics	*Update course as part of program review.*	R	**Approved**
PAL-72	Legal Analysis and Writing	*Course update as part of program review.*	R	**Approved**
PAL-78	Civil Litigation and Procedures II	*Update course as part of program review.*	R	**Approved**
PAL-80	Internship Project	*Update course as part of program review.*	R	**Approved**
PAL-81	Bankruptcy Law and Procedures	*Update course as part of program review.*	R	**Approved**

PAL-83	Estate Planning and Probate Procedures	*Update course as part of program review.*	R	**Approved**
PAL-85	Family Law and Procedures	*Update course as part of program review.*	R	**Approved**
PAL-87	Trial Practice Preparation and Procedures	*Update course as part of program review.*	R	**Approved**
SOC-1	Introduction to Sociology	*Update course content, MOI, and MOE to meet CID requirements*	MNR	**Approved**
SOC-1H	Honors Introduction to Sociology	*Update SLOs and course materials.*	NR	**Approved**

Distance Education (Standard)
Motion to approve all standard Distance Education Proposals:
1st Williams; 2nd Kearn; approved unanimously (see roll call vote)

ACC-801DE	Setting up QuickBooks for Small Business		MNR	**Approved**
ACC-802DE	Monthly Procedures using QuickBooks		MNR	**Approved**
ACC-803DE	Year End with QuickBooks		MNR	**Approved**
ADJ-24DE	Interviewing & Interrogation		MR	**Approved**
ADJ-25DE	Introduction to Probation and Parole		R	**Approved**
ADJ-9HDE	Law and Society		NR	**Approved**
ADM-63BDE	Design for Electronic Publication		R	**Approved**
AHS-10DE	Modern and Contemporary Art		MNR	**Approved**
AHS-6DE	Art Appreciation		MNR	**Approved**
AHS-7DE	Women Artists in History		MNR	**Approved**
ART-22DE	Basic Design		MNR	**Approved**
BUS-112DE	Business Success Seminar		R	**Approved**
BUS-812DE	Business Success Seminar		R	**Approved**
BUS-813DE	Solopreneurs: Personal Finance and QuickBooks		R	**Approved**
BUS-814DE	Business Skills: Professional Communication Basics		MR	**Approved**
BUS-815DE	Business Skills: Professional Online Presence		R	**Approved**
BUS-816DE	Business Skills: Managing the Customer Experience		R	**Approved**
BUS-817DE	Business Skills: Professional Self-Management		MR	**Approved**
CAT-808DE	Critical Thinking, Problem-Solving, and Decision-making		MR	**Approved**
CAT-810DE	Time Management		MR	**Approved**

CAT-811DE	High Impact Presentations & Proposals for the Workplace	MR	**Approved**
CAT-814DE	Business Skills: Professional Communication Basics	MR	**Approved**
CAT-817DE	Business Skills: Professional Self-Management	MR	**Approved**
CIS-30ADE	Introduction to Python Programming	MR	**Approved**
CIS-40CDE	Installing, Configuring and Administering Microsoft Operating Systems	MR	**Approved**
CIS-40DDE	System and Network Administration	MR	**Approved**
CIS-7DE	Discrete Structure	MNR	**Approved**
CIS-801DE	Remote Work Technology	R	**Approved**
CIS-802DE	Remote Work Communication Technology	R	**Approved**
CIS-803DE	Remote Productivity and Time Management Tools	R	**Approved**
CIS-825DE	Cyber Skills - Introduction to Cybersecurity	R	**Approved**
CIS-826DE	Cyber Skills - Introduction to Virtualization	R	**Approved**
CIS-827DE	Cyber Skills - Introduction to Protocol Analysis	R	**Approved**
CIS-830DE	Introduction to Python Programming: Part 1	R	**Approved**
CIS-831DE	Introduction to Python Programming: Part 2	R	**Approved**
CIS-832DE	Introduction to Python Programming: Part 3	R	**Approved**
CIS-834DE	Historical Perspective: Napier to Torvalds	MR	**Approved**
CIS-835DE	Foundational Approach: Word Problems to Work Flow	MR	**Approved**
CIS-836DE	Computational Tools: Calculators to Spreadsheets	MR	**Approved**
CIS-837DE	Boolean Formulation: Logic to Relationships	MR	**Approved**
CIS-838DE	Pseudocode and Flowcharts: Descriptive to Visual	MR	**Approved**

CIS-839DE	Tools of the trade: IDE's to Backup		MR	**Approved**
CSC-11DE	Computer Architecture and Organization: Assembly		NR	**Approved**
CSC-7DE	Discrete Structure		NR	**Approved**
CSC-8DE	Programming Concepts: Python		R	**Approved**
ECO-4DE	Introduction to Economics	*Introduction to economics is an entry-level economics course for non-majors. Many of our students are constrained by attending the college in-person by work and family-life. Learning this material should not be limited to only students who can physically attend in-person. Improving access has an important equity component for students.*	MNR	**Approved**
ENE-21DE	Blueprint Reading		NR	**Approved**
ENE-51DE	Blueprint Reading		NR	**Approved**
ENG-1AHDE	Honors English Composition		MNR	**Approved**
ENG-1BHDE	Honors Critical Thinking and Writing		MNR	**Approved**
ENG-4DE H	Writing Tutor Training		MNR	**Approved**
ENG-50DE2	Basic English Composition		MNR	**Approved**
ENG-91DE	Academic Support for English 1A		MNR	**Approved**
ENP-801DE	Facebook for Business		MNR	**Approved**
ENP-802DE	Pinterest and Instagram for Business		MNR	**Approved**
ENP-803DE	YouTube for Business		MNR	**Approved**
ENP-804DE	Twitter for Business		MNR	**Approved**
ENP-805DE	LinkedIn for Business		MNR	**Approved**
ESL-90ADE	Special Topics in English as a Second Language: Improving Note taking Skills		R	**Approved**
ESL-90PDE	Special Topics in ESL: Mastering Academic Vocabulary		MNR	**Approved**
FRE-1DE	French 1 DE		NR	**Approved**
FST-1DE	Introduction to Film Studies		MR	**Approved**
FST-2DE	Introduction to Television Studies		R	**Approved**
GUI-48ADE	College Success Strategies-Study Skills		MR	**Approved**
HIS-11DE	Military History of the United States up to1900		MR	**Approved**

HIS-12DE	Military History of the United States Since1900	MR	Approved
HIS-14DE	African American History I	MNR	Approved
HIS-15DE	African American History II	MR	Approved
HIS-19DE	Modern Russian History	R	Approved
HIS-1DE	World History to 1500	MNR	Approved
HIS-25DE	History of Mexico	NR	Approved
HIS-26DE	History of California	MNR	Approved
HIS-28DE	Native American History I: Early Contact Period	R	Approved
HIS-29DE	Native American History II: Contemporary Society	R	Approved
HIS-31DE	Introduction to Chicano/a Studies	MNR	Approved
HIS-32DE	History of Colonial Latin America	R	Approved
HIS-33DE	History of Modern Latin America	R	Approved
HIS-34DE	34 History of Women in America	MNR	Approved
HIS-35DE	History of Britain	MR	Approved
HIS-42DE	History of East Asia	R	Approved
HIS-44DE	Asian American History	R	Approved
ITA-11DE	Italian 11	R	Approved
MIL-1DE	Military History of the United States up to 1900	R	Approved
MIL-2DE	Military History of the United States Since1900	R	Approved
PAL-64DE	Legal Research and Computer Applications	R	Approved
PAL-72DE	Legal Analysis and Writing	R	Approved
PAL-80DE	Internship Project	R	Approved
PDS-801DE	Leadership Skills	MNR	Approved
PDS-802DE	Supervisory Skills	MNR	Approved
PDS-803DE	Increasing Productivity	MNR	Approved
PDS-804DE	Motivating Yourself and Others	MNR	Approved
PDS-805DE	Difficult Conversations	MNR	Approved
PDS-806DE	The Art of Negotiating and Collaborating	MNR	Approved
PDS-807DE	Personality Styles and Difficult Relationships	MNR	Approved

PDS-808DE	Critical Thinking, Problem-Solving, and Decision-making	MNR	**Approved**
PDS-809DE	Business Writing in a Technological World	MNR	**Approved**
PDS-810DE	Time Management	MNR	**Approved**
PDS-811DE	High Impact Presentations & Proposals for the Workplace	MNR	**Approved**
PDS-812DE	Workplace Communication Strategies	MNR	**Approved**
PDS-813DE	Best Practices in Customer Service	MNR	**Approved**
PDS-814DE	Closing Techniques That Win the Sale	MNR	**Approved**
PDS-815DE	Winning Sales Scripts	MNR	**Approved**
PDS-816DE	Personal Finance	MNR	**Approved**
PDS-817DE	Financial Future	MNR	**Approved**
PDS-818DE	The Successful Job Search	MNR	**Approved**
POL-17DE	Politics of Developing Countries	R	**Approved**
POL-20DE	Latin American Politics	MNR	**Approved**
POL-21DE	Latinx Politics	MNR	**Approved**
POL-22DE	Middle Eastern Politics	MNR	**Approved**
POL-23DE	Race, Ethnicity, and Politics in America	MNR	**Approved**
PSY-10DE	Personal and Social Adjustment	MNR	**Approved**
PSY-1HDE	Psychology 1 Honors	MNR	**Approved**
PSY-33DE	Theories of Personality	MNR	**Approved**
PSY-35HDE	Honors Abnormal Psychology *Held at RCC CC October 13, 2020*	MNR	**Approved**
PSY-48DE	Statistics for the Behavioral Sciences	MNR	**Approved**
PSY-50DE	Research Methods in Psychology	MNR	**Approved**
PSY-8DE	Social Psychology	MNR	**Approved**
SOC-48DE	Statistics for the Behavioral Sciences	MNR	**Approved**
Distance Education (Emergency-Only) *Motion to approve all standard Distance Education Proposals:* *1st Hernandez; 2nd Lowden; approved unanimously (see roll call vote)*			
AHS-DX 1H2H	DX 1H2H	MNR	**Approved**
AIR-DX 50B-92	DX 50B-92	R	**Approved**

AUT-DX 801-811	DX 801-811		R	**Approved**
BUS-DX 111	Entrepreneurial Mindset		R	**Approved**
DAN-DX 6 6H	DX 6 6H		MNR	**Approved**
DAN-DX PIL	DX PIL		R	**Approved**
ENG-DX 802	Composition Skills and Support for English 1A	*Held at RCC CC October 13, 2020 to allow faculty to add regular effective narrative language; this has been done.*	R	**Approved**
MUS-DX 65	Basic Musicianship		NR	**Approved**
POL-DX 10A-D	DX 10A-D		R	**Approved**
POL-DX 2H	Honors Comparative Politics		MNR	**Approved**
SCE-DX 804-840	DX 804-840		MR	**Approved**
New Courses ***Motion to approve all New Courses:*** ***1st Williams; 2nd Haines; approved unanimously (see roll call vote)***				
AHS-6	Art Appreciation	*Creating cross-listed course of ART 6*	MNR	**Approved**
AHS-6H	Honors Art Appreciation	*Creating a version of Art Appreciation for the new AHS discipline*	MNR	**Approved**
CSC-8	Programming Concepts: Python	*The UC's and Cal States are trying to improve the performance of STEM majors that have to take an introductory computer science course. They have the same course we teach such as CSC 5 but students are having trouble successfully completing the course. The purpose of this course is to improve the potential success of STEM students.*	R	**Approved**

ENG-802	Composition Skills and Support for English 1A	*This is an experiment with additional ways to offer support for students who may struggle to pass or be intimidated by English 1A. It will offer some instruction in pre-transfer composition skills (only for students who want it; the class is NOT a course students can place into -- it is voluntary and only for students in and English 1A; it is not meant to be taken separately or alone). This contrasts with our current support of ENG 91 that is not pre-transfer level and is 2 units; ENG 800 will be the equivalent of 1 unit. It is different from ENG 885 in that while it will offer brush-up and remediation to students as needed based on ENG 1A work, it does so in a community of learners. Current plans to offer the class are with a dedicated single section of ENG 1A, like a learning community which will likely appeal mostly to students who want more traditional basic skills instruction and/or who passed ENG 91 but did not pass ENG 1A and are barred from taking ENG 91 again but still want support; and as a non-paired late-start section that students from multiple sections of ENG 1A can enroll in for support after the ENG 1A class has begun, and who want more support beyond the ENG 1A LEC and LAB.*	R	**Approved**
PAL-82	Immigration Law, Practice and Procedures	*Immigration law elective course for the Associate in Science In Paralegal Studies.*	R	**Approved**
PAL-84	Criminal Law and Procedure	*An additional elective for the Associate in Science Degree in Paralegal Studies. Course will also assist students desiring to work in prosecutions or defense of criminal cases.*	R	**Approved**
PHI-34	Philosophical Survey of Sex, Gender, and Sexuality	*With no philosophy classes that explicitly center issues of gender and sexuality, especially through the lens of their intersection with race, ethnicity, and class, this course will decolonize the canon of philosophy. Additionally, it will enhance student critical thinking through comparative analysis of underrepresented voices in philosophy and contribute to student self-development and increased student global awareness through understanding diverse subjectivities, communities, epistemologies, ethics, and politics. This course complements Philosophy 14, Philosophy 19, and Philosophy/Humanities 36 through its centering of underrepresented voices and subjectivities in philosophy, as well as courses in other disciplines that analyze gender through different methodologies. It will likewise complement not only the methods and theories of Ethnic Studies courses but also the curriculum for a potential ADT in Social Justice Studies.*	MNR	**Approved**

POL-17	Politics of Developing Countries	*This course fulfills requirements for majors in political science at CSUs and UCs. More specifically, this course is comparable to UC Riverside's POL 17- "Politics of the Underdeveloped World" course.*	R	**Approved**

Motion to approve all New Discipline and all Program Modifications:
1st Hernandez; 2nd Brown; approved unanimously (see roll call vote)

New Discipline

ETS-DISC ETS R	Ethnic Studies	*Ethnic Studies has been approved as a discipline, and it is currently listed in the Course Catalogue with at least twelve courses. It has yet to be included in Curricunet/Nuventive as its own discipline. In light of new developments with AB 1460 requiring all CSU students take a 3-unit Ethnic Studies course to graduate beginning academic year 2024-25, we believe the inclusion of Ethnic Studies as a discipline would aid students by spotlighting courses that meet these requirements.*	R	**Approved**

Program Modification: ADT

ECO-ADT ECO R	Economics	*Revisions to the Economics ADT given the ASCCC review of the TMC from spring 2020.*	R	**Approved**

Program Modification: Certificate

FTV-CE842	Basic Television Production	*Updating our degree and certificate pattern to align with the new ADT in film and TV that was approved last year by the State Chancellors office. This will streamline our program while eliminating outdated courses that do not transfer and are not part of the FTV ADT.*	R	**Approved**

Program Modification: Degree & Certificate

FTV-AS641	Film Television and Video Production Specialist	*Updating our degree and certificate pattern to align with the new ADT in film and TV that was approved last year by the State Chancellors office. This will streamline our program while eliminating outdated courses that do not transfer and are not part of the FTV ADT.*	R	**Approved**

Information Items (MVC and NC Items)

Course Deletion

ADJ-T3A	Driving Under the Influence	*During the training for this course, role players are carefully monitored and provided with alcohol, to allow the students to evaluate under the influence drivers. This course is inappropriate for the college to participate in- therefore it will be deleted from the class offering.*	M
HIS-21	History of Ancient Greece	*With the retirement of the faculty expert, the fact that MVC is the only college in the District to teach the course, consistently low enrollments, and a focus on more culturally relevant history courses related to our student needs and interests, we have decided to delete the course.*	M
HIS-22	History of Ancient Rome	*With the retirement of the faculty expert, the fact that MVC is the only college in the District to teach the course, consistently low enrollments, and a focus on more culturally relevant history courses related to our student needs and interests, we have decided to delete the course.*	M

Course Inclusion

AHS-4	Introduction to Visual Culture	*Introduction to Visual Culture offers a broad survey of visual culture and society, including the critical examination of how reality is constructed through vision and sight in contemporary culture. AHS-4 both compliments and expands upon Norco's current Art History classes by exposing students to a wider range of visual objects --including the traditional fine arts as well as photography, advertising, film, television, and new media -- while exploring the histories, philosophies, and theories of visuality. Importantly, the curriculum for AHS-4 foregrounds inclusive topics and perspectives from women, LGBTQ+, BIPOC, and image-makers with disabilities. It also adopts a global approach to studying visual culture and society, in-keeping with new equity initiatives to decolonize Art History and deconstruct strictly "Western" or "non-Western" approaches. Adding AHS-4 to our course offerings at Norco College will greatly benefit our students by providing them with additional opportunities to acquire visual literacy skills, increase historical knowledge, develop cultural empathy, and to hone their critical thinking skills about art and society.*	N

AHS-8	Art History of the Photographic Image	*Art History of the Photographic Image has proven to be a popular course among students majoring in the Studio Arts, Art History, and across the Humanities. This course also has broad crossover appeal for students majoring in disciplines that intersect with technology and communication, as well as those seeking to fulfill their GE requirements. Importantly, the curriculum for AHS-8 foregrounds inclusive topics and perspectives from women, LGBTQ+, BIPOC, and image-makers with disabilities. It also adopts a global approach to studying visual culture and society, in-keeping with new equity initiatives to decolonize Art History and deconstruct strictly "Western" or "non-Western" approaches. Adding AHS-8 to our course offerings at Norco College will greatly benefit our students by providing them with additional opportunities to acquire visual literacy skills, increase historical knowledge, develop cultural empathy, and to hone their critical thinking skills about the global circulation of images, technologies, and ideas.*	N
Course Major Modification			
ADJ-B2A	Law Enforcement Pre-Academy	*Updating this course to include areas of writing skills, cultural diversity, personal appearance and communication.*	M
ADJ-C1D	Basic Correctional Deputy Academy	*The State of California updated the state regulations for the Correctional Academy effective July 1, 2020- updated needed.*	M
DEA-10	Introduction to Dental Assisting and Chairside Assisting	*Additional laboratory hours needed to allow the students more practice time to acquire basic chairside assisting skills needed in the dental office.*	M
DEA-41	Dental Office Management	*Periodic CTE course update for currency. The increase in the didactic hours is necessary to allow extra time for the students to acquire new skills in the ethical and legal principles associated with social media marketing for the dental practice as well as billing and insurance coding. This will also aligned the course with the C-id descriptor.*	M
DEH-10A	Pre-Clinical Dental Hygiene #1	*Updated COR and Course Description - Students now do observations in the MVC Dental Hygiene Clinic and are not sent out to private practices as previously done.*	M
DEH-10B	Pre-Clinical Dental Hygiene #2	*To update SLOs and COR.*	M

DEH-11	Principles of Dental Hygiene	*Update COR and SLO's.*	M
DEH-12A	Principles of Oral Radiology	*Update of COR and Course Description.*	M
DEH-14	Systems Analysis of Dental Anatomy, Morphology, Histology and Embryology	*Update COR and Course Content.*	M
DEH-16	Preventive Dentistry	*Update COR and SLOs.*	M
DEH-19	Pain Control	*To update COR and Course Content item #14 added 6-11.*	M
DEH-20A	Clinical Dental Hygiene #1	*To update COR, and added to Course Content (#10).*	M
DEH-20B	Clinical Dental Hygiene #2	*To update COR (Course Description, Course Content and Methods of Instruction).*	M
DEH-21	Clinical Seminar #1	*To COR (Course Description, Methods of Instruction, Methods of Evaluation, and textbooks).*	M
DEH-26	Dental Treatment of Geriatric and Medically Compromised Patients	*To update COR (Add to Course Content, Method of Instruction, Methods of Evaluation and textbook).*	M
DEH-27	Oral Pathology	*To update COR (Course Content - added item #13).*	M
DEH-30A	Clinical Dental Hygiene #3	*To update SLOs and COR. Note: This course has always been in the Fall. Previous modification had it listed in the Spring.*	M
DEH-32	Dental Materials	*To update COR and Course Content.*	M
DEH-35	Community Dental Health Education Practicum #1	*To update COR (Add to course content)*	M
DEH-37	Nutrition in Dentistry	*To update COR and Course Description.*	M
DEH-40	Clinical Dental Hygiene #5	*To update COR*	M
DEH-43	Advanced Periodontology	*To update COR (Course Description)*	M
DEH-44	Community Dental Health Education #2	*To update SLOs and COR. Note: SLO #3 Cultural Competence was removed due to the new course DEH-34 Cultural Diversity in Healthcare meets this SLO. DEH-34 was added to the DH curriculum in 2018-2019.*	M
DEH-45	Community Dental Health Education Practicum #2	*To update SLOs and COR. NOTE: Removed Cultural Competence SLO (#3) due to adding DEH-34 Cultural Diversity in Healthcare Course into the curriculum. This course meets the cultural competence SLO.*	M
DEH-46	Advanced Topics in Dental Hygiene	*To update SLOs and COR.*	M

ELE-64	Programmable Logic Controllers using Allen Bradley PLCs	*We would like to only have one course in PLCs instead of MAN 64 and 67. Siemens PLC are very similar to Allen bradley and we feel that students will be able to operate both if we just have a general course in PLCs.*	N
HLS-1	Introduction to Homeland Security and Terrorism	*Adding course objectives as required; updating course description and textbook information.*	M
HLS-2	Preparedness for Emergencies, Disasters & Homeland Security Incidents	*Add objectives for the course, which are now required, and to update the course description and textbook information.*	M
HLS-3	Response to Emergencies, Disasters and Homeland Security Incidents	*Update description, textbook, and add objectives to the course.*	M
HLS-4	Recovery in Emergencies, Disasters and Homeland Security Incidents	*Update course objectives, course description, and textbook.*	M
HLS-5	Investigation of Emergencies, Disasters and Homeland Security Incidents	*Update course description, objectives, and textbook.*	M
HLS-6	Case Studies in Emergencies, Disasters and Homeland Security Incidents	*Update course description, objectives, and textbook.*	M
HMS-13	Employment Support Strategies	*2-year update; update SLO; update textbook edition/year; add objectives; attached minutes/discipline memo/email*	M
HMS-16	Public Assistance and Benefits	*Update COR; update textbook; add objectives; attached discipline memo and Department minutes*	M
HMS-17	Introduction to Community Mental Health	*Updated course: update textbook, add objectives; update course descriptions, change course title*	M
HMS-18	Introduction to Social Work	*COR update: updated text year; add objectives; attached minutes/discipline memo/identify TOPS Code*	M
HMS-19	Generalist Practices of Social Work	*This course is part of a degree and certificate pattern.* *Discipline recommendation and Department minutes attached; update to COR, updated textbook; added objectives; updated course description.*	M
HMS-20	Medical Social Work	*2-year CTE update: updated textbook; course description; attached minutes and discipline memo.*	M

HMS-23	Law and Ethics in Social Work, Human Services, & Counseling Practices	*Shortened course title and added to course description to provide more information regarding the course.*	M
HMS-24	Creative Arts Therapies and Self-Care for Helping Professionals	*Discipline recommendation. Request to add to GE CSU requirement Area C.*	M
HMS-25	Crisis-Intervention Management	*Shortened title and provided information in course description related to course content.*	M
HMS-27	Ethnic Studies and Multicultural Counseling	*Per discipline recommendation*	M
HMS-28	Military Social Work	*Shortened the title of the course and updated the course description per discipline recommendation.*	M
HMS-29	Introduction to Careers in Social Work	*The addition of this course will assist students in acquiring the knowledge that is needed to obtain a certificate and/or degree related to a pathway in careers in social work.*	M
HMS-30	Ethnic Studies of African American Families and Populations	*Per discipline recommendation. Further the major modification is purposed in fulfillment towards the requirement per AB 1460. See link below: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1460* *Major modifications to meet CSU/UC GE Transferability* *General Education - recommended for Area D*	M
HMS-31	Ethnic Studies of Latina and Latino American Families and Populations	*Per discipline recommendation. Further the major modification is purposed in fulfillment towards the requirement per AB 1460. See link below: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1460* *Major modifications to meet CSU/UC GE Transferability* *General Education - recommended for Area D*	M
HMS-32	Ethnic Studies of Asian American Families and Populations	*Per discipline recommendation. Further the major modification is purposed in fulfillment towards the requirement per AB 1460. See link below: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1460* *Major modifications to meet transfer requirements:* *CSU GE Breadth Area D and IGETC Area 4*	M

		Per discipline recommendation. Further the major modification is purposed in fulfillment towards the requirement per AB 1460. See link below: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1460	
HMS-33	Ethnic Studies of Native American Tribes and Populations	*Major modifications to meet transfer requirements: CSU GE Breadth Area D and IGETC Area 4*	M
HMS-34	Counseling Emotionally Disabled Students	*Discipline recommendation*	M
HMS-35	Counseling Students with a Learning Disability	*Discipline recommendation*	M
HMS-36	Counseling Families of Special Needs Youth	*Discipline recommendation submission*	M
HMS-37	Counseling Clients with Disabilities	*Discipline recommendation*	M
HMS-38	Introduction to Applied Behavioral Analysis	*Discipline recommendation*	M
HMS-39	Introduction to Special Education and the IEP (Individualized Education Program)	*Discipline recommendation.*	M
HMS-4	Introduction to Human Services	*2-year update; TOPS Code, update textbook edition/year; add objectives; attached minutes/discipline memo/email*	M
HMS-40	Counseling Youth and Adolescents	*Per discipline recommendation*	M
HMS-41	Counseling Survivors of Domestic Violence	*Discipline recommendation*	M
HMS-42	Counseling in Foster Care	*Shortened the title of the course and updated the course description per discipline recommendation.*	M
HMS-43	Counseling in Gerontology	*Discipline recommendation*	M
HMS-44	Counseling Youth in Gangs	*Per discipline recommendation*	M
HMS-45	Counseling Youth on Probation	*Discipline recommendation*	M
HMS-46	Counseling Adults on Parole	*Discipline recommendation*	M
HMS-48	Case Management Corrections	*Discipline recommendation*	M
HMS-5	Introduction to Evaluation and Counseling	*Update COR. Discipline recommendation and Department minutes attached; update to COR, updated textbook; added objectives; updated course description.*	M

HMS-6	Introduction to Case Management	*Discipline recommendation and Department minutes attached; update to COR, insert TOPS Code; updated textbook; added objectives; updated course description.*	M
HMS-8	Introduction to Group Process	*Discipline recommendation and Department minutes attached; update to COR, insert TOPS Code; updated textbook; added objectives; updated course description.*	M
MAN-64	Programmable Logic Controllers	*Part of the non credit mirrored certificate in Industrial Automation. We would like to only have one course in PLCs instead of MAN 64 and 67. Siemens PLC are very similar to Allen bradley and we feel that students will be able to operate both if we just have a general course in PLCs*	N

Course Minor Modification

ADJ-A3A	Child Abuse Investigations	*CTE requires a review of Curriculum every 2 years. This curriculum needed to have materials updated.*	M
ADJ-B1A	Intro to Wellness and Physical Conditioning in Prep for Law Enforcement and Correctional Academies	*CTE requires that curriculum is reviewed every 2 years. No changes to this curriculum, no new edition available for the text utilized here.*	M
ADJ-D4B	Dispatcher Role in Critical Incidents Advanced	*CTE requires that curriculum be reviewed every two years. Need to update the materials only in this course.*	M
ADJ-D7A	Dispatcher Domestic Violence and Sexual Assault	*CTE requires that curriculum be reviewed every two years. Need to update the materials only in this course.*	M
HMS-22	Human Behavior and the Social Environment	*Discipline recommendation*	M
HMS-47	Counseling of Residential Treatment Clients	*The course is designed to assist families, students, and other interested parties in developing a more in depth understanding of the assigned subject matter. It will also assist those students who want a specialized certificate or who are intending to transfer to a four-year institution.*	M

Distance Education (Standard and Emergency-Only)

ARE-24DEH	Architectural Drafting		N
ARE-25DEH	Advanced Architectural Drafting		N
ARE-35DEH	History of Architecture-Beginnings through Gothic		N

ARE-36DEH	History of Architecture: Renaissance to Modern	N
ARE-37DEH	Architectural Design I	N
ART-DX 39	Design and Graphics	N
CIS-30BDE	Python Programming in Networking	M
CIS-30CDE	Python Programming in Cybersecurity	M
CIS-30DDE	Python Programming for IoT	M
CIS-30EDE	Advanced Python Programming	M
CIS-35DE	Introduction to Simulation and Game Development	M
CIS-37DE	Beginning Level Design/Computer Games	M
CIS-38ADE	Simulation and Gaming/3D Modeling for Real-Time Interactive Simulations	M
CIS-38BDE	Simulation and Gaming/3D Animation for Real-Time Interactive Simulations	M
CIS-38CDE	Simulation and Gaming/3D Dynamics and Rendering for Real-Time Interactive Simulations	M
CIS-39DE	Current Techniques in Game Art	M
CIS-40ADE	Computer Network Fundamentals	M
CIS-40BDE	Network Routing and Switching Essentials	M
CIS-41ADE	Principles of Cybersecurity Analysis	M
CIS-41BDE	Healthcare Information Security & Privacy for Practitioner	M
CIS-824ADE	Computer Repair for Beginners	M
CIS-824BDE	Networking for Home and Small Businesses	M
CIS-824CDE	Security for Beginners	M
CIS-833ADE	Introduction to Microcontroller - Arduino	M
CIS-833BDE	Introduction to Embedded System – Raspberry Pi	M

CIS-833CDE	Designing Internet of Things	M
DEH-DX 28	Basic and Applied Pharmacology	M
DFT-21DE	Drafting	N
DFT-24DE	Architectural Drafting	N
DFT-30DE	Computer Aided Drafting	N
DFT-42BDE	SolidWorks II	N
DFT-42DE	42 SolidWorks I	N
DFT-51DE	Blueprint Reading	N
ELC-DX 91	Fundamentals of Solar Energy	N
ELE-DX 91	Fundamentals of Solar Energy	N
ENE-30DE	Computer Aided Drafting	N
ENE-42BDE	SolidWorks II	N
ENE-42DE	SolidWorks I	N
ENG-DX COR	English Correspondence	N
GEG-DX COR	Geography Correspondence	N
HMS-19DE	Generalist Practices of Social Work	M
HMS-200DE	Human Services Work Experience	M
HMS-20DE	Medical Social Work	M
HMS-21DE	Justice System Studies - Forensic Social Work	M
HMS-22DE	Human Behavior and the Social Environment	M
HMS-23DE	Careers in Social Work - Law and Ethics	M
HMS-24DE	Careers in Social Work - Self-Care for Human Services Professionals	M
HMS-25DE	Careers in Social Work - Crisis-Intervention Management	M
HMS-26DE	Careers in Social Work - Trauma-Focused Counseling	M
HMS-27DE	Careers in Social Work - Multi-Cultural Counseling	M
HMS-28DE	Careers in Social Work - Military Social Work	M
HMS-29DE	Careers in Social Work - Intro to Careers in Social Work	M

HMS-30DE	Multicultural Counseling - Counseling of African Americans	M
HMS-31DE	Multicultural Counseling - Counseling of Hispanics	M
HMS-32DE	Multicultural Counseling - Counseling of Asians	M
HMS-33DE	Multicultural Counseling - Counseling of Native Americans	M
HMS-34DE	Behavioral Therapist - Counseling Emotionally Disabled Students	M
HMS-35DE	Behavioral Therapist - Counseling Students with a Learning Disability	M
HMS-36DE	Behavioral Therapist - Counseling Families of Special Needs Youth	M
HMS-37DE	Behavioral Therapist - Counseling of Clients with Disabilities	M
HMS-38DE	Behavioral Therapist - Introduction to Applied Behavioral Analysis	M
HMS-39DE	Behavioral Therapist - Introduction to Special Education and the IEP (Individualized Education Program)	M
HMS-40DE	Family Studies - Counseling Youth and Adolescents	M
HMS-41DE	Family Studies - Counseling Victims of Domestic Violence	M
HMS-42DE	Family Studies - Counseling in Foster Care	M
HMS-43DE	Family Studies - Counseling in Gerontology	M
HMS-44DE	Justice System Studies - Counseling Youth in Gangs	M
HMS-45DE	Justice System Studies - Counseling Youth on Probation	M
HMS-46DE	Justice System Studies - Counseling Adults on Parole	M
HMS-47DE	Counseling of Residential Treatment Clients	M

HMS-48DE	Justice System Studies - Case Management Corrections	M
HMS-49DE	Careers in Social Work - Counseling Athletes	M
HMS-5DE	Introduction to Evaluation and Counseling	M
HMS-60DE	Introduction to Drugs and Alcohol	M
HMS-61DE	Evaluation of Narcotics and Controlled Substances	M
HMS-62DE	Introduction to the DSM-5	M
HMS-6DE	Introduction to Case Management	M
HMS-70DE	Social Work Administration Studies - Non-Profit Organizations	M
HMS-71DE	Social Work Administration Studies - Grant Writing	M
HMS-72DE	Social Work Administration Studies - Social Welfare Policy	M
HMS-73DE	Social Work Administration Studies - Administration in Social Work	M
HMS-74DE	Social Work Administration Studies	M
HMS-7DE	Introduction to Psychosocial Rehabilitation	M
HMS-8DE	Introduction to Group Process	M
MAN-35de	Computer Aided Manufacturing-Mastercam	N
MAN-57de	CNC Program Writing	N
MIS-11ADE	Studio Arts Ensemble I	N
MIS-11BDE	Studio Arts Ensemble II	N
MIS-12DE	Live Sound Reinforcement	N
MIS-13DE	Recording Studio Workshop I	N
MIS-1ADE	Performance Techniques for Studio Recording	N
MIS-1BDE	Intermediate Performance Techniques For Studio Recording	N
MIS-1CDE	Advanced Performance Techniques For Studio Recording	N
MIS-2DE	Songwriting	N
MIS-3DE	Digital Audio Production 1	N

MIS-4DE	Digital Audio Production 2		N
MIS-7DE	Introduction to Music Technology		N
New Course			
ADJ-42	Criminal Behavior and Intelligence Analysis	*This is a new course created to become part of a certificate and AS degree in Administration of Justice in Crime Analysis & Intelligence.*	M
ADJ-43	Criminal Intelligence Analyst Simulations	*This is a new course offering, final of four courses to eventually become part of a certificate and AS degree in Administration of Justice.*	M
BUS-77A	Introduction to Project Management	*The goal of this class is to increase diversity in the technical workforce by providing an education platform for entry-level Associate Project Managers (Certified Associate in Project Management (CAPM)) and Project Manager (Project Management Professionals (PMP)). This program aims to develop quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region. Students will gain soft and technical skills necessary to become entry-level project management jobs, including project managers, project coordinators, project specialists, and assistant project managers. Employment for the Project Management is expected to increase 31% between 2017 and 2027 or 8.8 million nationwide job openings will be available over the ten-year time frame. Over the last 12 months in the Inland Empire/Desert Region, there were 2,198 job postings for project managers and 576 combined job postings for project coordinators, project specialists, and assistant project managers.*	M

BUS-77B	Project Management CAPM and PMP Exam Prep	*The goal of this class is to increase diversity in the technical workforce by providing an education platform for entry-level Associate Project Managers (Certified Associate in Project Management (CAPM)) and Project Manager (Project Management Professionals (PMP)). This program aims to prepare technical professionals to understand the scope and required knowledge areas required to take and pass the CAPM or PMP certification tests, achieving certification status and improving their ability to work in the project management career field. It will generate greater economic impact in the greater Inland Empire region. Students will develop soft and technical skills in a broad overview of project management and how it pertains to the CAPM and PMP examinations, to improve their access to entry-level project management jobs, including project managers, project coordinators, project specialists, and assistant project managers. Employment for the Project Management field is expected to increase 31% between 2017 and 2027 or 8.8 million nationwide job openings will be available over the ten-year time frame. Over the last 12 months in the Inland Empire/Desert Region, there were 2,198 job postings for project managers and 576 combined job postings for project coordinators, project specialists, and assistant project managers.*	M
HLS-101	Introduction to Emergency Management	*Currently HLS-1 Introduction to Homeland Security introduces students to Homeland Security, Terrorism and Emergency Management, a significant amount of material. A major modification has been submitted to change HLS-1 to Introduction to Homeland Security and Terrorism and the Course Objectives and SLOs have been changed to focus on Homeland Security as related to law enforcement and national defense. This new course will concentrate on all-hazard emergency management related to natural, technological and manmade hazards.*	M
New Discipline			

ETS-DISC ETS N	Ethnic Studies	*Due to the new requirements from the State for CSU transfer, an Ethnic Studies Discipline is required to create courses recognized as fulfilling the requirements for Area F. We can do some of it with what we already have but going forward we will need this discipline for multiple ADT creations as well as providing appropriate CID numbers for transfer.*	N

New Program: ADT

JOU-ADT JOU M	Journalism	*Within the Riverside Community College District, Riverside Community College is the only college in the district that is currently offering these courses as part of a degree transfer program. Moreno Valley College students are currently taking courses and producing content for a program that does not supply a degree or certificate in Journalism. It is important, that Moreno Valley College provide a course of study in Journalism, for those students who wish to represent and be a voice for the community we serve in media. Furthermore, it is incumbent for Moreno Valley College to provide those students the opportunity as well as the adequate preparation to excel in the field of Journalism.*	M

New Program: Certificate

BUS-CERT PMP M	Project Management Professional	*This certificate is highly relevant to the emerging market of project management in professional services like health care, pharmacy, human resource, finance, manufacturing, construction, and information technology, which is largely being driven by government modernization and large-scale outsourcing. This certificate promotes technical career growth and education advancement in Inland Empire/Desert region. It provides an education platform for students to expand skillsets through training that can potentially improve their opportunities for career, pursuing industry certifications, impact regional and national workforce.*	M

Program Modification: ADT

AHS-ADT AH N	Art History	*Change prefix to AHS*	N

ART-ADT SA N	Studio Arts	*1. Art History "AHS" has recently been made a distinct discipline in RCCD, separate from Studio Art "ART". Therefore, the Art History courses in the Studio Art ADT must be changed to the "AHS" designation instead of the previous "ART" designation.* *2. AHS-12: Asian Art History is an option in the TMC, and now that this course is offered at Norco College, it is being added to the Studio Art ADT as an additional option for students under List A.* *3. Students currently cannot apply both ART-40A: Figure Drawing and ART-18: Intermediate Drawing towards the completion of the Studio Arts ADT. By moving ART-18: Intermediate Drawing from the Drawing category to the Second Semester category, students will be able to count both classes towards their degree.* *4. ART-27: Intermediate Painting is part of the TMC and will give more options to students in fulfilling the requirements of this degree.*	N
PSY-ADT PSY M	Psychology	*Adding a new course (PSY-35 Honors-Abnormal Psychology Honors)*	M
PSY-ADT PSY N	Psychology	*Adding a new course (PSY-35 Honors-Abnormal Psychology Honors)*	N
SPA-ADT SPA N	Spanish	*Updates to the Spanish ADT are being made due to the ART change to AHS*	N

Program Modification: Degree & Certificate

ADJ-CERT BCDA	AS: Corrections / Certificate: Basic Correctional Deputy Academy	*California Standards of Training for Corrections updated the requirements for the Basic Correctional Academy (MVC ADJ C1D). Additional hours were added to the course in the areas of Medical Protocols, Programs to reduce recidivism and cultural awareness. This course unit value increased to 15 units.*	M
HMS-AS 663 M	Social Work, Human Services, & Counseling Practices	*Per the recommendation of the Social Work, Human Services, & Counseling Practices discipline and Department approval, this modification will allow for the certificate and degree title to reflect the Discipline title and will add all remaining HMS courses as elective options.*	M

MOTION	Attendance	Agenda	Minutes	Motion to Approve the spreadsheet	Motion to Approve Course Deletions	Motion to Approve Major Mods ACC to AHS	Motion to Approve Major Mods AIR to ESL	Motion to Approve Major Mods FTV to MUS excluding FTV 53	Motion to Approve Major Mods NRN to SOC	Motion to Approve all DE standard proposals	Motion to Approve all Emergency Only DE Proposals	Motion to Approve New Courses	Motion to Approve New Discipline, Program Mods: ADT/Cert/Cert Degree
FIRST		Williams	Kearn	Williams	Williams	Kearn	Williams	Brown	Lowden	Williams	Hernandez	Willlimas	Hernandez
SECOND		Lowden	Lowden	Hermandez	Boshara	Williams	Lowden	Kearn	Vermillion	Kearn	Lowden	Mark Allan Haines, Dance	Brown
		Approved by consensus	Approved by consensus	Approved by consensus									
Hayley Ashby, Lib	Absent												
Madeline Bettencourt, Cosmo	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Michelle Black, Math	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Jay Boshara, Eco Geo PS)	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
D Brown, His/Hum/Phil/Ethnic Studies	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Paul Conrad, BIST	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ellen Drinkwater, Counseling/Articulation	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Joanie Gibbons-Anderson, Com	X					Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bobbie Grey, Chem	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mark Haines, Dance The	X				Yes			Abstain	Yes	Yes	Yes	Yes	Yes
Scott Hermandez, AT	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Robert Jew, Art	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Tammy Kearn, Eng	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Clara Lowden, Kin	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Karyn Magno, Cou	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sam Pessah, WL	X					Abstain	Abstain	Abstain	Abstain	Yes	Yes	Yes	Yes
Toni Rangel, ECS	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Aaron Sappenfield, Phy Sci	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Steve Schmidt, Music	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Catherine Thaler, Life Sci	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Amy Vermillion, Nur	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Kweku Williams, BS/Psych	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Non-Voting Members and Guests													
Kelly Douglass	X												
Carol Farrar	Absent												
Casandra Greene	X												
Albert Jaramillo	X												
Jeanine Gardenier	X												
Mia Timme	X												
Shari Yates	X												

Riverside City College
Curriculum Committee Minutes
November 10, 2020 • 3-5 pm • Zoom

31. Call to Order at 3:04; welcome to Ajia Nelson as student rep who will switch off with Albert Jaramillo.

Voting Committee Members Present	Voting Committee Members Absent
Hayley Ashby, *Library/Learning Resources Dept. Rep. (20-22)*	**Paul Conrad**, *Business Admin/Info Sys Tech Dept. Rep.*
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21)*	**Scott Hernández**, *Applied Technology Dept. Rep. (20-*
Michelle Black, *Mathematics Dept. Rep. (20-22)*	**Robert Jew**, *Art Dept. Rep. (19-21)*
Jay Boshara, *Economics/Geography/Political Science Dept. Rep. (19-21)*	
(D.) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	
Ellen Drinkwater, *Counseling/Articulation*	
Joanie Gibbons-Anderson, *Communication Studies Dept. Rep. (19-21)*	
Bobbie Grey, *Chemistry Dept. Rep. (19-21)*	
Mark Haines, *Dance and Theater Dept. Rep. (20-22)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (19-21)*	
Karyn Magno, *Counseling Dept. Rep. (19-21)*	
Samuel Pessah, *World Languages Dept. Rep. (20-22)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steven Schmidt, *Music Dept. Rep. (19-21); Technical Review Com Chair*	
Cathy Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (19-20); English*	
Carol Farrar, *Vice President of Instruction, Administrative Co-Chair Curriculum Committee*	
Casandra Greene, *RCC Curriculum ISC*	
Ajia Nelson, *ASRCC Student Representative*	
Liaisons/Admin/Staff/Guests	
Jeanine Gardner, *Admissions and Records*	
Mia Timme, *IDS Liaison / IDS, LHSS Division*	
Shari Yates, *Interim Dean of Instruction, CTE*	

32. Approval of the Agenda: 1st Haines/2nd Lowden/Approved by consensus

33. Approval of Minutes from October 27, 2020: Vermillion/Lowden/Approved by consensus

34. **Action Items**

   a. See below for actions

   b. Chair Douglass paused before voting to thank the committee for the incredible work they have done throughout 2020 but especially this fall for course compliance updates, distance ed approvals, Ethnic Studies requirements, and Equity conversations, questions, and plans.

35. Reports

a. Curriculum Chair – Kelly Douglass
    i. Competency Based Education Update
        1. Chair Douglass, Dr. Sellick, and Dr. Farrar met last week and agreed submit the multiple choice interest form saying that we were interested in possible Competency Based Education in the future, but not interested in the Collaborative (the pilot) at this time.
        2. I have materials I will send to info group for future presentation to committee in spring.
    ii. Report from Academic Senate Plenary
        1. Attended several sessions thinking about equity and curriculum broadly, and equity and our curriculum processes more narrowly.
        2. Questions and discussion about how to review for culturally responsive curriculum; Chair Douglass wondered in break out about a curriculum review rubric of some kind where among unit hours math, objectives, sample assignments, there is also a checklist item for culturally responsive and/or anti-racist curriculum so that this is just integrated into our regular process.
        3. More to share at next meeting
    iii. Reminder: December 8; we are scheduled for a meeting; will update after December 1 TR/DCC
b. Articulation Officer – Ellen Drinkwater – report held to next RCC CC because of time
c. Instructional Programs Support Coordinator – Casandra Greene
    i. Update on compliance – we have gone from 67% of our courses out of compliance to 16% out of compliance. We have also reviewed almost 800 distance education proposals.
    ii. November quarterly reports will be sent this month.
d. Tech Review Chair – Steven Schmidt – report held to next RCC CC because of time
e. CIO – Carol Farrar
    i. Dr. Farrar thanked the committee for years of collaboration.
    ii. The committee members shared their thanks to Dr. Farrar for her continued work to support to the committee and curriculum work.
f. Equity-Minded Curriculum – Open - reports held to next RCC CC because of time
36. Curriculum Policy & Procedure - none
37. Open Forum
    • Q: When we review DE, is our focus on the emphasis on regular substantive contact or on the integrated connection to course outcomes and objectives?
    • A: Both; faculty should demonstrate how course content is delivered and assessed by connecting delivery and assessment methods to specific course objectives and outcomes, and, they should also demonstrate how they will facilitate regular effective content again by connecting those contacts methods to specific course objectives and outcomes in their response.

Action Items:
23. Spreadsheet of technical corrections: pg.4-6

Information Items:

Roll Call Vote Tally Sheet: pg. 28

Attachments: October 27, 2020

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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.

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Action Item: Spreadsheet of Technical Corrections;
1ˢᵗ Williams/ 2ⁿᵈ Brown/ Approved by consensus

TYPE	DISC-CODE	TITLE	COMMENTS/CONCERNS
TR MAJ	CHE-1AH	Honors General Chemistry, I	Unable to find "In Review," only active and historical in Meta
TR MAJ	CHE-1BH	Honors General Chemistry, II	Unable to find "In Review," only active and historical in Meta
TR MAJ	FTV-38B	Advanced Film, Television and Video Production Project	Need to link FTV 38A in Entrance Skills; FIXED SS lab content not split out in course content like FTV-38A
TR MAJ	FTV-48	Short Film Production	FTV 74 needs to be linked in Entrance Skills FIXED SS
TR MAJ	FTV-72	Introduction to Lighting Design for Film and Television	Need to add TBA option to the top of proposal. It is in the description
TR MAJ	FTV-74	Production Planning and Management	FTV-38A or FTV-48 need to be linked in Entrance Skills FIXED SS
TR MAJ	HIS-44	Asian American History	Unable to find "In Review," only active and draft in Meta
TR MAJ	PHI-14	Survey of Black Thought	Unable to find "In Review," only active, draft and historical in Meta
TR MAJ	PHI-19	Native American Thought	Unable to find "In Review," only active and historical in Meta
MAJ	ADJ-15	Narcotics	There are odd dots in in particualr words in the course objectives and SLO sections; do they want all those GE SLOs linked?
MAJ	ADJ-20	Introduction to Corrections	There are odd dots in in particualr words in the course objectives and SLO sections;do they want all those GE SLOs linked?
MAJ	ADJ-21	Control & Supervision in Corrections	There are odd dots in in particualr words in the course objectives and SLO sections; do they want all those GE SLOs linked?
MAJ	ADJ-22	Legal Aspects of Corrections	There are odd dots in in particualr words in the course objectives and SLO sections; do they want all those GE SLOs linked? Under Course Materials, #2 & 3 have no date on textbooks
MAJ	ADJ-25	Introduction to Probation and Parole	There are odd dots in in particualr words in the course objectives and SLO sections; do they want all those GE SLOs linked?
MAJ	AHS-2H	Honors Art History of Western Art: Renaissance through Contemporary	Formatting of course content off

MAJ	ANT-4	Native American Cultures	Formatting of course content off
MAJ	ART-22	Basic Design	Objectives are same as the SLO's. In general, I am concerned with many of the Art courses that use the word "successful" embedded within the SLO.
MAJ	ART-24	Three Dimensional Design	Objectives are same as the SLO's
MAJ	ART-40A	Figure Drawing-Introduction	SLOs are vague - esp, 2 & 3 (misspelled "land" instead of "and"
MAJ	CHE-12A	Organic Chemistry, I	Formatting of course content off
MAJ	CHE-12B	Organic Chemistry, II	Formatting of course content off
MAJ	CHE-17	Introduction to the Development of Modern Science	Writing Assignments: Watch "The Radium Girls" (tie to writing)
MAJ	CHE-2A	Introductory Chemistry, I	Formatting of SLOs: #5 and 6 read: This box should be deleted, but computer unwilling. This box should be deleted.
MAJ	CHE-3	Fundamentals of Chemistry	Formatting - SLOs: #4 and 6 read "delete"
MAJ	ECO-4	Introduction to Economics	Formatting - Gen Ed Outcomes listed after SLO section (haven't seen this before); change comma in Course Description here "...and prices as well as, basic supply..." to here "...and prices, as well as basic supply..."
MAJ	FTV-67	Introduction to Video Production	Formatting of course content off
MAJ	GEO-1	Physical Geology	Formatting of course content off
MAJ	GEO-1L	Physical Geology Laboratory	Formatting of course content off
MAJ	GEO-2	Geology of National Parks and Monuments	
MAJ	GEO-3	Geology of California	Formatting of course content off
MAJ	GEO-4	Earth Science for Educators	Formatting of course content off
MAJ	JOU-1	Introduction to Journalism	Formatting of course content off
MAJ	JOU-7	Mass Communications	Formatting of course content off
MAJ	MAG-47	Applied Business and Management Ethics	Formatting of course content off
MAJ	PHY-11	Physics Laboratory	Formatting of course content off
MAJ	PHY-4C	Heat, Light and Waves	Formatting of course content off

DE	GEG-4DE	Geography of California	No attached DE proposals in the attached files. Looked in Meta and there is not hardly anything there in the old format
NEW	ADJ-31	Cybercrime & Digital Forensics	Tighten course description (It's a list of course content); Each SLO is linked to 3-4 GESLOs; Letter grade only needed
NEW	ETS-1	Introduction to Ethnic Studies	Tighten course description(?); Missing: 54 hours lecture and letter grade only
NEW	ETS-13	Survey of Black Thought	Missing in Course Description: Letter Grade only
NEW	ETS-14	African American History I	Tighten course description; Letter Grade only
NEW	ETS-15	African American History II	Letter grade only
NEW	ETS-19	Native American Thought	Letter grade only
NEW	ETS-2	Introduction to Chicana/o/x Studies	Missing in Course Description: Letter Grade only
NEW	ETS-20	Survey of African American Literature	First sentence of course decription-switch the words early and the around
NEW	ETS-21	Latinx Politics	Missing in Course Description: Letter Grade only; Change "challenge" to "challenged" in course description?
NEW	ETS-23	Race, Ethnicity, and Politics in America	Missing in Course Description: Letter Grade only; Course content 1.d: remove end-parenthesis after Roe v. Wade
NEW	ETS-27	Native American Cultures	Missing in Course Description: Letter Grade only
NEW	ETS-28	Native American History I: Early Contact Period	Missing in Course Description: Letter Grade only
NEW	ETS-29	Native American History II: Contemporary Society	Missing in Course Description: Letter Grade only
NEW	ETS-3	Introduction to African American Studies	Missing in Course Description: Letter Grade only
NEW	ETS-44	Asian American History	Missing in Course Description: Letter Grade only
NEW	ETS-7	Women of Color in the United States	Missing in Course Description: Letter Grade only
NEW	ETS-8	Introduction to Black Feminism	Missing in Course Description: Letter Grade only; Black Feminist Thought is capitalized in the course description but not in Objectives or Content (consistency?)

Course	Long_Title	Rationale	Cam-pus

This separate list of Course Major Modifications and one Minor Modification should be reviewed and considered to be voted on just like the regular list below, but we will vote on these items separately for procedural reasons to be explained at our November 10 meeting.

Note: Member Pessah was not yet in attendance during votes below until his arrival is noted.

Course Major Mods

Motion to approve CHE Major Mods in this special section pending Tech Review approval:
1st Gibbons-Anderson; 2nd Kearn; approved unanimously (see roll call vote)

Course	Long_Title	Rationale	Cam-pus
CHE-1AH	Honors General Chemistry, I	*To match CHE 1A below*	MR
CHE-1BH	Honors General Chemistry, II	*To match CHE 1B below*	MR

Motion to approve ETS 40 pending Tech Review approval, noting that this was mis-labeled on the agenda as a major mod, but it is a New Course: 1st Gibbons-Anderson; 2nd Haines; approved unanimously (see roll call vote)

Course	Long_Title	Rationale	Cam-pus
NEW COURSE: ETS-40	Interdisciplinary Research Methods in Ethnic Studies	*As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	R **Approved pending TR approval**

Motion to approve FTV, PHS, and POL Major Mods in this special section and the FTV 77 Minor Mod, pending Tech Review approval: 1st Lowden; 2nd Boshara; approved unanimously (see roll call vote)

Course	Long_Title	Rationale	Cam-pus
FTV-12	History of American Film	*Minor mod converted to major mod: Update objectives and text*	R **Approved pending TR approval**
FTV-38A	Beginning Film, Television and Video Production Project	*Minor mod converted to major mod: Update objectives and text*	R **Approved pending TR approval**
FTV-38B	Advanced Film, Television and Video Production Project	*Minor mod converted to major mod: Update objectives and text*	R **Approved pending TR approval**
FTV-41	Introduction to Telecommunications	*Minor mod converted to major mod: Update objectives and text*	R **Approved pending TR approval**
FTV-42	Writing for Broadcast Television	*Minor mod converted to major mod: Update objectives and text*	R **Approved pending TR approval**
FTV-48	Short Film Production	*Minor mod converted to major mod: Update objectives and text*	R **Approved pending TR approval**
FTV-65	The Director's Art in Filmmaking	*Minor mod converted to major mod: Update objectives and text*	R **Approved pending TR approval**

Course	Long_Title	Rationale	Campus	Status
FTV-72	Introduction to Lighting Design for Film and Television	*Minor mod converted to major mod: Update objectives and text*	R	**Approved pending TR approval**
FTV-74	Production Planning and Management	*Minor mod converted to major mod: Update objectives and text*	R	**Approved pending TR approval**

Motion to approve HIS 44 Major Mod pending match with ETS 44 and Tech Review approval:
1st Gibbons-Anderson; 2nd Lowden; approved unanimously (see roll call vote)

Course	Long_Title	Rationale	Campus	Status
HIS-44	Asian American History	*Crosslisted with ETS 44 below*	R	**Approved pending TR approval & match with ETS 44**

Motion to approve PHI 14 and 19 Major Mod pending match with ETS 13 and 19 and Tech Review approval:
1st Brown; 2nd Williams; approved unanimously (see roll call vote)
Discussion about high number of ETS courses proposed at once and how they will be articulated.

Course	Long_Title	Rationale	Campus	Status
PHI-14	Survey of Black Thought	*Crosslisted with ETS 13 below*	R	**Approved pending TR approval & match with ETS 13**
PHI-19	Native American Thought	*Crosslisted with ETS 19 below*	RN	**Approved pending TR approval & match with ETS 19**
PHS-5	Weather and Climate	*Crosslisted with GEG 5 below*	R	**Approved pending TR approval**
POL-1H	Honors American Politics	*To match POL 1 already passed and at DCC*	MNR	**Approved pending TR approval**

Course Minor Mods

Course	Long_Title	Rationale	Campus	Status
FTV-77	Intermediate Lighting Techniques for Film, TV and Video	*Minor mod accidentally left off of TR agenda: Update text*	R	**Approved pending TR approval**

Course	Long_Title	Rationale	Campus

Motion to approve all course deletions and exclusion:
1st Williams; 2nd Vermillion; approved unanimously (see roll call vote)

Course Deletions

AUT-71	Ford Electrical and Electronic Systems	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-72	Ford Applied Electronics	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-73	Ford Engine Performance	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-74	Ford Brakes, Steering, and Suspension Systems	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-75	Ford Engine Repair	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-76	Ford Advanced Chassis Systems	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-78	Ford Manual Transmissions and Drive-Train Systems	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-79	Ford Automatic Transmissions and Transaxles	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-80	GM Minor Services and Pre-Delivery	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-81	GM Electrical and Electronics Systems	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-82	GM Applied Electronics	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-83	GM Engine Performance	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-84	GM Brakes, Steering and Suspension Systems	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-85	GM Gasoline Engine and Repair	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-86	GM Advanced Chassis Systems	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-87	GM Heating and Air Conditioning Systems	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-88	GM Manual Transmissions and Drivetrains	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**
AUT-89	GM Automatic Transmissions and Transaxles	*Program Discontinued- Has not been offered in over ten years.*	R	**Approved**

Course Exclusions

GUI-48A	College Success Strategies-Study Skills	*Course has not been offered at Riverside for a number of years and faculty do not plan to offer it.*	R	**Approved**

Note: Member Boshara returned and was present for all remaining votes.

Motion to approve all major modifications from ADJ through BUS 10H:
1st Williams; 2nd Kearn; approved unanimously (see roll call vote)

Course Major Modifications

ADJ-15	Narcotics	*The course was due for a major modification; all aspects of the course were reviewed, changed, updated or deleted to best reflect current best practices, procedures, legal considerations, and theory.*	MR	**Approved**
ADJ-20	Introduction to Corrections	*This course needed to be updated in multiple capacities: textbooks needed expansion and updating, course content and student learning outcomes needed to be updated to reflect current best practices and trends within correctional science, old/outdated content needed to be deleted, course objectives needed to be updated for 2020.*	MNR	**Approved**
ADJ-21	Control & Supervision in Corrections	*This course needed to be updated in multiple capacities: textbooks needed expansion and updating, course content and student learning outcomes needed to be updated to reflect current best practices and trends within correctional science and criminal law, old/outdated content needed to be deleted, course objectives needed to be updated for 2020.*	MR	**Approved**
ADJ-22	Legal Aspects of Corrections	*The course needed to be updated in multiple capacities: textbooks needed expansion and updating, course content and student learning outcomes needed to be updated to reflect current best practices and trends within correctional science, old/outdated content needed to be deleted, course objectives needed to be updated for 2020.*	MR	**Approved**
ADJ-25	Introduction to Probation and Parole	*This course needed to be updated in multiple capacities: textbooks needed expansion and updating, course content and student learning outcomes needed to be updated to reflect current best practices and trends within correctional science, old/outdated content needed to be deleted, course objectives needed to be updated for 2020.*	R	**Approved**
AHS-1H	Honors History of Western Art: Prehistoric, Ancient, Medieval	*Updating discipline from ART to AHS.*	MR	**Approved**

AHS-2H	Honors Art History of Western Art: Renaissance through Contemporary	*Updating discipline from ART to AHS.*	MNR	**Approved**
ANT-4	Native American Cultures	*Updated SLOs to align with the new CSU Area F GE Breadth requirement. As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement through cross-listing with ETS 27.*	MNR	**Approved**
ART-22	Basic Design	*Updating course to reflect curriculum committee expectations.*	MNR	**Approved**
ART-24	Three Dimensional Design	*Add assignments*	MNR	**Approved**
ART-25A	Watercolor - Beginning	*Response to repeatability; program review.*	MNR	**Approved**
ART-25B	Watercolor - Intermediate	*This course addresses repeatability issues; program review. Norco has elected not to add this course to their inventory.*	MNR	**Approved**
ART-36A	Computer Art-Introduction	*Replace former repeatable class to meet changed state and district expectations.*	MNR	**Approved**
ART-36B	Computer Art-Intermediate	*Comply with repeatability changes and to allow for students to develop necessary competencies.*	MNR	**Approved**
ART-40A	Figure Drawing-Introduction	*Compliance with repeatability issue necessitates that a repeatable course is reduced from 4 semesters to 2 - each with a separate course outline*	MNR	**Approved**
ART-41A	Figure Painting-Introduction	*Comply with repeatability*	NR	**Approved**
ART-44A	Beginning Animation Principles	*Updating tops code to occupational*	R	**Approved**
ART-44B	Intermediate Animation Principles	*Updating tops codes to occupational*	R	**Approved**
ART-44C	Advanced Animation Principles	*Updating course to occupational tops code*	R	**Approved**
ART-50A	Beginning Storyboarding	*Updating tops code to occupational*	R	**Approved**
ART-50B	Intermediate Storyboarding	*Updating tops code to occupational*	R	**Approved**
ART-51A	Beginning Animation Production	*Updating tops code to occupational*	R	**Approved**
ART-51B	Intermediate Animation Production	*Updating tops code to occupational*	R	**Approved**
BUS-10	Introduction to Business	*Update textbook*	MNR	**Approved**
BUS-10H	Honors Introduction to Business	*To enhance the current honors offerings.*	MNR	**Approved**

Motion to approve all major modifications from CHE 10 through SCE 840:
1st Lowden; 2nd Vermillion; approved unanimously (see roll call vote)

CHE-10	Chemistry for Everyone	*Updating outdated items on the outline; providing sample assignments for the course. Approved December 11, 2012 to remove this course from the MVC inventory.*	NR	**Approved**
CHE-12A	Organic Chemistry, I	*Adding course objectives, linking GE SLOs, formatting MOI and MOE, updating textbooks and sample assignments*	NR	**Approved**
CHE-12B	Organic Chemistry, II	*Providing course objectives, linking GE SLOs, formatting MOI and MOE, updating textbooks and sample assignments*	NR	**Approved**
CHE-17	Introduction to the Development of Modern Science	*Updating outdated items on the outline; providing course objectives sample assignments.*	R	**Approved**
CHE-1A	General Chemistry, I	*Linking of General SLOs, reformatting of MOI, MOE, course content; updating sample assignments and textbooks.*	MNR	**Approved**
CHE-1B	General Chemistry, II	*Linking to GE SLOs, reformatting of MOI, MOE, update to textbooks and sample assignments*	MNR	**Approved**
CHE-2A	Introductory Chemistry, I	*Linking GE SLOs, formatting MOI and MOE, updating texts and sample assignments*	MNR	**Approved**
CHE-2B	Introductory Chemistry, II	*Addition of course objectives, linking GE SLOs, updating textbook and sample assignments.*	MNR	**Approved**
CHE-3	Fundamentals of Chemistry	*Insertion of required course objectives, correction to course content for articulation with Cal Poly, reformatting of MOI and MOE, linking of GE SLOs, updating text and sample assignments.*	NR	**Approved**
CIS-17A	Programming Concepts and Methodology II: C++	*Updates to Lab and Course Material*	MNR	**Approved**
CIS-17B	C++ Programming: Advanced Objects	*Added course objectives*	MNR	**Approved**
CIS-17C	C++ Programming: Data Structures	*Update Lab and Course Materials*	MNR	**Approved**
CSC-17A	Programming Concepts and Methodology II: C++	*Transfer Model Curriculum C-ID Comp 132. Addition of objectives.*	NR	**Approved**
CSC-17B	C++ Programming: Advanced Objects	*Added course objectives.*	R	**Approved**
CSC-17C	C++ Programming: Data Structures	*Updates to Lab and Course Material Content*	R	**Approved**
ECO-4	Introduction to Economics	*As part of the periodic comprehensive program review process for economics, all CORs in economics shall be updated for materials.*	MNR	**Approved**

ECO-5	Economics of the Environment	*As part of the periodic comprehensive program review process, all economics CORs will be updated.*	MR	**Approved**
ECO-6	Introduction To Political Economy	*Update as part of program review.*	MR	**Approved**
ECO-7	Principles of Macroeconomics	*As part of the periodic comprehensive program review process all economics CORs will be updated.*	MNR	**Approved**
ECO-7H	Honors Principles of Macroeconomics	*As part of the periodic comprehensive program review process all economics CORs will be updated.*	MNR	**Approved**
ECO-8	Principles of Microeconomics	*As part of the periodic comprehensive program review process all economics CORs will be updated.*	MNR	**Approved**
ECO-8H	Honors Principles of Microeconomics	*As part of the periodic comprehensive program review process all economics CORs will be updated.*	MNR	**Approved**
ENG-18	Survey of Native American Literature	*We are changing the course content to make ENG 18 compatible with the Ethnic Studies Breadth Requirement for CSU and to cross-list it with the Ethnic Studies discipline.*	MNR	**Approved**
ENG-20	Survey of African American Literature	*Course is being revised and updated for cross-listing with Ethnic Studies.*	MNR	**Approved**
ENG-25	Latinx Literature of the United States	*We updated the name to be more reflective of national Latinx courses and cleaned up the SLOs to make them more streamlined, in line with other literature courses, and better for assessment, we added the course objectives, we updated the course content, and we added language to the MoE section about critical literary analysis and requiring essay writing. We also added 1BH as an advisory and updated textbooks and authors. Additionally, it has been updated to cross list with Ethnic Studies.*	MR	**Approved**
FTV-53	Telecommunications Laboratory	*Update COR as part of program review. RCC CC held at October 27, 2020 to clarify entrance skill language without linked course.*	R	**Approved**
FTV-66	Advanced Digital Editing Concepts	*Repeatability has been removed due to changes to Title 5 effective Fall 2013.*	R	**Approved**
FTV-67	Introduction to Video Production	*Updating for ADT*	R	**Approved**
FTV-79	Introduction to Special Effects Make-Up for Film, Television and Video	*Revise assignments.*	R	**Approved**
GEG-4	Geography of California	*Updating course COR.*	MNR	**Approved**

GEG-5	Weather and Climate	*Update SLOs, add course objectives, and update course materials.*	MNR	**Approved**
GEG-6	Geography of the United States and Canada	*Update textbooks, Objectives, SLOs, etc.*	NR	**Approved**
GEG-7	Map Interpretation and Analysis	*Updating COR.*	MNR	**Approved**
GEG-8	Introduction to Geographic Information Systems, with Lab	*Update to COR.*	MNR	**Approved**
GEO-1	Physical Geology	*Update Textbook.*	R	**Approved**
GEO-1L	Physical Geology Laboratory	*Update textbook.*	R	**Approved**
GEO-2	Geology of National Parks and Monuments	*Update textbooks.*	R	**Approved**
GEO-3	Geology of California	*Update textbooks*	R	**Approved**
GEO-4	Earth Science for Educators	*This course is meant to satisfy the Earth Science requirements for the ADT in Elementary Education.*	R	**Approved**
ILA-800	Supervised Tutoring	*To add objectives and cleaning up some of the language.*	MNR	**Approved**
JOU-1	Introduction to Journalism	*Add course objectives. Update SLOs. Update entrance skills.*	MR	**Approved**
JOU-7	Mass Communications	*Add course objectives. Update SLOs. Update entrance skills.*	MNR	**Approved**
MAG-47	Applied Business and Management Ethics	*Update textbook to newer edition*	MNR	**Approved**
MAG-54	HRM: Employee Labor Relations	*Update course content, textbook*	R	**Approved**
PHY-10	Introduction to General Physics	*Inclusion of writing assignments, removal of incorrect cross reference to ACC 10, revision of SLOs and Topics, update text reference, addition of Advisory entry skills and course objectives.*	MNR	**Approved**
PHY-11	Physics Laboratory	*Update SLOs, MOE, MOI, textbooks*	MNR	**Approved**
PHY-2A	General Physics I	*Adding course objectives, updating course SLOs, course materials, sample assignments*	NR	**Approved**
PHY-2B	General Physics II	*Update course SLOs, link course SLOs to GE SLOs, update methods of instruction, sample assignments, textbooks*	NR	**Approved**
PHY-4A	Mechanics	*Update the course outline*	MNR	**Approved**
PHY-4B	Electricity and Magnetism	*Add class assignments*	MNR	**Approved**
PHY-4C	Heat, Light and Waves	*Adding topics: special relativity and modern physics to coincide with CSU courses; updating textbooks*	MNR	**Approved**
PHY-4D	Modern Physics	*Update the assignments*	MR	**Approved**

SCE-804	Engaging Topics for Lifelong Learners	*Updated course to be in compliance.*	MR	**Approved**
SCE-809	Computer Basics for Lifelong Learners	*Update SLO's and expand Course Outline.*	MR	**Approved**
SCE-811	Drawing and Painting for Lifelong Learners	*Minor title change; additions to SLO's and methods of assessment.*	MR	**Approved**
SCE-813	Healthy Aging for Lifelong Learners	*Requirement from State Chancellor's office.*	MR	**Approved**
SCE-830	Mature Driver Improvement for Lifelong Learners	*Update SLO's and methods of evaluation*	MR	**Approved**
SCE-840	Craft Design for Lifelong Learners	*Slight change in class name; adding SLO's and methods of evaluation.*	MR	**Approved**

Motion to approve all Distance Education proposals (DE and DX) except CIS 11 DE and GEG 4 DE: 1st Williams; 2nd Haines; approved unanimously (see roll call vote)

Distance Education (Standard)

ARA-11HDE	Honors Arabic Culture and Civilization		R	**Approved**

Motion to approve Distance Education proposals (DE) for CIS 11 DE and GEG 4 DE conditionally with updates checked and approved at DCC: 1st Boshara; 2nd Lowden; approved unanimously (see roll call vote)

CIS-11DE	Computer Architecture and Organization: Assembly		MNR	**Approved conditionally for updates at DCC**
CUL-824DE	The Art of Garde Manger		R	**Approved**
CUL-825DE	Menu Planning		R	**Approved**
CUL-826DE	Food Cost Accounting		R	**Approved**
CUL-827DE	Culinary Purchasing & Receiving		R	**Approved**
CUL-828ADE	Culinary Food Preparation 1		R	**Approved**
CUL-828BDE	Culinary Food Preparation 2		R	**Approved**
CUL-850DE	ServSafe Food Safety		R	**Approved**
GEG-4DE	Geography of California	*By offering Geography of California in the online format, the discipline hopes to make the course and also ADT completion accessible to a greater student population by serving students who may not be able to attend all of their courses in the face to face format. The online format has been successful for several other Geography courses in the district, including GEG-1, GEG-2 and GEG-3.*	MNR	**Approved conditionally for updates at DCC**

		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 materials are expected to enrich the cultural content of the class. 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.		
JPN-11DE	Japanese Culture and Civilization		R	**Approved**
MUS-11DE	Studio Recording Techniques		R	**Approved**
MUS-1DE	Teaching Music to Young Children		MR	**Approved**
MUS-P11DE	Live Sound Techniques I		R	**Approved**

Distance Education (Emergency-Only)

AHS-DX 1H-3	DX 1H-3		MNR	**Approved**
ART-DX 30,49	DX 30,49		R	**Approved**
ECO-DX 6	Introduction To Political Economy		MR	**Approved**
ECO-DX 8H	Honors Principles of Microeconomics		MNR	**Approved**
GEG-DX 1H	Honors Physical Geography		MNR	**Approved**
GEO-DX 1L	Introduction to Physical Geology Laboratory		R	**Approved**
GEO-DX FIELD	DX FIELD		R	**Approved**
GEO-DX LECLAB	DX LECLAB		R	**Approved**
GEO-DX LECT	DX LECT		R	**Approved**
ILA-DX 3	Student Resiliency		MNR	**Approved**
NRN-DX 200 H	Nursing Work Experience		R	**Approved**
NRN-DX 94 H	Nursing Clinical Development Practicum		R	**Approved**
NXN-DX 81	Introduction to Critical Care Nursing		R	**Approved**
OCE-DX 1	Introduction to Physical Oceanography		R	**Approved**

OCE-DX 1L	Introduction to Physical Oceanography Laboratory		R	**Approved**

New Courses

Motion to approve New Courses except ETS:
1ˢᵗ Williams; 2ⁿᵈ Gibbons-Anderson; approved unanimously (see roll call vote)

ADJ-31	Cybercrime & Digital Forensics	*A major deficiency identified across many criminal justice programs it the lack of introductory training and awareness of computer and mobile forensic equipment, investigative strategies, and legal considerations within digital investigations. The ADJ District Advisory Committee echoed the need for entry-level positions, including patrol officers, crime scene investigations, forensic investigators, or other law enforcement and criminal justice professionals, to have technical knowledge of proper evidence handling and processing of digital forensic evidence, the process and procedure of digital forensic investigations, and the proper process of protecting and ensuring evidentiary integrity within digital investigations. Many accredited undergraduate programs in criminal justice or law offer courses focusing on cybercrime and cybercrime-related investigations as well; RCC's ADJ program continues to update and improve our curriculum and offerings to best benefit the students, employers, and community. Further, recent grants have provided for the ADJ Criminalistics Learning Lab to purchase the technical equipment and supplies necessary to be able to effectively offer this course to students.*	R	**Approved**
CIS-801	Remote Work Technology	*This course is part of a three course noncredit CDCP workforce Certificate of Completion.*	R	**Approved**
CIS-802	Remote Work Communication Tools and Apps	*This course is one of three classes developed for a noncredit CDCP workforce Certification of Completion.*	R	**Approved**
CIS-803	Remote Productivity and Time Management Tools	*This course is one of three in a CDCP noncredit workforce Certificate of Completion.*	R	**Approved**
ENG-24	Survey of Asian American Literature	*This single-semester survey of Asian American literature will complement RCC survey courses in Latino, African American, and Native American literatures. Course also may be a possible candidate for ETS cross-list*	MNR	**Approved**

Motion to approve New ETS Courses: 1ˢᵗ Kearn; 2ⁿᵈ Haines; approved unanimously (see roll call vote)
Discussion of high number of classes being proposed. Question asked if it is good for students to be presented with so many ETS options; are we doing too much too soon? Answers and discussion included we are following the

lead of our transfer partners at the CSU Chancellor's office. While we learned that just last week a possible waiver exists for CCCs who cannot be ready by Fall 2021, the requirement for students *won't* change. If we hold off until Fall 2022, RCC students would only have one year to get the requirement rather than the two years that we are providing by doing this work now. Question about the number of courses and that there are fewer with Latinx focus given our college population; response included areas of expertise among existing faculty in ETS and that growth and expansion among courses in certain areas is planned for future when faculty with those subject-matter expertise areas are available. It was noted that there are only five truly new courses; the rest are from already existing courses that are being cross listed. There are eight ADTs in Social Justice that some courses will align with, but the first step is creating courses. Also, there are current ADTs at RIV that will have the cross-listed ETS courses already in them as degree options because the non-ETS discipline version of the course is already in them. It is fine to have a variety of options for students to meet the Area F requirements, as they have many options for other Area requirements as well. Question about upper division options; right now directive is for this requirement to be met in lower division.

ETS-1	Introduction to Ethnic Studies	*Introduction to Ethnic Studies affords students an intellectual grounding in the discipline of Ethnic Studies. As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	R	**Approved**
ETS-13	Survey of Black Thought	*As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	R	**Approved**
ETS-14	African American History I	*Ethnic Studies has been approved as a discipline, and it is currently listed in the Course Catalogs at MVC and RCC. In light of new developments with AB 1460 requiring all CSU students take a 3-unit Ethnic Studies course to graduate beginning academic year 2024-25, we believe the inclusion of Ethnic Studies as a discipline would aid students by spotlighting courses that meet these requirements and cross-listing them with courses already in existence in the District.*	MR	**Approved**
ETS-15	African American History II	*Ethnic Studies has been approved as a discipline, and it is currently listed in the Course Catalogs at MVC and RCC. In light of new developments with AB 1460 requiring all CSU students take a 3-unit Ethnic Studies course to graduate beginning academic year 2024-25, we believe the inclusion of Ethnic Studies as a discipline would aid students by spotlighting courses that meet these requirements and cross-listing them with courses already in existence in the District.*	MR	**Approved**

ETS-18	Survey of Native American Literature	*This is the cross-listed version of an existing ENG course that has been revised to be compatible with the Ethnic Studies Breadth Requirement for CSU and to cross-list it with the Ethnic Studies discipline.*	MNR	**Approved**
ETS-19	Native American Thought	*As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	NR	**Approved**
ETS-2	Introduction to Chicana/o/x Studies	*As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	MNR	**Approved**
ETS-20	Survey of African American Literature	*This course is the ETS version of the ENG course that was revised and updated for cross-listing with Ethnic Studies.*	MNR	**Approved**
ETS-21	Latinx Politics	*Latinx Politics affords students an understanding of structures of political, social, and economic power from the history and experiences of the Latinx population in the US. As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	MNR	**Approved**
ETS-23	Race, Ethnicity, and Politics in America	*Race, Ethnicity and Politics in America affords students an understanding of social, political and economic power that centers the experiences of historically marginalized populations in the US. As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	MNR	**Approved**
ETS-24	Survey of Asian American Literature	*This single-semester survey of Asian American literature will complement RCC survey courses in Latino, African American, and Native American literatures. Course is ETS version of updated ENG course for cross-listing and CSU Ethnic Studies requirement.*	MNR	**Approved**

ETS-25	Latinx Literature of the United States	*This course is the ETS version of the existing ENG course it will be cross-listed with. The ENG course was updated for the name to be more reflective of national Latinx courses and cleaned up the SLOs to make them more streamlined, in line with other literature courses, and better for assessment, we added the course objectives, we updated the course content, and we added language to the MoE section about critical literary analysis and requiring essay writing. We also added 1BH as an advisory and updated textbooks and authors. Additionally, the ENG course was updated to cross list with Ethnic Studies, and all of those changes are reflected in the new ETS course version.*	MNR	**Approved**
ETS-27	Native American Cultures	*As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	MNR	**Approved**
ETS-28	Native American History I: Early Contact Period	*As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	R	**Approved**
ETS-29	Native American History II: Contemporary Society	*As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	R	**Approved**
ETS-3	Introduction to African American Studies	*Introduction to African American studies affords students an intellectual grounding in the discipline of African American Studies. As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	R	**Approved**
ETS-44	Asian American History	*Ethnic Studies has been approved as a discipline. In light of new developments with AB 1460 requiring all CSU students take a 3-unit Ethnic Studies course to graduate beginning academic year 2024-25, we believe the inclusion of Ethnic Studies as a discipline would aid students by spotlighting courses that meet these requirements and cross-listing them with courses already in existence in the District.*	R	**Approved**

ETS-7	Women of Color in the United States	*As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	R	**Approved**
ETS-8	Introduction to Black Feminism	*As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.*	R	**Approved**
GEG-30B	Field Studies in Geography	*As part of Instructional Program Review, it was noted that UC and CSU campuses offer courses in Geography Field Studies. The District Geography Department determined that offering a Geography field studies course will provide students new and exciting opportunities to engage in Geography in a manner that supports and enhances learning experience of students enrolled in other Geography courses.*	MNR	**Approved**
GEG-30C	Field Studies in Geography	*As part of Instructional Program Review, it was noted that UC and CSU campuses offer courses in Geography Field Studies. The District Geography Department determined that offering a Geography field studies course will provide students new and exciting opportunities to engage in Geography in a manner that supports and enhances learning experience of students enrolled in other Geography courses.*	MNR	**Approved**
GEG-30D	Field Studies in Geography	*As part of Instructional Program Review, it was noted that UC and CSU campuses offer courses in Geography Field Studies. The District Geography Department determined that offering a Geography field studies course will provide student new and exciting opportunities in Geography in a manner that supports and enhances learning experience of students enrolled in other Geography courses.*	MNR	**Approved**

Motion to approve all program discontinuance and modification proposals:
1st Brown; 2nd Williams; approved unanimously (see roll call vote)

Program Discontinuance -- Certificates

ADJ-DISC VSA R	Victim Services Aid	*There is no longer a market for employability for this certificate.*	R	**Approved**
BUS-DISC OPM R	Operations and Production Management	*There is no longer a market for employability for this certificate, and several of the associated courses are no longer offered.*	R	**Approved**

Program Discontinuance -- Degrees and Certificates

AUT-DISC FS	Automotive Technology - Ford Specialty	*Program and coursework is outdated and courses have not been offered in a significant amount of time. Also, there is no longer an agreement with Ford to continue offering the program.*	R	**Approved**
AUT-DISC GM	Automotive Technology - General Motors Specialty	*Program and coursework is outdated and courses have not been offered in a significant amount of time. Also, there is no longer an agreement with GM to continue offering the program.*	R	**Approved**
BUS-DISC BF R	Business Administration - Banking and Finance	*The banking courses specific to the program are no longer being offered.*	R	**Approved**
BUS-DISC IC R	Business Administration - Insurance	*This program and many of the associated courses are no longer offered at Riverside. This program is moving through the discontinuance process to officially remove it from the program inventory.*	R	**Approved**
CIS-DISC IS R	Information Security	*This local program was replaced by a state approved certificate.*	R	**Approved**

Program Modifications - ADT

BUS-ADT BA R	Business Administration	*Adding PSY/SOC 48 to Statistics options in List A.*	R	**Approved**

Program Modifications - Degrees and Certificates

BUS-3	Deletion of BUS-3 from Programs	*BUS-3 is being deleted from the district wide catalog and will be deleted from the following programs:1. AOE – Administration and Information Technology (MNR)2. Cosmetology Business Administration - Entrepreneurial Concentration (D-537/C-537) (R)3. Cosmetology Business Administration - Management and Supervision Concentration (A-535/C-535) (R)4. Business Information Worker (C-522) (MNR)5. Administrative Office Professional (C-637) (R)6. Executive Office Management (A-639/ C-639) (R)7. Entrepreneurship (A-531/ C-531) (R)8. Business Admin: Real Estate Concentration (A-527/C-527) (MNR)9. Business Admin: Marketing Concentration (A-525/ C-525) (MR)10. Business Admin: Management Concentration (A-623/ C-62 (MNR)11. Business Admin: Human Resources Concentration (A-623/ C-623) (R)12. Business Admin: General Business (A-524/ C-524) (MNR)13. Business Admin: Accounting Concentration (A-523/ C-523) (MNR) 14. Business Admin: Logistics Management Concentration (A-580/ C-580) (N)15. Medical Transcription (A-701/ C-701) (M)*	MNR	**Approved**

| BUS-CERT MC R | Business Administration: Management Concentration | *MAG-46: Contemporary Quality Systems Management course is being removed as an elective option, as the course is not being offered due to low enrollment over the span of many years.* | R | **Approved** |

Information Items -- MVC and NC Proposals

Course Inclusions

ENG-18	Survey of Native American Literature	*Course will be crosslisted with ETS. Adopting to expand course offerings in the ETS discipline.*	N
ENG-18	Survey of Native American Literature	*Course will be crosslisted with ETS. Adopting to expand course offerings in the ETS discipline.*	M
ENG-25	Latinx Literature of the United States	*Course will be crosslisted with ETS. Adopting to expand course offerings in the ETS discipline.*	N

Course Major Modifications

ARE-24	Revit I-Architectural Drafting	*Change only in course title from "Architectural Drafting" to "Revit I-Architectural Drafting". To update the course name with current Computer Aided Drafting / Building Information Modeling program used in Architectural Drafting to improve enrolment. (no change in content/pre-requisite).*	N
ADJ-41	Technology & Investigative Analysis	*In this course, the student will learn a variety of software programs and applications utilizing available technologies to assist in analysis of investigations. Create charts and graphs to identify crime trends and patterns.*	M
ARE-25	Revit II-Advanced Architectural Drafting	*Change only in course title from "Advanced Architectural Drafting" to "Revit II-Advanced Architectural Drafting". To update the course name with current Computer Aided Drafting / Building Information Modeling program used in Architectural Drafting to improve enrolment. (no change in content/pre-requisite).*	N
DEH-12B	Oral Radiology Laboratory	*Add course objectives and update texts.*	M
DEH-13	Infection Control in Dentistry	*Add objectives and update texts.*	M
DEH-15	Head and Neck Anatomy	*Updating of course objectives and textbooks.*	M
DEH-17	General Pathology	*Update course course objectives and textbooks.*	M
DEH-22	Oral Radiology Interpretation	*To update course objectives and textbooks.*	M

DEH-23	Introduction to Periodontology	*To update course objectives and COR.*	M
DEH-24	Ethics	*To update COR and course objectives.*	M
DEH-25	Medical and Dental Emergencies	*To update SLOs and Course Objectives.*	M
DEH-28	Basic and Applied Pharmacology	*To update SLOs and Course Objectives.*	M
DEH-30B	Clinical Dental Hygiene #4	*To update SLOs and Course Objectives.*	M
DEH-31	Clinical Seminar #2	*To update SLOs and Course Objectives.*	M
DEH-33	Periodontology	*To update SLOs and Course Objectives.*	M
DEH-36	Research Methodology	*To update SLOs and Course Objectives.*	M
DEH-41	Clinical Seminar #3	*Course objectives were not listed.*	M
DEH-42	Practice Management and Jurisprudence	*To update SLOs and Course Objectives.*	M
DFT-24	REVIT I-Architectural Drafting	*Only course title changed from "Architectural Drafting" to "REVIT I-Architectural Drafting".*	N
HMS-14	Job Development	*Update educational methodology* *update COR update textbook, add objectives*	M
HMS-60	Introduction to Drugs and Alcohol	*Updated COR: add objective and description*	M
HMS-61	Evaluation of Narcotics and Controlled Substances	*Updated COR: update textbook; update description/short title*	M
HMS-62	Introduction to the DSM-5	*Updated COR; update description; short title; update repeatability to zero.*	M
HMS-69	Careers in Social Work- Entry Level Employment & Career Planning in Human Services	*Update COR: update objectives; update textbook; short description ; update repeatability to zero*	M
HMS-71	Social Work Administration Studies - Grant Writing	*Update COR; update textbook, add/delete objectives; update description*	M
MDA-1A	Medical Terminology 1A	*Adding objectives and updating textbook*	M
MDA-1B	Medical Terminology 1B	*Adding objectives and updating textbook*	M

Distance Education (Standard and Emergency-Only)

ART-DX 6 CRC	Art Appreciation		N
CMI-DX 61	Introduction to Translation		M
CMI-DX 71-91	DX 71-91		M
ECO-DX 7,8 CRC	DX 7,8 CRC		N
ELC-DX 102320	DX 102320		N
ELC-DX 102720	DX 102720		N
ELE-DX 102320	DX 102320		N
ELE-DX 102720	DX 102720		N
FIT-CO2ADE	Human Resource Management	*The course content for this subject matter is ideal for hybrid and online delivery. In the online environment, the course includes assignments that require the student to research and discuss elements pertaining to Human Resources within the Fire Service. Using recorded lecture, video conferencing and threaded discussions, students are given the opportunity to teach each other about their findings. Regular deadlines are set throughout the term of the course for all discussions, written work, quizzes, research results, and peer-review written evaluations of related activities.*	M
FIT-DX CO2ABC	DX CO2ABC		M
GUI-DX CRC	DX 47,48 CRC		N
HIS-DX 6,7 CRC	DX 6,7 CRC		N
HLS-101DE	Introduction to Emergency Management		M
MAN-DX 102320	DX 102320		N
MAN-DX 102720	DX 102720		N
MAT-DX CRC	DX CRC		N
MDA-54ADE H	Clinical Medical Assisting I		M
MDA-54BDE H	Clinical Medical Assisting II		M
MUS-DX 19 CRC	Music Appreciation		N
MUS-DX 19H	Honors Music Appreciation		MN

MUS-DX 23 CRC	History of Rock and Roll		N
POL-DX 1 CRC	American Politics		N
PSY-DX CRC	DX CRC		N

New Discipline

ETS-DISP ES M	Ethnic Studies	*Ethnic Studies has been approved as a discipline, and it is currently listed in the MVC Course Catalogue with eight courses. It has yet to be included in Curricunet/Nuventive as its own discipline. In light of new developments with AB 1460 requiring all CSU students take a 3-unit Ethnic Studies course to graduate beginning academic year 2024-25, we believe the inclusion of Ethnic Studies as a discipline would aid students by spotlighting courses that meet these requirements.*	M

Program Modifications

BUS-AS 521 M	Business Administration: Management Concentration	*MAG-46 is being removed the elective options, as the course is not being offered due to low enrollment over the courses of many years.*	M
BUS-AS BAMC N	Business Administration: Management Concentration	*MAG-46 is being removed the elective options, as the course is not being offered due to low enrollment over the courses of many years.*	N

Curriculum Committee voting record table. The table is presented rotated on the page; columns are motions and rows are committee members.

MOTION	Attendance	Agenda	Minutes	Motion to approve spread sheet items	Motion to Approve ETS 40 pending tech review approval	Motion to approve - FTV 12, 38a, 38b, 41, 42, 48, 65, 72, 74, PHS 5, POL 1H, FTV 77	Motion to Approve CHE 1AH and 1BH	Motion to approve HIS 44 as long as it matches ETS 44 and pending Tech Review approval	Approve PHI 14 and 19 as long as they match ETS 13 and 19 (respectively) and pending Tech Review Approval	Motion to Approve all course deletions and exclusions	Motion to Approve Major Mods ADJ through BUS 10H	Motion to Approve Major Mods CHE 10 through SCE 840	Motion to approve all DE proposals standard and emergency excluding CIS11DE and GEG4DE	Motion to approve CIS11DE and GEG4DE with updates approved at DCC	Motion to approve new courses excluding except ETS	Motion to Approve all new ETS courses	Motion to Approve all Program Discontinuance and program modifications
FIRST		Haines	Vermillion	Williams	Gibbons Anderson	Lowden	Gibbons-Anderson	Lowden	Brown	Williams	Williams	Lowden	Williams	Boshara	Williams	Kearn	Brown
SECOND		Lowden	Lowden	Brown	Mark Haines	Boshara	Kearn	Gibbons-Anderson	Williams	Vermillion	Kearn	Vermillion	Haines	Lowden	Gibbons-Anderson	Haines	Williams
(Result)		Approved by Consensus	Approved by Consensus	Approved by Consensus	Motion Approved	Motion Approved	Motion Approved	Motion Approved	Motion Approved	Motion Approved	Motion Approved	Motion Approved	Motion Approved	Motion Approved	Motion Approved	Motion Approved	Motion Approved
Hayley Ashby, Lib	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Madeline Bettencourt, Cosmo	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Michelle Black, Math	X				Yes	Yes	Yes	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	Yes	Yes	Yes
D Brown, His/Hum/Phil/Ethnic Studies	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Paul Conrad, BIST																	
Ellen Drinkwater, Counseling/Articulation	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Joanie Gibbons-Anderson, Com	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bobbie Grey, Chem	X				Yes	Yes	Yes	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	Yes	Yes	Yes
Scott Hernandez, AT																	
Robert Jew, Art																	
Tammy Kearn, Eng	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Clara Lowden, Kin	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Karyn Magno, Cou	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sam Pessah, WL	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Toni Rangel, ECS	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Aaron Sappenfield, Phy Sci	x				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Steve Schmidt, Music	x				Yes	Yes	Yes	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	Yes	Yes	Yes
Amy Vermillion, Nur	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Kweku Williams, BSPsych	X				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Non-Voting Members and Guests																	
Kelly Douglass	X																
Carol Farrar	X																
Casandra Greene	X																
Jeanine Gardenier	X																
Ajia Starr	X																
Guests																	
Mia Timme	X																
Shari Yates	X																

Riverside City College
Curriculum Committee
Minutes
February 23, 2021 • 3-5 pm • ~~Hall of Fame~~ / https://cccconfer.zoom.us/j/92288166514
Meeting ID: 922 8816 6514

1. Call to Order at 3:04

Voting Committee Members Present	Voting Committee Members Absent
Michelle Black, *Mathematics Dept. Rep. (20-22)*	**Madeline Bettencourt**, *Cosmetology Dept. Rep. (19-21)*
(D.) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	**Jay Boshara**, *Economics/Geography/Political Science Dept.*
Ellen Drinkwater, *Articulation Officer*	**Paul Conrad**, *Business Admin/Info Sys Tech Dept. Rep. (20-22)*
Joanie Gibbons-Anderson, *Communication Studies Dept. Rep. (19-*	**Scott Hernández**, *Applied Technology Dept. Rep. (20-22)*
Bobbie Grey, *Chemistry Dept. Rep. (19-21)*	
Mark Haines, *Dance and Theater Dept. Rep. (20-22)*	
Shannon Hammock, *Library/Learning Resources Dept. Rep. (20-22)*	
Robert Jew, *Art Dept. Rep. (19-21)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (19-21)*	
Karyn Magno, *Counseling Dept. Rep. (19-21)*	
Samuel Pessah, *World Languages Dept. Rep. (20-22)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steven Schmidt, *Music Dept. Rep. (19-21); Technical Review Com*	
Cathy Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members and Guests	
Kristi DiMemmo, *Interim VP Planning & Development, Administrative*	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (19-20);*	
Jeanine Gardner, *Admissions and Records*	
Casandra Greene, *RCC Curriculum ISC*	
Albert Jaramillo, *ASRCC Student Representative*	
Susan Mills, *Interim VP of Academic Affairs*	
Shari Yates, *Interim Dean of Instruction, CTE*	

2. Approval of the Agenda: 1st Williams; 2nd Lowden; approved by consensus

3. Approval of Minutes: November 10, 2020: 1st Lowden; 2nd Williams; approved by consensus

4. **Action Items (see below)**

5. Reports

    a. Curriculum Chair – Kelly Douglass

        i. Introduction to new and returning committee members:

            1. Welcome back to the committee Shannon Hammock for the Library.

2. Welcome Dr. Kristine Di Memmo as our administrative co-chair

3. Welcome Dr. Susan Mills as our CIO

   ii. Updates

1. Spring is the time to revise CORs

2. We understand the question is being asked: How will our Emergency approvals be in the fall if we are still if we are still in an emergency situation and/or if we are partially returned. Will be discussed at Tech Review next week; Chair Douglass will share at next Curriculum Committee unless time sensitive in which case there will be an email update.

b. Articulation Officer – Ellen Drinkwater

   i. C-ID update

1. Psy10 was approved for C-ID PSY 115

2. ETS 1 being submitted for C-ID SJS 110

3. If you have courses, you want submitted for C-ID please reach out to Ellen so it can be submitted. Also, for assistance with ADTs or course to course articulations with CSU/UC.

4. See attached RCCD C-ID Update

   ii. Articulation Timeline

1. Submitted for CSU ongoing; UC Transfer July 21; Submit for IGETC and CSU GE – Dec 2021.

2. UC approved courses approved for Fall 20 and in catalog addendum: ADM 74A; ADJ 8, 9H, 19, 20; ARA 11H; ASL 22; BUS 40; CIS 30A; EAR 26; ENE 10, 38; ENG 1A/1AH; ESL 49/50; FTV 64A; GEO 30A, 30B, 31, 32; KIN 26; MUS P11; PHO 9; PHI 36; POL 10; SOC 10H

c. Instructional Programs Support Coordinator – Casandra Greene

   i. Compliance reports will be out as soon as possible

   ii. CTE programs and advisory minutes: If you have a CTE program, please make sure you have advisory minutes that are current.

d. Tech Review Chair – Steven Schmidt

   i. Curriculum handbook is being updated.

   ii. Will be at RCC CC for review soon

e. Admin. Co-Chair – Kristi DiMemmo

   i. Curriculum handbook timeline question for strategic plan

   ii. Welcome to Susan Mills as part of curriculum team

f. Equity-Minded Curriculum Contributions:

      i. Douglass: Generic guide: minutes say I didn't share last November, but I thought I did. Just in case: https://guides.library.pdx.edu/c.php?g=527355&p=3605346; Start with curriculum at the course level: https://guides.library.pdx.edu/c.php?g=527355&p=3605354

      ii. Williams: Using a "Weekly Wrap-Up" to frame an equity question in the context of larger lessons of the week; did an informal poll of 120 of his winter students and 82% said more likely to stay in class if using an OER text; Using *Race, Monogamy, and Other Lies They Told You: Busting Myths About Human Nature* by Augustín Fuentes in Anthro courses.

      iii. Haines: Not going to be held back by concerns about not knowing enough as expanding cultural representation in a course. Share with students, "I don't know all the answers" and the idea that they are working together and learning.

  g. ASRCC Representative – Albert Jaramillo

      i. ASRCC is actively engaging and reaching out to students to see how things are going. Any issues they are having with online environment.

      ii. Putting out a supply bag for students – did 200 in Fall and preparing 400 in Spring.

      iii. For fall a mass email/social media drive; items are being paid for through student fees, so students who don't pay the student fee aren't receiving. This term, only students who pay the student fee, and have zero balance will receive notification of the distribution.

6. Curriculum Policy & Procedure: information coming in future meetings about 2021 curriculum institute

7. Open Forum –

  a. ETS changes and questions about advertising to students (discussion ensued)

      i. course information in catalog, and area F in grad requirements

      ii. Counselors are aware of the Area F requirement.

      iii. Question about if we can/should put something on the website? Maybe a media campaign for Area F like when English/Math made AB705 changes

      iv. Students will have catalog rights – new requirement posted in 21-22 catalog which will help with notification of the changes, we still should inform current students that this will be a CSU requirement eventually; change won't apply to them for CSU GE with catalog rights

      v. Are the pathways being updated? Conversations are happening concerning GP and Program Maps and ADTs.

  b. Questions about Nursing Concurrent Enrollment Program with Cal State

      i. How will Ethnic Studies impact them with required GE Certification. When is the first semester the students need to meet Area F?

<blockquote>
ii. For students going into the program in Fall 2021, will they need Area F. Ellen will look into this more, and follow-up. Students graduating from CSU 2024-2025 seems to be guideline to use; more to come from Ellen/Jeanine.
</blockquote>

Action Items: Course Major Modifications: pg. 4
Information Items: Course Major Modifications: pg. 4
Appendix items: C-ID Progress Report
Attachments: November 10, 2020 minutes

Action Items: 1st Haines; 2nd Williams; Approved
Member Rangel arrived after the vote; 15 Y, 0 No, 2 abstentions: Gibbons-Anderson and Jew

Proposal Type	Course	Long_Title	Rationale	Program_Type
Course Major Mod.	BUS-15	Street Law: An Introduction to Law and Legal Issues	Developing curriculum in response to being awarded the designation of being a Pathway to Law School two weeks ago.	**Approved**
DE	CUL50 DE			**Approved**

Information Items:

Proposal Type	Course	Long_Title	Rationale	Program_Type	Campus
Course Major Mod.	DFT-51	Print Reading	Only Course title change from "Blueprint Reading" to "Print Reading" due to current term used in industry.		N
Course Major Mod.	ELE-864	Programmable Logic Controllers	Non credit education... part of the non credit mirrored certificate in Industrial Automation		N

C-ID Progress Report

C-ID#	College	Course	Submitted Date	Status	Expired
ACCT 110	R, MV, N	ACC-1A	4/4/13	Approved: 12/23/2013	
ACCT 120	R, MV, N	ACC-1B	12/10/12	Approved: 05/12/2014	
AG-PS 104	R, N	BIO-5	3/10/15	Approved 09/28/2015	
AJ 110	R, MV, N	ADJ-1	10/28/14	Approved: 12/14/2014	
AJ 120	R	JUS-3	3/20/13	Approved : 03/27/2013	
AJ 120	R, MV, N	ADJ-3	5/16/12	Approved : 06/19/2012	
AJ 122	R, MV, N	ADJ-2	9/16/14	Approved: 09/23/2014	
AJ 124	R, MV, N	ADJ-4	6/28/12	Approved: 12/14/2014	
AJ 124	R	JUS-4	1/22/14	Approved: 02/23/2015	
AJ 140	R, MV, N	ADJ-13	11/17/16	Approved: 11/27/2016	
AJ 150	R, MV	ADJ-12	9/29/16	Approved: 10/13/2016	
AJ 150	R	JUS-12	Resubmit 9/29/16 4/11/2013	Approved: 10/13/2016	
AJ 160	R, MV, N	ADJ-5	12/2/14	Approved: 12/20/2014	

AJ 160	R	JUS-5	5/24/18	Approved: 07/03/2018	
AJ 200	R, N, MV	ADJ-20	9/29/16	Approved: 10/30/2016	
AJ 200	R	JUS-20	11/8/16	Approved: 11/14/2016	
AJ 220	R, MV	JUS-8	3/20/13	Approved: 04/08/2013	
AJ 220	R, MV, N	ADJ-8	9/29/16	Approved: 06/19/2012	
ANTH 110	R, MV, N	ANT-1	10/1/12	Approved: 10/17/2014	
ANTH 110	R, MV, N	ANT-1H	1/11/15	Approved: 05/05/2015	
ANTH 120	R, MV, N	ANT-2	2/28/13	Approved: 03/04/2015	
ANTH 120	R, MV, N	ANT-2H	11/17/16	Approved: 1/30/2017	
ANTH 130	R, MV, N	ANT-8	12/11/12	Approved: 01/29/2015	
ANTH 150	R, MV, N	ANT-6	10/1/12	Approved: 02/11/2014	
ANTH 115	R, MV, N	ANT-1L	10/18/16	Approved: 11/07/2016	
ARTH 100	R, MV, N	ART-6	6/28/12		Expired 11/11/14
Faculty not interested at this time to update and resubmit.11/2/15 CID report : Course content should include methodologies of art history and art criticism as well as art history from a global perspective, therefore including non-Western traditions. Textbook list needs to be updated with new editions. Textbook list needs to be updated with new editions. Course not required for ADT in ART history.					
ARTH 110	R, MV, N	ART-1	9/6/12	Approved: 01/10/2015	
ARTH 110	R, MV, N	ART-1H	2/27/18	Approved: 02/28/2018	
ARTH 120	R, MV, N	ART-2H	1/9/13	Approved: 05/14/14	
ARTH 120	R, MV, N	ART-2	6/28/12	Approved: 01/11/2015	
ARTH 130	R, MV, N	ART-12	4/18/13	Approved: 08/10/2014	
ARTH 140	R, MV, N	ART-5	1/9/13		Expired 05/11/16
Faculty not interested at this time to update and resubmit. 11/2/15 CID report: Course Content topics are very broadly outlined and include the Arts of Africa, Oceania, and Indigenous North America (C-ID ARTH140). However, the additional content listed, including Pre-Columbian America, Southeast Asia, China, and Japan is beyond the COR (too much other) as described in C-ID ARTH 140, and risks students receiving too broad a study of the primary content of the ARTH140 course. The additional content should be removed. Methods of Evaluation MUST include "1. Written essays and/or research projects AND 2. Essay exams." "May include but are not limited to:" implies that the essay exams may be optional.					
ARTH 145	R, MV, N	ART-13	8/28/13	Approved: 05/19/2015	
ARTH 150	R, N	ART-10	4/18/13		Expired 5/29/16
Consider adding Advisory/Recommended Preparation, per C-ID Descriptor for ARTH150, "Completion of or concurrent enrollment in English Composition (C-ID ENGL 100)." Coverage of the 19th century should include "Classicism and Romanticism" as per the C-ID Descriptor for ARTH150. Methods of Evaluation MUST include "1. Written essays and/or research projects AND 2. Essay exams." "...May include but are not limited to...." implies that the essay exams may be optional.					
ARTS 100	R, MV, N	ART-22	6/18/12	Approved : 05/07/2013	
ARTS 101	R, MV, N	ART-24	5/23/12	Approved: 02/05/2015	
ARTS 110	R, MV, N	ART-17	9/6/12	Approved: 01/23/2015	
ARTS 200	R, MV, N	ART-40	5/23/12	Approved: 08/05/2013	

ARTS 200	R, MV, N	ART-40A	5/21/14	Approved: 03/22/2015	
ARTS 205	R, MV, N	ART-18	5/23/12	Approved: 10/23/2013	
ARTS 210	R, MV, N	ART-26	6/18/12	Approved: 05/07/2015	
ARTS 220	R, N	ART-30	5/23/12	Approved: 04/30/2015	
ARTS 220	R, N	ART-30A	11/11/14	See notes Below *	Not on C-ID Site as submitted.
ARTS 230	R	ART-15	5/24/12	See notes Below *	Not on C-ID Site as submitted.
ARTS 240	R, N	ART-20	5/24/12	See notes Below *	Not on C-ID Site as submitted.
ARTS 250	R, MV, N	ART-36	5/23/12		Expired 05/31/19
Course is being replaced by CID 250 our ART 36A which is in progress.					
ARTS 250	R, MV, N	ART-36A	5/21/14	Approved 12/23/17	
ARTS 260	R	PHO-8	9/13/12	See notes Below *	Not on C-ID Site as submitted.
ARTS 260	R, MV, N	PHO-20	9/29/14	See notes Below *	Not on C-ID Site as submitted.
ARTS 270	R, MV, N	ART-23	6/18/12	Approved: 03/08/2015	
*Please note that AARTS 220, 230, 240, 260, 280, 281, and 282 will no longer be reviewed. You may ask Articulation officer if you have questions on how a courses may qualify for an ADT based on AAM. *In Spring 2016 the Studio Arts FDRG revised the manner in which certain descriptors are included in the Studio Arts TMC by allowing for Articulation Agreement by Major (AAM) for the following descriptors: ARTS 220, ARTS 230, ARTS 240, ARTS 260, ARTS 280, ARTS 281, and ARTS 282. Colleges that already received C-ID approval can continue to use the descriptors on their ADT degree while allowing for AAM on the TMC for those without C-ID approval. As a result of this revision C-ID no longer accepts submissions for the descriptors. The submissions from your college did not receive a determination so that it why those do not appear in your queue.					
BIOL 110B	R, MV, N	AMY-2A	12/3/12		Expired 10/17/15
11/2/15 CID report: Missing more than half of the "must have" topics in course content. Please consider resubmitting e Anatomy course to completely cover the human body! RCCD offers AMY and PHY Parts 1 and 2 C-ID BIOL 115S					
BIOL 115BS	R, MV, N	AMY-2A + 2B	5/12/15	Approved: 06/23/15	
BIOL 115BS	R, MV, N	BIO-50A+ 50B	3/2/18	Approved: 03/02/2018	
BIOL 120B	R, MV, N	AMY-2B	12/3/12		Expired 10/17/15

11/2/15 CID report: The two semester A&P courses should be compared to the A&P course descriptors instead of the Bio 120B Physiology descriptor. RCCD offers AMY and PHY Parts 1 and 2 C-ID BIOL 115S					
BIOL 135S	R, MV, N	BIO-11 + 12	11/14/17	Approved: 11/17/2017	
BIOL 135S	R, MV, N	BIO-60 + 61	3/1/18	Approved: 03/02/2018	
BIOL 140	R, MV, N	BIO-12	10/1/12	Approved: 08/05/2014	
BIOL 140	R, MV, N	BIO-61	3/1/18	Approved: 03/01/2018	
BIOL 150	R	BIO-2A + 2B		Hold for dept. restructure	
BIOL 190	R, MV, N	BIO-11	11/16/17	Approved: 11/17/17	
BIOL 190	MV	BIO-11H	11/19/13	Approved: 08/04/2014	
BIOL 190	R, MV, N	BIO-60	3/1/18	Approved: 03/02/2018	
BIOL 190	MV	BIO-60H	3/1/18	Approved: 03/02/2018	
BSOT 106 X	MV, N, R	CAT-90	8/28/20	Approved: 10/7/2020	
BSOT 110 X	MV, R	CAT-53	8/28/20	Approved: 10/7/2020	
BSOT 111 X	MV, N, R	CAT-80	8/28/20	Approved: 10/7/2020	
BSOT 112 X	MV, N, R	CAT-98A	8/28/20	Approved: 10/7/2020	
BSOT 113 X	R	CIS-62	8/31/20	Approved: 10/7/2020	
BSOT 114 X	MV, R	CAT-65	8/28/20	Approved: 10/7/2020	
BSOT 120 X	MV, N, R	CAT-51	8/28/20	Approved: 10/7/2020	
BSOT 121 X	MV, N, R	CAT-80	8/28/20	Approved: 10/7/2020	
BSOT 123 X	R	CIS-62	8/31/20	Approved: 10/7/2020	
BSOT 125 X	R	CAT-92	7/23/20	Approved: 9/12/2020	
BSOT 126 X	MV, N, R	CAT-31	8/28/20	Approved: 10/9/2020	
BSOT 131 X	MV, N, R	CAT-80	8/28/20	Approved: 10/9/2020	
BSOT 133 X	R	CIS-62	8/31/20	Approved: 10/9/2020	
BUS 110	R, MV, N	BUS-10	11/18/12	Approved: 01/16/2015	
BUS 110	R, MV, N	BUS-10H	5/26/17	Approved: 11/13/2017	
BUS 115	R, MV, N	BUS -22	11/8/12		Expired: 4/12/14
Course is not a match. No prerequise of ENG 1A. BUS 24 matches this C-ID descriptor.					
BUS 115	R, MV, N	BUS-24	11/21/14	Approved: 01/13/2015	
BUS 125	R, MV, N	BUS-18A	12/3/12	Approved : 07/24/2013	
BUS 140	R, MV, N	CIS-1A	12/3/12		Expired: 1/13/16
Do not re-submit at this time - 11/2/15 CID report comments: looked at the topical outline again and carefully at the text. I am not sure what texts/topics are covered in the other courses referenced but more of a business focus required for BUS 140. C-ID ITIS 120 is being used for the ADT in Business.					
CDEV 100	R, MV, N	EAR-20	5/2/12	Approved : 05/22/2013	
CDEV 110	R, MV, N	EAR-42	6/19/12	Approved : 09/07/2012	
CHEM 100	R, N	CHE-10	10/16/16		Expired: 2/1/18
Add the prerequisite of elementary algebra and update the edition of the textbook.					

CHEM 101	R, MV, N	CHE-2A	10/18/16	Not Approved: 01/17/2017	Expired: 1/16/18
The prerequisite must be listed on the COR as do the details of the lab component of the course.					
CHEM 110	R, MV, N	CHE-1A	6/29/12	Approved: 12/06/2012	
CHEM 110	R, MV	CHE-1AH	10/1/12		Expired 06/24/14
Elaboration on laboratory portion of course is needed. There is currently no mention of types of experiments performed; only that reports are written. COR from 2012 - Need updated course outline in order to re-submit.					
CHEM 120S	R, MV, N	CHE-1A, CHE- 1B	5/2/12	Approved : 12/06/2012	
CHEM 120S	R, MV	CHE-1AH,1BH	5/2/12	Approved: 12/06/2012	
CHEM 150	R, N	CHE-12A	10/18/16	Cond App: 03/27/2017	Expired 04/02/19
Alkenes are a required family of compounds that need to be covered in the content. Without descriptions, or even titles, of experiments it is not clear if these are "hands-on" laboratories, what modern instrumentation is used, and/or if multistep synthesis is performed. Please, add the necessary details to the COR. The textbook should also be updated for recency. We have approved the CHEM 160S for RCCD CHEM 12A and 12B					
CHEM 160S	R, N	CHE-12A, 12B	5/2/12	Approved : 05/30/2013	
CMUS 100 X	N	MIS-7	9/11/20	In Progress	
CMUS 110 X	N	MIS-3	9/11/20	In Progress	
CMUS 120 X	N	MIS-12	9/11/20	In Progress	
CMUS 130 X	N	MIS-13	9/11/20	In Progress	
CMUS 140 X	R, N	MUS-93	9/11/20	In Progress	
CMUS 150 X	N	MIS-2	9/11/20	In Progress	
COMM 110	R, MV, N	COM-1	5/23/12	Approved : 05/26/2013	
COMM 110	R, MV, N	COM-1H	12/10/12	Approved: 02/13/2014	
COMM 120	R, MV, N	COM-3	11/11/10	Approved : 05/29/2013	
COMM 130	R, MV, N	COM-9	5/23/12	Approved : 01/16/2013	
COMM 130	R, MV, N	COM-9H	5/23/12	Approved : 01/16/2013	
COMM 140	R, MV, N	COM -6	5/23/12	Approved : 03/30/2013	
COMM 150	R, MV, N	COM-12	11/11/10	Approved: 05/17/2014	
COMM 170	R, MV N	COM-7	11/11/10	Approved : 02/26/2013	
COMM 180	R, N	COM-20	2/24/16	Approved: 03/01/2016	
COMM 190	R, MV, N	COM-2	11/5/13	Approved: 03/17/2014	
COMP 122	R, MV, N	CSC-5	2/15/13	Approved : 04/07/2013	
COMP 122	R, MV, N	CIS-5	1/27/14	Approved : 02/19/2014	
COMP 132	R, N	CSC-17A	4/15/13	Approved : 06/02/2013	

COMP 132	R, MV, N	CIS-17A	1/27/14	Approved : 02/19/2014	
COMP 142	R, N	CSC-11	4/15/13	Approved : 06/02/2013	
COMP 142	R, MV, N	CIS-11	1/27/14	Approved: 05/25/2014	
COMP 152	R, N	CSC-7	3/11/13	Approved : 06/02/2013	
COMP 152	R, MV, N	CIS-7	10/14/13	Approved: 12/08/2013	
ECE 120	R, MV, N	EAR-28	10/1/12	Approved : 11/30/2012	
ECE 130	R, MV, N	EAR-24	10/1/12	Approved : 11/29/2012	
ECE 200	R, MV, N	EAR-19	5/2/12	Approved : 07/29/2012	
ECE 210	R, MV, N	EAR-30	5/2/12	Approved : 07/29/2012	
ECE 220	R, MV, N	EAR-26	5/2/12	Approved : 07/29/2012	
ECE 230	R, MV, N	EAR-25	10/1/12	Approved : 11/27/2012	
ECON 201	R, MV, N	ECO-8	5/15/13	Approved: 08/28/2014	
ECON 201	R, MV, N	ECO-8H	4/30/14	Approved: 12/13/2014	
ECON 202	R, MV, N	ECO-7H	4/30/13	Approved: 05/28/2014	
ECON 202	R, MV, N	ECO-7	4/30/13	Approved: 05/28/2014	
EDUC 200	R, MV	EDU-1	10/7/13	Approved: 03/08/2015	
ENGL 100 (ENGL 110)	R, MV, N	ENG -1AH	5/30/12	Approved : 07/17/2012	
ENGL 100 (ENGL 110)	R, MV, N	ENG-1A	5/30/12	Approved : 07/11/2012	
ENGL 105 (ENGL115)	R, MV, N	ENG-1B	12/10/12	Approved : 03/11/2013	
ENGL 105 (Engl 115)	R, MV, N	ENG-1BH	1/2/13	Approved : 06/19/2013	
ENGL 110 (ENGL-LIT 105)	R, MV, N	ENG-1B	4/15/13	Approved: 08/29/2013	
ENGL 110 (ENGL-LIT 105)	R, MV, N	ENG-1BH	4/16/13	Approved: 10/22/2013	
ENGL 120 (ENGL-LIT 100)	R, MV, N	ENG-1B	3/15/18	Approved: 5/9/2018	
ENGL 120 (ENGL-LIT 100)	R, MV, N	ENG-1BH	3/15/18	Approved: 5/9/2018	
ENGL 130	R, MV, N	ENG-14	1/9/13	Approved: 02/16/2014	
ENGL 135	R, MV, N	ENG-15	1/9/13	Approved: 02/16/2014	
ENGL 140 (ENGL-LIT 180)	R, MV, N	ENG-40	1/2/13	Approved : 06/15/2013	
ENGL 145 (ENGL-LIT 185)	R, MV, N	ENG-41	1/2/13	Approved : 06/15/2013	
ENGL 160 (ENGL-LIT 160)	R, MV, N	ENG-6	12/10/12	Approved: 07/13/2014	

ENGL 165	R, MV, N	ENG-7	1/2/13	Approved: 12/30/2013	
ENGL 180 (ENGL-LIT 145)	R, MV, N	ENG-30	1/9/13	Approved: 02/16/2014	
ENGL 200 (ENGL-CW 100)	R, MV, N	ENG-11	5/30/12	Approved : 08/18/2012	
ENGR 110	R, N	ENE-10	11/14/17	Approved: 12/27/2018	
ENGR 120	R, N	ENE-38	06/02/2020 (2nd submission)	Approved: 07/09/2020	Expired: 10/11/17
ENGR 130	R, N	ENE-35	06/02/2020 (2nd submission)	Approved: 07/09/2020	Expired: 12/22/18
ENGR 260	R, N	ENE-39	06/02/2020 (2nd submission)	Approved: 07/09/2020	Expired: 2/1/18
ENGR 260L	R, N	ENE-39	06/02/2020 (2nd submission)	Approved: 07/09/2020	Expired: 2/1/18
ENGR 180	R	ENE-1A			Not on C-ID Site as sub-mitted.
ENVS 100	R, N	BIO-19	11/14/17	In Progress	
FIRE 100X	MV	FIT-1	10/6/16	Approved: 11/18/2016	
FIRE 110X	MV	FIT-5	10/6/16	Approved: 11/23/2016	
FIRE 120X	MV	FIT-3	10/6/16	Approved: 11/23/2016	
FIRE 130X	MV	FIT-4	10/6/16	Approved: 11/23/2016	
FIRE 140X	MV	FIT-2	10/6/16	Approved: 11/23/2016	
FIRE 150X	MV	FIT-7			Not on C-ID Site as sub-mitted.
FTVE 100	R	FTV-41	1/20/14	Resubmitted: 11/29/17	
FTVE 105	R, MV	FST 1	2/24/16	Resubmitted 10/16/18	
FTVE 105	R, MV	FST 1H	2/24/16	Submitted	
FTVE 110	R	FTV-42	11/30/17	Submitted	
FTVE 120	R	FTV-71A	11/30/17	Submitted	
FTVE 125	R				Not on C-ID Site as sub-mitted.
FTVE 130	R	FTV-48	11/30/17	Submitted	
FTVE 135	R	FTV-44A	10/18/16	ReSubmitted 11/30/17	
FTVE 150	R	FTV-38A	11/30/17	Submitted	
GEOG 110	R, MV, N	GEG-1	2/28/13	Approved : 05/04/2013	
GEOG 110	R, MV, N	GEG-1H	5/22/13	Approved: 05/01/2014	
GEOG 111	R, MV, N	GEG-1L	4/18/13	Approved: 02/13/2014	
GEOG 120	R, MV, N	GEG -2	9/13/12	Approved: 02/13/2014	

Course		C-ID	Submitted	Status	Notes
GEOG 125	R, MV, N	GEG-3	9/13/12	Approved: 02/13/2014	
GEOG 130	R	PHS-5	5/23/12	Approved : 08/29/2012	
GEOG 130	R, N	GEG-5	5/23/12	Approved : 08/29/2012	
GEOG 140	R, N	GEG-4	9/13/12	Approved : 10/22/2012	
GEOG 150	R, MV, N	GEG-7	2/24/16	Approved: 08/04/2016	
GEOG 155	R, MV, N	GEG-8	2/24/16	Approved: 05/12/2016	
GEOG 160	R,MV,N	GEG-30A	5/18/20	Submitted	
GEOL 100	R	GEO-1	12/9/13	Approved: 02/12/2014	
GEOL 100L	R	GEO-1L	9/30/14	Approved: 10/27/2014	
GEOL 101	R	GEO-1 + 1L	9/30/14	Approved: 10/27/2014	
GEOL 111	R	GEO-1B	5/24/18	Approved: 6/27/2018	
GEOL 120	R, MV, N	PHS-1		Not Approved only fits GEOL 100 Course	Not on C-ID Site as submitted.
GEOL 120/120L	R	GEO 1 & 1L	Resubmit 1/22/20/ Original 6/23/2015	Not Approved COR	Expires 1/27/21
The reviewers stated that the courses should have been submitted for GEOL 100 and 100L, not GEOL 120 and 120L. If submitted for the 120/120L descriptors the courses would be given a determination of not approved.					
GEOL 200	R	GEO-3	9/30/14	Approved: 10/27/2014	
GEOL 121	R, MV, N	GEO-4	1/21/2021 Submitted again	Submitted: New submission since previous conditional designation expired	Expires 9/1/20
The course descriptor does not list any prerequisites. MAT-35 and ENG-1A should be removed as prerequisites. Missing one major laboratory topic. Select from: The Scientific Method; Faults and Folds; Fossil Properties and Identification; or Field Trips. Email from Miguel 5.20.20 states prereqs OK if above and beyond. Email sent to faculty (Aaron S/RIV) on 5.21.20					
HIST 130	R, MV, N	HIS-6H	5/30/12	Approved: 01/22/2015	
HIST 130	R, MV, N	HIS-6	5/30/12	Approved: 05/07/2015	
HIST 140	R, MV, N	HIS-7H	5/30/12	Approved: 05/13/2015	
HIST 140	R, MV, N	HIS-7	6/26/12	Approved: 03/24/2015	
HIST 150	R, MV, N	HIS-1	5/30/12	Approved: 03/03/2015	
HIST 160	R, MV, N	HIS-2	5/30/12	Approved: 03/03/2015	
HIST 160	R	HIS-2H	2/24/16	Approved: 05/16/2016	
HIST 170	R, MV	HIS -4	5/30/12	Approved: 01/26/2015	
HIST 180	R, MV	HIS-5	5/30/12	Approved: 08/22/2013	
HOSP 100	R	MAG-60	12/11/20	Approved: 12/15/2020	
HOSP 110	R	CUL-50	12/11/20	Approved: 12/15/2020	
ITIS 110	R	CIS-25	2/3/17	Submitted	
ITIS 120	R, MV, N	CIS-1A	12/3/12	Approved : 05/23/2013	
ITIS 130	R, MV, N	CIS-5	2/3/17	Submitted	
ITIS 130	R, N	CSC-5	2/3/17	Submitted	
ITIS 140	R, MV, N	CIS 2	2/24/16	In Progress	

ITIS 140	R	CSC-2	2/24/16	Submitted	
ITIS 150	R	CIS-26A	2/3/17	Submitted. Need to sub-mit again once updated COR is board approved.	
ITIS 151	R	CIS-26B	2/3/17	Submitted	
ITIS 155	R, MV, N	CIS-21	2/3/17	Submitted	
ITIS 160	R	CIS-27	2/3/17	Submitted	
ITIS 165	R, N	CIS/CSC 27A	2/24/16	In Progress	
JOUR 100	R, MV, N	JOU-7	1/20/14	Approved 03/10/2014	
JOUR 110	R, MV, N	JOU-1	4/4/13	Approved: 01/14/2014	
JOUR 130	R, MV, N	JOU-20A	4/4/13	Approved: 06/14/2013	
JOUR 131	R, MV, N	JOU-20B	11/6/19	Resubmitted 1/22/20	
JOUR 160	R	JOU-12	5/30/12	Approved : 01/06/2013	
JOUR 160	R, MV	PHO-12	5/30/12	Approved : 01/06/2013	
JOUR 210	R, MV	JOU-2	9/29/14	Approved: 01/08/2015	
KIN 100	R, MV, N	KIN-10	4/19/12	Approved : 04/25/2013	
KIN 101	R, MV, N	KIN-30	4/19/12	Approved : 05/21/2012	
MATH 110	R, MV, N	MAT-12	11/5/13	Approved: 09/14/2014	
MATH 110	R, MV, N	MAT-12H	4/30/14	Approved: 09/14/2014	
MATH 110	R, MV, N	PSY-48	9/6/16	Approved: 06/19/17	
MATH 110	R, MV, N	SOC-48	9/6/16	Approved: 06/19/17	
MATH 120	R, MV	MAT-26	1/3/16	Approved: 05/23/2016	
MATH 130	R, N	MAT-4	5/4/14	Approved: 07/23/2014	
MATH 140	R, MV, N	MAT-5	11/26/14	Approved: 04/28/2015	
MATH 150	R, MV, N	MAT-11	11/19/15	Approved: 08/12/2016	
MATH 155	R, MV, N	MAT-10	6/5/14	Approved: 05/08/2015	
MATH 160	R	MAT-6/CSC6	11/19/15	Cond. App: 01/16/2016 -Expired	Expired 2/1/18

After a complete review by the C-ID Math Reviewers (CORE's), the submitted course Math 6, Discrete Mathematics for Computer Science from Riverside City College is conditionally approved for the requested C-ID descriptor of Math 160. The submitted COR aligns with some of the areas of the C-ID descriptor. It is unclear if the submitted course outline includes the following required C-ID course objectives: use recursion to analyze algorithms and programs; write proofs using symbolic logic and Boolean Algebra; use sets to solve problems in combinatorics and probability theory; apply matrices to analyze graphs and trees; and use finite state machines to model computer operations. It appears that the submitted COR's only textbook has a publication date of 2006. In keeping with established articulation policies, it is expected that at least one of the textbooks will have a publication date within seven (7) years of the course outline approval date. Should the course be revised based on the provided recommendations, that is, contain all the required items of the descriptor, and then resubmitted, the C-ID designation of Math 160 will be awarded.

MATH 210	R, MV, N	MAT-1A	5/27/13	Approved: 04/30/2015	
MATH 220	R, MV, N	MAT-1B	3/20/13	Approved: 02/21/2015	
MATH 230	R, MV, N	MAT-1C	5/27/13	Approved: 03/28/2014	
MATH 240	R, MV, N	MAT-2	10/14/13	Approved:12/08/2014	
MATH 250	R, MV, N	MAT-3	10/14/13	Approved: 01/29/2015	

MATH 851	R, MV, N	MAT-36	5/4/14	Approved:04/03/2015	
MATH 900S	R, MV, N	MAT-1A + 1B	10/14/13	Approved: 04/29/2015	
MATTH 955	R	MAT - 23	3/6/20`	Submitted	
MUS 100	R, MV, N	MUS-19	1/9/13	Approved : 04/17/2013	
MUS 100	R, MV, N	MUS-19H	9/14/15	Approved: 09/26/2015	
MUS 110	R, MV, N	MUS-3	6/28/12	Approved : 01/02/2013	
MUS 120	R, MV, N	MUS-3	4/22/15		Expired 9/25/16
This looks like an excellent fundamentals course, but does not contain key items of Music 1, particularly the 4-part writing.					
MUS 125	R, MV, N	MUS-3	4/22/15	Approved 06/15/2015	
MUS 130	R, MV, N	MUS-4	5/20/13	Approved 09/26/2015	
MUS 135	R, MV, N	MUS-4	5/27/13	Approved 09/26/2015	
MUS 140	R, MV, N	MUS-5	5/20/13	Approved: 10/03/2013	
MUS 145	R, MV, N	MUS-5	5/27/13	Approved 09/26/2015	
MUS 150	R, MV	MUS-6	5/20/13	Approved: 10/03/2013	
MUS 155	R, MV	MUS-6	5/27/13	Approved 08/06/2015	
MUS 160	R	MUS-12	4/22/15	Approved: 05/25/2015	
MUS 160	R	MUS-P12	4/23/15	Approved: 05/25/2015	
MUS 160	R, MV	MUS-29	5/27/13	Not Approved	Expired 4/27/16
Couse was approved as CID 180 instead of 160; Not approved on 4/27/15, no need to resubmit					
MUS 160	R, MV, N	MUS-38	5/27/13	Approved: 10/10/2013	
MUS 160	R, N	MUS-39	4/22/15	Approved: 05/25/2015	
MUS 160	R, MV, N	MUS-78	4/23/15	Approved: 12/22/2015	
MUS 160	R, N	MUS-79	4/30/15	Approved: 05/25/2015 -- 11/28/18	
MUS 160	R, MV, N	MUS-87	5/29/13	Approved: 03/21/2015	
MUS 170	R, MV, N	MUS 32A	2/19/19	Aprroved 5/1/19	
MUS 171	R, MV, N	MUS 32B	2/19/19	Approved 5/1/19	
MUS 172	R, MV, N	MUS 32C	2/19/19	Approved 5/1/19	
MUS 180	N	MIS-10A			Not on C-ID Site as submitted.
MUS 180	N	MIS-10B			Not on C-ID Site as submitted.
MUS 180	N	MIS-11A			Not on C-ID Site as submitted.
Was submitted for MUS 185 instead per faculty request					

MUS 180	N	MIS-11B			Not on C-ID Site as sub-mitted.
Was submitted for MUS 185 instead per faculty request					
MUS 180	R	MUS-27	6/20/13	Approved: 12/06/2013	
MUS 180	R	MUS-28	4/22/15	Approved 08/03/2015	
MUS 180	R	MUS-P28	4/23/15	Approved 08/03/2015	
MUS 180	R, MV	MUS-29	7/22/13	Approved: 01/06/2014	
MUS 180	R, MV, N	MUS-31	Resubmit 6/20/2013; 5/27/13	Approved: 12/06/2013	
MUS 180	R, N	MUS-33	4/22/15	Approved 06/30/2015	
MUS 180	R, N	MUS-34	6/20/13	Approved: 03/11/2015	
MUS 180	R, N	MUS-35	6/20/13	Approved: 01/06/2014	
MUS 180	R	MUS-P36	6/20/13	Approved: 10/24/2013	
MUS 180	R	MUS-41	4/22/15	Approved 06/30/2015	
MUS 180	R	MUS-42	4/23/15	Approved 06/30/2015	
MUS 180	R	MUS-44	4/23/15	Approved 06/30/2015	
MUS 180	R, N	MUS-P44	6/20/13	Approved: 10/24/2013	
MUS 180	R	MUS-48	4/23/15	Approved 06/30/2015	
MUS 180	R	MUS-49	4/23/15		Expired 6/29/16
It is not clear that this is a conducted ensemble, which is a major criteria for a large ensemble in the descriptor. There is also the concern if the repertoire is broad enough to prepare for bachelor's degree prep.					
MUS 180	R	MUS-50	6/20/13	Approved: 01/06/2014	
MUS 180	R, N	MUS-51	6/20/13	Approved: 01/06/2014	
MUS 180	R	MUS-55	6/20/13	Approved: 03/16/2015	
MUS 180	R, MV	MUS-57	6/20/13	Approved: 10/10/2013	
MUS 180	R, MV	MUS-58	6/20/13	Approved: 10/10/2013	
MUS 180	R	MUS-67	6/20/13	Approved: 10/10/2013	
MUS 180	R	MUS-68	4/23/15	Approved 6/30/2015	
MUS 180	R	MUS-69	6/20/13	Approved: 10/17/2013	
MUS 180	R, MV, N	MUS-70	5/28/13	Approved: 10/10/2013 10/9/18	
MUS 180	R, MV, N	MUS-P70	9/9/15	Approved 09/26/2015 10/9/18	
MUS 180	R, MV	MUS-71	6/20/13	Approved: 10/24/2013	
MUS 180	R, N	MUS-73	4/23/15	Approved 06/30/2015	
MUS 180	R, N	MUS-75	6/20/13	Approved: 10/24/2013	
MUS 180	R, MV, N	MUS-77	4/23/15	Approved0 6/30/2015	
MUS 180	R, MV, N	MUS-P76	1/22/20	Not approved COR	
Approved for C-ID MUS 185 instead. No need to re-submit.					
MUS 180	R	MUS-P77	4/23/15		Expired 8/6/16

Conducted issue and public performance need to be added.					
MUS 180	R	MUS-80	6/20/13	Approved: 10/24/2013	
MUS 180	R	MUS-81	4/10/20	Approved: 6/26/2020	
MUS 180	R	MUS-82	4/23/15	Approved 08/03/2015	
MUS 180	R, MV, N	MUS-83	6/20/13	Approved: 10/24/2013	
MUS 180	R	MUS-P84	6/20/13	Approved: 10/24/2013	
MUS 180	R, N	MUS-85	6/20/13	Approved: 10/24/2013 10/9/18	
MUS 180	R	MUS-86	6/20/13	Approved: 10/24/2013	
MUS 180	R	MUS-94	4/23/15		Expired 8/5/16
1 unit minimum.					
MUS 180	R	MUS-95	6/20/13	Approved: 10/24/2013	
MUS 185	R, MV	MUS-36	3/26/20	Approved: 6/26/20	
MUS 185	R, MV, N	MUS-76	2/19/20	Approved 5/2/19	
MUS 185	R, MV, N	MUS-70	2/19/20	Approved 5/2/19	
MUS 185	R, MV, N	MUS-P76	2/19/19	Approved 5/3/19	
MUS 185	R, MV, N	MUS-P77	2/19/19	Approved 5/3/19	
MUS 185	N	MIS-11A	4/10/20	Approved: 6/29/20	
MUS 185	N	MIS-11B	4/10/20	Approved: 6/29/20	
NUTR 110	R, MV, N	KIN-4	4/29/14	Resubmitted: 7/24/20 Re-submit is in progress	
Please add "scientific principles to analyze and evaluate nutrition information" in the content and objectives and resubmit.					
PHIL 100	R, MV, N	PHI-10	12/2/13	Approved: 11/02/2013	
PHIL 100	R, MV, N	PHI-10H	12/9/13	Approved: 12/26/2013	
PHIL 120	R, MV, N	PHI-12	2/2/13	Approved : 02/19/2013	
PHIL 210	R, MV, N	PHI-32	3/26/14	Approved 04/08/2014	
PHIL 210	MV, N	MAT-32 (del)		Approved 04/08/2014	
PHS 100	R, MV, N	KIN-36	6/25/20	Conditional: 9/17/2020 Expires on 02/01/2022	

Course Description meets requirements?
Answer: No
Comment:
Does course Content meets requirements?
Answer: No
Comment: The heading do not accurately reflect the subtopics, and should be regrouped and realigned to match Objectives/SLOs. Missing credible health information - "making healthy choices" does not encompass being able to identify credible sources of health information.
Course Objectives/Student Learning Outcomes meet requirements?
Answer: No
Comment: Missing the following: Describe the six dimensions of wellness (physical, emotional intellectual, social, spiritual, and environmental) and their interrelationship. Recognize the stimulus leading to violence and be able to minimize its occurrence. Describe the role of substance use and abuse in our society and its impact on the individual, the community, the economy and the social structure. Analyze personal and family health as it relates to human sexuality, relationships, sexual orientation, and parenthood. Identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction. Examine the physiological, emotional, psychological and sexual aspects of aging. Describe the inter-relationship between human beings and their environment. Identify common practices and attitudes that contribute to accidents on a personal and community level and strategies that would reduce their occurrence. Analyze the health care delivery system, including inequities and discrepancies Interpret and evaluate health and medical information from general and subject specific library and web sources. Communicate orally and in writing in the scientific language of the discipline. Analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.
Final Determination:
Comment: See comments on Content and Objectives/SLOs.

PHY 100S	R, N	PHY-2A, 2B	11/30/14	Approved: 01/22/2015	
PHY 105	R, N	PHY-2A	2/29/16	Approved: 04/18/2016	
PHY 105	M, R, N	PHY 10 & 11	2/29/16	Not Approved: 04/18/2016	Expired 5/4/17

This course is not the first semester of a one-year sequence trigonometry based physics course for biological science majors. There is currently no descriptor that the submitted course aligns with. Only resubmit if faculty feel this determination is an error.

PHYS 200S	R, MV	PHY-4A, 4B, 4C, 4D	3/10/14	Approved 06/12/2014	
PHYS 205	R, MV, N	PHY-4A	8/28/13	Approved:10/22/2014	
PHYS 210	R, MV, N	PHY-4B	8/28/13	Approved:10/22/2014	
PHYS 215	R, MV, N	PHY-4C	1/16/14		Expired 10/22/15

Faculty at RCC do not want to resubmit. CID report of 11/2/15: This course needs to include special relativity and some quantum mechanics to be approved. The initial reviewers for your entire sequence did not catch the missing topics and granted an incorrect approval for the course sequence. This course cannot be approved without the inclusion of some modern physics.

POLS 110	R, MV, N	POL-1	12/9/13	Approved:12/08/2014	
POLS 110	R, MV, N	POL-1H	12/9/13	Approved:12/08/2014	
POLS 120	R, MV, N	POL-11	12/9/13	Approved:02/27/2015	
POLS 130	R, MV, N	POL-2	12/9/13	Approved:12/02/2014	
POLS 130	R, MV	POL-2H	12/9/13	Approved:12/09/2014	
POLS 140	R, MV, N	POL-4	12/9/13	Approved: 02/10/2015	
POLS 140	R, MV, N	POL-4H	4/30/14	Approved: 02/23/2015	
POLS 150	R, MV	POL-3	12/9/13	Approved: 01/09/2015	

POLS 160	R, MV	SOC-50	4/30/14		Expired 10/17/15
Course is not for Political Science and should not be re-submitted. CID report of 11/2/15: Revise the content and objectives/outcomes as noted above.					
PSY 110	R, MV, N	PSY-1	11/8/12	Approved: 12/30/2013	
PSY 110	R, MV, N	PSY-1H	1/3/16	Approved: 01/04/2016	
PSY 115	R, MV, N	PSY-10	12/11/20	Approved: 01/03/2021	
PSY 115	MV	PSY-33	5/27/13		Expired 10/28/14
Not Approved. 11/2/15 CID report: The Psy33 course submitted by Moreno Valley College is a class in personality per se, and does not correspond to C-ID 115—Psychology of Personal and Social Adjustment. On 12/11/20 the new PSY-10 course was submitted for C-ID PSY 115 instead, which appears to match the C-ID descriptor.					
PSY 120	R, MV, N	PSY-35	11/8/12	Approved : 01/22/2013	
PSY 120	R, MV, N	PSY-35H	12/11/20	Approved: 12/15/2020	
PSY 130	R, MV, N	BIO 16	1/22/20	Conditional to expire 9/1/21	
Consistent with the course being taught out of biology, elements of the course that are critical for a human sexuality course taught from a psychological perspective are missing and can not be inferred from the information provided. Descriptor content elements that do not appear to be present include the following: Sexual Orientation, Nature and Origins of Sexual Difficulties and Sex Therapy, Asexual Typical Variations, Sexual Coercion and Commercial Sex. Email sent to RIV BIO Faculty 5/20.					
PSY 150	R, MV, N	PSY-2	5/2/12	Approved : 07/01/2013	
PSY 170	R, MV, N	PSY-8	6/28/12	Approved : 11/16/2012	
PSY 180	R, MV, N	PSY-9	3/20/13	Approved: 09/09/2013	
PSY 200	MV	SOC-50	6/28/12	Not Approved	Expired 10/5/13
1) Prerequisites: The following prerequisites are needed: 1) Introductory Psychology 2) Statistics 2) Course Content: Course content does not include: 1) critically evaluating research reports 2) consideration of ethical issues related to research in psychology The COR includes "using APA or ASA format in writing papers", but the descriptor calls for proficiency in APA style. Although it's fine to include ASA format, there should be some assurance that APA format will be covered and not merely an option. 3) Course Objectives: Objectives related to research ethics and proficiency in use of APA format are needed. 4) Textbooks: These examples are too focused for Social Science research; emphasis on Sociology. Need more Behavioral Science design and analysis.					
PSY 200	R	PSY-48	10/6/16	Not Approved	Expired 10/10/17
Course is statistics - descriptor is methods.					
PSY 200	R	SOC-48	10/6/16	Not Approved	Expired 10/10/17
Course is statistics - descriptor is methods.					
PSY 205B	R, MV, N	PSY-50	3/6/13	Approved: 08/14/2013	
SJS 110	R	ETS-1	2/23/21	Submitted	
SJS 120	R, MV, N	SOC-15	5/12/20	Approved: 07/07/2020	
SOCI 110	R, MV, N	SOC-1	11/11/10	Approved : 06/13/2011	
SOCI 110	R, N	SOC-1H	7/30/14	Approved: 08/23/2014	

SOCI 115	R, MV, N	SOC-2	11/11/10	Approved : 05/24/2011	
SOCI 120	R, MV, N	SOC-50	3/9/14	Approved: 0 4/30/14	
SOCI 125	R, MV, N	MAT-12	11/11/10	Approved : 06/13/2011	
SOCI 125	R, MV, N	SOC-48	10/6/16	Approved: 01/10/2017	
SOCI 125	R, MV, N	PSY-48	10/6/16	Approved: 12/03/2016	
SOCI 130	R, MV, N	SOC-12	12/9/13	Approved: 01/23/2014	
SOCI 140	R	SOC-25	1/22/14	Approved 3/26/2014	
SOCI 150	R, MV, N	SOC-10	2/2/13	Approved : 03/15/2013	
SOCI 150	R, MV, N	SOC - 10H	1/22/20	Approved 4/14/20	
SOCI 160	R, MV, N	SOC-20	9/25/14	Approved 6/13/15	
SPAN 100	R, MV, N	SPA-1	2/21/13	Approved : 06/11/2013	
SPAN 100	R, MV, N	SPA-1H	2/21/13	Approved : 06/29/2013	
SPAN 110	R, MV, N	SPA-2	2/21/13	Approved: 08/18/2013	
SPAN 110	MV, N	SPA-2H	2/21/13	Approved: 01/09/2014	
SPAN 200	R, MV, N	SPA-3	10/10/12	Approved : 07/26/2013	
SPAN 210	R, MV, N	SPA-4	10/10/12	Approved : 07/26/2013	
SPAN 220	R, MV, N	SPA -3N	10/10/12	Approved: 11/29/2013	
THTR 111	R, MV, N	THE-3	5/30/12	Approved : 05/20/2013	
THTR 151	R, MV, N	THE-32	10/1/12	Approved : 04/12/2013	
THTR 152	R, N	THE-33	10/1/12	Approved : 04/12/2013	
THTR 171	R, N	THE-41	10/1/12	Approved : 04/12/2013	
THTR 172	R, N	THE-44	10/1/12	Approved : 05/20/2013	
THTR 173	R, N	THE-48	10/1/12	Approved : 05/20/2013	
THTR 174	R, N	THE-46	10/1/12	Approved : 05/20/2013	
THTR 175	R, N	THE-25	10/1/12	Approved: 10/30/2013	
THTR 191	R, N	THE-5	10/1/12	Approved : 05/20/2013	
THTR 191	R	THE-6	6/25/20	Submitted	
THTR 192	R	THE-6	11/6/2019 Resubmit 1/22/20	Not approved	
For the course to be C-ID 192 the acting component must be removed. Please review the C-ID 192 descriptor. course cannot be approved with both acting/performance and technical theatre in the course content. Acting/performance has its own descriptor which is 191. Per J Julian submit for THTR 191 instead after COR board approved 6.16.20					
THTR 114	R	THE-9	2/24/16	Approved: 05/03/2016	
Updated NF 2.23.21					

Riverside City College
Curriculum Committee Minutes
March 9 • 3-5 pm • Zoom

38. Called to Order at 3:03pm

Voting Committee Members Present	Voting Committee Members Absent
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21)*	**Shannon Hammock,** *Library/Learning Resources*
Michelle Black, *Mathematics Dept. Rep. (20-22)*	**Robert Jew**, *Art Dept. Rep. (19-21)*
Jay Boshara, *Economics/Geography/Political Science Dept. Rep. (19-21)*	**Clara Lowden**, *Kinesiology/Athletics Dept. Rep. (19-*
(D.) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (20-22)*	
Ellen Drinkwater, *Articulation Officer*	
Joanie Gibbons-Anderson, *Communication Studies Dept. Rep. (19-21)*	
Bobbie Grey, *Chemistry Dept. Rep. (19-21)*	
Mark Haines, *Dance and Theater Dept. Rep. (20-22)*	
Scott Hernández, *Applied Technology Dept. Rep. (20-22)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Karyn Magno, *Counseling Dept. Rep. (19-21)*	
Samuel Pessah, *World Languages Dept. Rep. (20-22)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steven Schmidt, *Music Dept. Rep. (19-21); Technical Review Com Chair*	
Cathy Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members and Guests	
Juan Auhumada, *Communication Studies Dept.*	
Kristi DiMemmo, *Interim VP Planning & Development, Administrative Co-Chair Curriculum Committee*	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (20-22); English*	
Jeanine Gardner, *Admissions and Records*	
Casandra Greene, *RCC Curriculum ISC*	
Albert Jaramillo, *ASRCC Student Representative*	
Susan Mills, *Interim VP of Academic Affairs*	
Mia Timme, *Instructional Department Specialist, English Media Studies and World Languages*	
Shari Yates, *Interim Dean of Instruction, CTE*	

39. Approval of the Agenda: 1st Williams; 2nd Haines; approved by consensus with minor change to order of items

40. Approval of Minutes: February 23, 2021; 1st Kearn; 2nd Gibbons-Anderson; approved by consensus with three abstentions: Bettencourt, Boshara, Hernandez.

41. Reports

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.

a. Curriculum Chair – Kelly Douglass

    i. Chair Douglass shared draft statement from the three college curriculum and tech review chairs clarifying the status of Emergency-Only DE approvals until all COVID-related campus restrictions and limited capacity are 100% lifted:

> In Spring of 2020, the RCCD District Curriculum Committee created an approval and authorization process for Emergency-Only Online Delivery in response to the state Chancellor's Office requirement that we have a local process for authorizing by December 2020 all courses that would move online (100% or hybrid with async or sync components – all variations of online delivery) due to the COVID emergency. Our primary goal at that time was to separate courses designated for online delivery in a non-emergency setting through regular pedagogical decisions and curriculum processes from those that because of the COVID emergency disciplines determined could go online when doing so would be preferable to not offering the course at all, which was the choice in front of us in 2020. The end of our COVID emergency will be unlike the beginning when one week in March 2020 we were all on campus and the next week we were not. Because of the changing and complex nature of the COVID emergency that may require some transition and/or phased return, our Emergency-Only approvals will continue to authorize any courses that need to be offered for online delivery until the colleges are back to complete face-to-face instruction at 100% capacity with no COVID-forced shut down of campus spaces, partial or whole. This is to allow for maximum flexibility in scheduling during the transitional period and until we are back to our campus without restriction.

> Having now discovered that some classes may work better in various online delivery modes than previously thought, disciplines are strongly encouraged to submit permanent DE proposals for courses that they would like to continue offering in hybrid and/or online formats when we back at full capacity without on-campus restrictions. Disciplines that want permanent DE in place for Winter or Spring 22 should submit DE proposals to techreview@rccd.edu by April 9, 2021.

    ii. Discussion of the statement ensued with the understanding that the spirit of the clarification, that the Emergency Approvals still apply for the Fall 21 semester as needed, has been agreed upon across the district curriculum committee and was discussed at the last DCC, including with Dr. Kim. Some tinkering with language in one sentence to clarify further what return to "normalcy" might mean with the additional suggestion that a final draft be agreed upon at DCC and shared more formally with district. Chair Douglass also noted that she will share the draft statement at the next Academic Senate meeting on March 15.

b. Articulation Officer – Ellen Drinkwater – no report

c. Instructional Programs Support Coordinator – Casandra Greene

    i. Compliance reports were sent out to identify anything that is out of compliance or that will become out of compliance after 2021. Please submit before the September deadline.

        1. 84.6% in compliance compared to 33% in August

        2. Cross-list/Honors/Mirror courses must come through with their counterparts. If one needs a major mod – they both need a major mod.

        3. A course does not have to be changed if not needed, but the modification still has to be submitted; please check for textbook updates.

        4. Committee discussion on the point that major mods are an excellent time to think about some of the equity goals disciplines want to embed into their courses whether in content, methods, or other or multiple areas.

    ii. If a course doesn't have objectives, they will need to be added as a major mod.

d. Tech Review Chair – Steven Schmidt

    i. Discipline Facilitator / Department Chairs Approvals in Curricunet

        1. TR Chair Schmidt has been working to streamline the approvals workflow. Upcoming change will combine discipline and department approval levels so they happen together; this will not change the need for all the same approvals or circumvent any discipline or department approvals, but would shorten proposal approval time by approx. one week. All same approvals required but concurrently.

        2. Question asked regarding who should be the district discipline facilitator for curriculum in curricunet. Various options and past practices discussed with a request that DCC discuss.

    ii. Curriculum Handbook update: Updates are being made and will be at Tech Review next week.

e. Admin. Co-Chair – Kristi DiMemmo; Dr. Mills presented on behalf of admin:

    i. Catalog – 2021-2022. We will only be publishing one addendum by January 2022.

    ii. Question about IGETC and CSU GE sheets that usually go in an earlier addendum

    iii. Some discussion with reminder that this does not alter the course launch deadline of (likely) late September for the fall.

f. ASRCC representative – Albert Jaramillo

    i. Club Rush – very positive event.

    ii. ASRCC Resource Center is doing bag distribution for school and personal resources for 400 students.

    iii. Student Corner survey – ASRCC has results on the instagram live.

    iv. Student Debt Resolution – ASRCC students are working to address

        v.   Budget packets for the clubs.

    g. Equity-Minded Curriculum

        i.   Pod Cast - Community College Voice; February 26, 2021; "A Culture of Caring with Amarillo College's Dr. Russell Lowery-Hart"

        ii. Discussion of grading methods as an equity focus:

            1. https://gradingforequity.org/

            2. Progressive Grading Scale / Progress Reports

        iii. COR major mods again mentioned in callback to previous discussion as an opportunity to align course curriculum with equity goals

42. **Action Items (see below)**

43. Curriculum Policy & Procedure: Academic Standards is reconvening end of March

44. Open Forum

    a. Question: Hybrid Courses: Is there a set number of hours that makes a course hybrid?

        i.   Per VPAA there is no required percent of online v face to face to be considered hybrid. Some portion of the approved contact hours can be face-to-face.

        ii. Whatever amount is face-to-face must be published in the catalog.

        iii. If you have a specific question – you can reach out to Dr. Mills directly.

    b. Question: How do you get a course approved for Ethic Students (area F)?

        i.   Reach out to department (Jessica Hamilton and D Brown) to collaborate to begin a cross-listing in course between the courses.

        ii. CORs must match and include Ethnic Studies specific Student Learning Outcomes

    c. Question: Are pre-reqs part of curriculum:

        i.   Question in Chemistry about placement exams and prerequisites

        ii. Request for broader discussion with District Curriculum.

    d. Chair Douglass: Thank you to everyone for resilience, patience, compassion, and hard work as we reach the one-year anniversary on quarantine.

45. Meeting Adjourned at 4:34pm

Action Items:
32. Course Major Modifications: pg. 5
33. New Courses: pg. 5
34. New State/Locally Approved Certificates/Degrees: pg. 5

Information Items:
20. Course Inclusions: pg. 5
21. Discipline Inclusion: pg. 6

Attachments: February 23, 2021 Draft Minutes

Motion to approve all three action items: 1ˢᵗ Gibbons-Anderson; 2ⁿᵈ Boshara; 1 abst Pessah; approved

Action Items	Course	Long_Title	Rationale	Campus	Action
Course Major Mod.	FTV-45A	Beginning Television News Production	Revision	R	**Approved**
New Course	MAG-40	The American Management Association Certified Professional in Management	Creating a new course that is affiliated with the American Management Association.	R	**Approved**
New Program: Non-Credit Certificate	CIS-CENC RWP R	Remote Work Productivity Essentials	This certificate is designed to prepare students for the CIS program.	R	**Approved**

Information Items	Course	Long_Title	Rationale	Campus	
Course Inclusion	APP-450	Apprenticeship Work Experience	Course adoption is needed to support MVC registered and approved apprenticeship programs, IT Support and Cybersecurity Specialist.	M	
Course Inclusion	MAT-12H	Honors Statistics	The MVC Math department wants honors students to get the opportunity to challenge themselves with Honors Statistics and take advantage of the many program benefits, such as: transfer agreements including priority admission; honors-to-honors admission; and access to special scholarships available only to honors transfer students –especially those intended for programs requiring Statistics or Mathematics. Students will be more prepared for their upper division undergraduate work and make their application more competitive when they are ready to transfer. By once again offering Honors Statistics at MVC, students who complete the course will have a better chance of getting into and succeeding in their preferred programs of study when they transfer.	M	

New Discipline	APP-DISCM	Apprenticeship	Adoption of APP discipline and APP-450 are necessary to support the approved IT Support and Cybersecurity Special apprenticeship programs, in which students will obtain job-training experience with local employers and course work.	M	

Riverside City College
Curriculum Committee Minutes
March 23 • 3-5 pm • ~~Hall of Fame~~ / Zoom

46. Call to Order at 3:02

Voting Committee Members Present	Voting Committee Members Absent
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21)*	**Jay Boshara**, *Economics/Geography/Political Science*
Michelle Black, *Mathematics Dept. Rep. (20-22)*	**Paul Conrad**, *Business Admin/Info Sys Tech Dept. Rep.*
(D.) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	**Scott Hernández**, *Applied Technology Dept. Rep. (20-*
Ellen Drinkwater, *Articulation Officer*	**Clara Lowden**, *Kinesiology/Athletics Dept. Rep. (19-*
Joanie Gibbons-Anderson, *Communication Studies Dept. Rep. (19-21)*	**Karyn Magno**, *Counseling Dept. Rep. (19-21)*
Bobbie Grey, *Chemistry Dept. Rep. (19-21)*	**Samuel Pessah**, *World Languages Dept. Rep. (20-22)*
Mark Haines, *Dance and Theater Dept. Rep. (20-22)*	
Shannon Hammock, *Library/Learning Resources Dept. Rep. (20-22)*	
Robert Jew, *Art Dept. Rep. (19-21)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steven Schmidt, *Music Dept. Rep. (19-21); Technical Review Com Chair*	
Cathy Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members	
Kristi DiMemmo, *Interim VP Planning & Development, Administrative Co-*	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (20-22); English*	
Jeanine Gardner, *Admissions and Records*	
Casandra Greene, *RCC Curriculum ISC*	
Albert Jaramillo, *ASRCC Student Representative*	
Robert Baradaran, *Culinary*	
Susan Mills, *Interim VP of Academic Affairs*	
Mia Timme, *Instructional Department Specialist, English Media Studies and World Languages*	
Shari Yates, *Interim Dean of Instruction, CTE*	

47. Approval of the Agenda: first: K. Williams, second: Kearn; approved by consensus

48. Approval of March 9, 2021 Minutes: first: Kearn, second: K. Williams; approved by consensus

49. **Action Items (see below)**

50. Reports

    a. Curriculum Chair – Kelly Douglass

        i. Update: Discipline Coordinator Role

            1. Discipline coordinator role was discussed as requested at DCC. Pages 9-10 in the curriculum handbook addresses that the position is selected by

the district-wide discipline in order to fulfill these curricular roles and maintain a common curriculum:

>> i. Ensure discussion and consensus at the discipline level across the three colleges.
>>
>> ii. Approve/deny proposals based on the vote of the district-wide discipline.

> 2. If a course is stuck at facilitator level TR or DCC **may** be able to assist, but that's putting that discipline responsibility on other faculty; further, it is likely we won't catch it since it won't have appeared on any of our agendas. It's still up to the proposal originator to track the COR through the approval process and they can ask a TR or DCC member to assist if necessary.

ii. DX Update: Please see email sent to rccd-all by DCC Chair Ann Pfiefle on Thursday, March 18 explaining the position of the curriculum chairs and Senate Presidents regarding applicability of Emergency Only (DX) approvals.

> 1. If a class in Fall 21 starts face to face, and then has to retract due to an exposure – DX will cover the course.
>
> 2. For Fall 21 – the DX also applies as this is a transitional term.
>
> 3. Curriculum and Senate can approval curriculum. However, Deans/admin have right of assignment.

iii. **Permanent DE for Winter/Spring DUE BY APRIL 9**

> 1. **If there are courses you want to offer online or hybrid for WIN or SPR 22 that only currently have an emergency only approval (or no DE approval) you MUST submit a standard DE proposal by April 9, 2021 to techreview@rccd.edu.**
>
> 2. The DX you already submitted will include much of the same information needed for the DE, so you can start with that info – but it needs to be expanded on.
>
> 3. Remember that the COR is already approved – do not copy and paste COR info; you are showing how the COR content and student learning outcomes can be delivered online – that is what we are reviewing. So you need to show how the course outcomes can be met using online instructional tools – that's what we need you to expand on thoughtfully (and if you haven't had a standard DE before, and want one now, you might also speak to what was learned during the shutdown that illustrated the course can be taught to good effect as a regular non-emergency offering.)
>
> **4.** Other discipline specific questions on DE/DX; discussion ensued.

b. Articulation Officer – Ellen Drinkwater

    i. Catalog Addendum: At last meeting it was stated there would only be one addendum in Jan 2022. More discussion at DCC and will bring back information.

    ii. CPL – Military

        1. Credit for Prior Learning: 89 ACE courses and 133 occupations that have been articulated for 54 courses at RCC, particularly in CTE.

        2. Still working with CSU on GE at CSU. Policy update is expected by June 2021. Verbally have been told that if it is transcripted, it can be used for CSUGE. Still waiting on Major Prep and definitive in writing.

        3. Comparing ACE recommendation to course requirements.

        4. Recent update to Title V about Credit for Prior learning to address Military experience.

        5. Students will have to opt in to the articulation to have them evaluated.

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

d. Tech Review Chair – Steven Schmidt - no report

e. Admin. Co-Chair – Kristi DiMemmo

    i. ACCJC annual reports being submitted by April 9. FTES and targets are being reported along with Financial components. Would the committee like to see them? (Let DiMemmo know if any faculty are interested.)

    ii. CARES/HEERF

        1. Funding – on track to spend 9 million through first round of CARES – funds should be spent by March 31.

        2. Additional 1.3 million for institutional support was received with a spending deadline of March 31 – can use for lost revenue.

        3. 24 million being given with a goal to be used to align with program review and prioritization. Will be spent with transparency and alignment with Strategic Planning. Next round of funding will be 30 million.

        4. Discussion of how funds being used including to support student needs, replacement computers in faculty offices with laptops and dockable stations (please work with chairs and DiMemmo/West offices on specific concerns about computers); new CAREs funding allows for resources to be given to those students who had not previously qualified.

    iii. Reminder: Laptops are available to students if needed as well as more hotspots coming.

    iv. College catalog is moving to online format and is scheduled to post March 29; many thanks to Casandra.

    v. Ellen and Jeanine have done an amazing job and have been crucial in getting the CPL and MAP.

      vi. Student survey is being sent out to identify the student experience as we move the Fall term.

    f. ASRCC Representative – Albert Jaramillo

      i. Students have been active at the Board of Trustees about concerns coming back in the Fall.

      ii. Survey went out to students and ASRCC is supporting it and trying to encourage responses.

      iii. Students are being Proactive – Pulic forum with President Anderson, Dr. Carter on April 6 from 12-2.

      iv. Trying to meet with Administrators about gettiung answers for a safe return.

      v. Elections for Student Body positions are coming up.

      vi. If you follow ASRCC on social media. Please share the posts.

      vii. This Friday (March 26) Hot Topic Hot Drinks. Focus will be on mental health – informal opportunity to interact with students.

      viii. Students are 9 million in debt for fees, and they are being active to identify the problem, and a possible solution.

  g. Equity-Minded Curriculum

      i. Student Equity, Faculty development and Office of Professional Development are all hosting a conversation with Dr. Bettina Love on March 29, 3-5pm; see email today from Natalie Halsell

      ii. There is also a local bookclub that is ongoing this semester; they have met twice two discuss the first two chapters of *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. See email for a message from Star Taylor on February 24 for the dates, invite, and link. Douglass shared appreciation for the conversation at the last meeting, sharing Kweku Williams comments at the book club about supporting students even as we try to address systemic barriers: "My pedagogy has to be based on reclaiming individuality, redefining it….compassionate individualism."

      iii. Community of Practice is meeting Friday 3/26/2021 11-1230 – How to effectively assign and use the text that is being discussed. Zoom link will be sent out this evening from Tammy Kearn

51. Curriculum Policy & Procedure: Just notice that while some meetings and events in the fall may stay online, curriculum is likely to be one that cannot. Nothing official yet, but because we are a Brown Act meeting, some of our restrictions may be different; we are currently operating under a special Executive Order from the Governor; not sure of the status of that for the fall; more to come.

52. Open Forum:

    a. Question raised about the ADTs and if they are college specific. A student can take a course in another Colleges ADT and do substitute if it is applicable.

b. Next curriculum meeting is April 27. Next Tuesday is a 5ᵗʰ Tuesday and the second Tuesday of the month is spring break.

c. Dept are working on assigning TAs for the fall – if you have recorded lectures and we have to go from face to face then retract to virtual – use them to help with the transition.

d. Mentorship – work with faculty on transitioning back. If you are feeling anxious or concerned reach out to colleagues to help you.

e. Discussion of multiple issues and concerns and how to support students in the re-entry to on-campus instruction:

    i. As educators we need to be mindful that many new incoming students will have been online for most of their junior year and all of their senior year. Please be respectful by not referring to them as behind. Be mindful of the language we are using. We will be seeing these students through our systems for years to come.

    ii. A Riverside County High School was recently covered in The Washington Post: in the article "The Missing Students of the Pandemic" that profiled a Vice Principal driving around looking for students who have just disappeared from online school during school shut down. These are the challenges. When they come to RCC, we have to be mindful of all of this, and recognize the win that they are here, and then do right by them and provide the support they need, even as we may not yet know what that is.

Action Items:
    35. Distance Education: pg. 2
    36. State/Locally Approved Certificate/Degree Modifications: pg. 2

Information Items: New State/Locally Approved Certificates/Degrees: pg. 2

Attachments:
- March 9, 2021 minutes
- DCC Chair Pfiefle email with statement from Curriculum Chairs and Senate Presidents

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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 stake-holders. 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.

Action Items				
Motion to Approve Distance Education Proposals: 1ˢᵗ Williams; 2ⁿᵈ Haines; approved unanimously				

Distance Education Proposals				
MAG-40DE	The American Management Association Certified Professional in Management		R	**Approved**
SOC-15DE	Introduction to Women's Studies		MNR	**Approved**
SOC-DX 15	Introduction to Women's Studies		MNR	**Approved**
Motion to Approve Program Modification: 1st Brown; 2nd Rangel; approved unanimously				
Program Modifications				
MUS-ADT MUS R	Music	*Transfer Model Curriculum (TMC) Template for Music Rev. 07/05/17 added a "List A" category. Music courses moved from Required Core to List A were updated. Music courses that fulfill additional List A options were added.*	R	**Approved**
Information Items: New Program				
BUS-ADT M	Business Administration 2.0	*The ADT is being modified regarding degree requirements. CIS1A was taken out, BUS 24 was added as an option with BUS 10 and one additional math course was added MAT 4 or Mat 5.*	M	

Riverside City College
Curriculum Committee
Minutes April 27, 2021 • 3-5 pm

1. Call to Order at 3pm

Voting Committee Members Present	Voting Committee Members Absent
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21; 21-23)*	**Bobbie Grey**, *Chemistry Dept. Rep. (19-21)*
Michelle Black, *Mathematics Dept. Rep. (20-22)*	**Mark Haines**, *Dance and Theater Dept. Rep. (20-22)*
Jay Boshara, *Economics/Geography/Political Science Dept. Rep. (19-21)*	**Samuel Pessah**, *World Languages Dept. Rep. (20-22)*
(D.) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (20-22)*	
Ellen Drinkwater, *Articulation Officer*	
Joanie Gibbons-Anderson, *Communication Studies Dept. Rep. (19-21)*	
Shannon Hammock, *Library/Learning Resources Dept. Rep. (20-22)*	
Scott Hernández, *Applied Technology Dept. Rep. (20-22)*	
Robert Jew, *Art Dept. Rep. (19-21)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (19-21)*	
Karyn Magno, *Counseling Dept. Rep. (19-21)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steven Schmidt, *Music Dept. Rep. (19-21); Technical Review Com Chair*	
Cathy Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members and Guests	
Juan Ahumada, *Communication Studies Dept. Rep. (21-23)*	
Kristi DiMemmo, *Interim VP Planning & Development, Administrative Co-*	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (20-22); English*	
Casandra Greene, *RCC Curriculum ISC*	
Albert Jaramillo, *ASRCC Student Representative*	
Denise Kruizenga-Muro, *Assessment Committee, English faculty*	
Susan Mills, *Interim VP of Academic Affairs*	
Mia Timme, *Instructional Department Specialist, English Media Studies and*	
Shari Yates, *Interim Dean of Instruction, CTE*	
Jude Whitton, *Assessment Committee, Communication Studies faculty*	

2. Agenda approved with change to move the Curriculum Policy and Procedure items to the beginning to accommodate guests; *1ˢᵗ Lowden; 2ⁿᵈ Hernandez; approved by consensus.*

3. Approval of Minutes: March 23, 2021; *1st Williams; 2nd Kearn; approved by consensus*

4. Curriculum Policy & Procedure

   a. Assessment Committee Report; Jude Whitton and Denise Kruizenga Muro presenting (see PLO Checklist and How To Do Qualitative SLO assessment attachments and linked <u>Committee's GE Learning Outcome Assessment Findings</u>)

      i. Assessed GESLOs and put together reports of summary of the findings.

      ii. Pre-Covid symposium concerning equity-based assessment.

         1. How can you assess what students are learning?

         2. Have added standing item on Assessment agenda to address equity.

         3. How do we go beyond what the normal equity is? Modifying curriculum to incorporate into CORs.

      iii. Recommendations discussed (see attachment report)

      iv. Reminder that when assessing, you don't need quantitative validity. Qualitative data is acceptable. You do not have to have a large sample. (you can assess 30 students) It will still improve teaching and learning.

      v. Shift thinking – Trying for Informed Conversations. It's okay if what you thought was happening isn't happening – have the conversation to adjust. Looking to support student learning and making it better.

      vi. Please take the information provide back to department.

      vii. Curriculum Reps should be looking SLOs and outcomes for Gen Ed course needs to be linked to a GESLOs. Are they selecting the right one (or more than one)

      viii. Everyone should have an assessment rep in your dept/discipline to provide assistance. Jude and Denise meet every Wednesday and are available to help.

      ix. Discussion of what happens if we think the Gen Ed SLO needs to be assessed/modified?

         Q: Where does this start?

         A: Discussion ensued, but consensus reached: At the District level. Academic Standards?

   b. Academic Standards action needed: review of GE course lists (See three word doc attachments: Local GE Pattern Course List; Transition Plan Draft for Listing of Courses in Gen. Ed. Areas; General Education Area Descriptions Criteria)

i. Academic Standards met and discussed how Gen Ed is listed in the catalog. Whole disciplines are included in the area. Some others are only specific courses. COM 7 and 11 and enumerated, where ENG is all English courses, for example. Academic Standards proposing a procedure so that all disciplines have courses listed out and thus add any new courses to the Gen Eds when appropriate by same method.

ii. Lists are going out to discipline (attached)

1. First is blurb how currently listed. List is what we are hoping to do. List is being worked on for the 22-23 catalog.

2. Please take this back to departments and decide if all courses listed. Confirm what should be included and let us know what should be removed – send revised lists to techreview@rccd.edu

3. Courses will no longer be automatically listed for GE based on Discipline.

4. ***Please do this before leaving for summer***. DCC will work on this in the fall.

5. This is a District wide process – each college curriculum committee is bringing it up. It will then go to tech review, and college curriculum.

6. We will keep lists of courses being removed to double check for impacts to programs outside the discipline.

5. **Action Items (see below)**

6. Chair Douglass drew the committee's attention to Norco's adoption of Social Justice Studies discipline. As such a proposal is likely to eventually be made at RCC and/or MVC, and the new discipline would like faculty colleagues, if you have or think you may meet the minimum qualifications, please contact DCC Chair Ann Pfiefle and/or Vice Chancellor Jeannie Kim to let them know or start the process to get the FSA (Faculty Service Area)

7. Reports

a. Curriculum Chair – Kelly Douglass

i. DX for for Fall coverage (in case of closure/retraction) due by April 30

ii. Curriculum Institute

1. Attendees so far: Kelly Douglass, Ellen Drinkwater, Casandra Greene, Steven Schmidt, Kristi DiMemmo, VPAA, Karyn Magno, Clara Lowden, Amy Vermillion, Toni Rangel

2. If anyone else is interested, please email Kelly Douglass

iii. 2021-22 Curriculum calendar; September 24 launch date (attachment)

iv. Curriculum rep elections needed for 21-23:

1. Econ/Geog/PS; Chemistry; Art; Kinesiology/Athletics; Counseling; ECS; Physical Science; Music; Nursing

2. Elections completed: Communication Studies (Ahumada); Cosmetology (Bettencourt)

b. Articulation Officer – Ellen Drinkwater

   i. IGETC / CSU updates (New courses must be approved for CSU before submitted for IGETC)

   ii. Area F updates

      1. For ETS, only 10 were approved (9 others denied)

      2. State will allow resubmission and back dating for courses that did not get approved.

      3. All Community Colleges across the state had problems with approvals; some had none

      4. Will develop marketing piece to share with students in explaining Area F.

      5. FAQ about Area F will be sent out with minutes and can address questions at the next meeting.

c. Instructional Programs Support Coordinator – Casandra Greene

   i. DX proposal clean-up in Meta at district level

      1. Batch proposals that were submitted for emergency DE are being separated out into individual proposals.

      2. They can be identified with a DX after the course name/number.

   ii. Compliance report update

      1. Compliance reports will be sent out in May

      2. Courses have been identified with NOR or MVC if they are taught at another college.

      3. If you need help with the minor modifications please reach out to Casandra (CTE courses)

      4. In making individual proposals we have to run through approval process. You may see an email about it. It is just the proposal being fast tracked, and you do not need to take action.

d. Tech Review Chair – Steven Schmidt:

   i. Updated Curriculum Handbook

      1. Approved by Tech Review.

      2. Posted on curriculum website (forms) and includes the updated DE process.

   ii. Facilitator and Department Chair level have been combined which will speed up the process.

e. Admin. Co-Chair – Kristi DiMemmo/ Susan Mills

i. No Report

   ii. Questions : What is the Plan B for the fall ?

   1. Will have a plan in place in May – NOT MOVING TO PLAN B. Will have a plan B.

   2. Plan A is come-back 80% face to face 20% online. 100 capacity.

   3. Plan C – things are really bad and we pull back online.

   4. Plan B is somewhere in the middle.

f. ASRCC Representative – Albert Jaramillo

   i. Reported on the safe return forum with VP West and President Anderson

   ii. Submitted survey – District wide student presented to the board.

   iii. Starting process for student trustee, ASRCC president and senators for 21-22.

g. Equity-Minded Curriculum/Resources: reminder about local community of practice sponsored by English department; upcoming events:

   i. Addressing Student Resistance to Discourses of Diversity, presented by Audrey Holod with Miguel Reid; Thursday, April 29, 12:50-1:50pm (college hour)

   ii. What Worked? A Best Practices Review, moderator by Kelly Douglass; Thursday, May 27, 12:30-2pm

8. Open Forum:

   Q: What is the outcome of District Senate meeting about distance ed.

   A: Will have more information after next week's Tech Review and DCC

9. Adjourned at 4:58

Action Items:
   1. Course Deletions: pg. 5
   2. Course Exclusions: pg. 6
   3. Course Major Modifications: pg. 6
   4. Distance Education: pg. 6-7
   5. New State/Locally Approved Certificates/Degrees: pg. 7
   6. State/Locally Approved Certificate/Degree Modifications: pg. 7

Information Items:
   1. Course Inclusions: pg. 7
   2. Course Major Modifications: pg. 7
   3. New Courses: pg. 7
   4. New Discipline: pg. 8
   5. New State/Locally Approved Certificates/Degrees: pg. 8-9

Attachments:

- March 23, 2021 Minutes
- <u>Committee's GE Learning Outcome Assessment Findings</u> (link)

Attachments as Appendices at end of minutes:
- Curriculum Calendar 2021-22
- PLO Checklist
- How To Do Qualitative SLO assessment attachments
- Local GE Pattern Course List
- Transition Plan Draft for Listing of Courses in Gen. Ed. Areas
- General Education Area Descriptions Criteria
- CSU / IGETC / Area F updates
- FAQ on Ethnic Studies

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.

Action Items:

Motion to approve all action items:
1st Boshara; 2nd Williams; approved unanimously

Course	Long_Title	*Rationale*	Campus	
Course Deletion				
NRN-91	Nursing Work Study (BRN Approved)	*This course is being deleted as it is no longer a viable offering. We currently have NRN-200 Work Experience and other support laboratory courses to assist students in refinement of nursing skills and competency development. This course has not been offered since Winter 2012.*	R	**Approved**

Course Exclusions

ENG-85	Writing Clinic (English)	*At Riverside City College, this course was a .5 unit course which cost money and added units to the students' overall units earned. RCC now offers a non-credit version of this course so students can receive help for free and without earning any units.*	R	**Approved**
ILA-1	Introduction to Tutor Training	*RCC is excluding the course because it has never been offered and there are no plans to offer it in the future.*	R	**Approved**

Course Major Mods

BIO-9	Introduction to the Natural History of Southern California	*It is necessary to increase the number of lecture hours from 36 to 54 for several reasons. First, as the course is currently structured, we have time to briefly discuss an ecosystem or habitat and then visit that habitat. We do not have time to return and assimilate what we learned in the classroom with what we saw and experienced in the field. Second, Southern California is home to many unique and important ecosystems and endemic species. With the current class structure, instructors have had to choose which of these topics should be left out as there simply isn't time to cover them all. Additionally, since this course does involve many field trips, instructions about field safety, coordination for getting to field sites, and information about what to wear and bring to each trip take up a portion of the lecture time. Lastly, the current structure of 36 lecture hours makes students unable to use this course as their "Life Science with a lab" option at many transfer schools.* *Please note that Course Objectives and Course Content have also been updated.*	R	**Approved**
ENE-51	Print Reading	*Only course title change from Blueprint Reading to "Print Reading"*	NR	**Approved**

Distance Ed Emergency (DX)

Course	Long_Title	Rationale		
ETS-DX 1-53	ETS DX 1-53		MNR	**Approved**
New Program: ADT				
BUS-ADT BA2R	Business Administration 2.0	*Update is being made to be in alignment with new TMC Version 2.*	R	**Approved**
Program Modification: Degree & Certificate				
CAT-CERT EOM	Executive Office Management	*Removal of CAT/CIS 84 from program*	R	**Approved**

Information Items

Course	Long_Title	*Rationale*	Campus
Course Inclusions			
ETS-14	African American History I	*Somehow when the new ETS courses were approved through curriculum Norco was not added to the ETS-14 course outline of record even though we offer the HIS-14 cross-listed companion course. We would like to add this course to our Norco catalog in order to be able to submit both ETS-14 and HIS-14 for the new CSU GE area F.*	N
Course Major Mods			
CMI-61	Introduction to Spanish English Translation	*Update COR, add objectives, update texts.*	M
CMI-71	Bilingual Interpretation for the Medical Professions	*Updating of COR to include objectives and recent textbooks.*	M
CMI-81	Introduction to Court Interpreting	*Updating of COR to include objectives and recent textbooks.*	M
CMI-91	Introduction to Translation and Interpretation for Business	*Update COR to include objectives and recent textbooks.*	M
ENE-851	Print Reading	*Only course title change from Blueprint Reading to "Print Reading"*	N
New Course			
SJS-110	Introduction to Social Justice Studies	*This course is designed to give students an introduction into the emergent field of Social Justice Studies, some of its primary concepts and issues.*	N

New Discipline

SJS-DISC N	Social Justice Studies	*Social Justice Studies emerged out of historical and ongoing social progress movements such as the Labor, Civil Rights, Disability Rights, LGBTQ, and Women's Liberation movements. Students explore interconnected systems of discrimination and oppression, including institutional, relational, cultural, and socioeconomic racism, sexism, ableism, classism, heterosexism, and cisgenderism. Social Justice scholarship locates intersectional identities of race, class, sex, ability, gender, sexuality, religion, culture, and nation, to explore inequities and identify systems of oppression and advantage that exist as a result of marginalization, cultural supremacy/insensitivity, and/or violence. The goal of the program is not to engender a singular approach to social justice issues but rather to present students with a dynamic academic framework for thinking creatively and pragmatically about contemporary social issues. Areas of scholarship that inform social justice include education; anthropology; race and ethnic studies; cognitive developmental and social psychology; gay, lesbian bisexual, transgender and queer studies; history; literature; Queer Theory; Judaic and Middle Eastern studies; sociology, and women, gender, and sexuality studies. The Social Justice Studies transfer degree offers students the opportunity to prepare for rewarding work, such as with government agencies, colleges and universities, consulting firms, research institutes, corporations, domestic and international non-governmental or community or environmental organizations, human rights organizations, the United Nations, and international development organizations, or in journalism, writing, or social work.*	N

New Program: ADT

BUS-ADT BA2N	Business Administration 2.0	*Update is being made to be in alignment with new TMC Version 2.*	N

New Program: Degree

CIS-AS ITC	Information Technology (IT) Cybersecurity	*Associate Degree of Science in Cybersecurity is a pathway for students pursue further education at California State San Bernardino. This program also aims to develop quality and quantity of technical professionals in existing courses and certificates in IT Technician Pathway programs. Students will meet breadth requirements while gain skills to become entry-level cybersecurity specialists, computer security professionals, and network security technician.*	M

2021-2022 Riverside Community College District Curriculum Calendar

July 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July

| 5 | Legal Holiday/Day of Observance |

August 2021

Su	M	Tu	W	Th	F	Sa
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29	30	31				

August

September 2021

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19	20	21	22	23	24	25
26	27	28	29	30		

September

6	Legal Holiday/Day of Observance
7	Technical Review & District Curriculum
14	College Curriculum Meeting
21	Technical Review & District Curriculum
24	Last Day to Launch (Originator)
28	College Curriculum Meeting

October 2021

Su	M	Tu	W	Th	F	Sa
					1	2
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24	25	26	27	28	29	30
31						

October

5	Technical Review & District Curriculum
8	Discipline Deadline (Discipline Facilitator Approval)
12	College Curriculum Meeting
19	Technical Review Penultimate Approval
22	Program Submission to TR E-mail Deadline
22	Department Chair Approval Deadline
26	College Curriculum Penultimate Approval
27	Admin Review Deadline

November 2021

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21	22	23	24	25	26	27
28	29	30				

November

2	Technical Review Last Possible Approval
9	College Curriculum Last Possible Approval
11	Legal Holiday/Day of Observance
16	District Curriculum Last Possible Approval
22-26	Classes not in session
24	Ed Services Prepares Proposals for Cabinet
29	Executive Cabinet Last Possible Approval

December 2021

Su	M	Tu	W	Th	F	Sa
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December

7	Technical Review & District Curriculum
7	Committee on Teaching & Learning Last Possible
10-16	Finals Week
14	Board of Trustees Last Possible Approval
24	Legal Holiday/Day of Observance

January 2022

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30	31					

January

| 17 | Legal Holiday/Day of Observance |

February 2022

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27	28					

February

18	Legal Holiday/Day of Observance
21	Legal Holiday/Day of Observance
22	College Curriculum Meeting

March 2022

Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March

1	Technical Review & District Curriculm
8	College Curriculum Meeting
15	Technical Review & District Curriculm
22	College Curriculum Meeting
31	Legal Holiday/Day of Observance

April 2022

Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

April

5	Technical Review & District Curriculum
11-17	Spring Break
19	Technical Review & District Curriculum
26	College Curriculum Meeting

May 2022

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May

3	Technical Review & District Curriculm
10	College Curriculum Meeting
17	Technical Review & District Curriculum
24	College Curriculum Meeting
30	Legal Holiday/Day of Observance

June 2022

Su	M	Tu	W	Th	F	Sa
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19	20	21	22	23	24	25
26	27	28	29	30		

June

| 3-10 | Finals Week |

TR/DCC meet 1st 3rd Tues; College Comm. meet 2nd 4th Tues

No mtngs: 1st week of term, finals week, or WIN/SUM

Riverside City College
Program Level Assessment Checklist
As of March 25th, 2019

This is a checklist / guide which can be used as a companion to your Program Level Assessment. For further information, please contact RCC's Assessment Committee Faculty Co-chairs, Denise Kruizenga-Muro and Jude Whitton, or the Administrative Co-chair, Wendy McEwen.

Assessment Plan Webpage: https://www.rcc.edu/about/outcomesassessment/Pages/assessment-plan.aspx

Graphic Overview: https://www.rcc.edu/about/outcomesassessment/Pages/assessment-plan.aspx

☐ **Completed SLO and program mapping**

☐ **Ordered SLO to PLO report from Wendy McEwen**

☐ **Reviewed course patterns and equity data**

☐ **Identified key courses and assignments and collected samples of student work from those courses**

☐ **Discussed with discipline/department how to assess the PLO and developed the assessment instrument**

☐ **Assessed artifacts**

☐ **Entered assessment results into Nuventive**

☐ **Discussed results of assessment in discipline/department meeting and recorded the conversations in meeting minutes.**

(see explanations below)

STEP 1: Review the map of the program's courses AND SLO's to the PLO's.

The screenshot below is from the ADT for Communication Studies. It shows the mapping of SLOs to PLOs.

The screenshot below is from the Theatre ADT for Curriculum Mapping. If the course Introduces the PLO concept ("1"), Develops the concept ("2"), or Masters the concept ("3").

Questions to ask during mapping process:

1) Are the correct courses included in Nuventive? (If no, contact Wendy McEwen to add / revise / delete courses).
2) Are all of the included courses offered on an appropriate rotation schedule? If not, why not? Can students still successfully complete the program in a reasonable timeline?
3) Are all courses only introducing the PLO concepts? Is that ok?

STEP 2: Ask Wendy McEwen to create a report providing all SLO assessment results as it relates to PLO's. Below is an example from CIS. This report provides you with an "at a glance" summary of all of the assessment activity as it relates to the PLO's.

Course ID	SLO Assessment Cycle	Student Learning Outcome	Result	Related Unit Program Learning Outcome UnitName	Related Unit Program Learning Outcome Name
CSC-11	2014-15 (2) Fa 2014	Analyze and interpret assembly language code and hexadecimal format. Demonstrate how fundamental high-level programming constructs are implemented at the machine-language level.	95% of students achieve this result while over 80% achieve proficiency.	Certificate (S) - CIS Computer Programming	PLO #1
CSC-11	2014-15 (2) Fa 2014	Analyze and interpret assembly language code and hexadecimal format. Demonstrate how fundamental high-level programming constructs are implemented at the machine-language level.	95% of students achieve this result while over 80% achieve proficiency.	Certificate (S) - CIS Computer Programming	PLO #2
CSC-11	2014-15 (2) Fa 2014	Analyze and interpret assembly language code and hexadecimal format. Demonstrate how fundamental high-level programming constructs are implemented at the machine-language level.	95% of students achieve this result while over 80% achieve proficiency.	Certificate (S) - CIS Computer Programming	PLO #3

Questions to ask during SLO assessment review process:

1) Do any of the PLO's have enough evidence from SLO assessment to successfully evaluate student work for that PLO? If yes, you can use the SLO evidence as part of the PLO assessment.
2) Do any PLO's have no linked SLO Assessment? If yes, you might review the mapping and ensure that in the next SLO assessment cycle, courses that have SLO's related to that PLO are assessed (you've identified a potential assessment gap)
3) Is there a course (s) which can be considered a key course or a capstone course which can be identified for continued PLO assessment?

STEP 3: Using documents from the Document Repository, review course patterns (using the Course Sections file) and disaggregated student success (using the Equity Success SX file).
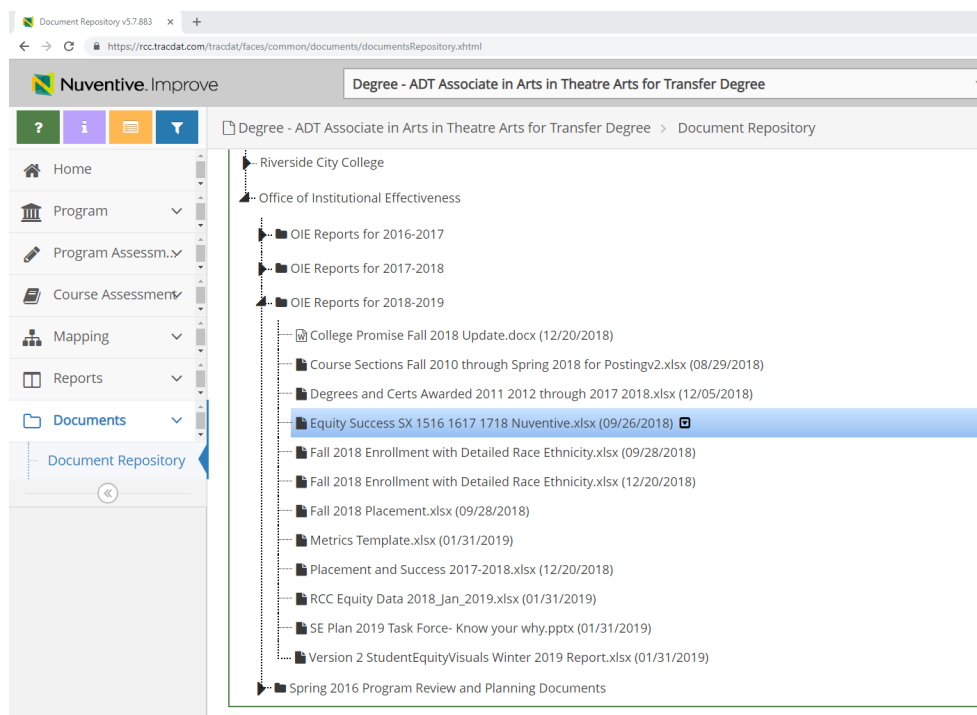
Questions to ask during this review process:

1) Are your course offerings balanced? Are you meeting your enrollment targets?
2) How is enrollment in your General Education courses? Which of your Gen Ed courses are being included in other departments' program maps? Think about having a conversation with the department chair in that department to understand how your Gen Ed course is fitting into their needs.
3) Do you see any differences for success between student race / ethnicities? Between online and face-to-face offerings? Between other course characteristics? Why might that be? Particularly for student equity, if there is a success gap of 10% or more between race / ethnicity groups, have a department-

wide discussion about how you might close this gap. What examples are you using in class? How engaged are the students? Who has tried a different delivery method, assignment, etc. that has resulted in increased student learning.

    4) If you would like ideas or recommendations, contact Laura Greathouse for support.

STEP 4: Identify the key course and key assignment for PLO assessment. Ask the faculty to collect SAMPLES of that artifact (it doesn't have to be every test / paper / video – just a random sample).

STEP 5: During a discipline or department meeting, have a discussion about how you would like to evaluate that PLO. Do you want to use a rubric (your assessment rep can provide examples) or just a narrative? Whatever makes the most sense for your discipline is what you can go with.

STEP 6: Once you have the artifacts and the evaluation, meet with your discipline to review and assess the artifacts. It might be helpful to have a "norming" discussion first.

STEP 7: Create the assessment – either on a separate document or directly input into Nuventive. See screenshot below:
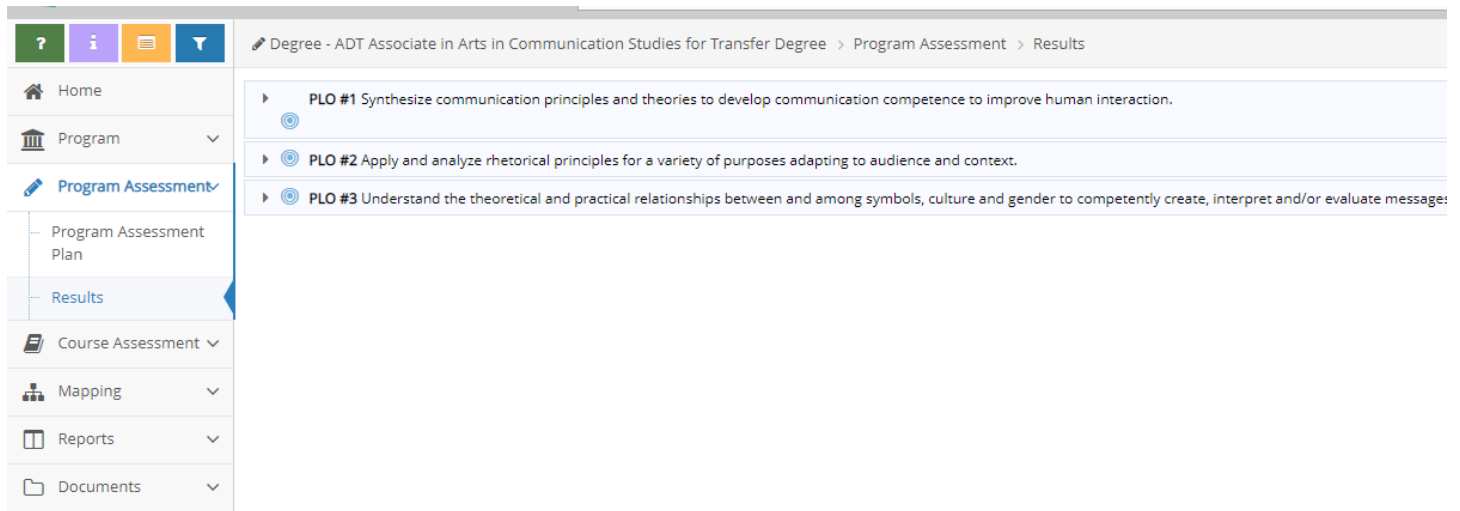
STEP 8: MOST IMPORTANTLY – have a conversation in your department meeting about what you learned.

Questions to ask during this final review process:

1) Where were students strongest? Which assignments seemed to work best in identifying their strengths and learning as it relates to PLO's?
2) Where were students weakest? Are there any recommendations for assignments / activities / examples that may better link students' learning to the PLO's?
3) Are there any PLO's which couldn't be assessed based on students' work? If so, what is your discipline's recommendation for this PLO? Does an assignment need to be created? Does the PLO need to be revised? Does a different course need to be included?

Final notes – as with all assessment, contact your department assessment representative of any of the co-chairs for recommendations, examples, or support.

How to do qualitative SLO assessment

Qualitative assessment is just as good a method as quantitative assessment for reporting SLO assessment results.

Remember that the purpose of assessment is not just improving teaching and student learning but also the

conversations that assessment can generate in discipline and/or department meetings. Filling out this form can help you

conduct qualitative assessment and enter those results into Nuventive. Once you complete this form it is as easy as

copying and pasting your information into Nuventive.

1. What did you use to assess the SLO (what was your assessment method)?

2. What pedagogical processes or instructional strategies did you use to teach this SLO?

3. What were the results of the assessment? State what your results were, whether you met your target, and what you

think worked to achieve the results. When thinking about target, this could be how many of your students you want to

earn a particular score on an assignment. Then, your discussion would surround why you believe you achieved the

results in this particular instance.

4. What recommendations do you have for improvement? What changes to your teaching might you make? Think about

the next time you or someone else teaches this course. What would you recommend as a result of this assessment?

5. Finally, before you go into Nuventive to enter results, pull several examples of student work and a copy of the

assignment sheet or prompt to upload where it says "Relate a Document." Samples should be anonymous and do not

need to be all A's. Having a variety of grades on student assignments is more helpful.

If you have any questions about assessment or how to enter results, please contact your discipline's Assessment

Committee representative or any of the following: Wendy.McEwen@rcc.edu , Jude.Whitton@rcc.edu , or

Denise.Kruizenga-Muro@rcc.edu

PLAN A
RCCD General Education

A. Natural Sciences (3 units)

Any course for which the student is eligible in ==anatomy and physiology==, Anthropology 1 or 1H, ==astronomy, biology==, (except BIO-35), ==chemistry,== Geography 1 or 1H, or 5/Physical Science 5, ==geology, microbiology, oceanography, physical science, physics== and Psychology 2. Waiver for this requirement will be granted for Cosmetology 60C and Electronics 21.

Anthropology: 1, 1H
Astronomy: 1A, 1B
Biology: 1, 1H, 2, 2A, 2B, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 18, 19, 20, 21, 31A, 31B, 31C, 31D, 31E, 40, 45, 50A, 50B, 55, 60, 60H, 61, 85
Chemistry: 1A, 1AH, 1B, 1BH, 2A, 2B, 3, 10, 12A, 12B, 17
Geography: 1, 1H, 5
Geology: 1, 1B, 1L, 2, 3, 4, 5, 30A, 30B, 31, 32
Oceanography: 1, 1L
Physical Science: 1, 5
Physics: 2A, 2B, 4A, 4B, 4C, 4D, 10, 11
Psychology: 2

B. Social and Behavioral Sciences (6 units)

1. American Institutions (3 units) Ethnic Studies 2, 15, 28, 29 or History 6 or 6H, 7 or 7H, 15, 26, 28, 29, 31, 34 or Political Science 1 or 1H, 5
AND
2. Social and Behavioral Sciences (3 units)
Any course for which the student is eligible in American Sign Language 22, ==anthropology== (except Anthropology 1 or 1H), Communications 9, 9H, 12, 13, 20, Early Childhood Studies 20, ==economics==, Ethnic Studies 14, 21, 23, 27, 44, ==geography== (except Geography 1/1H and 5), ==history== (except as listed in one above), ==human services, military science, political science== (except as listed in one above), ==psychology== (except Psychology 2), and ==sociology.==

B1
Ethnic Studies: 2, 15, 28, 29
History: 6, 6H, 7, 7H, 15, 26, 28, 29, 31, 34
Political Science: 1, 1H, 5

B2
American Sign Language: 22
Anthropology: 1L, 2, 2H, 3, 4, 5, 6, 7, 8, 10, 16
Communications: 9, 9H, 12, 13, 20
Early Childhood Studies: 20
Economics: 4, 5, 6, 7, 7H, 8, 8H, 9, 9H, 10
Ethnic Studies: 14, 21, 23, 27, 44
Geography: 1L, 2, 3, 4, 6, 7, 8, 30A, 30B, 30C, 30D
History: 1, 2, 2H, 4, 5, 11, 12, 14, 19, 21, 22, 25, 32, 33, 35, 42, 44
Human Services: 4, 5, 6, 7, 8, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 60, 61, 62, 69, 70, 71, 72, 73, 74, 200
Military Science: 1, 2
Political Science: 2, 2H, 3, 4, 4H, 6, 7A, 7B, 7C, 7D, 8, 10, 10A, 10B, 10C, 11, 12, 13, 14, 17, 20, 21, 22, 23
Psychology: 1, 1H, 8, 9, 10, 33, 35, 35H, 48, 50
Sociology: 1, 1H, 2, 3, 10, 10H, 12, 15, 20, 23, 25, 48, 50

C. Humanities (3 units)

Any course for which the student is eligible in American Sign Language 1, Architecture 36, Art, Communication Studies 7, 11, Dance 6, 6H, 7, 8, 9, English, Ethnic Studies 13, 18, 20, 24, 25, foreign languages, Game Development 2, History 1, 2, 2H, 4, 5, humanities, music, philosophy (except Philosophy 11 and 32), Photography 8, theater arts, and film, television and video.

American Sign Language: 1
Architecture: 36
Art: 6, 6H, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25A, 25B, 26, 27, 28A, 28B, 30A, 30B, 34, 35A, 35B, 36A, 36B, 38, 39, 40A, 40B, 41A, 41B, 42A, 42B, 43A, 43B, 44A, 44B, 44C, 45, 46, 47, 48A, 48B, 49A, 49B, 50A, 50B, 51A, 51B, 200
Art History: 1, 1H, 2, 2H, 3, 4, 5, 6, 6H, 7, 8, 9, 10, 11, 12, 13, 14, 15
Communication Studies: 7, 11
Dance: 6, 6H, 7, 8, 9
English: 1A, 1AH, 1B, 1BH, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17A, 17B, 17C, 18, 20, 23, 24, 25, 30, 34, 35, 38, 38A, 38B, 38C, 39, 40, 41, 44, 45, 48, 50, 90B, 90BH
Ethnic Studies: 13, 18, 20, 24, 25
Film, Television, and Video: 12, 38A, 38B, 41, 42, 43, 44A, 45A, 46, 48, 51A, 51B, 52, 53, 64A, 65, 66, 67, 68, 72, 74, 76, 77, 79
Foreign Languages: Arabic: 1, 2, 3, 8, 11, 11H
                           Chinese: 1, 2, 11
                           French: 1, 2, 3, 8, 11
                           Italian: 1, 2, 3, 11
                           Japanese: 1, 2, 3, 4, 11
                           Portuguese: 1, 2
                           Russian: 1, 2, 3, 11
                           Spanish: 1, 2H, 2, 2H, 3, 3N, 4, 8, 11, 12, 13, 51
Game Development: 2
History: 1, 2, 2H, 4, 5
Humanities: 4, 4H, 5, 5H, 8, 9, 10, 10H, 11, 16, 18, 20A, 20B, 20C, 23, 35
Music: 1, 3, 4, 5, 6, 8A, 8B, 9, 10, 11, P11, 12, P12, 19, 19H, 20, 21, 22, 23, 25, 26, P27, 28, P28, 29, 30, 31, 32A, 32B, 32C, 32D, P32A, 33, 35, 36, P36, 37, 38, 39, 40, 41, 42, 43A, 43B, 43C, 44, P44, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69, 70, P70, 71, 72, 73, 74, 75, 76, P76, 77, P77, 78, 79, 80, 81, 82, 83, 84, P84, 85, 86, 87, 88, 89, 89H, 92, 93, 94, 95, 97, 98, 101, 200
Philosophy: 10, 10H, 12, 13, 14, 15, 19, 22, 33, 34, 35, 36
Photography: 8
Theater Arts: 2, 3, 4, 5, 6, 9, 25, 26, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 41, 44, 46, 48, 49, 54, 55, 56, 57, 58, 200

D. Language and Rationality (10 units)

1. English composition (4 units)

Courses fulfilling the written composition requirement include both expository and argumentative writing. The English composition requirement may be met by English 1A or English 1AH, with a grade of "C" or better.

2. Communication and analytical thinking (6-8 units)

Courses fulfilling this requirement include oral communication, mathematics, logic, statistics, computer languages and programming. Students must complete one course from two of the following areas
Communication Studies 1, or 1H or 9 or 9H
Computer Information Systems 1A through 30
Computer Science 1A through 30
English 1B or 1BH
Mathematics 1-36
Philosophy 11,
Philosophy/Math 32
Reading 4

D1:
English: 1A, 1AH

D2:
Communication Studies: 1, 1H, 9, 9H
Computer Information Systems: 1A, 1B, 2, 3, 4, 5, 7, 8, 11, 12, 14A, 14B, 17A, 17B, 17C, 18A, 18B, 18C, 20, 21, 21A, 21B, 21C, 22, 25, 26A, 26B, 26C, 26D, 26F, 27, 27A, 27B, 27C, 28A, 30A, 30B, 30C, 30D, 30E
Computer Science: 2, 5, 6, 7, 8, 11, 12, 14A, 17A, 17B, 17C, 18A, 18B, 18C, 20, 21, 21A, 25, 27, 27A, 28A
English: 1B, 1BH
Mathematics: 1A, 1B, 1C, 2, 3, 5, 10, 11, 12, 12H, 15, 23, 25, 26, 32, 35, 36
Philosophy: 11, 32
Academic Literacy and Reading: 4

E. Health Education and Self Development (5 units)

1. Health Education (3 units) Biology 35/Health Science 1
   NOTE: Students are exempts from the Health Education requirement when they complete the Dental Hygiene program, the EMS program, or the Registered or Vocational Nursing program.

2. Self Development (2 or 3 units)
   Option 1- Kinesiology (two activities courses)
   Any course with an A or V, or any Dance class with D is considered an activity class. The following classes have a laboratory component and may be counted as one of the two activity courses required.
   Kinesiology 6, 29, 42, 47, Music 48, 59, 60, 61 OR
   Option 2 - Fitness and Wellness (3 units)
   Guidance 47, 48, Kinesiology 4, 30, 35, 36, 38, Reading 3

NOTE: Students are exempt from the Self Development requirement when they complete the Cosmetology program, the Registered or Vocational Nursing program, the Basic Peace Officer Training Academy, the Firefighter Academy, or the EMS program.

E1:
Biology: 35
Health Education: 1

E2:
Option 1:
Dance: D5, D8, D9, D10, D12, D13, D14, D15, D16, D17, D19, D20, D21, D22, D23, D25, D26, D29, D30A, D30B, D30C, D31, D31B, D32, D33, D34, D35, D37, D38, D39, D43, D44, D46, D47, D48, D49, D50, D51, D60
Kinesiology: A03, A04, A07, A11, A12, A13, A20, A21, A28, A29, A30, A31A, A31B, A31C, A40, A41, A43, A44, A46, A47, A54A, A54B, A55, A57A, A57B, A57C, A62, A64, A64A, A64B, A64C, A67, A68, A69, A71, A75A, A75B, A77A, A77B, A77C, A81, A81A, A81B, A81C, A82, A83, A86, A87, A88, A89A, A89B, A89C, A90A, A90B, A90C, V01, V02, V04, V05, V06, V07, V08, V09, V10, V11, V12, V14, V18, V19, V21, V22, V23, V24, V25, V26, V27, V33, V34, V50, V51, V52, V53, V60, V61, V70, V71, V78, V92, V94, V95
     or
Kinesiology: 6, 29, 42, 47
Music: 48, 59, 60, 61

Option 2:
Guidance: 47, 48
Kinesiology: 4, 30, 35, 36, 38
Academic Literacy and Reading: 3

Transition Plan for Listing of Courses in General Education Program
RIVERSIDE COMMUNITY COLLEGE DISTRICT

RCCD District Curriculum Committee and Academic Standards asks all disciplines to review courses in the current RCCD General Education lists (Plan A) to assist with the transition from a mix of itemized classes and whole disciplines to a uniform list of itemized classes from each discipline.

What disciplines need to do:
1. Review the Local GE Pattern Course List and all areas where your discipline and/or courses are listed. This document has the current catalog language and format at the top of the section, followed by the new itemized list formatting.
2. For disciplines that already list courses individually, you don't need to do anything – your classes are already itemized and will continue to be listed this way in future catalogs.
3. For disciplines listed as whole disciplines in any of the five areas
   a. Please review the proposed itemized list using the general education area descriptors and GESLOs to make sure that each class is appropriate for inclusion in this GE area. (/these courses were not previously individually reviewed for inclusion since this was always automatic because the whole discipline was listed).
   b. Note that if a class is a general education class, it must have at least one of the course SLOs linked to one of the General Education SLOs and fit the Title 5 description; please ensure that all classes you want to keep in this area do have at least one linked GESLO on your Course Outline of Record (if not, they will need to go through a course modification). If you are keeping all the courses listed, please submit notice to that effect with discipline approval to techreview@rccd.edu.
   c. If there are classes you do not want to include in the itemized list, submit courses to remove from the Local GE Pattern Course from your area, with district discipline approval, to techreview@rccd.edu.
   d. **Submit course lists (with omissions listed as applicable) to the Local GE Pattern Course List from your area to techreview@rccd.edu BY THE END OF SPRING TERM 2021.**
4. After Spring 2021, all disciplines need to request GE area inclusion when appropriate for any new courses – no courses will be automatically included. The District Curriculum Committee recommends submitting the GE Area Inclusion form with the new course proposal.

General Education Area Descriptions/Criteria

RCCD General Education Areas:

A. Natural Sciences (3 units)
    Title V §55063 b.1.A: Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

B. Social and Behavioral Sciences (6 units)
    1. American Institutions (3 units)
        [**from the CSU requirements**: Title 5, Div. 5, Chap. 1 [CSU], Subchapter 2, Art. 5, §40404.a: Requirements in United States History, Constitution, and American Ideals: The purpose of the following requirements is to ensure that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens. To this end each campus shall provide for comprehensive study of American history and American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government.
    2. Social and Behavioral Sciences (3 units)
        Title V §55063 b.1.B: Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

C. Humanities (3 units)
    Title V §55063 b.1.C: Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural

creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

D. Language and Rationality (10 units)
Title V §55063 b.1.D: Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

1. English composition (4 units)
Title V §55063 b.1.D.i: Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.
2. Communications and analytical thinking (6-8 units)
Title V §55063 b.1.D.ii: Courses fulfilling the communication and analytical thinking requirement including, but not limited to oral communication, mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.

E. Health Education and Self Development (5 units)
1. Health Education (3 units)
2. Self Development (2 or 3 units)

Riverside Community College District General Education Student Learning Outcomes

From the RCCD Curriculum Handbook: Any course in the RCCD pattern is required to align with at least one general education student learning outcomes (GE SLO):

- Critical Thinking. Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
- Information Competency & Technology Literacy. Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.
- Communication. Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
- Self-Development & Global Awareness. Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.

Riverside City College

IGETC/CSU Approval for 21-22

APPROVALS

Course	CSU Area	IGETC Area
ARA 11H		3A
ASL 22		3B
PHI 36		3B
SOC 10H		4
DAN D30A	E	
DAN D30B	E	
DAN D30C	E	
DAN D35	E	
ECO 10	D (ReReview)	
KIN A64B	E	
KIN A64C	E	
PHI 34	C2	
POL 17	D	
POL 20	D	
POL 22	D	
PSY 10	E	
PSY 35H	D	
ETS 1	C2; D; F	
ETS 2/HIS 31	C2; D; US1	
ETS 3	C2; D; F	
ETS 7	C2; D; F	
ETS 8	C2; D; F	
ETS 13/PHI 14	C2; F	
ETS 14/HIS 14	C2; D; F; US 1	
ETS 15/HIS 15	C2; D; F; US 1	
ETS 18/ ENG 18	C2	
ETS 20/ENG 20	C2	
ETS 21/POL 21	D; F; US 2,3;	
ETS 23/POL 23	D; F; US 2	
ETS 24/ENG 24	C2	
ETS 25/ENG 25	C2	
ETS27/ANT 4	D	
ETS 28/HIS 28	C2; D; US 1	
ETS 29/HIS 29	C2; D; US 1	
ETS 40	C2; D	
ETS 44/HIS 44	C2; D; F; US 1	

Area F Denials: ETS 2/HIS 31, ETS18/ENG 18, ETS 20/ENG 20, ETS 24/ENG 24, ETS 25/ENG 25, ETS27/ANT 4, ETS 28/HIS 28, ETS 29/HIS 29, ETS 40

The course does not meet at least 3 of the 5 CSU Area F core competencies. If discipline faculty deem it appropriate, please revise course objectives to incorporate at least 3 CSU Ethnic Studies core competencies or add Student Learning Outcomes (SLOs) that align with the core competencies (see CSU GE Breadth Requirements). Course objectives and SLOs focus on course topics with limited evidence that at least 3 of the 5 required CSU GE Area F core competencies are included and integrated.

Other Denials: POL 10 CSU D/IGETC 4; ADJ 9H for IGETC 4; ESL 50 IGETC 3B; MUS 98 CSU E; EDU 51 CSU D; ETS 23/POL23 for US 3; ADJ 20 CSU D/IGETC 4; ADJ 21 CSU D; FTV 65 3A;

RCCD CSU AREA F Ethnic Studies
FAQ's from RCCD Articulation Officers

What is the timeline for implementation?
The law requires each CSU campus to offer courses in ethnic studies by the fall of 2021. Additionally, it requires that students graduating in 2024-25 and beyond shall have met the ethnic studies requirement. This led to the creation of CSU are F; CCC's are also required to offer courses that will meet this area as of Fall 21 as it will be a CSU GE requirement.

Catalog Rights - Effective for New CSU GE 21-22
Students intent on transferring to the CSU who begin at the California Community Colleges (CCC) in fall 2021 are able to meet this new requirement. However, if a student has maintained previous catalog rights but will not graduate from the CSU before 24-25 should be encouraged to complete the ethnic studies requirement at the CC prior to transfer. Students with catalog rights who are on track to transfer and graduate before 2024-2025 are allowed to follow the old CSU GE pattern.

Are the courses approved for Area F grandfathered if taken previously?
NO. As with all CSU GE - the effective date on assist.org for CSU GE will be applicable. Many of the courses that have been previously offered and are now approved for Area F Fall 21 have had some major updates to the COR's in order to qualify. If a student took the course prior to Fall 21 - it will not meet Area F requirement.

What about a student using IGETC for CSU
Any student graduating from the CSU in 2024-25 and beyond will have to meet the ethnic studies requirement as a part of the required general education. It is recommended that we encourage students to complete an ethnic studies course as part of the IGETC GE if they will be graduating CSU 24-25 and beyond.

Will including the Area F add more units to the CSU GE
NO. Area D will now be 6 units and Area F will be 3 units.

Can the two lower division courses in Area D be from the same discipline?
Yes, the two lower division Area D courses can be from the same discipline, provided that after transfer the student takes the required upper division Area D class from a different discipline.*

Could a course be used to fulfill the new Ethnic Studies requirement and also complete the American Institutions requirement?
Yes, a course could meet both the "Area F" ethnic studies requirement and the United States History requirement by fulfilling the learning outcomes for both. However, if United States History meets an "Area D" requirement, the student would need to choose the GE area for credit (either F or D). The requirement in American Institutions would be complete no matter which GE area the student selects.

Riverside City College
Curriculum Committee Agenda
May 11, 2021 • 3-5 pm • Zoom

53. Call to Order at 3:02pm

Voting Committee Members Present	Voting Committee Members Absent
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21; 21-23)*	**Jay Boshara**, *Economics/Geography/Political Science*
Michelle Black, *Mathematics Dept. Rep. (20-22)*	**Mark Haines**, *Dance and Theater Dept. Rep. (20-22)*
(D.) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	**Robert Jew**, *Art Dept. Rep. (19-21)*
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (20-22)*	**Samuel Pessah**, *World Languages Dept. Rep. (20-22)*
Ellen Drinkwater, *Articulation Officer*	
Joanie Gibbons-Anderson, *Communication Studies Dept. Rep. (19-21)*	
Bobbie Grey, *Chemistry Dept. Rep. (19-21; 21-23)*	
Shannon Hammock, *Library/Learning Resources Dept. Rep. (20-22)*	
Scott Hernández, *Applied Technology Dept. Rep. (20-22)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (19-21; 21-23)*	
Karyn Magno, *Counseling Dept. Rep. (19-21)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21;21-23)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21)*	
Steven Schmidt, *Music Dept. Rep. (19-21;21-23); Technical Review Com*	
Cathy Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members Present	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (20-22); English*	
Casandra Greene, *RCC Curriculum ISC*	
Albert Jaramillo, *ASRCC Student Representative*	
Liaisons/Admin/Staff/Guests	
Juan Ahumada, *Communication Studies Dept. Rep. (21-23)*	
Parissa Clark, *Economics/Geography/Political Science Dept. Rep. (21-23)*	
Jeanine Gardner, *Admissions and Records*	
Mia Timme, *Instructional Department Specialist, English Media Studies and World Languages*	

54. Approval of the Agenda: 1ˢᵗ Hernandez; 2ⁿᵈ Lowden; approved by consensus

55. Approval of Minutes from April 27, 2021: 1ˢᵗ Williams; 2ⁿᵈ Lowden; approved by consensus

56. **Action Items (see below)**

57. Reports

   a. Curriculum Chair – Kelly Douglass

      i. Brown Act update for Fall 2021 –

         1. Update: Meetings will be in person in the Fall on the campus; no more all committee zoom meetings, and, as always, no voting by proxy.

Riverside City College Curriculum Committee Minutes 2020-2021 Academic Year

2. If a faculty has an agreement with HRER to not be in person, the current understanding is that the faculty member can participate virtually.

3. Question regarding if a faculty is put on quarantine, can they participate virtually during that period? Kelly will ask; also may need to wait as union and other bodies address these questions.

4. Discussion about location (traditionally Hall of Fame) and ventilation; are there other better options

    ii. Social Justice Studies discipline information

1. Still waiting on more information.

2. SJS is interdisciplinary, but still waiting on process and how determined

    iii. Curriculum Institute update

1. Virtual institute, July 7-9

2. Attendees so far: Kelly Douglass, Ellen Drinkwater, Casandra Greene, Steven Schmidt, Kristi DiMemmo, VPAA, Karyn Magno, Clara Lowden, Amy Vermillion, Toni Rangel, Bobbie Grey

3. Added: D. Brown, Paul Conrad

    iv. Curriculum Representative updates for 2021-23?

1. Updates needed: Art; Counseling; Physical Science; Nursing

2. Elections completed: Chemistry (Grey); Communication Studies (Ahumada); Cosmetology (Bettencourt); Econ/Geog/PS (Clark); ECS (Rangel); Kinesiology/Athletics (Lowden); Music (Schmidt)

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. Admin. Co-Chair – Kristi DiMemmo– no report

f. ASRCC Representative – Albert Jaramillo

    i. ASRCC is holding Election for Pres, VP, Senators

1. Using a third party system (SurveyMonkey)

2. Meet the Candidates on zoom tomorrow (May 12)

3. Please encourage students to votes; even though few names on ballots, votes still needed

    ii. Hot Drinks; Hot Topics -- An upcoming opportunity for open discussions

g. Equity-Minded Curriculum

    i. Casandra shared that she mentioned our use of open-ended agenda item at EPOC and encouraged other committees to consider

    ii. Communication Studies department held round table conversation on what ways curriculum might be racist, not social justice minded and should change. Insights were shared among faculty. In the fall all faculty will be encouraged to include some assignment that is focused on anti-racist curriculum. Will be open-ended and will then be assessed. Will look at what the faculty come up with and how the students respond. Students being included in content development.

    iii. Anthropology using the Jubilee YouTube channel for race and cultural insights.

    iv. Victor Rios session Thursday, 3-4:30: Equity in Practice, One Student at a Time: Emotional Support in the Lives of Marginalized Students

    v. Book club in your own discipline or department is an idea that has worked well in English in the community of practice and across disciplines this year for those participating in the Bettina Love book club; it is a great resource to consider forming within your discipline and department for discipline specific questions and opportunities.

58. Curriculum Policy & Procedure

    a. GESLO update – (thinking about what can get done in the last month)

      i. Will focus on Gen Ed list in the catalog.

      ii. Will start to look GESLOs will start to focus on in the fall.

    b. Gen ed. – classes vs. disc. (reminder and questions) –

      i. Please review any changes or updates needed and send to techreview@rccd.edu

      ii. Geography Lab was put in Area B by mistake. Should be in Area A. This has been corrected.

      iii. ANT Lab will need the Gen Ed inclusion if it should be with the ANT 1

    c. Approval of Distance Ed proposals: from DCC minutes: "the topic of local DE approval [at District Academic Senate] was also discussed. The District Academic Senate did not find reasonable justification at this time to change our policy, which is that the colleges attempt to find consensus, but if not possible the 'majority rules' with one vote per college. Faculty are encouraged to voice any concerns that they have, but in addition must also provide data and evidence for the reason for any change."

59. Open Forum

Q: What is the deadline for DE proposals to go into effect by Summer 2022?

A: The regular fall deadline of September 24.

Action Items:

37. Course Exclusions: pg. 4
38. Course Major Modifications: pg. 4
39. Distance Education: pg. 5-7
40. New Courses: pg. 7-8

41. New State/Locally Approved Certificates/Degrees: pg. 8

Information Items:

22. Distance Education: pg. 8-9

Attachments:

- April 27, 2021
- Area F FAQs

Action Items

Course	Long_Title	Rationale	Cam-pus	
Motion to approve all course exclusions: 1st Kearn; 2nd Lowden; approved unanimously				
Course Exclusions				
SCE-810	Photography for Older Adults	*Course has not been taught in many years. It is being removed from the College inventory.*	R	**Approved**
SCE-820	Music for Active Seniors	*Course has not been taught in many years. It is being removed from the College inventory.*	R	**Approved**
SCE-821	Music Therapy for Frail Seniors	*Course has not been taught in many years. It is being removed from the College inventory.*	R	**Approved**
SCE-842	Needle Art for Seniors	*Course has not been taught in many years. It is being removed from the College inventory.*	R	**Approved**
Motion to approve all remaining action items: 1st Hernandez; 2nd Conrad; approved unanimously				
Course Major Modifications				
COS-60F	Remedial Training Course	*To enable students to complete requirements in Lecture setting needed for Section F: Article 12 health and safety laws and regulations required to fulfill obligations set forth by the California State Board of Barbering and Cosmetology.*	R	**Approved**
Distance Education (Standard)				
AHS-8DE	Art History of the Photographic Image		MNR	**Approved**
ART-44ADE	Beginning Animation Principles		R	**Approved**
ART-44BDE	Intermediate Animation Principles		R	**Approved**

ART-44CDE	Advanced Animation Principles	R	**Approved**
ART-50ADE	Beginning Storyboarding	R	**Approved**
ART-50BDE	Intermediate Storyboarding	R	**Approved**
ART-51ADE	Beginning Animation Production	R	**Approved**
ART-51BDE	Intermediate Animation Production	R	**Approved**
AST-1ADE	Introduction to the Solar System	MR	**Approved**
BIO-10DE	Life Sciences Principles	NR	**Approved**
BIO-18DE	Human Genetics	MNR	**Approved**
BIO-19DE	Environmental Science	MNR	**Approved**
BIO-1DE	General Biology	MNR	**Approved**
BIO-1HDE	General Biology Honors	MNR	**Approved**
BIO-35DE	Health Science	MNR	**Approved**
BIO-45DE	Survey of Human Anatomy and Physiology	MNR	**Approved**
BIO-4DE	Human Biology	MNR	**Approved**
BIO-60DE	Introduction to Molecular and Cellular Biology	MNR	**Approved**
BIO-61DE	Introduction to Organismal and Population Biology	MNR	**Approved**
COS-1ADE	Introduction to Cosmetology Level 1	R	**Approved**
COS-1BDE	Introduction to Cosmetology Level II	R	**Approved**
COS-1CDE	Cosmetology Business Concepts	R	**Approved**
COS-60ADE	Beginning Cosmetology Concepts	R	**Approved**
COS-60BDE	Level II Cosmetology Concepts	R	**Approved**
COS-60CDE	Level III Cosmetology Concepts	R	**Approved**
COS-60DDE	Level IV Cosmetology Concepts	R	**Approved**

COS-60EDE	Level V Cosmetology Concepts	R	**Approved**
COS-60FDE	Remedial Training Course	R	**Approved**
COS-61ADE	Level I Cosmetology Instructor Concepts A	R	**Approved**
COS-61BDE	Level II Cosmetology Instructor Concepts B	R	**Approved**
CUL-20DE	Fundamentals of Baking I	R	**Approved**
CUL-46DE	Fundamentals of Baking and Pastry	R	**Approved**
CUL-47DE	Advanced Baking and Pastry	R	**Approved**
FTV-65DE	The Director's Art in Filmmaking	R	**Approved**
FTV-67DE	Introduction to Video Production	R	**Approved**
GEO-1BDE	Historical Geology	R	**Approved**
GEO-1DE	Physical Geology	R	**Approved**
GEO-1LDE	Physical Geology Laboratory	R	**Approved**
GEO-2DE	Geology of National Parks and Monuments	R	**Approved**
GEO-30ADE	Geologic Field Studies of Southern California	R	**Approved**
GEO-30BDE	Geologic Field Studies of Southern California	R	**Approved**
GEO-31DE	Regional Field Studies in Geology	R	**Approved**
GEO-32DE	Regional Field Studies in Geology	R	**Approved**
GEO-3DE	Geology of California	R	**Approved**
GEO-4DE	Earth Science for Educators	R	**Approved**
GEO-5DE	Natural Hazards and Disasters	R	**Approved**
HES-1DE	Health Science	MNR	**Approved**
MAT-25DE	Mathematics for the Liberal Arts Student	NR	**Approved**

MAT-5DE	Calculus for Business and Life Science		MNR	**Approved**
OCE-1DE	Introduction to Oceanography		R	**Approved**
OCE-1LDE	Introduction to Oceanography Laboratory		R	**Approved**
PHO-10DE	Advanced Photography		R	**Approved**
PHO-12DE	Photojournalism		R	**Approved** **with note that this is X-listed with JOU 12 which should have the DE go through**
PHO-14DE	Lighting for Portraiture and Still Life		R	**Approved**
PHO-17DE	Introduction to Color Photography		R	**Approved**
PHO-20DE	Introduction to Digital Photography		MNR	**Approved**
PHO-9DE	Intermediate Photography		R	**Approved**
PHY-10DE	Introduction to General Physics		MNR	**Approved**
New Courses				
ADM-801	Design Process for Graphic Design and Printing Entrepreneur	*To provide short-term vocational training that equip entrepreneurially minded individuals with marketable, employable, and entrepreneurial skills for the graphic design and promotional printing industries.*	R	**Approved**
ADM-802	Adobe Illustrator for Graphic Design and Printing Entrepreneur	*To provide short-term vocational training that equip entrepreneurially minded individuals with marketable, employable, and entrepreneurial skills for the graphic design and promotional printing industries.*	R	**Approved**
ADM-803	Adobe Photoshop for Graphic Design and Printing Entrepreneur	*To provide short-term vocational training that equip entrepreneurially minded individuals with marketable, employable, and entrepreneurial skills for the graphic design and promotional printing industries.*	R	**Approved**
ADM-804	Promotional Printing for Graphic Design and Printing Entrepreneur	*To provide short-term vocational training that equip entrepreneurially minded individuals with marketable, employable, and entrepreneurial skills for the graphic design and promotional printing industries.*	R	**Approved**

New Program (Non-Credit Certificate)

ADM-CENC GDPPE	Graphic Design and Promotional Printing Entrepreneur	*The proposed Graphic Design and Promotional Printing Entrepreneur certificate offers short-term, vocational, CTE-focused and hands-on training that equips prospective students with marketable, employable, and entrepreneurial skills for the graphic design and promotional printing industries.*	R	**Approved**

Information Items - Distance Education (Standard)

BIO-60HDE	Introduction to Molecular and Cellular Biology Honors	M
CON-60DE	Introduction to Construction	N
CON-61DE	Materials of Construction	N
CON-62DE	Print Reading for Construction	N
CON-63ADE	International Building Code	N
CON-63BDE	Analysis of Revisions to the Uniform Building Code	N
CON-63CDE	Analysis of Revisions to the Uniform Building Code	N
CON-63DDE	Analysis of Revisions to the Uniform Building Code	N
CON-64DE	Office Procedures and Field Inspection	N
CON-65DE	Plumbing Code	N
CON-66DE	National Electrical Code	N
CON-67DE	Mechanical Code	N
CON-68DE	Simplified Engineering for Building Inspectors	N
CON-70DE	Fundamentals of Soils Technology	N
CON-71DE	Energy Conservation Standards	N
CON-72DE	California State Accessibility Standards	N

CON-73DE	Project Planning for Site Construction	N
HMS-50DE	Introduction to African American Families and Populations	M
HMS-51DE	Introduction to Latina and Latino American Families and Populations	M
HMS-52DE	Introduction to Asian American Families and Populations	M
HMS-53DE	Introduction to Native American Families and Populations	M

Riverside City College
Curriculum Committee Minutes
May 25, 2021 • 3-5 pm • via Zoom

1. Call to Order at 3:02pm and welcome to our last curriculum meeting of the year

Voting Committee Present	Voting Committee Absent
Madeline Bettencourt, *Cosmetology Dept. Rep. (19-21; 21-23)*	**Jay Boshara**, *Economics/Geography/Political*
Michelle Black, *Mathematics Dept. Rep. (20-22)*	**Bobbie Grey**, *Chemistry Dept. Rep. (19-21; 21-23)*
(D.) Brown, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (20-22)*	**Samuel Pessah**, *World Languages Dept. Rep. (20-22)*
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (20-22)*	**Steven Schmidt**, *Music Dept. Rep. (19-21;21-23);*
Ellen Drinkwater, *Articulation Officer*	
Joanie Gibbons-Anderson, *Communication Studies Dept. Rep. (19-21)*	
Mark Haines, *Dance and Theater Dept. Rep. (20-22)*	
Shannon Hammock, *Library/Learning Resources Dept. Rep. (20-22)*	
Scott Hernández, *Applied Technology Dept. Rep. (20-22)*	
Robert Jew, *Art Dept. Rep. (19-21;21-23)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (20-22)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (19-21; 21-23)*	
Karyn Magno, *Counseling Dept. Rep. (19-21; 21-23)*	
Toni Rangel, *Early Childhood Studies Dept. Rep. (19-21; 21-23)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (19-21;21-23)*	
Cathy Thaler, *Life Sciences Dept. Rep. (20-22)*	
Amy Vermillion, *Nursing Education Dept. Rep. (19-21;21-23)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (20-22)*	
Non-Voting Committee Members	
Kristi DiMemmo, *Interim VP Planning & Development, Administrative Co-Chair*	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (20-22); English*	
Casandra Greene, *RCC Curriculum ISC*	
Albert Jaramillo, *ASRCC Student Representative*	
Liaisons/Admin/Staff/Guests	
Juan Ahumada, *Communication Studies Dept. Rep. (21-23)*	
Parissa Clark, *Economics/Geography/Political Science Dept. Rep. (21-23)*	
Mia Timme, *Instructional Department Specialist, English Media Studies and*	
Shari Yates, *Interim Dean of Instruction, CTE*	

2. Approval of the Agenda: 1st Hernandez; 2nd Williams; approved
3. Approval of Minutes, May 11, 2021: 1st Lowden; 2nd Kearn; approved
4. **Action Items (see below)**
5. Reports

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.

a. Curriculum Chair – Kelly Douglass
   i. Social Justice Studies discipline information update,
      1. Ongoing. Discussion on how faculty can get the FSA
         a. Faculty should fill out paperwork and submit to HRER.
         b. Still determining what is required to have the FSA approved.
         c. D will share forms and papers she has (see attachments)
      2. DCC, chair Ann Pfiefle from DCC minutes: We will need both faculty and administrative input to determine what the Interdisciplinary Studies [what Social Justice Studies is in the MQ book] minimum qualification means. While the State Chancellor's Office defines interdisciplinary studies in a certain way, there appear to be differences in interpretation. …We will need to have the process clarified.
      3. ADT in process at RCC – made up from varying disciplines so it can go forward even though we have not included SJS discipline at RCC yet.
      4. Vice Chancellor C Kim is working with HRER and past practice that was similar with Humanities discipline FSA creation, and that it would be a process that would go through Academic Senate
      5. If you are interested in getting the FSA – send to HRER and/or email Ann Pfeifle.
      6. Questions and discussion about where the discipline would live if/when included at RCC; who would advise students; how does TOPS code for SJS help with MQ discussion; and cross-listing of courses that may happen later if/when discipline is included.
   ii. Curriculum Institute, July 7-10
      1. Attendees so far: Kelly Douglass, Ellen Drinkwater, Casandra Greene, Steven Schmidt, Kristi DiMemmo, VPAA, Karyn Magno, Clara Lowden, Amy Vermillion, Toni Rangel, Bobbie Grey, D. Brown, Paul Conrad
      2. Two or three spots left – let Kelly Douglass know ASAP (now please! Registration happening this week in one group if possible)
   iii. Curriculum Representative Updates for 2021-23 all resolved:
      1. Elections completed: Art (Jew); Chemistry (Grey); Communication Studies (Ahumada); Counseling (Magno); Cosmetology (Bettencourt); Econ/Geog/PS (Clark); ECS (Rangel); Kinesiology/Athletics (Lowden); Music (Schmidt); Nursing (Vermillion); Physical Science (Sappenfield)
      2. Chair Douglass thanked Jay Boshara and Joanie Gibbons-Anderson for their years of service to the curriculum committee.

b. Articulation Officer – Ellen Drinkwater
   i. ETS / Area F resubmit plan update
      1. June 1-10 for resubmit
      2. 10 of 19 submissions were approved for RCC; 8 will be resubmitted
      3. All denials got same statement, so we are hoping that the resubmits (which have no changes to COR) will either result in more approvals or more information and clarification.

4. ETS and cross-listed disciplines may need/want to update CORs for our September 24 deadline and resubmit to state in December – If approved, will be backdated (one time only) for Fall 2021 for Area F.
5. AOs need experts in discipline to provide any notes that can be used for resubmission.

    ii. CSUGE / IGETC sheets for students
1. Showed sample of CSUGE draft. Will be finalizing soon.
2. Area F has been added and Area D now only requires 2 courses.
3. IGETC will not have ETS courses until after CSU approval.
4. Advising Sheets will be sent out by the end of the week.
5. IGETC draft was shared. 3B area has some cross listed ETS courses.
    a. Whatever area the crosslisted course was in before now includes the ETS version as well.
    b. Stand-alone ETS has to be submitted separately
6. Question: Have the Pathways (Program Maps) been updated so students have the updates? Is there any alert to students letting them know?
7. 2021-2022 will have the ETS in degree audit.

c. Instructional Programs Support Coordinator – Casandra Greene: no report
d. Tech Review Chair – Steven Schmidt: no report
e. Admin. Co-Chair – Kristi DiMemmo
    i. Summer Math Institute
1. 416 interest forms for 200 seats. Faculty leads working on inescapable services. Ellen, Karyn and Garth taking the lead.
2. Notifications to students should go out early next week.
3. Website/social media goal of serving HS graduating seniors and marginalized students still in place.
4. Will not claim apportionment on summer math institute sections because they are designed for a special population.

    ii. HERF Funds
1. 3200 students applied
2. Should have workshops to help students apply for funds

    iii. Still working on issues with student debt
    iv. COVID/Campus return:
1. Managers will be returning June 7
2. Classified Professionals returning June 16
3. June 15 expected announcement from Governor.
4. Thanked everyone for their hard work over the last year.
5. Risk Management team has developed safety and Covid trainings
6. Upcoming Chancellor's Town Hall – Focus on Student Services

f. ASRCC Representative – Albert Jaramillo
    i. Due to low voter turnout, will redo student body election for president and senators
    ii. ASRCC spring banquet recognized student clubs was May 21
    iii. Congratulations - Advisor of the year: Kweku Williams
    iv. Second mental health awareness meeting was May 25 – Hot Drinks Hot Topics.

g. Equity-Minded Curriculum

       i. Last Community of Practice Workshop for this year is this Thursday, May 27, 12:30-2: "What Worked? A Best Practices Review" – see email from K. Douglass on May 19 or May 25 with zoom link.

      ii. Thank you for and sharing of all equity resources shared this year; see attachments for infographic and plain doc versions that collect ideas and resources.

6. Curriculum Policy & Procedure
   a. Gen ed. – classes vs. disciplines reminder to get that in to techreview@rccd.edu
      i. If you still need to do this, you can use the form (see attachment)
      ii. Disciplines that were listed as whole disciplines and are now itemized need to affirm or edit the new list; include minutes or email tally of discipline vote
   b. COR Review tool draft (see attachment); discussion – no edit suggestions
   c. August training
      i. Reminder – Annual training must occur for all curriculum committee members
      ii. Typically during FLEX. Possible option also on 5th Tuesday in August during CC time
7. Open Forum Items:
   a. WKX course scheduling question
   b. The district sent out safety return trainings – discussed in Black Faculty Association Meeting. How do we create a welcoming environment and not treat out students as a potential outbreak?
      i. If you are vaccinated, you are less likely to spread the virus.
   c. To make the 2022-2023 catalog – launch date is Sept 24, 2021
   d. Compliance report – If there is a course deletion, do we need to launch a deletion for DE or DX. Not at this time.
8. Adjourn – 4:37pm

Action Items:
1. Course Major Modifications: pg. 5
2. Distance Education: pg. 5
3. New Courses: pg. 6
4. New State/Locally Approved Certificates/Degrees: pg. 6
5. State/Locally Approved Certificate/Degree Modifications: pg. 7

Information Items:
1. Course Major Modifications: pg. 7
2. Distance Education: pg. 7
3. State/Locally Approved Certificate/Degree Modifications: pg. 7

Attachments:
- May 11, 2021 minutes
- COR Review Tool draft (below)
- GE Clean up form
- Equity Resources Compilation (below)
- FSA request form, [Minimum qual book](), equivalency paper

Action Items

Course	Long_Title	Rationale	Campus	
Motion to approve course major mods with new courses – see below				
Course Major Modifications				
MUS-65	Basic Musicianship	*Add objectives.*	NR	**Approved**
Motion to approve all distance education proposals (Emergency-Only and Standard):				
1st Vermillion; 2nd Hernandez; approved unanimously				
Distance Education Proposals (Emergency Only)				
ENG-24DX	Survey of Asian American Literature		MNR	**Approved**
PAL-82DX	Immigration Law, Practice and Procedures		R	**Approved**
PAL-84DX	Criminal Law and Procedure		R	**Approved**
PHI-34DX	Philosophical Survey of Sex, Gender, and Sexuality		MNR	**Approved**
Distance Education Proposals (Standard)				
ETS-14DE	African American History I		MNR	**Approved**
ETS-15DE	African American History II		MR	**Approved**
ETS-1DE	Introduction to Ethnic Studies		R	**Approved**
ETS-21DE	Latinx Politics		MNR	**Approved**
ETS-23DE	Race, Ethnicity, and Politics in America		MNR	**Approved**
ETS-27DE	Native American Cultures		MNR	**Approved**
ETS-28DE	Native American History I: Early Contact Period		R	**Approved**
ETS-29DE	Native American History II: Contemporary Society		R	**Approved**
ETS-2DE	Introduction to Chicano/a/x Studies		MNR	**Approved**
ETS-3DE	Introduction to African American Studies		R	**Approved**
ETS-40DE	Interdisciplinary Research Methods in Ethnic Studies		R	**Approved**
ETS-44DE	Asian American History		R	**Approved**
ETS-7DE	Women of Color in the United States		R	**Approved**
ETS-8DE	Introduction to Black Feminism		R	**Approved**
KIN-14DE	Athletic and Fitness Organization and Administration		R	**Approved**
KIN-27DE	Football Theory		R	**Approved**
MKT-43DE	Digital Marketing		R	**Approved**

Motion to Approve Course Major Modification (above), New Courses, New Programs, and Program Modifications: 1st Hernandez; 2nd Gibbons-Anderson; approved unanimously

New Courses

JOU-150	Intro to Public Relations	*This course is designed to give students an introduction into the field of Public Relations, its primary principles, concepts and issues.*	MNR	**Approved**
MKT-43	Digital Marketing Certification	*Meeting the demand of careers and employment in digital marketing, the course provides the foundation of digital marketing covering all platforms and elements of digital marketing today. Course prepares for digital marketing certification.*	R	**Approved**

New Program - Certificate

CAT-CERT MS R	Medical Secretary	*For the past two years the discipline has monitored the labor market and discussed the addition of this program. The current labor market, our proximity to hospitals and medical clinics in the local area, and the capacity of our program supports the addition of this program.*	R	**Approved**

New Program - Degree & Certificate

BUS-AS GEC R	Business Administration: Global Enterprise Concentration	*The demand for knowledge in global business is increasing as the global trade continues to be the foundation of business today. With Inland Empire being the hub for logistics and with businesses of all sizes engaging in global business, Riverside City College will serve the student population well by offering a certificate and concentration in Global Business under a Business Administration Associates Degree. This will be a step above what RCC currently offers as a 15-unit State-approved certificate in Global Business.*	R	**Approved**

Program Modification - ADT

ENG-ADT ENG R	English	*Update is being made to be include new courses appropriate for lower division baccalaureate transfer (BCT) and major preparation/articulation by major (AAM) and to delete courses no longer in college inventory. In addition, courses were moved from List B (AAM) and C (BCT) to be in alignment with current ASSIST listings of courses that are articulated as lower division major preparation at a CSU.*	R	**Approved**

Program Modification - Certificate

BUS-CERT GIC R	Global Industry Certificate	*Riverside City College currently offers a smaller 15-unit State-approved certificate in international business. This is a modification for name change only. The proposed new name for this 15-unit State-approved certificate is Global Industry Certificate. The reason for name change is to make a clear distinction existing Concentration and existing 15-unit State-approved certificate.*	R	**Approved**

Information Items

Course Major Modifications

BUS-80	Principles of Logistics	*Two major changes:* *1. Text edition is updated.* *2. SLO's not previously linked to a PLO were* *moved to the new Course Objective field.*	MN

Distance Education Proposals

ADJ-40DE	Law Enforcement Crime Analysis		M
ADJ-41DE	Technology and Investigative Analysis		M
ADJ-42DE	Criminal Behavior and Intelligence Analysis		M
ADJ-43DE	Criminal Intelligence Analyst Simulations		M
ADJ-B2ADE	Law Enforcement Pre-Academy		M
ETS-50DE	Introduction to African American Families and Populations		M
ETS-51DE	Introduction to Latina and Latino American Families and Populations		M
ETS-52DE	Introduction to Asian American Families and Populations		M
ETS-53DE	Introduction to Native American Families and Populations		M

Program Modifications

PSY-ADT M2	Psychology	*Adding a new course (PSY 10: Psychology of Personal and Social Adjustment) to the Psychology ADT.*	M

Questions to Consider about the COR:

☐ Has the discipline had a conversation about how to ensure that equity is visible in the COR as a priority? (Two more comprehensive resources you might consider: Glendale Community College's *Guide for Creating Equitable Curriculum*; Portland State University's *Culturally Responsive and Inclusive Curriculum Resources* which includes both general guiding questions and discipline specific resources)

☐ Do the course materials reflect multiple perspectives and contributions to the field, including those of scholars from previously minoritized groups as well as representative of RCCD's student population?

☐ Do methods of instruction and sample assignments offer opportunities for students to build on existing knowledge or experience as relevant to the class and provide opportunities to explore culturally relevant and inclusive texts and topics?

☐ Do methods of instruction and evaluation and sample assignments offer opportunities for students to develop and practice skills needed for later advanced academic tasks on which they will be evaluated?

COR Requirements to Check:

(See the RCCD Curriculum Handbook for complete information on developing a new course or modifying an existing course. **Below is a checklist of often-missed and misunderstood elements that can slow down approval processes** – this is not a comprehensive checklist; please see the handbook for complete process.)

☐ Curricunet COVER tab:
  o Use the rationale box to give a short explanation to curriculum reviewers of changes made (if a modification) or reason for the new or deleted course.
  o Make sure you've selected the discipline-appropriate TOPS code.
  o If the course is taught at more than one college, have discipline members across the district weighed in on the proposal and voted to approve?
  o If the course belongs to a single discipline but you want to enable it to be taught other disciplines, please select that discipline under cross-listed discipline. (This is not the same as a cross-listed course; that is a separate Curricunet tab. See next bullet.)

☐ Curricunet CROSS LISTED tab: If the course is cross-listed, please select the other discipline, and make sure that an identical version of this course is being launched/modified by that other discipline so the proposals go through together.

☐ Curricunet UNITS/HOURS tab:
  o Units/hours calculation:
    ▪ 18 lecture hours requires 2x outside-of-class hours = 1 unit
    ▪ 54 lab hours (typically no outside-of-class hours)* = 1 unit
    ▪ CHECK your units and hours for accuracy with this formula:
      (lecture hours + lab hours + outside-of-class hours) / 54 = units of class*
    ▪ If hours don't match listed units, adjust.
    ▪ *you might occasionally calculate a unit value that is slightly over the units of the course, especially in the case of a course that has a small number of lab hours or small amount above a 54 hour increment; as long as the units don't calculate to the next multiple of .5, it is acceptable; units

are awarded in .5 increments, but courses must meet that threshold. (.25 unit courses exist for POST classes as long as they meet the hours minimum for .25 and don't meet .5; after .5, ALL classes only award units in .5 increments.)

- o Select from the repeatability drop down menu; this defines the number of times a student can take a course they have PASSED. Most **credit** courses need to have a repeatability of zero unless they meet the Title 5 (§55041) rules for repeatability.

☐ Curricunet OBJECTIVES tab:
- o All courses must have objectives.
- o Enter each objective in a separate field.

☐ Curricunet ENTRANCE SKILLS tab:
- o Entrance skills are required of any course with a requisite or advisory selected at the requisite tab (no entrance skills if there are no requisites or advisory).
- o Fill in the blank field with the entrance skill.
- o Link it to the student learning outcome from the requisite course.
- o The text for the entrance skill and the linked skill may be the same, but this is two separate actions and blocks of text.

☐ Curricunet COURSE SLO tab:
- o All courses must have outcomes.
- o Enter each outcome in a separate field.

☐ Curricunet COURSE CONTENT tab:
- o Courses should have content that is detailed to at least a second level (content should not just be areas 1-5; there should be 1A. 1B. etc.)
- o Content areas that are at a second level (or more) need two items (otherwise it is still the same level); this is to say, if your outline has an "A" it needs a "B."

☐ Curricunet METHODS tabs: these should be as discipline specific as possible.

☐ Curricunet SAMPLE ASSIGNMENTS tab:
- o Provide an indication of the types of assignments that faculty could offer that would address course content and SLOs (identification of specific SLOs not needed).
- o Reading assignments entered here should in addition to the textbook.

☐ Curricunet COURSE MATERIALS tab:
- o UC transferable courses need 1or2? text(s) published within the last 5 years.
- o Provide OER options where possible and approved by discipline.

☐ Curricunet ATTACHED FILES tab:
- o Attach minutes or an email vote tally showing discipline approval (including discipline members from all colleges that have the course in their catalogs).
- o Attach minutes or an email vote tally showing department approval from the department where the new, modified, or deleted course originated.

Equity Resources

Shared at RCC Curriculum Committee Meetings, 2020-21

Texts:

- Feldman, Joe. *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms.*
- Fuentes, Augustín. *Race, Monogamy, and Other Lies They Told You: Busting Myths About Human Nature.*
- Love, Bettina. *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom.*
- McNair, Tia Brown, Estela Mara Bensimon, and Lindsey Malcom-Piqueux. *Equity Talk to Equity Walk.*
- Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples.*
- Steele, Claude. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do.*
- Wilkerson, Isabel. *Caste: The Origins of Discontent.*
- Sleeter, Christine E and Miguel Zavala. *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research.*
- Podcast episode - *Community College Voice*; February 26, 2021 episode; "A Culture of Caring with Amarillo College's Dr. Russell Lowery-Hart"
- Youtube Channel: Jubilee

Conferences and Workshops

(may be repeated or recorded or hosts may offer other resources):

- CORA learning: books, webinars, and courses: https://coralearning.org
- USC Race and Equity Center - Equity Now series
- USC/CUE: The Center for Urban Education
  - Six-part webinar series focused on equity-minded and anti-racist teaching and education issues; recordings and transcripts still available as of May 2021: https://cue.usc.edu/events/
  - Racial Equity Tools: https://www.cue-tools.usc.edu
  - Free publications and books available for purchase – check out the website. https://cue.usc.edu
- Community of Practice, hosted by the RCC English discipline (2020-21 theme: Anti-Racist Pedagogy; 2021-22 theme: From Planning to Practice)

Curriculum Resources/Questions

- Culturally Responsive and Inclusive Curriculum Resources from Portland State University: https://guides.library.pdx.edu/c.php?g=527355&p=3605346
- ASCCC Curriculum Institute 2020:
  - Encouraged curriculum committees to think about equity-minded outcomes and curriculum across disciplines in light of discussions about race and inequity throughout the country; How can we support faculty who want to create anti-racist pedagogy? How do we de-colonize our curriculum? We should be having these conversations at the discipline level. How do we support faculty in this process – tools, reading lists, etc. what should the role of the curriculum committee be in this process? Should we revise the GE SLOs?
  - Curriculum Design and Delivery through an Equity Lens: https://www.asccc.org/content/curriculum-design-and-delivery-through-equity-lens

Discipline Projects & Ideas

- Talk to students and alumni of your program about their experiences in your program. This could be outreach conversations, panel discussions, committee, or book club focused on equity and social justice initiatives
- Create OER recommendations list for discipline
- Consider COR language that calls for "texts written by authors representing and reflective of students in the classroom, including those written Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community"
- Look at methods of instruction and evaluation including how curriculum is delivered and consider offering a variety of ways to learn the material and/or multiple ways to evaluate the students' understanding.
- Make space for student contribution and co-creation with course content.
- Consider assignments focused on anti-racist curriculum, followed by assessment of curricular changes (which could include student involvement)

Upcoming for 2021-22

GESLO Discussion

District discussion of General Education SLOs through an equity lens at Academic Standards, then curriculum

COR Review Tool

Finalizing a COR review tool for faculty use with prompts for considering equity issues in the curriculum

...and more

Continued sharing of resources at curriculum meetings