Curriculum Committee Minutes
https://www.rcc.edu/about/strategic-planning/tllc/curriculum-committee/resources.html
March 25, 2025 • 2:30-4:30 pm • Hall of Fame
Zoom link for 2024-2025 public attendees: https://rccd-edu.zoom.us/j/84509114251?pwd=vbRhaHTaCtObtbCVNdLM2PWTICCV8S.1

1. Call to Order at 2:33pm

Voting Committee Members Present	Members Absent
Tucker Amidon, *English & Media Studies Dept. faculty. (24-26; will need a 25-27 or 26-27 term to correct) (not required but you could have an election to resolve the Senate term length change)*	**Juan Ahumada**, *Communication Studies Dept. Rep. (23-25; 25-27) (Attending as guest in Zoom)*
Nicole Banerjee, *Articulation Officer*	
Madeline Bettencourt, *Cosmetology Dept. Rep. (24-26)*	**Parissa Clark**, *Economics/Geography/Political Science Dept. Rep. (23-25; need a 1-year 25-26 term to correct))*
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (24-25) (next cycle for regular length term 25-27)*	
Doug Finfrock, *Kinesiology/Athletics Dept. Rep. (25-26)*	
Mark Haines, *Dance and Theater Dept. Rep. (24-26)*	**Bobbie Grey**, *Chemistry Dept. Rep. (23-25; need a 1-year 25-26 cycle correction term)*
Robert Jew, *Art Dept. Rep. (23-25; 25-26)*	
Tommy Korn, *World Languages Dept. Rep. (24-25) (next cycle for regular length term 25-27)*	**Shannon Hammock**, *Library/Learning Resources Dept. Rep. (24-25 and 25-27) (next cycle for regular length term 25-27)*
Amber Lappin *School of Education and Teacher Preparation Dept. Rep. (24-26)*	
Valerie Merrill, *Mathematics Dept. Rep. (24-26; will need a 25-27 or 26-27 term to correct) (not required but you could have an election to resolve the Senate term length change)*	
Skyler Murdock, *Applied Technology Dept. Rep. (Spring 25)*	
Doris Namala, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (24-25) (next cycle for regular length term 25-27)*	**Ryan Joseph**, *Life Sciences Dept. Rep. (24-25; 25-27)*
Brock Russell, *Physical Sciences Dept. Rep. (23-25) (need a 25-26 term to correct)*	
Steven Schmidt, *Music Dept. Rep. (23-25); Technical Review Com Chair*	**Karyn Magno**, *Counseling Dept. Rep. (24-26)*
Amy Vermillion, *Nursing Dept. Rep. (24-26)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (Spring 25 & 25-27)*	
Non-Voting Committee Members	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (24-26); English*	**Casandra Greene**, *RCC Curriculum Instructional Support Coordinator*
Harley Glenn, *ASRCC Student Representative*	
Lynn Wright, *VP of Academic Affairs; Administrative Co-Chair of CC*	
Liaisons/Admin/Staff/Guests	
Jeanine Gardner, *Admissions and Records (in Zoom)*	
Bishop Hairell, *RCC student*	
Bryan Medina, *District Curriculum Analyst*	
Mia Timme, *Instructional Department Specialist, English Media Studies and World Languages; IDS Liaison*	

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.

2. Approval of the Agenda: 1st Williams; 2nd Merrill; approved by consensus
   The agenda will be reviewed, discussed, and considered for approval.

3. Approval of Minutes from March 11, 2025: 1st Amidon; 2nd Merrill; approved by consensus
   The minutes will be reviewed, discussed, and considered for approval.

4. Public comment
   Public comment period provided for members of the public; Curriculum Committee Chair may limit comment period by a vote of the committee.

   a. Bishop Hairell related that he recently sent an e-mail by a counselor stating he may not be able to graduate due to an issue with classes. It was an ETS/HIS course and not certain it will qualify to graduate. Is this committee the place to ask for better definition regarding fulfill which areas throughout each of the general education areas.

5. **Action Items:**

   a. 25-26 Curriculum Calendar (two options, see attached)

      i. **Motion to approve both calendars, first choice being the All-Tuesdays calendar: 1st Amidon; 2nd Namala**

         1. Discussion:

            a. Merrill – What is the summary of the differences?

            b. Answer: One is all Tuesdays with an earlier launch deadline. Another has a special meeting on a Thursday.

         2. Concern regarding CCN deadline: CCN launch should really be done by the end of the spring term. Templates are available now: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/course-outline-of-records-submission

         3. **Bryan** Medina will send list of CCN faculty to Kelly Douglass for faculty reps in HIS, ECO, AHS, ENG

      ii. **Approved; Unanimous**

   b. Regular proposal items (see below)

6. Reports

   a. Curriculum Chair – Kelly Douglass

      i. Update on Lifelong Learning and Self-Development descriptor language and process

         1. Douglass gave clarity on process relationship to Academic Standards: They will review input from the committees at their next meeting, and then from there Standards will send the descriptor to Senate.

         2. Douglass highlighted edits in new draft presented in meeting (see attached)

            a. Includes requested edits to grammar and phrasing from last (point A, semi-colon, and/or). "Students completing a course in Area 7 will;" changed to "Courses in Area 7 allow students to…"

            b. Highlights to equity language changes: marrying the ASCCC language with our local process and history. Committee had talked

about adding language in bullet B. Douglass suggesting placing this in the paragraph where the language is on draft as rationale for preserving overall area. If this committee is comfortable with this language, Douglass will bring it to Standards the first Thursday in April.

3. **Motion to approve the statement with edits agreed upon by the body: 1st Merrill; 2nd Namala; Discussion:**

   a. Rep. Haines raised question about the creative component within Dance, and can the definitions be pushed to include creativity. Discussion ensued regarding history of placement of dance in this category primarily for connection to activity and health; note that they also have a creative component. Members discussed a variety of points including that the description isn't meant to include every aspect of every course in description; Dance is also in Arts/Humanities given its versatility in multiple areas – not limited to "activity" but fits activity as well as creativity.

   b. ASRCC rep Harley Glenn asked about standards and connection regarding movement and asked why marching band isn't considered. Chair Douglass provided history and context for development of this descriptor: Each area of GE has a legal definition in Title 5, except for Lifelong Learning and Self-Development. The curriculum committee has been asked to develop a definition. Not making decisions about what courses go into that category now. CSUGE had a life-long learning area, but when we moved to CalGETC, that area was cut. The state-wide organization recommend we maintain the area for our local degrees. Attempting to preserve the history of the area, and the bulleted points are about how we grow the category and add new courses. This area was specifically created by the state long ago to promote physical education, health, and over time guidance and other courses have been added locally.

   c. Continued discussion about options and feasibility for adding "creativity" somewhere in the bulleted points; concern raised about expanding definition beyond original purpose. Discussion about structure of language in bullet point "C" and the parenthetical list as well as the limiting language about self-understanding, acquiring skills, self-development practices, etc. **Continued discussion; committee arrived at edit to suggest cutting the parenthetical list in "C" entirely.**

   d. **Grammar edits recommended:**

      i. "Students completing one or more courses in Area 7 will"

      ii. Comma in "building blocks of academic success, noting"

      iii. Comma "dance, and nutrition"

4. **Approved, Unanimous**

<ol type="i" start="2">
Rep. role helping faculty track proposals and remind facilitators and chairs about approvals (common snag in process)
<ol type="1">
Douglass reminds committee that one role of the rep to your department role should be helping faculty track their proposals and reminding facilitators and chairs about approvals. This is a common snag in the process. Originator launches something, but no one gives the facilitator or chair a heads up that it is coming.
Rep/TR Chair Schmidt shows members of the committee how to see the approvals. Reminded that faculty should review tutorial videos.
Question: When we make modifications for common course numbering, is it a major mod?
Answer: Yes, will review the document. It is a major mod.

b. Articulation Officer – Nicole Banerjee - no report

c. Curriculum Coordinator – Casandra Greene – no report

d. Tech Review Chair – Steven Schmidt – no report

e. VPAA – Lynn Wright

<ol type="i">
Thanks to Casandra, catalog has been published for 25-26. Please ask the departments/disciplines to just look at the catalog to make sure everything is presenting correctly, courses, faculty info, etc. It is easy to use. If there is a certain section that you use, you can print that specific page. CCN information is in the catalog, thanks to Casandra, who developed language. Working with Liz Lecona to get a video. Please also get the word out regarding CCN, please educate departments and divisions.
Questions:
<ol type="1">
Having problems with the public view. Public view does not show all of the disciplines.
How long will we keep the "formerly" language?
Should it say students should not receive credit for ENG-1A? Does this need to appear on the COR? Bryan Medina will add to Tech Review to discussion. TR to discuss.

f. ASRCC Representative – Harley Glenn

<ol type="i">
Budgets are due April 23; Budget hearings May 5-9. Finance committee meeting over the course of the next couple weeks to discuss how the budget is allocated.
ASRCC is aware of the incidents on campus over the past couple days and would reiterate that the free speech zone is near the practice field along the road near MLK. They need to be on the practice field side.

g. Equity-Minded Curriculum

<ol type="i">
At the curriculum website under resources we have the COR review tool that we developed a few years back. It remains incredibly useful. We have specific areas that can speak to specific goals in your discipline around equity-minded practices, and the sheet is very useful in helping to think of those areas.

    ii.   The COR is the minimum required we are supposed to do. If you want to have conversations in your IOIs regarding if someone is teaching something, it must be based what's in the COR. If there is a value across the discipline, it should be embedded within the COR.

7. Curriculum Policy & Procedure:

    a. CCN Surveys Reminder: share page link and direct faculty to "Open Surveys" to leave commentary on Phase III courses before April 15

        i.   Take this forward to your disciplines if you have a Phase III course. Link to be shared in minutes. Surveys for Phase III are open. They close April 15. https://www.asccc.org/common-course-numbering-ccn-development-and-faculty-engagement

        ii.   List of CCN Phase III courses with local course matches assembled by Casandra will also be shared with minutes

        iii.   Participants for the June convening groups is being done through Academic Senate. Forward names to Jo Scott Coe by Tuesday April 1 at noon.

    b. COR vs. C-ID vs. CCN template (see attached)

        i.   Discussion and walk-through of information handout

        ii.   Committee requested to have document uploaded to RCC Curriculum website

        iii.   Question about when units don't match the template; answer regarding units being a minimum not a required match

    c. Local guidance for COR revision based on a CCN template

        i.   Color-coded document to share with faculty (attached)

            1.   CCN Template is not how you get your courses articulated. We are required by law to renumber our courses, but the CCN template requires more than just renumber.

            2.   Phase 2A templates are available now at the Chancellor's Office website.

        ii.   Request for FAQs for a FAQ document for COR workgroups and curricunet orignators; please send questions that you think will come up to Chair Douglass. Tech Review will compile

8. Open Forum

Discussion forum provided for members of the committee to clarify points on agendized topics or request an item be added to a future agenda..

    a. Request to agendize for discussion Bishop Hairell's question

    b. Rep. Merrill asked if Rep. Vermillion wanted to discuss TEAS prep in Open Forum; Rep. Vermillion declined; Chair Douglass noted that there was not a curricular issue for informed discussion of the committee body at this time.

9. Next Meeting: March 25, 2025

10. Meeting adjourned at 4:35pm

Action Items:

Course	Long_Title	Rationale	Campus

Distance Education Proposal: Motion to approve – 1st Amidon; 2nd Williams; approved unanimously

| PHS-1DE | Introduction to Physical Science | **Approved** | MNR |

RCC Information Items: Minor Modifications

| GEG-7 | Map Interpretation and Analysis | *The course materials have been updated and augmented since the last COR approval in 2020.* | MR |

Information Items: MVC and NC Action Items for March 25, 2025

Course Deletion

| DAN-D19 | Conditioning for Dance | *MVC does not have a full-time dance instructor, and the department has determined that it would be wise to delete DAN D19 as it is not anticipated to be offered soon.* | M |

Course Inclusion

| HUM-16 | Arts and Ideas: American Culture | *Full-time faculty with the FSA are interested in offering the course at MVC, which has done well at RCC and Norco. The MVC VPAA endorses the course inclusion as part of an effort to build the local discipline. MVC currently has no full-time position in HUM, so the department faculty member with the secondary FSA is originating the proposal.* | M |

Attachments:
- Minutes from March 11, 2025
- 25-26 Curriculum Calendar Proposals
- Lifelong descriptor language
- CCN Phase III courses with RCCD crosswalk
- COR vs. C-ID vs. CCN document
- Color-coded sample COR with CCN required elements

2025-2026 Riverside Community College District Curriculum Calendar

July 2025

Su	M	Tu	W	Th	F	Sa
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July
- 3 — Legal Holiday/Day of Observance

August 2025

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August

September 2025

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September
- 1 — Legal Holiday/Day of Observance
- 2 — Tech Review and DCC
- 9 — College Curriculum Committee
- 16 — Tech Review and DCC
- 19 — CCN Launch Deadline
- 23 — College Curriculum Committee
- 26 — CCN Approval Deadline for Chairs and Facilitators

October 2025

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October
- 3 — *Launch Deadline - All Courses and Programs*
- 7 — Tech Review and DCC
- 10 — Deadline for Department Chairs and Facilitators
- 14 — College Curriculum Committee
- 21 — Tech Review and DCC
- 28 — College Curriculum Committee

November 2025

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November
- 4 — Tech Review and DCC - Last Possible TR
- 11 — Legal Holiday/Day of Observance
- 13 — Special College Curriculum/DCC - Last Possible
- 17 — Chancellor's Cabinet Final Possible
- 18 — Tech Review and DCC
- 24-27 — Classes Not in Session

December 2025

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December
- 2 — Tech Review and DCC
- 2 — Board of Trustees Committee - Final Possible
- 9 — College Curriculum Committee
- 9 — Board of Trustees - Final Possible

January 2026

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January
- 1 — Legal Holiday/Day of Observance
- 19 — Legal Holiday/Day of Observance

February 2026

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February
- 13 — Legal Holiday/Day of Observance
- 16 — Legal Holiday/Day of Observance
- 24 — College Curriculum Meeting

March 2026

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March
- 3 — Technical Review & District Curriculm
- 10 — College Curriculum Meeting
- 17 — Technical Review & District Curriculm
- 24 — College Curriculum Meeting
- 31 — Legal Holiday/Day of Observance

April 2026

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April
- 7 — Technical Review & District Curriculm
- 13-19 — Spring Break
- 21 — Technical Review & District Curriculm
- 27 — CORs Effctv. for 26-27 Become Active in Meta
- 28 — College Curriculum Meeting

May 2026

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May
- 5 — Technical Review & District Curriculm
- 12 — College Curriculum Meeting
- 19 — Technical Review & District Curriculm
- 25 — Legal Holiday/Day of Observance
- 26 — College Curriculum Meeting

June 2026

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June
- 2 — Technical Review & District Curriculm
- 6-12 — 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

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Draft for RCCD Lifelong Learning and Self-Development Descriptor from Standards (v.2)

Courses in Lifelong Learning and Self-Development provide the opportunity to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

ASCCC has expressed support for a local requirement in lifelong learning and self-development fulfilled by courses that promote physical and mental health and well-being and that affect the building blocks of academic success noting that the removal of this course requirement "will exacerbate inequities and health disparities that contribute to the success gaps [among] disproportionately impacted students." They note that such courses may come from a variety of disciplines, but specifically identify kinesiology, health and health education, physical education, dance and nutrition.

These course types and those that help students develop tools for future independent learning strategies and academic success all align with past and current lifelong learning options at RCCD.

Courses in Area 7 allow students to

OR

Students completing a course/courses in Area 7 will

a) Further their own critical self-understanding and acquire the knowledge, skills, and attitudes necessary to engage and reflect in learning and self-development practices and strategies for academic success; and/or
b) Develop strategies to be integrated physiological, social, and psychological beings to promote physical and mental health strategies/knowledge for use throughout their lives; and/or
c) Actively apply and participate in developing a lifelong commitment to health for both personal well-being (such as physical, emotional, intellectual, spiritual, social/interpersonal and/or environmental aspects) and societal responsibility.

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Deleted: ASCCC has expressed support for local lifelong learning and self-development requirements specifically in courses that promote physical and mental health and well-being and that affect building blocks of academic success. They note that such courses may come from a variety of disciplines, but specifically identify kinesiology, health and health education, physical education, dance and nutrition. ¶
These course types as well as those that help students develop tools for future independent learning strategies and academic success all align with past and current lifelong learning options at RCCD.

Draft for RCCD Lifelong Learning and Self-Development Descriptor from Standards (v.3)

[Forwarded to Standards for April meeting; developed in RCC CC March 25 meeting]

Courses in Lifelong Learning and Self-Development provide the opportunity to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

ASCCC has expressed support for a local requirement in lifelong learning and self-development fulfilled by courses that promote physical and mental health and well-being and that affect the building blocks of academic success, noting that the removal of this course requirement "will exacerbate inequities and health disparities that contribute to the success gaps [among] disproportionately impacted students." They note that such courses may come from a variety of disciplines, but specifically identify kinesiology, health and health education, physical education, dance, and nutrition.

These course types and those that help students develop tools for future independent learning strategies and academic success all align with past and current lifelong learning options at RCCD.

Students completing one or more courses in Area 7 will

a) Further their own critical self-understanding and acquire the knowledge, skills, and attitudes necessary to engage and reflect in learning and self-development practices and strategies for academic success; and/or
b) Develop strategies to be integrated physiological, social, and psychological beings to promote physical and mental health strategies/knowledge for use throughout their lives; and/or
c) Actively apply and participate in developing a lifelong commitment to health for both personal well-being and societal responsibility.

	CCN Course
1	Financial Accounting
2	Managerial Accounting
3	Introduction to Criminal Justice
4	Concepts of Criminal Law
5	Understanding Art
6	Survey of Modern Art
7	Anatomy and Biology I (per notice, should be Physiology)
8	Anatomy and Biology II (per notice, should be Physiology
9	Introduction to Business
10	Business Communication
11	Legal Environment of Business
12	Business Law
13	Child, Family, and Community
14	Introduction to Chicana/o Studies
15	Argumentation and Debate
16	Intercultural Communication
17	Business Statistics
18	Psychology Statistics
19	Principles and Practices of Teaching Young Children
20	Introduction to Curriculum
21	Observation and Assessment
22	Practicum in Early Childhood Education
23	Health, Safety, and Nutrition
24	Teaching in a Diverse Society
25	World History to 1500
26	World History since 1500
27	Western Civilization I
28	Western Civilization II
29	Introduction to Kinesiology
30	Finite Mathematics
31	Business Calculus
32	Multivariable Calculus
33	Music Appreciation
34	Music Fundamentals
35	Microbiology
36	Introduction to Philosophy
37	Introduction to Logic
38	Introduction to Political Theory and Thought
39	Introduction to Comparative Government and Politics
40	Introduction to Biological Psychology
41	Introduction to Research Methods in Psychology
42	Introduction to Research Methods in Psychology with Lab
43	Social Problems
44	Introduction to Statistics in Sociology

45	Introduction to Marriage and Family
46	Introduction to Gender
47	College Composition for multi-language learners

C-ID	RCC Course		
ACCT 110	ACC-1A		
ACCT 120	ACC-1B		
AJ 110	ADJ-1, ADJ-1H		
AJ 120	ADJ-3, ADJ-3H		
ARTH 100	ART-6, ART-6H, AHS-6, AHS-6H		
ARTH 150			
BIOL 115S	BIO-50A and 50B		
BIOL 115S	BIO-50A and 50B		
BUS 110	BUS-10, BUS-10H		
BUS 115	BUS-24		
BUS120			
BUS125	BUS-18A		
CDEV 110	EAR-42		
CHS 101			
COMM 120	COMM-3		
COMM 150	COMM-12		
Currently aligned with Math 110			
Currently aligned with Math 110	PSYC-48, SOC-48, (catalog also lists MAT-12/12H)		
ECE 120	EAR-28		
ECE 130	EAR-24		
ECE 200	EAR-19		
ECE 210	EAR-30		
ECE 220	EAR-26		
ECE 230	EAR-25		
HIST 150	HIS-1		
HIST 160	HIS-2, HIS-2H		
HIST 170			
HIST 180			
KIN 100	KIN-10		
MATH 130			
MATH 140	MAT-5		
MATH 230	MAT-1C		
MUS 100	MUS-19		
MUS 110	MUS-3		
NO C-ID	**possible BIO-55		
PHIL 100	PHI-1, PHI-1H		
PHIL 110			
POLS 120	POL-11		
POLS 130	POLS-2, POLS-2H		
PSY 150	PSYC-2		
PSY 200			
PSY 205B	PSYC-50		
SOCI 115	SOC-2		
SOCI 125	PSYC-48, SOC-48, (catalog also lists MAT-12/12H)		

SOCI 130	SOC-12		
SOCI 140	SOC-25		
TBD			

COR vs. C-ID vs. CCN

(Course Outline of Record vs. Course Identification Numbering System vs. Common Course Numbering)

Course Outline of Record:

- Our local statement of all the Title 5 required elements of our courses. It is the statement of the minimum that will be covered in a course.
- This is the document that all our articulations are based on and that is the "official" statement of what the course does in the state inventory.
- This document is the basis for every faculty member's individualized course design and course syllabus.
- You can find this in curriqunet. (Even without a log in, it is available on the public search.)

Discipline: Communication Studies

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INTEGRATED COURSE OUTLINE OF RECORD

COMMUNICATION STUDIES 1

COMM-1 : Public Speaking

College: RIV
Lecture Hours: 54.000
Outside-of-Class Hours: 108.000
Total Student Learning Hours: 162.000
Units: 3.00
Grading Methods: Pass/No Pass
Letter Grade

Course Description

Prerequisite: None

Course Credit Recommendation: Degree Credit

Prepares students to compose (develop outlines and research) and present a minimum of four speeches, including informative and persuasive presentations in front of a live audience. Emphasis will include: different purposes of speaking, types of speeches and organizational patterns, topic choice and audience adaptation, rhetorical principles, development and support of sound reasoning and argument, theories of persuasion, application of ethics in public speaking, listening skills, and theory and principles of effective delivery. Students will speak formally for a minimum of 20 total semester minutes. Students may not receive credit for COM 1 and COM 1H.

Course Identification System (C-ID):

- C-ID is the statewide course numbering system used to ease transferability of courses across CCCs and to transfer systems. If English 1A at RCCD and English 101 at another college both have the C-ID number of ENG 100, then we know a student doesn't have to retake it if they transfer between CCCs, and the CSUs and UCs know they have met the requirement no matter what the local CCC calls the course.
- This is a faculty driven system; faculty from across the CCCs and CSUs are asked to serve on FDRG (Faculty Discipline Review Groups) periodically to review the minimum criteria for a specific course. They create or update a "descriptor" that the CCCs use as the minimum requirement for their local course outlines of record.
- The C-ID system is also the backbone of our Associate Degree for Transfer (ADT) system; the Transfer Model Curriculum (TMC) for any ADT is made up of a series of courses that have C-ID numbers. These pre-existing agreements about courses with C-IDs are part of what led to the guaranteed transfer spots for students with an ADT – the degree is made up of courses that CCCs and CSUs had already agreed on the composition of, as designated by the course having a C-ID number.
- You can look up course descriptors for your discipline (and your Transfer Model Curriculum that any current ADT was based on) at the c-id.net website.

- If your course has a C-ID number, you will see that at the bottom of your Course Outline of Record in the Codes/Dates section and in the catalog descriptor.

Codes/Dates:

CB03 TOP Code: 1506.00 - Speech Communication
CB05 MOV Transfer Status: Transfers to Both UC/CSU (A)
CB05 NOR Transfer Status: Transfers to Both UC/CSU (A)
CB05 RIV Transfer Status: Transfers to Both UC/CSU (A)
C-ID#: COMM 110

Board of Trustees Approval Date: 11/15/2022

COM - Communication Studies

COM-1
Public Speaking   3.00 Units
(C-ID: COMM 110) ⟵
UC, CSU
Prerequisite: None.
Description: Prepares students to compose (develop outlines and research) and present a minimum of four speeches, including informative and persuasive presentations in front of a live audience. Emphasis will include: different purposes of speaking, types of speeches and organizational patterns, topic choice and audience adaptation, rhetorical principles, development and support of sound reasoning and argument, theories of persuasion, application of ethics in public speaking, listening skills, and theory and principles of effective delivery. Students will speak formally for a minimum of 20 total semester minutes. Students may not receive credit for COM 1 and COM 1H. 54.00 hours lecture. (Letter grade or Pass/No Pass option)

- This is what the C-ID descriptor COMM 110 looks like that our COM 1 course is linked to:

C-ID
COURSE IDENTIFICATION NUMBER SYSTEM

DESCRIPTOR

Discipline: Communication Studies	Sub-discipline:	
General Course Title: Public Speaking		Min. Units 3
General Course Description: Theory and techniques of public speaking in democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive speeches.		
Number: 110	Suffix:	
Any rationale or comment		
Required Prerequisites[1]: None		
Required Co-Requisites: None		
Advisories/Recommended Preparation[2] None		

Course Content:
1. Principles of human communication
2. Theory and techniques of public speaking in society, including ethics, and the use of presentation aids
3. Critical analysis of public discourse
4. Types of public speaking
5. Listening skills
6. Elements of effective public speaking, including analysis of communication situation, ethics and diversity, audience, occasion, purpose, selection of subject matter, research, evidence evaluation, organization, presentation skills, and evaluation of communication effectiveness

Laboratory Activities: (if applicable)

Course Objectives: *At the conclusion of this course, the student should be able to:*
1. Explain the basic principles of human communication;
2. Analyze their communication situation, audience, occasion, and purpose; and selection of subject matter;
3. Formulate through research, analysis, and organization of material; presentation of the message including management of communication apprehension; and evaluation of the effectiveness of their communication;
4. Demonstrate that they are careful and critical thinkers and communicators, both as speakers and as listeners;
5. Explain their relationship and ethical responsibilities to others involved in the communication transaction.
6. Articulate the connection between communication and culture and respect diverse perspectives and the ways they influence communication.

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[1] Prerequisite or co-requisite course need to be validated at the CCC level in accordance with Title 5 regulations; co-requisites for CCCs are the linked courses that must be taken at the same time as the primary or target course.
[2] Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.

Methods of Evaluation:
Faculty-supervised, faculty-evaluated oral presentations in front of a live audience; speech outlines and bibliographies; critiques of speeches; quizzes and tests.

Sample Textbooks, Manuals, or Other Support Materials

University of Minnesota Libraries Publishing. Stand Up, Speak Out: The Practice and Ethics of Public Speaking. (Latest edition). LibreTexts. (OER)

Barton and Tucker. Exploring Public Speaking. (Latest edition). LibreTexts. (OER)

Floyd, K. Public Speaking Matters. (Latest edition.) McGraw-Hill.

Lucas, S. The Art of Public Speaking. (Latest edition.) McGraw-Hill.

German, K. Principles of Public Speaking. (Latest edition.) Routledge.

FDRG Lead Signature:

Date: Rev. 12/20/10; 5-year review: 4/19/2022

Common Course Numbering (AB 1111)

- The Common Course Numbering (CCN) project has been created by Assembly Bill 1111 and aims to achieve many of the same goals as the original C-ID project in terms of ease of transferability between CCCs and communication with CSUs but also is partnering with the UCs.
- Our ASCCC has also made the goal of attaching automated articulation agreements to courses that follow the CCN templates; this has not yet been achieved but remains in progress as all three system partners are present in workgroups.
- The templates that colleges are now aligning their CORs to in phases begin with the C-ID descriptors (except in the small number of popular courses getting a CCN template that never had a C-ID). Typically, the ASCCC will send a CCN template draft to disciplines for review that begins with the C-ID; they collect input in surveys and meetings and finalize the CCN template that courses should align to.
- The CCN templates are typically very pared down from local college CORs, but also require exact language.

Phase I CCN TEMPLATE

Subject: Communication Studies	**Subject Code:** COMM
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Introduction to Public Speaking	
Catalog/Course Description (Identical): **Part 1:** (Identical and Required): In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live	

Phase 1 CCN Template

A11Y 10/9/24

California Community Colleges

PHASE 1 CCN TEMPLATE
Developed by CCN Workgroup,
based on CCN Task Force recommendations
Date: 9-27-2024

audience and evaluation of various types of speeches, including informative and persuasive speeches.

Our CORs and their current (March 2025) construction, and system articulation:

- Courses are primarily articulated with CSUs/UCs (CalGETC as of Fall 2025) based on the submission of our local COR. That document determines if a course is accepted at the transfer institution and in what area(s).
- When C-ID is available, it streamlines this process. C-ID articulation has been based on covering the material in the descriptor, even if not stated exactly. Your local COR might have five content areas, but the C-ID has six, but as long as that content is still covered somewhere (maybe it is divided across your five content areas) you still get approved. It doesn't have to match exactly. For this reason, a C-ID can be assigned to different courses as long as they cover the same material. For example, Math 12, Soc 48, and Psy 48 all have the C-ID "Math 110" because they all teach Introduction to Statistics (just through the lens of their respective disciplines).
- CCN templates have required exact elements. They are "single-course articulations." Only Math 12 (soon to be STAT C1000) will be articulated to the CCN template for that course. PSY and SOC may eventually have their own CCN templates for statistics that will be discipline specific, but for now, they retain their current C-ID articulations.
- **The articulation agreements that ASCCC is fighting to attach to CCN templates are not yet in place. We are required by AB 1111 to participate in CCN, but our articulation agreements are still based on our local COR and its adherence to C-ID (where C-ID is in place; for courses without C-ID, your current content in your COR is what your agreement is based on).**
- **This is why, when you revise a COR to align with the CCN template, you are strongly advised to retain if not all of our current COR elements, at least the C-ID aligned material. That is what currently makes your class articulate. Courses that have C-ID numbers but go through CCN alignment will be known by the new common number, but still retain their C-ID numbers**.

COMM-C1000
Introduction to Public Speaking   3.00 Units
Formerly COM-1
(C-ID: COMM 110)
UC, CSU
Prerequisite: None.

CCN

Description: In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches. Students will construct and present a minimum of three (3) faculty-supervised, faculty-evaluated speeches presented in front of a live (in-person or virtual) audience (one to many). Students may not receive credit for both COMM-C1000 and COMM-C1000H. 54.00 hours lecture. (Letter grade or Pass/No Pass option)

Local COR

Discipline: English

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INTEGRATED COURSE OUTLINE OF RECORD

ENGLISH C1000

ENGL-C1000 : Academic Reading and Writing

College: RIV
Lecture Hours: 72.000
Lab Hours: 18.000
TBA Option: Yes
Outside-of-Class Hours: 144.000
Total Student Learning Hours: 234.000
Units: 4.00
Grading Methods: Letter Grade

Course Description

Prerequisite: Placement as determined by the college's multiple measures assessment process

Course Credit Recommendation: Degree Credit

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Integrated reading and writing assignments respond to various rhetorical situations. Students will produce a minimum of 7500 words of writing, inclusive of 5000 words of assessed formal writing and 2500 words of other kinds of instructor-reviewed writing. Classroom instruction integrates writing lab activities. Students may not receive credit for both ENGL-C1000 and ENGL-C1000H.

Entrance Skills:

Before entering the course, students should be able to demonstrate the following skills:

1. **Distinguish main idea from evidence in texts and arguments.**
2. **Construct unified, organized essays, largely free of disruptive errors, which employ various rhetorical strategies, perspectives, and concrete evidence in support of arguable thesis statements.**
3. **Demonstrate writing as a process which includes pre-writing, drafting, and revising essays.**

Course Objectives:

Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Read analytically to understand and respond to diverse academic texts. (CCN template objective)
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation. (CCN template objective)
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work. (CCN template objective)
4. Analyze rhetorical strategies, content, and contexts in a variety of non-fiction 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.
5. Consider uses of tone in relation to audience and purpose.
6. Find and engage sources in writings, including thesis writing, summarizing, paraphrasing, and integrating quoted materials.
7. Write a researched essay.
8. Learn to give and to act on productive feedback to works in progress.
9. Practice citation conventions systematically.
10. Practice reading and composing in more than one genre to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes.
11. Gain experience writing timed essays, including ungraded or low-stakes writing.
12. Practice writing moves like problem-solving, posing questions, analyzing, interpreting, generalizing without stereotyping, and generating examples.

Student Learning Outcomes:

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Write texts using diverse rhetorical or multimodal strategies.**
   - **Critical Thinking**

2. **Write an inquiry-driven, analytical, or argument-based research essay on a culturally relevant issue that demonstrates critical reading and analysis of text-based sources.**
   - **Communication Skills**

General Education Outcomes:

- **RCCD General Education Pattern -** D1 - Language and Rationality - English Composition

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Course Content:

CCN ✖✖✖✖✖ Content:

1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.
8. Compose a minimum of 5,000 words of formal writing across major assignments

Local District Lecture Content:

1. In addition to the 5000 words of formal writing, an additional 2500 words of instructor-reviewed drafts, informal, multimodal, or other kinds of writing are required.
2. Critical reading and thinking skills
   a. Engagement and analysis of non-fiction texts that address culturally responsive issues
   b. Inclusion of Black, Indigenous, Latinx and Writers of Color and LGBTQ+ writers and other marginalized writers to ensure broad representation of thinkers
   c. Reading strategies
      i. Prereading strategies such as previewing, reflecting on relevant background knowledge, and establishing a purposeful approach
      ii. Active and post-reading reading strategies, which may include note-taking, working through difficult texts, identifying rhetorical strategies of a text, writing back to a text about the content and reading process (i.e., conceding, acknowledging, doubting, challenging, puzzling over, registering discomfort, affirming, inferring, exploring implications, weighing evidence), synthesizing ideas across texts, and increasing confidence and stamina in reading
   d. Awareness and understanding of elements of argumentation in texts
      i. The assertion and defense of claims
      ii. The use of sufficient and varied evidence in support of those claims
      iii. The use of logic/reasoning to construct arguments
      iv. The use of personal narrative to build effective arguments
      v. The use of tone as it impacts audience and purpose
      vi. The identification of patterns, trends, generalizations
3. Essay writing
   a. Instruction/practice in effective composition strategies
      i. Practicing strategies and developing individual processes for writing
      ii. Anticipating audience and purpose and adapting tone accordingly
      iii. Constructing arguable thesis statements
      iv. Using cause and effect, problem/solution, generalization from example, exemplifying
      v. Crafting introductory and conclusion paragraphs

      vi. Constructing topic sentences (or: making the point of paragraphs clear)

      vii. Employing word, sentence, and paragraph transitions as necessary

  b. Development of supporting ideas

      i. Consistent line of reasoning as suggested by the thesis

      ii. Use of textual evidence to support ideas

          1. Integrating textual evidence

          2. Quoting texts

          3. Paraphrasing texts

          4. Summarizing texts

      iii. Use of transitional and organizational patterns

      iv. Strategies for enhancing style

4. Research writing

  a. Instruction/practice in topic generation

  b. Locating and evaluating sources, including electronic resources

  c. Fair use of sources (avoiding plagiarism)

  d. Synthesis and integration of sources

  e. Documentation, including parenthetical citations and works cited

<u>Local District Lab Content:</u>

Students working in the writing lab will:

1. Practice writing concepts which complement class content and activities, such as citation and documentation, integrating sources, organizational strategies, textual analysis, comparative analysis
2. Practice reading strategies, such as Reading Apprenticeship (talk-to-the text, reading autobiographies, metacognitive reading logs, modeling reading of different texts)
3. Practice research skills, such as finding and analyzing sources, using the library databases, interviewing for oral histories

Methods of Instruction:

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

Note: The following methods of instructions are driven by culturally responsive and sustaining and antiracist pedagogies:

- No-stakes, collaborative reading and writing activities and projects (e.g., speed dating, poster sessions and gallery walks, jigsaw, Save the Last Word, writing groups, literature circles, collaborative writing)
- Student-centered instruction: mini-lessons (5-10 minutes), followed by students practicing skills (40-45 minutes) and receiving one-on-one assistance as they work
- Modeling reading and writing skills and strategies via instructor or student samples
- Class discussion of texts (e.g., sharing out golden lines, student-generated discussion questions, think-pair-share)
- Guided reading activities, following CAP's instructional cycle (e.g., pre-reading and post-reading assignments focused first on comprehension and then analysis)
- Scaffolded writing activities (e.g., a sentence summary template that provides a model for introducing sources, collaboratively writing sections of the essay in class)
- Gamifying or storifying
- Making concepts and learning contextual
- Leveraging students' prior knowledge and experience
- Fostering community and relationships in the classroom
- Individual conferences with students to provide feedback and support
- Integration of multimodal and collaborative technologies and multimedia to engage students (e.g., use of the document camera to co-write as a class or for students to present their teamwork; use of media such as Padlet, Poll Anywhere, Google Docs, Flipgrid; short YouTube videos or clips in class)
- Use of embedded supports, such as SIs or embedded tutors who can participate in collaborative activities with students, answer questions, facilitate discussion, and help model reading and writing skills

Methods of Evaluation:

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

<u>CCN Template Methods:</u>

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.

<u>Local District Methods:</u>

Methods of evaluation must include a research paper, out-of-class writing.

Students' performances will be evaluated for demonstration of student learning outcomes using methods of evaluation, graded and/or ungraded, which may include, but are not limited to, the following:

- Multimodal texts that reflect a variety of experiences, interests, and histories, e.g., codex, zine, podcast, poster, oral history, interview, testimonio, photo essay
- Expository and argumentative essays
- Ungraded, scaffolded writing opportunities
- Account for scaffolded ungraded assignments (evidence of their writing process) that lead to larger writing assignment
- Participation in discussions and small group activities
- Laboratory work that helps students' development of their reading and writing skills
- Summaries of and responses to readings
- Reports and presentations

Sample Assignments:

Outside-of-Class Reading Assignments

Note: The following sample assignments are driven by culturally responsive and sustaining and antiracist pedagogies:

- Read texts and works that are relevant to the lives, issues, and experiences of our students to draw on students' funds of knowledge and the expertise they bring to class
- Read texts and works designed to build linguistic awareness of varied language uses, including a range of Englishes and use heritage languages and a range of Englishes in essays or other written assignments
- Read texts and works related to course or unit themes in order to discuss topics, ask questions, build vocabulary in different discursive contexts, generate lines of inquiry and guiding research questions, examine evidence, develop and contribute perspectives, and problem-solve
- Low-stakes, outside-of-class reading assignments: generating discussion questions and lines of inquiry; evidence charts or double-sided notes; guided annotations; summary; answering focus questions; finding and discussing golden lines; making text-to-self, text-to-text and/or text-to-world connections
- Low-stakes, in-class reading assignments: writing summaries, selecting and interpreting golden lines, freewriting, asking or answering questions, making personal connections; or using Reading Apprenticeship strategies
- Low-stakes, in-class collaborative assignments: collaborate with peers in pairs and/or teams or familias to discuss works, hear new and divergent perspectives, deepen rhetorical awareness, listen and respond to diverse views on and approaches to a range of topics, engage in consensus-building, draft responses, and share works generated

Outside-of-Class Writing Assignments

- Research works, via library research and/or an internet search, to develop depth and/or breadth in a topic or to corroborate findings
- Write scaffolded assignments aimed at offering practice in developing skills, such as an introduction or a conclusion following a template designed to address misconceptions or problem-solve
- Write works, such as personal narratives, literacy narratives, or educational narratives designed to promote critical introspection, connect to topics, reflect on relevant experiences, and pose real-world questions drawn from and relevant to the student-writer's experiences
- Write essays and other works that offer perspectives supported by evidence
- Write a research essay where students research and explore a topic relevant to their lives and their communities
- Collaborate on and co-author writing and research projects, such as research essays or annotated bibliographies
- Multimodal writing in response to different rhetorical situations, such as a codex, podcast, pamphlet, or op-ed
- Create a multimodal research or writing projects (e.g., a podcast, a YouTube video, a Padlet, piece of art, performative piece, creative writing)
- Create a writing portfolio with revisions and showcasing student growth and work throughout a unit or term
- Conduct interviews and create an oral history
- Present, share, and respond to student-generated works

- Reflect on or self-assess student-generated works via metacognitive journals, labor logues, or reflective letters designed to develop understanding of and address affective domain

Other Outside-of-Class Assignments

- A sample of a culturally responsive unit is focusing on the theme of food memoirs and Transnational Foodways. In the unit, students read articles that analyze food through the lens of identity, sustainability, equity, power, immigration, socioeconomic status, among others. They read and view visual texts such as: Amy Tan's "Fish Cheeks," Leah Chase, The Sioux Chef, Morales's "Growing Food and Justice: Dismantling Racism through Sustainable Food Systems," and McClintock's "From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California." Students write and then revise their food memoir and find areas that they would like to reflect or expand on to start doing preliminary research and submit a mini-proposal. Finally, they end the unit with a Transnational Foodways research project where they can incorporate parts of their food memoir into their research project along with completing an annotated bibliography.

Course Materials:

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

CCN template representative texts/materials: OER Anthology. *88 Open Essays.*
https://commons.libretexts.org/book/human21509, 2024.
CCN template representative texts/materials: . *Purdue OWL* https://owl.purdue.edu/.
CCN template representative texts/materials: Course texts may include book-length works.
Local district representative texts/materials:.
Faculty should bring to the center authorial voices that have been historically marginalized on the basis of race, gender, sexuality, and ability -- including racialized groups that best reflect our student population: i.e. Latinx, Black. Purposefully incorporating BIPOC and LGBTQ+ writers intentionally addresses the needs of students who have been disproportionately impacted by racism and other forms of systemic discrimination. Readings should demonstrate a commitment to the valuing of student minds who may never have felt seen in education and should encourage learning that disrupts and challenges the historical norms that cultivated that traditional marginalization. To the extent possible, faculty should select Open Educational Resources (OER) materials, low-cost, and no-cost materials consistent with teaching Course Content to meet Course Objectives and Student Learning Outcomes. All materials used in this course will be periodically reviewed to ensure that they align with the COR. Possible texts include the following:
OER HANDBOOK: Guptill, Amy. Writing In College: From Competence to Excellence
https://open.umn.edu/opentextbooks/textbooks/writing-in-college-from-competence-to-excellence, 2016.
OER HANDBOOK: Gagich, Melanie, and Emilie Zickel. A Guide to Rhetoric, Genre, and Success in First-Year Writing. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/, 2017.
BOOK/READER: Alexander, Michelle. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. New Press, 2010.
BOOK/READER: Gonzales, Roberto. Lives in Limbo : Undocumented and Coming of Age in America. University of California Press, 2015.
BOOK/READER: Luiselli, Valeria. Tell Me How It Ends: An Essay in Forty Questions. Coffee House Press. 2017.
BOOK/READER: Rios, Victor. Human Targets: Schools, Police, and the Criminalization of Latino Youth. University of Chicago Press, 2017.
BOOK/READER: Steele, Claude. Whistling Vivaldi. W. W. Norton & Company, 2011.
ARTICLE/EXCERPT: Anzaldúa, Gloria. "How to Tame a Wild Tongue." 1987/2012.
ARTICLE/EXCERPT: Baldwin, James. "If Black English Isn't a Language, Then Tell Me, What Is?" The New York Times. 1979.
ARTICLE/EXCERPT: Baldwin, James. "Letter to My Nephew." 1962.
ARTICLE/EXCERPT: Coates, Ta-Nehisi. "Letter to My Son." The Atlantic. 2015.
ARTICLE/EXCERPT: Coates, Ta-Nehisi. "The Case for Reparations." The Atlantic. 2014.
ARTICLE/EXCERPT: Ho, Limay and Amanda Northrop. "Confessions of a Wealthy Immigrant: "Model Minority" is a Myth." Vox. 2017. (Also Multimodal)
ARTICLE/EXCERPT: Hunt, Jerome and Aisha C. Moodie-Mills. "The Unfair Criminalization of Gay and Transgender Youth" Center for American Progress. 2012.
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Codes/Dates:

CB03 TOP Code: 1501.00 - English
CB05 MOV Transfer Status: Transfers to Both UC/CSU (A)
CB05 NOR Transfer Status: Transfers to Both UC/CSU (A)
CB05 RIV Transfer Status: Transfers to Both UC/CSU (A)
C-ID#: ENGL 100

Board of Trustees Approval Date: 11/19/2024

COR Rev Date: 11/19/2024

GE Learning Outcomes:

- **Communication Skills** 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.

- **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.