



Curriculum Committee Approved Minutes

<https://www.rcc.edu/about/strategic-planning/tllc/curriculum-committee/resources.html>

September 10, 2024 • 2:30-4:30 pm • Hall of Fame

1. Call to Order at 2:35

| Voting Committee Members for 2024-25* | Attendance Sign-in |
|--|--|
| Juan Ahumada , <i>Communication Studies Dept. Rep. (23-25)</i> | Shannon Hammock , |
| Tucker Amidon , <i>English & Media Studies Dept. faculty. (24-26; will need a 25-27 or 26-27 term to correct)</i> | <i>Library/Learning Resources Dept. Rep. (24-25 (cycle correction term))</i> |
| Madeline Bettencourt , <i>Cosmetology Dept. Rep. (24-26)</i> | |
| Parissa Clark , <i>Economics/Geography/Political Science Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))</i> | Clara Lowden , |
| Paul Conrad , <i>Business Admin/Info Sys Tech Dept. Rep. (24-25 (cycle correction term))</i> | <i>Kinesiology/Athletics Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))</i> |
| Ellen Drinkwater , <i>Articulation Officer (Via Zoom for Just Cause)</i> | |
| Bobbie Grey , <i>Chemistry Dept. Rep. (23-25; 25-26 (cycle correct term))</i> | |
| Mark Haines , <i>Dance and Theater Dept. Rep. (24-26)</i> | |
| Robert Jew , <i>Art Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))</i> | |
| Ryan Joseph , <i>Life Sciences Dept. Rep. (24-25 (cycle correction term))</i> | |
| Tommy Korn , <i>World Languages Dept. Rep. (needs a 24-25 election to correct)</i> | |
| Amber Lappin <i>School of Education and Teacher Preparation Dept. Rep. (24-26)</i> | |
| Rakel Larson , <i>Behavioral Science / Psychology Dept. Rep. (Fall 24; Kweku Williams will resume duties for Spring 25 & 25-27)</i> | |
| Karyn Magno , <i>Counseling Dept. Rep. (24-26)</i> | |
| Valerie Merrill , <i>Mathematics Dept. Rep. (24-26; will need a 25-27 or 26-27 term to correct)</i> | |
| Doris Namala , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (24-25 (cycle correction term))</i> | |
| Pierre Ortanez , <i>Applied Technology Dept. Rep. (24-25, (cycle correction term))</i> | |
| Brock Russell , <i>Physical Sciences Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))</i> | |
| Steven Schmidt , <i>Music Dept. Rep. (23-25); Technical Review Com Chair</i> | |
| Amy Vermillion , <i>Nursing Dept. Rep. (24-26)</i> | |
| Non-Voting Committee Members | |
| Kelly Douglass , <i>Faculty Chair**, Curriculum Committee (22-24; 24-26); English</i> | TBA , <i>ASRCC Student Representative</i> |
| Lynn Wright , <i>VP of Academic Affairs; Administrative Co-Chair of CC</i> | |
| Liaisons/Admin/Staff/Guests | |
| Jennifer Corr , <i>Business Admin/Info Sys Tech faculty member (via Zoom)</i> | Casandra Greene , <i>RCC Curriculum Instructional Support Coordinator</i> |
| Bryan Medina , <i>District Instructional Support Coordinator</i> | |
| Mia Timme , <i>Instructional Department Specialist, English Media Studies and World Languages; IDS Liaison</i> | |

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.villaseñor-lee@rccd.edu or Lorraine Jones: lorraine.jones@rccd.edu.

2. **Approval of the Agenda: 1st Haines; 2nd Amidon; approved by consensus**
The agenda will be reviewed, discussed, and considered for approval.
3. **Approval of Minutes from August 27, 2024: 1st Merrill; 2nd Joseph; approved by consensus**
The minutes will be reviewed, discussed, and considered for approval.
4. **Public comment - none**
Public comment period provided for members of the public; Curriculum Committee Chair may limit comment period by a vote of the committee.

5. **Action Items**

a. **Spreadsheet technical approvals: none**

Review of items added to open spreadsheet of technical, no-discussion-needed minor corrections to curriculum proposals.

b. **Independent Study AP**

- i. As noted in the discussion about PSY-60, the AP has been here previously. Questions were collected from colleges and Senate. Summer workgroup met to revise the AP. The attached AP was approved at Standards. Chair Douglass gave an overview of the AP.
- ii. Discussion regarding the learning contract that is required and the elements that must be included; actual form still to be finalized, but keeping required elements of contract in the form so it's clear those are the required pieces of information. Available to a discipline that has put forward an approved discipline specific independent study COR.
- iii. Discussion about the per-student compensation being very high. Explanation from curriculum rep that a faculty member would only need 8 students to be the equivalent of an ENG comp class. That is concerning. FA needs to review that. 18 contact hours: may also need clarification if that's full hours or RCC hours.
- iv. Clarification on typos and language that could be clearer
- v. Question: Will the calculation for the accounting method change now that we are using universal accounting? VP Wright: It is going away, may change. The rules guiding work experience are very complex; Chair Douglass noted that it still needs FA review. Needs review by Raj, Dean of Ed Services.
- vi. Continued discussion about the compensation; FTES may not be the same as contract load. Needs more review from faculty association – not exactly curriculum area.
- vii. Question: Expected faculty work outside of the contact with the student. Other than that one hour, what is the work? Discussion about what faculty member does to support student beyond that one hour of meeting time, if that info goes in the contract, etc.
- viii. Discussion that overload status is important to compensation; When we teach overload, we get paid hourly for in class hours. We get paid for the contact hours. This doesn't alleviate concern about work equity: Meet with 3 students for 18 hours, get paid 54 hours of compensation? Discussion about meeting hours that have to be separately scheduled from office hours.
- ix. Honors contract may provide another model of what is expected of faculty. Also concern about double dipping. Need to discuss faculty contribution. Contract seems very important.
- x. Chair Douglass: RCC is maybe not yet ready to vote on this? Go to DCC next week, see what happened at the other two colleges, share concerns, and if they also had concerns it will hold. If 2-to-1, Kelly will raise concerns and DCC will decide direction. Clear there are compensation issues that have to be addressed before going forward.
- xi. **Motion to hold AP 2101: 1st Haynes; 2nd Amidon; Approved, Unanimous with one Abstention (Larson)**

xii. Tucker Amidon agreed to help parse out some of the concerns as time allows.

c. **Curriculum proposals (see below)**

Curriculum proposals will be reviewed, discussed, and considered for approval and forwarding to the District Curriculum Committee.

6. Reports

(Many report items are likely to be covered in policy/procedure below as they relate to AB 1111)

- a. Curriculum Chair – Kelly Douglass:
 - i. Most report items are in the CCN Policy and Procedure item below
 - ii. Juan Ahumada has volunteered to be liaison on Instruction Learning Outcomes district wide committee. By consensus, approved!
- b. Articulation Officer – Ellen Drinkwater – no report
- c. Instructional Programs Support Coordinator – Casandra Greene – no report
- d. Tech Review Chair – Steven Schmidt: Curriculum handbook has been updated with correct links and posted
- e. VPAA – Lynn Wright
 - i. Standardized Student Accounting Method, apparently it is something District can do, and RCCD will because it favors us. They're going to recode things behind the scenes and use the new accounting method. Also a good time to switch over; credit is being simplified.
 - ii. We were at 105.5%, peak was 108.6%, but that's artificial. May go down a little with census, but we're doing well.
 - iii. Accreditation is this year. Lynn is ALO. Will be holding a meeting at 8:30 on Friday, everyone is welcome. Want to spend this semester collecting research, and more work in the spring. Draft done in the spring, then vetted through shared governance process.
- f. ASRCC Representative – ASRCC currently working on assignments; hopefully, we will know by next meeting
- g. Equity-Minded Curriculum
 - i. Some of you have CCN template, some of you have rightfully had concern about the templates not speaking to equity. That hard work to embed equity in content and methods isn't represented in template. Chair Douglass shares frustration and concern but advises disciplines to keep COR elements they are committed to and that fit the course and discipline as part 2 elements.
 - ii. Question: Can students speak to what they are experiencing in this committee? Can they look at CORs and tell us what they're experiencing?
 1. Discussions about how to share views about courses without it being about specific instructor.
 2. Douglass explains when new ASRCC rep comes on board, she typically explains to student to let them know they can speak to what they want the committee to hear. Can attempt to solicit more input from the student.
 3. Curriculum is a faculty responsibility.
 4. Discussion of what beyond the agenda students can see without a faculty log in
 5. Douglass explains she will go over training materials with student, clarify student role, and invites committee members to solicit student views in discussion when possible.

7. Curriculum Policy & Procedure:

- a. Minutes report form (attached)
 - i. Want to start using immediately.
 - ii. Add Zoom meeting as option to drop down
 - iii. Available at district curriculum website
- b. Phase I: CCN templates - <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/course-outline-of-records-submission>
 - i. Four character subject, 5 to 7 character course number. C stands for Common and indicates it is the Common Course Template. H added to the end for Honors.
 - ii. Math →STAT
 1. Discussion about Math discipline's intent to move to the embedded support course with clarification from Articulation Officer Drinkwater that we can only submit existing courses at this time so Math cannot submit a new STAT/MATH course in this project. Have to go forward with STAT built from currently articulated Math 12.
 2. MAT, as of now, STAT will be a two-class discipline (MAT 12 and 12H → STAT C1000 and C1000H) that will have the minimum quals of Mathematics. Everyone is equated to teach math will get the same approval permissions.
 - iii. These have to be submitted December 1. Everything has to be complete and submitted by December 1 (which in practical terms means before holiday week in November). We have to get these courses not to December Board meeting, but to November Board meeting. Everything is accelerated. Faculty have to meet the launch deadline of September 27 because we have to accelerate steps in local process after that to make the final state deadline.
 - iv. Everyone except COM's CCN submissions are being considered major mods. They don't have to be resubmitted for articulation. COM is not a class that was previously in the CalGETC category. Same deadline, but they have to go through an articulation process and will be submitted for CalGETC in December. Math will launch their courses as major mods to Math 12/12H and Bryan at district will switch over to new discipline of STAT.
 - v. **Douglass: Motion to extend meeting 15 minutes: Amidon, Brock – Approved by Consensus**
 - vi. Douglass: disciplines need to work and coordinate across district to revise the class, need to work with the template and the COR. Need a single integrated COR that reflects the required elements and the local elements you want to retain.
 - vii. Faculty – How do we know the optional stuff will be accepted? Douglass: General advice was everywhere there's a part 2, we're putting in what we have currently in the COR, refining it for redundancy. In large part, copying existing content into Part 2. Verbal warning they delivered about what you put in part 2 isn't in anywhere in these directions, and seems to be about a cation not to use part 1 to get into CalGETC and Part 2 to make it a different class. Even if there were a concern that threatened articulation, they give us a specific time period in which to fix the class.
 - viii. Steven Schmidt available to help CCN disciplines with the curricunet entry if needed.
 - ix. Tucker Amidon has a template of Honors language for specific curricunet areas that can be used for honors courses in addition to template and COR (attached with minutes)

- x. Douglass: Course objectives and outcomes. At the articulation level, there isn't a separate field for outcomes, everything goes into objectives. Advice – Keep required objectives in objectives. If you have additional optional objectives, add them. In our outcomes, do your own local outcomes.
- xi. Discussion of what to do about no methods of instruction on template. Answer is to keep them in curriculum COR; not being asked about so don't need to include in template, but need in our local COR
- c. Sept 27 is the deadline for all proposals.
- d. ~~Timeline for Phase I, II, III and local timeline implications; no time for discussion~~
- e. ~~Phase II: Course list (attached) ; no time for discussion~~
- f. ~~Clarifying question about modality from August 27 RCC Curriculum Minutes, RE: Chem; no time for discussion~~
- 8. Open Forum – no items
Discussion forum provided for members of the committee to clarify points on agenda items or request an item be added to a future agenda..
- 9. Next Meeting: September 24, 2024
- 10. Meeting adjourned at 4:50pm

Action Items:

1. Course Major Modifications: pg. 5-6
2. Distance Education: pg. 6
3. General Education: pg. 6-7
4. New Courses: pg. 7
5. State/Locally Approved Certificate/Degree Modifications: pg. 7

Information Items: Course Minor Modifications for RCC: pg. 7-10

Information Items: All Information and Action Items for MVC and NC: pg. 11-12

1. Course Deletions
2. Course Inclusions
3. Course Major Modifications
4. New Courses
5. State/Locally Approved Certificate/Degree Modifications

| Course | Long Title | Rationale | Campus |
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| | | <i>Motion to approve all Major Mods: 1st Haynes; 2nd Russell; Opposed, Unanimous</i> | |
| | | <i>Motion to hold COM 3: 1st Amidon; 2nd Vermillion - Approved Unanimously with abstention from Ahumada.</i> | |
| | | <i>Motion to approve all Major Mods except COM 3: 1st Magno; 2nd Merrill - Approved, Unanimous</i> | |
| | | <i>Discussion on COM 3: ENG discipline questions the inclusion of the word "Writing" in the title of the course, particular "Argumentative Writing." COM Discipline: in Argumentation or Debate courses, you have outlines or drafts of the different sides. In parliamentary debate you would have notes based on the topics. Depending on the debate, you would write those up in advance, it may look like an essay, but it is not. It ultimately leads to oral debate. Used as supplement to debate. You can also have a legal pad and you create the document, crossing off arguments as you move through debate. That's what they mean by writing within the context of an argumentation course. ENG - Is it primarily argument or debate? COM - Depends on instructor. Kelly - As ENG faculty, ENG has ENG-1B, which is argumentative writing and critical thinking through literature. Knows this has been rewritten to fit into CalGETC which there is not an objection to – concern is title. Because ENG-1B is currently called Argumentative Writing and Critical Thinking Through Lit, this sounds like it is the</i> | |

same thing but for debate, and the writing component is not the same. The parallelism in the title of the course makes it seem similar, when it may be more focused on debate. Kelly - May not have to have that in the title, but what about "Argumentation and Debate Writing". COM - Focus of course is the debate that is happening. FACULTY - Any idea how this might be affected by CCN templates coming soon? Kelly - No, but these updates have to be made this cycle. Additional extensive separate discussion on equity in method of instruction; no objectives or outcomes that link to method of instruction. As we look through CORs, is that ok? Kelly - Looking that content leads to objectives leads to outcomes. Methods of instruction are how you deliver the content.

Course Major Modification

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|---------|--|--|------------------------|
| COM-3 | Critical Thinking, Argumentative Writing, and Debate | Modification to align with Cal-GETC Major Mods: Original motion: Voted Down, Unanimous | MNR HOLD |
| COM-7 | Oral Interpretation of Literature | Major mode to update due to AB928 and ICAS. COM 9 has been updated to align with the upcoming CALGETC requirements for social and behavioral sciences. Several community colleges offer introductory courses in interpersonal communication that satisfy IGETC area 4, including Southwestern College, Imperial Valley College, Los Medanos College, Mount San Antonio College, San Diego City College, and Sacramento City College. | MNR Approved |
| COM-9 | Interpersonal Communication | The aim of this updated COR major mod is to align our interpersonal communication course with the social and behavioral sciences area 4 as has taken place in other colleges across the state. Note from a curriculum rep that this has many GESLOs which will all have to be assessed. | MNR Approved |
| GEG-8 | Introduction to Geographic Information Systems, with Lab | The course description is in need of updates to modernize it and bring it up to date with recent changes (in the last few years) in the field of GIS. | MR Approved |
| JOU-1 | Introduction to Journalism | Updating prerequisite info that was missed during the last update. Also, updating new edition of a textbook. | MR Approved |
| MUS-29 | Concert Choir | Update SLOs, course content wording, and materials. | MNR Approved |
| MUS-3 | Fundamentals of Music | Update materials. | MNR Approved |
| MUS-P36 | Piano Ensemble | Update courser content format. Update materials. | R Approved |
| MUS-P76 | Advanced Piano Ensemble | Update course content format, methods of evaluation, and course materials. | R Approved |

Distance Education

Motion to approve CIS-71DE: Conrad; Merrill; Hold

Discussion of how objectives and outcomes as outlined in COR are represented by DE. No attachments related to the accessibility of the platform. Conrad notes these are Web development platform tools, it's not a specific platform. Question clarified as about specific vendor tools listed. We've had to upload evidence from the publisher in the past that it is 508 compliant. Request to hold for 508 compliance information if available from vendor; TR Chair notes that some things get through at TR, but it's great to bring these questions up at college. When you use an outside vendor, we need to be careful with that.

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| CIS-71DE | UX/UI Web Design | | R HOLD |
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General Education

Proposal to add LIB 1 to RCCD GE Area 7: Life-long Learning and Self-Development. **Held at May 28, 2024; update will be provided in meeting; no new review needed**

The course outline of record for LIB 1: Introduction to Information Literacy “presents the fundamentals of the effective use of libraries, electronic data-bases, and retrieve

Update: Approved at the other two colleges, technically a 2-to-1 vote sitting at DCC. However, our question about what area this is supposed to be for and how it is a one-unit class so they do not have to take an additional second class to meet the requirement is still on the table at DCC.

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| LIB-1 | Introduction to Information Literacy | | MNR HOLD |
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New Courses

Motion to approve New Course and Prog Mods: 1st Amidon; 2nd Merrill; approved unanimously
Question about P42 and 42 which are similar. What makes them different? Rationale seemed to state its elective class. What's the reason for the second class? MUS: Different literature, and slightly different instruments they play. It's a different proportion of wind. It's a larger group that plays different literature.

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| MUS-P42 | Symphonic Winds | Create additional performance options for instrumental music students. | R Approved |
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Psychology majors want to gain experience in performing research studies. **Held at May 28, 2024; update will be provided in meeting; no new review needed**

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| PSY-60 | Independent Study in Psychology | 9/10/24 Update: Remain on hold. Need to finalize Independent Study AP. Once finalized (or now?), PSY-60 should go back to draft for revisions. | MNR HOLD |
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Program Modifications

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| MUS (Cert.) | Music Performance | Adding MUS-P42 Symphonic Winds to the list of ensemble elective courses. | R Approved |
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| MUS (Degree) | Music | Adding MUS-P42 Symphonic Winds to the list of ensemble elective courses. | R Approved |
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RCC Information Items: RCC Minor Modifications

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| ACC-65 | QuickBooks Accounting | Update textbooks to current edition. | MNR |
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| ADM-1 | Introduction to Applied Digital Media and Printing | This minor modification has updated course materials. | MR |
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| ADM-2A | Color Systems and File Management | This minor modification has updated course materials. | MR |
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| ADM-2B | Color Printing Systems and Color Management | This minor modification has updated course materials. | R |
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| ADM-55 | Business Management for Graphic Communications | This minor modification has updated course materials. | MR |
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| ADM-62 | Typography and Graphic Design | This minor modification has updated course materials. | MR |
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| ADM-63A | Design For Print Publication | This minor modification has updated course materials. | MR |
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| ADM-63B | Design for Electronic Publication | This minor modification has updated course materials. | MR |
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| ADM-67 | Multimedia Animation | <i>This minor modification has updated course materials.</i> | MR |
| ADM-68A | 3D Animation with Maya I | <i>This minor modification has updated course materials.</i> | R |
| ADM-68B | 3D Animation with Maya II | <i>This minor modification has updated course materials.</i> | R |
| ADM-69A | Motion Graphics and Special Effects with After Effects | <i>This minor modification has updated course materials.</i> | R |
| ADM-69B | Motion Graphics and Special Effects with After Effects, Advanced | <i>This minor modification has updated course materials.</i> | R |
| ADM-70 | Project Production and Portfolio | <i>This minor modification has updated course materials.</i> | R |
| ADM-71A | Adobe Photoshop for Image Manipulation | <i>This minor modification has updated course materials.</i> | MR |
| ADM-71B | Adobe Photoshop, Advanced | <i>This minor modification has updated course materials.</i> | MR |
| ADM-74A | Web Design | <i>This minor modification has updated course materials.</i> | R |
| ADM-74B | Web Design II | <i>This minor modification has updated course materials.</i> | R |
| ADM-77A | Adobe Illustrator for Graphic Art | <i>This minor modification has updated course materials.</i> | MR |
| ADM-77B | Adobe Illustrator, Advanced | <i>This minor modification has updated course materials.</i> | MR |
| ADM-801 | Design Process for Graphic Design and Printing Entrepreneur | <i>This minor modification has updated course materials.</i> | R |
| ADM-802 | Adobe Illustrator for Graphic Design and Printing Entrepreneur | <i>This minor modification has updated course materials.</i> | R |
| ADM-803 | Adobe Photoshop for Graphic Design and Printing Entrepreneur | <i>This minor modification has updated course materials.</i> | R |
| ADM-804 | Promotional Printing for Graphic Design and Printing Entrepreneur | <i>This minor modification has updated course materials.</i> | R |
| ADM-84B | Screen Printing, Advanced | <i>This minor modification has updated course materials.</i> | R |
| ADM-85A | Commercial Printing | <i>This minor modification has updated course materials.</i> | R |
| ADM-85B | Commercial Printing, Advanced | <i>This minor modification has updated course materials.</i> | R |

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| DAN-13 | Pilates Methodology | <i>This course has been reviewed. Everything is current and up to date.</i> | R |
| DAN-14 | Internship in Pilates Education and Teaching | <i>This course has been reviewed. Everything is current and up to date.</i> | R |
| KIN-23 | Volleyball Coaching Theory | <i>Update Course materials</i> | R |
| KIN-34 | Softball Theory | <i>Update Course Materials</i> | R |
| KIN-42 | Lifeguarding/Title 22 First Aid/Water Safety Instructor | <i>Update Course Materials</i> | R |
| KIN-A11 | Tennis, Beginning | <i>Update course materials</i> | R |
| KIN-A12 | Tennis, Intermediate | <i>Update course materials</i> | R |
| KIN-A13 | Tennis, Advanced | <i>Update course materials</i> | R |
| KIN-A20 | Golf, Beginning | <i>Update course materials</i> | R |
| KIN-A21 | Golf, Intermediate | <i>Update course materials</i> | R |
| KIN-A67 | Volleyball, Beginning | <i>Update course materials</i> | R |
| KIN-A68 | Volleyball, Intermediate | <i>Update course materials.</i> | R |
| KIN-A69 | Volleyball, Advanced | <i>Update course materials</i> | R |
| KIN-V05 | Baseball, Varsity, Men | <i>Update course materials</i> | R |
| MAG-41 | Leadership, Trust, and Emotional Intelligence | <i>Two-year occupational review, no changes needed</i> | R |
| MAG-51 | Elements of Supervision | <i>Updating textbook</i> | MNR |
| MAG-56 | HRM: Human Resources Management | <i>Updating textbook</i> | MNR |
| MUS-12 | Applied Piano II | <i>Compliance update. No changes needed.</i> | R |
| MUS-32A | Class Piano I | <i>Update course materials.</i> | MNR |
| MUS-32B | Class Piano II | <i>Update materials.</i> | MNR |
| MUS-32C | Class Piano III | <i>Update materials</i> | MNR |
| MUS-32D | Class Piano IV | <i>Update materials.</i> | MNR |
| MUS-36 | Instrumental Chamber Ensembles | <i>Compliance update; no changes.</i> | MR |
| MUS-54 | Community Jazz Ensemble | <i>Update materials.</i> | R |
| MUS-58 | Gospel Choir | <i>Update materials.</i> | MR |
| MUS-79 | Applied Music II | <i>Update materials.</i> | NR |
| PSY-35 | Abnormal Psychology | <i>Updating textbooks</i> | MNR |
| PSY-35H | Honors Abnormal Psychology | <i>Updated textbooks</i> | MNR |
| WEL-115A | SMAW/GMAW Pipe Welding Fundamentals | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-20 | Blueprint Reading for Welders | <i>Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-22 | Plate and Structural Layout | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |

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| WEL-24 | Pipe Fitting for the Trades | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-26 | Pipe Layout | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-65A | Beginning Shielded Metal Arc Welding | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-65B | Advanced Shielded Metal Arc Welding | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-75A | Gas Metal Arc Welding | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-75B | Flux Cored Arc Welding (FCAW) | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-85A | American Welding Society/Los Angeles City Welding I | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-85B | American Welding Society/Los Angeles City Welding II | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-95A | Introduction to Gas Tungsten Arc Welding | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |
| WEL-95B | Advanced Gas Tungsten Arc Welding (GTAW) | <i>Updated textbook and reviewed course to meet the obligations of the CTE 2-year cycle for the state. The course is up-to-date with current industry standards.</i> | R |

RCC Information Items: MVC and NC Action Items

Course Deletion

| | | | |
|--------|-----------------------------|--|---|
| EMS-90 | Assessment Based Management | <i>This course is being deleted to comply with updates to Title 4.</i> | M |
|--------|-----------------------------|--|---|

Course Inclusion

| | | | |
|--------|----------------------------------|---|---|
| ART-19 | Experimental Methods & Materials | <i>Including ART-19 will allow Norco College to offer additional studio art courses to our students, which will increase enrollment and access within the arts and humanities. Additionally, this course offers course content crucial to a compressive education in visual arts. It also complements, supplements, and enhances the other course offerings within the Studio Arts ADT.</i> | N |
|--------|----------------------------------|---|---|

Course Major Modifications

| | | | |
|--------|---|--|---|
| ELC-11 | DC Electronics | <i>Adding course objective</i> | N |
| ELC-13 | AC Electronics | <i>Add Course objective</i> | N |
| ELE-11 | DC Electronics | <i>Adding Course Objective</i> | N |
| ELE-13 | AC Electronics | <i>Add course Objectives</i> | N |
| ELE-26 | Microcontrollers | <i>Adding Course Objective</i> | N |
| ELE-28 | MultiSim CAD & PCB Design/Fab | <i>Adding Course objective</i> | N |
| EMS-50 | Emergency Medical Technician | <i>Decreasing units from 7 to 5.</i> | M |
| EMS-51 | Emergency Medical Services-Basic Clinical/Field | <i>Decreasing units from 1.5 to 1.</i> | M |
| EMS-59 | Paramedic Preparation | <i>Increasing units from .5 to 1.5.</i> | M |
| EMS-60 | Patient Assessment and Airway Management | <i>Decreasing units from 4.5 to 4.</i> | M |
| EMS-70 | Trauma Management | <i>Decreasing units from 3.5 to 2.5.</i> | M |
| EMS-71 | Clinical Medical Specialty I | <i>Decreasing units from 3 to 1.5.</i> | M |
| EMS-80 | Medical Emergencies | <i>Decreasing units from 4.5 to 4.</i> | M |
| EMS-81 | Special Populations | <i>Decreasing units from 4 to 3.</i> | M |
| EMS-82 | Special Topics | <i>Decreasing units from 3 to 2.5.</i> | M |
| EMS-83 | Clinical Medical Specialty II | <i>Decreasing units from 3 to 1.5.</i> | M |
| EMS-91 | Paramedic Field Internship | <i>Decreasing units from 10 to 8.5.</i> | M |

New Courses

| | | | |
|---------|---------------------------------|--|---|
| ELE-811 | DC Electronics | <i>Creating an 800 level course so that students can have the option to take Credit/Non Credit</i> | N |
| ELE-813 | AC Electronics | <i>Creating an 800-level course so that students can have the option to take credit/Non credit</i> | N |
| ELE-823 | Electronic Devices and Circuits | <i>Creating an 800-level course so that students can have the option to take Credit/Non Credit</i> | N |

| | | | |
|---|------------------------------------|---|---|
| ELE-825 | Digital Techniques | <i>Creating an 800-level course so that students can have the option to take Credit/Non Credit</i> | N |
| ELE-828 | MultiSim CAD & PCB Design/Fab | <i>creating an 800 level course so that students can have option to take Credit/non Credit</i> | N |
| EMS-95 | Mobile Intensive Care Nurse (MICN) | <i>Paramedics are trained in all areas of the pre-hospital setting. They provide care and treatment based on local protocols. This course trains experience Emergency Department RNs the protocols that are implemented in Riverside County. The course trains them on the local protocols and provides an overview of the paramedic scope of practice.</i> | M |
| Program Modifications – ADT | | | |
| ADJ | Administration of Justice | <i>Updating PSY/SOC-48 to 4 units.</i> | N |
| ANT | Anthropology | <i>Updating PSY/SOC-48 to 4 units.</i> | N |
| BIO | Environmental Science | <i>Updating PSY/SOC-48 to 4 units.</i> | M |
| BUS | Business Administration 2.0 | <i>Updating TMC to align with CalGETC.</i> | N |
| EAR | Child and Adolescent Development | <i>Updating PSY/SOC-48 to 4 units.</i> | N |
| EAR | Child and Adolescent Development | <i>Updating PSY/SOC-48 to 4 units.</i> | M |
| ECO | Economics | <i>Updating PSY/SOC-48 to 4 units.</i> | N |
| ECO | Economics | <i>Updating PSY/SOC-48 to 4 units.</i> | M |
| KIN | Kinesiology | <i>Updating PSY/SOC-48 to 4 units.</i> | N |
| KIN | Kinesiology | <i>Updating PSY/SOC-48 to 4 units.</i> | M |
| MAT | Mathematics | <i>Updating PSY/SOC-48 to 4 units.</i> | M |
| POL | Political Science | <i>Updating PSY/SOC-48 to 4 units.</i> | M |
| POL | Political Science | <i>Updating PSY/SOC-48 to 4 units.</i> | N |
| PSY | Psychology | <i>Updating PSY/SOC-48 to 4 units.</i> | N |
| SOC | Sociology | <i>Updating PSY/SOC-48 to 4 units.</i> | M |
| SOC | Sociology | <i>Updating PSY/SOC-48 to 4 units.</i> | N |
| Program Modifications - Certificate | | | |
| EMS | Emergency Medical Technician | <i>Due to the change in Title 4, the paramedic program is no longer allowed to exceed the 150% rule. This change requires the program to be in-line with the hours of Title 22 in order to maintain Financial Aid to the students.</i> | M |
| Program Modifications - Degree and Certificate | | | |
| EMS | Paramedic | <i>Due to the change in Title 4, the paramedic program is no longer allowed to exceed the 150% rule. This change requires the program to be in-line with the hours of Title 22 in order to maintain Financial Aid to the students.</i> | M |

Attachments:

- August 27, 2024 minutes
- Independent study AP
- Minutes approval form
- CCN Phase II course list
- Honors course language

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.

Academic Affairs

AP 2101 INDEPENDENT STUDY

References:

- Title 5 Sections 55230 et seq.
- Title 5 Section 58003.1, subdivision f on Alternative Attendance Accounting

Lower-division independent study courses provide individual students challenging and in-depth study or practicum experience on approved topics within any subject area under the director of an instructor. Independent study courses provide the students experience in planning and outlining a course of study with their independent study instructor and under departmental supervision.

Independent study courses can be designed and offered as a .5 or 1-unit class. In a .5-unit class, students will have 9 hours of direct contact with the instructor and 18 hours of independent work/study/practicum. In a 1-unit class, students will have 18 hours of direct contact with the instructor and 36 hours of independent work/study/practicum. The units and hours of study should be defined in the student learning contract.

- Faculty direct contact hours:
 - .5-unit class: 9 hours of direct contact; weekly student contact .5 hour
 - 1-unit class: 18 hours of direct contact; weekly student contact hour
- Independent study courses will be assigned as overload only and be compensated at the part-time lab rate.
- Faculty compensation info here? Faculty load calculation based on alternative attendance accounting method for independent study?? [CCC Independent Study accounting method](#) (beginning p. 30)
 - $FTES = (\# \text{ Students} \times \text{WCH} \times \text{TLM}) / 525$
 - 1 student w/18 contact hours = 0.034 FTES

Students enrolling in independent study courses must be currently enrolled in a credit course within the district and have successfully completed one course in the intended independent study discipline in the district. Students taking an independent study course cannot be on academic probation. Independent study courses may be taken only once within a discipline. Students enrolling in an independent study course in a Career Technical Education field must pursue a major or certificate in the Career Technical Education area of which the independent study project is a part. (Maximum Independent Study units allowed per student needed? If so, what? Is there a financial aid applicable maximum? Already not transferable)

Commented [KD1]: Needs FA review before final Board approval

Commented [KD2]: Needs FA review before final Board approval; Legal for review as well (?) — to see if needed on BP? FA may want it there

Commented [KD3]: Standards didn't finish discussion; can add in at DCC if approved by colleges (and get college input)

Students interested in an independent study course must first develop a learning contract with their instructor and the appropriate administrator. The content of the independent study will be outlined when the specific topic and/or project are developed between the student and instructor and must remain lower-division work. Independent study should not be used to meet college requirements that can be satisfied through regular course offerings. This information will be included in the Independent Study Learning Contract which must be submitted to Admissions and Records.

The Independent Study Learning Contract must include:

- Detailed course components that outline what the independent work that the student will do and what the focus of the weekly student contact hours will be.
- How the student will meet the objectives and outcomes of the course based on the existing course outline of record
- Agreement on terms addressing the credit/citations the student will receive in any publications incorporating the independent study work, if applicable to project.
- Faculty advisor requirements
 - Must be an RCCD full-time academic employee.
 - Responsible for the supervision, control, and evaluation of the course and the enrolled student(s).
 - Provides orientation, guidance, and information regarding course content materials and services for each student subsequent to the student's official enrollment.
 - Maintains records/notes to illustrate student grade computation based on course components.
- Work product to be evaluated
- Number of units/hours as stated above
- Signatures
 - Student
 - Faculty advisor
 - Department chair
 - Division dean

Academic standards and procedures for evaluation of student progress for independent study are the same as those applied to other credit or noncredit courses.

Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. Students should be advised to see a counselor for transfer limitations and other details.

Administrative Approval:

Legal Citations for AP 2101

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55230

§ 55230. Purpose.

The provisions of this article should be read in conjunction with the provisions of sections 58051 and 58003.1 concerning attendance in approved courses and programs designed and conducted as independent study.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer of subchapter 2 and section and new article 3 (sections 55230-55240) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35). For prior history of subchapter 2, see Register 93, No. 25.

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55232

§ 55232. Academic Standards.

Academic standards applicable to courses of independent study shall be the same as those applied to other credit or noncredit courses, as appropriate, at the college.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).

3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55234

§ 55234. Student Progress.

Procedures for evaluation of student progress shall be in accordance with regulations established by the college. A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55236

§ 55236. Availability of Instructor.

The college shall provide access to the instructor for the students enrolled in courses offered pursuant to this article at least equivalent to that commonly available to students enrolled in courses conducted by other instructional methods in addition to regularly scheduled office hours as practiced at that college.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55238

§ 55238. Eligibility for State Funds.

In order for attendance in a course of independent study to be eligible for state apportionment pursuant to the provisions of this article, the course must be reported as required by this article, and meet all other requirements of statute and regulation relative to eligibility for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78310, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55240

§ 55240. Instruction.

The instructor assigned to a course conducted pursuant to this article shall:

- (a) Be qualified to provide service in that capacity during the period in which that service is rendered;
- (b) Be responsible for the supervision, control, and evaluation of the course and the enrolled students;
- (c) Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment by the college; and
- (d) Provide each student with the instructor's consultation schedule for the semester, quarter, or other prescribed term of the course. This schedule is to be included in the written record of student progress required by section 55234.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

- 1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
- 2. Editorial correction of History 1 (Register 95, No. 20).
- 3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Proposal Vote Report

Complete the form below and attach it with the corresponding minutes to your curriculum proposals in Meta.

Originator Name:

Proposal Type: Choose an item.

Proposal Details:

[For all courses covered by this form, include subject and course number. For all programs, include program title.]

District Discipline Vote

| College | N/A* | Yes | No | Date | Method |
|---------------|--------------------------|--------------|--------------|------------|----------------|
| Moreno Valley | <input type="checkbox"/> | Enter value. | Enter value. | Enter Date | Choose method. |
| Norco | <input type="checkbox"/> | Enter value. | Enter value. | Enter Date | Choose method. |
| Riverside | <input type="checkbox"/> | Enter value. | Enter value. | Enter date | Choose method. |

Originating Department Vote

| College | N/A* | Yes | No | Date | Method |
|---------------|--------------------------|--------------|--------------|------------|----------------|
| Moreno Valley | <input type="checkbox"/> | Enter value. | Enter value. | Enter Date | Choose method. |
| Norco | <input type="checkbox"/> | Enter value. | Enter value. | Enter Date | Choose method. |
| Riverside | <input type="checkbox"/> | Enter value. | Enter value. | Enter date | Choose method. |

Honors Council Vote

For new honors courses only.

Please also attach evidence of honors council vote of approval to your proposal in Meta.

| College | N/A* | Yes | No | Date | Method |
|---------------|--------------------------|--------------|--------------|------------|----------------|
| Moreno Valley | <input type="checkbox"/> | Enter value. | Enter value. | Enter Date | Choose method. |
| Norco | <input type="checkbox"/> | Enter value. | Enter value. | Enter Date | Choose method. |
| Riverside | <input type="checkbox"/> | Enter value. | Enter value. | Enter date | Choose method. |

Draft CCN SUBJ Taxonomy – Phase II Courses

This document represents a draft of SUBJ options to be considered by the discipline faculty when developing the CCN Template for the phase II courses. As a reminder, using the criteria established by the task force, the courses were identified by the Development Workgroup with a presentation to the CCN Steering Committee and the CCN Council.

Note: #1-13 are on the original Task Force recommended list of highly enrolled courses.

| Course Title | Proposed SUBJ* | Enrollment Avg (2020-2023) |
|--|----------------------------|----------------------------|
| 1. Introduction to Sociology | SOCI SOC SOCIO | |
| 2. United States History to 1877 | HIST | |
| 3. United States History from 1865 | HIST | |
| 4. Introduction to Literature | ENGL ENGWR LIT | |
| 5. Principles of Macroeconomics | ECON | |
| 6. Introduction to Biological Anthropology (with lab) | ANTH | |
| 7. Principles of Microeconomics | ECON | |
| 8. Interpersonal Communication | COMM SPCH COMS | |
| 9. Human Anatomy with Lab | BIOL ANAT | |
| 10. Child Growth and Development | CHDV CDV ECE CHLD | |
| 11. Introduction to Chemistry | CHEM | |

| | | |
|---|----------------------|--------|
| 12/13. Chemistry sequence <ul style="list-style-type: none"> • General Chemistry for Science Majors Sequence A (one-year sequence and includes two courses) OR • General Chemistry for Science Majors I, with Lab (first semester course of the one-year sequence) | CHEM | |
| 14. Argumentative Writing and Critical Thinking Through Literature | ENGL ENGWR LIT | 22,431 |

Presented to WG 8/15/24

Presented to SC and Council 8/22

Draft CCN SUBJ Taxonomy – Phase II Courses

| | | |
|--|---|---|
| 15. Art history <ul style="list-style-type: none"> • Survey of Western Art for Prehistory through the Middle Ages OR • Survey of Western Art from Renaissance to Contemporary | ART ARTH ARHS AHIS ARTS ARTHS ARTHIST | 15,707 10,158 |
| 16-19 Calculus sequences <ul style="list-style-type: none"> • Single Variable Calculus I Early Transcendentals • Single Variable Calculus I Late Transcendentals • Single Variable Calculus II Early Transcendentals • Single Variable Calculus II Late Transcendentals | MATH | Calc I (E) 17,114 Calc I (L) 12,585 Calc II (E) 10,570 Calc II (L) 7,310 |
| 20. General survey Biology course w/ lab ** (no C-ID) | BIOL | 583 |
| 21. Astronomy w/lab ***(no-C-ID) | ASTR ASTRO | 56,537 |

*This list is extracted from Dept Name as listed in COCI

** Sample size = 4. Only those 4 institutions had the title "Survey of Biology" ***Over 1000 instances, various titles including Astronomy

Discipline: Administration of Justice

Originator: Richard Davin

RIVERSIDE COMMUNITY COLLEGE DISTRICT INTEGRATED COURSE OUTLINE OF RECORD

ADMINISTRATION OF JUSTICE 9H

ADJ-9H : Honors Law In American Society

College: RIV
Lecture Hours: 54.000
Units: 3.00
Letter Grade

Course Description

Prerequisite: None

Limitation on Enrollment (e.g. Performance tryout or audition): Enrollment in the Honors Program.

Course Credit Recommendation: Degree Credit

A general survey of practical law intended as an introduction to the American legal system and to acquaint the student with elements of the law that affect everyday legal relationships: criminal and juvenile justice, consumer law, family law, housing law, and individual rights and liberties. Emphasis is placed on the philosophical and political foundations of law and on civil law. **This Honors course offers an enriched experience for accelerated students through limited class size; seminar format; focus on primary texts; and application of higher level critical thinking skills.** Recommended for prelaw students and for others interested in the practical application of the law. 54 hours lecture.

Short Description for Class Schedule

Offers students in the Honors Program an enriched introduction to the American legal system and the laws that affect everyday legal relationships. (Same as JUS-9)

Entrance Skills:

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

Student Learning Outcomes:

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

1. **Demonstrate an ability to analyze the relationship between the U.S. Constitution and the various components of the American legal system.**
2. **Define, and describe the key definitions, concepts, and fundamental principles of the American legal system.**
3. **Demonstrate a knowledge of the key principles of: criminal law, civil law, administrative law, real estate law, family law, labor law, motor vehicle codes, wills, trusts, and probate, and other categories of law which are common to the average citizen.**
4. **Demonstrate a knowledge of the sociological, psychological, political, and economic foundations of the American legal system.**
5. **Demonstrate an understanding of the primary theories, research, policies, procedures and practices of the contemporary American legal system.**
6. **Formulate public policy recommendations for resolving disputes through informal and, where necessary, formal mechanisms.**
7. **Analyze basic substantive differences between criminal law, civil law, administrative law, family law, motor vehicle law, landlord tenant law, home ownership, employee and employer rights and duties, and wills, trusts, and probate, and other categories of law which exist in the American Legal System.**
8. **The Honors class emphasizes discussion so students should demonstrate an ability to formulate, consider, and respond to ideas orally in the seminar format.**

Course Content:

1. The U.S. Constitution and its relationship to the historical and contemporary structure of law.
 - a. criminal law
 - b. civil law
 - c. administrative law
 2. The foundations of the American legal system.
 - a. social
 - b. political
 - c. economic
 3. Key legal definitions and concepts, and how they are applied in the American legal system.
 - a. criminal law
 - b. civil law
 - c. administrative law
 4. Key theories, research, policies, principles and practices of the American the legal system.
 - a. criminal law
 - b. civil law
 - c. administrative law
 5. Current issues regarding public policy development and implementation generated by, and/or consequential to, American legal principles.
 - a. corporate behavior
 - b. individual behavior
 - c. governmental behavior
 6. Applications of American law to the rank and file citizen in everyday life.
-

Methods of Instruction:

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

- Lecture and discussion of the U.S. Constitution and its relationship to the historical and contemporary structure of law, i.e. criminal law, civil law, administrative law.
 - Lecture and discussion of the foundations of the American legal system, i.e., social, political, economic.
 - Readings, writings, lecture, and discussion of key legal definitions and concepts, and how they are applied in the American legal system, i.e., criminal, civil, administrative.
 - **The smaller class size of the honors course also permits more one-on-one, individualized writing instruction.**
 - Reading, discussion, and lecture of key theories, research, policies, principles and practices of the American the legal system.
 - Readings and discussions regarding public policy development and implementation generated by, and/or consequential to, American legal principles, e.g. corporate, individual, and governmental behavioral issues.
 - Visitations to/from agencies, facilities, programs of the American legal system to gain firsthand experience.
 - Classroom activities to simulate the operations of varied components of the American legal system.
 - Classroom activities and discussions to apply the principles of American law to the rank and file citizen in everyday life.
-

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:

- Regular short quiz assessment of the knowledge and understanding of the key terms, concepts, and enduring documents associated with the practices and procedures of the legal system.
- Periodic written assignments as to the comprehension of the theoretical and empirical foundations of the American legal system.
- Graded classroom activities designed to assess the students' ability to apply the key principles, procedures and practices of the legal system. **Because this is an honors class with an emphasis on seminar style instruction and active student participation in class discussions, debates, and other activities, students may also be evaluated on the basis of their participation.**
- A comprehensive examination to assess the student's ability to summarize, critically analyze, synthesize, and integrate the breadth and scope of legal system materials offered across the course.

- Graded assignment to assess the student's ability to understand and express the complex relationship between the law, the legal system, and the greater citizenry to which they apply.
-

Sample Assignments:

Outside-of-Class Reading Assignments

- Students will be assigned regular readings from the assigned text, and supplemental readings from outside hardcopy, media, and the internet. These readings are designed to improve general reading skill, expand the base of knowledge, and improve reading comprehension. The readings cover the theories, research, policies, and practices of the American legal system.

Outside-of-Class Writing Assignments

- Students will be given regular writing assignments drawn from the assigned text, readings, and class discussions. These assignments are designed to improve college writing skills, vocabulary, spelling, grammar, and to promote written expression as an essential method of communication. These writings will task the student in critical thinking, integration, and synthesis of terms, concepts, and fundamental principles of the American legal system.

Other Outside-of-Class Assignments

- Other outside assignments may include, but not be limited to: visitations and tours to observe the on-site operation of legal system facilities and programs. These assignments are designed to provide a first hand experience of the operations of the American legal system.
-

Course Materials:

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. **The honors course emphasizes the use of primary sources, in particular challenging works chosen in conjunction with the course theme.** Possible texts include the following:

Carper, Donald L., West, Bill W. . *Understanding the Law*. 7th Thomson, 2010.

Codes/Dates:

CB03 TOP Code: 2105.00 - Administration of Justice

CB05 MOV Transfer Status: N/A (not in college inventory) (D)

CB05 NOR Transfer Status: Transfers to CSU Only (B)

CB05 RIV Transfer Status: Transfers to CSU Only (B)

Board of Trustees Approval Date: 06/19/2012

COR Rev Date: 06/19/2012

Generated on: 2/14/2019 10:58:49 AM