



## Curriculum Committee **Draft** 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
<b>Tucker Amidon</b> , 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)	<b>Juan Ahumada</b> , Communication Studies Dept. Rep. (23-25; 25-27) (Attending as guest in Zoom)
<b>Nicole Banerjee</b> , Articulation Officer	
<b>Madeline Bettencourt</b> , Cosmetology Dept. Rep. (24-26)	<b>Parissa Clark</b> , Economics/Geography/Political Science Dept. Rep. (23-25; need a 1-year 25-26 term to correct)
<b>Paul Conrad</b> , Business Admin/Info Sys Tech Dept. Rep. (24-25) (next cycle for regular length term 25-27)	
<b>Doug Finfrock</b> , Kinesiology/Athletics Dept. Rep. (25-26)	
<b>Mark Haines</b> , Dance and Theater Dept. Rep. (24-26)	<b>Bobbie Grey</b> , Chemistry Dept. Rep. (23-25; need a 1-year 25-26 cycle correction term)
<b>Robert Jew</b> , Art Dept. Rep. (23-25; 25-26)	
<b>Tommy Korn</b> , World Languages Dept. Rep. (24-25) (next cycle for regular length term 25-27)	<b>Shannon Hammock</b> , Library/Learning Resources Dept. Rep. (24-25 and 25-27) (next cycle for regular length term 25-27)
<b>Amber Lappin</b> School of Education and Teacher Preparation Dept. Rep. (24-26)	
<b>Valerie Merrill</b> , 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)	
<b>Skyler Murdock</b> , Applied Technology Dept. Rep. (Spring 25)	
<b>Doris Namala</b> , History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (24-25) (next cycle for regular length term 25-27)	<b>Ryan Joseph</b> , Life Sciences Dept. Rep. (24-25; 25-27)
<b>Brock Russell</b> , Physical Sciences Dept. Rep. (23-25) ( need a 25-26 term to correct)	
<b>Steven Schmidt</b> , Music Dept. Rep. (23-25); Technical Review Com Chair	<b>Karyn Magno</b> , Counseling Dept. Rep. (24-26)
<b>Amy Vermillion</b> , Nursing Dept. Rep. (24-26)	
<b>Kweku Williams</b> , Behavioral Science / Psychology Dept. Rep. ( Spring 25 & 25-27)	
Non-Voting Committee Members	
<b>Kelly Douglass</b> , Faculty Chair**, Curriculum Committee (24-26); English	<b>Casandra Greene</b> , RCC Curriculum Instructional Support Coordinator
<b>Harley Glenn</b> , ASRCC Student Representative	
<b>Lynn Wright</b> , VP of Academic Affairs; Administrative Co-Chair of CC	
Liaisons/Admin/Staff/Guests	
<b>Jeanine Gardner</b> , Admissions and Records (in Zoom)	
<b>Bishop Hairell</b> , RCC student	
<b>Bryan Medina</b> , District Curriculum Analyst	
<b>Mia Timme</b> , 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](mailto:georgina.villasenor-lee@rccd.edu) or Lorraine Jones: [lorraine.jones@rccd.edu](mailto:lorraine.jones@rccd.edu).

2. **Approval of the Agenda:** 1<sup>st</sup> Williams; 2<sup>nd</sup> Merrill; approved by consensus  
*The agenda will be reviewed, discussed, and considered for approval.*
3. **Approval of Minutes from March 11, 2025:** 1<sup>st</sup> Amidon; 2<sup>nd</sup> 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: 1<sup>st</sup> Amidon; 2<sup>nd</sup> 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:  
1<sup>st</sup> Merrill; 2<sup>nd</sup> 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**

- ii. Rep. role helping faculty track proposals and remind facilitators and chairs about approvals (common snag in process)
  - 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.
  - 2. Rep/TR Chair Schmidt shows members of the committee how to see the approvals. Reminded that faculty should review tutorial videos.
  - 3. Question: When we make modifications for common course numbering, is it a major mod?
  - 4. 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
  - 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.
  - ii. Questions:
    - 1. Having problems with the public view. Public view does not show all of the disciplines.
    - 2. How long will we keep the “formerly” language?
    - 3. 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
  - 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.
  - ii. 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
  - 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 originators; 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
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**Distance Education Proposal: Motion to approve – 1<sup>st</sup> Amidon; 2<sup>nd</sup> Williams; approved unanimously**

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PHS-1DE	Introduction to Physical Science	<b>Approved</b>	MNR
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**RCC Information Items: Minor Modifications**

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GEG-7	Map Interpretation and Analysis	<i>The course materials have been updated and augmented since the last COR approval in 2020.</i>	MR
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**Information Items: MVC and NC Action Items for March 25, 2025**

**Course Deletion**

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DAN-D19	Conditioning for Dance	<i>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.</i>	M
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**Course Inclusion**

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HUM-16	Arts and Ideas: American Culture	<i>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.</i>	M
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**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

**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.