**Riverside City College  
Curriculum Committee Agenda**

September 14, 2021 • 3-5 pm • Hall of Fame/Zoom: <https://cccconfer.zoom.us/j/92078685143>  
Or iPhone one-tap (US Toll): +16699006833,92078685143# or +13462487799,92078685143#   
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Meeting ID: 920 7868 5143

1. Call to Order
2. Approval of the Agenda
3. Approval of Minutes: May 25, 2021
4. Reports
   1. Curriculum Chair – Kelly Douglass
      1. Curriculum Institute 2021
      2. Training and training materials
   2. Articulation Officer – Ellen Drinkwater
      1. Area F update
      2. Course revision and articulation
   3. Instructional Programs Support Coordinator – Casandra Greene
      1. Compliance report updates
      2. Program module info
   4. Tech Review Chair – Steven Schmidt
   5. VPAA – Lynn Wright
   6. ASRCC Representative – TBD
   7. Equity-Minded Curriculum
5. Curriculum Policy & Procedure
   1. GESLO reformatting in catalog
   2. Ethnic Studies requirement for CCC (Ellen)
6. Open Forum
7. Next Meeting: September 28, 2021

**Approval Items**

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

**Information Items**:

1. Course Inclusions: pg. 7
2. Major Course Modifications: pg. 7-8
3. Distance Education: pg. 8
4. New State/Locally Approved Certificates/Degrees: pg. 9-10
5. State/Locally Approved Certificate/Degree Modifications: pg. 11

**Attachments:** Minutes from May 25, 2021 meeting

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| **Riverside City College Curriculum Committee Action Items** | | | |
| **Course** | **Long\_Title** | ***Rationale*** | **Campus** |
| **Course Deletions** | | | |
| ESL-51 | Basic Writing and Grammar | *The ESL 51-55 course sequence is being deleted since it has been replaced by the ESL 46-50 sequence, which aligns with AB705 recommendations.* | MNR |
| ESL-52 | Low-intermediate Writing and Grammar | *The ESL 51-55 course sequence is being deleted since it has been replaced by the ESL 46-50 sequence, which aligns with AB705 recommendations.* | MNR |
| ESL-53 | Intermediate Writing and Grammar | *The ESL 51-55 course sequence is being deleted since it has been replaced by the ESL 46-50 sequence, which aligns with AB705 recommendations.* | MNR |
| ESL-54 | High-intermediate Writing and Grammar | *The ESL 51-55 course sequence is being deleted since it has been replaced by the ESL 46-50 sequence, which aligns with AB705 recommendations.* | MNR |
| ESL-55 | Advanced Writing and Grammar | *The ESL 51-55 course sequence is being deleted since it has been replaced by the ESL 46-50 sequence, which aligns with AB705 recommendations.* | MNR |
| ESL-90A | Special Topics in ESL: Improving Note Taking Skills | *With the implementation of the integrated ESL curriculum, the discipline felt that this course was no longer needed for students, especially given that it has not been offered in the last three years.* | MNR |
| SCE-805 | Creative Writing for Older Adults | *Course has not been taught for many years and is being deleted from the College inventory.* | R |
| SCE-824 | Successful Money Management | *Course has not been taught for many years and is being deleted from the College inventory.* | R |
| SCE-833 | Health Wellness and Nutrition for Older Adults | *Course has not been taught for many years and is being deleted from the College inventory.* | R |
| SCE-834 | Weight Management for Older Adults | *Course has not been taught for many years and is being deleted from the College inventory.* | R |
| **Course Major Modification** | | | |
| CUL-36 | Introduction to Culinary Arts | *Need to revise the lab hours from 297 to 307. This is to correct the error that occurred in 2018-2019.* | R |
| CUL-37 | Intermediate Culinary Arts | *Need to correct error in lab hours from 297 hours to 307 Lab hours.* | R |
| CUL-38 | Advanced Culinary Arts | *Need to correct error in lab hours from 297 hours to 307 Lab hours.* | R |
| ESL-46 | Beginning American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-47 | Low-Intermediate American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-48 | Intermediate American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-49 | High-Intermediate American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-50 | Advanced American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-71 | Basic Reading and Vocabulary | *ESL is revising the support courses to align with the new sequence of core ESL courses which were revised to align with AB705 recommendations. In addition, advisories and textbooks are being updated.* | MNR |
| ESL-72 | Intermediate Reading and Vocabulary | *ESL is revising the support courses to align with the new sequence of core ESL courses which were revised to align with AB705 recommendations. In addition, advisories and textbooks are being updated.* | MNR |
| ESL-73 | High Intermediate Reading and Vocabulary | *ESL is revising the support courses to align with the new sequence of core ESL courses which were revised to align with AB705 recommendations. In addition, advisories and textbooks are being updated.* | MNR |
| ESL-846 | Beginning American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-847 | Low-Intermediate American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-848 | Intermediate American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-849 | High-Intermediate American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-850 | Advanced American College English | *This course is being revised to adjust the word count only to align with recent changes in English 1A.* | MNR |
| ESL-90D | Special Topics in ESL: Verb Tense Review | *The purpose of this modification is to review the course content, update texts, and add course objectives.* | MNR |
| ESL-91 | Oral Skills I: Beginning Oral Communication | *ESL is revising the support courses to align with the new sequence of core ESL courses which were revised to align with AB705 recommendations. In addition, advisories and textbooks are being updated.* | MNR |
| ESL-92 | Oral Skills II: Intermediate Oral Communication | *ESL is revising the support courses to align with the new sequence of core ESL courses which were revised to align with AB705 recommendations. In addition, advisories and textbooks are being updated.* | MNR |
| ESL-93 | Oral Skills III: Advanced Oral Communication | *ESL is revising the support courses to align with the new sequence of core ESL courses which were revised to align with AB705 recommendations. In addition, advisories and textbooks are being updated* | MNR |
| NRN-11 | Foundations of Nursing Practice Across the Lifespan | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NRN-12 | Acute and Chronic Medical-Surgical Nursing Across the Lifespan and Maternity Nursing | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NRN-14 | Health Promotion and Wellness Across the Lifespan | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NRN-21 | Acute Adult Medical-Surgical and Mental Health Nursing | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NRN-22 | Advanced Medical-Surgical Nursing Across the Lifespan and Acute Pediatrics | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NVN-52 | Introductory Concepts of Vocational Nursing - Nursing Fundamentals | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NVN-60 | Intermediate Vocational Nursing Foundations-Nursing Process | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NVN-61 | Intermediate Concepts of Vocational Nursing-Care of the Family | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NVN-62 | Intermediate Concepts of Vocational Nursing-Medical/Surgical | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NVN-63 | Intermediate Concepts of Vocational Nursing - Mental Health | *Update SLOs and objectives based on Program Review and upcoming accreditation.* | R |
| NVN-70 | Advanced Vocational Nursing Foundations-Role Transition | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| NVN-71 | Advanced Vocational Nursing Foundations-Medical/Surgical | *Updating SLOs and objectives based on Program Review and preparation for accreditation.* | R |
| **Distance Education (Standard)** | | | |
| CIS-4DE | Practical Computer Security |  | MR |
| **New Courses** | | | |
| PAL-86 | Tort Law and Alternative Dispute Resolution | *Tort Law and Alternative Dispute Resolution is an elective course for the Associate in Science In Paralegal Studies.* | R |
| PAL-89 | Sports Management and Entertainment Law | *An additional elective for the Associate in Science Degree in Paralegal Studies. Course will also assist students in the field and industries of Sports Law and Entertainment Law.* | R |
| PAL-90 | E-Discovery and Litigation Support Applications | *Course an elective for the Associate in Science Degree in Paralegal Studies.* | R |
| **New Program** | | | |
| CUL-CERT CD | Cake Decorating | *Students who complete both cake decorating classes, can use this certificate for potential employment opportunities, which may provide them a better opportunity for consideration.* | R |
| **Program Modification - Certificate** | | | |
| MKT-CERT IMC R | Industry Marketing Certificate | *Modification of currently existing 15-unit Locally-Approved marketing certificate into a 15-unit State-Approved marketing certificate. The name of this new State-Approved certificate is Industry Marketing Certificate. This naming will clearly differentiate this 15-unit program from existing Associates of Science Business Administration Marketing Concentration. Rationale for this State-Approved Industry Marketing Certificate is for RCC to offer students a shorter than concentration program that they can utilize for employment. This 15-unit Industry Marketing Certificate program prepares students for marketing industry certification offered from The American Marketing Association as well as digital marketing certification. Along with these industry certifications, the academic Industry Marketing Certificate from RCC with proof on college transcript will increase the employability of students.* | R |
| **Program Modification - Certificate and Degree** | | | |
| BUS-AS MKC R | Business Administration: Marketing Concentration | *The modified list of marketing concentration reflects the today’s industry trend and employments in the marketing profession. This proposed modification list of marketing courses also coincides with the list of courses required for the 15-unit State-Approved Industry Marketing Certificate, to encourage students who start with the 15-unit program to continue with the degree program.* | R |
| NVN-VN R | Vocational Nursing | *Update PLOs to align with Nursing Accreditation Board.* | R |
| **Program Modification - Degree** | | | |
| NRN-RN R | Registered Nursing | *Update PLOs to align with Nursing Accreditation Board.* | R |
| PAL-AS PS | Paralegal Studies | *The changing climate of the legal field has dictated new and revised courses to align with industry needs. The program and courses are geared for students to connect with industry earlier on in the program. This includes, but is not limited to employment, apprenticeship, internships and to position themselves for summer legal institutes. There are also technological changes occurring in the profession. Additionally, students have been placed in internships and employment in many of these areas. Preparing them with the courses can foster a better position for their success within the industry areas. Additionally, the program exceeds the standards of the California Business & Professions Code and the American Bar Association. The Paralegal Program in the future will seek official American Bar Association Approval of Paralegal Programs and thus positions itself for that process.* | R |

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| **Information Items** | | | |
| **Course Inclusion** | | | |
| AHS-11 | Visual Description: Writing About Art | *AHS-11 is already offered at RCC and MVC and is part of the district-wide Fine and Applied Arts AOE. Offering this course at Norco will enable our students to work toward this AOE and to have parity in course choices across all campuses.* | N |
| CIS-63 | Introduction to Structured Query Language (SQL) | *This course is required in the new programs, A.S. in Data Science and Data Analytics Certificate. This course will provide student knowledge in Structured Query Language (SQL) and working with databases, which is essential in the Data Science field. The skills provided in this course are fundamental to other courses in the programs, such as Big Data and Machine Learning.* | M |
| **Course Major Modification** | | | |
| ADJ-R1A2 | Level III Modular Academy Training | *The hours of lecture and lab needed to be changed in response to changes made by POST (Peace Officer Standards and Training). The content did not change. This is one of three curricula that are completed in a sequence for POST certification. The changes involve moving learning domains between the three curricula.* | M |
| ADJ-R1B | Level II Modular Academy Training | *The hours of lecture and lab needed to be changed in response to changes made by POST (Peace Officer Standards and Training). The content did not change. This is one of three curricula that are completed in a sequence for POST certification. The changes involve moving learning domains between the three curricula.* | M |
| ADJ-R1C | Regular Basic Course, Modular Format, Module I Training | *The hours of lecture and lab needed to be changed in response to changes made by POST (Peace Officer Standards and Training). The content did not change. This is one of three curricula that are completed in a sequence for POST certification. The changes involve moving learning domains between the three curricula.* | M |
| FIT-15 | Firefighter Refresher - Core Competencies | *Increased lab hours are imperative to accommodate training aspects of firefighter core competencies and provide the additional support needed by our collaborative partners.* | M |
| **Distance Education (Standard)** | | | |
| CIS-22DE | Systems Auditing |  | M |
| **New Program: Certificates** | | | |
| CIS-CERT ITPM | IT Project Management | *The Project Management Institute (PMI) reports an "extraordinarily positive jobs outlook for skilled project professionals." Pointing to a rising need for technical project management professionals globally as well as a larger portion of the existing professional talent pool reaching retirement age, they estimate that employers will need 87.7 million individuals working in project management-oriented roles by 2027. The PMI also points out that a number of industries are seeing an increased demand for project management positions as these fields change, particularly those with rapidly changing technology needs. US Bureau of Labor Statistics reports a faster than average growth for several related positions in technical project management. Employment of computer and information systems managers is projected to grow 12% from 2016 through 2026. IT Project Management program is aimed to expand local and regional workforce while provide opportunities for students to establish careers or transition to a higher-level roles in organizations.* | M |

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| **New Program: Certificates and Degrees** | | | |
| ADJ-CIA M | Crime and Intelligence Analysis | *The Crime and Intelligence Analysis Associates Degree of Science provides the education and technical training needed for students to establish a career in the Crime Analysis profession. The curriculum is designed to provide the student with the necessary skills to become entry level Crime Analysts and Criminal Intelligence Analysts within state, local or federal agencies as well as the private sectors.* | M |
| HLS-EMHS M | Emergency Management and Homeland Security | *The Emergency Management and Homeland Security program prepares students to enter the emerging profession of homeland security and emergency management. The curriculum is designed to provide the learner with a foundation of technical and professional knowledge to meet local, state, and national safety responsibilities both in the public and private sectors preparing for, mitigating, responding to, and recovering from natural and manmade disasters.* | M |
| HLS-EMHS-C M | Emergency Management and Homeland Security - Cybersecurity | *The Emergency Management and Homeland Security - Cybersecurity concentration prepares students to enter the emerging profession of homeland security and emergency management. The curriculum is designed to provide the learner with a foundation of technical and professional knowledge to meet local, state, and national safety responsibilities both in the public and private sectors preparing for, mitigating, responding to, and recovering from natural and manmade disasters. The concentration in Cyber Security is specifically designed to prepare Cyber Security Professionals to operate in the complex world of Emergency Management and Homeland Security.* | M |
| HLS-EMHS-EMS M | Emergency Management and Homeland Security - Emergency Medical Services | *The Emergency Management and Homeland Security Emergency Medical Services program prepares students to enter the emerging profession of homeland security and emergency management. The curriculum is designed to provide the learner with a foundation of technical and professional knowledge to meet local, state, and national safety responsibilities both in the public and private sectors preparing for, mitigating, responding to, and recovering from natural and manmade disasters. The concentration in Emergency Medical Services is specifically designed to prepare persons to operate within the Emergency Medical Services branch of the Incident Command System.* | M |
| HLS-EMHS-FT M | Emergency Management and Homeland Security - Fire Technology | *The Emergency Management and Homeland Security--Fire Technology program prepares students to enter the emerging profession of homeland security and emergency management. The curriculum is designed to provide the learner with a foundation of technical and professional knowledge to meet local, state, and national safety responsibilities both in the public and private sectors preparing for, mitigating, responding to, and recovering from natural and manmade disasters. The concentration in Fire Technology is specifically designed to prepare persons to operate within the FIRE branch of the Incident Command System.* | M |
| HLS-EMHS-LE M | Emergency Management and Homeland Security - Law Enforcement | *The Emergency Management and Homeland Security – Law Enforcement concentration prepares students to enter the emerging profession of homeland security and emergency management. The curriculum is designed to provide the learner with a foundation of technical and professional knowledge to meet local, state, and national safety responsibilities both in the public and private sectors preparing for, mitigating, responding to, and recovering from natural and manmade disasters. The concentration in Law Enforcementis specifically designed to prepare persons to operate within the LAW branch of the Incident Command System.* | M |

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| **Program Modification: ADT** | | | |
| ENG-ADT | English | *ENG 18, 24 and 25 significantly expand the diversity of options offered to English ADT students, particularly in terms of representation and diversity. At present, Norco offers only one course focused on the literature of a historically minoritized community (ENG 20 – Survey of African American Literature). The revised ADT will allow the discipline to provide students with access and expose to literature from a wider range of communities.   Additionally, the above courses will, after further revision, qualify for the Ethnic Studies requirement for transfer to CSUs.* | N |
| **Program Modification: Certificate** | | | |
| KIN-CERT FP | Fitness Professionals | *This is a minor modification to the wording, minor correction to the catalog description paragraph only, and no change to the program. Program was approved November 2020 by Board and on 21-22 Catalog. Would like to make correction for 21-22 Addendum to Catalog. Additionally, there is a slight correction to include the correct title for KIN 43 Introduction to Personal Training, on the Narrative only.* | M |
| **Program Modification: Certificate and Degree** | | | |
| ADJ-AS BPOM | Administration of Justice/Law Enforcement Basic Peace Officer Modular Academy | *California P.O.S.T. (Peace Officer Standards and Training) updated their requirements for the Basic and Modular Academies. The impact to the certificate and AS degree is in the number of Units, Lecture hours and lab hours.* | M |

***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.​