NORCO COLLEGE
CURRICULUM COMMITTEE MINUTES

September 14, 2021 - 2:00 pm
Zoom Online

Brian Johnson chaired the meeting.

Members Present:

Brian Johnson..... Math
Dr. Samuel Lee..... Vice President of Academic Affairs
Nicole C. Brown.....Office of Academic Affairs
Dr. Jason Parks..... Dean of Instruction
Michael Bobo ..... Arts, Humanities and World Languages
Rex Beck..... Business, Engineering & Information Technologies
John Alpay..... Business, Engineering & Information Technologies
Dr. Teresa Friedrich Finnern .... Sciences and Kinesiology
Suzanne Witmer ..... Sciences and Kinesiology
Steff Warsinski..... Math
Janet Frewing ..... Math
Vivian Harris..... Library
Nicholas Franco..... Social and Behavioral Sciences/ Articulation Officer
Lisa Martin..... Social and Behavioral Sciences/Counseling
Jessica Dobson..... Communications
Nicole Capps ..... Communications
Aracely Bello .....ASNC

Members Absent:

Debra Karrer..... Dean of Instruction Office – IDS

Guest:

Caroline Hutchings ..... Math
Dan Reade ..... Communications
Mitzi Sloniger ..... Communications

A. Agenda September 14, 2021 Approval: MSC: M/V. Harris, S/J. Dobson * 13-Yeas, 0-Nays.

B. Minutes May 25, 2021 Approval: MSC: M/N. Capps, S/V, Harris * 12-Yeas, 0 Nays, 1-Abstentions.

C. Discussion items:

1. Curriculum committee training: Brian Johnson went over the PowerPoint presentation training with the committee and answered any questions. The presentation was sent to the committee members. Went over were to find the 2021-2022 Curriculum Deadline Calendar on the Curriculum Committee website (Under Proposal Forms and Deadlines)
2. RCCD GE update: Brian Johnson reviewed the 9/7/21 Tech Review agenda were the items to remove (red), stay (green) and added (blue) was reviewed. If faculty want to add/delete courses, they have to fill out the RCCD General Education Plan A Revision form found on the Curriculum Committee website under 'Proposal Forms'. Only MUS/MAT sent in their forms. If no changes, then email Brian Johnson there is no changes so there is a record.

3. COR review tool with equity language: Brian Johnson went over the form. Kelly Douglas is the author of this document and it is planned to be in the next Curriculum Handbook revision.

Action Items:

D. Major Course Modification: Items 1-17 Approval: MSC: M/V. Harris, S/M. Bobo * 13-Yeas, 0-Nays.

1. ESL-46 Beginning American College English *MNR
2. ESL-47 Low-Intermediate American College English *MNR
3. ESL-48 Intermediate American College English *MNR
4. ESL-49 High-Intermediate American College English *MNR
5. ESL-50 Advanced American College English *MNR
6. ESL-71 Basic Reading and Vocabulary *MNR
7. ESL-72 Intermediate Reading and Vocabulary *MNR
8. ESL-73 High Intermediate Reading and Vocabulary *MNR
9. ESL-846 Beginning American College English *MNR
10. ESL-847 Low-Intermediate American College English *MNR
11. ESL-848 Intermediate American College English *MNR
12. ESL-849 High-Intermediate American College English *MNR
13. ESL-850 Advanced American College English *MNR
14. ESL-90D Special Topics in ESL: Verb Tense Review *MNR
15. ESL-91 Oral Skills I: Beginning Oral Communication *MNR
16. ESL-92 Oral Skills II: Intermediate Oral Communication *MNR
17. ESL-93 Oral Skills III: Advanced Oral Communication *MNR

E. Course Inclusion:

1. AHS-11 Visual Description: Writing About Art *N *MNR MSC: M/M. Bobo, S/S. Witmer * 13-Yeas, 0-Nays.

F. Course Deletion: Items 1-6 Approval: MSC: M/J. Dobson, S/N. Capps * 13-Yeas, 0-Nays. Suggestion made to department representatives to check their degrees and certificates to make sure these deletions do not cause an issue.

1. ESL-51 Basic Writing and Grammar *MNR
2. ESL-52 Low-intermediate Writing and Grammar *MNR
3. ESL-53 Intermediate Writing and Grammar *MNR
4. ESL-54 High-intermediate Writing and Grammar *MNR
5. ESL-55 Advanced Writing and Grammar *MNR
6. ESL-90A Special Topics in ESL: Improving Note Taking Skills *MNR

G. Major Program Modification:

1. ENGLISH ADT – *N 1. MNR MSC: M/V. Harris, S/S. Witmer * 13-Yeas, 0-Nays. 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.

H. Information Items:

1. Course Major Modification:
   a. ADJ-R1A2 Level III Modular Academy Training *M
   b. ADJ-R1B Level II Modular Academy Training *M
   c. ADJ-R1C Regular Basic Course, Modular Format, Module I Training *M
   d. CUL-36 Introduction to Culinary Arts *R
   e. CUL-37 Intermediate Culinary Arts *R
   f. CUL-38 Advanced Culinary Arts *R
   g. FIT-15 Firefighter Refresher - Core Competencies *M
   h. NRN-11 Foundations of Nursing Practice Across the Lifespan *R
   i. NRN-12 Acute and Chronic Medical-Surgical Nursing Across the Lifespan and Maternity Nursing *R
   j. NRN-14 Health Promotion and Wellness Across the Lifespan *R
   k. NRN-21 Acute Adult Medical-Surgical and Mental Health Nursing *R
   l. NRN-22 Advanced Medical-Surgical Nursing Across the Lifespan and Acute Pediatrics *R
   m. NVN-52 Introductory Concepts of Vocational Nursing- Nursing Fundamentals *R
   n. NVN-60 Intermediate Vocational Nursing Foundations-Nursing Process *R
   o. NVN-61 Intermediate Concepts of Vocational Nursing-Care of the Family *R
   p. NVN-62 Intermediate Concepts of Vocational Nursing-Medical/Surgical *R
   q. NVN-63 Intermediate Concepts of Vocational Nursing - Mental Health *R
   r. NVN-70 Advanced Vocational Nursing Foundations-Role Transition *R
   i. NVN-71 Advanced Vocational Nursing Foundations-Medical/Surgical *R

2. Course Deletion:
   a) SCE-805 Creative Writing for Older Adults *R
   b) SCE-824 Successful Money Management *R
   c) SCE-833 Health Wellness and Nutrition for Older Adults *R
   d) SCE-834 Weight Management for Older Adults *R

3. Course Inclusion:
   a) CIS-63 Introduction to Structured Query Language (SQL) *M

4. Distance Education:
   a) CIS-22DE Systems Auditing *M
   b) CIS-4DE Practical Computer Security *MR

5. New Course:
   a. PAL-86 Tort Law and Alternative Dispute Resolution *R
   b. PAL-89 Sports Management and Entertainment Law *R
   c. PAL-90 E-Discovery and Litigation Support Applications *R

6. New Program:
   a. ADJ-CIA M Crime and Intelligence Analysis *M
   b. CIS-CERT ITPM IT Project Management *M
   c. CUL-CERT CD Cake Decorating *R
   d. HLS-EMHS M Emergency Management and Homeland Security *M

e. HLS-EMHS-C M Emergency Management and Homeland Security – Cybersecurity *M
f. HLS-EMHS-EMS M Emergency Management and Homeland Security - Emergency Medical Services *M
g. HLS-EMHS-FT M Emergency Management and Homeland Security - Fire Technology *M
h. HLS-EMHS-LE M Emergency Management and Homeland Security - Law Enforcement *M

7. Program Modification:
   a) ADJ-AS BPOM Administration of Justice/Law Enforcement Basic Peace Officer Modular Academy *M
   b) BUS-AS MKC R Business Administration: Marketing Concentration *R
   c) KIN-CERT FP Fitness Professionals *M
   d) MKT-CERT IMC R Industry Marketing Certificate *R
   e) NRN-RN R Registered Nursing *R
   f) NVN-VN R Vocational Nursing *R
   g) PAL-AS PS Paralegal Studies *R

I. Open Forum:
   a. It was asked if the DE Addenda will create a tool like the COR Tool checklist and Brian Johnson stated he wasn't sure and will look into it.

J. Adjourned: 3:20 pm

Next Meeting: September 28, 2021 * Zoom Online

Statement of Purpose: The curriculum committee, a sub-committee of the academic senate, has two primary purposes: to review and approve new curriculum including new courses, course modifications, new programs and program modifications, and to review and approve the curriculum approval process. The college curriculum committee is the sole approving body for Norco College only curriculum. For district shared curriculum it has one vote in the district curriculum committee. The curriculum committee is also responsible for keeping abreast with state mandated curriculum changes and reporting those changes to faculty. Committee members report on curriculum at their department meetings and solicit suggestions and recommendations when needed.

Academic year 21/22 DECISIONS			Updated as of 09/14/2021	
Proposal Type	**Course/ Program**	**COURSE/Program TITLE**	**Action Taken**	**NORCO Curriculum Committee (DATE)**
Course Deletion	ESL-51	Basic Writing and Grammar	Approved - Sent to BOT	**9/14/2021**
Course Deletion	ESL-52	Low-intermediate Writing and Grammar	Approved - Sent to BOT	**9/14/2021**
Course Deletion	ESL-53	Intermediate Writing and Grammar	Approved - Sent to BOT	**9/14/2021**

Course Deletion	ESL-54	High-intermediate Writing and Grammar	Approved - Sent to BOT	**9/14/2021**
Course Deletion	ESL-55	Advanced Writing and Grammar	Approved - Sent to BOT	**9/14/2021**
Course Deletion	ESL-90A	Special Topics in ESL: Improving Note Taking Skills	Approved - Sent to BOT	**9/14/2021**
Course Inclusion	AHS-11	Visual Description: Writing About Art	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-46	Beginning American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-47	Low-Intermediate American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-48	Intermediate American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-49	High-Intermediate American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-50	Advanced American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-71	Basic Reading and Vocabulary	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-72	Intermediate Reading and Vocabulary	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-73	High Intermediate Reading and Vocabulary	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-846	Beginning American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-847	Low-Intermediate American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-848	Intermediate American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-849	High-Intermediate American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-850	Advanced American College English	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-90D	Special Topics in ESL: Verb Tense Review	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-91	Oral Skills I: Beginning Oral Communication	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-92	Oral Skills II: Intermediate Oral Communication	Approved - Sent to BOT	**9/14/2021**
Course Major Modification	ESL-93	Oral Skills III: Advanced Oral Communication	Approved - Sent to BOT	**9/14/2021**
Program Modification	ENG-ADT	English	Approved - Sent to BOT	**9/14/2021**

COR Review Tool

Questions to Consider about the COR:

- ☐ Has the discipline had a conversation about how to ensure that equity is visible in the COR as a priority? (Two more comprehensive resources you might consider: Glendale Community College's *Guide for Creating Equitable Curriculum*; Portland State University's *Culturally Responsive and Inclusive Curriculum Resources* which includes both general guiding questions and discipline specific resources)
- ☐ Do the course materials reflect multiple perspectives and contributions to the field, including those of scholars from previously minoritized groups as well as representative of RCCD's student population?
- ☐ Do methods of instruction and sample assignments offer opportunities for students to build on existing knowledge or experience as relevant to the class and provide opportunities to explore culturally relevant and inclusive texts and topics?
- ☐ Do methods of instruction and evaluation and sample assignments offer opportunities for students to develop and practice skills needed for later advanced academic tasks on which they will be evaluated?

COR Requirements to Check:

(See the RCCD Curriculum Handbook for complete information on developing a new course or modifying an existing course. **Below is a checklist of often-missed and misunderstood elements that can slow down approval processes** – this is not a comprehensive checklist; please see the handbook for complete process.)

- ☐ Curricunet COVER tab:
  - Use the rationale box to give a short explanation to curriculum reviewers of changes made (if a modification) or reason for the new or deleted course.
  - Make sure you've selected the discipline-appropriate TOPS code.
  - If the course is taught at more than one college, have discipline members across the district weighed in on the proposal and voted to approve?
  - If the course belongs to a single discipline but you want to enable it to be taught other disciplines, please select that discipline under cross-listed discipline. (This is not the same as a cross-listed course; that is a separate Curricunet tab. See next bullet.)
- ☐ Curricunet CROSS LISTED tab: If the course is cross-listed, please select the other discipline, and make sure that an identical version of this course is being launched/modified by that other discipline so the proposals go through together.
- ☐ Curricunet UNITS/HOURS tab:
  - Units/hours calculation:
    - 18 lecture hours requires 2x outside-of-class hours = 1 unit
    - 54 lab hours (typically no outside-of-class hours)* = 1 unit
    - CHECK your units and hours for accuracy with this formula: (lecture hours + lab hours + outside-of-class hours) / 54 = units of class*
    - If hours don't match listed units, adjust.
    - *you might occasionally calculate a unit value that is slightly over the units of the course, especially in the case of a course that has a small number of lab hours or small amount above a 54 hour increment; as long as the units don't calculate to the next multiple of .5, it is acceptable; units

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are awarded in .5 increments, but courses must meet that threshold. (.25 unit courses exist for POST classes as long as they meet the hours minimum for .25 and don't meet .5; after .5, ALL classes only award units in .5 increments.)

- Select from the repeatability drop down menu; this defines the number of times a student can take a course they have PASSED. Most **credit** courses need to have a repeatability of zero unless they meet the Title 5 (§55041) rules for repeatability.

☐ Curricunet OBJECTIVES tab:
- All courses must have objectives.
- Enter each objective in a separate field.

☐ Curricunet ENTRANCE SKILLS tab:
- Entrance skills are required of any course with a requisite or advisory selected at the requisite tab (no entrance skills if there are no requisites or advisory).
- Fill in the blank field with the entrance skill.
- Link it to the student learning outcome from the requisite course.
- The text for the entrance skill and the linked skill may be the same, but this is two separate actions and blocks of text.

☐ Curricunet COURSE SLO tab:
- All courses must have outcomes.
- Enter each outcome in a separate field.

☐ Curricunet COURSE CONTENT tab:
- Courses should have content that is detailed to at least a second level (content should not just be areas 1-5; there should be 1A. 1B. etc.)
- Content areas that are at a second level (or more) need two items (otherwise it is still the same level); this is to say, if your outline has an "A" it needs a "B."

☐ Curricunet METHODS tabs: these should be as discipline specific as possible.

☐ Curricunet SAMPLE ASSIGNMENTS tab:
- Provide an indication of the types of assignments that faculty could offer that would address course content and SLOs (identification of specific SLOs not needed).
- Reading assignments should be more specific than "read the textbook."

☐ Curricunet COURSE MATERIALS tab:
- UC transferable courses need 1or2? text(s) published within the last 5 years.
- Provide OER options where possible and approved by discipline.

☐ Curricunet ATTACHED FILES tab:
- Attach minutes or an email vote tally showing discipline approval (including discipline members from all colleges that have the course in their catalogs).
- Attach minutes or an email vote tally showing department approval from the department where the new, modified, or deleted course originated.

Sources reflected in the creation of this document: *Equity Now* October 2020 cohort webinar series by CUE/USC; *Culturally Responsive Teaching and the Brain* by Zaretta Hammond; From *Equity Talk to Equity Walk* by Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcolm-Piquex

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RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

District Technical Review Committee

Meeting Agenda

Tuesday, September 7, 2021 **2:30-4:00pm** **CAADO 209/Zoom**

Committee Members	Guests
☐ Steven Schmidt (Chair, MUS)	☐ Lijuan Zhai (AVC Ed Services and Institutional Effectiveness, RCCD)
☐ Jeannie Kim (Co-Chair, VC Ed. Services)	☐ Bryan Nicol (Staff, RCCD)
☐ Kelly Douglass (ENG, RCC)	☐ Ellen Brown-Drinkwater (AO, RCC)
☐ Brian Johnson (MAT, NOR)	☐ Nick Franco (AO, NOR)
☐ Ann Pfeifle (HIS, MVC)	☐ Jeanne Howard (AO, MVC)
	☐ Sabina Fernandez (Staff, MVC)
	☐ Casandra Greene (Staff, RCC)
	☐ Nicole Brown (Staff, NOR)
Additional Guests:	

Zoom Information

https://cccconfer.zoom.us/j/93359789226
+1 669 900 6833 (US Toll)
Meeting ID: 933 5978 9226

Agenda and Minutes

1. Approval of Agenda
2. Approval of Minutes - June 1, 2021

Action Items

1. Curriculum Proposals

Discussion Items

1. CIS-25 Unit Error – Casandra Greene
2. Meta Updates – Bryan Nicol
3. General Education Itemization Status Update – Bryan Nicol
4. ART/AHS in Degree Audit – Bryan Nicol

Program Documentation

1. New Programs
    a. Norco – Essential 3D Tour
    b. Norco – Essential Revit

c. Moreno Valley – Data Analytics
d. Norco – Essential CAD
e. Norco – Essential Fusion 360
f. Norco – Essential SolidWorks
g. Moreno Valley – Data Science
h. Moreno Valley – Crime and Intelligence Analysis
i. Moreno Valley – Emergency Management and Homeland Security
j. Moreno Valley – Emergency Management and Homeland Security – Cybersecurity
k. Moreno Valley – Emergency Management and Homeland Security – Emergency Medical Services
l. Moreno Valley – Emergency Management and Homeland Security – Fire Technology
m. Moreno Valley – Emergency Management and Homeland Security – Leadership
n. Moreno Valley – Emergency Management and Homeland Security – Law Enforcement

2. Program Modifications
   a. Riverside – Registered Nursing
   b. Riverside – Paralegal Studies
   c. Riverside – Vocational Nursing
   d. Riverside – Welding Technology

Notice is Hereby Given That Pursuant to Executive Order N-29-20 and N-08-21 the Riverside Community College District Technical Review Committee will meet on September 7, 2021 via Zoom Conferencing.

Consistent with Executive Order N-29-20 and N-08-21 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside Community College District Technical Review 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 techreview@rccd.edu at least one week prior to the meeting. Requests received after this time will be honored when possible.

Members of the public wishing to comment on an agenda item or other topic within the purview of the Riverside Community College District Technical Review Committee will be given the opportunity via Zoom or may submit commentary to techreview@rccd.edu.

RCCD Plan A Update

Courses highlighted in Green were on the original list and faculty have confirmed they should remain.
Courses highlighted in Blue are faculty requests for additions made to the original itemized list.
Courses highlighted in Red are faculty requests for removals from the original itemized list.

PLAN A

RCCD General Education

A. Natural Sciences (3 units)

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

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

B. Social and Behavioral Sciences (6 units)

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

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

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

C. Humanities (3 units)

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

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

D. Language and Rationality (10 units)

1. English composition (4 units)

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

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

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

D1:
English: 1A, 1AH

D2:
Communication Studies: 1, 1H, 9, 9H
Computer Information Systems: 1A, 1B, 2, 3, 4, 5, 7, 8, 11, 12, 14A, 14B, 17A, 17B, 17C, 18A, 18B, 18C, 20, 21, 21A, 21B, 21C, 22, 25, 26A, 26B, 26C, 26D, 26F, 27, 27A, 27B, 27C, 28A, 30A, 30B, 30C, 30D, 30E
Computer Science: 2, 5, 6, 7, 8, 11, 12, 14A, 17A, 17B, 17C, 18A, 18B, 18C, 20, 21, 21A, 25, 27, 27A, 28A
English: 1B, 1BH
Mathematics: 1A, 1B, 1C, 2, 3, 5, 10, 11, 12, 12H, 15, 23, 25, 26, 32, 35, 36, 53
Philosophy: 11, 32
Academic Literacy and Reading: 4

E. Health Education and Self Development (5 units)

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

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

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

E1:
Biology: 35
Health Education: 1

E2:
Option 1:
Dance: D5, D8, D9, D10, D12, D13, D14, D15, D16, D17, D19, D20, D21, D22, D23, D25, D26, D29, D30A, D30B, D30C, D31, D31B, D32, D33, D34, D35, D37, D38, D39, D43, D44, D46, D47, D48, D49, D50, D51, D60
Kinesiology: A03, A04, A07, A11, A12, A13, A20, A21, A28, A29, A30, A31A, A31B, A31C, A40, A41, A43, A44, A46, A47, A54A, A54B, A55, A57A, A57B, A57C, A62, A64, A64A, A64B, A64C, A67, A68, A69, A71, A75A, A75B, A77A, A77B, A77C, A81, A81A, A81B, A81C, A82, A83, A86, A87, A88, A89A, A89B, A89C, A90A, A90B, A90C, V01, V02, V04, V05, V06, V07, V08, V09, V10, V11, V12, V14, V18, V19, V21, V22, V23, V24, V25, V26, V27, V33, V34, V50, V51, V52, V53, V60, V61, V70, V71, V78, V92, V94, V95
or
Kinesiology: 6, 29, 42, 47
Music: 48, 49, 59, 60, 61, 66

Option 2:
Guidance: 47, 48
Kinesiology: 4, 30, 35, 36, 38
Academic Literacy and Reading: 3

Disciplines Pending:
Academic Literacy and Reading
Architecture
Art
Art History
Biology/Heath Sciences (Area E only)
Communication Studies
Computer Information Systems
Computer Science
Dance
Early Childhood Education
Economics
Ethnic Studies
FTV
Game Development
Guidance
History
Human Services
Kinesiology
Military Science
Photography
Political Science
Psychology
Sociology

Technical Review - Curriculum Proposals

Proposals for 09/07/2021

Courses

Course Deletions

			M	N	R	Notes
	CAT 3	Computer Applications for Business	☑	☑	☑	
	CAT 54A	Introduction to Flash	☑	☐	☐	
H	CAT 84	Word Processing: WordPerfect for Windows	☐	☐	☑	
	Awaiting program modifications - RIV Paralegal and MOV Computer Applications.					
	CIS 3	Computer Applications for Business	☑	☑	☑	
H	CIS 84	Word Processing: WordPerfect for Windows	☐	☐	☑	
	Awaiting program modifications - RIV Paralegal and MOV Computer Applications.					
	SCE 805	Creative Writing for Older Adults	☐	☐	☑	
	SCE 824	Successful Money Management	☐	☐	☑	
	SCE 833	Health Wellness and Nutrition for Older Adults	☐	☐	☑	
	SCE 834	Weight Management for Older Adults	☐	☐	☑	

Course Inclusions

			M	N	R	Notes
	CIS 63	Introduction to Structured Query Language (SQL)	☑	☐	☐	

Course Major Modifications

			M	N	R	Notes
	CIS 30A	Introduction to Python Programming	☑	☑	☑	
	CIS 30B	Python Programming in Networking	☑	☑	☐	
	CIS 30C	Python Programming in Cybersecurity	☑	☑	☐	
	CIS 30D	Python Programming for Internet of Things (IoT)	☑	☑	☐	
	CIS 30E	Advanced Python Programming	☑	☑	☐	
	CUL 36	Introduction to Culinary Arts	☐	☐	☑	
	CUL 37	Intermediate Culinary Arts	☐	☐	☑	
	CUL 38	Advanced Culinary Arts	☐	☐	☑	
H	ESL 65	American Classroom Culture	☑	☑	☑	
	Content is one level. Entrance skills may need to be reviewed. NOR has been added.					
H	ESL 95	Pronunciation and Accent Reduction	☑	☑	☑	
	Content is one level. Only has one SLO, but may be appropriate for the course. Entrance skills may need to be reviewed. MOV has been added.					

Courses

Course Major Modifications

		M	N	R	Notes
HLS 50	Developing a Personal Philosophy of Leadership and Ethics	☑	☐	☐	
HLS 51	Leading Others Ethically	☑	☐	☐	
HLS 52	Ethical Leadership in Organizations	☑	☐	☐	
HLS 53	Ethics and the Challenge of Leadership	☑	☐	☐	
NRN 11	Foundations of Nursing Practice Across the Lifespan	☐	☐	☑	
NRN 12	Acute and Chronic Medical-Surgical Nursing Across the Lifespan and Maternity Nursing	☐	☐	☑	
NRN 14	Health Promotion and Wellness Across the Lifespan	☐	☐	☑	
NRN 21	Acute Adult Medical-Surgical and Mental Health Nursing	☐	☐	☑	
NRN 22	Advanced Medical-Surgical Nursing Across the Lifespan and Acute Pediatrics	☐	☐	☑	
NVN 52	Introductory Concepts of Vocational Nursing - Nursing Fundamentals	☐	☐	☑	
NVN 60	Intermediate Vocational Nursing Foundations-Nursing Process	☐	☐	☑	
NVN 61	Intermediate Concepts of Vocational Nursing-Care of the Family	☐	☐	☑	
NVN 62	Intermediate Concepts of Vocational Nursing-Medical/Surgical	☐	☐	☑	
NVN 63	Intermediate Concepts of Vocational Nursing - Mental Health	☐	☐	☑	
NVN 70	Advanced Vocational Nursing Foundations-Role Transition	☐	☐	☑	
NVN 71	Advanced Vocational Nursing Foundations-Medical/Surgical	☐	☐	☑	

Distance Education

		M	N	R	Notes
CIS 22DE	Systems Auditing	☑	☐	☐	
CIS 4DE	Practical Computer Security	☑	☐	☑	

New Courses

		M	N	R	Notes
ARE 62	Print Reading for Construction	☐	☑	☐	

Courses

New Courses

		M	N	R	Notes
ARE 63	3D Tour, Virtual, Mixed, Augmented and Extended Reality	☐	☑	☐	
CIS 48A	Introduction to Cloud Computing	☑	☐	☑	
CIS 68A	Introduction to Machine Learning	☑	☐	☑	
CIS 68B	Big Data Fundamentals	☑	☐	☑	
CIS 70A	Foundations of Data Science	☑	☐	☑	
CIS 848A	Cloud Computing Fundamentals	☑	☐	☐	
CIS 87A	Introduction to IT Project Management	☑	☐	☐	
CIS 87B	IT Project Management Framework	☑	☐	☑	
DFT 31	Advanced Computer Aided Drafting (CAD)	☐	☑	☐	
DFT 41	Engineering Graphics	☐	☑	☐	
DFT 62	Basic Fusion 360	☐	☑	☐	
DFT 63	Advanced Fusion 360	☐	☑	☐	
PAL 86	Tort Law and Alternative Dispute Resolution	☐	☐	☑	
PAL 89	Sports Management and Entertainment Law	☐	☐	☑	
PAL 90	E-Discovery and Litigation Support Applications	☐	☐	☑	

General Education

General Education Modifications

		M	N	R	Notes
CIS	GE D2 CIS 1A 5 14A 17A 18A 30A	☑	☑	☑	
CSC	GE D2 5 7 8 17A 18A	☑	☑	☑	

Programs

New Programs

		M	N	R	Notes
Certificate					
ARE	Essential 3D Tour	☐	☑	☐	
ARE	Essential Revit	☐	☑	☐	
CIS	Data Analytics	☑	☐	☐	
DFT	Essential CAD	☐	☑	☐	

Programs

New Programs

		M	N	R	Notes
Certificate					
DFT	Essential Fusion 360	☐	☑	☐	
DFT	Essential SolidWorks	☐	☑	☐	
Degree					
CIS	Data Science	☑	☐	☐	
Degree & Certificate					
ADJ	Crime and Intelligence Analysis	☑	☐	☐	
HLS	Emergency Management and Homeland Security	☑	☐	☐	
HLS	Emergency Management and Homeland Security - Cybersecurity	☑	☐	☐	
HLS	Emergency Management and Homeland Security - Emergency Medical Services	☑	☐	☐	
HLS	Emergency Management and Homeland Security - Fire Technology	☑	☐	☐	
HLS	Emergency Management and Homeland Security - Leadership	☑	☐	☐	
HLS	Emergency Management and Homeland Security - Law Enforcement	☑	☐	☐	

Program Modifications

			M	N	R	Notes
Degree						
	NRN	Registered Nursing	☐	☐	☑	
H	PAL	Paralegal Studies	☐	☐	☑	
	Holding for justification of program total units.					
Degree & Certificate						
	NVN	Vocational Nursing	☐	☐	☑	
	WEL	Welding Technology	☐	☐	☑	

Technical Review Committee

Proposals for Review for Meeting: 09/07/2021

Courses

Course Deletions

			M	N	R	Discussion	Action
	CAT 3	**Computer Applications for Business**	☑	☑	☑		
	Rationale:	Revision of every component of this COR was completed as a part of the district discipline CTE 2 Year Curriculum Review Cycle (2/2020)					
	CAT 54A	**Introduction to Flash**	☑	☐	☐		
	Rationale:	Update to COR.					
H	**CAT 84**	**Word Processing: WordPerfect for Windows**	☐	☐	☑	Awaiting program modifications - RIV Paralegal and MOV Computer Applications.	
	Rationale:	Course is being deleted from the Riverside Course inventory.					
	CIS 3	**Computer Applications for Business**	☑	☑	☑		
	Rationale:	Revision of every component of this COR was completed as a part of the district discipline CTE 2 Year Curriculum Review Cycle (beg. 12/2016)					
H	**CIS 84**	**Word Processing: WordPerfect for Windows**	☐	☐	☑	Awaiting program modifications - RIV Paralegal and MOV Computer Applications.	
	Rationale:	Course is being deleted from the Riverside Course inventory.					
	SCE 805	**Creative Writing for Older Adults**	☐	☐	☑		
	Rationale:	Course has not been taught for many years and is being deleted from the College inventory.					
	SCE 824	**Successful Money Management**	☐	☐	☑		
	Rationale:	Course has not been taught for many years and is being deleted from the College inventory.					
	SCE 833	**Health Wellness and Nutrition for Older Adults**	☐	☐	☑		
	Rationale:	Course has not been taught for many years and is being deleted from the College inventory.					
	SCE 834	**Weight Management for Older Adults**	☐	☐	☑		
	Rationale:	Course has not been taught for many years and is being deleted from the College inventory.					

Courses

Course Inclusions

		M	N	R	Discussion	Action
CIS 63	**Introduction to Structured Query Language (SQL)**	☑	☐	☐		
Rationale:	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.					

Course Major Modifications

		M	N	R	Discussion	Action
CIS 30A	**Introduction to Python Programming**	☑	☑	☑		
Rationale:	Major course modification is needed to include general education SLO to meet UC and CSU general education requirement along with changing course prerequisite (CIS-1A) to be advisory to be more inclusive of students who already have the technical and computing skills for programming.					
CIS 30B	**Python Programming in Networking**	☑	☑	☐		
Rationale:	Per discipline recommendation, major course modification is needed to include general education SLOs and change course prerequisite, CIS-1A.					
CIS 30C	**Python Programming in Cybersecurity**	☑	☑	☐		
Rationale:	Per recommendation of CIS discipline, course major modification is needed to include general education SLOs to meet UC/CSU general education course articulation requirement. Change of course prerequisite, CIS-1A, to advisory will help increase student diversity and inclusion in this certificate. Course materials are also updated to include up-to-date resources and books as there has been changes to programming libraries and Python versions.					
CIS 30D	**Python Programming for Internet of Things (IoT)**	☑	☑	☐		
Rationale:	Per discipline recommendation, this major modification includes general education SLOs to meet UC/CSU requirement for articulation. Textbook and course materials are also updated due to changes in Python versions and libraries.					
CIS 30E	**Advanced Python Programming**	☑	☑	☐		
Rationale:	Per discipline recommendation, course major modification includes general education SLOs to meet UC/CSU articulation requirement. This modification also includes course materials updates as Python version and libraries have changed.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
	CUL 36	**Introduction to Culinary Arts**	☐	☐	☑		
	Rationale:	Need to revise the lab hours from 297 to 307. This is to correct the error that occurred in 2018-2019.					
	CUL 37	**Intermediate Culinary Arts**	☐	☐	☑		
	Rationale:	Need to correct error in lab hours from 297 hours to 307 Lab hours.					
	CUL 38	**Advanced Culinary Arts**	☐	☐	☑		
	Rationale:	Need to correct error in lab hours from 297 hours to 307 Lab hours.					
H	**ESL 65**	**American Classroom Culture**	☑	☑	☑	Content is one level. Entrance skills may need to be reviewed. NOR has been added.	
	Rationale:	The purpose of this modification is to conduct a standard review of content, update texts, add new course objectives, and align to new course sequence.					
H	**ESL 95**	**Pronunciation and Accent Reduction**	☑	☑	☑	Content is one level. Only has one SLO, but may be appropriate for the course. Entrance skills may need to be reviewed. MOV has been added.	
	Rationale:	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.					
	HLS 50	**Developing a Personal Philosophy of Leadership and Ethics**	☑	☐	☐		
	Rationale:	This modification updates the COR to align with the latest IPSLEI curriculum and move the course from FIT to HLS.					
	HLS 51	**Leading Others Ethically**	☑	☐	☐		
	Rationale:	This modification updates the COR to align with the latest IPSLEI curriculum and move the course from FIT to HLS.					
	HLS 52	**Ethical Leadership in Organizations**	☑	☐	☐		
	Rationale:	This modification updates the COR to align with the latest IPSLEI curriculum and move the course from FIT to HLS.					
	HLS 53	**Ethics and the Challenge of Leadership**	☑	☐	☐		
	Rationale:	This modification updates the COR to align with the latest IPSLEI curriculum and move the course from FIT to HLS.					
	NRN 11	**Foundations of Nursing Practice Across the Lifespan**	☐	☐	☑		
	Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
NRN 12	**Acute and Chronic Medical-Surgical Nursing Across the Lifespan and Maternity Nursing**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					
NRN 14	**Health Promotion and Wellness Across the Lifespan**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					
NRN 21	**Acute Adult Medical-Surgical and Mental Health Nursing**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					
NRN 22	**Advanced Medical-Surgical Nursing Across the Lifespan and Acute Pediatrics**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					
NVN 52	**Introductory Concepts of Vocational Nursing - Nursing Fundamentals**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					
NVN 60	**Intermediate Vocational Nursing Foundations-Nursing Process**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					
NVN 61	**Intermediate Concepts of Vocational Nursing-Care of the Family**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					
NVN 62	**Intermediate Concepts of Vocational Nursing-Medical/Surgical**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					
NVN 63	**Intermediate Concepts of Vocational Nursing - Mental Health**	☐	☐	☑		
Rationale:	Update SLOs and objectives based on Program Review and upcoming accreditation.					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
NVN 70	**Advanced Vocational Nursing Foundations-Role Transition**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					
NVN 71	**Advanced Vocational Nursing Foundations-Medical/Surgical**	☐	☐	☑		
Rationale:	Updating SLOs and objectives based on Program Review and preparation for accreditation.					

Distance Education

		M	N	R	Discussion	Action
CIS 22DE	**Systems Auditing**	☑	☐	☐		
Rationale:						
CIS 4DE	**Practical Computer Security**	☑	☐	☑		
Rationale:						

New Courses

		M	N	R	Discussion	Action
ARE 62	**Print Reading for Construction**	☐	☑	☐		
Rationale:	This cross-listed/mirrored course is used for new Architectural certificate as "3D Tour"					
ARE 63	**3D Tour, Virtual, Mixed, Augmented and Extended Reality**	☐	☑	☐		
Rationale:	High demand in emerging technologies inn BIM, VR, AR, MR and XR for presenting space design.This course can be a part of new certificate in 3D tour.					
CIS 48A	**Introduction to Cloud Computing**	☑	☐	☑		
Rationale:	This course is part of the Cloud Administration certificate, which aims to develop technical skills for students who are interested in pursuing cloud-based support positions in the IT industry. With the increasing demands for cloud services, cloud security is an essential area of cloud computing as it emphasizes asset protection and maintenance. The obtained skills will help individuals in seeking employment and improve their social-economic status while elevate Inland Empire technical workforce.					

Courses

New Courses

		M	N	R	Discussion	Action
CIS 68A	**Introduction to Machine Learning**	☑	☐	☑		
Rationale:	This course is part of Data Science and Data Analytics program. It introduces students to concepts and theories of Machine Learning to prepare students of coursework and career in Computer Science and Data Science. The knowledge and skillsets provided in this course will help student prepare for STEM workforce. This course also aims to increase student population diversity in STEM by providing computational and statistical skills that will help learners build careers in data analytics, programming and engineering.					
CIS 68B	**Big Data Fundamentals**	☑	☐	☑		
Rationale:	This course is part of the Data Science A.S degree and Data Analytic certificate programs. This course is aimed to build data analytic skills that will help student establish their career and/or prepare students for university studies in Data Science. This course promotes STEM education that will aid in creasing technical workforce diversity in Inland Empire region.					
CIS 70A	**Foundations of Data Science**	☑	☐	☑		
Rationale:	Foundations of Data Science will attract students to the Data Science Certificate and Program. They will be exposed to an industry-leading programming language and statical inference for data driven decision-making. This course will prepare students to be successful in Statistics for STEM and Introduction to Python. The Data Analytics Certificate and Associates Degree in Data Science prepares students for Junior Data Analyst positions. The U.S. Bureau of Labor Statistics reports that the demand for data science skills will drive a 27.9 percent rise in employment in the field through 2026. Data Scientist make businesses grow better and are the backbone of data-intensive companies.					
CIS 848A	**Cloud Computing Fundamentals**	☑	☐	☐		
Rationale:	This course mirrors another credit course that is part of the Cloud Administration certificate, which aims to develop technical skills for students who are interested in pursuing cloud-based support positions in the IT industry. With the increasing demands for cloud services, cloud security is an essential area of cloud computing as it emphasizes asset protection and maintenance. The obtained skills will help individuals in seeking employment and improve their social-economic status while elevate Inland Empire technical workforce.					
CIS 87A	**Introduction to IT Project Management**	☑	☐	☐		
Rationale:	The skills acquired from the course can help students					

Courses

New Courses

		M	N	R	Discussion	Action
CIS 87B	**IT Project Management Framework**	☑	☐	☑		
Rationale:	The goal of this class is to increase diversity in the technical workforce by providing an education platform for entry-level Associate IT Project Managers focusing on context of Project Management and Information Technology. This program aims to develop quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region. Students will gain soft and technical skills necessary to become entry-level project management jobs, including IT project managers, project coordinators, project specialists, and assistant project managers. Employment for the Project Management is expected to increase 31% between 2017 and 2027 or 8.8 million nationwide job openings will be available over the ten-year time frame. Over the last 12 months in the Inland Empire/Desert Region, there were 2,198 job postings for project managers and 576 combined job postings for project coordinators, project specialists, and assistant project managers.					
DFT 31	**Advanced Computer Aided Drafting (CAD)**	☐	☑	☐		
Rationale:	A new course part of Essential CAD certificate. This course can be offered fully online or Hybrid.					
DFT 41	**Engineering Graphics**	☐	☑	☐		
Rationale:	Course required for mechanical engineering pathways students.Cross-listed to ENE-41 for the updated Drafting certificate/discipline.					
DFT 62	**Basic Fusion 360**	☐	☑	☐		
Rationale:	Emerging technology for makers. A part of "Essential Fusion 360" certificate.					
DFT 63	**Advanced Fusion 360**	☐	☑	☐		
Rationale:	Emerging technology for makers. A part of "Essential Fusion 360" certificate.					
PAL 86	**Tort Law and Alternative Dispute Resolution**	☐	☐	☑		
Rationale:	Tort Law and Alternative Dispute Resolution is an elective course for the Associate in Science In Paralegal Studies.					
PAL 89	**Sports Management and Entertainment Law**	☐	☐	☑		
Rationale:	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.					
PAL 90	**E-Discovery and Litigation Support Applications**	☐	☐	☑		
Rationale:	Course an elective for the Associate in Scient Degree in Paralegal Studies.					

Courses

New Courses

M N R Discussion Action

General Education

General Education Modifications

M N R Discussion Action

CIS **GE D2 CIS 1A 5 14A 17A 18A 30A** ☑ ☑ ☑

Rationale: Addition of the following courses to the RCCD General Education, Area D2: CIS-1A, 5, 14A, 17A, 18A, 30A.

CSC **GE D2 5 7 8 17A 18A** ☑ ☑ ☑

Rationale: Addition of the following courses to the RCCD General Education, Area D2: CSC-5, 7, 14A, 17A, 18A

Programs

New Programs

M N R Discussion Action

Certificate

ARE **Essential 3D Tour** ☐ ☑ ☐

Rationale: To provide short certificate for continuing education and professionals with program focus to job market.

Documents: **Narrative**

ARE **Essential Revit** ☐ ☑ ☐

Rationale: To provide short certificate for continuing education and professionals with program focus to job market.

Documents: **Narrative**

Programs

New Programs

M N R | Discussion | Action

Certificate

CIS **Data Analytics** ☑ ☐ ☐

Rationale: This program addresses industry's continuing demands for professionals to test and build tools to meet the data quality validation needs for a cloud platform-based application and building enterprise analytics of large data volume. Based on Inland Empire/Desert region Labor Market Information report, the data-analysis occupation is projected to have 189 annual job openings, increasing employment by 8% through 2024. The 10th percentile hourly wage for data analysis related occupations exceeds the Family Needs Calculator self-sustainability rate, indicating that approximately the top 90% of workers in this occupation earn self-sufficient hourly wages. The courses in this program will also align with university courses, which will permit students to transfer to further develop skills and knowledge in the areas of Data Science.

Documents: **Narrative** **LMI** **Advisory Committee** **Regional Consortium**

DFT **Essential CAD** ☐ ☑ ☐

Rationale: To provide short certificate for continuing education and professionals with program focus to job market.

Documents: **Narrative**

DFT **Essential Fusion 360** ☐ ☑ ☐

Rationale: To provide short certificate for continuing education and professionals with program focus to job market.

Documents: **Narrative**

DFT **Essential SolidWorks** ☐ ☑ ☐

Rationale: To provide short certificate for continuing education and professionals with program focus to job market.

Documents: **Narrative**

Programs

New Programs

M N R | Discussion | Action

Degree

CIS **Data Science** ☑ ☐ ☐

Rationale: This program addresses industry's continuing demands for professionals to test and build tools to meet the data quality validation needs for a cloud platform-based application and building enterprise analytics of large data volume. Based on Inland Empire/Desert region Labor Market Information report, the data-analysis occupation is projected to have 189 annual job openings, increasing employment by 8% through 2024. The 10th percentile hourly wage for data analysis related occupations exceeds the Family Needs Calculator self-sustainability rate, indicating that approximately the top 90% of workers in this occupation earn self-sufficient hourly wages. The courses in this program will also align with university courses, which will permit students to transfer to further develop skills and knowledge in the areas of Data Science.

Documents: Narrative LMI Advisory Committee Regional Consortium

Degree & Certificate

ADJ **Crime and Intelligence Analysis** ☑ ☐ ☐

Rationale: 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.

Documents: Narrative LMI Advisory Committee Regional Consortium

HLS **Emergency Management and Homeland Security** ☑ ☐ ☐

Rationale: 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.

Documents: Narrative LMI Advisory Committee Regional Consortium

Programs

New Programs

M N R Discussion Action

Degree & Certificate

HLS **Emergency Management and Homeland Security - Cybersecurity** ☑ ☐ ☐

Rationale: 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.

Documents: **Narrative** **LMI** **Advisory Committee** **Regional Consortium**

HLS **Emergency Management and Homeland Security - Emergency Medical Services** ☑ ☐ ☐

Rationale: 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.

Documents: **Narrative** **LMI** **Advisory Committee** **Regional Consortium**

HLS **Emergency Management and Homeland Security - Fire Technology** ☑ ☐ ☐

Rationale: 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.

Documents: **Narrative** **LMI** **Advisory Committee** **Regional Consortium**

Programs

New Programs

M N R Discussion Action

Degree & Certificate

HLS **Emergency Management and Homeland Security - Leadership** ☑ ☐ ☐

Rationale: The Emergency Management and Homeland Security - Leadership concentration prepares students to be leaders in 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.

Documents: **Narrative** **LMI** **Advisory Committee** **Regional Consortium**

HLS **Emergency Management and Homeland Security - Law Enforcement** ☑ ☐ ☐

Rationale: 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.

Documents: **Narrative** **LMI** **Advisory Committee** **Regional Consortium**

Program Modifications

M N R Discussion Action

Degree

NRN **Registered Nursing** ☐ ☐ ☑

Rationale: Update PLOs to align with Nursing Accreditation Board.

Programs

Program Modifications

			M	N	R	Discussion	Action
Degree							
H	**PAL**	**Paralegal Studies**	☐	☐	☑	Holding for justification of program total units.	
	Rationale:	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.					
Degree & Certificate							
	NVN	**Vocational Nursing**	☐	☐	☑		
	Rationale:	Update PLOs to align with Nursing Accreditation Board.					
	WEL	**Welding Technology**	☐	☐	☑		
	Rationale:	Rationale for the changes to the Welding Technology Certificate of Achievement and Degree is to ensure courses within the discipline are utilized concurrently with the courses in the individual smaller certificate patterns. These courses may be used as either required or elective courses within multiple Welding Certificate patterns. The two additional elective courses proposed in the Welding Technology Certificate/Degree pattern will simultaneously allow students to utilize the proposed courses in the smaller certificate options as well as giving them the skill to obtain employment and then continue taking courses to achieve the larger Welding Technology Certificate or Degree. We are also removing the WEL-34 class as it has been deleted.					

Curriculum Basics

https://www.norcocollege.edu/committees/cc/Pages/Proposal-Forms.aspx

https://websites.rcc.edu/curriculum/forms/

1. Viewing a course outline of record (COR) in META
   a. Active, Historical, In review, Draft
2. Reviewing a course proposal in META
   a. My approvals
   b. Comments

Types of Course Proposals

- New course
- Existing course modification
  - Major modification
  - Minor modification
- Distance education (DE) proposal
  - Hybrid and online
- Course inclusion (course inclusion form)
  - course already exists R or MV
- Course exclusion (course exclusion form)
  - course will still exist at R or MV
- Course deletion
  - course will no longer exist at any of the colleges

Curriculum process for approving new courses or modifying existing courses

1. Originator launches a new course or modifies an existing course in META
2. Discipline and department approval
3. District facilitator
4. Technical review committee
5. College curriculum committee
6. District curriculum committee (if a district-wide course)

The process is basically the same for modifications to programs (certificates and degrees).

HOW TO WRITE AN INTEGRATED COURSE OUTLINE

Parts of a course outline

- Course number and course title
- Hours and units
- Course description and short description
- Prerequisites, corequisites, and advisory
- Entrance skills
- Student learning outcomes (SLOs)
- Learning objectives
- Course content
- Methods of instruction
- Methods of evaluation
- Sample assignments
- Course materials

Hours and Units

18 lecture hours = 1 unit

54 lab hours = 1 unit

For example, a course with 36 lecture hours and 54 lab hours is 3 units.

Entry Skills

List 3 or more skills which that students must possess upon entry to the course in order to justify their ability to succeed in this course.

These may consist of:

- generalized learning outcomes from a preceding sequential course;
- skills acquired in on-the-job training;
- skills learned in co-requisite or previously taken courses; or
- background knowledge assessed through proficiency testing or certification (e.g., ability to speak a second language, to perform CPR, to use Visual Basic, etc.

•If applicable, link the entry skills to the prerequisite course.

Student Learning Outcomes

Write at least 1 student learning outcomes which accurately reflect specific performance goals for students who successfully complete this course:

•Use as many higher-level Bloom's Taxonomic Verbs as possible, that is, those which require the critical thinking skills of analysis, synthesis and evaluation.

•If your course is vocational, applied, performance, or basic-skills, verbs demonstrating affective and psycho-motor skills are acceptable and expected.

•For performance, applied, vocational and basic-skills classes, group specific skills sets into general performance goals.

•Link the SLOs to the new General Education SLOs.

Definition: Objectives

- **The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)**
  - **COR Guide revisited**

- Course objectives state the concepts or skills faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome.

- Objectives are the means, not the ends.

Course Student Learning Outcomes

- Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing the course objectives.

- SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO.

- Overarching skills, abilities, knowledge, or attitudes gained as a result of successfully completing course objectives that students can demonstrate beyond the classroom.

Course Student Learning Outcomes

- Synthesis of discreet skills using higher level critical thinking skills
- Typically encompass multiple discrete objectives
- The SLO synthesizes the content and skills learned by completing all the objectives.

An example…

Course SLO:

- Evaluate and critique student drawings and receive criticism from others.

Underlying Course Objectives:

- Evaluate drawings orally using correct terminology related to concepts, materials, and techniques.
- Evaluate drawings in writing using correct terminology related to concepts, materials, and techniques.
- Critique finished drawings and receive criticism from others in a group setting

Another example…

Course SLO

- Write academic prose with a clear purpose and effective, logical, relevant support from sources.

Underlying Course Objectives

- Establish and maintain a clear controlling idea (a thesis) in a documented essay of at least 1,500 words with significant and substantive content that is based on college-level reading materials.
- Develop an essay that uses convincing evidence in a sequence of effective and organized paragraphs with a clear and apparent logical progression to illustrate a larger idea.
- Use the library and Internet as tools to find college-level reading materials. Comprehend and evaluate such texts. Incorporate these readings as concrete and credible support for a position. Acknowledge evidence from a variety of primary and secondary sources.

Another way of stating this

SLOs:

- Overarching, Summative, Measurable or Observable
- Represent synthesis in learning
- Applicable beyond the completion of the course
- Mapped to program learning outcomes

Objectives

- Specific, discrete skills, knowledge, abilities, attitudes students will learn in the course
- Mapped to course content

Title 5 and ACCJC Standards

- Title 5 states that OBJECTIVES must be a component of the COR – § 55002(a)(3).

- ACCJC requires OUTCOMES – II.A.3: The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Critical Thinking

Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

Information Competency & Technology Literacy

Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

Communication

Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Self-Development & Global Awareness

Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.

Course Content

•List of the key principles/ topics and subtopics that must be covered by all instructors.

•Actual **course content** should be listed here, **NOT activities or assessments**, such as introductions, midterm exams, etc.

•The use of a formal (but detailed) outline or indented style is highly recommended.

•**NOTE:** "Components of a Model Course Outline of Record" (CA Academic Senate, Nov. 1995) states that the **course content** is "the central component of the outline. This section should include a complete listing of the topics taught in the course. They should be arranged by major headings with sub-topics".

•Where multiple approaches to a course are reasonable and desirable, indicate this. For example, an instructor's approach to a literature or social science class may legitimately be historical/ chronological, thematic, or genre-based.

Methods of Instruction

- Write your **methods of instruction** in such a way that the methods described are specifically related to the course objectives.

- Generally, the methods of instruction can be structured in two parts:

(1) A statement of the particular method (lecture, group activities, etc.) followed by

(2) a statement of <u>what learning outcome that method is designed to activate</u> (to gain practice in writing critical essays, to enhance awareness of XX, etc.)

- *Title 5 indicates that critical thinking must be a component of all college courses, so make sure your methods of instruction show that critical thinking is happening!*

Sample Methods of Instruction:

Bad:

Presentation of class lectures/discussions/demonstrations.

Good:

Presentation of class lectures/discussions/demonstrations on the operations of arithmetic to create proficiency in solving algebraic expressions.

Sample Methods of Instruction:

Bad:

Pair and group activities.

Good:

Pair and group activities to develop and discuss the interpretation of plays and the effectiveness of theatrical techniques.

Methods of Evaluation

Avoid a simple list. Clearly articulate how these methods of evaluation actually help instructors to assess whether or not students are achieving student learning outcomes.

Keep in mind that your list should include **typical assignments** used in achieving critical thinking.

Sample methods of evaluation:

Bad:

Oral reports and presentations.

Good:

Oral reports and presentations on the interpretation of live theatrical performances and dramatic texts for cultural content and performance technique.

Sample methods of evaluation:

Bad:

Quizzes/examinations.

Good:

Quizzes/examinations on the basic operations of arithmetic and their application to solving mathematical problems.

- Examples of Sample Reading Assignments:

Bad:

Read chapters from the required text.

Good:

Read about the various interdisciplinary approaches to creativity and how to activate the creative impulse.

- Examples of Sample Writing Assignments:

Bad:

Write a 1500 word essay.

Good:

Write a 1500 word essay on an analysis of the creativity and imagination of a famous person in history.

Course Materials

•List text(s) which are typical and appropriate for this course.

•Should include an updated text within 5 years.

•Use standard MLA or APA bibliographical form. **Alphabetize your list of texts.** See examples below.

[MLA format]

Rost, Michael. Listening Contours. 4th ed. Lingual House, 2004.

[APA format:]

Rost, Michael. (2005) *Sociolinguistics.* Oxford University Press.

•List or describe any additional materials, such as teacher-prepared booklets, cassette tapes, CDs, DVDs, supplementary readers, primary texts, etc.

•List or describe any other materials required for student use/success in this course, such as protective eyewear, uniforms, aprons, etc.

Distance Education

- DE proposals should explain how “ regular effective contact” will take place.

- Unlike correspondence education, in which students are responsible for initiating contact with the instructor, DE instructors are required to actively initiate interaction with their students.

Forms of Instructor Initiated Contact

At a minimum, instructs should use:

- Threaded discussion forums within the course management system, with appropriate instructor participation.
- E-mail.
- Announcements
- Timely feedback on student work.
- Virtual Office Hours.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded*, broadcast, etc.) that, combined with other course materials, creates the virtual equivalent of the face-to-face class.

- DE Courses are considered the *virtual* equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. The number of instructor hours that an instructor is available to students enrolled in a DE class (asynchronous or synchronous) must be at least equal to the number of hours of availability required for face-to-face students.

Associate Degrees for Transfer (ADTs)

In response to Senate Bill 1440, the Academic Senates for California Community Colleges and California State University have developed a faculty-led, state-wide, concerted effort to identify the course content for new **associate degrees for transfer**, which simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. The C-ID infrastructure is being used to develop and vet the transfer model curriculum (TMC) in each of the most common transfer majors. Further, C-ID is being used to develop descriptors for all the courses in the TMCs, providing assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number.

The c-id descriptors and TMC templates

can be found at c-id.net