

District Curriculum Committee Meeting Agenda

Tuesday, September 3, 2024

4:00-5:00pm

CAADO 209/Zoom

Committee Members	Guests
<input type="checkbox"/> Brian Johnson (Chair, MAT, NOR)	<input type="checkbox"/> Lijuan Zhai (AVC ES&IE, RCCD)
<input type="checkbox"/> Eric Bishop (Co-Chair, Int. VC Ed. Services)	<input type="checkbox"/> Steven Schmidt (MUS, RCC)
<input type="checkbox"/> Kelly Douglass (ENG, RIV)	<input type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input type="checkbox"/> Nick Sinigaglia (PHI, MOV)	<input type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)
	<input type="checkbox"/> Nick Franco (AO, NOR)
	<input type="checkbox"/> Deanna Murrell (AO, MVC)
	<input type="checkbox"/> Sabina Fernandez (CPRO, MVC)
	<input type="checkbox"/> Casandra Greene (CPRO, RCC)
	<input type="checkbox"/> Nicole Brown (CPRO, NOR)
Additional Guests:	

Zoom Information

<https://rccd-edu.zoom.us/j/86555446612?pwd=R0dDakVkSzNZQitZZEN0Zm1TTIYvQT09>

+1 669 900 6833 US

Meeting ID: 865 5544 6612

Passcode: 627472

Call to Order:

Agenda and Minutes

1. Approval of Agenda
The agenda will be reviewed, discussed, and considered for approval.
2. Approval of Minutes – May 21, 2024
The minutes will be reviewed, discussed, and considered for approval.

Reports from Colleges

1. Moreno Valley
2. Norco
3. Riverside

Action Items

1. Curriculum Proposals
Curriculum proposals will be reviewed, discussed, and considered for forwarding to the Board of Trustees.

Discussion Items and Public Comment

1. Open Forum
2. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

EQUITY-MINDED CURRICULUM RESOURCES SHARED AT RCC CURRICULUM COMMITTEE 2023-24

PRACTICES WE CAN ENACT



	Encourage students to self-advocate. Reach out to them about the importance of coming to class and other practices that help them succeed and offer guidance on how to regroup when necessary.
	In your classes, try to find time for a catalog tour. Show the Gen Ed page and sample majors and degree patterns; show the list of courses that would be required (and explain double-counting). Connect with pathways counselors to have presentation in the classes.
	Once a course drop deadline has passed – be mindful that students are there until the end and have no options for leaving the class, so help support them as they try to get it done!
	Remind students of their value, why they are here, and that they know things! When students are worried more about a passing grade than the learning and understanding, we are failing them. They are more than their grades. Knowledge is the journey.
	Alert the library if you are using a new text so the library can get at least one copy online for students.

RESOURCES WE CAN SHARE/USE



	<p>A February State Chancellor's Office webinar on the relationship between HBCUs and CCCs included mention of MOUs regarding our system ADTs and transfer to HBCUs:</p> <ul style="list-style-type: none"> ADT alignments can be found via the Transfer Search Tool - https://icangotocollege.com/transfer-tool This is a living tool with new alignments added regularly For more information on the HBCU Transfer Pathways visit website - https://www.californiacommunitycollegehbcutransfer.com/ Join the CCC to HBCU listserv - tinyurl.com/HBCUTransfer Our RCC Umoja counselor has information on scholarships
	<p>Suicide prevention and education resources:</p> <ul style="list-style-type: none"> The SafeTalk program: https://livingworks.net/training/livingworks-safetalk/ Mental health trainings facilitated through Riverside County: https://www.ruhealth.org/behavioral-health/pei-community-education

TOOLS WE CAN USE



	Locally created COR Review Tool ; remind curriculum proposal originators to consult when working on course outlines of record; includes discipline-based equity tool links.
	ASCCC's DEI in Curriculum: Model Principles and Practices , June 2022
	See attached document from RCC's School of Education from their strategies and materials to educate teachers about DEI principles and how to teach through that lens.
	<p>IDEAA Strategies for Curriculum from February 24 Curriculum Regional Meeting (which included a reminder of revised Title 5 language (§51201) that has DEI language so faculty are empowered to do this and codify it in CORs)</p> <ul style="list-style-type: none"> PPT presentation: https://drive.google.com/file/d/1bMJS6i3Br06K1-H6XIIUbYjr6aATddIz/view See slide 9 for links about IDEAA and ways to achieve in curriculum See slide 18 forward for Universal Design strategies

RESOURCES WE CAN READ/LISTEN TO



	Joe Feldman's book <i>Grading for Equity</i> (especially part 3 on equitable grading practices) which the RCC library has online and paper copies of.
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DIVERSITY, EQUITY, & INCLUSION

DEI Lenses / Filters

FAMILY STRUCTURE	GENDER	ABILITY	SOCIO-ECONOMIC STATUS	CULTURE
				
Considers Families of All Types	Includes Humans of All Genders	Accessible to People of All Cognitive, Behavioral, Emotional, and Physical Abilities	Fair to People from Every SES	Respects all Races, Ethnicities, Languages, Cultures, Traditions, & Values

Early Ed DEI Strategies

PRINT	MATERIALS	PROPS	INTERACTIONS	ENVIRONMENT
				
<ul style="list-style-type: none"> • BOOKS • PHOTOS • POSTERS 	<ul style="list-style-type: none"> • TOYS • PEOPLE • ART OPTIONS 	<ul style="list-style-type: none"> • PUPPETS • DRAMATIC PLAY • STORY PROPS 	<ul style="list-style-type: none"> • DEI TOPICS • OEQs w/ DEI FOCUS • DEI VOCAB 	<ul style="list-style-type: none"> • MUSIC • DECOR • INCLUSIVE FURNISHINGS

College Instruction DEI Strategies

ASSIGNMENTS	MATERIALS	POLICIES	INTERACTIONS	CONNECTIONS
				
<ul style="list-style-type: none"> • TOPICS • TIMELINE • RESOURCES • MODALITIES • FLEXIBILITY 	<ul style="list-style-type: none"> • BOOKS/ AUTHORS • VIDEOS • REPRESENTATION • ACCESSIBILITY 	<ul style="list-style-type: none"> • SYLLABUS • LATE WORK /EXTENSIONS • REVISIONS • GRACE 	<ul style="list-style-type: none"> • LANGUAGE /PRAGMATICS • CLASS MANAGEMENT • INTENTIONALITY 	<ul style="list-style-type: none"> • REFLECTION • SPOTLIGHTING VOICES • INSTRUCTOR VULNERABILITY

District Curriculum Committee

Proposals for Review for Meeting: 09/03/2024

Courses

Course Deletions

M N R Discussion

H	SPA 3N	Spanish for Spanish Speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Rationale:	Spanish 3N has not been offered at RCC for quite some time. Since the course is currently only offered at RCC, the best course of action is to launch a course deletion.				
	MOV: Info Item, 2/27/2024	NOR: Info Item, 2/27/2024	RIV: Approved, 5/28/2024			

Course Major Modifications

M N R Discussion

	KIN 38	Stress Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Rationale:	KIN 38 has received conditional designation for CID approval. Updating SLO's, Learning Objectives, Course Content, and Sample Assignments.				
	MOV: Info Item, 5/28/2024	NOR: Approved, 5/28/2024	RIV: Approved, 5/28/2024			
H	PSY 48	Statistics for the Behavioral Sciences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Will be held for program modifications.
	Rationale:	PSY/SOC-48 is modified to be a 4-credit instead of a 3-credit hour course. UCs (e.g., UCR) and CSUs (e.g., CSUSB) devote more credit hours for their behavioral science statistics courses than their other (non-methods) psychology/sociology courses. The content of the PSY/SOC-48 COR was originally designed, in part, to reflect the behavioral science statistics courses offered in UCs and CSUs. The course is more likely to be transferable to these schools if it is increased from 3 to 4 units. Course materials and advisories have also been updated.				
	MOV: Approved, 2/27/2024	NOR: Approved, 2/27/2024	RIV: Approved, 2/27/2024			
H	SOC 48	Statistics for the Behavioral Sciences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Will be held for program modifications.
	Rationale:	PSY/SOC-48 is modified to be a 4-credit instead of a 3-credit hour course. UCs (e.g., UCR) and CSUs (e.g., CSUSB) devote more credit hours for their behavioral science statistics courses than their other (non-methods) psychology/sociology courses. The content of the PSY/SOC-48 COR was originally designed, in part, to reflect the behavioral science statistics courses offered in UCs and CSUs. The course is more likely to be transferable to these schools if it is increased from 3 to 4 units. Course materials and advisories have also been updated.				
	MOV: Approved, 2/27/2024	NOR: Approved, 2/27/2024	RIV: Approved, 2/27/2024			

Course Minor Modifications

M N R Discussion

	CAT 846	Access Skills: Creating and Using Tables	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Rationale:	Two year review. Update for Office 365 course materials (in 2024).				
	MOV: Info Item, 5/28/2024	NOR: Info Item, 5/28/2024	RIV: Info Item, 5/28/2024			
	CIS 846	Access Skills: Creating and Using Tables	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Rationale:	Two year review and update for Office 365 course materials (in 2024)				
	MOV: Info Item, 5/28/2024	NOR: Info Item, 5/28/2024	RIV: Info Item, 5/28/2024			

Distance Education

M N R Discussion

	MAT 32DE	Introduction to Symbolic Logic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Rationale:					
	MOV: Approved, 5/28/2024	NOR: Approved, 5/28/2024	RIV: Info Item, 5/28/2024			
	PHI 32DE	Introduction to Symbolic Logic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Rationale:					
	MOV: Approved, 5/28/2024	NOR: Approved, 5/28/2024	RIV: Approved, 5/28/2024			

Courses

New Courses

M N R Discussion

H AHS 60 **Special Topics in Art History & Visual Culture**

Rationale: Art history and visual culture are constantly evolving; a rotating, special themed class enables faculty to continually craft the classroom experience and curriculum to foreground new critical perspectives, areas of research and scholarship, and emerging trends. A special themed class also provides a venue for faculty to share their own areas of particular expertise, research, and other professional talents with students. The content of the course is by design flexible; it will be selected and approved by the department. The direction of the course will be determined by current needs and interests of students and faculty. The organization of the course and material will vary from semester to semester, and instructor to instructor.

MOV: Info Item, 5/14/2024 **NOR:** **Approved, 5/28/2024** **RIV:** Info Item, 5/14/2024

H MAN 66 **Pneumatic Fluid Power Systems**

Rationale: This proposal is to split up the MAN-60 so that pneumatics or hydraulics can be offered to help the students get through the program faster. We will also be changing the certificates in which the MAN 60 course is specified as an or. MAN 60, MAN 78 or MAN 66

MOV: Info Item, 5/14/2024 **NOR:** **Hold, 5/28/2024** **RIV:** Info Item, 5/14/2024

5/14/24 -Need to fix numerous issues with COR. 5/24/24 - COR needs more revisions.

H MAN 78 **Hydraulic Fluid Power Systems**

Rationale: This proposal is to split up the MAN-60 so that pneumatics or hydraulics can be offered to help the students get through the program faster. We will also be changing the certificates in which the MAN 60 course is specified as an or. MAN 60, MAN 78 or MAN 66

MOV: Info Item, 5/14/2024 **NOR:** **Hold, 5/28/2024** **RIV:** Info Item, 5/14/2024

5/14/24 -Need to fix numerous issues with COR. 5/24/24 - COR needs more revisions. SLO is wrong.

H PSY 60 **Independent Study in Psychology**

Rationale: Psychology majors want to gain experience in performing research studies.

MOV: **Approved, 3/26/2024** **NOR:** **Approved, 3/26/2024** **RIV:** **Hold, 3/26/2024**

General Education

General Education Modifications

M N R Discussion

HCA **Anesthesia Technology**

Rationale: Proposing that students who complete the Anesthesia Technology program be exempt from RCCD GE Area 7: Lifelong Learning.

Anesthesia Technology program is requesting to be listed as a program under Area 7: Lifelong Learning and Self Development – Option 1

MOV: Info Item, 5/28/2024 **NOR:** Info Item, 5/28/2024 **RIV:** **Approved, 5/28/2024**

LIB 1 **Introduction to Information Literacy**

Rationale: Proposal to add LIB 1 to RCCD GE Area 7: Lifelong Learning and Self-Development.

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

MOV: **Approved, 5/28/2024** **NOR:** **Approved, 5/28/2024** **RIV:** **Hold, 5/28/2024**

LIB 1 is a 1-unit course and the Area 7 as currently worded suggests that the 2-3 lifelong learning units must come from one of the three option areas (not a combination); committee would like DCC/Standards to consider a change to GE Area 7 language to allow for a combination of courses that add to 2-3 units. This proposal is also held because it wasn't clarified on the proposal which option the course should go in.

Programs

Program Modifications

M N R Discussion

Degree & Certificate

EDU [Education Paraprofessional](#)

Rationale: The course SPA-3N is no longer being offered, Students can choose between SPA 1 or 2.

MOV: Info Item, 5/28/2024

NOR: Info Item, 5/28/2024

RIV: **Approved, 5/28/2024**

Program Outline

Title: Education Paraprofessional

Originator: Amber Lappin

Date 12/5/2023

Department: School of Education and Teacher Preparation

College/Learning Pathway/Engagement Center: Riverside - Education and Teacher Preparation

Moreno Valley College **Norco College** **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 080200 CIP Code: 130501

Type of Program:

Certificate of Achievement only Locally approved certificate (8-units or less) only
 Associate Degree only Certificate of Achievement and Degree

Type of Associate Degree:

Associate of Arts Associate of Science

This is a: New certificate/degree* Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**

Yes, minutes attached Approval Pending
 No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)
Change the elective option: SPA-3N to SPA-1 or SPA 2

Rationale:

(Please note: This information will be presented to the Board of Trustees.)

The course SPA-3N is no longer being offered, Students can choose between SPA 1 or 2.

Required Documentation

Please submit this form and the documents outlined below to your college’s Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

Evidence of district-wide discipline communication
 Department minutes showing approval

- Narrative (*see following page*)
- Transfer preparation documentation (*only if applicable*)

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

- Labor Market Information and Analysis (*Required for new programs and modifications.*)
- Advisory Committee Recommendation (*Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.*)
- Regional Consortium Recommendation (*Required for new programs only.*)

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

This program prepares individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. This includes instruction in techniques of general classroom supervision, maintaining order, assisting with lessons, and carrying out related assignments.

Item 2. Catalog Description

This program prepares individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. This includes instruction in techniques of general classroom supervision, maintaining order, assisting with lessons, and carrying out related assignments.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Provide assistance to a teacher in regular classroom settings or in facilitating instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English.
- Demonstrate instruction techniques of general classroom, such as assisting with lessons, maintaining order and implementing related assignments.
- Engage in professional communication with teachers and related school staff.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Required Courses: 17 units

Course	Title	Units	Sequencing
EDU 1	Introduction to Elementary Classroom Teacher	4	Fall 1
EAR 20	Child Growth and Development	3	Fall 1
ENG 1A/H Or ENG 50	English Composition/Honors Basic English Composition	4	Fall 1
COM 1/H Or COM 9/H	Public Speaking/Honors Interpersonal Communication/Honors	3	Spring 1
HIS 6/H Or HIS 7/H	United States History to 1877 United States History from 1865	3	Spring 1

Elective Courses: 8 units

Course	Title	Units	Sequencing
EAR 26	Health Safety and Nutrition	3	Fall or Spring year 1
EAR 30	Children’s Literature	3	Fall or Spring year 1
KIN 30	First Aid and CPR	3	Fall or Spring year 1
SPA 1 Or SPA 2	Spanish 1 Spanish 2	5	Fall or Spring year 1

Total Program Units: 25 units

Item 4. Master Planning

Program is currently part of the Early Childhood Education Curriculum.

Item 5. Enrollment and Completer Projections

Approximately 12 students annually.

Item 6. Place of Program in Curriculum/Similar Programs

Program currently exists in EAR discipline.

Item 7. Similar Programs at Other Colleges in Service Area

MSJC

Item 8. Transfer Preparation Information (if applicable)

If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

NA