RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

District Technical Review Committee
Meeting Agenda

Tuesday, May 21, 2024	**2:30-4:00pm**	**CAADO 209/Zoom**

Committee Members	**Guests**
☐ Steven Schmidt (Chair, MUS)	☐ Lijuan Zhai (AVC Ed Services and Institutional Effectiveness, RCCD)
☐ Susan Mills (Co-Chair, VC Ed. Services)	☐ Nick Sinigaglia (PHI, MOV)
☐ Kelly Douglass (ENG, RCC)	☐ Bryan Medina (CPRO, RCCD)
☐ Brian Johnson (MAT, NOR)	☐ Ellen Brown-Drinkwater (AO, RCC)
☐ Ann Pfeifle (HIS, MVC)	☐ Nick Franco (AO, NOR)
	☐ Deanna Murrell (AO, MVC)
	☐ Sabina Fernandez (CPRO, MVC)
	☐ Casandra Greene (CPRO, RCC)
	☐ Nicole Brown (CPRO, NOR)
Additional Guests:	

Zoom Information
https://rccd-edu.zoom.us/j/86555446612?pwd=R0dDakVkSzNZQitZZEN0Zm1TTlYvQT09
+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 7, 2024
   The minutes will be reviewed, discussed, and considered for approval.

Action Items

1. Curriculum Proposals
   Curriculum proposals will be reviewed, discussed, and considered for forwarding to the College Curriculum Committees.

2. NNA-80; NNA-80A; Nursing Assistant Program; Acute Care Nursing Assistant; Home Health Aide
   The courses and programs listed above will be reviewed, discussed, and considered for forwarding to the Board of Trustees.

Discussion Items and Public Comment

1. Interdisciplinary Program Council Proposal – Kelly Douglass
2. Meta Public Site COR Search – Bryan Medina
3. AB 1111 – Bryan Medina
4. Open Forum
5. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

**Procedure for Creating Temporary Interdisciplinary Councils
to Act in Place of Disciplines in the Curriculum Process***
(ADT and AoE)
***Also for sharing with Assessment and Program Review committees for faculty work on degrees
that have no single discipline that owns an ADT or AOE**

> **NOTE: These procedures do not alter the existing curriculum process; they are for interdisciplinary degrees that by definition are not owned by a single discipline but still need to do faculty-driven work in curriculum, program review, and degree maintenance. The council, as define below for each degree type, will act in place of a single discipline when reviewing single course inclusions/exclusions and whole program modifications.**

How to determine course additions and removals from interdisciplinary degrees:
- Single disciplines who want to add or remove a course from an interdisciplinary degree should include the degree program description and program objectives from the catalog and explain which one (or more) of the program objectives their course will contribute to students achieving and how the course fits (or no longer fits) with the program description. Specifically, we recommend that the proposal rationale include the following:
    - Course number and course name
    - The text of the degree program description or outcomes with the parts that relate to your course highlighted
    - A list of the course SLOs, with the ones that address the program description or outcomes highlighted
    - A list of the course objectives, with the ones that address the program description or outcomes highlighted
    - Since the link between an item in the COR and an item in the program description or outcomes may not be clear and obvious to someone outside your discipline, please include a brief written explanation of how items in the COR relate to specific language in the program narrative or outcomes
- The single discipline that wants to add/remove a course to an interdisciplinary degree will have its proposal forwarded to the interdisciplinary council once assembled by the district curriculum chairs.

How to initiate a program modification to an interdisciplinary degree:
- Whether by statutory requirement (ADT), local program review of an AOE or ADT, or an informal request via the curriculum committees/chair for a timely review of an AOE, a council can be formed to proposal a degree modification.
- When a council assembles to review proposals and/or do program review or assessment of an interdisciplinary degree, the council could also propose changes to a program, such as to the narrative for example, in the same way that a single discipline does (though this typically happens as a result of program review and/or assessment first) and make their own recommendations or proposals about additional course inclusions or removals, but only with careful consideration from all disciplines with a stake in the degree whether they have a vote or not.

- Faculty should be instructed that while the initial program modification is due at a specific date to techreview@rcc.edu, they will be collected with any other modification proposals for that specific degree and distributed to the specific degree council for review as "acting discipline" to tech review in place of a traditional discipline and department.

Who are the councils?
- Curriculum committee chairs across the district will coordinate and communicate to request one current curriculum committee member to serve as the lead for the council to be formed to review that degree. The lead for the degree must be someone from a discipline (or representing a department with that discipline in it) with a course in the degree (ideally someone with the most or many of the courses in that degree) though they don't have to be from among the voting members list (but they can be).
- Along whatever annual timeline we decide, the council lead will assemble a council to review all modifications to that degree if any have been forwarded by tech review.
- The assembled council should have representation for the purpose of review, consultation, and discussion from each discipline with a course in the degree; council members don't have to be on the curriculum committee. There should be clear written and multiple outreach to disciplines with a course in the program to invite participation. Council discussion will happen with members who participate, so it is imperative to communicate the invitation and that the work will go on if it is declined and a discipline is not represented in discussion.
- For ADTs, which are college degrees, the final proposal or decision of the council, acting in place of a single discipline, will be made by a vote of participating voting members serving on the council and if approved move forward through the regular curriculum process.
- For AOEs, which are district degrees, the final recommendation of the council, acting in place of a single discipline, will be made by a vote of participating voting members serving on the council and forwarded to the full college curriculum committee's as a recommendation and if approved move forward through the regular curriculum process.
- Voting members of the council will be identified according to degree type and composition as described below based on degree at the time council is formed for specific proposal or program review:
  - Interdisciplinary ADTS (college councils):
    - For already built ADTs: One vote per discipline represented in required core courses in the ADT narrative at lowest common denominator that preserves the ratio of representation
    - For new ADTs under construction: One vote per discipline represented in required core courses in TMC at lowest common denominator that preserves the ratio of representation
  - Interdisciplinary AOEs that have required core courses (district council):
    - Proportional representation by discipline at lowest common denominator that preserves the ratio of representation and allows for equal representation from all three colleges
  - Interdisciplinary AOEs that have no required core courses (district council):

- - The Curriculum Rep council lead will request volunteers for a voting membership of six, each from the disciplines with the most courses represented in the degree.
  - The council will also be equally represented with two reps from each college (this may require some orchestration from curriculum chairs to make sure the six council members cover the six most represented disciplines as well as the three colleges equally).
- The degree council lead should distribute all proposals to the council and schedule a zoom or in-person meeting for any needed discussion and voting by XXX date.
- Once voting members vote on the proposals, the lead will provide a summary of the council votes (which can include any relevant points of discussion if they consider them important or can just be the tally) as a document to their college Curriculum Chairs to add as a document to a collated proposal of modifications to go to tech review, then the college committees, and then DCC and the final curriculum approval process.
- For college-specific interdisciplinary degrees (ADTs) this process happens as described above.
- For district interdisciplinary degrees (AOEs), the council will forward their votes on a proposal or their proposal, like a college discipline, to techreview@rccd.edu.
- Additional note: for any degrees with overlapping and similar discipline membership, there is no requirement for separate degree chairs and council members; for example, RCC has several Social Justice Studies ADTs many of which include most of the same disciplines with only slight variation. The assembled members could serve as council for all of the degrees with outlier disciplines participating in votes and discussion relevant to their degrees only.

Note to Academic Standards, College Curriculum Committees, and Academic Senate reviewers of proposed process: the actual timeline for this process should be left to the Tech Review committee to determine in order to maximize and balance faculty involvement and catalog deadlines, a conversation best had among the Tech Review committee membership once the overall process is finalized.

Appendix for discussion for Standards Committee:
- **Interdisciplinary ADTS (sample council voting membership based on 23-24 catalog):**
  - RCC degrees and disciplines in Required Core on ADT and TMC:
    - Law, Public Policy, and Society (24-25 Revision)
      - ENG (2; 1 ENG specific and 1 as option with COM in ADT)
      - PHI (1 in ADT)
      - POL (1 in ADT)
      - ADJ area course (1 from 3 choices in ADT)
      - COM (2; 1 COM specific and 1 as option with ENG in ADT)
      - HIS (1 from 4 choices in ADT)
      - MAT/PSY/SOC (1 to represent Statistics)
      - ==Note that PAL is not in the ADT because it is not a transferable discipline; however, PAL is the lower division discipline most affiliated with the formation of the degree and should be an involved discipline in program and course review discussions.==
    - 3 ADTs: Social Justice Studies: Asian American Studies; Social Justice Studies: Black Studies; Social Justice Studies: Native American and Indigenous Studies
      - ETS (2 in ADT)
      - SOC (1 in ADT; 1 course slot with choice btwn 2 courses)
    - Social Justice Studies: Chicanx and Latinx Studies
      - ETS (2 in ADT; 1 course slot of ETS and 1 of ETS or HIS)
      - SOC (1 in ADT; 1 course slot with choice btwn 2 courses)
      - HIS (1 in ADT; 1 slot of ETS or HIS)
    - Social Justice Studies: Ethnic Studies
      - ETS (2 in ADT; 1 course slot of ETS; 1 with choice of 3 ETS or 1 HIS)
      - SOC (1 in ADT; 1 course slot with choice btwn 2 courses)
      - HIS (1 in ADT; 1 with choice of 3 ETS or 1 HIS)
    - Social Justice Studies: General
      - ETS (1 in ADT)
      - SOC (3 in ADT)
    - Social Justice Studies: LGBTQ Studies
      - ETS (1 in ADT)
      - SOC (1 in ADT; 1 course slot with choice btwn 2 courses)
      - PHI (1 in ADT)
- **Interdisciplinary District AOEs that HAVE required core courses (sample council voting membership based on 23-24 catalog):**
  - AOE AA in Admin and Info Systems, 9 unit core from
    - ACC (1)
    - BUS (2)
    - CAT (1)
    - CIS (2)
    - ECO (2)
    - POL (1)

- AOE AA in American Studies, 6 unit core from
  - ENG (2)
  - ETS (4)
  - HIS (8)
  - MIL (2)
- AOE AA in Kinesiology, Health and Wellness; 3 units each from (note that this council will be six members; two from disciplines as listed below from each of the colleges to ensure district representation)
  - HES or BIO (1 class option in either discipline – x-listed same course)
  - KIN (1 class from 20 choices)
- AOE AS in Math and Science, one course each from three major areas, which means one vote from one rep from each of three areas
  - MAT (6 options)
  - Phys. Sciences (15 options total): AST (1); CHE (4); GEG (2); GEO (3); OCE (1); PHS (1); PHY (3)
  - BIO (15 options)
- **Interdisciplinary District AOEs that have no required core courses (sample council voting membership based on 23-24 catalog):**
  - AOE AA in Communication, Media, and Languages:
    - 19 disciplines, some with one course and one with 26
    - 18 units required;
    - 6 reps from most represented courses:
      - ENG (26)
      - ASL (12)
      - JOU (12)
      - COM (10)
      - SPA (8)
      - ARA, FST, FRE, or JPN (5)
  - AOE AA in Fine and Applied Arts
    - 10 disciplines, some with four courses and some with 20+
    - 18 units required;
    - 6 reps from most represented courses:
      - MUS (62)
      - ART (44)
      - DAN (34)
      - THE (23)
      - FTV (17)
      - AHS (14)
  - AOE AA in Humanities, Philosophy and Arts
    - 26 disciplines, some with one course and some with 20+
    - 18 units required;
    - 6 reps from most represented courses:
      - ENG (21)
      - AHS (14)
      - HIS (14)

- ASL (12)
- HUM (10)
- PHI (10)
- (Doesn't include count of applicable studio courses and disciplines but these are only 3 units of applicability and courses are less than 3 units; to count distorts more towards Fine and Applied Arts)
- AOE AA in Social and Behavioral Sciences
  - 15 disciplines
  - 18 units required;
  - 6 reps from most represented courses:
    - POL (14)
    - ADJ (13)
    - HMS (10)
    - ANT (9)
    - ECE (9)
    - SOC (9)

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Interdisciplinary AOE / ADT
Program Description or Outcomes Modification

Program:
Proposal Originator:
Program Type: Choose an item.
College or District: Choose an item.

Instructions for Program Modifications:

1. A list of interdisciplinary degrees and information on council formation can be found at [link].

2. Interdisciplinary councils proposing a modification to program descriptions or learning outcomes must complete this form and submit it to techreview@rccd.edu.

3. ADT Interdisciplinary Councils are voting bodies and should only submit approved proposals to Tech Review for review. All ADT proposals must also submit the ADT modification form, a completed TMC, and any required articulation documentation.

4. AOE Interdisciplinary Councils are recommending bodies and must submit all proposals, whether approved or rejected, to Tech Review for review.

5. Councils must submit all completed documentation to techreview@rccd.edu by the October program submission deadline for any changes to be included in the subsequent catalog. Incomplete documentation may cause delays in proposal approval and catalog publication. To see the most up to date Curriculum Calendar, please visit https://www.rccd.edu/admin/ed_services/curr/cc/index.html.

Commented [MB1]: This will only allow for one Tech Review, one College Curriculum, and one DCC meeting. All documentation must be complete.

Interdisciplinary AOE / ADT
Program Description or Outcomes Modification
<u>Proposal Information</u>

Program Description or Outcomes Modifications

If proposing to modify the program description or learning outcomes, enter the updated language into the text boxes below. Otherwise, continue to the course proposal on the next page.

1. Program Description

[Enter revised program description here.]

2. Program Learning Outcomes

[Enter <u>all</u> of the learning outcomes here including any revisions.]

3. Rationale *(Explain why the description and/or learning outcomes are being modified)***:**

<u>Council Information</u>

Meeting Date:
Location:

Council Members in Attendance:

<u>Representative</u>	<u>Name</u>	<u>Discipline</u>
Council Lead	Click or tap here to enter text.	Enter Discipline.
Council Members	Click or tap here to enter text.	Enter Discipline.
	Click or tap here to enter text.	Enter Discipline.
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1. Proposal Discussion Notes:

2. Council Vote:

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**Interdisciplinary AOE / ADT
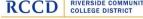Course Addition or Removal**

Program:
Proposal Originator:
Program Type: Choose an item.
College or District: Choose an item.

Instructions for Program Modifications:

1. A list of interdisciplinary degrees and information on council formation can be found at [link].

2. Originators seeking to add a course to or remove a course from an interdisciplinary AOE or ADT must first obtain district-discipline and originating department approval.

3. After obtaining approval, originators must complete items #1 through 7 on page 2 of this form and submit it to the interdisciplinary council who oversees the program along with the minutes showing discipline and department approval.

4. After reviewing the proposal, the interdisciplinary council should complete the items on page 3 of this form. Once the council has reviewed, discussed, and voted on the proposal, the form can be submitted to techreview@rccd.edu.

5. ADT Interdisciplinary Councils are voting bodies and should only submit approved proposals to Tech Review for review. All ADT proposals must also submit the ADT modification form, a completed TMC, and any required articulation documentation.

6. AOE Interdisciplinary Councils are recommending bodies and must submit all proposals, whether approved or rejected, to Tech Review for review.

7. Councils must submit all completed documentation to techreview@rccd.edu by the October program submission deadline for any changes to be included in the subsequent catalog. Incomplete documentation may cause delays in proposal approval and catalog publication. To see the most up to date Curriculum Calendar, please visit https://www.rccd.edu/admin/ed_services/curr/cc/index.html.

Commented [MB1]: This will only allow for one Tech Review, one College Curriculum, and one DCC meeting. All documentation must be complete.

**Interdisciplinary AOE / ADT
Course Addition or Removal**
Proposal Information

Course Proposal
(If proposing more than one modification, copy, paste, and complete items 1 through 7 below for each course).

1. Course Discipline, Number, and Title:

2. Proposal Type: Choose an item.

3. Is the request to modify required courses, electives, or both?   Choose an item.

4. Program Description and Learning Outcomes:

[Copy and paste the program's description and learning outcomes from the catalog here. Then, <mark>highlight the sections that relate to the course proposal.</mark>]

5. Course SLOs:

[Copy and paste the course's student learning outcomes from the COR here. Then, <mark>highlight the outcomes that relate to the program's learning outcomes.</mark>]

6. Course Objectives:

[Copy and paste the course's objectives from the COR here. Then, <mark>highlight the objectives that relate to the program's learning outcomes.</mark>]

7. Rationale *(Explain the link between the course objectives/outcomes and program description/outcomes)*:

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**Interdisciplinary AOE / ADT
Course Addition or Removal**
<u>**Council Use Only**</u>

Meeting Date:
Location:

Council Members in Attendance:

<u>Representative</u>	<u>Name</u>	<u>Discipline</u>
Council Lead	Click or tap here to enter text.	Enter Discipline.
Council Members	Click or tap here to enter text.	Enter Discipline.
	Click or tap here to enter text.	Enter Discipline.
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	Click or tap here to enter text.	Enter Discipline.

1. Proposal Discussion Notes:

2. Council Vote:

Technical Review - Curriculum Proposals
Proposals for Review for 05/21/2024

Courses

Course Deletions
M N R   Notes

H **CIS 28A**   **MS Access Programming**   ☐ ☐ ☑

Awaiting MOV Computer Applications Program.

H **CSC 28A**   **MS Access Programming**   ☐ ☐ ☑

Awaiting MOV Computer Applications Program.

Course Major Modifications
M N R   Notes

H **HMS 200**   **Human Services Work Experience**   ☑ ☐ ☐

Course is now HMS specific. The hours do not match the new requirements for work experience courses (54 hours per unit). Minutes may need to be clarified.

KIN 38   **Stress Management**   ☐ ☑ ☑

Course Minor Modifications
M N R   Notes

CAT 846   **Access Skills: Creating and Using Tables**   ☐ ☐ ☑

CIS 846   **Access Skills: Creating and Using Tables**   ☐ ☐ ☑

Distance Education
M N R   Notes

H **ELE 23DE**   **Electronic Devices and Circuits**   ☐ ☑ ☐

All ELE proposals should be held. All of the DE forms refer to another DE form as being completed. For mirrored courses, is it appropriate for a single form to list the pair of mirrored courses? We do this with crosslisted courses. However, the form should not refer to another form and not complete the content.

H **ELE 25DE**   **Digital Techniques**   ☐ ☑ ☐

H **ELE 26DE**   **Microcontrollers**   ☐ ☑ ☐

Not listed on minutes.

H **ELE 28DE**   **MultiSim CAD & PCB Design/Fab**   ☐ ☑ ☐

H **ELE 76DE**   **Low Voltage Wiring and Alternate Energy Generation**   ☐ ☑ ☐

Not listed on minutes.

H **ELE 77DE**   **Electrical Theory for Electricians**   ☐ ☑ ☐

Not listed on minutes.

H **ELE 811DE**   **DC Electronics**   ☐ ☑ ☐

H **ELE 813DE**   **AC Electronics**   ☐ ☑ ☐

H **ELE 823DE**   **Electronic Devices and Circuits**   ☐ ☑ ☐

H **ELE 825DE**   **Digital Techniques**   ☐ ☑ ☐

Courses

Distance Education

			M	N	R	Notes
H	ELE 828DE	MultiSim CAD & PCB Design/Fab	☐	☑	☐	
	MAN 10DE	Manufacturing Basic Operations	☐	☑	☐	
	MAN 11DE	Manufacturing Advanced Operations	☐	☑	☐	
	MAN 12DE	Robot Systems Basic Operations	☐	☑	☐	
	MAN 13DE	Robot Systems Advanced Operations	☐	☑	☐	
	MAN 15DE	Industry 4.0 Total Productive Maintenance	☐	☑	☐	
	MAT 32DE	Introduction to Symbolic Logic	☑	☑	☐	
H	PHI 32DE	Introduction to Symbolic Logic	☑	☑	☑	

Awaiting crosslisted MAT-23.

Distance Education Modifications

			M	N	R	Notes
H	ELE 11DE	DC Electronics	☐	☑	☐	
H	ELE 13DE	AC Electronics	☐	☑	☐	

New Courses

			M	N	R	Notes
H	AHS 61	Independent Study	☐	☑	☐	

Needs to be held awaiting the finalized Board Policy.

			M	N	R	Notes
H	ELE 811	DC Electronics	☐	☑	☐	

Units listed, no objectives, SLO format not correct. No course content for the lab. No methods of instruction, no materials. Grading method selected is "no grade". ELE-11 does not have objectives and also needs to be updated.

			M	N	R	Notes
H	ELE 813	AC Electronics	☐	☑	☐	

Units, SLOs and objectives may be flipped (but this matches credit version), no materials.

			M	N	R	Notes
H	ELE 823	Electronic Devices and Circuits	☐	☑	☐	

Units, objectives formatting, no SLOs, no materials.

			M	N	R	Notes
H	ELE 825	Digital Techniques	☐	☑	☐	

Description may be incomplete, SLOs, objective formatting

			M	N	R	Notes
H	ELE 828	MultiSim CAD & PCB Design/Fab	☐	☑	☐	

SLOs, objective formatting

			M	N	R	Notes
H	ELE 876	Low Voltage Wiring and Alternate Energy Generation	☐	☑	☐	

Activity hours listed.

			M	N	R	Notes
H	ELE 877	Electrical Theory for Electricians	☐	☑	☐	

SLOs, objective formatting

Courses

New Courses

			M	N	R	Notes
H	EMS 95	Mobile Intensive Care Nurse (MICN)	☑	☐	☐	

Has GESLOs, formatting issues, unlimited repeatability, SAM code needs to be changed, outside of class hours not correct.

			M	N	R	Notes
	MAN 10	Manufacturing Basic Operations	☐	☑	☐	
	MAN 11	Manufacturing Advanced Operations	☐	☑	☐	
	MAN 12	Robot Systems Basic Operations	☐	☑	☐	
	MAN 13	Robot Systems Advanced Operations	☐	☑	☐	
	MAN 15	Industry 4.0 Total Productive Maintenance	☐	☑	☐	

General Education

General Education Modifications

			M	N	R	Notes
H	ADM 63A	Design For Print Publication	☑	☑	☑	

Holding for revised proposal.

			M	N	R	Notes
H	ADM 84A	Screen Printing	☑	☑	☑	

Holding for revised proposal.

			M	N	R	Notes
H	ADM 85A	Commercial Printing	☑	☑	☑	

Holding for revised proposal.

			M	N	R	Notes
	HCA	Anesthesia Technology	☐	☐	☑	
	LIB 1	Introduction to Information Literacy	☑	☑	☑	

Programs

New Programs

Certificate

			M	N	R	Notes
H	MAN	Robotics Specialist	☐	☑	☐	

Awaiting Regional Consortium Recommendation. Catalog Description should be revised.

Program Modifications

Certificate

			M	N	R	Notes
H	HMS	Drug and Alcohol Studies	☑	☐	☐	

Holding to clarify WKX/HMS-200.

Degree & Certificate

			M	N	R	Notes
	EDU	Education Paraprofessional	☐	☐	☑	

Technical Review - Curriculum Proposals
Proposals for Review for 05/21/2024

Courses

Course Deletions

			M N R	Discussion	Action
H	**CIS 28A**	**MS Access Programming**	☐ ☐ ☑	Awaiting MOV Computer Applications Program.	
	Rationale:	Course is no longer part of any programs and has not been offered in over 5-years.			
H	**CSC 28A**	**MS Access Programming**	☐ ☐ ☑	Awaiting MOV Computer Applications Program.	
	Rationale:	This RIV-Only course is standalone and has not been offered in several years since the deletion of the Relational Database program over 7-years ago.			

Course Major Modifications

			M N R	Discussion	Action
H	**HMS 200**	**Human Services Work Experience**	☑ ☐ ☐	Course is now HMS specific. The hours do not match the new requirements for work experience courses (54 hours per unit). Minutes may need to be clarified.	
	Rationale:	The HMS 200 major modification is completed in alignment with state regulatory work experience requirements (See 5 Cal. Code Regs. § 52010). The HMS discipline is updating the HMS 200 course with the purposes of adding to the Drug and Alcohol Studies certificate.			
	KIN 38	**Stress Management**	☐ ☑ ☑		
	Rationale:	KIN 38 has received conditional designation for CID approval. Updating SLO's, Learning Objectives, Course Content, and Sample Assignments.			

Course Minor Modifications

			M N R	Discussion	Action
	CAT 846	**Access Skills: Creating and Using Tables**	☐ ☐ ☑		
	Rationale:	Two year review. Update for Office 365 course materials (in 2024).			
	CIS 846	**Access Skills: Creating and Using Tables**	☐ ☐ ☑		
	Rationale:	Two year review and update for Office 365 course materials (in 2024)			

Technical Review Proposals for 05/21/2024
Proposals marked with a red "H" were held at a previous Tech Review meeting.
Documents in the Programs section without an underline have not yet been received by the Tech Review Committee.

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Courses

Distance Education		M N R	Discussion	Action
H **ELE 23DE** Rationale:	**Electronic Devices and Circuits**	☐ ☑ ☐	All ELE proposals should be held. All of the DE forms refer to another DE form as being completed. For mirrored courses, is it appropriate for a single form to list the pair of mirrored courses? We do this with crosslisted courses. However, the form should not refer to another form and not complete the content.	
H **ELE 25DE** Rationale:	**Digital Techniques**	☐ ☑ ☐		
H **ELE 26DE** Rationale:	**Microcontrollers**	☐ ☑ ☐	Not listed on minutes.	
H **ELE 28DE** Rationale:	**MultiSim CAD & PCB Design/Fab**	☐ ☑ ☐		
H **ELE 76DE** Rationale:	**Low Voltage Wiring and Alternate Energy Generation**	☐ ☑ ☐	Not listed on minutes.	
H **ELE 77DE** Rationale:	**Electrical Theory for Electricians**	☐ ☑ ☐	Not listed on minutes.	
H **ELE 811DE** Rationale:	**DC Electronics**	☐ ☑ ☐		
H **ELE 813DE** Rationale:	**AC Electronics**	☐ ☑ ☐		
H **ELE 823DE** Rationale:	**Electronic Devices and Circuits**	☐ ☑ ☐		
H **ELE 825DE** Rationale:	**Digital Techniques**	☐ ☑ ☐		
H **ELE 828DE** Rationale:	**MultiSim CAD & PCB Design/Fab**	☐ ☑ ☐		
MAN 10DE Rationale:	**Manufacturing Basic Operations**	☐ ☑ ☐		
MAN 11DE Rationale:	**Manufacturing Advanced Operations**	☐ ☑ ☐		

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Courses

Distance Education

			M	N	R	Discussion	Action
	MAN 12DE	**Robot Systems Basic Operations**	☐	☑	☐		
	Rationale:						
	MAN 13DE	**Robot Systems Advanced Operations**	☐	☑	☐		
	Rationale:						
	MAN 15DE	**Industry 4.0 Total Productive Maintenance**	☐	☑	☐		
	Rationale:						
	MAT 32DE	**Introduction to Symbolic Logic**	☑	☑	☐		
	Rationale:						
H	**PHI 32DE**	**Introduction to Symbolic Logic**	☑	☑	☑	Awaiting crosslisted MAT-23.	
	Rationale:						

Distance Education Modifications

			M	N	R	Discussion	Action
H	**ELE 11DE**	**DC Electronics**	☐	☑	☐		
	Rationale:						
H	**ELE 13DE**	**AC Electronics**	☐	☑	☐		
	Rationale:						

New Courses

			M	N	R	Discussion	Action
H	**AHS 61**	**Independent Study**	☐	☑	☐	Needs to be held awaiting the finalized Board Policy.	
	Rationale:	To provide students with an opportunity to complete independent research projects and/or other scholastic/creativity in art history, as a way to gain first-hand experience in the field and advance their academic and/or career goals.					
H	**ELE 811**	**DC Electronics**	☐	☑	☐	Units listed, no objectives, SLO format not correct. No course content for the lab. No methods of instruction, no materials. Grading method selected is "no grade". ELE-11 does not have objectives and also needs to be updated.	
	Rationale:	Creating an 800 level course so that students can have the option to take Credit/Non Credit					
H	**ELE 813**	**AC Electronics**	☐	☑	☐	Units, SLOs and objectives may be flipped (but this matches credit version), no materials.	
	Rationale:	Creating an 800-level course so that students can have the option to take credit/Non credit					

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Courses

New Courses		M N R	Discussion	Action
H	**ELE 823** **Electronic Devices and Circuits** Rationale: Creating an 800-level course so that students can have the option to take Credit/Non Credit	☐ ☑ ☐	Units, objectives formatting, no SLOs, no materials.	
H	**ELE 825** **Digital Techniques** Rationale: Creating an 800-level course so that students can have the option to take Credit/Non Credit	☐ ☑ ☐	Description may be incomplete, SLOs, objective formatting	
H	**ELE 828** **MultiSim CAD & PCB Design/Fab** Rationale: creating an 800 level course so that students can have option to take Credit/non Credit	☐ ☑ ☐	SLOs, objective formatting	
H	**ELE 876** **Low Voltage Wiring and Alternate Energy Generation** Rationale: Creating an 800 level course so that students can have the option to take Credit/Non Credit	☐ ☑ ☐	Activity hours listed.	
H	**ELE 877** **Electrical Theory for Electricians** Rationale: Creating an 800 level course so that students can have the option to take Credit/Non Credit	☐ ☑ ☐	SLOs, objective formatting	
H	**EMS 95** **Mobile Intensive Care Nurse (MICN)** Rationale: Paramedics are trained in all areas of the pre-hospital setting. They provide care and treatment based on local protocols. This course trains experience Emergency Department RNs the protocols that are implemented in Riverside County. The course trains them on the local protocols and provides an overview of the paramedic scope of practice.	☑ ☐ ☐	Has GESLOs, formatting issues, unlimited repeatability, SAM code needs to be changed, outside of class hours not correct.	
	MAN 10 **Manufacturing Basic Operations** Rationale: This course/program is based on SACA certifications. SACA industry certifications are described below:SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creatio	☐ ☑ ☐		
	MAN 11 **Manufacturing Advanced Operations** Rationale: This course/program is based on SACA certifications. SACA industry certifications are described below:SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creatio	☐ ☑ ☐		

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Courses

<u>**New Courses**</u>   M N R   Discussion   Action

MAN 12	**Robot Systems Basic Operations**	☐ ☑ ☐		
Rationale:	This course/program is based on SACA certifications. SACA industry certifications are described below:SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creatio			
MAN 13	**Robot Systems Advanced Operations**	☐ ☑ ☐		
Rationale:	This course/program is based on SACA certifications. SACA industry certifications are described below:SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creatio			
MAN 15	**Industry 4.0 Total Productive Maintenance**	☐ ☑ ☐		
Rationale:	This course/program is based on SACA certifications. SACA industry certifications are described below:SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creatio			

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General Education

General Education Modifications

		M N R	Discussion	Action

H **ADM 63A**   **Design For Print Publication**   ☑ ☑ ☑   Holding for revised proposal.

Rationale: Proposal to add course to Area 3: Humanities.

ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity.

Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner's life.

If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.

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General Education

General Education Modifications	M N R	Discussion	Action

H   **ADM 84A**   **Screen Printing**   ☑ ☑ ☑   Holding for revised proposal.

Rationale: PProposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner's life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.

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General Education

General Education Modifications		M N R	Discussion	Action

H **ADM 85A**   **Commercial Printing**   ☑ ☑ ☑   Holding for revised proposal.

Rationale: Proposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner's life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.

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

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

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Programs

New Programs		M N R	Discussion	Action

Certificate

H **MAN** | **Robotics Specialist** | ☐ ☑ ☐ | Awaiting Regional Consortium Recommendation. Catalog Description should be revised.

Rationale: This program is based on SACA certifications. SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.

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

Program Modifications		M N R	Discussion	Action

Certificate

H **HMS** | **Drug and Alcohol Studies** | ☑ ☐ ☐ | Holding to clarify WKX/HMS-200.

Rationale: Per the recommendation of the Social Work, Human Services, & Counseling Practices Discipline and Department approval, this modification is proposed to align with the Certified Addiction Treatment Counselor (CATC) 1 pathway.

Degree & Certificate

EDU | **Education Paraprofessional** | ☐ ☐ ☑

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

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