



Curriculum Committee Minutes

<https://www.rcc.edu/about/strategic-planning/tllc/curriculum-committee/resources.html>

September 23, 2025 • 2:30-4:30 pm • Hall of Fame

Zoom link for 2025-2026 public attendees: <https://rccd-edu.zoom.us/j/84509114251?pwd=vbRhaHTaCtObtbCVNdLM2PWTICCV8S.1>

1. Meeting called to order at 2:34pm

Voting Committee Members Present	Voting Committee Members Absent
Juan Ahumada , <i>Communication Studies Dept. Rep. (25-27)</i>	Nicole Banerjee , <i>Articulation Officer</i>
Tucker Amidon , <i>English & Media Studies Dept. faculty. (25-27)</i>	Bobbie Grey , <i>Chemistry Dept. Rep. (23-25 and Fall 25)</i>
Madeline Bettencourt , <i>Cosmetology Dept. Rep. (24-26)</i>	
Parissa Clark , <i>Economics/Geography/Political Science Dept. Rep. (25-26)***</i>	
Paul Conrad , <i>Business Admin/Info Sys Tech Dept. Rep. (25-27)</i>	
Doug Finfrock , <i>Kinesiology/Athletics Dept. Rep. (25-26)***</i>	
Mark Haines , <i>Dance and Theater Dept. Rep. (24-26)</i>	
Shannon Hammock , <i>Library/Learning Resources Dept. Rep. (25-27)</i>	
Robert Jew , <i>Art Dept. Rep. (25-26)***</i>	
Ryan Joseph , <i>Life Sciences Dept. Rep. (25-27)</i>	
Tommy Korn , <i>World Languages Dept. Rep. (25-27) (ANNUAL TRAINING NEEDED)</i>	
Amber Lappin , <i>School of Education and Teacher Preparation Dept. Rep. (24-26)</i>	
Karyn Magno , <i>Counseling Dept. Rep. (24-26)</i>	
Skyler Murdock , <i>Applied Technology Dept. Rep. (25-27)</i>	
Doris Namala , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (25-27)</i>	
Brock Russell , <i>Physical Sciences Dept. Rep. (25-26)***</i>	
Marc Sanchez , <i>Mathematics Dept. Rep. (25-27)</i>	
Steven Schmidt , <i>Music Dept. Rep. (25-27); Technical Review Com Chair</i>	
Amy Vermillion , <i>Nursing Dept. Rep. (24-26)</i>	
Kweku Williams , <i>Behavioral Science / Psychology Dept. Rep. (25-27)</i>	
Non-Voting Committee Members	
Kelly Douglass , <i>Faculty Chair**, Curriculum Committee (24-26); English</i>	Cassandra Greene , <i>RCC Curriculum Instructional Support Coordinator</i>
Abraham Jefferson , <i>ASRCC Student Co-Representative</i>	
Isabella Semin , <i>ASRCC Student Co-Representative</i>	
Lynn Wright , <i>VP of Academic Affairs; Administrative Co-Chair of CC</i>	
Liaisons/Admin/Staff/Guests	

Riverside City College MISSION: Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.

VISION: Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Curriculum Committee will provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039 or by email to Georgina Villaseñor-Lee: georgina.villaseñor-lee@rccd.edu or Lorraine Jones: lorraine.jones@rccd.edu.

Bryan Medina , <i>District Curriculum Analyst</i>	
Kristin Nemecek , <i>Dance and Theater dept. faculty member</i>	
Mia Timme , <i>Instructional Department Specialist, English Media Studies and World Languages; IDS Liaison</i>	

2. **Approval of the Agenda:** 1st Amidon; 2nd Williams; approved by consensus
The agenda will be reviewed, discussed, and considered for approval.
3. **Approval of Minutes from September 9, 2025:** 1st Murdock; 2nd Amidon; approved by consensus
The minutes will be reviewed, discussed, and considered for approval.
4. **Public comment - none**
Public comment period provided for members of the public; Curriculum Committee Chair may limit comment period by a vote of the committee.
5. **Action Items:** See curriculum proposals below
6. **Reports**
 - a. Curriculum Chair – Kelly Douglass
 - i. Info item about GESLO Revision
 1. Colleagues on Assessment brought GESLO here for revision. It has now gone through the Curriculum Committees and Senates. At District Curriculum, we noted there is a BP that suggested it needs to go to the Board.
 2. VP Wright – Dr. Bishop and she said BPis poorly written in terms of what the process is, but the best way to do it is through the regular curriculum approval process with other monthly curriculum updates and approvals that go to board.
 3. Chair Douglass volunteered as DCC Chair to take it to the Board at the next meeting and just fold it in. Once approved at the Board, that new language will be put into Curriqunet and the GESLO should update to all courses current and historical.
 - ii. Curricunet FSA clean up (Carry over from last week; moved to reports for timeliness)
 1. Regarding Curriqunet FSA cleanup we talked about in May meeting, curriculum is the responsibility of the person with the subject matter expertise who was hired into that discipline to do that work. If someone has a secondary FSA in another area, if there is no other discipline member that exists, then we can rely on those with secondary FSA. Generally, secondary FSAs are to a discipline that already exists. For example, some ENGL faculty have a secondary FSA in HUM, but HUM is an existing discipline with faculty. ENGL faculty with the HUM FSA can teach classes at the need/approval of the department, but the faculty member cannot propose curricular changes. HUM faculty can invite others as co-contributors.
 2. We had a lot of faculty who had a lot of permissions that were not what they were hired in originally and were not their primary faculty service area.

3. That cleanup has happened. We know we have faculty in historical situations that don't easily fit those existing parameters. We are working on cleaning that up and finding solutions for when despite those parameters when there might be gray areas.
 4. If you think someone has lost permissions they are supposed to have, please contact Kelly.
 5. Discussion of disciplines that lost time on mods they were working on when this change happened in the system; we hope to have a fix soon for that situation. Will discuss at next TR [on October 7].
 6. Further discussion about subject matter expert term and definition. Douglass clarified, that someone with, as in example provided, a Master's in Computer Science, would make them an SME generally, but if they were not hired originally to do that, as a discipline member, they vote in and belong to the discipline they were hired in. If they contributed to the creation of the discipline and now are an active member in the discipline as acknowledged by the dean and department chair, we need to work that out with the VPAA. Our contract says secondary FSA is for teaching. If you want to belong to and vote on curriculum and do that in another discipline, our contract permits transferring into a different discipline. There are clearly historical scenarios where that was for all purposes what happened but we need historical knowledge. There has to be institutional knowledge about that.
 7. Question: Part time faculty cannot be an originator? Correct, but they can be contributors when invited by the FT faculty responsible for the curriculum of their discipline at the college.
 8. Continued discussion and examples.
- b. Articulation Officer – Nicole Banerjee – no report, absent
 - c. Curriculum Coordinator – Casandra Greene – no report, absent
 - d. Tech Review Chair – Steven Schmidt
 - i. There are a few bugs in newest version of Curriqunet. We are keeping track of them and working with Acadea to address what we can.
 - ii. To help folks, if you run across issues, Steven is trying to continuously update tutorial videos. If you have an issues or trying to figure out a workflow, follow the link to go to videos. If there's an issue not in those videos, will try to make a video.
 - e. Academic Standards – Brock Russell
 - i. We will be reviewing updating BP/AP about the baccalaureate degree.
 - ii. Title 5 changed, so we have to incorporate that language.
 - f. VPAA – Lynn Wright
 - i. Enrollment is 99.4% as of today and well ahead of YTD enrollment. Winter gives us a little cushion for fall.

- ii. Innovation in Curriculum – Talking with Kelly and Casandra about innovation in curriculum. As we learn more, there will be more issues to address including with Inland Empire Technical Trade Center IETTC that will be attached to RCC.
 - 1. Douglass – Curriculum will also belong to RCC?
 - 2. Wright – Yes, and we'll need to think creatively about IETTC. Working with Dr. Bishop and Jo Scott Coe to talk about and plan for IETTC. Meant to mostly be CTE. Folks are getting creative with the baccalaureate degrees.
 - 3. Pushing heavily AB1400, the bill that could give nursing a baccalaureate degree that is currently not allowed under California law. Have been told it would be 10 colleges, would not be a competitive process, and RCC would be likely to be selected.
 - 4. Wright praised work Douglass did on SAAM tool, explaining it, and that tool is coveted. We are far ahead of the curve. Trust the process, trust the faculty to look at the curriculum, play with the tool, think about things, think about what is best for students. Next year this time we will have to have curriculum put in if we are to not take major hits financially, but there is time.
 - 5. Workgroup Janet Lehr and Courtney Cartner for program mapper which is a program that started with Bakersfield. You can see examples in Chaffey's catalog. The benefits are student centered. There is the need to update our program maps regardless of whether you move to program mapper. Because of all the changes like CCN and CalGETC, maps do need to be updated. On Oct 10 from 8 to 1, we are going to have an opportunity to learn about program mapper, but it's meant to be a working space devoted to help us as a group work together to update program maps for our students. Not sure if it's FLEX credit, but will meet with faculty development, may be institutional service, but Lynn doesn't make that decision. Any faculty member is welcome to join.
- g. ASRCC Representatives – Isabella Semin and Abraham Jefferson
 - i. This week Student Gov't elections, voting starts at midnight.
 - ii. This week is home coming week.
 - 1. We are having events each day.
 - a. Tomorrow (9/24) is Karaoke, water polo, cook out, and volleyball.
 - b. 25th, dress to impress event and pep rally.
 - c. Saturday homecoming football game against Palomar. Tail gate starts at 10am.
 - 2. Haynes – THE and DAN presenting at the pep rally.
- h. SAAM Unit/Hour Change Updates and Ideas
 - i. Quick points there was no time for last week

1. In a lot of disciplines, once you figure out what the plan is, it can apply to a whole bunch of courses because they're a similar course type. If you deliver your lec/lab combo in a way similar to another discipline, it could be helpful to share that with colleagues.
 2. When you are talking about these courses, lecture and lab are not the same type of course delivery. Lecture is where faculty are delivering direct instruction even if it is in collaborative learning; you are prepping what's happening and the instructor is walking away with student work that is extensive for to be looking through. Low prep lab is a skills practice time for students to practice the skill they are learning from you in the lecture and homework. For every an hour a student spends with you in lecture, you can give them two hours for further homework. The lab is not supposed to generate new homework or new instructional responsibility from the faculty. The exception to this is the extensive prep lab that has been curriculum approved; the lecture and the lab are still different pieces, but the lab is extensive prep so you get lecture pay. The lab is still intended to be where you are supporting what you are doing in the lecture, but it may require additional instruction. This isn't a pile of equal hours to just play with. We have to do what's right for our students, but it should be done in an academically forthright manner as well.
 3. When you have a mixed class, your IDC has to schedule the lecture and the lab separately as different pieces of the class. You need to look at the scheduling calculator carefully.
 4. When this was taken to the RCC Senate, Douglass presented it to the Senate as thoroughly as possible, Skip Berry asked how faculty could help. Because we have had so much work foisted upon us by the CCCCCO, the ASCCC, and the other pressures; some disciplines are struggling with the number of state mandates, including CCN, CalGETC, and SAAM changes. We have had for so long common curriculum that we have been able to maintain really smoothly. The State Chancellor's Office and ASCCC have set such an enormous set of asks onto us and faculty may be fatigued. Thinking about how can we help? What can be done to make this work? Being curious and humble about why we think one solution is better. Try to listen to each other. Be solutions oriented. This is what we are here to do as full time faculty, it is our right and responsibility. We have time and don't have to rush to judgment.
 5. Please know that Kelly is not telling anyone what to do. Trying to give people informed tools. It may happen that your TA has to change, but we should talk about it, and should talk about what we can do.
- ii. Anything from the field?
1. Discussion about faculty and IDC effort to put in fractions for a lecture/lab. To make it work for 1.5 units, the hours for lecture are like 13.6 hours. Is a decimal possible in scheduling? Issue may not be the decimal, which we already have but hours under 18. Douglass question: Is this a technology problem, or a programmatic funding problem we can't get around? We know we have short hours and irregular hours/units in

some cases, so we need to determine this for sure and what restrictions there are.

2. Discussion about making sure to get in the habit of communicating with district discipline regularly. How labs or other partial combos are implemented may be different, so need time to discuss solutions.
3. Question about fundamentals of SAAM change: Why have courses always been listed as three units, when they are 3.33?
 - a. Because we round to half unit increments. Chancellor's office has funded us based on what we were delivering regardless of what the students received/paid for as a unit value. In ENGL, we have been funded this way for at least 29 years. Now the Chancellor's office is saying they only pay for hours that are in the units students receive.
 - b. Cannot answer what the impact is to faculty load. Some disciplines already have a solution, but it depends on the nature of the class.

iii. Request from Disciplines for a Modified Calendar

1. Casandra did some devastating research. The courses that are impacted by SAAM and CCN (over lap between those courses is only 6; in every other case it's different sets of classes). The number of proposals that we will see, and equally important, the number of system updates that our curriculum specialist Casandra Greene, and her colleagues, the number of system updates will be 2.5x larger than her previous highest ever work load. What she brought to tech review last week is that is not physically possible to do all of these courses if we wait on them for the September due dates. Curriculum Specialists have to wait until the December Board, and only then can they do the system updates they have to do.
2. Some suggestions we threw around at Tech Review:
 - a. Phase 2B courses, you have the templates, so anyone who has a Phase 2B course, it'd be great if you could launch that by or before early March. Please discuss with your discipline and see if it's doable.
 - b. Another piece is that if any of the SAAM courses if there's some you can see right now what the fix is and you know you can do it, launch any time you can after October 3.
 - c. We don't have the Phase 3 templates, so we can't ask for anyone to do anything.
3. Please look at your course list. If you can do the work earlier, talk to disciplines, look at your courses, and if you can do some, please launch them. Share info with chairs or at committee; Tech Review may need to make some kind of rolling schedule guidelines
4. Vermillion – Our affected courses on SAAM are up for review, so we're just going to figure it out by October 3.
 - a. Kelly Douglass – That appears to be fine for that program.

- b. Vermillion – Anesthesia tech requires 500 hours as a minimum. If we take it down to 500 and divide by 54, the units are still over.
 - c. Wright – Courses tied to licensure we have no choice.
 - d. Kelly – Places where this is a licensure restriction, please talk with your amazing VPAA who will then work with Kelly on anything we have to work with District to say we can't change certain things.
- 5. Haines – So many components you have to think about. Any suggestion of a workflow chart to think through this?
 - a. Kelly – That is a good idea. For now, share the SAAM tool to your discipline members who can play with it. Your department leadership, present solutions for discussion.
 - b. Lynn – Continue to carve out space in curriculum committee for discussion. Perhaps we dedicate a work day some Friday to share ideas. Perhaps pay people in the Winter to do some of the work.
 - c. Kelly – Leadership is committed to common curriculum. We are so unique as a district and it is so beneficial to students.
- 7. Douglass requested a motion for an additional 5 minutes: 1st Amidon; 2nd Haynes; unanimous
 - 1. Reports tabled for next meeting: Equity-Minded Curriculum
 - a. ~~24-25 report and 20-25 compilation~~
 - b. ~~Explanation of report and committee contributions~~
- 8. Curriculum Policy & Procedure:
 - a. Minutes Requirements Reference Sheet: As you are loading your minutes, check the reference sheet. Lives on the District Curriculum Website. Use to check what minutes you need for what proposal type; then use the tally cover sheet to collect all votes on a single page.
 - b. When in Curriqunet and looking at the course report and you can see course impact and it shows you all the programs; impact report now also shows if your class is mirrored or honors or cross listed so that you don't forget if you're revising that there's another course.
 - c. Tabled for next meeting: Reports from Curriculum Institute 2025
- 9. Open Forum
Discussion forum provided for members of the committee to clarify points on agenda topics or request an item be added to a future agenda..
- 10. Next Meeting: October 14, 2025

Action Items:

- 1. Technical/Proofreading edits from shared spreadsheet – *please list ONLY items that are technical/grammar edits and require NO discussion to fix; if there is any question about the item, don't list here; please save for discussion.* – NONE.
- 2. Course Deletions: pg. 8
- 3. Course Major Modifications: pg. 8-9
- 4. Course Reactivations: pg. 9-10

5. Distance Education: pg. 10
6. New Courses: pg. 10-11
7. State/Locally Approved Certificate/Degree Modifications: pg. 11

Information Items: Course Minor Modifications for RCC: pg. 11-16

Information Items: All Information and Action Items for MVC and NC: pg. 16

1. Course Exclusions
2. New Courses
3. State/Locally Approved Certificate/Degree Modifications

Attachments:

- Draft Minutes – September 9, 2025
- SAAM tool: <https://studentrcc.sharepoint.com/:x:/s/CurriculumCommitteeWebFiles/EW416uMbZ5ZOr7ho-mjABRk6kwVeLYSIIZSYdcMN2EnA?e=AdHg8a>
- SAAM Affected Courses List: <https://studentrcc.sharepoint.com/:x:/s/CurriculumCommitteeWebFiles/EbQA2H3ezW5KuDDU6cGQGHAB6OWxOV6CWrmvdxYjbzdV-w?e=JAJutb>
- Scheduling Calculator: <https://studentrcc.sharepoint.com/:x:/s/CurriculumCommitteeWebFiles/EffeYCcaBDJNtfDrbCIBQW4Bdyf6ehcOAmOGnWon778OKg?e=bPHlas>
- 2024-25 Equity-Minded Curriculum
- Minutes Requirements Reference Sheet

Action Items:

- Technical Corrections on Spreadsheet https://docs.google.com/spreadsheets/d/1egOnWLuOsuJ-3EH78ILS_MaELvZSlr5jXLVequ6np64/edit#gid=2018103253
See “Proposal Review Spreadsheet”

Course	Long Title	Rationale	Campus	
<i>Motion to approve Course Deletions: 1st Conrad; 2nd Amidon; Approved Unanimously</i>				
CAT-36A	Legal Office Procedures I	<i>Removal for program discontinuance.</i>	R	Approved
CAT-36ADE	Legal Office Procedures I	<i>program deletion pending</i>	R	Approved
CAT-36B	Legal Office Procedures II	<i>Program deletion</i>	R	Approved
CAT-37	Legal Terminology	<i>Two-year CTE review - program and course deletion.</i>	R	Approved
CAT-38	Legal Word Processing and Forms	<i>program and course discontinuance</i>	R	Approved
THE-200	Theatre Arts Work Experience	<i>Deactivating course.</i>	MNR	Approved
<i>Motion to approve all Course Major Modifications: 1st Haines; 2nd Murdock; motion abandoned</i>				
<i>Motion to approve all Course Major Modifications except CAT-53: 1st Amidon; 2nd Williams; approved unanimously</i>				
CAT-53	Keyboarding Fundamentals	<i>Two-year CTE review of content and course materials. This course was returned to draft at faculty request. Removing from Agenda.</i>	MR	Remove from Action Items

ENGL-C1003	Critical Thinking and Writing through Literature	<i>Course has been updated to incorporate CCN template required language. Minimal additional changes were made to preserve existing articulations and C-ID approvals. The few changes made were to address redundancy.</i> Question about prerequisites: ENGL-C1000E/C-ID: ENGL 100 or equivalent? Douglass: Because it's CCN, we are required to adhere to the prerequisite on the template. This serves all colleges across the state, although it doesn't serve ours locally because we do not have ENGL-C1000E. C-ID ENGL 100 is the C-ID for all classes articulated to meet C-ID ENGL 100.	MNR	Approved
ENGL-C1003H	Critical Thinking and Writing Through Literature - Honors	<i>Course has been updated to incorporate CCN template required language. Minimal additional changes were made to preserve existing articulations and C-ID approvals. The few changes made were to address redundancy.</i>	MNR	Approved
KIN-14	Athletic and Fitness Organization and Administration	<i>Update Course materials, update SLOs, update course content</i>	R	Approved
KIN-4	Nutrition	<i>Update course materials, Update course objectives, Update course content</i>	MNR	Approved
KIN-V21	Volleyball, Varsity, Women	<i>Making adjustments to pass/no pass, update course materials</i>	R	Approved
MAG-62	Introduction to Hotel Management	<i>Updating for C-ID approval</i> Discussion about a few references to restaurant management even though course switched focus to Hotel Management. Is number 5 on the course text meant to remain there because it's out of place? See also sample assignments. Does this also need to be cut? Or does it belong?	R	Approved

Course Reactivation

ADM-200	Applied Digital Media Work Experience	<i>ADM-200, along with ADM-70, create capstone experiences for students who are finishing their graphic design or graphic communication degree/certificate.</i> <i>Course was initially going to be held for discussion below, but rep. was able to contact originator and TR chair made edit during meeting so committee was satisfied to vote an approval.</i> -Advisory is not linked in the entrance skills. (TR Chair fixed)	R	Approved
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		- Question about check box that reads, Do all sections that are offered of this course require work-based activities. This is marked as no. Is that correct? This appears to be the definition of work experience. Douglass – For work-based learning, the 200 should always be yes. There are some courses where an individual section of a course, but when a blanket all sections are work experience. Faculty confirmed that it should be marked yes.		
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Distance Education Proposal

		<i>Held at RCC CC September 9 to request more detailed info (for example, language in addendum doesn't address how SLOs will be met in online format)</i> <i>Hold again to await further development from faculty</i>		
JOU-1DE	Introduction to Journalism		MR	HOLD

Motion to approve New Course Proposals: 1st Conrad; 2nd Amidon; motion was abandoned.

Motion to put courses on hold for further input: 1st Amidon; 2nd Haynes; approved unanimously

Discussion:

Point made from Nursing that the Department offers medical terminology for health care professions. Based on previous curriculum discussions, would have expected some collaboration. Point that a program such as anesthesia technology where they have to take medical terminology, the student may think they have to take (or end up taking) duplicate courses. Reached out to find out if we're having an attrition problem, or an issue with ESL that would appear to be justifiable. The resources being used have intense pronunciation. Is it going to create confusion for the pathways and they have content about exploring career health profession pathways when NRN is the health related pathway. Course has objectives related to career pathways, but no outcomes related to career pathways. What is the impact for pathways requiring medical terminology?

Douglass – Is noncredit and not required, but do agree with point about collaboration. We do expect to see a certificate, which should have some of those research questions. That third objective may not be an ESL appropriate objective.

Question about FSA and ability to teach medical terminology?

After vote to hold, additional discussion:

Douglass – These are being proposed at all three colleges. If NOR and MOV approve them, it is a two-to-one. Kelly will say at DCC there is a concern.

Also noted that advisories are not linked in the entrance skills and concern about discipline placement for some of these topics. Discussion about approach likely being from a language acquisition perspective, and that perhaps the objectives and outcomes should be more narrow.

Review of discussion of 800-level courses (non-credit) and the PCAH 10 different areas that are covered in the annual training – remember that ESL is a big area in non-credit. Observation that medical terminology for ESL may be a common course, but scope should be looked at.

ESL-820	Medical Terminology 1 for English Language Learners	<i>This non-credit course is part of a non-credit ESL certificate designed to prepare English Language Learners to enter healthcare fields. This course offers an accessible entry-point for students leading to the preliminary course on a healthcare pathway by</i>	MNR	HOLD
ESL-821	Medical Terminology II for English Language Learners	<i>This course is intended as the second of two non-credit ESL courses leading students to other preliminary healthcare content courses.</i>	MNR	HOLD

Motion to approve Program Modifications – ADT: 1st Russell; 2nd Murdock; approved unanimously. Some discussion about changes in requirements to TMC and the changes to MAT 2 and 3 and the use of 2.0 designator on new TMCs.

MAT	Mathematics 2.0	<i>Due to an updated version of the TMC (Transfer Model Curriculum) template available, this is an update to the ADT in Mathematics program to the most current version template.</i>	R	Approved
PHY	Physics 2.0	<i>Changes to the Physics ADT to match the new Transfer Model Curriculum. Under the new TMC, Physics is a high-unit major, and students are permitted to transfer up to 66 units. This allows for the addition of required math courses and a computer science cou</i>	R	Approved

Information Items - RCC Minor Modifications

ADM-2C	Ethics and Legalities for Graphic Designers	<i>Textbook update.</i>	MR	
AUB-51	Automotive Non-Structural Collision Repair and Estimating	<i>Course reviewed, no modifications needed at this time.</i>	R	
AUB-52	Automotive Refinishing and Paint	<i>Course reviewed, no modifications needed at this time.</i>	R	
AUB-54	Automotive Structural Collision Repair and Frame	<i>Course reviewed, no modifications needed at this time.</i>	R	
AUB-55	Automotive Advanced Refinishing and Custom Paint	<i>Course reviewed, no modifications needed at this time.</i>	R	
AUB-56	Automotive Technology for the Automotive Collision Specialist	<i>Course reviewed, no modifications needed at this time.</i>	R	
AUB-57	Antique and Classic Auto Restoration and Fabrication	<i>Course reviewed, no modifications needed at this time.</i>	R	
AUB-59A	Automotive Collision Service and Repair	<i>Course reviewed, no modifications needed at this time.</i>	R	

AUB-59B	Automotive Refinishing Service and Repair	<i>Course reviewed, no modifications needed at this time.</i>	R	
AUB-60	Automotive Trim and Upholstery I	<i>Course reviewed, no modifications needed at this time.</i>	R	
AUB-61	Automotive Trim and Upholstery II	<i>Course reviewed, no modifications needed at this time.</i>	R	
AUT-13A	Hybrid and Electric Vehicle Technology 1	<i>Review of Course Outline</i>	R	
AUT-13B	Advanced Hybrid and Electric Vehicle Technology	<i>Review of Course Outline</i>	R	
AUT-1A	Automotive Engine Repair (Upper End)	<i>Two year review. No modifications needed.</i>	R	
AUT-1B	Automotive Engine Repair (Lower End)	<i>2 year review and course update as needed.</i>	R	
AUT-2	Automotive Automatic Transmission/Transaxles	<i>Two-year review. No modifications needed.</i>	R	
AUT-3	Automotive Manual Drivetrain Systems	<i>Two-year review and book update as needed.</i>	R	
AUT-4A	Automotive Steering and Suspension	<i>Two-year review and book update as needed.</i>	R	
AUT-4B	Advanced Suspension and Brake Systems	<i>Review of Course Outline</i>	R	
AUT-5	Automotive Brakes	<i>Two-year review and book update as needed.</i>	R	
AUT-50	Automotive Principles	<i>2 year review. Course update as needed</i>	R	
AUT-6A	Automotive Electrical Systems 1	<i>2 year review. Course update as needed.</i>	R	
AUT-6B	Automotive Electrical Systems 2	<i>Review of Course Outline</i>	R	
AUT-7	Automotive Heating and Air Conditioning	<i>Two-year review and book update as needed.</i>	R	
AUT-801	ASE Test Preparation- Engine Repair	<i>Two-year review and book update as needed.</i>	R	
AUT-802	ASE Test Preparation- Automatic Transmission/ Transaxle	<i>Two-year review and book update as needed.</i>	R	
AUT-803	ASE Test Preparation- Manual Drive Train and Axles	<i>Two-year review and book update as needed.</i>	R	
AUT-804	ASE Test Preparation - Suspension and Steering	<i>Two-year review and book update as needed.</i>	R	
AUT-805	ASE Test Preparation- Brakes	<i>Two-year review and book update as needed.</i>	R	
AUT-806	ASE Test Preparation- Electrical/Electronic Systems	<i>Two-year review and book update as needed.</i>	R	

AUT-807	ASE Test Preparation- Heating and Air Conditioning	<i>Two-year review and book update as needed.</i>	R	
AUT-808	ASE Test Preparation- Engine Performance	<i>Two-year review and book update as needed.</i>	R	
AUT-811	ASE Test Preparation- Advanced Engine Performance	<i>Two-year review and book update as needed.</i>	R	
AUT-8A	Automotive Engine Performance 1	<i>Two-year review and book update as needed.</i>	R	
AUT-8B	Automotive Engine Performance 2	<i>Two-year review and book update as needed.</i>	R	
AUT-8C	Automotive Emission Controls	<i>Two-year review and book update as needed.</i>	R	
CAT-1A	Business Etiquette	<i>Two-year CTE review. Book update.</i>	MNR	
CAT-3	Computer Applications for Business	<i>Two-year CTE Review of content and materials.</i>	MNR	
CAT-30A	Business English 30A	<i>Two-year CTE review of content and materials.</i>	R	
CAT-50	Beginning Computer Keyboarding	<i>Check and update for CTE 2-Year Review</i>	MR	
CAT-51	Intermediate Keyboarding/Document Formatting	<i>Two-year CTE review of content and course materials.</i>	MNR	
CAT-62	Records Management	<i>Two-year CTE review of content and course materials.</i>	MR	
CAT-93	Computers for Beginners	<i>Two-year CTE Review of content and materials</i>	MNR	
CAT-98A	Introduction to Excel	<i>Two-year CTE Review of content and materials.</i>	MNR	
CAT-98B	Advanced Excel	<i>Two-year CTE review of content and materials.</i>	MNR	
CIS-3	Computer Applications for Business	<i>Two-year CTE review of content and course materials.</i>	MNR	
CIS-93	Computers for Beginners	<i>Two-year CTE review of content and materials.</i>	MNR	
CIS-98A	Introduction to Excel	<i>Two year CTE review of content and materials.</i>	MNR	
CIS-98B	Advanced Excel	<i>Two year CTE review of content and materials.</i>	MNR	
JOU-20A	Newspaper: Beginning	<i>2-year CTE review. No changes needed.</i>	MR	
JOU-20B	Newspaper: Intermediate	<i>2-year CTE review. No changes needed.</i>	MR	
JOU-20C	Newspaper: Advanced	<i>2-year CTE review. No changes needed.</i>	MR	
JOU-20D	Newspaper: Professional	<i>2-year CTE review. No changes needed.</i>	MR	
KIN-V07	Golf, Varsity, Men	<i>Update course materials</i>	R	
KIN-V08	Tennis, Varsity, Men	<i>Update course materials</i>	R	
KIN-V18	Tennis, Varsity, Women	<i>Update course materials</i>	R	
KIN-V22	Fastpitch, Varsity, Women	<i>Update course materials</i>	R	

THE-2	Play Practicum-Special Projects Laboratory I	<i>Graded on acting, set construction, lighting, costuming, house management, props and make-up on a small scale.</i>	NR	
THE-25	Makeup for the Stage	<i>Graded on makeup techniques of makeup application, painterly techniques and three dimensional techniques in relation to production and performance.</i>	NR	
THE-26	Directing for the Stage	<i>A study of the director's interpretation of dramatic literature, with emphasis on the communication of intellectual and emotional concepts through composition, visualization, picturization, movement and rhythm.</i>	NR	
THE-29	Musical Theater Appreciation	<i>Graded on stylistic distinctions of the musical and the contribution of individual composers, librettists, lyricists, choreographers, directors, and designers to the genre of musical theatre.</i>	NR	
THE-3	Introduction to the Theater	<i>Graded on the historical and modern aspects of acting, directing, playwriting, scenic design, costume design, sound design,</i>	MNR	
THE-30	Voice and Movement for the Stage	<i>Grading will be based on principles and techniques of voices and movement needed for the actor to perform on stage, including stage movement, alignment, voice production, breathing, diction, accents, flexibility, projection, and voice care.</i>	R	
THE-32	Acting Fundamentals - Theater Games and Exercises	<i>Grading will be based on creativity, relaxation, sensory awareness, and concentration. Development and preparation of the actor's instrument: voice, speech, body, and imagination.</i>	MNR	
THE-33	Scene Acting-Creating a Role	<i>Grading is based on text analysis and practical applications such as use of body, voice, and imagination. Continued development of actor's body through exercises. Advanced work in motivation, relationships, and emotional discovery and release.</i>	NR	
THE-34	Scene Study in Various Theatrical Styles	<i>Grading will be based on the development of the actor's artistic sense and presentation with regard to text, environment, actions and choices.</i>	NR	
THE-35	Classical Acting with Emphasis in Shakespearean Verse	<i>Grading will be based on analysis and thematic aspects of Shakespeare and elevated verse, especially meter, rhythm, structure, imagery, antithesis, word games, patterns, stressing, and inflections.</i>	NR	

THE-36	Improvisational Acting	<i>Graded on short and long form , dramatic and comedic, group work , spontaneity and characterization .</i>	NR	
THE-37	Musical Theater Techniques	<i>To apply various acting techniques through Dialouge , song and dance.</i>	R	
THE-38	Auditioning for the Stage	<i>Students will Create a repetoir of material for auditions</i>	R	
THE-39	Acting for the Camera	<i>Grading on performance on film , shots positions, acting before a camera, actor behavior for both television, gaming, and motion pictures.</i>	NR	
THE-4	Play Practicum-Special Projects Lab II	<i>Graded on performance including units in acting, set construction, lighting, costuming, house management, props and make-up for various productions .</i>	NR	
THE-41	Elementary Stagecraft	<i>Grading is based on safety, elementary set construction, scenic painting, drafting, and critical analysis of scenic design for the theater.</i>	NR	
THE-44	Theatrical Set Design	<i>Graded on analysis of space, movement, mood, period, style, texture, materials, and color to achieve the execution of design concepts.</i>	NR	
THE-46	Theatrical Costume Design	<i>Grading will be based on use and manipulation of patterns, textiles, jewelry, and accessories to imitate the historical needs of the production while maintaining production budget guidelines.</i>	NR	
THE-48	Theatrical Lighting Design	<i>Grading will be based on creative concepts of lighting design, how to create a light plot, hang the lighting instruments for a show, as well as the practical use and operation of lighting equipment used to execute the design.</i>	NR	
THE-49	Scenic Painting for the Theater	<i>Grading will be brush, roller, spray gun, texturing, rock background, wood graining, wallpaper, masonry, scenic drops, and other scene painting techniques.</i>	R	
THE-5	Theater Practicum	<i>Graded on acting, set construction, lighting, costuming, house management, props, and make-up depending on what role they have in the production.</i>	NR	
THE-54	Introduction to Stage Management	<i>Graded on their Master Rehearsal book, audition forms, cue sheets, prop sheets, line sets , Actor Tracking, scenic tracking , sign in sheets, script organization plus various worksheets depending on production assigned.</i>	R	

THE-55	Beginning Musical Theatre I	<i>Grading done on acting, musical theater vocal production, dance in contemporary Musical Theatre.</i>	R	
THE-56	Beginning Musical Theatre II	<i>Creating a course designed specifically for the development of the students abilities in musical theatre techniques for the stage. Created to develop technical skills as it relates to musical theatre performance.</i>	R	
THE-57	Intermediate Musical Theatre I	<i>Graded on acting, movement and voice as related to pop/rock in the 50's, 60's, 70's, 80's, Contemporary Pop/Rock, Country, Bluegrass, and Hip Hop genres.</i>	R	
THE-58	Intermediate Musical Theatre II	<i>scene study, callback technique, resume, headshot, demo reel, and website development are utilized for grading purposes.</i>	R	
THE-6	Advanced Theater Practicum	<i>Graded performance including units in acting, technical design and construction, lighting, costuming, house management, props and make-up.</i>	NR	
THE-9	Dramatic Literature-Script Analysis	<i>Graded on p modern theatrical movements and the fundamental techniques of script analysis, including structure, genre, style, theme, character, and language.</i>	NR	

Information Items - MVC and NC Action Items for September 23, 2025

ANT-16	Field Methods in Archaeology	<i>MVC does not have the equipment or outdoor lab space to run this course. While we have put in resource requests for both and the funds to purchase the equipment were approved, administration did not purchase any items due to a lack of storage. The storage</i>	M	
MAN-33	Programmable Controller Troubleshooting 1	<i>Creating a new course for a new manufacturing certificate.</i>	N	
PSF-1	Introduction to Homeland Security and Terrorism	<i>Migrating HLS courses to PSF discipline</i>	M	
PHY	Physics 2.0	<i>There is an updated version of the TMC (Transfer Model Curriculum) template available, updating the ADT in Physics program to the most current version template. Course Sequence and Unit change, additional Course Requirements: MAT-2 , MAT-3 and CIS-5.</i>	M	
PHY	Physics 2.0	<i>This ADT aligns with the updated Physics 2.0 TMC template and will replace the existing ADT in Physics in the catalog.</i>	N	

Frequent Use Resource Links:

- [CCN finalized ASCCC templates](#)
- [CCN Sample Template with local district COR content included and labeled](#)
- [COR Review Tool](#) – checklist for curriculum proposals (and reminder tool for curriculum reviewers)
- [COR vs. C-ID vs. CCN](#) – an explainer document
- [Handbook](#) – RCCD Curriculum Handbook with explanations and checklists
- [Minutes Report Sheet for all proposals and all other District Curriculum Resources](#)
- [Standardized Attendance Accounting Method \(SAAM\) tool](#)
- [SAAM affected courses \(courses with unit overhang\)](#)
- [RCC Curriculum page](#) and multiple other useful [curriculum resources](#)

TIGER PRIDE VALUES

Tradition and Innovation: We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.

Integrity and Transparency: We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.

Growth and Continual Learning: We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty, and staff.

Equity-Mindedness: We promote social justice and equity.

Responsiveness: We respond to the needs of our students and communities through engagement and collaboration.

Student-Centeredness: We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, education, and career goals.

Equity-Minded Curriculum Resources

Shared at RCC Curriculum Committee 2024-25

Practices We Can Enact:

- Beginning of semester activity: Snowballs and Airplanes game.
 1. Give students two pieces of paper, one white, one brightly colored.
 2. Write a fear related to the subject or academia in general on the white paper; write an academic goal on the bright color paper – maybe why they are here.
 3. Crumple the white paper and throw them at faculty member: discuss how snow melts, we don't dwell on fear, when the snow melts we get a fresh start, etc. Throw the snowballs away.
 4. Make a paper airplane out of the bright paper with goal. (But don't throw it) Keep it where you will see it or can look at it (folder?); return to that airplane, that goal when you are struggling to remember why you are here.
- Remember to check for OER text options for your classes and select no-cost and low-cost options when possible.
- Remind students in week 6-10 of the campus resources that they might need now that you told them about in week 1 or 2 when they were overwhelmed with all the new things. Students are going through a lot and our role as liaisons to resources they need must be ever-present.
- Late in the semester but before the drop deadline, help students see and an achievable success plan or a positive do-over plan.
- The COR is the minimum required we are supposed to do. If you want to have conversations in your IOIs regarding if someone is teaching something, it must be based on what's in the COR. If there is a value across the discipline, it should be embedded within the COR with content to support that is discipline specific.

Resources to Check Out:

- ESCALA training is eye-opening and beneficial; faculty are encouraged to participate.
- Consider a progressive grading scale that shows understanding, allows for growth, and reflects a commitment to learning and not just grades. See Joe Feldman's book *Grading for Equity* (especially part 3 on equitable grading practices) which the RCC library has online and paper copies of.

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.

Words of Wisdom:

- Sometimes we have really important wins that don't show up on the course success numbers at the end of the semester. Keeping a student in housing, alerting them to grief resources, protecting students and making sure students know they are in a safe place is important work. Remember the team work that goes into it, and others who will support a student.

Curriculum Proposal Minutes Requirements

For every proposal, please complete the [Minutes Report Form](#) and attach it to your proposal in Curriqunet with the minutes.

		District Discipline	College Discipline	District Discipline Communication	Originating Department	Honors Committee*	Discontinuance Task Force
Courses	New Course	✓			✓	*	
	Major Modification	✓			✓		
	Minor Modification	✓			✓		
	Course Deletion	✓			✓	*	
	Course Inclusion		✓	✓	✓	*	
	Course Exclusion		✓	✓	✓	*	
	Extensive Lab	✓			✓		
	RCCD GE Modification	✓			✓		
Distance Education	New DE	✓			✓	*	
	DE Modification	✓			✓		
Programs	New Program		✓	✓	✓		
	Modification		✓	✓	✓		
	Discontinuance		✓	✓	✓		✓

*Honors committee approval is required only for honors proposals.

Minutes Types

District Discipline:

A vote from the discipline at each college that offers the course. If a college does not offer the course, that college's discipline does not vote. Each college counts as a single vote on whether to approve a proposal. A majority of colleges must vote to approve the proposal in order for it to move forward.

College Discipline:

A vote from the discipline only at the college originating the proposal.

District Discipline Communication:

An e-mail notification to the district-wide discipline regarding the proposal. This is a communication to the district-wide discipline only, and not a vote of approval.

Originating Department:

A vote from the department only at the college originating the proposal.

Honors Committee:

A vote from the honors committee at each college offering the course.

Discontinuance Task Force:

A vote from the discontinuance task force per BP/AP 2021.