



## Curriculum Committee **Draft Minutes**

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

May 27, 2025 • 2:30-4:30 pm • Hall of Fame

Zoom link for 2024-2025 public attendees: <https://rccd-edu.zoom.us/j/84509114251?pwd=vbRhaHTaCtObtbCVNdLM2PWTICCV8S.1>

### 1. Call to Order at 2:34pm

Voting Committee Members Present	Members Absent
<b>Tucker Amidon</b> , <i>English &amp; Media Studies Dept. faculty. (24-25; 25-27)</i>	<b>Juan Ahumada</b> , <i>Communication Studies Dept. Rep. (23-25; 25-27)</i>
<b>Nicole Banerjee</b> , <i>Articulation Officer</i>	
<b>Madeline Bettencourt</b> , <i>Cosmetology Dept. Rep. (24-26)</i>	
<b>Parissa Clark</b> , <i>Economics/Geography/Political Science Dept. Rep. (23-25 and 25-26)</i>	<b>Robert Jew</b> , <i>Art Dept. Rep. (23-25; 25-26)</i>
<b>Paul Conrad</b> , <i>Business Admin/Info Sys Tech Dept. Rep. (24-25 and 25-27)</i>	
<b>Doug Finfrock</b> , <i>Kinesiology/Athletics Dept. Rep. (25-26)</i>	<b>Skyler Murdock</b> , <i>Applied Technology Dept. Rep. (Spring 25)</i>
<b>Bobbie Grey</b> , <i>Chemistry Dept. Rep. (23-25 and Fall 25; Emily Spencer will serve Spring 26 and 26-28)</i>	
<b>Mark Haines</b> , <i>Dance and Theater Dept. Rep. (24-26)</i>	
<b>Shannon Hammock</b> , <i>Library/Learning Resources Dept. Rep. (24-25 and 25-27)</i>	
<b>Ryan Joseph</b> , <i>Life Sciences Dept. Rep. (24-25; 25-27)</i>	
<b>Tommy Korn</b> , <i>World Languages Dept. Rep. (24-25; 25-27)</i>	
<b>Amber Lappin</b> , <i>School of Education and Teacher Preparation Dept. Rep. (24-26)</i>	
<b>Karyn Magno</b> , <i>Counseling Dept. Rep. (24-26)</i>	
<b>Valerie Merrill</b> , <i>Mathematics Dept. Rep. (24-26 amended to 24-25; Marc Sanchez for 25-27)</i>	
<b>Doris Namala</b> , <i>History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (24-25; 25-27)</i>	
<b>Brock Russell</b> , <i>Physical Sciences Dept. Rep. (23-25; 25-26)</i>	
<b>Steven Schmidt</b> , <i>Music Dept. Rep. (23-25 and 25-27); Technical Review Com Chair</i>	
<b>Amy Vermillion</b> , <i>Nursing Dept. Rep. (24-26)</i>	
<b>Kweku Williams</b> , <i>Behavioral Science / Psychology Dept. Rep. (Spring 25 &amp; 25-27)</i>	
<b>Non-Voting Committee Members</b>	
<b>Kelly Douglass</b> , <i>Faculty Chair**, Curriculum Committee (24-26); English</i>	<b>Harley Glenn</b> , <i>ASRCC Student Representative</i>
<b>Casandra Greene</b> , <i>RCC Curriculum Instructional Support Coordinator</i>	
<b>Lynn Wright</b> , <i>VP of Academic Affairs; Administrative Co-Chair of CC</i>	
<b>Liaisons/Admin/Staff/Guests</b>	
<b>Kristin Nemecek</b> , <i>Dance and Theater dept. faculty member</i>	
<b>Mia Timme</b> , <i>Instructional Department Specialist, English Media Studies and World Languages; IDS Liaison</i>	

**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.villasenor-lee@rccd.edu](mailto:georgina.villasenor-lee@rccd.edu) or Lorraine Jones: [lorraine.jones@rccd.edu](mailto:lorraine.jones@rccd.edu).

2. **Approval of the Agenda:** 1<sup>st</sup> Amidon, 2<sup>nd</sup> Williams; approved by consensus  
*The agenda will be reviewed, discussed, and considered for approval.*
3. **Approval of Minutes from May 13, 2025:** 1<sup>st</sup> Amidon, 2<sup>nd</sup> Williams; 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:**
  - a. ILO language revisited – Denise Kruizenga-Muro
    - i. Edits were suggested at Senates, but not with the intention of changing the scope of the ILO, but to clarify some language.
    - ii. Three different options provided; Douglass noted that accreditation committee preferred option 2.
      1. Students will be able to demonstrate higher order thinking skills about problems for which multiple solutions exist. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses and explanations.
      2. Students will be able to demonstrate higher order thinking skills about issues and problems for which multiple solutions exist, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses and explanations.
      3. Students will be able to demonstrate higher order thinking skills to address, explain, or solve issues and problems when multiple solutions may exist. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.
    - iii. Motion to whichever approve ILO option that the Academic Senate selects (all three acceptable): 1<sup>st</sup> Russell, 2<sup>nd</sup> Magno; approved unanimously (with a preference for option #2)
  - b. See curriculum proposals below
6. **Reports**
  - a. Curriculum Chair – Kelly Douglass
    - i. Please note the updates to the different CCN phase dates on that master document that I sent out; it has been updated with more accurate template release dates from Dr. Wright; the May 16 version is the correct version to share out.
    - ii. Phase IIB – June this year for Fall 2026 launch; disciplines should work on these in October/November 2025 to get them taken care of before Phase III courses come out
    - iii. Phase III – late fall; early spring for Fall 2026 launch
    - iv. CCN question and discussion about Chemistry template that Rep. Grey anticipates will include modality restrictive language of “in lab” and concern about the rollback of online options; discussion about options for reaching out for clarity and to express concerns; AO noted that UCR does not accept Chemistry courses for the major without in person labs. Difficulty of the same class serving majors and non-majors.

- b. Articulation Officer – Nicole Banerjee
  - i. Majority of CalGETC have come in
  - ii. All CCN Phase I courses have been approved
  - iii. Still have some ETS waiting – this is common across all colleges
- c. Curriculum Coordinator – Casandra Greene – no report
- d. Tech Review Chair – Steven Schmidt
  - i. Curricunet update
  - ii. Maintenance and cleanup in curricunet permissions and happening over summer and into fall
- e. Academic Standards – Brock Russell – no report
- f. VPAA – Lynn Wright
  - i. State chancellor guidance memo – Standardized attendance accounting is the same from previous memo. Request to do something different for classes that have a unit value between full and half units has been denied.
    - 1. For example: ENGL-C1000 has 4.33 units when calculating by hours; students awarded 4.0 but this allows them additional lab hour without charge. Many classes across several disciplines with classes like this.
    - 2. We must be on the new accounting procedure by 26-27, but State Chancellor's office will continue to fund these hanging lab hours for one year; must be fixed for 27-28 which means all those classes must be launched by Fall 2026 with their changes. Still getting exact guidance clarification.
    - 3. Not a good situation with the volume of other curriculum changes due in Fall 2026 (but better than compliance on original timeline).
    - 4. Q: If you have lecture hours that calculate to 2.7 and lab hours that calculate 1.3 – but the total is 4 units, is that okay?  
A: Yes, we think so far that that should be okay; the issue is with the total units having a value that is not in a unit increment that we award.
    - 5. Some areas are negligible. Other areas are more significant.
    - 6. How will this impact accreditation of programs and ADTs awards?
  - ii. Dr. Wright thanked the curriculum committee for their hard work.
  - iii. Enrollment is up – but not for the CCN Phase I courses. IT is working on a possible fix.
    - 1. Issues with EduNav are being worked on.
    - 2. Welcome Center and Admissions and Records can also provide technical assistance with EduNav.
    - 3. Do we keep asking for patches in EduNav when what they promised isn't being delivered. Is there any conversation about getting a new system? Anthology may change it.

4. If you can get a screen shot of an issue it will help support to resolve the issue.
  - g. ASRCC Representative – Harley Glenn – no report
  - h. Equity-Minded Curriculum – Chair Douglass will send out annual summary
7. Curriculum Policy & Procedure:
  - a. 25-26 Curriculum Reps finalized; meeting invites to 25-26 committee
    - i. All reps for 25-26 have been finalized
    - ii. Chemistry is doing a split year (Bobbie Grey will be rep in Fall; Emily Spencer in Spring; both will attend annual training in Fall for the year)
    - iii. Valerie Merrill will be leaving the committee. Marc Sanchez will be representing Math starting in the fall. (Chair Douglass thanked Valerie for service on the committee)
    - iv. Chair Douglass thanked all committee members for their hard work this year
    - v. Meeting invites will come out soon for the next year.
    - vi. Training has to be done prior to the start of the meetings, but will have a focus on reviewing and hands on since so few new members. Planned for August 26 – during regular curriculum time (2:30-4:30) - Location to be determined
    - vii. There will be a fall FLEX curriculum session – not specifically designed for committee members, but for anyone that wants to learn about curriculum and its processes and timelines – please point it out to department colleagues when schedule comes out
  - b. Curriculum permissions: Originator, co-contributor, reviewer
    - i. When you get automated notices from curricunet there are different roles and are connected to what your permissions are set as:
      1. Originator – launched the course and is a full-time subject matter expert, hired in the discipline
      2. Co-Contributor – other discipline members invited by originator to contribute to working on COR; could also be someone who is part-time or has secondary FSA
      3. Reviewer – anyone in the discipline and/or department.
    - ii. Bryan Medina and Steven Schmidt are working on the cleanup
8. Open Forum - none  
*Discussion forum provided for members of the committee to clarify points on agenda topics or request an item be added to a future agenda..*
9. Next Meeting: September 9, 2025 / Required annual training is August 26
10. Meeting adjourned at 3:33pm

**Action Items:**

1. Technical/Proofreading edits from shared spreadsheet – no info or discussion needed to fix
2. Distance Education: pg. 5

**Information Items: Course Minor Modifications for RCC : pg. 5**

**Information Items: All Information and Action Items for MVC and NC: pg. 6-7**

1. Course Exclusions
2. Course Major Modifications
3. Course Minor Modifications
4. Distance Education
5. New Courses
6. New State/Locally Approved Certificates/Degrees
7. State/Locally Approved Certificate/Degree Modifications

**Attachments:** May 13 minutes

**Action Items:**

- Technical Corrections on Spreadsheet [https://docs.google.com/spreadsheets/d/1egOnWLuOsuJ-3EH781LS\\_MaELvZSlr5jXLVequ6np64/edit#gid=2018103253](https://docs.google.com/spreadsheets/d/1egOnWLuOsuJ-3EH781LS_MaELvZSlr5jXLVequ6np64/edit#gid=2018103253)  
See “Proposal Review Spreadsheet” – no notes; no action

Course	Long Title	Rationale	Campus
<b><i>Motion to approve DE Addendum Proposal: 1<sup>st</sup> Conrad; 2<sup>nd</sup> Amidon; Motion passes unanimously</i></b>			
COMM-C1000HDE	Introduction to Public Speaking Honors		MNR <b>Approved</b>
<b>RCC Information Items: Course Minor Modifications</b>			
COS-60A1	Cosmetology Concepts Level A1	<i>Textbook update</i>	R
COS-60A2	Cosmetology Concepts Level A2	<i>Textbook update</i>	R
COS-60B1	Cosmetology Concepts Level B1	<i>Update course materials</i>	R
COS-60B2	Cosmetology Concepts Level B2	<i>Update course materials</i>	R
COS-60C1	Cosmetology Concepts Level C1	<i>Update course materials</i>	R
COS-60C2	Cosmetology Concepts Level C2	<i>Update course materials</i>	R
COS-60D1	Cosmetology Concepts Level D1	<i>Update course materials</i>	R
COS-60D2	Cosmetology Concepts Level D2	<i>Update course materials</i>	R
GEG-30A	Field Studies in Geography	<i>Ensuring COR is up-to-date, less than 4 years old, and has relevant materials up-dated.</i>	MNR

<b>Information Items: MVC and NC Action Items</b>			
<b>Course Exclusions</b>			
MUS-36	Instrumental Chamber Music Ensembles	<i>This course has only been offered five times at MVC (between the years 2014-2020). Of those five sections, only the first offering in 2014 reached double digits with regard to student enrollment. The music program does not have the infrastructure to adequately support a traditional chamber music ensemble (string and wind instruments), nor does it seem to have the student interest. For these reasons, this course should be excluded and removed from the Music degrees.</i>	M
<b>Course Major Modifications</b>			
ELE-10	Survey of Electronics		N
ELE-810	Survey of Electronics	<i>Update the book</i>	N
SPA-2H	Honors Spanish 2	<i>Remove reference to Spanish 1H in requisites</i>	M
<b>Course Minor Modifications</b>			
ELC-77	Electrical Theory for Electricians	<i>Updating textbook.</i>	N
ELE-77	Electrical Theory for Electricians	<i>Add new book.</i>	N
MAN-77	Electrical Theory for Electricians	<i>Add new book</i>	N
<b>DE Addendum Proposals</b>			
ELE-826DE	Microcontrollers		N
<b>New Courses</b>			
ELE-30	Introduction to Biomedical Equipment	<i>For students and new healthcare professionals, an introduction to medical equipment is an essential part of their education and training. It lays the foundation for more advanced learning and specialization in specific areas of medicine and medical technology.</i>	N
ELE-31	Troubleshooting Theory and Methodology	<i>For students and new healthcare professionals, an introduction to medical equipment is an essential part of their education and training. It lays the foundation for more advanced learning and specialization in specific areas of medicine and medical technology.</i>	N
ELE-33	Network Troubleshooting and Methodology in Biomedical Equipment	<i>For students and new healthcare professionals, an introduction to medical equipment is an essential part of their education and training. It lays the foundation for more advanced learning and specialization in specific areas of medicine and medical technology.</i>	N

ELE-34	Capstone Project for Biomedical Equipment	Many biomedical equipment technicians (BMETs) pursue certifications such as CBET (Certified Biomedical Equipment Technician). A capstone course can help students prepare for certification exams by reinforcing industry standards. It helps students gain practical experience before entering the workforce, improving their confidence and competence.	N
ELE-35	Biomedical Life Support Equipment Troubleshooting and Repair	For students and new healthcare professionals, an introduction to medical equipment is an essential part of their education and training. It lays the foundation for more advanced learning and specialization in specific areas of medicine and medical technology.	N
<b>New Program – Certificate</b>			
ELE-	Biomedical Electronic Equipment Repair	The healthcare industry is increasingly reliant on advanced medical technology, creating a strong demand for biomedical equipment technicians (BMETs) who can repair, maintain, and calibrate medical devices. According to the U.S. Bureau of Labor Statistics (BLS), employment for medical equipment repairers is projected to grow by 6% from 2022 to 2032, faster than the average for all occupations. The rise of telemedicine, wearable health devices, and AI-driven diagnostics further amplifies the need for skilled biomedical electronics technicians. A Biomedical Electronic Equipment Repair Program at Norco College would address industry demand, offer high-paying career opportunities, and expand the college's technical education offerings. The program would benefit students, the local healthcare industry, and the broader community by filling a critical workforce gap while supporting Norco College's mission of providing career-focused, hands-on education.	N
<b>Program Modification – Certificate</b>			
MAN-	Control Systems Specialist	Removing ELE-65 from the course requirements; MAN-33 is already required as an alternative.	N

#### **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.