RCC
RIVERSIDE CITY COLLEGE

Curriculum Committee Minutes

https://www.rcc.edu/about/strategic-planning/tllc/curriculum-committee/resources.html
September 24, 2024 • 2:30-4:30 pm • Hall of Fame

1. Call to Order at 2:36 pm

Voting Committee Members for 2024-25*	Attendance Sign-in
Juan Ahumada, *Communication Studies Dept. Rep. (23-25)*	**Ellen Drinkwater**, *Articulation Officer*
Tucker Amidon, *English & Media Studies Dept. faculty. (24-26; will need a 25-27 or 26-27 term to correct)*	
Madeline Bettencourt, *Cosmetology Dept. Rep. (24-26)*	**Amber Lappin** *School of Education and Teacher Preparation Dept. Rep. (24-26)*
Parissa Clark, *Economics/Geography/Political Science Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))*	
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (24-25 (cycle correction term))*	**Pierre Ortanez**, *Applied Technology Dept. Rep. (24-25, (cycle correction term)) (absent for college business)*
Bobbie Grey, *Chemistry Dept. Rep. (23-25; 25-26 (cycle correct term))*	
Mark Haines, *Dance and Theater Dept. Rep. (24-26)*	
Shannon Hammock, *Library/Learning Resources Dept. Rep. (24-25 (cycle correction term))*	
Robert Jew, *Art Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))*	
Ryan Joseph, *Life Sciences Dept. Rep. (24-25 (cycle correction term))*	
Tommy Korn, *World Languages Dept. Rep. (needs a 24-25 election to correct)*	
Rakel Larson, *Behavioral Science / Psychology Dept. Rep. (Fall 24; Kweku Williams will resume duties for Spring 25 & 25-27)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))*	
Karyn Magno, *Counseling Dept. Rep. (24-26)*	
Valerie Merrill, *Mathematics Dept. Rep. (24-26; will need a 25-27 or 26-27 term to correct)*	
Doris Namala, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (24-25 (cycle correction term))*	
Brock Russell, *Physical Sciences Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))*	
Steven Schmidt, *Music Dept. Rep. (23-25); Technical Review Com Chair*	
Amy Vermillion, *Nursing Dept. Rep. (24-26) (attending via Zoom for Just Cause)*	
Non-Voting Committee Members	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (22-24; 24-26); English*	
Harley Glenn, *ASRCC Student Representative*	
Casandra Greene, *RCC Curriculum Instructional Support Coordinator*	
Lynn Wright, *VP of Academic Affairs; Administrative Co-Chair of CC*	
Liaisons/Admin/Staff/Guests	
Jeanine Gardner, *Admissions and Records (via Zoom)*	
Scott McLeod, *CIS faculty (present through Distance Ed approvals)*	

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 or Lorraine Jones: lorraine.jones@rccd.edu.

2. Approval of the Agenda with items 7a and 7b moved to before Reports (section 6): 1st Lowden; 2nd Conrad; unanimous approval
   The agenda will be reviewed, discussed, and considered for approval.

3. Approval of Minutes from September 10, 2024: 1st Haines; 2nd Amidon; approved by consensus
   The minutes will be reviewed, discussed, and considered for approval.

4. Public comment
   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. **Spreadsheet technical approvals: no action item; minor edits addressed before the meeting**

   b. **Curriculum proposals (see below)**
      Curriculum proposals will be reviewed, discussed, and considered for approval and forwarding to the District Curriculum Committee.

6. Reports

   a. Curriculum Chair – Kelly Douglass

      i. CCN Phase I updates and approval timeline

         1. AB1111 Approval timeline (see attachment) for areas where local process was expedited outside of regular schedule after the launch deadline for faculty for all courses this fall of September 27.

            a. AB1111 Phase 1 five courses (and honors counterparts) must be submitted to the state by Dec 1. So it must go to the November board meeting.

            b. Launch is this Friday Sept 27, 2024

            c. District facilitator has to click by Oct 4.

            d. Courses will be at Tech Review on 10/15

            e. Courses will be College Curriculum committees on 10/22

            f. Special DCC meeting on 10/22 directly following college curriculum meeting.

            g. This will allow it to be on the November Board meetings.

         2. Honors council won't vote – they need to look at it, but they don't make a formal vote. Curricunet asks if they reviewed. But, if possible, please send to Laura Greathouse to jumpstart review.

      ii. Independent Study update

         1. Was not approved at RCC, but was approved (with divided vote) at MVC; approved at NC.

         2. Despite approval, agreement that current form is not yet usable as issues as to pay and contract issues remain. Compensation piece was sent to Faculty Association. FA indicated that it needed to go to Senate for the workload piece before they can determine compensation.

      iii. LIB 1 GE Modification update

         1. Passed at DCC because approved at MVC and NC

2. Will create an issue as a 1 unit class because of option restriction in the language. This is an area to consider returning to.

iv. There is a district non-credit subcommittee that Chair Douglass is still learning about. Appears to be about supporting faculty in non-credit projects. If you have someone who has non-credit experience and curriculum experience who might be interested in serving, please reach out to Chair Douglass.

b. Articulation Officer – Ellen Drinkwater -no report (absent)

c. Instructional Programs Support Coordinator – Casandra Greene – no report

d. Tech Review Chair – Steven Schmidt – no report

e. VPAA – Lynn Wright

   i. CCN Project:

      1. Spoke at a recent statewide conference with Erik Reese and shared concerns about templates for CCN – very well received; please continue to bring concerns forward.

      2. There will be other iterations of the templates, as they continue to grow. All of the 5 courses except COM1 will maintain articulation.

   ii. Fall Curriculum Regional Conference – Oct 26

      1. Issues to be covered DEIA in the COR, CCN, Stat/Math issues.

      2. If you would like to go please put it in Concur.

   iii. Accreditation – it is coming – Due August 2026.

      1. We will need to work on it this year so that in the Fall it can go through strategic Planning.

      2. Standards have been narrowed down, much shorter

      3. Standard 2 – student success. Of the 9 subsections, at least 3 are curriculum.

      4. This fall Lynn and Casandra and others are pulling evidence.

      5. Would like to have on the agenda the subsections – October meeting if possible.

f. ASRCC Representative Harley Glenn

   i. Harley introduced to committee

      1. Elected as Senator and sitting on two Committees:Curriculum and Program Review

      2. Harley is very active in college activities. FPA Peer Mentor

      3. Acknowledged the hard work of the Curriculum Committee

   ii. Pep Rally – next week for homecoming

      1. Oct 3 – Pep Rally

      2. Oct 5 – Homecoming

      3. Oct 6 - Game

g. Equity-Minded Curriculum

    i. Amidon – Through the course compliance updates realized some important "nuggets" related to equity-minded curriculum and student goals

        1. OER texts to Shakespeare so students don't have to spend $100 on a text.

        2. Thinking of AB1111 and other tasks that can be frustrating, we have a lot of things to get through, but among them there are those that benefit the students significantly.

7. Curriculum Policy & Procedure:

    a. ADT/AOE Interdisciplinary Council Proposal: First read (Action Item for October 8)

        i. Chair Douglass explained we need the council to address inter-disciplinary programs that have not historically had a group to oversee modifications because no discipline has had accountability for them as they were made up of courses from different disciplines.

        ii. A representative group of the disciplines outlined in the AOE or ADT should be brought together to review the proposed changes.

        iii. The council will act in place of a discipline.

        iv. ADT will have college council. AOE will have district council

        v. Chair Douglass walked through highlights of the proposal

        vi. Discussion of clarifying points

            1. Math/Science AOE previously meant to be doubled for a six person council

            2. If AOE council rejects a proposal, because their recommendation is not binding, it still comes to full college committee for vote.

            3. Chair Douglass invited any clarifying language or typo alerts before next Tuesday to share with Tech Review before action item on October 8

    b. Phase II CCN Discipline reps to be identified for ratification by Senate

        i. Phase I is in process to be submitted by Friday

        ii. Phase II of CCN is beginning – curriculum reps, Senators, and chairs should confer on who would like to be involved with their discipline.

        iii. Phase II needs to implemented by Fall 2026 – the curriculum deadline will be Sept 2025 to make the 26-27 catalog year.

        iv. Faculty within the 12 affected disciplines listed here will be convened according to a schedule from October through December:

            1. History, English, Economics, Art History (convenings Oct. 28, 29, 30)

            2. Biology, Math, Chemistry, Astronomy (convenings Nov. 18, 19, 20, 21)

            3. Anthropology, Communications Studies, Sociology, Child Development (convenings Dec. 2, 3, 4)

        v. You can find the C-ID at C-ID.net - Click on Descriptors; this gives a preview of the material that templates are likely to be built on

    vi. Question about why is COM 9 on the list because it is the among most frequently offered classes, but with CalGETC area placement change, enrollment expected to plummet. Why is CalGETC and CCN happening at the same time? Legislators are dictating policy and procedures - CCN should come after CalGETC but that is not what the dates are in the legislation. For example, COM-1 has yet to be articulated for CalGETC Area 1C - it is a single course area. Across the state, most colleges don't have an Intro to Public Speaking that has been approved by the UCs and Cal States, so they are submitting now, and yet still it was also put forward as a Phase 1 course.

  c. Clarifying question about modality from August 27 RCC Curriculum Minutes, RE: Chem

    i. Request to clarify one comment from minutes of August 27 meeting and update with newer info:

    ii. From Aug 27 minutes in a question about AB928: The point of AB1111 is to make common numbering across California Community Colleges – for example, CHEM101 at any community college in California will be the same as any other CHEM101 and will transfer the same to CSU/UC regardless of the modality. The UC/CSU will have the option to dictate the modality, but this too would be the same across all CCCs.

    iii. From page 13 of the CalGETC report; 5.1.11 Distance and Correspondence Education; 5.1.11.A CCC Courses: California Community Colleges may use distance and correspondence education for Cal-GETC provided that the courses have been approved by the CSU and UC during the Cal-GETC course review process. **Delivery modality does not determine CSU and UC approval**. Distance education is defined in CCC Code of Regulations Title 5, Chapter 6, Subchapter 3, Section 55200. Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology.

8. Open Forum

  Discussion forum provided for members of the committee to clarify points on agendized topics or request an item be added to a future agenda..

  a. Request to add accreditation to next agenda – VP Wright

  b. Mentoring a Rising 9 Scholar – Can he be invited to the meeting. Yes – this is an open meeting.

  c. Questions about Cease and Desist for DE Training. Where are we? A Cease and Desist overrides other directives. Should stop training as of now. Course design is available for training. Changes are coming from the state. Per member of the DE Committee – stop with the camp for now.

  d. Phase 1 template – asks about prices of text books, why? Prices can change? Listed as required portion. Only Course Description is student facing.

9. Next Meeting: October 8, 2024

10. Meeting adjourned at 4:30pm

Action Items:
1. Course Deletions: pg. 6
2. Course Major Modifications: pg. 6-7
3. Distance Education: pg. 7

4. New Courses: pg. 7
5. State/Locally Approved Certificate/Degree Modifications: pg. 7-8

Information Items: Course Minor Modifications for RCC : pg. 8-9

Information Items: All Information and Action Items for MVC and NC: pg. 9-10
1. Course Inclusions
2. Discipline Inclusion
3. Distance Education
4. New Courses
5. State/Locally Approved Certificate/Degree Modifications

Course	Long_Title	Rationale	Campus	Action
Course Deletions: 1st Conrad; 2nd Amidon; approved unanimously				
CIS-28A	MS Access Programming	*Course is no longer part of any programs and has not been offered in over 5-years.*	R	**Approved**
CSC-28A	MS Access Programming	*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.*	R	**Approved**
Course Major Modification for COM 3 only: 1st Haines; 2nd Amidon; approved (16 yes; 1 no (Amidon); 1 abstention (Merrill))				
Update provided by Rep. Ahumada that COM discipline decided to stay with proposed title. Chair Douglass informed all that COM 3 will stay at DCC until affected programs catch up.				
COM-3	Critical Thinking, Argumentative Writing, and Debate	*Modification to align with Cal-GETC Previously held at RCC for course title change; approved at MVC and NC but on hold at DCC to clarify about course title and to wait for required ADT and other program changes based on course title change*	MNR	**Approved**
Course Major Modification for all other Major Mods: 1st Hammock; 2nd Lowden; approved unanimously				
KIN-26	Foundations of Coaching	*Update Course Objectives and update Course Materials.*	R	**Approved**
KIN-27	Football Theory	*Update Course Objectives, Course SLO's, Course Content, Sample Assignments, and Course Materials.*	R	**Approved**
KIN-A28	Swimming, Beginning	*Update Course Conent and update Course Materials.*	R	**Approved**
KIN-A29	Swimming, Intermediate	*Update Course Content and Course Materials.*	R	**Approved**
KIN-A30	Swimming, Advanced Skills and Conditioning	*Update Course Content and Course Materials*	R	**Approved**
KIN-V12	Cross Country, Varsity, Women	*Update Grading Methods, update Course Materials, and update Course Content.*	NR	**Approved**
KIN-V14	Track and Field, Varsity, Women	*Update Grading Methods, update Course Materials, and update Course Content.*	R	**Approved**
KIN-V26	Song/Cheerleading	*Update Course Materials, update Sample Assignments, update Course Objectives*	R	**Approved**
KIN-V33	Track and Field Techniques: Running Event Techniques	*Update Grading Methods, update Course Materials, update Repeatability, and update Sample Assignments.*	R	**Approved**

KIN-V50	Baseball Fundamentals, Defensive	*Update Course Objectives, update SLO's, update course assignments and materials, adjusted the Repeatability.*	R	**Approved**
KIN-V51	Baseball Fundamentals, Offensive	*Update Course Objectives, SLO's, and Course Materials.*	R	**Approved**
KIN-V71	Women's Beach Volleyball	*Update Course Objectives, Course SLOs, Course Content, Sample Assignments, and Course Materials.*	R	**Approved**
KIN-V78	Long Distance Running	*Update Grading Methods, update Course materials, update Course Objectives, update Sample Assignments, and update Course Content.*	NR	**Approved**
KIN-V92	Weight Training, Varsity Athletes	*Update Repeatability, Course Content, Sample Assignments, and Course Materials.*	R	**Approved**

Motion to approve DE and New Courses: 1ˢᵗ Conrad; 2ⁿᵈ Lowden; approved unanimously

2nd order motion to move to approved DE for CIS 71 contingent upon receipt of the 508 statement and, if necessary, a revised DE proposals form that removes any non-508 tools: 1ˢᵗ Conrad; 2ⁿᵈ Amidon; approved unanimously

Distance Education

Faculty member from CIS present to explain Section 508 info that was available for outside systems.

				Approved CONTINGENT UPON receipt of materials required by 2ⁿᵈ order motion above
CIS-71DE	UX/UI Web Design	*Previously held at RCC to get more detailed vendor accessibility compliance info*	R	

New Courses

ADM-66	Visual Storytelling	*This course will add an important and industry-relevant component to the vocational capacity of our program and certificates.*	R	**Approved**
ADM-83	Packaging Design	*This course will add an important and industry-relevant component to the vocational capacity of our program and certificates.*	R	**Approved**

Motion to approve all program modifications: 1ˢᵗ Conrad; 2ⁿᵈ Russell; unanimously approved

Program Modifications - RCC ADTs

ANT	Anthropology	*Adding additional course options and updating PSY/SOC-48 to 4 units.*	R	**Approved**
CHE	Chemistry	*Updating TMC to align with CalGETC.*	R	**Approved**
MUS	Music	*Updating the TMC to adhere to the CalGETC general education pattern.*	R	**Approved**

Program Modifications - District AOEs

	American Studies	*Adding ETS courses to add options for students. Like American Studies, Ethnic Studies examines the American experience of the core four groups (African Americans, Native Americans of the United States, Latinx/Chicanx, and AAPI) of ETS from the colonial period of the United States to the present.*	MNR	**Approved**

		Ethnic Studies students center the core four groups to study, interpret, and evaluate events, cultural products, and trends in American economic, political, and social history through their epistemological traditions and frameworks. Ethnic studies requires students to develop critical thinking skills through oral and written communication, and community engagement. Ethnic Studies prepares students for further study in the English/literature, history, political science, and sociology at a four-year baccalaureate institution and provides an excellent foundation for students interested in administration, communications, law, public service, and teaching.		
	Humanities, Philosophy and Art	*Adding ETS courses to add options for students. Ethnic Studies examines and interrogates human values and experiences in the United States over the course of its history. Students will study, interpret, and evaluate the artistic, philosophical, political, rhetorical, and religious ideologies of the core four ETS ethnic groups (African Americans, Native Americans of the United States, Latinx/Chicanx, and AAPI). The critical analysis of dominant language, philosophy, and rhetoric affords ETS students nuanced tools for understanding and interpreting human knowledge and experiences. Ethnic studies require students to develop critical thinking skills through oral and written communication, and community engagement, preparing student for further study in the arts, history, humanities, literature, philosophy, communication studies and/or world languages at a four-year baccalaureate institution and provides an excellent foundation for students interested in administration, communications, law, public service, and teaching.*	MNR	**Approved**
	Social & Behavioral Studies	*Adding ETS courses to add options for students. As a comprehensive, interdisciplinary, and multidisciplinary area of Study, Ethnic Studies students gain critical insights into developing individual and collective identity formations within the core four ethnic groups (African Americans, Native Americans of the United States, Latinx/Chicanx, and AAPI). The disciplines focus on worldbuilding, intersectionality, and social justice allows ETS students to gain a heightened awareness of the nature of their individuality, attain a greater analysis of the complexities and diversity of the world in which they live and, become better equipped to succeed in an increasingly diverse and complex society.* *Like Social and Behavioral Studies, ETS students can pursue careers in Law Enforcement, Law, Human Relations, Human Resources, Social Work, Professional Childcare and Public Service Agencies, Teaching across the educational and academic spectrum, Consultation in the public and private sectors, Governmental Advisors, Speechwriting, and both domestic and international business professions.*	MNR	**Approved**

RCC Information Items: Course Minor Modifications

ADM-84A	Screen Printing	*This minor modification has updated course materials.*	R
KIN-A62	Flag Football	*Update Course Materials*	MNR

KIN-A75B	Walking for Fitness: Intermediate	*Update Course Materials*	MNR
KIN-V01	Cross Country, Varsity, Men	*Update Course Materials*	NR
KIN-V06	Track and Field, Varsity, Men	*Update Course Materials*	R
KIN-V27	Stunt	*Update Course Materials*	R

Information Items: MVC and NC Proposals

Course Inclusion

EDU-1	Introduction to Elementary Classroom Teaching	*With the opening of the Child Development and Teacher Preparation center at Stokoe Innovative Learning School, we are now positioned to expand our pathways to incorporate Education specific options. We hope to develop a STEM focused educator preparation pathway to UCR and other local 4-year universities. Stokoe has a strong STEM focus and is ready to collaborate with us in developing the next generation of Elementary school teachers. We have teaching classrooms at this site with adult learning rooms, mock teaching classrooms, and live video feed into the k-6th classrooms to support observations. This is part of the intent for revitalizing Stokoe and so the inclusion of EDU1 is critical to the on-going and expanding success of this location. We are also looking to prepare our students for the new Preschool-Third Teaching Credential, and need this course to begin this pathway.*	N

Discipline Inclusion

EDU-	Education	*With the opening of the Child Development and Teacher Preparation center at Stokoe Innovative Learning School, we are now positioned to expand our pathways to incorporate the discipline of Education. We hope to develop a STEM focused educator preparation pathway to UCR and other local 4-year universities. Stokoe has a strong STEM focus and is ready to collaborate with us in developing the next generation of Elementary school teachers. We have teaching classrooms at this site with adult learning rooms, mock teaching classrooms, and live video feed into the k-6th classrooms to support observations. This is part of the intent for revitalizing Stokoe and so the inclusion of EDU is critical to the on-going and expanding success of this location. We are also looking to prepare our students for the new Preschool-Third Teaching Credential, and need this course to begin this pathway.*	N

Distance Education

ELE-23DE	Electronic Devices and Circuits		N
ELE-25DE	Digital Techniques		N
ELE-26DE	Microcontrollers		N
ELE-28DE	MultiSim CAD & PCB Design/Fab		N
ELE-76DE	Low Voltage Wiring and Alternate Energy Generation		N
ELE-77DE	Electrical Theory for Electricians		N
ELE-811DE	DC Electronics		N

ELE-813DE	AC Electronics		N
ELE-823DE	Electronic Devices and Circuits		N
ELE-825DE	Digital Techniques		N
ELE-828DE	MultiSim CAD & PCB Design/Fab		N
Distance Education Modification			
ELE-11DE	DC Electronics		N
ELE-13DE	AC Electronics		N
New Courses			
ELE-823	Electronic Devices and Circuits	*Creating an 800-level course so that students can have the option to take Credit/Non Credit*	N
ELE-825	Digital Techniques	*Creating an 800-level course so that students can have the option to take Credit/Non Credit*	N
ELE-826	Microcontrollers	*Creating an 800-level course so that students can have the option to take Credit/Non Credit*	N
ELE-828	MultiSim CAD & PCB Design/Fab	*Creating an 800 level course so that students can have option to take Credit/non Credit*	N
Program Modification - Degree and Certificate			
CIS-	Computer Applications	*CIS 28A/CSC 28A not in MVC catalog, RCC moving to delete courses.*	M

Attachments:

- September 10, 2024 draft minutes
- ADT/AOE Interdisciplinary Council Proposal
- Phase II CCN project courses list and memo
- AB1111 Approval Timeline

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.

**Procedure for Creating Temporary Interdisciplinary Councils
to Act in Place of Disciplines in the Curriculum Process***
(ADT and AoE)
*Share with Assessment/Program Review committees for faculty work on interdisciplinary degrees

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NOTE: This process does not alter the existing curriculum process; it is for interdisciplinary degrees that by definition are not owned by a single discipline. The as-needed council, as defined below for each degree type, will act in our regular degree change curriculum processes in any place where a single discipline has a role.

Process for all changes to an interdisciplinary degree:
Interdisciplinary degree councils will be assembled each year according to the council make-up and timelines below for any degree change proposal received by Tech Review in the Fall of an academic year.

- **For course additions and removals from interdisciplinary degrees:** Proposals should use an interdisciplinary exclusion/inclusion form that includes the following information:
    - Proposed course number and course name
    - The degree program name and description or outcomes with the parts that relate to your course highlighted
    - A list of the course SLOs and objectives, with those that address the program description or outcomes highlighted
    - A brief written explanation of how items in the COR relate to specific language in the program narrative or outcomes to illustrate to the council and curriculum committees how your course fits or no longer fits the degree

- **How to initiate a program modification to an interdisciplinary degree:**
    - When faculty in any discipline in the ADT want to initiate a program modification, they should submit an email request to tech review (techreview@rccd.edu) during the Fall of an academic year to assemble an interdisciplinary degree council to do the work in the Spring; the request should include a brief description of the reason for the council (statutory requirement of an ADT update; need for or result of degree program review; or other need beyond course exclusion/inclusion) . This allows the Tech Review chair to inform the college chairs of the need to assemble a council for the program modification work (which will also include any course inclusions/exclusions as noted above).
    - The assembled council, like a single discipline does with their degrees, in additional to reviewing course inclusions/exclusions, doing required degree updates and other program review work may propose changes to a program, (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 on the council or not.

Timeline
- **All course inclusion/exclusion for interdisciplinary degree proposal formas and email requests to assemble a council for degree modification should be submitted in Fall semesters of the academic year.**
- **Curriculum chairs will work together to identify volunteers according to council membership defined below as received or in February to review and complete the work of reviewing all proposals to the degree and the program modification by the end of Spring semester of the academic year in which they were received.**
- **Final minutes and paperwork should be in curricunet by the subsequent Fall semester deadline.**
- **The timeline can be adjusted with support and approval from Tech Review committee for degree compliance purposes if needed.**

Who are the councils and what do they do?
- Councils are assembled based on the disciplines in the degree. Specific make-up is below and depends on degree type.
- **Council lead:**
  - Curriculum committee chairs across the district will coordinate to request one current curriculum committee member to serve as the council lead for each degree council assembled. 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 though they don't have to be from among the voting members list.
  - The council lead, in consultation with their curriculum chair, will assemble a council according to definition below and will share with the curriculum chairs once assembled.
  - The council lead will seek representation <u>for the purpose of review, consultation, and discussion</u> from *each discipline* with a course in the degree; council members do not have to be on the curriculum committee; council lead will work with curriculum committee chair as needed to recruit council members. There should be clear written and multiple outreach efforts 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.
  - At the start of the Spring semester (February) the degree council lead should distribute all proposals to the council and schedule a zoom or in-person meeting to set the semester work schedule.
  - 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 accompany the modified degree proposal that goes to tech review, then the college committees, and then DCC and the final curriculum approval process.

- **Council authority based on degree type:**
    - 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 and *if approved* will 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 by a majority of the college curriculum committees will move forward* through the regular curriculum process.
- **Council member based on degree type:**
  The council's voting membership depends on degree type and composition as described below and is based on the degree discipline make-up at the time of the council formation; councils are an annual service activity and not standing committees; they will be formed only when there are proposals for a specific degree and only for that year's proposals:
    - Interdisciplinary ADTS (college councils):
        - For already built ADTs: Voting members are from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core.
        - For new ADTs under construction: Voting members are from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core.
    - Interdisciplinary AOEs that have required core courses (district council):
        - Voting members are from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core. Some councils may need to increase voting members proportionally to represent all three colleges and preserve the ratio of representation.
    - Interdisciplinary AOEs that have no required core courses (district council):
        - The Curriculum Rep council lead will request volunteers for a voting membership of six, with each voting member being 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).
- **Additional note on degree leads and councils**: 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 degrees with outlier disciplines participating in votes and discussion relevant to their degrees only.

Appendix of examples based on 2023-24 catalog:

- **Interdisciplinary ADTS**
    - RCC degrees and disciplines in Required Core on ADT and TMC:
        - Law, Public Policy, and Society (24-25 Revision)
            - 2 ENG faculty
            - 1 PHI faculty
            - 1 POL faculty
            - 1 ADJ faculty
            - 2 COM faculty
            - 1 HIS faculty
            - 1 faculty member from MAT, PSY or SOC (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
            - 2 ETS faculty
            - 1 SOC faculty

        - Social Justice Studies: Chicanx and Latinx Studies
            - 2 ETS faculty
            - 1 SOC faculty
            - 1 HIS faculty

        - Social Justice Studies: Ethnic Studies
            - 2 ETS faculty
            - 1 SOC faculty
            - 1 HIS faculty

        - Social Justice Studies: General
            - 1 ETS faculty
            - 3 SOC faculty

        - Social Justice Studies: LGBTQ Studies
            - 1 ETS faculty
            - 1 SOC faculty
            - 1 PHI faculty

- **Interdisciplinary District AOEs that HAVE required core courses:**
  - AOE AA in Admin and Info Systems, 9 unit core from
    - 1 ACC faculty
    - 2 BUS faculty
    - 1 CAT faculty
    - 2 CIS faculty
    - 2 ECO faculty
    - 1 POL faculty

  - AOE AA in American Studies, 6 unit core from
    - 1 ENG faculty
    - 2 ETS faculty
    - 4 HIS faculty
    - 1 MIL faculty

  - 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)
    - 3 HES or BIO faculty (x-listed same course)
    - 3 KIN faculty

  - 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
    - 1 MAT faculty
    - 1 Phys. Sciences faculty (from one of these disciplines listed in order of course options available for this single course slot: CHE (4); GEO (3); PHY (3); GEG (2); AST (1); OCE (1); PHS (1)
    - 1 BIO faculty

- **Interdisciplinary District AOEs that have no required core courses:**
  - AOE AA in Communication, Media, and Languages:
    - 19 disciplines, some with one course and one with 26
    - 18 units required;
    - 6 reps from disciplines with most represented course options; 1 per discipline listed:
      - ENG
      - ASL
      - JOU
      - COM
      - SPA
      - 1 faculty member from any of the four disciplines tied for discipline with the sixth most options: ARA, FST, FRE, or JPN

- AOE AA in Fine and Applied Arts
    - 10 disciplines, some with four courses and some with 20+
    - 18 units required;
    - 6 reps from disciplines with most represented course options; 1 per discipline listed:
        - MUS
        - ART
        - DAN
        - THE
        - FTV
        - AHS

- AOE AA in Humanities, Philosophy and Arts
    - 26 disciplines, some with one course and some with 20+
    - 18 units required;
    - 6 reps from disciplines with most represented course options; 1 per discipline listed:
        - ENG
        - AHS
        - HIS
        - ASL
        - HUM
        - PHI
        - (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 disciplines with most represented course options; 1 per discipline listed:
        - POL
        - ADJ
        - HMS
        - ANT
        - ECE
        - SOC

TO: Chief Instructional Officers
Chief Student Services Officers
Chief Information Systems Officers
Academic Senate Presidents

FROM: Dr. John Stanskas, Vice Chancellor of Academic Affairs
Educational Services and Support, Office of Equitable Student Learning, Experience, and Impact (ESLEI)

Cheryl Aschenbach, President
Academic Senate for California Community Colleges

RE: Curricular Guidance and Information for Common Course Numbering (CCN) System Implementation (Phase I)

This memorandum provides an update on the implementation of the Common Course Numbering (CCN) system, CCN Templates and Phase I courses, curricular implications, current articulation, and guidance for local colleges.

Background

The vision of CCN is to achieve intra- and intersegmental consistency for articulating commonly numbered courses within the California Community Colleges and between the University of California (UC), California State University (CSU), and the Association of Independent California Colleges and Universities (AICCU), while preserving institutional and faculty autonomy. Assembly Bill 1111 (Berman, 2021) amended statute to require adoption of a student-facing CCN system for all general education and transfer pathway courses, and each community college campus incorporate common course numbers into its course catalog (see Education Code section 66725.5). The CCN system will establish a structure that maximizes credit mobility for all students, strengthening equitable transfer and student success. More specifically, it will support students in building cohesive academic plans, understanding how required courses transfer and apply to completion, and making informed course selections that support degree completion.

In 2022, the California Community Colleges Chancellor's Office (Chancellor's Office) formed the Common Course Numbering Task Force (CCN Task Force) to develop recommendations for a systemwide plan for implementation. Based on CCN Task Force recommendations, the Chancellor's Office created a CCN Steering Committee, CCN Council, and two work groups that focused on development and technology processes, respectively.

Implementation Efforts

As previously reported in memorandum ESLEI 24-22 Common Course Number Update, the CCN Task Force proposed a phased approach to meet the mandates. In Phase I, faculty worked in collaboration with intersegmental teams to develop a CCN Template for an initial set of high-enrollment courses to generate the first phase of CCN-aligned courses for fall 2025. During Phase II, a second cluster of courses will be used to evaluate and refine the development processes and templates, test technology-based implementation, test-drive convening practices and validate intersegmental collaboration. The goal for Phase III is to implement potential technology solutions and create CCNs for the remaining transfer courses.

Current implementation efforts include:

- A finalized 11-digit numbering system for the taxonomy
- Six CCN Phase I courses identified
- CCN templates developed by faculty
- A submission process to the Chancellor's Office Curriculum Inventory (COCI)
- Initial system-level conversations around articulation to receiving institutions
- A list of twenty-one determined Phase II courses
- A tested template development process to inform Phase II and Phase III

Taxonomy of the CCN

The 11-character CCN taxonomy will provide course identification consistency across the 116 community colleges. The taxonomy aligns with the format recommended by the CCN Task Force and establishes:

- A four-letter subject to distinguish between disciplines with similar potential abbreviations (i.e. English and Engineering),
- Adds a "C" designator in front of the number as a quick visual confirmation to students of transferability as a common course, and

- Provides a four-digit number to allow for new common course numbers to be established without duplicating numbering currently in use at many California community colleges.

Here is an example of the CCN course taxonomy: **ENGLC1000 Academic Reading and Writing**

COMPONENT	EXAMPLE
SUBJECT	ENGL = English
COURSE TYPE	C = Common Course Number
COURSE NUMBER	1000 = 100-level course

Additional guidance about the taxonomy and technology implications will be shared in a subsequent memo and in the Common Course Numbering Month Webinar 2: Technology Implementation (click here to register).

Completed CCN for Phase I Courses

To meet the implementation date of Fall 2025, the first six courses to receive a common number were identified by the CCN Steering Committee using the criteria suggested by the 2023 CCN Task Force Report: high enrollment courses and representing subjects from Cal-GETC.

The six Phase I commonly numbered courses are:

- ENGLC1000   Academic Reading and Writing

- ENGLC1001   Critical Thinking and Writing

- COMMC1000   Introduction to Public Speaking

- STATC1000   Introduction to Statistics

- POLSC1000   American Government and Politics

- PSYCC1000   Introduction to Psychology

CCN Templates were developed for colleges and districts that have existing honors course outlines of records that correspond to the Phase I courses. These templates are optional for use and will be addressed in a subsequent memo. Additionally, CCN Templates for colleges and districts that have embedded support courses for CCN Academic Reading and Writing and Introduction to Statistics have also been created for optional use by colleges.

Origin of the CCN Templates

The CCN Development Workgroup created the CCN Template that discipline faculty will use to distinguish identical and local components of a course. The CCN Template ensures course elements are comparable and supports consistent articulation across the community college system. The ASCCC surveyed discipline faculty to collect insight and feedback on the draft CCN Template. This feedback, with more than 1,000 responses, was used to inform and guide intersegmental discipline faculty who developed the CCNs for the Phase 1 courses.

Hosted by ASCCC, multiple convenings were held over summer 2024 and brought together discipline faculty representatives from the CCCs, CSUs, and UCs, segment articulation officers, and transfer experts. At these convenings, using corresponding C-ID descriptors as a starting point, attendees finalized the subject-specific CCN template elements. The faculty representatives provided contents for items in the CCN Template that would be identical and at the same time would create space for colleges to add needed content for local articulation purposes. The ASCCC sent the finalized CCN subject-specific template content to the Chancellor's Office in August 2024.

Here are the course outline components for a commonly numbered course:

Course Outline of Record Elements	
Elements in a Course Outline	Components in a CCN course that are identical across all course outlines and areas that can be expanded for local needs
Subject Code & Course Number	Identical
Course Title	Identical
Lecture & Lab Units	Adheres to an Established Minimum
Course Description	Part 1: Identical Part 2: Optional Expanded Details
Pre-reqs, Co-reqs, Advisories	Identical
Course Content	Part 1: Identical Part 2: Optional Expanded Details

Course Objectives/Outcomes	Part 1: Identical Part 2: Optional Expanded Details
Methods of Evaluation, Textbooks	Representative Samples

The final CCN templates for the Phase I courses are available on the Chancellor's Office website.

Guidance for Local Colleges and District Curriculum Process

All courses aligning to a subject-specific CCN Template must be student-facing in college catalogs by Fall 2025. Locally, the discipline faculty should review the subject-specific CCN Templates and the colleges' current course outlines to identify courses that most closely align. Any components that are not identical must be moved to the optional sections of the CCN outline. College and district curriculum committees and academic senates may consider what local curriculum processes may be implemented to expedite the local approval of their course. Colleges and districts may begin local course approval processes immediately.

Courses identified as aligning to the subject-specific CCN Templates must be submitted to COCI by December 1, 2024. These CCN courses will be considered non-substantive changes. Colleges will submit the courses through COCI as course revisions, thereby retaining the current course control number.

Articulation and Curricular Implications

During the 2024–2025 Cal-GETC submission period, CCCs will not submit revisions of these six, CCN-template-aligned Phase I courses to CSU or UC via ASSIST for review.

The Chancellor's Office will provide submitted revised course outlines for Phase I courses to the system offices for use by the UC and CSU.

The system offices aim to use the CCN templates, along with the full Course Outlines of Record built to align with the templates, to test concepts and potentially revise articulation processes for UC transferability and Cal-GETC general education.

CSU and UC cannot guarantee that individual colleges will not need to resubmit outlines for general education or submit outlines for major preparation and/or course-to-course articulation review in the future. The course changes will not impact the current students' articulation.

Exception for COMMC1000 Public Speaking

COMMC1000 Public Speaking is an exception. The COMMC1000 Introduction to Public Speaking aligned course outlines, and any Phase I course without prior existing IGETC/Cal-GETC and UCTCA approval, must be submitted via ASSIST for UC and CSU review by early December.

Course-to-Course and Major Preparation Consideration

Currently, the CSU Chancellor's Office and the UC Office of the President continue to seek feedback among their institutions about major preparation and course-to-course articulation of commonly numbered courses. In the meantime, colleges may add information to the CCN course outline of records they deem necessary to maintain current articulation with individual UC and CSU campuses. This should only be added in the areas where the CCN template allows for optional and expanded information.

Preview of Phase II Courses

The CCN Council and Developmental Workgroup have selected the Phase II courses. While all the process specifics have not been finalized, the ASCCC and the CCN Workgroup are evaluating what worked well during Phase I to inform the Phase II process. Here is the list of proposed Phase II courses.

1. Introduction to Sociology
2. United States History to 1877
3. United States History from 1865
4. Introduction to Literature
5. Principles of Macroeconomics
6. Introduction to Biological Anthropology (with lab)
7. Principles of Microeconomics
8. Interpersonal Communication
9. Human Anatomy with Lab
10. Child Growth and Development
11. Introduction to Chemistry
12. Chemistry sequence:
    a. General Chemistry for Science Majors Sequence A (one-year sequence and includes two courses), OR

    b. General Chemistry for Science Majors I, with Lab (first semester course of the one-year sequence)

13. Argumentative Writing and Critical Thinking Through Literature

14. Art History

    a. Survey of Western Art for Prehistory through the Middle Ages, OR

    b. Survey of Western Art from Renaissance to Contemporary

15. Calculus sequences:

    a. Single Variable Calculus I Early Transcendentals

    b. Single Variable Calculus I Late Transcendentals

    c. Single Variable Calculus II Early Transcendentals

    d. Single Variable Calculus II Late Transcendentals

16. General survey Biology course with lab (no C-ID)

17. Astronomy with lab (no-C-ID)

Phase I Implementation Support

To support local implementation of CCN, the entire month of September will consist of CCN implementation webinars. These webinars will provide colleges with the information and resources to implement the first phase of CCN.

Each webinar will have a specific focus and will be hosted each Wednesday in September from 12 to 1 p.m. PDT. All webinars will be recorded and available on the CCN Website. Webinars will be supplemented with Chancellor's Office memos. Registration links for the September webinars are included below. Further information about technical support is forthcoming.

CCN Webinars:

September 4: <u>Curriculum Implementation</u>

September 11: <u>COCI Submission and Technology Implementation</u>

September 18: <u>Funding and Reporting Parameters</u>

September 25: <u>Student Facing Requirements</u>

AB 1111 Approval Timeline – Fall 2024

September 2024

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September

27	Originator - Final Day to Launch

October 2024

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October

4	Facilitator/Department Chair Approval Deadline
15	Tech Review
22	College Curriculum Committee
22	Special DCC – AB1111 Courses Only*
23	Submission to Chancellor's Cabinet
28	Chancellor's Cabinet

4:30pm, following college meeting

November 2024

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November

5	BOT Committee Meeting
19	BOT Regular Meeting

December 2024

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December

1	COCI Submission Deadline