

## District Curriculum Committee Meeting Minutes

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**Tuesday, May 5, 2020**                      **4:00pm-5:00pm**                      **Hosted via Zoom**

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Committee Members	Guests
<input checked="" type="checkbox"/> Brian Johnson (Chair, MAT, NOR)	<input checked="" type="checkbox"/> Lijuan Zhai (AVC Ed Services and Institutional Effectiveness, RCCD)
<input checked="" type="checkbox"/> Susan Mills (Co-Chair, VC Ed Services)	<input checked="" type="checkbox"/> Heather Edberg (Staff, RCCD)
<input checked="" type="checkbox"/> Kelly Douglass (ENG, RCC)	<input checked="" type="checkbox"/> Bryan Nicol (Staff, RCCD)
<input checked="" type="checkbox"/> Ann Pfeifle (HIST, MVC)	<input type="checkbox"/> Rebecca Turner (Staff, RCCD)
	<input checked="" type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)
	<input checked="" type="checkbox"/> Nick Franco (AO, NOR)
	<input checked="" type="checkbox"/> Jeanne Howard (AO, MVC)
	<input checked="" type="checkbox"/> Sabina Fernandez (Staff, MVC)
	<input checked="" type="checkbox"/> Casandra Greene (Staff, RCC)
	<input checked="" type="checkbox"/> Steven Schmidt (MUS, RCC, Chair/District Technical Review Comm.)
	<input checked="" type="checkbox"/> Nicole Brown (Staff, RCC)

### Zoom Information

<https://cccconfer.zoom.us/j/96602791830>

+1 669 900 6833 (US Toll)

Meeting ID: 966 0279 1830

### Agenda and Minutes

1. Approval of Agenda
  - a. 1<sup>st</sup> K. Douglass, 2<sup>nd</sup> A. Pfeifle
  - b. Changes:
    - i. Remove Discussion Item: Curriculum Work Prioritization
    - ii. Add Blanket DE Addendum Discussion Item
  - c. Approved, Unanimous
2. Approval of Minutes - April 21, 2020
  - a. 1<sup>st</sup> A. Pfeifle, 2<sup>nd</sup> K. Douglass
  - b. Approved, Unanimous

### Reports from Colleges

1. Moreno Valley
  - a. Nothing to report.
2. Norco

- a. Nothing to report.
3. Riverside
  - a. Two questions were raised at the Riverside Curriculum Committee Meeting:
  - b. First, an updated COR is required for a DE addendum. Will this be the case for the courses under the emergency addendum?
    - i. Kelly Douglass made the recommendation at the meeting that if the faculty member is requesting a standard, individual distance education addendum, then the COR should be up to date. In the case of the emergency approvals, the recommendation to the faculty was to do what they could.
    - ii. Brian Johnson suggested that it not be required for emergency approvals if the course is active.
  - c. Second, if a course is online, is it possible to indicate on the schedule of classes that there is required, synchronous delivery for the summer and fall courses that are online?
    - i. Brian Johnson and Ann Pfeifle stated that this may be an issue for the administrators to address.
    - ii. Susan Mills – For the summer schedule, any courses that originally were planned to be face-to-face will list day and times with “Temp Online” listed for the location. If faculty intend to use that time slot, it is already listed in the schedule. The intent is to handle the fall schedule in the same way.
    - iii. Kelly Douglass – The recommendation from the senate was for faculty to reach out to students as they are enrolling to inform them regarding synchronous instruction.

### Action Items

1. Curriculum Proposals
2. Math Competency
  - a. 1<sup>st</sup> A. Pfeifle, 2<sup>nd</sup> K. Douglass
  - b. Approved, Unanimous
  - c. **Question:** Where does this proposal go next?
    - i. The district academic senate would like standards to be a work group from DCC, so it can progress to District Academic Senate and the Board.
    - ii. The next possible Board is the June Board. Previously these recommendations were shared with District Academic Senate as an informational item. The changes can go to District Academic Senate on May 18<sup>th</sup> and the Executive Cabinet on either May 18<sup>th</sup> or June 1<sup>st</sup>. It can then proceed to the June 16<sup>th</sup> Board meeting.
3. DE Addendum Form
  - a. Ann Pfeifle recommended that within the form it state that if faculty are submitting a course for emergency approval to use the emergency approval form and that the sentence regarding course major modifications in the opening paragraph be removed.

- i. Sheila Pisa – The Norco and Riverside DE committees had met and approved the form prior the discussion at the previous DCC. Dr. Pisa reached out to the committees but has not yet received a response. She believes the changes should be fine.
    - b. **Question:** When will the form be put into effect?
      - i. Kelly Douglass - Assuming the emergency only version is also approved, they are mirrors of each other. As soon as the versions are cleaned, it would be great to start using it.
      - ii. Sheila Pisa – If would be helpful to implement soon due to the ongoing accessibility discussion.
      - iii. **Recommendation:** Immediately for new DE proposals.
    - c. **Question:** What will the process be for using the form?
      - i. Faculty should complete the long form and attach it to a shell in Meta. For any required fields in Meta, faculty can indicate “See attachment.”
    - d. 1<sup>st</sup> A. Pfeifle, 2<sup>nd</sup> K. Douglass
    - e. Approved, Unanimous
4. DE Emergency Addendum Form
  - a. 1<sup>st</sup> A. Pfeifle, 2<sup>nd</sup> K. Douglass
  - b. Approved Unanimous
  - c. Kelly Douglass – Because Distance Education delivery methods are a local decision, should there be expanded options available on the form? For example, the categories could be fully online, hybrid, and hybrid with online possible.
    - i. Sheila Pisa – Hybrid courses have no consistency regarding the percentage of the course that is online.
    - ii. Brian Johnson – In this emergency addendum, perhaps being that specific isn’t necessary. Faculty should be encouraged to mark both online and hybrid, with the exception being for any courses that cannot be offered fully online.
    - iii. Ann Pfeifle – While other districts may have more robust options, it may not be necessary for our district.
    - iv. **Recommendation:** Online and Hybrid, Hybrid Only (explain why some portion cannot be offered online)
  - d. **Question:** Does the “back fill” of DE addendum need to be done for courses moved online for the spring term?
    - i. Ann Pfeifle – The Moreno Valley VPAA stated at the last curriculum meeting that the emergency addendum was for the summer and fall terms, not for spring.
    - ii. Kelly Douglass – If a course was moved online for the spring that faculty do not intend to offer during the summer or fall closure, then it appears they do not need to back fill for spring.

### **Discussion Items**

1. General Education Questions: Whole Disciplines, Criteria, and Removals; Status of Academic Standards committee (dissolution and committee makeup) – Kelly Douglass

- a. Kelly Douglass – It appears that District Academic Senate wants to dissolve the District Academic Standards committee, but it's unclear if they have voted to approve this action yet. The recommendation is that District Academic Standards will become a work group of DCC, made up of the three curriculum chairs, the articulation officers, and a faculty representative. Does assessment need to be a part of the committee?
    - i. Brian Johnson – A representative from assessment may not be necessary.
  - b. Kelly Douglass will ask District Academic Senate to agendaize the Standards work group make up at their next meeting.
  - c. The remaining discussion regarding whole disciplines in general education is postponed to the next DCC.
2. Riverside Non-Credit Music Courses – Kelly Douglass
    - a. Postpone to the next DCC.
  3. Non-Credit Certificate Set Up in Colleague – Kelly Douglass
    - a. Postpone to the next DCC.
  4. Blanket DE Addendum – Kelly Douglass
    - a. Will follow up via e-mail.
  5. WKX 200 Name Change Clarification – Bryan Nicol
    - a. Will follow up via e-mail.

### **Supporting Documents**

1. Certificates
  - a. IT Technician Pathway: Cybersecurity Analyst
  - b. IT Technician Pathway: Cybersecurity Specialist
  - c. Entrepreneurial Essentials
  - d. Entrepreneurial Foundations
  - e. Entrepreneurship and the Team
  - f. Optoelectronics
2. Non-Credit Certificates
  - a. Business Information Worker Essential Preparation: Workplace Communication
  - b. Business Information Worker Essential Preparation: Workplace Decision Making and Time Management
  - c. Family Childcare Provider
  - d. Entrepreneurial Essentials
  - e. Entrepreneurial Foundations
  - f. Entrepreneurship and the Team
  - g. Advanced American College English
  - h. Beginning American College English
  - i. Successful Career Transitions
3. Program Modifications
  - a. Registered Nursing
  - b. Fire Technology

*Notice is Hereby Given That Pursuant to Executive Order N-29-20 the Riverside Community College District Curriculum Committee will meet on May 5, 2020 via Zoom Conferencing.*

*Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside Community College District 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 [techreview@rccd.edu](mailto:techreview@rccd.edu) at least one week prior to the meeting. Requests received after this time will be honored when possible.*

*Members of the public wishing to comment on an agenda item or other topic within the purview of the Riverside Community College District Curriculum Committee will be given the opportunity via Zoom or may submit commentary to [techreview@rccd.edu](mailto:techreview@rccd.edu).*

## Changes to the Math Competency Requirement

### Original Language:

#### V. COMPETENCY REQUIREMENT (0-8 UNITS)

A. Students must demonstrate minimum proficiency in mathematics by the successful completion of a Riverside Community College District mathematics course with a “C” or higher selected from Math 1-36 (excluding MAT-32) or MAT-53 or the equivalent [CLEP, AP/IB Exams, Credit by Exam, other pathways such as courses from other colleges/ universities, or Early Assessment Test (EAP for CSU, MCAP)].

### Proposed Changes:

#### V. COMPETENCY REQUIREMENT (0-8 UNITS)

A. Students must demonstrate minimum **competency** in mathematics by the successful completion of a Riverside Community College District mathematics course with a “C” or higher selected from Math 1-36 (excluding MAT-32), MAT-53, **PSY/SOC-48** or the equivalent [CLEP, AP/IB Exams, Credit by Exam, other pathways such as courses from other colleges/ universities, or Early Assessment Test (EAP for CSU, MCAP)].

# Riverside Community College District

## Distance Education Addendum

This form is used by the RCCD Curriculum Committee to document the proposal and approval of a course to offer sections fully online and/or partially online as a hybrid course. This form is used for all course modifications (major and minor) and new courses. All fields must be completed and relevant curriculum deadlines met for a proposal to be reviewed by the Curriculum Committee.

### **RELEVANT TITLE 5 SECTIONS**

#### *§ 55202. Course Quality Standards.*

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

#### *§ 55206. Separate Course Approval.*

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- (a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and
- (b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code

#### *§ 55204. Instructor Contact.*

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. [Note: All RCCD faculty must be prepared to provide evidence of such contact when requested.]

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

- I understand the above Title 5 regulations.

## **COURSE INFORMATION**

Date: \_\_\_\_\_

School: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

First semester planned to be offered via DE:  
\_\_\_\_\_

Format:

- Fully Online
- Hybrid
- Both

## **PREPARATION TO SUBMIT THIS PROPOSAL**

Originators proposing to offer this course through a distance education delivery mode should have knowledge and training, as provided through the Online Canvas Academy certification course, in the following areas.

- RCCD policies and procedures for distance education
- College-adopted Course Management System (CMS)
- Accreditation/Federal requirements for online courses:
  - Regular Effective Contact requirements and options for providing substantive interaction to and among online students
  - Section 504 of federal Rehabilitation Act regarding student access to accommodations and Section 508 of Rehabilitation Act regarding



accessibility of course material, instruction, and student services for students with disabilities

- Academic integrity, student authentication, student privacy, and online attendance accounting
- Standards for quality course design and delivery

A careful review of the RCCD Guide to Best Practices in Regular and Substantive Contact and Distance Education section of the Curriculum Handbook is required prior to the completion of this proposal.

- I certify that the originators of this proposal have read and understood both the RCCD Guide to Best Practices in Regular and Substantive Contact and Distance Education section of the Curriculum Handbook:

### **VALIDATION THAT COURSE IS APPROPRIATE FOR DISTANCE EDUCATION DELIVERY MODE**

Explain why this course is particularly suited to be offered through distance education. Be sure to reference specific course objectives, core content, and/or student learning outcomes that can be effectively addressed in an online environment and provide examples of online activities or online tools that support the instruction of the specific course objectives and core content.

Identify how this course fits into an overall plan for distance education development within your department or program. Cite supporting evidence, including course and program data analysis from program review, discussions at discipline or department meetings, minutes from advisory committee meetings, or other sources.

## **METHODS OF INSTRUCTION AND EVALUATION**

Describe teaching methods, materials, and any other components that may be used to ensure quality instruction in the distance education (DE) delivery mode so that the course's unique course objectives are met and students are able to perform the course student learning outcomes. These methods or materials may include the use of hard copy or digital texts, video, VoiceThread, etc.

Describe methods, materials, and any other components that may be used to ensure assessments in your course align with Student Learning Outcomes in the course outline. Describe specific strategies rather than generic approaches.

## **SAMPLE ASSIGNMENTS IN THE DISTANCE EDUCATION DELIVERY MODE**

Provide examples of the types of assignments that will be delivered and assessed in the distance education delivery mode. How will these assignments be administered, and what CMS tools will an instructor use to assess student performance and give feedback?

Reading assignments

Writing assignments

Other assignments

Does the course have a lab component?

- YES
- NO

If yes, what core content or objectives will be the focus of the lab instruction, and how will they be addressed online?

**ACCESSIBILITY AND UNIVERSAL DESIGN**

Per Riverside Community College District AP No. 4105, all Distance Education faculty receive training to ensure courses, documents, videos and other online instructional materials are compliant with Section 508 Amendment to the Rehabilitation Act of 1973. Section 508 requirements also apply to any outside websites which will be used, including publisher content.

Confirm that each of the accessibility requirements below will be used when an instructor designs a section of the course for distance education delivery. Check all boxes that apply.

- Provide an uncluttered interface with consistent layout and navigation.
- Avoid moving or flashing images and self-starting video or audio.
- Ensure access for people with diverse abilities.
- Accommodate a wide range of individual preferences and abilities.

- Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.
- Any images will have alternative text or alternative descriptions to provide access for students with visual impairments.
- Instructional videos will have accurate closed captioning.
- Audio recordings will include transcripts.
- Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
- Hyperlinks will be presented using meaningful link text rather than URLs.
- Content will provide adequate color contrast (such black on white background), font size (such as 12-14), and font style (such Arial or Tahoma) to ensure readability.
- Any PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word prior to saving as PDF).

If you did not check one or more of the confirmation boxes for accessibility, explain in the field below.

## REGULAR EFFECTIVE CONTACT

The Title 5 term “regular effective contact” means that the instructor regularly initiates interaction with enrolled students and provides regular opportunities for interaction among students. Regarding regular contact, the frequency of instructor-initiated contact should be equivalent to contact in a face-to-face delivery of the course, following the Carnegie Unit. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods as described in RCCD Guide to Best Practices in Regular and Substantive Contact.

Response should focus on proactive methods an ***instructor*** uses to regularly initiate interaction with students and foster student-to-student interaction rather than student-initiated methods to contact the instructor. Check the methods that will be used as documentation of regular effective contact:

- Weekly content-based announcements in the CMS
- Threaded discussions of course content in the CMS with required student-to-student interaction
- Regular instructor participation in threaded discussions within the CMS
- Closed-captioned Instructor-created lectures
- Timely and frequent feedback for student work

- Group or individual meetings
- Class events such as orientations and workshops
- Instructor-initiated contact by CMS inbox, RCCD email, telephone, or chat
- Video conferencing
- Other:

Describe how a combination of the above methods will be used together to provide “regular effective contact.”

### **USE OF PUBLISHER or OER APPLICATIONS AND WEBSITES**

Distance education courses must be conducted within the college-adopted Course Management System (CMS). If any component of this course will be conducted via a publisher or OER application in the CMS or a website outside of the CMS, this component must meet the college’s requirements for accessibility, authentication, and student privacy and must be approved before submitting a DE proposal. If publisher/OER products will be used in a section of a course taught using a distance education delivery mode, whenever possible they should be integrated within the CMS. These materials should be included in the Course Materials section of the course outline of record as a required or optional text/material.

Will any components of this course be conducted via a publisher application in the CMS or a website outside of the CMS?

- YES
- NO

If yes, please list each application/website and explain how its use is essential to meet specific course objectives and student learning outcomes. If no, type “Not Applicable” in

the text box below.

For any application or website listed above, explain and document how the following requirements are met. Leave blank if not applicable.

**Accessibility:** Provide evidence that this application or website meets Section 508 requirements, including the Technology Specialist for Accessibility and Compliance’s written review.

**Student authentication:** Describe how the website or application meets accreditation standards by requiring that students validate their identity. Examples: individual login, password protected, optional proctored exams by departments/disciplines, optional use of anti-plagiarism software

**Student privacy:** Explain and document how student privacy is safeguarded when students use this application or website. Note: Third-party gradebooks are not recommended, and must provide proof of FERPA compliance.

## **REQUIRED INSTRUCTIONAL MATERIAL FEES AND ACCESS CODES**

If students are required to purchase materials for a section of this course delivered via distance education, the materials must 1) be added to the Course Materials section of the official Course Outline of Record and 2) comply with Title 5 regulations.

Title 5 §59400(b): Students cannot be required to pay for access to electronic materials “designed primarily for administrative purposes, class management, course management or supervision.”

Title 5 §59400(c): “Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or

access fee shall be provided to the student in a clear and understandable manner prior to purchase.”

If this course requires students to purchase an access code, license, or any other electronic materials, name those materials below and explain and document how they comply with Title 5 regulations.

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DRAFT

## Riverside Community College District Distance Education Addendum for Emergency-Only Online Delivery

This form is used by the RCCD Curriculum Committee to document the proposal and approval of a course to offer sections fully online and/or partially online as a hybrid course ~~in the case of a campus/college/district closure emergency; this form does not otherwise authorize online or hybrid course delivery. This form is used for all course modifications (major and minor) and new courses.~~ All fields must be completed and relevant curriculum deadlines met for a proposal to be reviewed by the Curriculum Committee.

Commented [DK1]: The sentence deleted here is the one that we agreed in the meeting is not needed.

### **RELEVANT TITLE 5 SECTIONS**

#### *§ 55202. Course Quality Standards.*

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

#### *§ 55206. Separate Course Approval.*

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- (a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and
- (b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code

#### *§ 55204. Instructor Contact.*

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:



(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. [Note: All RCCD faculty must be prepared to provide evidence of such contact when requested.]

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

I understand the above Title 5 regulations.

### **COURSE(S) INFORMATION**

Date: \_\_\_\_\_

School: \_\_\_\_\_

Disciplines may submit courses in batches where the course delivery methods are similar enough that the addendum components can be addressed by the same answers and still be course specific. For such "batch approvals" disciplines should list all course numbers and titles for which this DE approval applies. (Disciplines can also submit emergency-only DE addendum for individual courses.)

Course Number(s) and Title(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First semester planned to be offered via DE:

\_\_\_\_\_

Format:

- Fully Online in the case of closure-related emergency
- Hybrid in the case of closure-related emergency (where some portion of the class must remain face-to-face). Designate for clarity the face-to-face portion here:

\_\_\_\_\_

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Both

## PREPARATION TO SUBMIT THIS PROPOSAL

Originators proposing to offer this course through a distance education delivery mode should have knowledge and training, as provided through the Online Canvas Academy certification course, in the following areas.

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- College-adopted Course Management System (CMS)
- Accreditation/Federal requirements for online courses:
  - Regular Effective Contact requirements and options for providing substantive interaction to and among online students
  - Section 504 of federal Rehabilitation Act regarding student access to accommodations and Section 508 of Rehabilitation Act regarding

Commented [DK2]: I'm assuming we are keeping this piece because the memo for the blanket addendum says that we do have to have a plan to make sure this is achieved. (#6 on the blanket addendum report requirements)

accessibility of course material, instruction, and student services for students with disabilities

- Academic integrity, student authentication, student privacy, and online attendance accounting
- Standards for quality course design and delivery

A careful review of the RCCD Guide to Best Practices in Regular and Substantive Contact and Distance Education section of the Curriculum Handbook is required prior to the completion of this proposal.

I certify that the originators of this proposal have read and understood both the RCCD Guide to Best Practices in Regular and Substantive Contact and Distance Education section of the Curriculum Handbook:

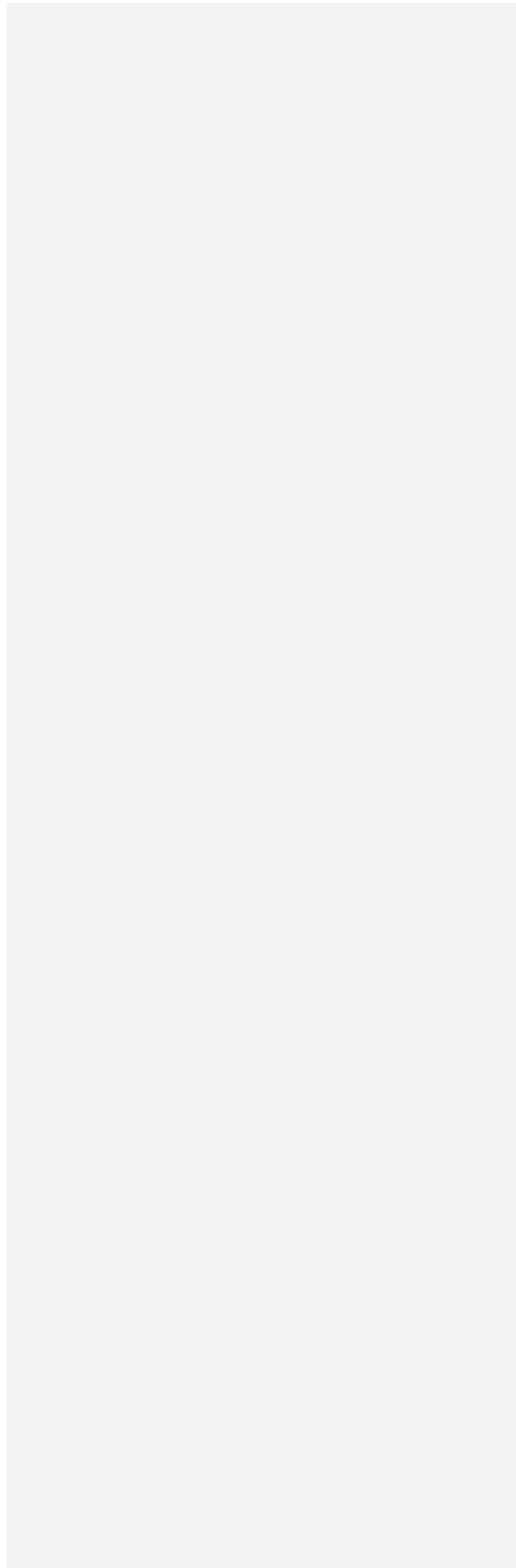
**VALIDATION THAT COURSE IS APPROPRIATE FOR DISTANCE EDUCATION DELIVERY MODE EXPLANATION OF HOW COURSE CAN BE ADJUSTED TO MEET STUDENT LEARNING OUTCOMES IN THE CASE OF AN EMERGENCY ONLINE DELIVERY (WHEN FACE-TO-FACE DELIVERY IS NOT POSSIBLE)**

Explain ~~why this course is particularly suited~~ how this course can be adapted to be offered through distance education in emergency circumstances (because the discipline has not otherwise elected to offer it as distance education). Be sure to reference specific course objectives, core content, and/or student learning outcomes ~~that can be effectively~~ and how they can be addressed in an online environment and provide examples of online activities or online tools that support the instruction of the specific course objectives and core content.

~~Identify how this course fits into an overall plan for distance education development within your department or program. Cite supporting evidence, including course and program data analysis from program review, discussions at discipline or department meetings, minutes from advisory committee meetings, or other sources.~~

**Commented [DK3]:** I cut this section entirely (shown in deletion box below) because the whole point of "emergency only" is that for any reason they have chosen, the discipline has NOT elected to make this course part of a larger DE program – they have just had to move it online for an extended emergency where the alternative is to not offer at all. The idea here is to have faculty explain how they can meet the SLOs, primary required content, and objectives, even if in their view DE may still not offer a more optimal or preferred face-to-face (or even if it might, but the faculty for whatever reason have decided to otherwise not offer DE as a regular option).

|



## **METHODS OF INSTRUCTION AND EVALUATION**

Describe teaching methods, materials, and any other components that may be used to ensure quality instruction in the distance education (DE) delivery mode so that the course's unique course objectives are met and students are able to perform the course student learning outcomes. These methods or materials may include the use of hard copy or digital texts, video, VoiceThread, etc.

Describe methods, materials, and any other components that may be used to ensure assessments in your course align with Student Learning Outcomes in the course outline. Describe specific strategies rather than generic approaches.

## **SAMPLE ASSIGNMENTS IN THE DISTANCE EDUCATION DELIVERY MODE**

Provide examples of the types of assignments that will be delivered and assessed in the distance education delivery mode. How will these assignments be administered, and what CMS tools will an instructor use to assess student performance and give feedback?

Reading assignments

Writing assignments

Other assignments

Does the course have a lab component?

- YES
- NO

If yes, what core content or objectives will be the focus of the lab instruction, and how will they be addressed online?

## **ACCESSIBILITY AND UNIVERSAL DESIGN**

Per Riverside Community College District AP No. 4105, all Distance Education faculty receive training to ensure courses, documents, videos and other online instructional materials are compliant with Section 508 Amendment to the Rehabilitation Act of 1973. Section 508 requirements also apply to any outside websites which will be used, including publisher content.

Confirm that each of the accessibility requirements below will be used when an instructor designs a section of the course for distance education delivery. Check all boxes that apply.

- Provide an uncluttered interface with consistent layout and navigation.
- Avoid moving or flashing images and self-starting video or audio.
- Ensure access for people with diverse abilities.
- Accommodate a wide range of individual preferences and abilities.

- ┆ Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.
- ┆ Any images will have alternative text or alternative descriptions to provide access for students with visual impairments.
- ┆ Instructional videos will have accurate closed captioning.
- ┆ Audio recordings will include transcripts.
- ┆ Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
- ┆ Hyperlinks will be presented using meaningful link text rather than URLs.
- ┆ Content will provide adequate color contrast (such black on white background), font size (such as 12-14), and font style (such Arial or Tahoma) to ensure readability.
- ┆ Any PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word prior to saving as PDF).

If you did not check one or more of the confirmation boxes for accessibility, explain in the field below.

## **REGULAR EFFECTIVE CONTACT**

The Title 5 term “regular effective contact” means that the instructor regularly initiates interaction with enrolled students and provides regular opportunities for interaction among students. Regarding regular contact, the frequency of instructor-initiated contact should be equivalent to contact in a face-to-face delivery of the course, following the Carnegie Unit. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods as described in RCCD Guide to Best Practices in Regular and Substantive Contact.

Response should focus on proactive methods an *instructor* uses to regularly initiate interaction with students and foster student-to-student interaction rather than student-initiated methods to contact the instructor. Check the methods that will be used as documentation of regular effective contact:

- ┆ Weekly content-based announcements in the CMS
- ┆ Threaded discussions of course content in the CMS with required student-to-student interaction
- ┆ Regular instructor participation in threaded discussions within the CMS
- ┆ Closed-captioned Instructor-created lectures
- ┆ Timely and frequent feedback for student work

- ┆ Group or individual meetings
- ┆ Class events such as orientations and workshops
- ┆ Instructor-initiated contact by CMS inbox, RCCD email, telephone, or chat
- ┆ Video conferencing
- ┆ Other:

Describe how a combination of the above methods will be used together to provide “regular effective contact.”

### **USE OF PUBLISHER or OER APPLICATIONS AND WEBSITES**

Distance education courses must be conducted within the college-adopted Course Management System (CMS). If any component of this course will be conducted via a publisher or OER application in the CMS or a website outside of the CMS, this component must meet the college’s requirements for accessibility, authentication, and student privacy and must be approved before submitting a DE proposal. If publisher/OER products will be used in a section of a course taught using a distance education delivery mode, whenever possible they should be integrated within the CMS. These materials should be included in the Course Materials section of the course outline of record as a required or optional text/material.

Will any components of this course be conducted via a publisher application in the CMS or a website outside of the CMS?

- ┆ YES
- ┆ NO

If yes, please list each application/website and explain how its use is essential to meet specific course objectives and student learning outcomes. If no, type “Not Applicable” in

the text box below.

For any application or website listed above, explain and document how the following requirements are met. Leave blank if not applicable.



**Accessibility:** Provide evidence that this application or website meets Section 508 requirements, including the Technology Specialist for Accessibility and Compliance's written review.

**Student authentication:** Describe how the website or application meets accreditation standards by requiring that students validate their identity. Examples: individual login, password protected, optional proctored exams by departments/disciplines, optional use of anti-plagiarism software

**Student privacy:** Explain and document how student privacy is safeguarded when students use this application or website. Note: Third-party gradebooks are not recommended, and must provide proof of FERPA compliance.

## **REQUIRED INSTRUCTIONAL MATERIAL FEES AND ACCESS CODES**

If students are required to purchase materials for a section of this course delivered via distance education, the materials must 1) be added to the Course Materials section of the official Course Outline of Record and 2) comply with Title 5 regulations.

Title 5 §59400(b): Students cannot be required to pay for access to electronic materials “designed primarily for administrative purposes, class management, course management or supervision.”

Title 5 §59400(c): “Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or

access fee shall be provided to the student in a clear and understandable manner prior to purchase.”

If this course requires students to purchase an access code, license, or any other electronic materials, name those materials below and explain and document how they comply with Title 5 regulations.

DRAFT

# District Curriculum Committee Notes

Votes by Member for 05/05/2020

## Courses

### Course Deletions

		M	N	R	Action	Doulass	Johnson	Pfeifle
AUB 1	Survey of Automotive Body Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AUB 70	Automotive Cooperative Training-Entry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AUB 71	Automotive Cooperative Training-Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AUB 72	Automotive Cooperative Training-Refinishing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AUB 73	Automotive Cooperative Training-Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AUB 74	Automotive Cooperative Training-Mechanical	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
NRN 13	Acute and Chronic Illness I/Pathophysiology II/Pharmacology III	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
NRN 20	National Council Licensure Examination for Registered Nurses (NCLEX-RN)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

### Course Inclusions

		M	N	R	Action	Doulass	Johnson	Pfeifle
ASL 22	American Deaf Culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y

### Course Major Modifications

		M	N	R	Action	Doulass	Johnson	Pfeifle
CAT 95A	Introduction to the Internet -- Living Online	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
CAT 98B	Advanced Excel Entrance skills were missing. Kelly entered these. Holding one more time to allow Norco to vote.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
CIS 95A	Introduction to the Internet -- Living Online	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
CIS 98B	Advanced Excel Entrance skills were missing. Kelly entered these. Holding one more time to allow Norco to vote.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
CON 63A	International Building Code	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
CUL 20	Fundamentals of Baking I	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
CUL 21	Fundamentals of Baking II	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
CUL 36	Introduction to Culinary Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

## Courses

### Course Major Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
CUL 37	Intermediate Culinary Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
DAN 6	Dance Appreciation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
DAN D20	Introduction to Social Dance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
DAN D21	Ballet, Beginning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
DAN D22	Ballet, Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
DAN D23	Ballet, Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
DAN D32	Jazz, Beginning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
DAN D37	Modern Dance, Beginning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
DAN D38	Modern Dance, Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
DAN D39	Modern Dance, Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
KIN 30	First Aid and CPR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
	RIV held as faculty thought objectives should match content more closely.							
KIN 36	Wellness: Lifestyle Choices	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
KIN 4	Nutrition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 2	Play Practicum-Special Projects Laboratory I	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 25	Makeup for the Stage	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 26	Directing for the Stage	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 29	Musical Theater Appreciation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 3	Introduction to the Theater	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 30	Voice and Movement for the Stage	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 32	Acting Fundamentals - Theater Games and Exercises	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 33	Scene Acting-Creating a Role	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 34	Scene Study in Various Theatrical Styles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
THE 35	Classical Acting with Emphasis in Shakespearean Verse	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 36	Improvitational Acting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 37	Musical Theater Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

## Courses

### Course Major Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
THE 38	Auditioning for the Stage	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 39	Acting for the Camera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 4	Play Practicum-Special Projects Lab II	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
THE 41	Elementary Stagecraft	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 44	Theatrical Set Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 46	Theatrical Costume Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 48	Theatrical Lighting Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 49	Scenic Painting for the Theater	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 5	Theater Practicum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 54	Introduction to Stage Management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 55	Beginning Musical Theatre I Need to hold for GE SLOs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
THE 56	Beginning Musical Theatre II Need to hold for GE SLOs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
THE 6	Advanced Theater Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

### Course Minor Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
CUL 38	Advanced Culinary Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 57	Intermediate Musical Theatre I	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
THE 58	Intermediate Musical Theatre II	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

### Distance Education

		M	N	R	Action	Douclass	Johnson	Pfeifle
ELE 11DE	DC Electronics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ELE 13DE	AC Electronics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y

## Courses

### New Courses

		M	N	R	Action	Douclass	Johnson	Pfeifle
ADJ A23A	Law Enforcement on Tribal Lands	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
CAT 808	Critical Thinking, Problem Solving and Decision Making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
CAT 809	Business Writing in a Technological World	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
CAT 810	Time Management Holding for additional discussion on cross listing at college level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
CAT 811	High Impact Presentations and Proposals for the Work Place Holding for additional discussion on cross listing at college level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
CAT 812	Workplace Communication Strategies Holding for additional discussion on cross listing at college level.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
CIS 41D	Advanced Security Concepts and Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
EAR 810	Family Child Care – Our Business	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
EAR 811	Family Child Care – Our Curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
EAR 812	Family Child Care – Our Family and Community	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP 50	Introduction to Entrepreneurship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 51	Entrepreneurship Basics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 53	Money, Finance and Accounting for Entrepreneurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 54	Business Model Canvas and Presentations for Entrepreneurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 55	Entrepreneurial Simulation - Capstone	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 70	Building an Entrepreneurial Team	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 71	Solopreneurship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 850	Introduction to Entrepreneurship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 851	Entrepreneurship Basics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 853	Money, Finance and Accounting for Entrepreneurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 854	Business Model Canvas and Presentations for Entrepreneurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 855	Entrepreneurial Simulation - Capstone	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 870	Building an Entrepreneurial Team	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

## Courses

### New Courses

		M	N	R	Action	Doulass	Johnson	Pfeifle
ENP 871	Solopreneurship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
POL 10	International Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
NOR was mistakenly checked on the proposal. This is a RIV only course.								

## Programs

### New Programs

		M	N	R	Action	Doulass	Johnson	Pfeifle
<b>Certificate</b>								
CIS	IT Technician Pathway Certificate in Cybersecurity Analyst	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
CIS	IT Technician Pathway: Cybersecurity Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
ENP	Entrepreneurial Essentials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Entrepreneurial Foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Entrepreneurship and the Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Entrepreneurial Essentials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Entrepreneurial Foundations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Entrepreneurship and the Team	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Entrepreneurial Essentials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP	Entrepreneurial Foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP	Entrepreneurship and the Team	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
LOT	Optoelectronics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
Will be brought back to Norco to vote down.								
<b>Non-Credit Certificate</b>								
CAT	Business Information Worker Essential Preparation: Workplace Communication Certificate of Completion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
Holding for documentation.								
CAT	Business Information Worker Essential Preparation: Workplace Communication Certificate of Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
Holding for documentation.								
CAT	Business Information Worker Essential Preparation: Workplace Decision Making and Time Management Certificate of Completion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
Holding for documentation.								

## Programs

### New Programs

		M	N	R	Action	Douclass	Johnson	Pfeifle
CAT	Business Information Worker Essential Preparation: Workplace Decision Making and Time Management Certificate of Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
Holding for documentation.								
EAR	Family Childcare Provider	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
EAR	Family Child Care Provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Non-Credit Entrepreneurial Essentials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Non-Credit Entrepreneurial Foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Non-Credit Entrepreneurship and the Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Non-Credit Entrepreneurial Essentials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Non-Credit Entrepreneurial Foundations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Non-Credit Entrepreneurship and the Team	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENP	Non-Credit Entrepreneurial Essentials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP	Non-Credit Entrepreneurial Foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP	Non-Credit Entrepreneurship and the Team	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ESL	Noncredit Advanced American College English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ESL	Noncredit Beginning American College English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
PDS	Successful Career Transitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
PDS	Successful Career Transitions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
PDS	Successful Career Transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y

### Program Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
ADN								
NRN	Registered Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
<b>Degree &amp; Certificate</b>								
FIT	Fire Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y