

District Curriculum Committee Meeting Minutes

Tuesday, June 1, 20214:00-5:00pmHosted Via Zoom

Committee Members	Guests
<input checked="" type="checkbox"/> Ann Pfeifle (Chair, MVC)	<input type="checkbox"/> Lijuan Zhai (AVC Ed Services and Institutional Effectiveness, RCCD)
<input checked="" type="checkbox"/> Jeannie Kim (Co-Chair, VC Ed. Services)	<input type="checkbox"/> Steven Schmidt (MUS, RCC)
<input checked="" type="checkbox"/> Kelly Douglass (ENG, RCC)	<input checked="" type="checkbox"/> Bryan Nicol (Staff, RCCD)
<input checked="" type="checkbox"/> Brian Johnson (MAT, NOR)	<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"/> Nicole Brown (Staff, NOR)
Additional Guests:	

Zoom Information

<https://cccconfer.zoom.us/j/93965847945>

+1 669 900 6833 (US Toll)

Meeting ID: 939 6584 7945

Agenda and Minutes

1. Approval of Agenda
 - a. 1st B. Johnson, 2nd K. Douglass
 - b. Approved, Unanimous
2. Approval of Minutes – May 18, 2021
 - a. 1st K. Douglass, 2nd B. Johnson
 - b. Approved, Unanimous

Reports from Colleges

1. Moreno Valley
 - a. The Academic Senate has approved Moreno Valley’s sunsetting policy, and discussion is ongoing regarding implementation.
 - b. With the changes regarding guided pathways, there will need to be some changes to Department Chairs in Meta. Chairs were requested to approve any items in their queue or contact Ann with any questions. Ann will follow up with Bryan with any changes for Meta.
2. Norco

- a. The committee was reminded to review any GE courses with their discipline and to forward confirmations to the Tech Review e-mail. A reminder was also given regarding the Curriculum Institute. Articulation Officer Nick Franco discussed the CSU GE Area F resubmission.
 - b. What is the status of Work Experience?
 - i. Casandra Greene – The suggestion was made to cross-discipline the 200 level courses so that FSAs will not be a concern. At Riverside, discipline specific CIS and EAR 200 will be offered instead of WKX 200 moving forward.
 - ii. Ann Pfeifle – Stated she would follow up with Casandra Greene and Brian Johnson for further review.
3. Riverside
- a. Ellen Brown-Drinkwater gave a presentation on the Area F resubmission. A reminder was provided regarding the Curriculum Institute. A large group is planning to attend.
 - b. Kelly Douglass is continuing to receive questions about the SJS discipline, particularly the hiring process with HR.
 - i. Jeannie Kim – Will follow up with Lisa Nelson to double check on the SJS process with HR.
 - c. At the meeting, Kelly Douglass shared an infographic with all the resources collected this year that pertained to the discussion on equity and curriculum.
 - i. The document has been attached to the minutes below.

Action Items

1. Curriculum Proposals

Discussion Items

1. COR Review Tool
 - a. Kelly Douglass – The Riverside committee did not have feedback, but is looking forward to providing it to faculty to use as a tool while creating proposals.
 - b. Brian Johnson/Ann Pfeifle – Will bring the tool to their committees at the first meeting of the fall term.
 - c. The COR Review Tool will be an action item at the second DCC of the fall term.
2. Equity Workgroup Update – Jeannie Kim
 - a. During the executive meetings, Dr. Isaac has discussed the ongoing work for the call to action and the work that still needs to be done. The Chancellor is very pleased with the work done by the curriculum committees, faculty, and the work done with the COR Review tool, all of which is very much appreciated.
 - b. The Chancellor has stated that the work needs to be ongoing and that there is an expectation that the task force and workgroups will expand. He wants to invite more individuals to participate in the conversations that need to be had. At the Academic Senate, there was some reticence about expanding Teaching and Learning, as curriculum is the purview of the faculty.

- c. As these conversations progress, we may need a way to document or produce evidence about the discussions and actions taking place, as the goal is to be very methodical in how we address institutionalized racism systematically, which will be difficult to eradicate over time. How can these conversations expand? What direction do the faculty want to lead the district in? How can these discussions be incorporated into the various areas at each of the colleges?
- d. Ann Pfeifle – Because the curriculum committee is a subcommittee of the senate, this may be a conversation that needs to begin with the senate. We can make recommendations, but it will be senate’s purview. Additionally, one of the benefits of the Teaching and Learning committee is that there is a system that has been established. How do we grow without impacting the existing system? Expanding the Civic Engagement group may make sense, but how do we expand Teaching and Learning while still doing the work of curriculum?
 - i. Jeannie Kim – Teaching and Learning may not need to be expanded, but perhaps there are guidelines that can be set, such as with the discussion on the ETS crosslistings and which faculty will be teaching which classes. With the issue of not having the faculty to teach within a discipline, it will be the administration’s role to ensure it is a priority. Additionally, in what ways can we prepare for the passage of the legislative bill that may require an Ethnic Studies general education requirement? How do we make the entire machinery work to the ends that we are actually desiring?
- e. Kelly Douglass – There is a danger of process being used to slow down initiatives for this area. How do we make the machinery work is a great question, which probably belongs with the Senate. Curriculum is an area where the process is slow, but it is working. Faculty have done a phenomenal amount of work this year, including the move to online instruction during the pandemic, the passage of the DE and DX proposals, and the creation of the ETS discipline and crosslisted courses in preparation for CSU Area F. Regarding the Ethnic Studies General Education legislative bill, we are prepared to have the discussion, but do not want to have faculty do the work twice. We also have a place for that discussion to begin with Academic Standards. We are in alignment with the goals, but if there is work that is not being done, we will need to know specifically what that work is.
- f. Ann Pfeifle – Curriculum chairs and committee members will participate in any professional development. The committee is not trying to slow anything down, and equity is incredibly important, but there are limitations to what a specific committee can do. Cannot argue that the committee should take on more at this time.
- g. Jeannie Kim – Agrees on all accounts, but wanted to provide an update on the discussions that the Chancellor is having. The chairs have carried the weight of what Teaching and Learning has needed to do regarding the call to action, and that work has been discussed with the Chancellor.
- h. Ann Pfeifle – Perhaps as Tech Review and DCC have a unified agenda, we could incorporate something into the college agendas that will illustrate the commitment to equity and anti-racism. It needs to be more than a show piece, but it would

- serve as a reminder as to what our mission is.
- i. Kelly Douglass – Provided the infographic that was presented to the Riverside committee, that centralizes all the resources discussed by the committee and others into a single place. This could also serve as a place to start. It is also important to note that the changes that can be made with curriculum may be things that are very small, but could still result in fewer students dropping from a class. This ultimately helps in closing the equity gap. At DCC, perhaps we could have an item on the agenda where we discuss what we can do with curriculum design and where we are with sharing resources.
 - j. Kelly Douglass – Should the COR review tool be brought to other groups for input, such as the equity committees? We would want to carefully present it to everyone to ensure it is clear that it will not be used as a means to block curriculum and that the questions are guiding questions only.
 - i. Ann Pfeifle – Moreno Valley also has an equity group and a committee on diversity and inclusion.
 - ii. Kelly Douglass – Perhaps we could reach out to the respective chairs and ask to be placed on their first agendas.
3. Ann Pfeifle provided a thanks to Jeanne Howard and Chris Sweeten for their assistance in coordinating the speaker for Moreno Valley’s graduation.

Program Documentation

1. New Programs
 - a. Riverside – Medical Secretary
 - b. Riverside – Business Administration: Global Enterprise Concentration
2. Program Modifications
 - a. Riverside – ADT English
 - b. Moreno Valley – ADT Psychology
 - c. Riverside – Global Industry Certificate

Notice is Hereby Given That Pursuant to Executive Order N-29-20 the Riverside Community College District Curriculum Committee will meet on June 1, 2021 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 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.

District Curriculum Committee Notes

Votes by Member for 06/01/2021

Courses

Course Major Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
BUS 80	Principles of Logistics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
MUS 65	Basic Musicianship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

Distance Education

		M	N	R	Action	Douclass	Johnson	Pfeifle
ADJ 40DE	Law Enforcement Crime Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ADJ 41DE	Technology and Investigative Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ADJ 42DE	Criminal Behavior and Intelligence Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ADJ 43DE	Criminal Intelligence Analyst Simulations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ADJ B2ADE	Law Enforcement Pre-Academy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ENG 24DX	Survey of Asian American Literature	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 14DE	African American History I	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 15DE	African American History II	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 1DE	Introduction to Ethnic Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 21DE	Latinx Politics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 23DE	Race, Ethnicity, and Politics in America	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 27DE	Native American Cultures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 28DE	Native American History I: Early Contact Period	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 29DE	Native American History II: Contemporary Society	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 2DE	Introduction to Chicano/a/x Studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 3DE	Introduction to African American Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 40DE	Interdisciplinary Research Methods in Ethnic Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 44DE	Asian American History	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 50DE	Introduction to African American Families and Populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y

Courses

Distance Education

		M	N	R	Action	Douclass	Johnson	Pfeifle
ETS 51DE	Introduction to Latina and Latino American Families and Populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ETS 52DE	Introduction to Asian American Families and Populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ETS 53DE	Introduction to Native American Families and Populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
ETS 7DE	Women of Color in the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ETS 8DE	Introduction to Black Feminism	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
JOU 12DE	Photojournalism	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
KIN 14DE	Athletic and Fitness Organization and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
KIN 27DE	Football Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
MKT 43DE	Digital Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
PAL 82DX	Immigration Law, Practice and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
PAL 84DX	Criminal Law and Procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
PHI 34DX	Philosophical Survey of Sex, Gender, and Sexuality	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
PHO 12DE	Photojournalism	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

New Courses

		M	N	R	Action	Douclass	Johnson	Pfeifle
JOU 150	Intro to Public Relations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
MKT 43	Digital Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

Programs

New Programs

		M	N	R	Action	Douclass	Johnson	Pfeifle
Certificate								
CAT	Medical Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
Degree & Certificate								
BUS	Business Administration: Global Enterprise Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

Programs

Program Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
ADT								
ENG	English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
PSY	Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
Certificate								
BUS	Global Industry Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

Equity Resources

Shared at RCC Curriculum Committee Meetings, 2020-21

Texts:



- Feldman, Joe. *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms.*
- Fuentes, Augustin. *Race, Monogamy, and Other Lies They Told You: Busting Myths About Human Nature.*
- Love, Bettina. *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom.*
- McNair, Tia Brown, Estela Mara Bensimon, and Lindsey Malcom-Piqueux. *Equity Talk to Equity Walk.*
- Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples.*
- Steele, Claude. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do.*
- Wilkerson, Isabel. *Caste: The Origins of Discontent.*
- Sleeter, Christine E and Miguel Zavala. *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research.*
- Podcast episode - *Community College Voice*; February 26, 2021 episode; "A Culture of Caring with Amarillo College's Dr. Russell Lowery-Hart"
- Youtube Channel: Jubilee

Conferences and Workshops

(may be repeated or recorded or hosts may offer other resources):



- CORA learning: books, webinars, and courses: <https://coralearning.org>
- USC Race and Equity Center - Equity Now series
- USC/CUE: The Center for Urban Education
 - Six-part webinar series focused on equity-minded and anti-racist teaching and education issues; recordings and transcripts still available as of May 2021: <https://cue.usc.edu/events/>
 - Racial Equity Tools: <https://www.cue-tools.usc.edu>
 - Free publications and books available for purchase - check out the website, <https://cue.usc.edu>
- Community of Practice, hosted by the RCC English discipline (2020-21 theme: Anti-Racist Pedagogy; 2021-22 theme: From Planning to Practice)

Curriculum Resources/Questions



- Culturally Responsive and Inclusive Curriculum Resources from Portland State University: <https://guides.library.pdx.edu/c.php?g=527355&p=3605346>
- ASCCC Curriculum Institute 2020:
 - Encouraged curriculum committees to think about equity-minded outcomes and curriculum across disciplines in light of discussions about race and inequity throughout the country; How can we support faculty who want to create anti-racist pedagogy? How do we de-colonize our curriculum? We should be having these conversations at the discipline level. How do we support faculty in this process - tools, reading lists, etc. what should the role of the curriculum committee be in this process? Should we revise the GE SLOs?
- Curriculum Design and Delivery through an Equity Lens: <https://www.asccc.org/content/curriculum-design-and-delivery-through-equity-lens>

Discipline Projects & Ideas



- Talk to students and alumni of your program about their experiences in your program. This could be outreach conversations, panel discussions, committee, or book club focused on equity and social justice initiatives
- Create OER recommendations list for discipline
- Consider COR language that calls for "texts written by authors representing and reflective of students in the classroom, including those written Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community"
- Look at methods of instruction and evaluation including how curriculum is delivered and consider offering a variety of ways to learn the material and/or multiple ways to evaluate the students' understanding.
- Make space for student contribution and co-creation with course content.
- Consider assignments focused on anti-racist curriculum, followed by assessment of curricular changes (which could include student involvement)

Upcoming for 2021-22

GESLO Discussion

District discussion of General Education SLOs through an equity lens at Academic Standards, then curriculum

COR Review Tool

Finalizing a COR review tool for faculty use with prompts for considering equity issues in the curriculum

...and more

Continued sharing of resources at curriculum meetings