

District Technical Review Committee Meeting Minutes

Tuesday, March 3, 2020

2:30-4:00pm

CAADO 209

Voting Members	Non-Voting Members/Guests
<input checked="" type="checkbox"/> Steven Schmidt (Chair, MUS)	<input checked="" type="checkbox"/> Lijuan Zhai (AVC Ed Services and Institutional Effectiveness, RCCD)
<input checked="" type="checkbox"/> Susan Mills (Co-Chair, VC Ed Services, MATH)	<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"/> Brian Johnson (MATH, NOR)	<input type="checkbox"/> Rebecca Turner (Staff, RCCD)
<input type="checkbox"/> Ann Pfeifle (HIST, MVC)	<input checked="" type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)
	<input type="checkbox"/> Nick Franco (AO, NOR)
	<input type="checkbox"/> Jeanne Howard (AO, MVC)
	<input type="checkbox"/> Sabina Fernandez (Staff, MVC)
	<input checked="" type="checkbox"/> Casandra Greene (Staff, RCC)
	<input type="checkbox"/> Nicole Brown (Staff, NOR)
	<input type="checkbox"/> Paul Conrad (CIS, RCC)
	<input checked="" type="checkbox"/> Sheila Pisa (Dean, Distance Ed, RCCD)
	<input type="checkbox"/> Thea Quigley (Director Adult Ed and Community Initiatives, RCCD)

Agenda and Minutes

1. Approval of Agenda
 - a. 1st B. Johnson, 2nd K. Douglass
 - b. Request to postpone discussion on CAT 808-812 to the March 17, 2020 Tech Review Meeting
 - c. Request for additions to discussion items
 - i. Continuity of Instruction Plan
 - ii. ADT Review
 - d. Approved, Unanimous
2. Approval of Minutes - December 3, 2019
 - a. 1st K. Douglass, 2nd B. Johnson
 - b. Approved, Unanimous

Action Items

1. Curriculum Proposals
2. Curriculum Handbook Review Cycle

- a. No action taken.

Discussion Items

1. Distance Education Committee Proposed Distance Education Addendum (draft; attached) – Steven Schmidt
 - a. Distance Education Addendum requirements that are clarified with the 2019 DE Addendum (draft)
 - i. How will unique course outcomes will be achieved in a distance education mode?
 - ii. How will portions of the course delivered via distance education include regular and effective contact between instructors and students (and among students)?
 - iii. How will instruction delivered via distance education meet ADA and Section 508 requirements?
 - b. Plan of Action
 - i. Review by Tech Review and District Curriculum Committees
 - ii. Remaining approvals
 - iii. Updates to RCCD Curriculum Handbook
 - iv. Updates to META Distance Ed Proposal fields
 - v. Updates to META Distance Ed Proposal reports
 - vi. Assisting faculty with implementation
 - c. Discussion: The Distance Education Committee has created a draft DE Addendum. While an addendum currently exists in Meta, Meta should be considered the tool to use for the proposal, not the actual proposal itself. The draft of the addendum greatly clarifies some of important items such as compliance with section 508 of the Rehabilitation Act and integrating with course outlines.
 - d. If the committee would like to review the notes above and the addendum draft, they can provide any comments, concerns, or recommendations at the next Tech Review meeting.
 - e. The DE committees have had a first reading of the addendum, but it is not yet approved.
 - f. **Question:** In the Regular Effective Contact section, the addendum specifies “weekly content-based announcements,” and this appears to be the only location where a specific time frame is mentioned. In other areas it indicates intervals such as “regular,” “timely,” etc. Should the addendum include intervals of time with more specificity?
 - i. Dr. Pisa will take this to the committee to ask.
 - g. Next Steps:
 - i. Where does the addendum go after the Tech Review committee reviews it?
 - ii. When does the curriculum handbook get updated so it matches?
 - iii. How much can we alter what is currently in Meta so it more closely aligns with the addendum, is more accurate, and is clearer (renaming of headers or fields, etc.)?

- iv. In the DE addendum report in Meta, can what appears on the report be changed?
 - h. A plan on how to assist faculty with anything that is new or changing is also recommended.
 - i. The DE committee is happy to review and assist when faculty are preparing DE documents. Staff are also available to support faculty.
 - i. Dr. Pisa discussed that in Curricunet in the delivery methods section there is a section that asks if proctored tests are required and if so how they will be conducted. Dr. Pisa mentioned that there is an online product that has been purchased that does online proctoring. The product records the entire process of a student taking a test and flags any suspicious behavior.
 - j. Dr. Pisa and Steven Schmidt have met to discuss how Meta can integrate the design of the draft.
 - i. Until Meta can be updated, perhaps the addendum can be a paper process.
 - k. If the course is going to result in a substantive change of a program (more than 50% of a program is done online), perhaps a check mark can be placed in Meta to flag that.
 - i. Whose responsibility is it to track that?
 - ii. Does the 50% mean courses or units?
 - iii. Is it courses approved or courses offered?
2. AP 4020 – Brian Johnson
- a. Brian will bring a revised version of AP4020 to the next meeting for review.
3. Outside of Class Hours on CORs – Bryan Nicol
- a. CORs have been updated with Outside of Class Hours. A reminder that if a course has 0 outside of class hours, the value of 0 still needs to be entered into the field.
4. PCAH 7th Edition – Bryan Nicol
- a. The State Chancellor’s Office is now requiring that submissions to COCI adhere to the PCAH 7th Edition. Even if the proposal was developed last year, if the documentation does not adhere to the updated PCAH, the submission may be returned to the colleges for updates.
 - b. One of the changes in the new edition of the PCAH is that it now states that any new or modified programs must have labor market information and an advisory committee recommendation. It also appears that any language differentiating a “substantial” change from a “non-substantial” change is no longer present in the PCAH.
 - c. Bryan will send the committee sample documentation for programs.
5. Unit Thresholds for Programs – Bryan Nicol
- a. 8 – 16; 16 – 30; 30- 60; 60+
 - b. When submitting a program to COCI, the coordinators must specify which of the above unit thresholds the program falls into. If a program’s unit values lie between two of the thresholds, this requires that we reach out to the Chancellor’s Office and work with their staff directly in order to submit and activate the proposal.
 - c. Programs with units that cross thresholds may see a delay in approval. The coordinators recommend that programs be designed so that they clearly fall within

only one of the unit thresholds.

6. Implementation of CORs with no impact on inventories – Bryan Nicol
 - a. The committee recommends that we continue with the previously established timeline – that any proposals for the following catalog must be approved by the December Board.
7. Meta COR Activation Timeline – Bryan Nicol
 - a. After discussion, the committee recommends that COR activation in Meta take place on the first date of priority registration. This will take place on May 4, 2020.
8. AOE Modification Process – Bryan Nicol
 - a. The committee clarified that an AOE modification process is outlined in the handbook, and forms are available on the website. Bryan said he would review the handbook and the forms and would bring the topic back for discussion at the next Tech Review meeting.
9. Mirrored Non-Credit Repeatability – Casandra Greene
 - a. The committee agreed that a mirrored non-credit course can have a repeatability that is different from its credit counterpart.
10. Periodic Review Cycle and Conference Call – Casandra Greene
 - a. The State Chancellor’s Office conducted a conference call wherein they discussed the upcoming Periodic Review for the curriculum records in COCI. The Chancellor’s Office will pull curriculum and then will notify the colleges if there are any updates or changes that need to be made. The Chancellor’s Office stated that the goal of the review is not to be punitive, but to ensure any issues are addressed by the colleges.
 - b. A number of “legacy” submissions exist in COCI, which do not include any of the documentation required per the PCAH. The Chancellor’s Office stated that Title 5 states that colleges are responsible for maintaining any documentation related to programs and that because CTE programs need to be reviewed every two years the colleges should have the documentation.
11. TMC Changes and Review of Programs – Casandra Greene
 - a. The State Chancellor’s Office indicated that when an ADT TMC is updated, the colleges are required to update their programs to align with the new TMC within one year of the update. The colleges should review their ADTs to ensure they are in compliance.
12. ADT Discussion – Susan Mills
 - a. Dr. Mills provided the ADT documentation from December 2019 for review.
 - b. Dr. Green at Norco College is working with EduNav to identify which ADTs are accepted by the local CSU colleges.
 - c. Ellen Brown-Drinkwater stated that the Articulation Officers can bring the document they prepared to the next Tech Review meeting. There may have been mistakes in the document provided, and the new document will clearer.
13. Riverside TOPs/SAM Code Mismatches – Casandra Greene
 - a. There are a number of KIN courses that have a TOPs Code / SAM Code mismatch that were reviewed with Riverside KIN faculty and Kristine DiMemmo.
 - b. The committee agreed they were comfortable with moving forward to clerically fix any issues.

- c. Bryan will double check if there are any lingering issues at Moreno Valley or Norco.
14. Continuity of Instruction Plan – Susan Mills
- a. The Distance Education coordinators listserv has had discussion regarding plans for continuity of instruction in the event of an emergency or instructor absence for any kind of reason. Specifically, the question was raised regarding if it is appropriate to move a volume of courses through the DE approval process, and if so, whether there is a process that can be defined and what the conditions are that would trigger the plan.
 - i. Kelly Douglass recommended that a timeline for such approvals could be just for a single term and would need to be renewed.
 - b. It was recommended that a DE addendum would need to be proposed for any course going through the process. Training would also need to be available for both faculty and students.
 - i. Dr. Pisa stated that training for faculty can be done independently and is an automatic process. After completing the training, faculty are provided with a code that allows them to opt in to using Canvas.
 - c. Georgetown has contingency plans for contacting students, sharing instructional materials, and how faculty can interact with students.

Future discussion item: What are the elements of a course major modification versus a minor modification and can these elements be changed?

Supporting Documents

- 1. New Programs
 - a. Credit Certificates
 - i. Entrepreneurial Foundations
 - ii. Entrepreneurship and the Team
 - iii. Entrepreneurial Essentials
 - b. Degrees
 - i. Cyber Defense
 - c. Non-Credit Certificates
 - i. Family Childcare Provider
 - ii. Entrepreneurial Essentials
 - iii. Entrepreneurial Foundations
 - iv. Entrepreneurship and the Team
 - v. Introduction to Basic Computer and IT Careers for ESL Students
 - vi. Successful Career Transitions
- 2. Program Modifications
 - a. ADN – Registered Nursing

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

Technical Review Notes

Proposals and Notes for 03/03/2020

Courses

Course Deletions

		M	N	R	Action	Douglass	Johnson	Pfeifle
ADJ 23	Criminal Justice Report Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
Holding for certificate.								
AUT 71	Ford Electrical and Electronic Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT courses 71 through 89 are a part of existing programs in the catalog. Faculty have indicated that these programs will be put through the discontinuation process. Holding for the discontinuation process to commence.								
AUT 72	Ford Applied Electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 73	Ford Engine Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 74	Ford Brakes, Steering, and Suspension Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 75	Ford Engine Repair	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 76	Ford Advanced Chassis Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 78	Ford Manual Transmissions and Drive-Train Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 79	Ford Automatic Transmissions and Transaxles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 80	GM Minor Services and Pre-Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 81	GM Electrical and Electronics Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 82	GM Applied Electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 83	GM Engine Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 84	GM Brakes, Steering and Suspension Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 85	GM Gasoline Engine and Repair	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 86	GM Advanced Chassis Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 87	GM Heating and Air Conditioning Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 88	GM Manual Transmissions and Drivetrains	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
AUT 89	GM Automatic Transmissions and Transaxles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	

Course Major Modifications

		M	N	R	Action	Douglass	Johnson	Pfeifle
CAT 31	Business Communication Fundamentals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	

Courses

Course Major Modifications

		M	N	R	Action	Douglass	Johnson	Pfeifle
CAT 90	Microsoft Outlook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
CAT 93	Computers for Beginners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
CAT 98A	Introduction to Excel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
CAT 98B	Advanced Excel Does not appear to match cross listed partner.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CIS 78A	Introduction to Adobe Photoshop Hold for cross listed partner.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CIS 79	Introduction to Adobe Illustrator Hold for cross listed partner.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CIS 90	Microsoft Outlook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
CIS 93	Computers for Beginners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
CIS 95A	Introduction to the Internet -- Living Online Hold for cross listed partner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CIS 98A	Introduction to Excel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
CIS 98B	Advanced Excel Does not appear to match cross listed partner.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CON 63A	International Building Code Missing TOPs code and sample assignments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
DAN D33	Jazz, Intermediate Hours need to be adjusted -- faculty are requesting 6 out of class hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
DAN D34	Jazz, Advanced Hours need to be adjusted -- faculty are requesting 6 out of class hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
JOU 2	Intermediate Reporting/Newswriting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
JOU 20A	Newspaper: Beginning Norco should be checked. This course is a part of the Norco inventory.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
JOU 20B	Newspaper: Intermediate Norco should be checked. This course is a part of the Norco inventory.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
JOU 20C	Newspaper: Advanced Norco should be checked. This course is a part of the Norco inventory.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
JOU 20D	Newspaper: Professional Norco should be checked. This course is a part of the Norco inventory.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
JOU 52A	Newspaper Editing: Beginning Moreno Valley should not be checked. This is not a part of the Moreno Valley inventory.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	

Courses

Course Major Modifications

		M	N	R	Action	Douglass	Johnson	Pfeifle
JOU 52B	Newspaper Editing: Intermediate Moreno Valley should not be checked. This is not a part of the Moreno Valley inventory.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
JOU 52C	Newspaper Editing: Advanced Moreno Valley should not be checked. This is not a part of the Moreno Valley inventory.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
JOU 52D	Newspaper Editing: Executive Moreno Valley should not be checked. This is not a part of the Moreno Valley inventory.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
MUS 19H	Honors Music Appreciation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	
THE 2	Play Practicum-Special Projects Laboratory I	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 25	Makeup for the Stage	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 26	Directing for the Stage	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 29	Musical Theater Appreciation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 3	Introduction to the Theater	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 30	Voice and Movement for the Stage Note regarding IPA words in sample assignments, which needs to be fixed. Kelly and Steven will fix.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	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	
THE 33	Scene Acting-Creating a Role	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	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	
THE 36	Improvitational Acting TOPS code should be Drama, not Technical Theatre.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 37	Musical Theater Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 38	Auditioning for the Stage	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 39	Acting for the Camera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 41	Elementary Stagecraft	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 44	Theatrical Set Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 46	Theatrical Costume Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 48	Theatrical Lighting Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 49	Scenic Painting for the Theater	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	

Courses

Course Major Modifications

		M	N	R	Action	Douglass	Johnson	Pfeifle
THE 5	Theater Practicum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 54	Introduction to Stage Management Requisites have been fixed but need entrance skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
THE 9	Dramatic Literature-Script Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	

Distance Education

		M	N	R	Action	Douglass	Johnson	Pfeifle
CIS 49ADE	AWS Academy Cloud Foundations Delivery method is not selected on proposal. Kelly will follow up.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
CIS 49BDE	AWS Academy Cloud Architecting Delivery method is not selected on proposal. Kelly will follow up.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	

New Courses

		M	N	R	Action	Douglass	Johnson	Pfeifle
CAT 808	Critical Thinking, Problem Solving and Decision Making Holding for clarity on cross listing rationale.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CAT 809	Business Writing in a Technological World Holding for clarity on cross listing rationale.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CAT 810	Time Management Holding for clarity on cross listing rationale.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CAT 811	High Impact Presentations and Proposals for the Work Place Holding for clarity on cross listing rationale.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CAT 812	Workplace Communication Strategies Holding for clarity on cross listing rationale.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CAT 846	Access Skills: Creating and Using Tables	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
CIS 41D	Advanced Security Concepts and Practices Hours appear to be incorrect.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
CIS 846	Access Skills: Creating and using Tables	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
EAR 810	Family Child Care – Our Business Concerns about lack of state regulations in content (CPR, Health and Safety, etc). Content seems to overlap with 812. Certificate does not align with licensing requirements for home day care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	

Courses

New Courses

		M	N	R	Action	Douglass	Johnson	Pfeifle
EAR 811	Family Child Care – Our Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Concerns about lack of state regulations in content (CPR, Health and Safety, etc). Certificate does not align with licensing requirements for home day care.								
EAR 812	Family Child Care – Our Family and Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Concerns about lack of state regulations in content (CPR, Health and Safety, etc). Certificate does not align with licensing requirements for home day care.								
ENP 50	Introduction to Entrepreneurship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
For all ENP courses, SLOs now appear to be fine, but MOI and MOE may still need some work. Repeatability for some courses may need correcting.								
ENP 51	Entrepreneurship Basics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 53	Money, Finance and Accounting for Entrepreneurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 54	Business Model Canvas and Presentations for Entrepreneurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 55	Entrepreneurial Simulation - Capstone	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 70	Building an Entrepreneurial Team	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 71	Solopreneurship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 850	Introduction to Entrepreneurship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 851	Entrepreneurship Basics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 853	Money, Finance and Accounting for Entrepreneurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 854	Business Model Canvas and Presentations for Entrepreneurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 855	Entrepreneurial Simulation - Capstone	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 870	Building an Entrepreneurial Team	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
ENP 871	Solopreneurship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
POL 10	International Organizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
Grading option missing. ENG 1A advisory still listed. All POL courses have qualification for 1A listed as an advisory. Recommendation: The POL discipline should discuss their advisories and either add pre-req courses so they can add in skills or remove the ENG 1A advisory. This discussion should be held at the college level.								

Disciplines

Discipline Inclusions

		M	N	R	Action	Doulass	Johnson	Pfeifle
ENP	Entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
<p>Recommendation that the College Curriculum Committees discuss the process behind the creation of a new discipline, where a discipline is housed when it's established, and who is responsible for it. This information is still needed for ENP at RIV.</p>								

Programs

New Programs

		M	N	R	Action	Doulass	Johnson	Pfeifle
Certificate								
ENP	Entrepreneurial Essentials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurial Foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurship and the Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurial Essentials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurial Foundations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurship and the Team	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurial Essentials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurial Foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurship and the Team	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
Degree								
CIS	Cyber Defense	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	
Non-Credit Certificate								
EAR	Family Childcare Provider	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Awaiting courses.								
ENP	Entrepreneurial Essentials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								

Programs

New Programs

		M	N	R	Action	Douglass	Johnson	Pfeifle
ENP	Entrepreneurial Foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurship and the Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurial Essentials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurial Foundations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurship and the Team	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurial Essentials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurial Foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ENP	Entrepreneurship and the Team	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
ESL	Introduction to Basic Computer and IT Careers for ESL Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Holding for courses.								
PDS	Successful Career Transitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Need to determine non-credit category. Committee recommends a title change. Title does not seem to indicate achievement and does not reflect content of certificate.								
PDS	Successful Career Transitions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	
Need to determine non-credit category. Committee recommends a title change. Title does not seem to indicate achievement and does not reflect content of certificate.								
PDS	Successful Career Transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
Need to determine non-credit category. Committee recommends a title change. Title does not seem to indicate achievement and does not reflect content of certificate.								

Programs

Program Modifications

		M	N	R	Action	Douglass	Johnson	Pfeifle
ADN								
NRN	Registered Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	
Holding for minutes regarding if Math discipline approved adding PSY/SOC-48 to the math competency requirement.								
