

## District Technical Review Committee Meeting Notes

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**Tuesday, November 17, 2020**                      **2:30-4:00pm**                      **Hosted via Zoom**

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Committee 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"/> Jeannie Kim (Co-Chair, VC Ed. Services)	<input checked="" type="checkbox"/> Bryan Nicol (Staff, RCCD)
<input checked="" type="checkbox"/> Kelly Douglass (ENG, RCC)	<input type="checkbox"/> Rebecca Turner (Staff, RCCD)
<input checked="" type="checkbox"/> Brian Johnson (MAT, NOR)	<input type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)
<input checked="" type="checkbox"/> Ann Pfeifle (HIS, MVC)	<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)
	<input type="checkbox"/> Paul Conrad (CIS, RCC)
Additional Guests: Rachel Dyer, Farshid Mirzaei	

### **Zoom Information**

<https://cccconfer.zoom.us/j/95209014195>

+1 669 900 6833 (US Toll)

Meeting ID: 952 0901 4195

### **Agenda and Minutes**

1. Approval of Agenda
  - a. 1<sup>st</sup> A. Pfeifle, 2<sup>nd</sup> B. Johnson
  - b. Approved, Unanimous
2. Approval of Minutes – November 3, 2020
  - a. 1<sup>st</sup> A. Pfeifle, 2<sup>nd</sup> K. Douglass
  - b. Approved (1 abstention – B. Johnson)

### **Action Items**

1. Curriculum Proposals
2. Forwarded Proposals Pending Tech Review Vote

### **Discussion Items**

1. COR Entrance Skills with no Prerequisite/Corequisite/Advisory – Steven Schmidt
  - a. Generally, entrance skills should be listed out as discrete skills along with specific

- classes to indicate to students and faculty how those skills can be achieved. An advisory without an entrance skill may be appropriate, but an entrance skill without a link to tell the student how to obtain the skill may not be correct.
- b. However, in the instance of CMI 66, where the advisory indicated skills in reading and writing in English and Spanish, a specific class linked in the entrance skills may not be needed.
2. Equity in CORS (AS Plenary report) - Kelly Douglass
    - a. Kelly Douglass recently attended the Academic Senate Plenary, which included sessions on how curriculum can work towards equity minded and anti-racist goals.
      - i. A Culturally Responsive Curriculum Guide was shared that contained information on how to approach curriculum from an equity mindset in different types of courses. The guide included book lists, questions to ask regarding curriculum creation, etc.  
(<https://guides.library.pdx.edu/c.php?g=527355&p=3605354>)
      - ii. Cheryl Aschenbach had a session on the more narrow question of our local process and how anti-racist pedagogy can be presented in the course.
        1. Does the COR communicate an expectation of content that actually relates to students? Sometimes new faculty or part-time faculty only receive the COR, so having the goal in the content could be helpful.
        2. C-ID descriptors may also be rewritten in the future to be better on this front.
      - iii. Kelly Douglass asked what others were doing locally in their curriculum committees to address this, and recommended developing a COR rubric that, in addition to checking for technical aspects such as units and entrance skills, also creates a check to see if the COR reflects anti-racist pedagogy.
        1. Jeannie Kim – Dr. Isaac has also indicated interest in the rubric and would like to know how this will be codified.
        2. Perhaps in the spring, the committee could work on the creation of a checklist that is a distillation of all the values and checklists in the handbook and along with adding a check for equity/anti-racist pedagogy.
        3. Ann Pfeifle – Sabina Fernandez worked to put together check lists for curriculum. Perhaps those can be built upon.
        4. Steven Schmidt – A check list for each different kind of proposal would also be beneficial.
    - b. Bryan Johnson – If the job of the curriculum committee is to ensure that curriculum meets Title 5 and Accreditation requirements, would it be more appropriate for the disciplines to ensure these aspects are in their courses? How would the rubric impact curriculum coming through the pipeline, and could it cause curriculum to be held?
      - i. Kelly Douglass – The rubrics and checklists could be for the college curriculum committee, and once the document it exists, curriculum

representatives would be able to take it back to their discipline so that faculty are aware that equity and anti-racist pedagogy is something the curriculum committee is taking into consideration. Examples could include representation in texts, in methods of instruction or evaluation there may be ways to codify the way students can submit assignments and the kinds of assignments they submit. The checklist could act as a way to help establish how we are thinking about global diversity, inclusion, and culturally responsive pedagogy.

- ii. Ann Pfeifle – History, for example, had a course titled “Early Colonial History,” which is a colonialist way of looking at the world.
  - iii. Jeanne Howard – C-ID, CSU, and UCs will look at CORs, and they will want to see culturally responsive curriculum appearing in the COR.
  - iv. Steven Schmidt – The checklist or a list of questions might inspire and advise the disciplines. It could help encourage discussion at the point of curriculum creation.
  - v. Kelly Douglass – It’s possible that faculty are already doing this work under the philosophy of universal design, but it may just be a matter of codifying.
  - vi. Brian Johnson – Indicated concern about codifying specific language that is then placed into every single COR.
  - vii. Ann Pfeifle – Unless we continually remind faculty, students, administrators, etc., that there is an issue, there is a tendency to forget. The discipline are the experts, but they need to be reminded there are issues that need to be considered. Perhaps this rubric can serve as a reminder, not a mandate, to faculty as they are looking through curriculum.
  - viii. Discussion on this topic will resume in February.
3. Academic Standards Committee (RCCD GE: Disciplines vs courses and Ethnic Studies) – Ellen Brown-Drinkwater
    - a. Kelly Douglass – There is the need to convene the Standards Committee in order to address two specific issues: whole disciplines v. specific course listings in the GE pattern, and whether RCCD wants to establish a local Ethnic Studies GE requirement.
    - b. The committee agreed that colleges would not hold meetings on December 8, but instead would ask for volunteers to serve on the Standards Committee. December 8 will instead be a Standards and DCC meeting. Notification will be sent to the Academic Senate at each college that the committee is being convened. The next Senate meeting in Monday, November 23.
  4. 21-22 COR Implementation Date – Bryan Nicol
    - a. The committee agreed that the activation date for new and updated CORs could be the first week of May.
  5. Meta Log-In Page – Bryan Nicol
    - a. Meta has updated the log in page of the Meta Sandbox, which incorporates the public search option. It can be implemented on the live log in page if needed.
    - b. The committee agreed they had no opinion on whether the log in page was updated, but would prefer other updates to the system, such as the ability to do

- batch approvals.
- c. Bryan Nicol will reach out to Meta representatives for a meeting. Steven Schmidt offered to join.

*Notice is Hereby Given That Pursuant to Executive Order N-29-20 the Riverside Community College District Technical Review Committee will meet on November 17, 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 Technical Review 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 Technical Review Committee will be given the opportunity via Zoom or may submit commentary to [techreview@rccd.edu](mailto:techreview@rccd.edu).*

## Forwarded Proposals Pending Tech Review Vote

Course	Title	Rationale	Campus	Decision
<b>Course Major Modifications – 1<sup>st</sup> A. Pfeifle, 2<sup>nd</sup> B. Johnson</b>				
CHE-1AH	Honors General Chemistry, I	<i>To match CHE 1A</i>	MR	Approved
CHE-1BH	Honors General Chemistry, II	<i>To match CHE 1B</i>	MR	Approved
	Note: Ann will adjust formatting for content and update text.			
FTV-12	History of American Film	<i>Minor mod converted to major mod: Update objectives and text</i>	R	Approved
FTV-38A	Beginning Film, Television and Video Production Project	<i>Minor mod converted to major mod: Update objectives and text</i>	R	Approved
FTV-38B	Advanced Film, Television and Video Production Project	<i>Minor mod converted to major mod: Update objectives and text</i>	R	Approved
FTV-41	Introduction to Telecommunications	<i>Minor mod converted to major mod: Update objectives and text</i>	R	Approved
FTV-42	Writing for Broadcast Television	<i>Minor mod converted to major mod: Update objectives and text</i>	R	Approved
FTV-48	Short Film Production	<i>Minor mod converted to major mod: Update objectives and text</i>	R	Approved
FTV-65	The Director's Art in Filmmaking	<i>Minor mod converted to major mod: Update objectives and text</i>	R	Approved
FTV-72	Introduction to Lighting Design for Film and Television	<i>Minor mod converted to major mod: Update objectives and text</i>	R	Approved
FTV-74	Production Planning and Management	<i>Minor mod converted to major mod: Update objectives and text</i>	R	Approved
HIS-44	Asian American History	<i>Crosslisted with ETS 44</i>	R	Approved
PHI-14	Survey of Black Thought	<i>Crosslisted with ETS 13</i>	R	Approved
PHI-19	Native American Thought	<i>Crosslisted with ETS 19</i>	RN	Hold
	This course, and crosslisted ETS, to be held. PHI faculty may not be moving forward with crosslisting. Course will return to Tech Review.			
PHS-5	Weather and Climate	<i>Crosslisted with GEG 5</i>	R	Approved
POL-1H	Honors American Politics	<i>To match POL 1</i>	MNR	Approved
<b>Course Minor Modification – 1<sup>st</sup> K. Douglass, 2<sup>nd</sup> A. Pfeifle</b>				
FTV-77	Intermediate Lighting Techniques for Film, TV and Video	<i>Minor mod accidentally left off of TR agenda: Update text</i>	R	Approved
<b>New Course – 1<sup>st</sup> K. Douglass, 2<sup>nd</sup> A. Pfeifle</b>				
ETS-40	Interdisciplinary Research Methods in Ethnic Studies	<i>As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.</i>	R	Approved

# Technical Review Notes

Proposals and Notes for 11/17/2020

## Courses

### Course Major Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
<b>CMI 61</b>	<b>Introduction to Spanish English Translation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<p>Minutes are from 2014 or are the DE approval minutes. The entrance skills are not linked to courses. There is an advisory, and in this circumstance the committee agreed it would be fine to proceed without a class advisory. If there is a perception that we are favoring or predisposing "native speakers," it could be problematic. The word "native" in the advisory may need to be changed. Ann will work with faculty.</p>								
<b>CMI 71</b>	<b>Bilingual Interpretation for the Medical Professions</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CMI 81</b>	<b>Introduction to Court Interpreting</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CMI 91</b>	<b>Introduction to Translation and Interpretation for Business</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>DFT 51</b>	<b>Print Reading</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<p>Crosslisted with ENE 51. Both have a lab component but there is no lab content. Faculty will send lab content.</p>								
<b>ELE 864</b>	<b>Programmable Logic Controllers</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Approved</b>	Y	Y	Y
<p>Mirrored to MAN 64 and ELE 64. ELE 64 needs a minor edit to the title and minor edits to "Same As" to not include the mirrored non-credit version.</p>								
<b>FTV 45A</b>	<b>Beginning Television News Production</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<p>Objectives are the same as SLOs.</p>								

### Course Minor Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
<b>FIT CFO3A</b>	<b>Human Resources Management Chief Fire Officer</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<p>Holding for course relaunch as major mods.</p>								
<b>FIT CFO3B</b>	<b>Budget and Fiscal Responsibilities Chief Fire Officer</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>FIT CFO3C</b>	<b>General Administration Functions Chief Fire Officer</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>FIT CFO3D</b>	<b>Emergency Service Delivery Responsibilities</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>FIT CO2A</b>	<b>Human Resource Management</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>FIT CO2B</b>	<b>General Administrative Functions</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>FIT CO2C</b>	<b>Fire Inspections and Investigations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>FIT CO2D</b>	<b>All Risk Command Operations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>FIT CO2E</b>	<b>Wildland Incident Operations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y

## Courses

### Course Minor Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
FIT S21	Public Safety Honor Guard Academy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FIT S3	Basic Fire Fighter Academy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FIT S3A	Introduction to Fire Academy and Physical Conditioning for Fire Academy Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FIT S3B	Firefighter I Academy Skills Review and Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y

### Distance Education

		M	N	R	Action	Douclass	Johnson	Pfeifle
CUL 50DE	ServSafe Food Safety Regular and effective contact section could be expanded.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y

### New Courses

		M	N	R	Action	Douclass	Johnson	Pfeifle
FTV 16	Chicanas/os in Film and Media No minutes and formatting issues. The rationale states it's to be crosslisted with ETS, but this is no longer the case. Kelly will follow up with faculty on how to proceed forward with this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
MAT 805	Corequisite Support for MAT-5 For the MAT support courses below, entrance skill links may need to be adjusted. No minutes attached. The credit version of these courses are not coded as Basic Skills, which creates an issue for non-credit eligibility. The intent was to mirror the support courses. For ENG, ENG-91 was purposefully written as not a Basic Skills course, but ENG wrote a non-credit version that pulls some curriculum from ENG-91 and ENG-50, which was basic skills, in order to make it eligible for non-credit approval.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
MAT 812	Corequisite Support for Math 12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
MAT 825	Corequisite Support for MAT-25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
MAT 836	Corequisite Support for MAT-36	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y