

District Technical Review Committee Meeting Minutes

Tuesday, December 1, 2020 **2:30-4:00pm** **Hosted Via Zoom**

Committee Members	Guests
<input checked="" type="checkbox"/> Steven Schmidt (Chair, MUS)	<input 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 checked="" 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 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)
Additional Guests: Rachel Dyer, George Gage	

Zoom Information

<https://cccconfer.zoom.us/j/98625984247>

+1 669 900 6833 (US Toll)

Meeting ID: 986 2598 4247

Agenda and Minutes

1. Approval of Agenda
 - a. 1st A. Pfeifle, 2nd K. Douglass
 - b. Approved, Unanimous
2. Approval of Minutes – November 17, 2020
 - a. 1st A. Pfeifle, 2nd B. Johnson
 - b. Approved, Unanimous

Action Items

1. Curriculum Proposals

Discussion Items

1. Experimental Courses Procedure Proposal – Kelly Douglass and Casandra Greene

- a. Kelly Douglass and Casandra Greene drafted a process for experimental course approval based on the information in the PCAH that, if agreed on, could potentially be added as an addendum to the RCCD Curriculum Handbook.
- b. The process specifies that experimental courses can be offered two times, meaning a limit of two sections of the class in any term, either concurrent or subsequent. Per the PCAH, after the course has been offered at least once, the discipline and department should meet to discuss the course, and those minutes should be attached to the proposal prior to it moving forward through the remainder of the curriculum process.
- c. **Question:** What would be the purpose of an experimental course?
 - i. Casandra Greene – In the specific case of the business course, it is a stand alone course that prepares students for a management certification test. It would be done experimentally so they can offer it as quickly as possible and to see if the course is effective. If it works, then faculty would submit the course through the curriculum process. However, if done incorrectly, the experimental course process could be a detriment to students. Historically, faculty may have used experimental courses to circumvent the curriculum approval process, which is why the process was eventually stopped. Additionally, experimental courses can never be applied to a program. If a student takes the course an experimental course, and even if the course is later adopted, that student cannot have the course applied to a program on their record.
 1. Jeannie Kim – It may be possible for students to petition to have the course applied.
 - ii. Kelly Douglass – Per the PCAH, the purpose of offering an experimental course is because it is unclear if offering the course is feasible or if there is a need for the course. We could enhance the criteria to ensure the process is not misused. There is some concern that faculty could use this process to circumvent the usual curriculum approval process, which could lead to a problem with catalog deadlines.
- d. **Question:** Should Discipline/Department approval be required? Because Deans have right of assignment, should dean approval be required?
 - i. Jeannie Kim – Ensuring that there is a process in place, and including discipline, department, and dean approval as a part of the process may be critical as there may be a reason as to why this process was previously stopped. Additionally, because there could be budgetary implications, dean approval should be included.
 - ii. Steven Schmidt – Because the course would be approved to be offered after Tech Review, it is important that Tech Review has as many tools as possible to control the approval of the course.
 - iii. Ann Pfeifle – This could also serve as a reminder to deans that they should be reviewing all curriculum coming through the pipeline.
- e. **Question:** Is there a way to set up Colleague so that the course is scheduled no more than twice?

- c. Jeannie Kim – There will be a push to do as much face-to-face as possible, which is what is being planned for, with contingencies to back off based on COVID rates. Dr. Isaac is hopeful that education professionals will be among the first in line to get the vaccine. Even if that is the case, the distribution of vaccine, herd immunity, etc., could all still have an impact.
 - d. Kelly Douglass – Can the language sent out by the district use the specific term ‘closure’ so it is clear if the DX approvals still apply?
 - i. Jeannie Kim – We may want this codified in some way, perhaps in a memo that goes out to the Deans and Chairs.
 - ii. Bryan Nicol – Scheduling for SUM/FAL will take place from January through April, so it will need to be clear how courses can be scheduled then.
 - iii. Jeannie Kim – Additionally, Dr. Isaac has also stated that there is a process that individual faculty members with specific situations can go through with HR.
 - iv. Kelly Douglass – It appears that the process would ensure that faculty would be assigned classes, but perhaps not their specific choice of classes.
3. Meta Meeting Follow Up and Call for Suggestions – Steven Schmidt and Bryan Nicol
- a. Steven Schmidt – Steven and Bryan met with Meta recently to discuss several topics. Batch approvals for courses was discussed, and Meta indicated that other colleges have communicated the need for this feature, but the Meta representatives stated that at best this feature could be included in the system by the end of 2021.
 - b. Steven Schmidt – Regarding programs, the committee has so far declined to implement the programs module as there was a contractual support issue. Originally, the contract stated that once the program module was implemented, the district would then ‘own’ the software, and any face-to-face support would no longer be available. At the meeting, Meta explained that they have changed their contracts and that after implementing programs we would still receive support. We asked that they enable the module in Sandbox so that Steven and Bryan could begin testing it. While what we have done now in creating shells for programs has been working, when we eventually move to a different system, there will be no program data to transfer. Even if the program module is not perfect, it may still be valuable to have data in the system.
 - c. **Question:** How long would it take to get the program module up and running?
 - i. Bryan Nicol – Due to the amount of work needed on the forms in the system, ensuring the approval workflow works appropriately, and importing the data, it may be completed during summer 2021.
 - ii. Steven Schmidt – This is due to the unpredictability of Meta’s responsiveness to technical support. Bryan and Steven will meet to discuss what’s lacking from the module and will bring those ideas to the next meeting with Meta.

- iii. Jeannie Kim – In the meantime, we can request a copy of the contract, and we could make any tweaks possible. This would allow us to ensure that any language regarding technical support is present.
 - d. Ann Pfeifle – Once the module is up and running, it may be good to limit what faculty are able to do. This would allow us to track any problems more closely.
 - e. Bryan Nicol – There may still be some quality of life improvements we can make given the current programming of the system, such as making the Recommended TOPs Code field required. If the chairs or coordinators have any ideas for improvements, please forward them to Bryan and Steven so they can begin working with Meta on them.
 - f. Additionally, it was previously suggested that Discipline and Department approvals be moved into a single level. Is this still a change the committee would like to see?
 - i. Kelly Douglass – Based on the process, the approval is intended to come from the originator’s department chair.
 - ii. Bryan Nicol – Given the programming, this most likely isn’t possible. It would need to be the facilitator and the three department chairs, all of whom would be required to vote before a proposal can move forward in the system.
 - iii. The committee agreed to move forward with this change.
 - g. Steven Schmidt – If the system is able to identify that a document has been attached to the proposal in order to be launched, this would be helpful.
 - h. Brian Johnson – Previously we had requested that the 10 day hold be moved to 5 days. Was this done?
 - i. Bryan Nicol – This change was made, but it is 5 business days, so if the days cross over a weekend, it becomes 7.
 - i. Bryan Nicol – If the chairs or coordinators have any suggestions, please submit so we can start working on them.
4. Originator Requirements during Discipline Adoption – Bryan Nicol
- a. Bryan Nicol and Sabina Fernandez found that Bryan has access to the Colleague screen FQAL, which displays the FSAs a faculty member has on their record. The committee agreed that as discipline proposals come through the process that Bryan should use that screen to verify that any originators listed on the proposal request form do have the FSA attached to their record. Originators in Meta should not be set up unless the faculty member has the FSA.

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

Experimental courses proposal

Explanation and criteria for experimental courses:

1. Experimental courses are stand-alone courses. (This means the experimental course cannot apply to degree (or certificate) credit; it won't count as general ed; the course will show up on the student's transcript with units, but they don't apply to any degree or gen ed program.)
2. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a pilot basis.
3. Experimental courses can be offered only two times (two sections, any semester or session, concurrent or subsequent). Per the PCAH, *after* an experimental course has been offered at least once and not more than twice, it must move forward in curriculum to complete the local curriculum process for approval as a regular course, or the college must discontinue offering the course as experimental.

Process for offering an experimental course:

1. Course originator creates a course outline of record with all the regular required elements, standards, and discipline appropriateness.
2. [QUESTION: Is discipline and department approval prior to TR still required?]
 - Argument for discipline: This is where discipline appropriateness and willingness to commit resources is communicated. Minutes should indicate approval of course with experimental status.
 - Argument for department: This is where department willingness to commit resources is communicated. Minutes should indicate approval of course with experimental status.
 - Dean question: Isn't it Deans who have right of assignment (and department chairs as designee typically do it unless there is a problem?) This is a non-issue for an approved course in the catalog, but for an experimental course, should minutes include communication with Dean since this is an un-cataloged course or are department minutes enough?
3. Experimental course will be reviewed at Tech Review to ensure all still-required state and regulatory elements are in place. Once Tech Review has approved the course for forwarding, the following two actions happen:
 - a. The course will "sit" at Tech Review during the experimental period and be visible on tech review agendas as an experimental course in progress that lists the end date of experimental period or planned offering.
 - b. The course will be submitted to the Chancellor's Office curriculum inventory system and receive a control number in order for the college to claim apportionment. The course will be entered into Colleague with a sunset date so that the experimental course is not left in the system past the planned two offerings.

4. After the experimental period, the discipline and department must submit updated minutes showing a review of at least one offering of the experimental class and discussion about feasibility or need and submit those minutes to be added to the proposal.
5. Once those updated minutes of approval are attached, the course can then be moved forward from Tech Review (or re-considered at Tech Review if changes are made) and move through the regular curriculum process for standard approval consideration.

*Much of the language here except for local process is copied or paraphrased from the PCAH, 7th edition, page 52

Technical Review Notes

Proposals and Notes for 12/01/2020

Courses

Course Inclusions

		M	N	R	Action	Doulass	Johnson	Pfeifle
APP 450	Apprenticeship Work Experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
<p>MOV may need to do a discipline inclusion. Additionally, on the minutes for the approval it states this is 'for all disciplines' but the proposal itself says it is for the already approved apprenticeship programs. Is this for programs that Moreno Valley already has? Does this come under the work experience umbrella? Ann will investigate.</p>								

Course Major Modifications

		M	N	R	Action	Doulass	Johnson	Pfeifle
BUS 15	Street Law: An Introduction to Law and Legal Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
CMI 61	Introduction to Spanish English Translation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
<p>For the CMI courses, 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>								
CMI 71	Bilingual Interpretation for the Medical Professions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CMI 81	Introduction to Court Interpreting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CMI 91	Introduction to Translation and Interpretation for Business	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
DFT 51	Print Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
FTV 45A	Beginning Television News Production	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
<p>Objectives are the same as SLOs.</p>								

Course Minor Modifications

		M	N	R	Action	Doulass	Johnson	Pfeifle
FIT CFO3A	Human Resources Management Chief Fire Officer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
<p>Holding for course relaunch as major mods.</p>								
FIT CFO3B	Budget and Fiscal Responsibilities Chief Fire Officer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FIT CFO3C	General Administration Functions Chief Fire Officer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FIT CFO3D	Emergency Service Delivery Responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FIT CO2A	Human Resource Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y

Y = "Yea" N = "Nay" A = Abstained Blank = Absent for Vote

Courses

Course Minor Modifications

		M	N	R	Action	Douclass	Johnson	Pfeifle
FIT CO2B	General Administrative Functions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FIT CO2C	Fire Inspections and Investigations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FIT CO2D	All Risk Command Operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FIT CO2E	Wildland Incident Operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
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

New Courses

		M	N	R	Action	Douclass	Johnson	Pfeifle
FTV 16	Chicanas/os in Film and Media	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
<p>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.</p>								
MAT 805	Corequisite Support for MAT-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
<p>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.</p>								
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