

NORCO COLLEGE CURRICULUM COMMITTEE MINUTES

April 26, 2016 - 2:00 pm
ST 107

Brian Johnson chaired the meeting.

Members Present:

Brian Johnson.....Math and Sciences
Rex Beck.....Business, Engineering & Information Technologies
Nicholas Franco.....Social and Behavioral Sciences
Dr. Diane Dieckmeyer.....Vice President of Academic Affairs
Mitzi Sloniger.....Communications
Vivian Harris.....Library
Dr. Monica Gutierrez.....Math and Sciences
Dr. Teresa Friedrich Finnern.....Math and Sciences
Diane Palmer.....Arts, Humanities and World Languages
Dr. Carol Farrar.....Dean of Instruction
Ladylyn Dominquez.....Social and Behavioral Sciences
Musa Rasheed.....ASNC

Members Absent:

Nicole Capps.....Communications
Dr. Kevin Fleming.....Dean of Instruction, Career & Technical Education

Guests: Beverly Wimer -----Math and Sciences

Committee Support:

Nicole C. Ramirez.....Office of the Dean of Instruction

- A. Meeting called to order at 2:05pm
- B. Motion to approve April 26, 2016 agenda – MSC: M. Sloniger/V. Harris. Add new discussion item #4 – SOC/PSY 46; #5 – Double Counting Health Science; 6 – Chair elections. Committee approves.
- C. Motion to approve March 22, 2016 minutes – MSC: D. Palmer/M. Sloniger. Abstained: L. Dominquez. Committee approves.
- D. Norco Action Items: Norco College Approval Items for 04/26/16

1. New Courses:

The following course will enhance the current honors offerings:

- a) ANT-2H Honors Cultural Anthropology (MNR) Motion to approve R. Beck/V. Harris ****Approved****

This course is required for the Psychology AA-T and recommended for Sociology AA-T and is designed to align with the CID descriptor SOC-125:

- b) ~~PSY-48 Statistics for the Behavioral Sciences (MNR)~~ **** Removed to Discussion items, not action items.**
- c) ~~SOC-48 Statistics for the Behavioral Sciences (MNR)~~ **** Removed to Disussion items, not action items.**

2. New Stand Alone Courses: NONE

3. Course Inclusions: NONE

4. Distance Education: Hybrid (already approved for Online)

- a) ACC-61 Cost Accounting (NR) Hybrid and Online RCC only. **Motion to DENY R. Beck/V. Harris **Needs major revisions. ****
- b) ACC-66 Non-Profit and Governmental Accounting (NR) Hybrid (already approved for Online) **Motion to DENY R. Beck/V. Harris **Needs major revisions. ****

5. Major Course Modification:

The following course is being modified to change the hours from 17 lecture hours and 32 laboratory hours to 54 laboratory hours, to update the course description, SLOs, course content, MOI, MOE, sample assignments and course materials:

- a) MUS-37 Class Guitar (MNR) Motion to approve D. Palmer/M. Gutierrez. ****Approved****

The following courses are being modified to update the SLO's, course content and course materials:

- b) PSY-2 Biological Psychology (MNR) Motion to approve T. Friedrich Finnern/D. Palmer. ****Approved****
- c) PSY-35 Abnormal Psychology (MNR) Motion to approve M. Gutierrez/D. Palmer. ****Approved****

6. Course Exclusions:

The following courses have never been offered at Norco College and there are no plans to offer them in the future:

- a) REA-2 Rapid Reading (N) Motion to approve M. Sloniger/ D. Palmer. ****Approved****
- b) REA-3 Reading for Academic Success (N) Motion to approve M. Sloniger/D. Palmer. ****Approved****

The following course has never been offered at Norco College and there is presently no lab on campus:

c) REA-887 Reading Clinic (N) Motion to approve M. Sloniger/D. Palmer. ****Approved****

7. **Course Deletions: NONE**

8. **New State Approved Certificates/Degrees: NONE**

9. **New Locally Approved Certificate: NONE**

10. **Modifications to State/Locally Approved Certificates/Degrees: NONE**

11. **Deletion of Certificate/Degrees: NONE**

12. **Modification of Discipline Name: NONE**

E: Information Items:

Course	Title	Location	Comment
1. New Courses: None			
2. New Stand Alone Courses: None			
3. Course Inclusions: None			
4. Distance Education: None			
5. Major Course Modifications: None			
6. Course Exclusions: None			
7. Course Deletions:			
This course has been contracted out by the Sheriff Dept. and there are no plans to offer it in the future:			
ADJ-A6A	Interview and Interrogation Course	M	
ADJ-A6B	Advanced Interview and Interrogation Course	M	
This course is outdated (technology change) and the discipline does not intend to offer it in the future:			
ADJ-A43A	Basic Computer Aided Collision Diagramming Using AutoSketch	M	
The following course has not been offered and there are no plans to offer it in the future:			
FIT-C2B	Command 2B, Management of Major Hazardous Materials Incidents	M	
8. New State Approved Certificates/Degrees: None			
9. New Locally Approved Certificate: None			
10. Modification to State/Locally Approved Certificate/Degrees: None			
11. Deletion of Certificate/Degrees: None			
12. Modification to Discipline Name			

F. Discussion / Information items:

1. **Extra grad requirements:** LadyLynn Dominquez and Nick Franco spoke about the proposal is to move the additional degree requirements into general education

Area E in the RCCD local general education pattern plan. Beverly Wimer attended to give her opinion on this topic and stated that she isn't supporting the change. The Kinesiology classes have never been on the IGETC patterns. There haven't been any impact surveys performed on how it will affect enrollment, especially in the health science discipline. Current ADT students do not need to comply, only local students. We are allowing the students to choose either CSU or IGETC patterns. There is value in the extra CSU/IGETC units that the students take. It was asked if other counselor's from other colleges have those additional requirements, and the answer was yes. Nick Franco will do some additional research and report back his findings. This is moved to be an action item at the May 10th meeting. Please review and be ready to vote on this item.

2. Objectives vs SLOs on our course outlines – Diane Palmer Diane provided handouts for the committee members to review and spoke about how this proposal provides a cleaner way to approach changes to the COR's by making a mega SLO. It was suggested that the wording could be "Student Learning Course Objectives" and "Student Learning Outcomes". This is one potential method in solving the current issue. Objectives don't need to be as measureable as the SLO's. This issue has come up at the District Technology Review committee meetings. The proposal submitted at Tech Review, (See handout of English 14 Proposed COR Change), is that you would code which one as an objective and which one is an outcome. This is better than the other proposals submitted because it would not leave a field blank. You don't want a COR with blank fields. This option is the most painless way to get objectives back into their SLO's. Per Title V requirements, we must have objectives in our COR's. A suggestion was presented that Brian Johnson ask the State Academic Senate to provide technical assistance to Norco College in teaching us how to incorporate objectives into our COR's. He will consult with other curriculum chairs that they send expert faculty to help us on how to resolve this issue. We have resources at our college that we should already be using.

3. PCAH: Encouraged the committee members to please read it and review sections on proper program and course approval. http://www.asccc.org/sites/default/files/PCAH_6thEdition_LegalReview_Final.pdf

4. SOC/PSY 48: This course is a statistic course for the behavioral sciences. The issue is if you look at the SLO's and course content, it is identical to the Math component. The reason for this is that they wanted to have CID approval for statistics. Currently, the ADT for psychology, the requirement is that they need to take statistic and they want another option for students instead of taking statistics from the Math discipline; they want the option to take this course. If this course is approved, then it would meet the Math requirement area for CSU. Brian's concern is that you have a course that meets the Math requirement, but it is taught by anyone that teaches psychology or sociology. Not all faculty members teach statistics Math/Psychology since they are crossed listed. More discussion needed.

5. Double counting health science: Silvia Thomas asked for our opinion on this. The issue is with students taking the health science requirements and they then want to use it to count for section E in the CSU GE pattern. Right now, that isn't

allowable. The consensus among the committee members is that it should be allowed to be double counted. The logic behind that allowance is that the learning has been completed with the student taking the course and it is on the transfer pattern; therefore, it should be allowed. More discussion needed.

6. Curriculum Committee Chair elections: It's that time again to select a committee chair and Brian Johnson announced that he is open to continue to be the Curriculum committee chair.

G. Announcements: NONE

H. Other Business-Open Hearing: NONE

Next Meeting: May 10, 2016. * Room ST 107

English 14 [Current COR excerpt]

COURSE DESCRIPTION

Prerequisite(s): ENG 50: Basic English Composition or ENG 80: Preparatory Composition or eligibility for ENG-1A.

Advisory: ENG 1B or ENG 1BH

A survey of American literature from the pre-contact period to the Civil War, including a comprehensive exposure to the prose, poetry and fiction of this era as well as a basic understanding of the cultural, intellectual and artistic trends it embodies. 54 hours lecture (Letter Grade, or Pass/No Pass option.)

SHORT DESCRIPTION FOR CLASS SCHEDULE

A study of major American writers from pre-contact to the Civil War.

ENTRY SKILLS

Before entering the course, students will be able to:

[Blah blah blah]

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

Identify distinctive features of American literature from the contact period to the civil war including major writers, works, movements or themes, and genres.

Analyze and interpret features distinctive of the American tradition or that mark them as characteristic of or unique in the period in which they were written.

Explain how this literature both reflects and shapes the intellectual and cultural history of the United States during this period with an awareness of how differences of culture, gender, and other social markers may shape a writer's interactions with this history.

Employ methods of critical literary analysis to read and interpret American literature.

- Critical Thinking - Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

Effectively communicate analytical arguments and comprehension of course content through responses to, interpretations of, and arguments about American literature in essays, written exams, class discussion, and other methods of evaluation using appropriate citation form.

- Communication Skills - Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

English 14 [*Proposed* COR change]

COURSE DESCRIPTION

Prerequisite(s): ENG 50: Basic English Composition or ENG 80: Preparatory Composition or eligibility for ENG-1A.

Advisory: ENG 1B or ENG 1BH

A survey of American literature from the pre-contact period to the Civil War, including a comprehensive exposure to the prose, poetry and fiction of this era as well as a basic understanding of the cultural, intellectual and artistic trends it embodies. 54 hours lecture (Letter Grade, or Pass/No Pass option.)

SHORT DESCRIPTION FOR CLASS SCHEDULE

A study of major American writers from pre-contact to the Civil War.

ENTRY SKILLS

Before entering the course, students will be able to:

[Blah blah blah]

STUDENT LEARNING OBJECTIVES/OUTCOMES

** This is better and will not allow a field to be blank.*

Upon successful completion of the course, students should be able to *fulfill the following outcomes / objectives:*

[Objective]: Identify distinctive features of American literature from the contact period to the civil war including major writers, works, movements or themes, and genres.

[Objective]: Analyze and interpret features distinctive of the American tradition or that mark them as characteristic of or unique in the period in which they were written.

[Objective]: Explain how this literature both reflects and shapes the intellectual and cultural history of the United States during this period with an awareness of how differences of culture, gender, and other social markers may shape a writer's interactions with this history.

[Objective]: Employ methods of critical literary analysis to read and interpret American literature.

[Outcome]: Effectively communicate analytical arguments and comprehension of course content through responses to, interpretations of, and arguments about American literature in essays, written exams, class discussion, and other methods of evaluation using appropriate citation form.

- Communication Skills - Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
- Critical Thinking - Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

But this could become:

STUDENT LEARNING OBJECTIVES

→ (course)
old slo's.

Upon successful completion of the course, students should be able to:

Describe the varieties of religious experience, belief and practice.

Critically discuss, compare and interpret primary religious texts in the context of the traditional beliefs of various religious traditions.

Appreciate the varieties of religious belief and experience and the cultures in which they are found.

Evaluate the various religious traditions of the world in terms of the concepts, themes and analytical tools presented in the course.

Demonstrate, apply and synthesize understanding of the world's religious traditions through the writing of original analytical and evaluative essays totaling a minimum of 12 pages (3000 words).

Demonstrate in discussion and writing the ability to think creatively, independently and critically about the varied issues, problems and concerns of religions around the globe.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

Write a coherent and well-supported essay on multiple primary artifacts (e.g., poetic, dramatic and prose literature, visual arts and architecture, philosophical and religions texts) demonstrating the ability to interpret works based on their original context.

- **Critical Thinking** - Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
- **Communication Skills** - Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

39 units

Norco College

California State University General Education Requirements 2015-2016

The courses listed below will fulfill the lower division general education requirements for all CSU campuses.

To obtain a Bachelor's degree from a CSU campus, a student must complete 48 units of general education. A community college can certify 39 of these units as having fulfilled the CSU lower division general education requirements. The remaining 9 units of upper-division general education coursework are to be taken at the CSU campus after transfer. A course can only be certified if it was approved for CSU GE when it was taken.

A. English Language Communication and Critical Thinking (min. 9 semester or 12 quarter units) – Select one course from each group: *Grades of "C" or better are required.*

A-1: Oral Communication:

COM-1 Public Speaking or
COM-1H Honors Public Speaking
COM-6 Dynamics of Small Group Communication
COM-9 Interpersonal Communication or
COM-9H Honors Interpersonal Communication

A-3: Critical Thinking:

COM-2 Persuasion in Rhetorical Perspective
COM-3 Argumentation and Debate
ENG-1B Critical Thinking and Writing or
ENG-1BH Honors Critical Thinking and Writing

A-2: Written Communication:

ENG-1A English Composition or
ENG-1AH Honors English Composition

MAT-32 Introduction to Symbolic Logic (Same as PHI-32)

PHI-11 Critical Thinking

PHI-32 Introduction to Symbolic Logic (Same as MAT-32)

REA-4 Critical Reading as Critical Thinking

B. Scientific Inquiry and Quantitative Reasoning (min. 9 semester or 12 quarter units) – Select one course from each group: *Also, one of the science courses must have a lab---see underlined courses.*

B-1: Physical Science:

CHE-1A General Chemistry I
CHE-1B General Chemistry II
CHE-2A Introductory Chemistry I
CHE-2B Introductory Chemistry II
CHE-3 Fundamentals of Chemistry
CHE-10 Chemistry for Everyone
CHE-12A Organic Chemistry I

CHE-12B Organic Chemistry II

GEG-1 Physical Geography or

GEG-1H Honors Physical Geography

GEG-1L Physical Geography Lab

(has a Corequisite of GEG-1 or 1H)

GEG-5 Weather and Climate

PHS-1 Introduction to Physical Science

PHY-2A General Physics I

PHY-2B General Physics II

PHY-4A Mechanics

PHY-4B Electricity and Magnetism

PHY-4C Heat, Light and Waves

PHY-10 Introductory General Physics

PHY-11 Physics Lab (has a Corequisite of PHY-10)

B-2: Life Science:

AMY-2A Anatomy and Physiology I
AMY-2B Anatomy and Physiology II
AMY-10 Survey of Human Anat. and Phys.
ANT-1 Physical Anthropology or
ANT-1H Honors Physical Anthropology
BIO-1 General Biology or
BIO-1H Honors General Biology

BIO-3 Field Botany

BIO-5 General Botany

BIO-7 Marine Biology

BIO-8 Principles of Ecology

BIO-10 Life Science Principles

BIO-11 Introduction to Molecular and Cellular Biology

BIO-12 Introduction to Organismal and Population Biology

BIO-17 Human Biology

BIO-34 Human Genetics

BIO-36 Environmental Science

MIC-1 Microbiology

PSY-2 Biological Psychology

B-3: Laboratory Activity:

This requirement is satisfied by completion of any course in B-1 or B-2 with a laboratory. Lab courses are underlined.

B-4: Mathematics/Quantitative Reasoning (Grade of "C" or better is required; min. 3 semester or 4 quarter units):

MAT-1A Calculus I
MAT-1B Calculus II
MAT-1C Calculus III
MAT-2 Differential Equations
MAT-3 Linear Algebra

MAT-4 Finite Mathematics

MAT-5 Calculus for Business and Life Science

MAT/CSC-6 Discrete Mathematics for Computer Science

MAT-10 Pre-Calculus

MAT-11 College Algebra

MAT-12 Statistics or

MAT-12H Honors Statistics

MAT-25 Mathematics for the Liberal Arts Student

MAT-36 Trigonometry

C. Arts and Humanities (min. 9 semester or 12 quarter units) – Select three courses, with at least one course from "Arts" and one course from "Humanities":

C-1: Arts:

ARE-35 History of Architecture – Beginning through Gothic
ARE-36 History of Architecture – Renaissance to Modern
ART-1 History of Western Art: Prehistoric, Ancient and Medieval
ART-2 History of Western Art: Renaissance through Contemporary or
ART-2H Honors History of Western Art: Renaissance through Contemporary
ART-5 History of Non-Western Art

ART-6 Art Appreciation or

ART-6H Honors Art Appreciation

ART-7 Women Artists in History

ART-8 Mexican Art History

ART-9 African Art History

ART-10 Modern and Contemporary Art History

COM-7 Oral Interpretation of Literature

COM-11 Storytelling

DAN-6 Dance Appreciation

GAM-21 History of Video Games

MUS-3 Fundamentals of Music

MUS-19 Music Appreciation or

MUS-19H Honors Music Appreciation

MUS-23 History of Rock and Roll

MUS-25 Jazz Appreciation

MUS-26 Film Music Appreciation

MUS-89 Music of Multicultural America or

MUS-89H Honors Music of Multicultural America

THE-3 Introduction to the Theater

THE-9 Dramatic Literature – Script Analysis

THE-29 Musical Theater Appreciation

C-2: Humanities:

CHI-1 Mandarin Chinese 1
CHI-2 Mandarin Chinese 2
CHI-11 Culture and Civilization
COM-7 Oral Interpretation of Literature
ENG-1B Critical Thinking and Writing or
ENG-1BH Honors Critical Thinking and Writing
ENG-6 British Literature I: Anglo-Saxon through 18th century
ENG-7 British Literature II: Romanticism through Postmodernism
ENG-8 Intro. to Mythology (Same as HUM-8)

ENG-48 Short Story and Drama from 20th century to the present

FRE-1 French 1

FRE-2 French 2

FRE-3 French 3

FRE-8 Intermediate Conversation

FRE-11 Culture and Civilization

HIS-1 History of World Civilizations I

HIS-2 History of World Civilizations II

HIS-6 Political and Social History of the U.S. or

HIS-6H Honors Political and Social History of

HUM-10H Honors World Religions

HUM-11 Religion in America

HUM-16 Arts and Ideas: American Culture

HUM-18 Death: An Interdisciplinary Perspective

HUM-23 The Bible as Literature (Same as ENG-23)

HUM-35 Philosophy of Religion (Same as PHI-35)

JPN-1 Japanese 1

JPN-2 Japanese 2

JPN-3 Japanese 3

JPN-4 Japanese 4

JPN-11 Culture and Civilization

* No Health / Self Development Courses

36 units

Norco College
Intersegmental General Education Transfer Curriculum (IGETC) 2015-2016
For Transfer to CSU and UC

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University (CSU) or University of California (UC) system without the need to take additional lower-division general education courses. For certain majors at some of the UC campuses it may be more advantageous to complete a campus-specific general education pattern. IGETC certification is valid for community college transfer students only. Those who have already transferred to the CSU/UC systems may under some circumstances return to Norco College to complete IGETC requirements. A course can only be certified if it was approved for IGETC when it was taken. See a counselor for details.

Transfer students will receive IGETC certification after completing all of the subject areas below with a min. "C" grade or better (A grade of "C-" is not acceptable.)

Area 1 - English Communication (min. 6-9 semester or 8-12 quarter units) -

CSU - 3 courses required; select one from each group:

UC - 2 courses required; select one from group 1A and one from group 1B:

1A - English Composition:

ENG-1A English Composition or
ENG-1AH Honors English Composition

1C - Oral Communication: (CSU requirement only)

COM-1 Public Speaking or
COM-1H Honors Public Speaking
COM-6 Dynamics of Small Group Communication
COM-9 Interpersonal Communication or
COM-9H Honors Interpersonal Communication

1B - Critical Thinking - English Composition:

ENG-1B Critical Thinking and Writing or
ENG-1BH Honors Critical Thinking and Writing

Area 2 - Mathematical Concepts and Quantitative Reasoning (min. 3 semester or 4 quarter units) - select one course:

MAT-1A Calculus I**

MAT-1B Calculus II

MAT-1C Calculus III

MAT-2 Differential Equations

MAT-3 Linear Algebra

MAT-4 Finite Mathematics

MAT-5 Calculus for Business and Life Science**

MAT/CSC-6 Discrete Mathematics for

Computer Science

MAT-10 Precalculus**

MAT-11 College Algebra**

MAT-12 Statistics or

MAT-12H Honors Statistics

MAT-25 Mathematics for the Liberal Arts Student

Area 3 - Arts and Humanities (min. 9 semester or 12 quarter units) -

Select three courses, with at least one course from the "Arts" and one course from the "Humanities":

3A - Arts:

ARE-35 History of Architecture -
Beginning through Gothic
ARE-36 History of Architecture -
Renaissance through Modern
ART-1 History of Western Art: Pre-
Historic, Ancient, and Medieval
ART-2 History of Western Art: Rena-
issance through Contemporary
ART-5 History of Non-Western Art

3B - Humanities:

CHI-2 Mandarin Chinese 2
CHI-11 Culture and Civilization
COM-12 Intercultural Communication*
ENG-6 British Literature I: Anglo-Saxon
through 18th Century
ENG-7 British Literature II: Romanticism
through Postmodernism
ENG-8 Introduction to Mythology
(Same as HUM-8)
ENG-9 Introduction to Shakespeare
ENG-14 American Literature I: Pre-Contact
through Civil War
ENG-15 American Literature II: 1860 to the Present
ENG-18 Survey of Native American Literature
ENG-20 Survey of African American Literature
ENG-23 The Bible as Literature
(Same as HUM-23)
ENG-35 Images of Women in Literature
ENG-40 World Literature I: From Ancient
Literature through 1650 C.E.
ENG-41 World Literature II: 1650 C.E. to the Present
ENG-44 Poetry from the 20th Century to the Present
ENG-45 Modern Drama
ENG-48 Short Story and Novel from the 20th Century
FRE-2 French 2
FRE-3 French 3
FRE-8 Intermediate Conversation

ART-6 Art Appreciation or
ART-6H Honors Art Appreciation
ART-7 Women Artists in History
ART-8 Mexican Art History
ART-9 African Art History
ART-10 Modern and Contemporary Art History
DAN-6 Dance Appreciation
MUS-3 Fundamentals of Music
MUS-19 Music Appreciation

FRE-11 Culture and Civilization
HIS-1 History of World Civilizations I*
HIS-2 History of World Civilizations II*
HIS-6 Political and Social History of the U.S.* or
HIS-6H Honors Political and Social History of
the U.S.*
HIS-7 Political and Social History of the U.S.*
HIS-7H Honors Political and Social History of
the U.S.*
HIS-14 African American History I*
HIS-25 History of Mexico*
HIS-26 History of California*
HIS-31 Introduction to Chicano/a Studies*
HIS-34 History of Women in America*
HUM-4 Arts and Ideas: Ancient World through the
Late Medieval Period or
HUM-4H Honors Arts and Ideas: Ancient World
through the Late Medieval Period
HUM-5 Arts and Ideas: The Renaissance
through the Modern Era or
HUM-5H Honors Arts and Ideas: The Renaissance
through the Modern Era
HUM-8 Introduction to Mythology
(Same as ENG-8)
HUM-10 World Religions or
HUM-10H Honors World Religions
HUM-11 Religion in America

MUS-23 History of Rock and Roll
MUS-25 Jazz Appreciation
MUS-26 Film Music Appreciation
MUS-89 Music of Multicultural America or
MUS-89H Honors Music of Multicultural America
THE-3 Introduction to the Theatre
THE-9 Dramatic Literature - Script Analysis*
THE-29 Musical Theater Appreciation

HUM-16 Arts and Ideas: American Culture
HUM-18 Death: An Interdisciplinary Perspective
HUM-23 The Bible as Literature
(Same as ENG-23)
HUM-35 Philosophy of Religion
(Same as PHI-35)
JPN-2 Japanese 2
JPN-3 Japanese 3
JPN-4 Japanese 4
JPN-11 Culture and Civilization
PHI-10 Introduction to Philosophy or
PHI-10H Honors Introduction to Philosophy
PHI-12 Intro. to Ethics: Contemporary Moral Issues
PHI-22 Philosophy of Science
PHI-33 Introduction to Social and Political Philosophy
PHI-35 Philosophy of Religion
(Same as HUM-35)
SPA-2 Spanish 2 or
SPA-2H Honors Spanish 2
SPA-3 Spanish 3
SPA-3N Spanish for Spanish Speakers
SPA-4 Spanish 4
SPA-8 Intermediate Conversation
SPA-11 Spanish Culture and Civilization
SPA-12 Latin American Culture and Civilization
THE-9 Dramatic Literature - Script Analysis*

Local GE pattern.

RCCD 28 units

Plan A

THIS IS FOR ADVISING PURPOSES ONLY. NOT A STUDENT EDUCATIONAL PLAN.

Norco College Associate Degree General Education Requirements Legend: C=Completed, I=In Progress, N=Needed		C	IP	N
A. Natural Sciences (3 units) Anatomy & Physiology 2A, 2B, 10; Anthropology 1; Astronomy 1A,1B; Biology 1 or 1H, 2A, 2B 3, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 30, 31A, 31B, 34, 36; Chemistry 1A or 1AH,1B or 1BH, 2A, 2B, 3, 10, 12A, 12B, 17; Geography 1, 1/1L, 1H, 1H/1L, 5; Geology 1, 1/1L, 1B, 2, 3, 30A,30B, 31, 32; Microbiology 1; Oceanography 1, 1/1L; Physical Science 1, 5, 17; Physics 2A, 2B, 4A, 4B, 4C, 4D, 10, 11; Psychology 2 (Waivers granted for COS 60C and ELE 21 or 22)				
B. Social and Behavioral Sciences (6 units) 1. <u>American Institutions (3 units)</u> History 6 or 6H, 7 or 7H, 8, 9, 15, 26, 28, 29, 30, 31, 34, 53; Political Science 1 or 1H, 5 AND 2. <u>Social and Behavioral Sciences (3 units)</u> Anthropology 2, 3, 4, 5, 6, 7, 8, 10, 21; Economics 4, 5, 6, 7 or 7H, 8 or 8H; Geography 2, 3, 4, 6; History 1, 2, 4, 5, 11, 12, 14, 19, 21, 22, 23, 25, 35, 40, 53; Human Services 4, 5, 6, 7, 8, 13, 14, 16, 18, 19; Military Science 1, 2; Political Science 2 or 2H, 3, 4 or 4H, 6, 7ABCD, 8, 10ABCD, 11, 12, 13,14; Psychology 1, 8, 9, 33, 35, 50; Sociology 1 or 1H, 2, 9, 10, 12, 15, 17, 20, 22, 23, 45, 50				
C. Humanities (3 units) American Sign Language 1; Architecture 36; Art (any course); Communication Studies 7; Dance 3, 4, 5, 6, 7, 8, 9; English 1B or 1BH, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 23, 25, 26, 30, 35, 38, 39, 40,41, 44, 45, 47, 48, 49; Film, Television and Video (any course); Foreign Language (any course); History 1, 2, 4, 5; Humanities 3, 4 or 4H, 5 or 5H, 8, 9, 10 or 10H, 11, 16, 18, 20ABC, 23, 35; Music (any course); Philosophy 10 or 10H,12, 13,14,15,16,19, 20,21,22,33,35; Photography 8; Theater Arts (any course)				
D. Language and Rationality (10 units) 1. <u>English Composition (4 units)</u> English 1A or 1AH ("C" grade or better) 2. <u>Communication & Analytical Thinking (6-8 units)</u> Select 2 courses from 2 different disciplines: Communication Studies 1 or 1H, 9 or 9H; Computer Information Systems 1A-30; English 1B or 1BH; Mathematics 1-36; Philosophy 11, Philosophy/Math 32				
Additional Degree Requirements A. <u>Health Education (3 units)</u> Health Science 1 (or completion of the DEH, EMS, PA, VN, or RN program) B. <u>Self Development (2 or 3 units)</u> 1. <u>Kinesiology (2 activities courses)</u> KIN 6, 29, 42, 47; Dance 3, 5; any KIN or DAN activity class; MUS 45, 46, 47, 48, 59, 60, 61 OR 2. <u>Fitness and Wellness (3 units)</u> KIN 4, 30, 35, 36 Note: Students are exempt from the self-development requirement when they complete the Cosmetology program, Registered or Vocational Nursing program, Basic Peace Officer Training Academy, the Firefighter Academy, the EMS program, or the Physician Assistant program.				
MATH Competency -Completion of a Riverside Community College District Mathematics course with a grade of "C" or higher selected from MATH 1-36 (excluding MAT-32), or the equivalent [CLEP, AP/IB Exams, Credit by Exam, other pathways such as Completion Counts, courses from other colleges/universities, placement above MATH 35, or Early Assessment Test (EAP for CSU MCAP)]. -See a counselor for more information.				
READING Competency Demonstrated by one of the following: -A satisfactory score on RCCD's placement test equivalent to placement in college level reading OR; -Completion of Reading-83 with a grade of "C" or higher OR; -A minimum grade of "C" in each general education course OR; -Satisfactory score on a standardized reading test approved by the English department OR; -Students who have completed an associate's or higher degree at a regionally accredited institution are exempt from the reading competency requirement.				
Unit Requirement: A minimum of 60 degree applicable units are required, of which 18 are in one of the 8 areas of emphasis listed below. UNITS COMPLETED _____ UNITS IN PROGRESS _____ UNITS NEEDED _____				

RCCD. Approx. 28 units total

SLO and Objective Basics

All text here is excerpted from an ASCCC Powerpoint presentation available online:
www.asccc.org/sites/default/files/SLOs_in_CoRs_0.ppt

Presenters: Kevin Bontenbal, Cuesta College
Lesley Kawaguchi, Santa Monica College
Virginia May, Sacramento City College
2010 ASCCC Curriculum Institute • July 8-10, 2010

Objectives: Nuts and Bolts

- ▶ Describes small, discreet skills
- ▶ Requires basic thinking skills
- ▶ Does not necessarily result in a product

What the X?!& is an SLO?

- ▶ Knowledge
- ▶ Skills
- ▶ Abilities
- ▶ Attitudes

that a student can demonstrate by the end of a course, program, certificate or degree

SLOs: The Big Picture

- ▶ Requires HIGHER LEVEL thinking skills
- ▶ Synthesizes many discreet skills
- ▶ Requires students to APPLY what they've learned
- ▶ Results in a product
- ▶ Product must be observed, evaluated, or assessed by faculty

Where did these definitions come from?

- ▶ Academic Senate for California Community Colleges (ASCCC)
See ASCCC paper, *Working with the 2002 Accreditation Standards: The Faculty Role* (2005), p. 12
See Glossary
- ▶ Accrediting Commission for Community and Junior Colleges
See March 2009 ACCJC Newsletter at
<http://www.accjc.org/pdf/March%202009%20newsletter.pdf>

Proposal to Include an Option for Objectives on CORs

Title V asks us to have objectives on our Course Outlines of Record, and in the past RCCD CORs had them. Then, ACCJC started requiring assessable Outcomes. At that time, RCCD essentially converted the Objectives section into Outcomes and changed the language as needed to make them fitting for assessment. Now many of our CORs are answering to another new body: C-ID descriptors and the ADT Transfer Model Curriculums. These courses all have objectives that must be included for courses to qualify. By looking at some CORs at other state CCs and studying carefully the C-ID descriptors for our courses, all of which contain objectives and not outcomes, some faculty members have started to have a greater appreciation for the role of objectives for a course (specific narrow measurable skills or content acquisition) and outcomes (generally, the overall learning foci and goal of a course).

It is becoming increasingly clear that some of our outcomes on our CORs could be more properly labeled as objectives. Perhaps more importantly, many C-ID descriptors have objectives that number from 9-15, and since these are currently all labeled as outcomes, it means they have to be assessed, according to our most recent accreditation, on a schedule of every SLO (and their attached GESLOs) on a four-year cycle. English, Math, and Humanities faculty have all pointed to some of their C-ID descriptors as evidence of this. These once indistinct seeming labels have now created an onerous workload for faculty, and one that isn't necessarily helpful for course improvement: with fewer SLOs to assess, we could focus more carefully on fewer number of assessment projects with more time in the assessment cycle to close the loop because we wouldn't have to rush to the next set of SLOs to assess.

The solution to this is to create the option to have objectives on our CORs.

There are several different factors in play that should be taken into consideration regarding how to include this option:

- Some disciplines that already have their every outcome assessed by outside agencies and who cannot make their outcomes into objectives (CTE and Nursing for example) have expressed concern about an imposed change that would require them to alter their CORs and add objectives. The suggestion below and on the sample addresses this by having the Outcomes and Objectives in a single field that allows the option to use both or only Outcomes. Another option is to have two separate fields on the COR, and guide those disciplines towards the notion that a small number of objectives could likely be drawn from the language of their existing outcomes and could be done when CORs are revised for other reasons.
- Some have questioned the placement of the remaining SLOs and whether they need to be on the COR document at all. Given that some of the C-ID objectives required for approval would still be outcomes, it seems imperative for continuing C-ID acceptance that they remain on the COR. A much less important but pedagogical helpful observation about keeping both on the COR is that they can visually represent what they are: the objectives (discreet individual skills) can be listed first,

as they then add up to and result in the outcomes (the overall measurable skill or project) which could be in the field immediately below.

- The slash is a wonderfully flexible piece of punctuation. The MLA Style Manual second edition explains that this punctuation can be used “between two terms paired as opposites or alternatives” (Gibaldi 79). This definition suggests if we went with a single field model, we could have a heading of Outcomes/Objectives that would certainly imply one or the other (Outcomes), but also not necessarily restrict a discipline from having both. The implication of the slash here would be “and/or”; in fact, if the committees prefer, the heading could be Outcomes and/or Objectives. The weakness in that slightly clarified version is that outcomes remain required, and we wouldn’t want to imply that someone could have objectives only. Of course, this would be clarified in notes to faculty when the change is made, and perhaps in a future guide to COR revision.

Please find attached information from an ASCCC powerpoint clarifying the difference between objectives and outcomes, and a sample of the relevant sections of the COR from our current for American Literature, as well as a sample of what a change might look like under this proposal to change the field title and stem sentence at the beginning of the field.