

NORCO COLLEGE

CURRICULUM COMMITTEE MINUTES

September 12, 2023 - 2:00 pm

ZOOM for non-voting members and OC*116 for voting members

<https://rccd-edu.zoom.us/j/98045088590?pwd=WTh4azZwSk9TSFBvVzVCeVJvNVFCdz09ZOOM>

Brian Johnson chaired the meeting.

Members Present:

Brian Johnson..... Math
Dr. Carol Farrar Interim Vice President of Academic Affairs
Nicole C. Brown.....Office of Academic Affairs
Dr. Peggy Campo Interim Dean of Instruction
Dr. Quinton Bemiller Interim Dean of Instruction
Dr. Teresa Friedrich Finnern ... Sciences and Kinesiology
Jeff Mulari Math
Jessica Dobson..... Communications
Nicholas Franco..... Counseling /Articulation Officer
Dr. Suzanne Witmer Sciences and Kinesiology
Daniel Hennessey ASNC

Members Absent:

Dr. Hayley Garcia Ashby Library
John Alpay..... Business, Engineering & Information Technologies
Nicole Capps Communications
Lisa Martin..... Counseling
Elisa Chung Math
VACANT Arts, Humanities and World Languages
Debra Karrer..... Dean of Instruction Office – IDS

Guest: NONE

A. Agenda September 12, 2023 ***TABLED* Did not have Quorum.**

B. Minutes May 23, 2023 ***TABLED* Did not have Quorum.**

C. Discussion items:

1. AB1111 update – Curriculum freeze has been removed. CCCCO will be sending out guidelines at the end of December 2023 on how they will proceed on the common course numbering for CCC's. Talks about pushing the implementation date out as the July 1, 2024 date might be unattainable.
2. Report of effectiveness for charter update: Nicole has sent out the link to all active Curriculum members to complete. Will use April 2022 report and expand on that.

3. Curriculum basics training: All curriculum committee members have been trained and there are no new members that required training, so the committee chair will not be reserving a room for in person training and Nicole will post the Power Point outline online for members to review if needed.
4. Curriculum membership restructuring. Moving from departments to Schools. It's up to the standing committee to rewrite our charter and send to the Senate for our membership to have a regular and alternate member assigned to this committee so we can always make quorum. Discussion that representatives need to encourage faculty to support proposals of their discipline at these meetings. Decision to add as an action item to the next meeting to vote to change the charter. Committee chair will provide more information at the next meeting.

Action Items: ALL Action items *TABLED* Did not have Quorum.

A. Course Deletion:

1. ART-200 Art Work Experience *MNR
2. ENG-50 Basic English Composition NR
3. ENG-80 Preparatory Composition *NR
4. ENG-90B Special Topics in English: Research Methodologies *NR
5. ENG-90BH Honors Special Topics in English: Research Methodologies *NR
6. KIN-200 Kinesiology Work Experience *N
7. MUS-200 Music Work Experience *MNR

B. Course Inclusion:

1. GUI-47A Career Exploration *N
2. HIS-61 US History from a Chicano/a/x Perspective: 1848 to Present Day *N

C. Major Course Modification

1. ALR-4 Critical Reading, Thinking, and Writing *MNR
2. ENG-11 Creative Writing *MNR
3. ENG-1A English Composition *MNR
4. ENG-1AH Honors English Composition *MNR
5. ENG-44 Poetry from the Twentieth Century to the Present *NR
6. ENG-45 Modern Drama *NR
7. ENG-6 British Literature I: Anglo-Saxon through Eighteenth Century *MNR
8. ENG-7 British Literature II: Romanticism through Modernism/Post-Modernism *MNR
9. KIN-V94 In-Season Varsity Sport Conditioning *NR

10. KIN-V95 Out-Of-Season Sport Conditioning *MNR
11. MUS-39 Applied Music I *NR
12. MUS-4 Music Theory I *MNR
13. MUS-5 Music Theory II *MNR
14. MUS-52 Recital Performance *NR
15. MUS-6 Music Theory III *MNR
16. MUS-67 Community Chamber Ensemble *NR

D. Distance Education:

1. ARE-25DE Revit II-Advanced Architectural Drafting *N
2. CON-862DE Print Reading for Construction *N
3. HUM-18DE Walking With the Dead: An Interdisciplinary Perspective on Death and Dying *NR
4. HUM-35DE Philosophy of Religion *(MNR
5. PHI-18DE Walking With the Dead: An Interdisciplinary Perspective on Death and Dying *MNR
6. PHI-19DE Native American Thought *NR
7. PHI-34DE Philosophical Survey of Sex, Gender, and Sexuality *NR
8. PHI-35DE Philosophy of Religion *MNR
9. PHI-36DE Asian Philosophy *MNR

E. General Education Modification:

1. PSY-10 Personal and Social Adjustment *MNR
2. PSY-11 Psychology of Human Sexuality *MNR

F. Program Modification:

1. KIN-AOE Kinesiology, Health and Wellness *MNR
2. PSY-ADT Psychology *N
3. SOC-AOE Social & Behavioral Studies *MNR

G. Norco College Information Item:

Course Minor Modification:

1. GEG-1 Physical Geography *MNR
2. GEG-1H Honors Physical Geography *MNR
3. GEG-1L Physical Geography Laboratory *MNR
4. GEG-3 World Regional Geography *MNR

H. RCC and MVC Information Items:

1. Course Deletion:

- i. ADM-200 Applied Digital Media Work Experience
- ii. ADM-200DX Applied Digital Media Work Experience
- iii. ART-200DX Art Work Experience
- iv. COS-200 Cosmetology Work Experience

2. Course Exclusion:
 - i. ENG-35 Women in Literature

3. Course Inclusion:
 - i. ADM-55 Business Management for Graphic Communications

4. Course Major Modification:
 - i. ENG-12 Special Studies in Creative Writing
 - ii. KIN-43 Introduction to Personal Training
 - iii. KIN-A07 Badminton
 - iv. KIN-A55 Slow Pitch Softball
 - v. KIN-V52 Fastpitch Fundamentals: Offensive
 - vi. KIN-V53 Fastpitch Fundamentals: Defensive
 - vii. MUS-97 Pep Band
 - viii. MUS-P32A Jazz Piano I

5. Distance Education:
 - i. BUS-73DE Exploring the Entrepreneurial Mindset
 - ii. KIN-44BDE Yoga Instructor Methodologies
 - iii. KIN-A48DE Yoga, Advanced
 - iv. MAG-41DE Leadership, Trust, and Emotional Intelligence

6. New Discipline:
 - i. BAK-DISC Baking

7. Program Modification:
 - i. HIS-ADT History
 - ii. KIN-FP Fitness Professionals
 - iii. SOC-ADT Sociology

D. Open Forum: NONE

E. Adjourned: 2:28 p.m.

2023 – 2024 Meeting schedule:

2023	2024
09/12/23	JAN- No MTG.
09/26/23	02/20/24
10/10/23	03/12/24
10/24/23	03/26/24
11/14/23	04/23/24* One meeting this month due to spring break.
11/28/23	05/14/24
DEC. No MTG	05/28/24

Statement of Purpose

The curriculum committee, a sub-committee of the academic senate, has two primary purposes: to review and approve new curriculum including new courses, course modifications, new programs and program modifications, and to review and approve the curriculum approval process. The college curriculum committee is the sole approving body for Norco College only curriculum. For district shared curriculum it has one vote in the district curriculum committee. The curriculum committee is also responsible for keeping abreast with state mandated curriculum changes and reporting those changes to faculty. Committee members report on curriculum at their department meetings and solicit suggestions and recommendations when needed.

Curriculum Basics

<https://www.norcocollege.edu/committees/cc/Pages/index.aspx>

1. Viewing a course outline of record (COR) in META
 - a. Active, Historical, In review, Draft
2. Reviewing a course proposal in META
 - a. My approvals
 - b. Comments

Types of Course Proposals

- New course
- Existing course modification
 - Major modification
 - Minor modification
- Distance education (DE) proposal
 - Hybrid and online
- Course inclusion (course inclusion form)
 - course already exists R or MV
- Course exclusion (course exclusion form)
 - course will still exist at R or MV
- Course deletion
 - course will no longer exist at any of the colleges

Curriculum process for approving new courses or modifying existing courses

1. Originator launches a new course or modifies an existing course in META
2. Discipline and department approval
3. District facilitator
4. Technical review committee
5. College curriculum committee
6. District curriculum committee (if a district-wide course)

The process is basically the same for modifications to programs (certificates and degrees).

AN INTEGRATED COURSE OUTLINE

Parts of a course outline

- Course number and course title
- Hours and units
- Course description and short description
- Prerequisites, corequisites, and advisory
- Entrance skills
- Student learning outcomes (SLOs)
- Learning objectives
- Course content
- Methods of instruction
- Methods of evaluation
- Sample assignments
- Course materials

Hours and Units

18 lecture hours = 1 unit

54 lab hours = 1 unit

For example, a course with 36 lecture hours and 54 lab hours is 3 units.

Entry Skills

List 3 or more skills which that students must possess upon entry to the course in order to justify their ability to succeed in this course.

These may consist of:

- generalized learning outcomes from a preceding sequential course;
 - skills acquired in on-the-job training;
 - skills learned in co-requisite or previously taken courses; or
 - background knowledge assessed through proficiency testing or certification (e.g., ability to speak a second language, to perform CPR, to use Visual Basic, etc.
- If applicable, link the entry skills to the prerequisite course.

Definition: Objectives

- **The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)**
 - [COR Guide revisited](#)
- Course objectives state the concepts or skills faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome.
- Objectives are the means, not the ends.

Definition: Student Learning Outcomes

“Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process”

[SLO Terminology Glossary](#)



Course Student Learning Outcomes

- Synthesis of discreet skills using higher level critical thinking skills
- Typically encompass multiple discrete objectives
- The SLO synthesizes the content and skills learned by completing all the objectives.

Student Learning Outcomes

Write at least 3, but no more than 7, student learning outcomes which accurately reflect specific performance goals for students who successfully complete this course:

- Use as many higher-level Bloom's Taxonomic Verbs as possible, that is, those which require the critical thinking skills of analysis, synthesis and evaluation.
- If your course is vocational, applied, performance, or basic-skills, verbs demonstrating affective and psycho-motor skills are acceptable and expected.
- For performance, applied, vocational and basic-skills classes, group specific skills sets into general performance goals.
- Link the SLOs to the new General Education SLOs.

An example...

Course SLO:

- Evaluate and critique student drawings and receive criticism from others.

Underlying Course Objectives:

- Evaluate drawings orally using correct terminology related to concepts, materials, and techniques.
- Evaluate drawings in writing using correct terminology related to concepts, materials, and techniques.
- Critique finished drawings and receive criticism from others in a group setting

Another example...

Course SLO

- Write academic prose with a clear purpose and effective, logical, relevant support from sources.

Underlying Course Objectives

- Establish and maintain a clear controlling idea (a thesis) in a documented essay of at least 1,500 words with significant and substantive content that is based on college-level reading materials.
- Develop an essay that uses convincing evidence in a sequence of effective and organized paragraphs with a clear and apparent logical progression to illustrate a larger idea.
- Use the library and Internet as tools to find college-level reading materials. Comprehend and evaluate such texts. Incorporate these readings as concrete and credible support for a position. Acknowledge evidence from a variety of primary and secondary sources.

Another way of stating this

SLOs:

- Overarching, Summative, Measurable or Observable
- Represent synthesis in learning
- Applicable beyond the completion of the course
- Mapped to program learning outcomes

Objectives

- Specific, discrete skills, knowledge, abilities, attitudes students will learn in the course
- Mapped to course content

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.

Information Competency & Technology Literacy

Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

Communication

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.

Self-Development & Global Awareness

Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.

Course Content

- List of the key principles/ topics and subtopics that must be covered by all instructors.
- Actual **course content** should be listed here, **NOT activities or assessments**, such as introductions, midterm exams, etc.
- The use of a formal (but detailed) outline or indented style is highly recommended.
- NOTE:** “Components of a Model Course Outline of Record” (CA Academic Senate, Nov. 1995) states that the **course content** is “the central component of the outline. This section should include a complete listing of the topics taught in the course. They should be arranged by major headings with sub-topics”.
- Where multiple approaches to a course are reasonable and desirable, indicate this. For example, an instructor’s approach to a literature or social science class may legitimately be historical/ chronological, thematic, or genre-based.

Methods of Instruction

- Write your **methods of instruction** in such a way that the methods described are specifically related to the course objectives.
- Generally, the methods of instruction can be structured in two parts:
 - (1) A statement of the particular method (lecture, group activities, etc.) followed by
 - (2) a statement of what learning outcome that method is designed to activate (to gain practice in writing critical essays, to enhance awareness of XX, etc.)
- *Title 5 indicates that critical thinking must be a component of all college courses, so make sure your methods of instruction show that critical thinking is happening!*

Sample Methods of Instruction:

Bad:

Presentation of class lectures/discussions/demonstrations.

Good:

Presentation of class lectures/discussions/demonstrations on the operations of arithmetic to create proficiency in solving algebraic expressions.

Sample Methods of Instruction:

Bad:

Pair and group activities.

Good:

Pair and group activities to develop and discuss the interpretation of plays and the effectiveness of theatrical techniques.

Methods of Evaluation

Avoid a simple list. Clearly articulate how these methods of evaluation actually help instructors to assess whether or not students are achieving student learning outcomes.

Keep in mind that your list should include **typical assignments** used in achieving critical thinking.

Sample methods of evaluation:

Bad:

Oral reports and presentations.

Good:

Oral reports and presentations on the interpretation of live theatrical performances and dramatic texts for cultural content and performance technique.

Sample methods of evaluation:

Bad:

Quizzes/examinations.

Good:

Quizzes/examinations on the basic operations of arithmetic and their application to solving mathematical problems.

- Examples of Sample Reading Assignments:

Bad:

Read chapters from the required text.

Good:

Read about the various interdisciplinary approaches to creativity and how to activate the creative impulse.

- Examples of Sample Writing Assignments:

Bad:

Write a 1500 word essay.

Good:

Write a 1500 word essay on an analysis of the creativity and imagination of a famous person in history.

Course Materials

- List text(s) which are typical and appropriate for this course.
- Should include an updated text within 5 years.
- Use standard MLA or APA bibliographical form. **Alphabetize your list of texts.** See examples below.

[MLA format]

Rost, Michael. Listening Contours. 4th ed. Lingual House, 2004.

[APA format:]

Rost, Michael. (2005) *Sociolinguistics*. Oxford University Press.

- List or describe any additional materials, such as teacher-prepared booklets, cassette tapes, CDs, DVDs, supplementary readers, primary texts, etc.
- List or describe any other materials required for student use/success in this course, such as protective eyewear, uniforms, aprons, etc.

Distance Education

- DE proposals should explain how “regular effective contact” will take place.
- Unlike correspondence education, in which students are responsible for initiating contact with the instructor, DE instructors are required to actively initiate interaction with their students.

Forms of Instructor Initiated Contact

At a minimum, instructors should use:

- Threaded discussion forums within the course management system, with appropriate instructor participation.
- E-mail.
- Announcements
- Timely feedback on student work.
- Virtual Office Hours.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded*, broadcast, etc.) that, combined with other course materials, creates the virtual equivalent of the face-to-face class.

- DE Courses are considered the *virtual* equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. The number of instructor hours that an instructor is available to students enrolled in a DE class (asynchronous or synchronous) must be at least equal to the number of hours of availability required for face-to-face students.

Associate Degrees for Transfer (ADTs)

In response to Senate Bill 1440, the Academic Senates for California Community Colleges and California State University have developed a faculty-led, state-wide, concerted effort to identify the course content for new **associate degrees for transfer**, which simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. The C-ID infrastructure is being used to develop and vet the transfer model curriculum (TMC) in each of the most common transfer majors. Further, C-ID is being used to develop descriptors for all the courses in the TMCs, providing assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number.

**The c-id descriptors and TMC templates
can be found at c-id.net**