RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

DISTRICT CURRICULUM COMMITTEE

Meeting Agenda

Tuesday, November 10, 2026 4:30-5:00pm
Moreno Valley: SAS 101 Norco: OC 116 Riverside City: Hall of Fame

Committee Members	Guests
☐ Nick Sinigaglia (Chair, PHI, MOV)	☐ Lijuan Zhai (AVC ES&IE, RCCD)
☐ Star Rivera-Lacey (Co-Chair, Deputy Chancellor & Provost)	☐ Steven Schmidt (MUS, RCC)
☐ John Alpay (BUS, NOR)	☐ Casandra Greene (CPRO, RCCD)
☐ Kelly Douglass (ENGL, RIV)	☐ Bryan Medina (CPRO, RCCD)
	☐ Nicole Banerjee (AO, RCC)
	☐ Nick Franco (AO, NOR)
	☐ Deanna Murrell (AO, MVC)
	☐ Nicole Brown (CPRO, NOR)
	☐ Sabina Fernandez (CPRO, MVC)
	☐ Abril Vega (CPRO, RCC)
Additional Guests:	

Zoom Information
https://rccd-edu.zoom.us/j/86555446612?pwd=R0dDakVkSzNZQitZZEN0Zm1TTlYvQT09
+1 669 900 6833 US
Meeting ID: 865 5544 6612
Passcode: 627472

Call to Order:

Agenda and Minutes

1. Approval of Agenda
   The agenda will be reviewed, discussed, and considered for approval.

Action Items

1. Curriculum Proposals
   Curriculum proposals will be reviewed, discussed, and considered for forwarding to the Board of Trustees.

Discussion Items and Public Comment

1. Open Forum
2. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

District Curriculum Committee
Proposal for Review for 11/10/2026

Courses

Course Deletions

M N R Discussion

ART 34 **Studio Three Dimensional Design** ☐ ☐ ☑

Rationale: Has not been offered in many years and there is no plans to offer it in the future. There is no need at this time to offer his course.

CAT 81 **Introduction to Desktop Publishing using Adobe InDesign** ☑ ☐ ☐

Rationale: Course has not been offered at MVC in several years. As the discipline has no plans to offer it in the foreseeable future we should remove it from the catalog to ensure the catalog represents our actual offerings.

Course Exclusions

M N R Discussion

ADJ 200 **Administration of Justice Work Experience** ☐ ☐ ☑

Rationale: The Administration of Justice Program at Riverside City College (RCC) is recommending the exclusion of ADJ-200 Administration of Justice Work Experience from its catalog for two primary reasons: first, the course has never been scheduled or offered since its approval, creating an inactive listing in our catalog, and second, its variable credit load and associated instructor workload made consistent scheduling or even initial offering challenging, if not impossible. Furthermore, a newly proposed course, ADJ-50 Applied Internship in Criminal Justice, is designed to more effectively and comprehensively meet the needs for practical student experience within the criminal justice field.

ADJ 8 **Juvenile Law and Procedures** ☐ ☐ ☑

Rationale: The ADJ-8 Juvenile Law and Procedures course has been within the RCC Catalog as an Administration of Justice course for multiple years, but has only been successfully placed on the class schedule a few times since 2015. The reasons for this are twofold: the Administration of Justice program has repeatedly experienced the availability of class sections being removed, despite increased enrollment, through LHSS, requiring ADJ faculty to make sacrifices in regard to class scheduling, section protection, and repeated requests for rotating class schedules in order to ensure student access.

Course Major Modifications

M N R Discussion

ADJ 13 **Criminal Investigation** ☑ ☑ ☑

Rationale: Periodic Review.

ADJ 19 **Introduction to Policing** ☑ ☑ ☑

Rationale: Periodic Review.

ADJ 2 **Principles and Procedures of the Justice System** ☑ ☑ ☑

Rationale: Periodic Review.

ADJ 200 **Administration of Justice Work Experience** ☑ ☑ ☑

Rationale: Modifications are being made to be in compliance with the State Chancellor's office recommendations.

ADJ 22 **Legal Aspects of Corrections** ☑ ☑ ☑

Rationale: A major modification is needed to include course objectives, revised student learning outcomes, updated case law and updated course materials.

ADJ 24 **Interviewing & Interrogation** ☑ ☑ ☑

Rationale: Periodic Review.

ADJ 4 **Legal Aspects of Evidence** ☑ ☑ ☑

Rationale: Periodic Review.

ADJ 5 **Community Relations** ☑ ☑ ☑

Rationale: Periodic Review.

ART 26 **Beginning Painting** ☑ ☑ ☑

Rationale: This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.

Courses

Course Major Modifications

		M	N	R	Discussion
ART 28A	**Studio Painting-Portfolio Preparation**	☑	☑	☑	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.				
ART 28B	**Studio Painting-Portfolio Presentation**	☑	☐	☑	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.				
ART 38	**Studio Illustration**	☐	☐	☑	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The updated lecture hours are 27 and the updated lab hours are 81, thus yielding exactly 3 units for this course. CIP update.				
ART 39	**Design and Graphics**	☐	☑	☐	
Rationale:	Adjustments to Units/Hours in accordance to SAAM have been made. Course Objectives have been added to align with current SLOs. Please note previously approved SLOs have NOT been modified. Course materials have also been updated.				
ART 42B	**Studio Figure Drawing-Portfolio Presentation**	☑	☐	☑	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.				
ART 45	**Studio Watercolor Painting**	☑	☐	☑	
Rationale:	This modification is proposed to address SAAM compliance and revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary studio-based instruction, current transfer expectations, and alignment between objectivessm outcomes, content, and assessment methods.				
ART 48A	**Studio Drawing-Portfolio Preparation**	☑	☑	☑	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and lab hour distribution, and to better align with new state/ curric. committee expectations.				
ART 48B	**Studio Drawing-Portfolio Presentation**	☑	☐	☑	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and lab hour distribution, and to better align with new state/ curric. committee expectations.				
ART 6	**Art Appreciation**	☑	☑	☑	
Rationale:	This modification is a standard review to update textbooks and receive updated Board of Trustee approval.				
ART 6H	**Honors Art Appreciation**	☑	☑	☑	
Rationale:	This is a major modification to match the major mod of ART-6. Updates to course textbooks were made. Seeking a new BOT approval date.				
ARTH 6	**Art Appreciation**	☑	☑	☑	
Rationale:	This modification is a standard review to update textbook publication dates, align course materials with the ART-6 cross-listed section, and receive updated Board of Trustee approval.				
ARTH 6H	**Honors Art Appreciation**	☑	☑	☑	
Rationale:	This is a major modification to match the major mod of ARTH-6. Updates to course textbooks were made. Seeking a new BOT approval date.				
ASL 1	**American Sign Language 1**	☑	☑	☑	
Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 4.0 units, which will be increased to 4.5 units in accordance with SAAM requirements. Additional minor editorial revisions were made throughout the COR to improve clarity, consistency, accessibility, and alignment with current curriculum standards.				

Courses

Course Major Modifications

		M	N	R	Discussion
ASL 2	**American Sign Language 2**	☑	☐	☑	
Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 4.0 units, which will be increased to 4.5 units in accordance with SAAM requirements. Additional minor editorial revisions were made throughout the COR to improve clarity, consistency, accessibility, and alignment with current curriculum standards.				
ASL 3	**American Sign Language 3**	☑	☐	☑	
Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 4.0 units, which will be increased to 4.5 units in accordance with SAAM requirements. Additional minor editorial revisions were made throughout the COR to improve clarity, consistency, accessibility, and alignment with current curriculum standards.				
ASL 4	**American Sign Language 4**	☐	☐	☑	
Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 4.0 units, which will be increased to 4.5 units in accordance with SAAM requirements. Additional minor editorial revisions were made throughout the COR to improve clarity, consistency, accessibility, and alignment with current curriculum standards.				
CAT 78A	**Introduction to Adobe Photoshop**	☑	☑	☐	
Rationale:	2-year CTE review of course and content. Review and update of lecture/lab hours for SAAM. We are changing from 54 lecture hours and 18 lab hours to 45 lecture hours and 27 lab hours.				
CIS 100	**IT Workplace Readiness**	☑	☐	☑	
Rationale:	This course is being updated to comply with SAAM requirements regarding the appropriate lecture-to-lab ratio. The modification aligns the course hours and instructional format with current SAAM guidelines while maintaining the existing course content, objectives, and student learning outcomes.				
CIS 41A	**Principles of Cybersecurity Analysis**	☑	☐	☐	
Rationale:	Adjusting units to meet SAAM.				
CIS 41B	**Healthcare Information Security & Privacy for Practitioner**	☑	☐	☑	
Rationale:	Adjusting units to meet SAAM.				
CIS 41D	**Advanced Security Concepts and Practices**	☑	☐	☑	
Rationale:	Adjusting units to meet SAAM.				
CIS 48D	**Cloud Security Essentials**	☑	☐	☐	
Rationale:	Adjusting units to meet SAAM.				
CIS 66	**Web Development I**	☐	☑	☐	
Rationale:	This modification updates the course's contact-hour distribution from 54 lecture and 18 laboratory hours to 45 lecture and 27 laboratory hours while retaining the existing three-unit value. The revised distribution better reflects the course's instructional design by providing students with additional supervised, hands-on practice using industry-standard software while preserving sufficient lecture time for concepts, demonstrations, and guided instruction. No substantive changes are being made to the course content, objectives, or learning outcomes.				
CIS 78A	**Introduction to Adobe Photoshop**	☑	☑	☑	
Rationale:	2-year CTE review of course and content. Review and update of lecture/lab hours for SAAM. We are changing from 54 lecture hours and 18 lab hours to 45 lecture hours and 27 lab hours.				
CIS 78B	**Advanced Adobe Photoshop**	☐	☑	☐	
Rationale:	This modification updates the course's contact-hour distribution from 54 lecture and 18 laboratory hours to 45 lecture and 27 laboratory hours while retaining the existing three-unit value. The revised distribution better reflects the course's instructional design by providing students with additional supervised, hands-on practice using industry-standard software while preserving sufficient lecture time for concepts, demonstrations, and guided instruction. No substantive changes are being made to the course content, objectives, or learning outcomes.				
CIS 81	**Introduction to Desktop Publishing using Adobe InDesign**	☐	☑	☐	
Rationale:	This modification updates the course's contact-hour distribution from 54 lecture and 18 laboratory hours to 45 lecture and 27 laboratory hours while retaining the existing three-unit value. The revised distribution better reflects the course's instructional design by providing students with additional supervised, hands-on practice using industry-standard software while preserving sufficient lecture time for concepts, demonstrations, and guided instruction. No substantive changes are being made to the course content, objectives, or learning outcomes.				

Courses

Course Major Modifications

		M	N	R	Discussion
CUL 20	**Fundamentals of Baking I**	☐	☐	☑	
Rationale:	Originally launched in spring 26 as a minor mod to update textbook and align with new course 820; re-launched as a major mod in October 2026 to correct course materials issue.				
CUL 21	**Fundamentals of Baking II**	☐	☐	☑	
Rationale:	To address unnecessary course materials info.				
ELE 499	**Electrician Apprenticeship Work Experience**	☐	☑	☐	
Rationale:	Update to comply with work experience regulations.				
ESL 48	**Intermediate American College English**	☑	☑	☑	
Rationale:	This course is being modified to adjust hours to conform to the SAAM requirements.				
ESL 49	**High-Intermediate American College English**	☑	☑	☑	
Rationale:	This course is being modified to comply with new SAAM requirements.				
ESL 50	**Advanced American College English**	☑	☑	☑	
Rationale:	This course is being modified to comply with new SAAM requirements.				
ESL 848	**Intermediate American College English**	☑	☑	☑	
Rationale:	This course is being modified to adjust hours to conform to the SAAM requirements.				
ESL 849	**High-Intermediate American College English**	☑	☑	☑	
Rationale:	This course is being modified to comply with new SAAM requirements.				
ESL 850	**Advanced American College English**	☑	☑	☑	
Rationale:	This course is being modified to comply with new SAAM requirements.				
FIT 200	**Fire Technology Work Experience**	☑	☐	☐	
Rationale:	Modifications made to be compliant with the State Chancellor's office recommendations.				
FTV 65	**The Director's Art in Filmmaking**	☐	☐	☑	
Rationale:	Needs two year update				
HIST C1001	**United States History to 1877**	☑	☑	☑	
Rationale:	After completion of the CCN modifications, the course was denied for CSU American Institutions US-1 which is the CSU graduation requirement area for United States History. This major mod addresses the reasons why we were denied in order to keep the CSU American Institutions articulation. Those reasons were specified as needing more clarity regarding the roles of major ethnic and social groups in US History. In particular, I added the RCCD course content (somewhat expanded in light of the reasons for denial) to the required CCN course content. I also slightly expanded the course objectives to match my additions to the course content and did some minor modifications to the methods of instruction and methods of evaluation. I also added a sample assignment which I think strengthens the request to better address 'the roles of major ethnic groups.' Finally, I added a few books under course materials that center Indigenous, African (American), and Asian (American) stories and perspectives. Those book additions also are non-textbook readings, which a UC reviewer asked for. I sincerely hope I addressed all reviewer concerns.				
HIST C1001H	**United States History to 1877 - Honors**	☑	☑	☑	
Rationale:	After completion of the CCN modifications, the course was denied for CSU American Institutions US-1 which is the CSU graduation requirement area for United States History. This major mod addresses the reasons why we were denied in order to keep the CSU American Institutions articulation. Those reasons were specified as needing more clarity regarding the roles of major ethnic and social groups in US History. In particular, I added the RCCD course content (somewhat expanded in light of the reasons for denial) to the required CCN course content. I also slightly expanded the course objectives to match my additions to the course content and did some minor modifications to the methods of instruction and methods of evaluation. I also added a sample assignment which I think strengthens the request to better address 'the roles of major ethnic groups and also highlights more advanced expectations of Honors students. This, in fact, was another request specific to our submitted Honors courses: we needed to more clearly label what sets the Honors courses apart. So I tried to do that as well throughout the COR. Finally, I added a few books under course materials that center Indigenous, African (American), and Asian (American) stories and perspectives. Those book additions also are non-textbook readings, which a UC reviewer asked for. I sincerely hope I addressed all reviewer concerns.				

Courses

Course Major Modifications

M N R Discussion

HIST C1002 **United States History since 1865** ☑ ☑ ☑

Rationale: After completion of the CCN modifications, the course was denied for CSU American Institutions US-1 which is the CSU graduation requirement area for United States History. This major mod addresses the reasons why we were denied in order to keep the CSU American Institutions articulation. Those reasons were specified as needing more clarity regarding the roles of major ethnic and social groups in US History. In particular, I added the RCCD course content (somewhat expanded in light of the reasons for denial) to the required CCN course content. I also slightly expanded the course objectives to match my additions to the course content and did some minor modifications to the methods of instruction and methods of evaluation. I also added a sample assignment which I think strengthens the request to better address 'the roles of major ethnic groups.' Finally, I added a few books under course materials that center Indigenous, African (American), and Asian (American) stories and perspectives. Those book additions also are non-textbook readings, which a UC reviewer asked for. I sincerely hope I addressed all reviewer concerns.

HIST C1002H **United States History since 1865 - Honors** ☑ ☑ ☑

Rationale: After completion of the CCN modifications, the course was denied for CSU American Institutions US-1 which is the CSU graduation requirement area for United States History. This major mod addresses the reasons why we were denied in order to keep the CSU American Institutions articulation. Those reasons were specified as needing more clarity regarding the roles of major ethnic and social groups in US History. In particular, I added the RCCD course content (somewhat expanded in light of the reasons for denial) to the required CCN course content. I also slightly expanded the course objectives to match my additions to the course content and did some minor modifications to the methods of instruction and methods of evaluation. I also added a sample assignment which I think strengthens the request to better address 'the roles of major ethnic groups and also highlights more advanced expectations of Honors students. This, in fact, was another request specific to our submitted Honors courses: we needed to more clearly label what sets the Honors courses apart. So I tried to do that as well throughout the COR. Finally, I added a few books under course materials that center Indigenous, African (American), and Asian (American) stories and perspectives. Those book additions also are non-textbook readings, which a UC reviewer asked for. I sincerely hope I addressed all reviewer concerns.

IAT 15 **Industrial Automation 5 - Advanced Operations** ☑ ☐ ☐

Rationale: Major modification for SAAM compliance. These modifications are being made by associate faculty because the discipline currently has no full-time faculty with the appropriate FSA. This update revises the lecture and laboratory hour distribution to align the Course Outline of Record with the Standardized Attendance Accounting Method. The course is revised to 45 lecture hours and 27 laboratory hours, resulting in 2.5 lecture units and 0.5 lab units while maintaining the existing 3.0-unit course value. No change is being made to course content, course intent, or total units.

IAT 20 **Industrial Electrical and Motors 1** ☑ ☐ ☐

Rationale: Major modification for SAAM compliance. These modifications are being made by associate faculty because the discipline currently has no full-time faculty with the appropriate FSA. This update revises the lecture and laboratory hour distribution to align the Course Outline of Record with the Standardized Attendance Accounting Method. The course is revised to 45 lecture hours and 27 laboratory hours, resulting in 2.5 lecture units and 0.5 lab units while maintaining the existing 3.0-unit course value. No change is being made to course content, course intent, or total units.

IAT 21 **Industrial Electrical and Motors 2** ☑ ☐ ☐

Rationale: Major modification for SAAM compliance. These modifications are being made by associate faculty because the discipline currently has no full-time faculty with the appropriate FSA. This update revises the lecture and laboratory hour distribution to align the Course Outline of Record with the Standardized Attendance Accounting Method. The course is revised to 45 lecture hours and 27 laboratory hours, resulting in 2.5 lecture units and 0.5 lab units while maintaining the existing 3.0-unit course value. No change is being made to course content, course intent, or total units.

IAT 30 **Industrial Automation 3 – Pneumatic and Hydraulic Systems** ☑ ☐ ☐

Rationale: Major modification for SAAM compliance. These modifications are being made by associate faculty because the discipline currently has no full-time faculty with the appropriate FSA. This update revises the lecture and laboratory hour distribution to align the Course Outline of Record with the Standardized Attendance Accounting Method. The course is revised to 45 lecture hours and 27 laboratory hours, resulting in 2.5 lecture units and 0.5 lab units while maintaining the existing 3.0-unit course value. No change is being made to course content, course intent, or total units.

IAT 40 **Industrial Automation 4 – Sensors and Process Control** ☑ ☐ ☐

Rationale: Major modification for SAAM compliance. These modifications are being made by associate faculty because the discipline currently has no full-time faculty with the appropriate FSA. This update revises the lecture and laboratory hour distribution to align the Course Outline of Record with the Standardized Attendance Accounting Method. The course is revised to 45 lecture hours and 27 laboratory hours, resulting in 2.5 lecture units and 0.5 lab units while maintaining the existing 3.0-unit course value. No change is being made to course content, course intent, or total units.

Courses

Course Major Modifications

			M	N	R	Discussion
	POLS 14	Field Work in Community Leadership	☐	☐	☑	
	Rationale:	POLS 14 is the anchor course for the CALA Certificate in Community Leadership. Because CALA is no longer externally funded, POLS 14 needed an update to make it a service learning course as opposed to an internship. One key difference is that the lab hours are reduced from 81 to 27.				
	POLS 5	Introduction to Public Law	☑	☑	☑	
	Rationale:	This course is being modified to best reflect the subject matter (it is being renamed to accurately capture its focus) and to better align it with courses at our system-partner institutions.				
	POLS 8	Introduction To Public Policy Analysis	☐	☐	☑	
	Rationale:	POLS 8 is being modified to remove more administrative heavy content and change the title to better articulate to the Public Policy program at UCR.				
	SOC C1000	Introduction to Sociology	☑	☑	☑	
	Rationale:	To be in compliance with Common Course Numbering.				
	SOC C1000H	Introduction to Sociology - Honors	☐	☑	☑	
	Rationale:	To Comply with CCN numbering system.				

Course Minor Modifications

			M	N	R	Discussion
	ILA 800	Supervised Tutoring	☑	☑	☑	
	Rationale:	No changes needed after review by all three colleges.				

Distance Education

			M	N	R	Discussion
H	ADJ 29DE	Forensic Studies Capstone Project and Career Preparation	☐	☑	☐	
	Rationale:					
H	ADJ 36DE	Conflict Resolution, Mediation, & De-Escalation in Criminal Justice	☐	☐	☑	
	Rationale:					
H	ADJ 37DE	Physical Fitness and Wellness for Public Safety Personnel	☐	☑	☐	
	Rationale:					
H	ADJ 837DE	Physical Fitness and Wellness for Public Safety Personnel	☐	☑	☐	
	Rationale:					
	CAT 198DE	Microsoft Excel for Business Data Analysis	☐	☐	☑	
	Rationale:					
	CIS 160DE	Artificial Intelligence	☐	☐	☑	
	Rationale:					
	CIS 198DE	Microsoft Excel for Business Data Analysis	☐	☐	☑	
	Rationale:					
	DEA 42DE	Advanced Supervised Externship	☑	☐	☐	
	Rationale:					
	EAR 200DE	Early Childhood and Education Work Experience	☑	☑	☑	
	Rationale:					
H	ELC 66DE	National Electrical Code for Electricians	☐	☑	☐	
	Rationale:					
	PHO 18DE	Photoshop, Lightroom, and Printing for Photographers	☐	☐	☑	
	Rationale:					
H	PHO 23DE	Introduction to Drone Photography	☐	☐	☑	
	Rationale:					

Courses

Distance Education

			M	N	R	Discussion
H	PHO 24DE **Rationale:**	Creative Drone Photography	☐	☐	☑	
H	PHO 25DE **Rationale:**	Drone Photography for Public Service	☐	☐	☑	
H	PHO 30DE **Rationale:**	Storytelling and Composition in Photography	☐	☐	☑	
H	PHO 31DE **Rationale:**	Photography Presentation and Gallery Preparation	☐	☐	☑	
H	PHO 32DE **Rationale:**	Practical Visual Effects for Photography	☐	☐	☑	
	PHO 33DE **Rationale:**	Food and Product Photography	☐	☐	☑	
H	PHO 38DE **Rationale:**	Creative Photography	☐	☐	☑	
H	PHO 66DE **Rationale:**	Self-Promotion for Photographers	☐	☐	☑	
H	PHO 6DE **Rationale:**	Experimental and Alternative Process Photography	☐	☐	☑	
H	PHO 8DE **Rationale:**	Introduction to Film Photography	☐	☐	☑	

Distance Education Modifications

		M	N	R	Discussion
MATH 36DE **Rationale:**	Trigonometry	☑	☑	☑	
MATH 9DE **Rationale:**	BSTEM College Algebra	☑	☑	☑	

New Courses

		M	N	R	Discussion
ADJ 29	Forensic Studies Capstone Project and Career Preparation	☐	☑	☐	
Rationale:	This capstone and career preparation course is an important addition to our program and new AS Degree in Forensic Studies because it will provide students with an opportunity to integrate their academic knowledge with practical skills and professional readiness in a structured, culminating experience. This type of course allows students to apply concepts from forensic science, criminal investigation, and evidence analysis to real-world scenarios while developing essential career skills such as report writing, critical thinking, and professional communication. It also supports transition to employment or transfer by guiding students through resume development, networking, and understanding workforce expectations. Also, no other college in the region currently offers a Forensic Studies degree, making this course a unique and valuable component that strengthens program identity, meets workforce demand, and provides students with a distinct career pathway within the criminal justice and forensic science fields.				
H ADJ 31L	Cybercrime & Digital Forensics Laboratory	☐	☐	☑	
Rationale:	Modern criminal justice, asset protection, and corporate cybersecurity sectors have shifted decisively away from purely theoretical frameworks toward highly technical, applied execution. To satisfy state and federal rules of evidence and ensure digital findings are legally admissible, entry-level practitioners must possess immediate, practical competency in technical forensic methodologies.ADJ-31L provides a dedicated, 54-hour experiential learning environment that bridges the gap between conceptual knowledge and physical execution. The corequisite lecture (ADJ-31) introduces critical legal and forensic concepts, but a lab environment is uniquely required for students to safely operate industry-standard software and hardware. This course is designed to provide hands-on experience in forensically sound data acquisition, file system extraction and analysis, mobile and cloud investigations, and the rigorous documentation involved in these real world investigations. Without this dedicated laboratory component, students cannot develop the practical, interdisciplinary skillsets demanded by accredited digital forensic environments adhering to rigorous international quality guidelines like ANAB (ISO/IEC 27037 and ISO/IEC 27042).				

Courses

New Courses

M N R Discussion

ADJ 36 **Conflict Resolution, Mediation & De-Escalation in Criminal Justice** ☐ ☐ ☑

Rationale: The landscape of criminal justice operational training has shifted fundamentally toward prioritizing communication, containment, and strategic moderation over physical intervention. Modern public safety agencies demand entry-level personnel who are thoroughly versed in modern, evidence-based tactical communication models. ADJ-36 directly addresses this systemic evolution by providing students with foundational instruction in industry-standard frameworks, including evidence-based de-escalation that integrates contemporary tactical philosophies such as ICAT and CIT, as well as theoretical frameworks to ground practical communication skills within legal and ethical boundaries, to ensure all communication, dispute mitigation, and field interventions adhere strictly to statutory guidelines, Constitutional protections, and prevailing case law. By formalizing these concepts into a dedicated 3-unit lower-division course, the college ensures our administration of justice students enter the field or academy environments possessing the exact tactical communication competencies currently mandated by state legislative bodies and hiring agencies.Further, a primary objective of modern public safety infrastructure is reducing volatile confrontations to safeguard both the practitioner and the public. Resolving disputes within increasingly diverse communities requires an advanced baseline of cultural intelligence and specialized communication strategies. This curriculum directly builds these critical community-facing skill sets by focusing on sociocultural competency, specialized communication needs, and alternative dispute resolutions. Public safety personnel routinely operate within hyper-vigilant, traumatic, and emotionally draining environments. Prolonged exposure to unchecked professional stress leads to career burnout, compromised decision-making, and high organizational turnover. Unique from standard law enforcement curriculum, ADJ-36 introduces internal resilience mechanisms necessary for long-term career success.

H **ADJ 37** **Physical Fitness and Wellness for Public Safety Personnel** ☐ ☑ ☐

Rationale: Across California community colleges, physical fitness preparation for public safety careers exists but remains fragmented, discipline-specific, and inconsistently structured, with most programs embedding fitness within academies or offering limited pre-academy conditioning rather than a comprehensive, standalone course. Existing offerings, such as pre academy preparation and wellness conditioning courses, primarily focus on law enforcement or fire pathways and emphasize meeting individual testing requirements (e.g., POST, WSTB, or CPAT), without integrating cross-disciplinary standards or a unified framework. This creates a gap in accessible, structured preparation for students pursuing multiple public safety careers or seeking early, holistic readiness. The proposed course addresses this need by providing a single, standardized approach to physical fitness and wellness that aligns with law enforcement, fire service, and corrections expectations, while emphasizing lifelong health, injury prevention, and performance readiness. This course is also consistent with military physical readiness frameworks, which combine general fitness assessment with job-related performance testing to ensure individuals can meet occupational demands. By offering a dedicated, cross-disciplinary course focused on Physical Ability and Fitness Assessment (PAFA), Norco College will better prepare students to meet statewide hiring standards, improve completion and success rates in academies, meet military physical fitness requirements, and strengthen workforce readiness across the public safety sector.

H **ADJ 44** **Crime Mapping Fundamentals & Spatial Analysis for Public Safety** ☑ ☐ ☐

Rationale: The increasing use of Geographic Information Systems (GIS) in public safety organizations has created a need for professionals who can analyze, visualize, and communicate spatial information. Crime and intelligence analysis increasingly rely on location-based data to identify patterns, detect emerging trends, and support strategic decision-making. The course aligns with industry practices and employer expectations for crime analysts and intelligence analysts, where proficiency in GIS and spatial analysis has become an increasingly valuable and often required competency.

Courses

New Courses

M N R Discussion

H **ADJ 50** **Applied Internship in Criminal Justice** ☐ ☐ ☑

Rationale: While traditional classroom instruction provides students with vital foundational knowledge of criminal law, procedures, and systemic structures, it cannot replicate the dynamic, real-world operational environments of active justice agencies. ADJ-50 bridges this gap by establishing a structured, 3-unit course combining 27 lecture hours of academic instruction with 81 hours of supervised laboratory/fieldwork. This hybrid seminar-fieldwork model uniquely pairs direct hands-on experiential learning at an approved agency site with a mandatory concurrent academic seminar component. This academic seminar provides a dedicated space for students to utilize systematic observation techniques to evaluate real-world interactions and policies against the core criminal justice theories learned in prior coursework.The employment and onboarding processes for local, state, and federal criminal justice agencies are uniquely rigorous, frequently involving extensive background investigations, polygraphs, and highly structured panel interviews. ADJ-50 acts as an active workforce pipeline by intentionally preparing students to navigate these complex career pathways. By embedding within an agency, students analyze organizational hierarchies, bureaucracies, jurisdictional scopes, and interagency communications, providing a comprehensive understanding of institutional operations. The curriculum directly refines critical workplace competencies, including professional documentation, workplace communication strategies, teamwork, and networking skills with active practitioners.Integrating undergraduate students into live public safety and public service environments requires stringent ethical, legal, and safety guardrails. ADJ-50 provides rigorous preparatory oversight to ensure students maintain the absolute professional integrity demanded by the field. The curriculum explicitly targets statutory requirements and case law governing confidentiality, professional codes of conduct, conflicts of interest, and the strict maintenance of professional boundaries. Recognizing the high-stress nature of public safety careers, this course introduces proactive personal sustainability practices, including occupational stress mitigation, psychological resilience tactics, financial planning, and burnout prevention. ADJ-50 fills a vital curricular void within the Riverside Community College District by offering a formal mechanism for supervised, credit-bearing fieldwork in administration of justice pathways. By pairing real-world agency immersion with structured legal, ethical, and career-building seminars, this course protects student safety, enhances institutional partnerships with local agencies, and ensures our graduates exit the program with a distinct, verifiable competitive advantage in the labor market.

H **ADJ 837** **Physical Fitness and Wellness for Public Safety Personnel** ☐ ☑ ☐

Rationale: Across California community colleges, physical fitness preparation for public safety careers exists but remains fragmented, discipline-specific, and inconsistently structured, with most programs embedding fitness within academies or offering limited pre academy conditioning rather than a comprehensive, standalone course. Existing offerings, such as pre academy preparation and wellness conditioning courses, primarily focus on law enforcement or fire pathways and emphasize meeting individual testing requirements (e.g., POST, WSTB or CPAT), without integrating cross-disciplinary standards or a unified framework. This creates a gap in accessible, structured preparation for students pursuing multiple public safety careers or seeking early, holistic readiness. The proposed course addresses this need by providing a single, standardized approach to physical fitness and wellness that aligns with law enforcement, fire service, and corrections expectations, while emphasizing lifelong health, injury prevention, and performance readiness. This course is also consistent with military physical readiness frameworks, which combine general fitness assessment with job-related performance testing to ensure individuals can meet occupational demands. By offering a dedicated, cross-disciplinary course focused on Physical Ability and Fitness Assessment (PAFA), Norco College will better prepare students to meet statewide hiring standards, improve completion and success rates in academies, meet military physical fitness requirements, and strengthen workforce readiness across the public safety sector.

H **CUL 29** **Introduction to Food Service Industry** ☐ ☐ ☑

Rationale: This program is designed to provide an introduction to the food service industry for culinary students.

H **CUL 56** **Front of House Operations** ☐ ☐ ☑

Rationale: This course is a part of a culinary program re-structuring. CUL56 essentially replaces the old CUL36.

H **CUL 57** **Culinary Production I** ☐ ☐ ☑

Rationale: This course is a part of a culinary program re-structuring. CUL57 essentially replaces the old CUL37.

H **CUL 820** **Fundamentals of Baking I** ☐ ☐ ☑

Rationale: This is a mirror version of CUL20

H **CUL 829** **Introduction to Food Service Industry** ☐ ☐ ☑

Rationale: This program is designed for those wishing to enter the food service industry as an entry level cook or for those in the Riverside City College Cook and Pastry Apprenticeship Program. This course is also required within the Food Service Career & Certification Preparation - Certificate of Competency - CC8025This course also mirrors CUL29

Courses

New Courses

M N R Discussion

H **GEG 11** **Advanced Geographic Information Systems (GIS)** ☑ ☐ ☑

Rationale: This course is being created to 1) offer students a course that builds on knowledge and skills learned in GEG-8, Introduction to GIS, and 2) add a necessary building block in developing the curriculum for a GIS certificate that the Geography Discipline plans to propose in the near future. Along with existing geospatial courses, GEG-7 Map Interpretation and Analysis, GEG-8, and GEG-9 Environmental Remote Sensing, GEG-11 would allow us to offer a nearly complete curriculum that prepares students to competitively apply for, and succeed in, GIS jobs and positions, or be fully prepared for further study in Geography at 4-year colleges and universities.

H **PHO 24** **Creative Drone Photography** ☐ ☐ ☑

Rationale: This class will teach students to creatively analyze and make creative drone images using professional drone standards.

Programs

New Programs

M N R Discussion

Certificate

H **CUL** **Food Service Career & Certification Preparation** ☐ ☐ ☑

Rationale: This is a credit version of the existing non-credit Food Service Career & Certification Preparation.

CUL **Hospitality Front of House Operations** ☐ ☐ ☑

Rationale: This stackable certificate will allow students to prove competency in front-of-house operations. Students will be able to work in industry as a server or continue their education.

Degree

ADJ **Forensic Studies** ☐ ☑ ☐

Rationale: The associate of science in Forensic Studies provides students with a strong interdisciplinary foundation for transfer into bachelor's programs in forensic science, criminal justice, criminology, public administration, or related fields. This degree emphasizes analytical reasoning, scientific inquiry, and effective communication while introducing students to the principles and practices used in modern forensic investigation. With only one existing AS degree in Crime and Intelligence and six related crime scene investigation certificates currently offered in the region, this program fills a significant gap by offering a comprehensive academic pathway that supports both transfer and career preparation. The Forensic Studies degree equips students with the foundational knowledge needed for advanced study and for pursuing careers in forensic laboratories, investigative agencies, and other justice related professions.

Degree & Certificate

H **PHO** **Drone Photography** ☐ ☐ ☑

Rationale: This would be a new program to provide professional training in drone photography for students to prove aptitude and skillset to potential employers. Students will become proficient in the core concepts of the camera as well as the ability to fly, operate, and photograph with a drone. Students will gain experience with varying styles of drones from consumer to professional.

Program Modifications

M N R Discussion

ADT

ADJ **Law, Public Policy, and Society** ☐ ☑ ☐

Rationale: The ADT is being modified to reflect the POLS-5 course title change.

PAL **Law, Public Policy, and Society** ☐ ☐ ☑

Rationale: Removing ADJ-8 and ADJ-200 from the RCC catalog.

POLS **Political Science** ☑ ☐ ☐

Rationale: The discipline has updated the POLS-5 course title to align with similar courses offered at 2 and 4-year colleges and universities. This change will update the Political Science Transfer Model Curriculum at MVC to include the correct course title.

POLS **Political Science** ☐ ☑ ☐

Rationale: ADT was modified to reflect the POLS-5 course title change.

POLS **Political Science** ☐ ☐ ☑

Rationale: The RCC POLS ADT is being modified to reflect the new course titles and modified COR's for POLS 5 and 8.

Programs

Program Modifications

M N R Discussion

ADT

Certificate

H **CUL** **Foundational Culinary Arts** ☐ ☐ ☑
Rationale: This modification is being made to better align the culinary academy curriculum with industry standards. This will also allow the possibility for articulation to 4 year universities.

POLS **Community Action and Leadership Academy** ☐ ☐ ☑
Rationale: This certificate lives in the EGP Department at RCC, specifically Political Science. The district discipline has been notified. The only change to this certificate is the field hours down to 27 and the title of POLS 14 is now "Field Work in Community Leadership."

Degree

ADJ **Administration of Justice: Corrections** ☐ ☑ ☐
Rationale: Update due to POLS-5 title change.

Degree & Certificate

ADJ **Administration of Justice** ☐ ☑ ☐
Rationale: Revising narrative due to POLS-5 title change.

H **CRP** **Apprenticeship Carpentry, Concrete** ☐ ☑ ☐
Rationale: Updating due to curriculum updates.

H **CRP** **Apprenticeship Carpentry, Drywall Lather** ☐ ☑ ☐
Rationale: Updates due to curriculum changes.

H **CRP** **Apprenticeship Carpentry, Finish Carpentry** ☐ ☑ ☐
Rationale: Updating due to curriculum updates.

H **CRP** **Apprenticeship Carpentry, Framing** ☐ ☑ ☐
Rationale: Update due to curriculum updates.

H **CRP** **Apprenticeship Carpentry, Tilt-Up** ☐ ☑ ☐
Rationale: Updated due to updated curriculum.

H **CUL** **Culinary Arts** ☐ ☐ ☑
Rationale: This modification is being made to better align the culinary academy curriculum with industry standards outlined by the American Culinary Federation.

Non-Credit Certificate

H **CUL** **Food Service Career & Certification Preparation Non-Credit** ☐ ☐ ☑
Rationale: This certificate is being modified in response to changes in the culinary curriculum.

ESL **Advanced American College English** ☑ ☐ ☐
Rationale: Course hours are being updated to align with mirrored courses impacted by SAAM.

ESL **Advanced American College English** ☐ ☑ ☐
Rationale: Course hours are being updated to align with mirrored courses impacted by SAAM.

ESL **Advanced American College English** ☐ ☐ ☑
Rationale: Course hours are being updated to align with mirrored courses impacted by SAAM.

ESL **Intermediate American College English** ☐ ☐ ☑
Rationale: Course hours are being updated to align with mirrored courses impacted by SAAM.

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

DISTRICT CURRICULUM COMMITTEE

Program Documentation for November 10, 2026

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Food Service Career & Certification Preparation

Originator: David Avalos **Date** 6/2/2026

Department: Culinary

College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades

☐ **Moreno Valley College** ☐ **Norco College** ☒ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 1306.00 **CIP Code:** 12.0500

Type of Program:
☒ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☐ Certificate of Achievement and Degree

Type of Associate Degree: ☐ Associate of Arts ☐ Associate of Science

This is a: ☒ New certificate/degree* ☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

This certificate is being modified in response to changes in the culinary curriculum

This is also a credit version of a non-credit Food Service Career & Certification Preparation

Required Documentation

Please submit this form and the documents outlined below to your college's Curriculum Program Coordinator and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☒ Evidence of district-wide discipline communication
☒ College discipline minutes showing approval
☒ Department minutes showing approval
☒ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☒ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☒ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☒ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

This program is designed for those wishing to enter the foodservice industry as an entry-level cook or for those in the Riverside City College Cook & Pastry Apprenticeship Program. These courses teach the fundamentals of Safety & Sanitation, Menu planning, Food Cost Accounting, Purchasing & Receiving, and Food Preparation.

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

This program is designed for those wishing to enter the foodservice industry as an entry-level cook or for those in the Riverside City College Cook & Pastry Apprenticeship Program. These courses teach the fundamentals of Safety & Sanitation, Menu planning, Food Cost Accounting, Purchasing & Receiving, and Food Preparation.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Demonstrate the importance of food service sanitation and safety by identifying the vulnerable aspects within the food service environment in terms of their potential for physical, biological, and chemical contamination.
2. Demonstrate a working knowledge of menu selection and development, working with emphasis on determining the use of food items on the menu that are most suitable for a particular establishment.
3. Perform mathematical functions related to the food service operation that include costing recipes and menus.
4. Perform current regulations for inspecting and grading various food products, proper techniques of receiving, storing, and rotating and requisition of those food products, and proper procedures to inventory those products.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Required Courses: ____ units

Course	Title	Units	Sequencing

CUL 50	ServeSafe Food Safety	2	S1
CUL29	Introduction to Food Service	1.5	S1
CUL25	Menu Planning	1.5	S2
CUL26	Food Cost Accounting	1.5	S3
CUL27	Culinary Purchasing and Receiving	1.5	S1
CUL20	Fundamentals of Baking I	2	S2

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: __10__ units

Item 4. Master Planning
Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

The Food Service Career and Culinary Certificate includes the core classes offered in the culinary academy program.

Item 5. Enrollment and Completer Projections
Projection of number of students to earn certificate/degree annually.

The culinary academy enrolls 32 students a semester for the fall, winter and spring semesters. Additionally, the culinary courses aligned with the Americal Culinary Federation (CUL 50, 25, 26, and 27) will have 10 seats open to students in the culinary apprenticeship program or the general student body.

Item 6. Place of Program in Curriculum/Similar Programs
Must address how the certificate/degree fits in college's existing inventory.

Students enrolled in this culinary program will complete this certificate by taking all the culinary lecture only courses. This certificate is stackable if students choose to also take the lab/kitchen courses in order to complete their comprehensive culinary journey.

Item 7. Similar Programs at Other Colleges in Service Area
Justification of need for certificate/degree in the region.

RCC is the only college in the RCCD which offers a culinary program.

Item 8. Transfer Preparation Information (if applicable)
If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Hospitality Front of House Operations Certificate

Originator: David Avalos **Date** 6/2/2026

Department: Advanced Technical Arts and Trades

College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades

☐ **Moreno Valley College** ☐ **Norco College** ☒ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 1306.00 **CIP Code: 12.0500**

Type of Program:
☐ Certificate of Achievement only ☒ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☐ Certificate of Achievement and Degree

Type of Associate Degree: ☐ Associate of Arts ☐ Associate of Science

This is a: ☒ New certificate/degree* ☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

N/A

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

This stackable certificate will allow students to prove competency in front of house operations. Students will be able to work in industry as a server or continue their education.

Required Documentation

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☐ Evidence of district-wide discipline communication

☐ Department minutes showing approval

☐ Narrative *(see following page)*

☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*

☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*

☐ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

The Hospitality Front-of-House Operations Certificate equips students with the knowledge, skills, and professional behaviors needed to provide exceptional guest service and support effective hospitality operations. The program prepares students to communicate professionally, utilize industry technologies, work collaboratively in diverse environments, and apply leadership and problem-solving skills in front-of-house hospitality settings.

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

This certificate prepares students to work in the hospitality industry in front of house operations. Students will gain hands-on experience in the RCC restaurant and earn ServSafe certification.

Program Learning Outcomes

Upon completion of the Hospitality Front-of-House Operations Certificate, students will be able to:

1. Demonstrate professional guest service skills that promote positive customer experiences and reflect industry standards for hospitality excellence.
2. Apply effective communication and interpersonal skills to interact with guests, colleagues, and supervisors in diverse hospitality environments.
3. Utilize hospitality technologies and operational procedures, including reservation, point-of-sale, and guest service systems, to support front-of-house operations.
4. Demonstrate leadership, teamwork, and problem-solving skills to contribute to efficient operations and address common challenges in hospitality settings.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Required Courses: 7 units

Course	Title	Units	Sequencing
CUL 50	ServSafe Food Safety	2	Fall, Winter, Spring, Summer

CUL 56	Front of House Operations	3.5	Fall, Winter, Spring
CUL 29	Introduction to Food Service	1.5	Fall, Winter, Spring

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 7 units

Item 4. Master Planning
Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

This is the first certificate in a sequence of stackable certificates and degrees in culinary arts. This certificate is designed for students who would like to work in a restaurant in the front of house, or continue in their education to be come professional chefs.

Culinary Stackable Certificate/Degree Sequence- Front of House Operations Certificate (7 units) -> Foundational Culinary Arts Certificate (23.5 units) -> Culinary Arts Certificate (31.5 units) -> Culinary Arts Associate Degree of Science

Item 5. Enrollment and Completer Projections
Projection of number of students to earn certificate/degree annually.

32 students are expected to complete the certificate each semester during the fall, winter and spring semesters.

Item 6. Place of Program in Curriculum/Similar Programs
Must address how the certificate/degree fits in college's existing inventory.

Students enrolled in the culinary academy program will complete this certificate in their first semester. This certificate is stackable, and designed for students who would like to work in the front of house in a restaurant. Students will be able to continue their education and enroll in further certificates and degrees.

Item 7. Similar Programs at Other Colleges in Service Area
Justification of need for certificate/degree in the region.

Riverside City College is the only college in the district with a culinary program. RCC also has a Baking and Pastry program which compliments the culinary program.

Item 8. Transfer Preparation Information (if applicable)
If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

Not applicable.

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Forensic Studies

Originator: Sigrid Williams and Selena McKay-Davis **Date** 4/30/2026

Department: School of Human and Public Service/Administration of Justice

College/Learning Pathway/Engagement Center: Norco - School of Social & Behavioral Sciences

☐ **Moreno Valley College** ☒ **Norco College** ☐ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 2105.40 **CIP Code:** 43.0107 Criminal Justice/Police Science
SOC Code: 19-4092 Forensic Science Technicians

Type of Program:
☐ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☒ Associate Degree only ☐ Certificate of Achievement and Degree

Type of Associate Degree: ☐ Associate of Arts ☒ Associate of Science

This is a: ☒ New certificate/degree* ☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

The associate in science in Forensic Studies provides students with a strong interdisciplinary foundation for transfer into bachelor's programs in forensic science, criminal justice, criminology, public administration, or related fields. This degree emphasizes analytical reasoning, scientific inquiry, and effective communication while introducing students to the principles and practices used in modern forensic investigation. With only one existing AS degree in Crime and Intelligence and six related crime scene investigation certificates currently offered in the region, this program fills a significant gap by offering a comprehensive academic pathway that supports both transfer and career preparation. The Forensic Studies degree equips students with the foundational knowledge needed for advanced study and for pursuing careers in forensic laboratories, investigative agencies, and other justice-related professions.

Required Documentation

Please submit this form and the documents outlined below to your college's Curriculum Program Coordinator and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☒ Evidence of district-wide discipline communication
☒ College discipline minutes showing approval
☒ Department minutes showing approval
☒ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☒ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☒ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☒ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

Program Goals

The Forensic Studies program is designed to provide students with a strong interdisciplinary foundation that supports seamless transfer to the California State University (CSU) system and prepares them for careers in forensic laboratories, investigative agencies, and related justice professions. The degree aims to develop students' analytical reasoning, scientific literacy, and communication skills while introducing them to the principles of criminal investigation and forensic analysis. As part of Norco College's commitment to serving a diverse and historically underserved region, the program also seeks to expand equitable access to high-quality educational pathways that lead to livable-wage careers in the administration of justice field. Labor market data indicates a regional supply gap and strong wage potential, positioning this degree as a meaningful contributor to workforce needs and student economic mobility.

Additional goals of the program would include:

- Degree option that intertwines forensic skills with crime scene investigation techniques
- Provides a living wage
- Provide sworn candidates with a balanced understanding of criminal law concepts, applied techniques in crime scene investigation and forensic skills
- Educate and enable non-sworn support staff to competently assist crime scene investigations without fouling legal restrictions
- Blend the best and most essential of the law enforcement education with hands-on training in basic forensic science skills.

Program Objectives

Graduates of the Forensic Studies program will be able to:

- Demonstrate foundational knowledge of forensic science, criminal investigation, and the scientific methods used in evidence analysis.
- Apply logical, analytical, and communication skills to evaluate information, interpret evidence, and articulate investigative findings.
- Understand the interdisciplinary connections between forensic studies and related fields such as biology, chemistry, criminal justice, and the social and behavioral sciences.
- Meet lower-division academic requirements for transfer into CSU bachelor's programs in forensic science, criminal justice, criminology, public administration, or related disciplines.
- Identify potential career pathways in forensic and investigative fields and select electives that support specialized academic or professional interests.
- Contribute to regional workforce needs by entering career and technical education pathways that offer competitive wages and align with state and county employment requirements.

The Center of Excellence (COE) also recognizes the importance of this new program. According to the latest data from the COE:

- The number of jobs related to the assessed occupation is projected to increase by 14% through 2028, with 44 annual job openings (new and replacement jobs).
- The hourly entry-level wage for this occupation is above the living wage at the 25th percentile, with the hourly wage at $31.30 per hour in the IE/D.
- There were 46 online job postings from 24 employers over the past 12 months, with the highest postings for crime analysts and criminalists.
- Most job postings for target occupations require a high school diploma or equivalent (44%), followed by a bachelor's degree (36%), an associate degree (16%), and an advanced degree (4%).

In summary, all labor market index (LMI) criteria are met, including the current supply gap, all (100%) of annual job openings for this occupation have entry-level hourly wages above the regional living wage and while the typical entry-level education for this occupation is a bachelor's degree, 34% of all workers in the field have completed some college or an associate degree as their highest level of education.

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

The Associate in Science in Forensic Studies prepares students for careers as forensic technicians or coroner technicians and supports current law enforcement personnel seeking CSI-related advancement. The program provides hands-on instruction in crime scene processing, documentation, investigative strategies, evidence collection and preservation, fingerprint examination, crime scene photography, microscopic analysis, chemistry, and biology. Students learn to identify and process evidence, manage chain of custody, and understand legal considerations related to physical evidence. This foundation supports immediate employment in forensic settings and serves as preparation for advanced study and careers as criminalists, forensic scientists, or crime scene investigators.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Demonstrate ability to observe objectively and to collect data and facts to make an informed judgment.
2. Apply the rules of evidence, forensic science techniques and technology, and report writing to crime scene situations and scenarios.
3. Assess the techniques of crime scene searches, evidence analysis, and courtroom demeanor related to a variety of criminal investigation situations.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Required Courses: 20 units

Course	Title	Units	Sequencing
ADJ-1/H	Introduction to Administration of Justice Honors Introduction to Administration of Justice	3.0	Semester 1, Fall
ADJ-4	Legal Aspects of Evidence	3.0	Semester 2, Spring
ADJ-12	Introduction to Criminalistics	3.0	Semester 2, Spring
ADJ-13	Criminal Investigation	3.0	Semester 1, Fall
ADJ-14	Advanced Criminal Investigation	3.0	Semester 3, Fall
ADJ-27	Forensic & Crime Scene Photography	3.0	Semester 3, Fall
ADJ-29	Forensic Studies Capstone Project and Career Prep.	2.0	Semester 4, Spring

Required Course: 3 units (Choose one of the following)

Course	Title	Units	Sequencing
ADJ-150	Ethics and Moral Reasoning in Criminal Justice	3.0	Semester 2, Spring
PHI-12	Introduction to Ethics	3.0	Semester 1, Fall

Elective Courses: 6 units (Choose two of the following)

Course	Title	Units	Sequencing
ADJ-2	Principles and Procedures of the Justice System	3.0	Semester 3, Fall
ADJ-5	Community Relations	3.0	Semester 4, Spring
ANTH-10	Forensic Anthropology	3.0	Semester 3, Fall
PSYC- 42	Forensic and Legal Psychology	3.0	Semester 4, Spring

Required GE Courses: 15 units

Course	Title	Units	Sequencing
ENGL-C1000/H	Academic Reading and Writing Academic Reading and Writing - Honors	4.0	Semester 1, Fall
COMM-C1000/H	Introduction to Public Speaking Introduction to Public Speaking - Honors	3.0	Semester 2, Spring
BIOL-C1000/H	Introduction to Biology with Lab Introduction to Biology with Lab - Honors	4.0	Semester 1, Fall
CHE-2A	Introductory Chemistry, 1	4.0	Semester 2, Spring

Required GE Courses: 4 units (Choose one of the following)

Course	Title	Units	Sequencing
MATH-70B	Statistics for STEM	4.0	Semester 3, Fall
SOCI-48	Statistics for the Behavioral Sciences	4.0	Semester 4, Spring
STAT-C1000/H	Introduction to Statistics Introduction to Statistics - Honors	4.0	Semester 3, Fall
PSYC-48	Statistics for the Behavioral Sciences	4.0	Semester 4, Spring

Total Program Units: 48 units

Item 4. Master Planning

Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

The proposed Forensic Studies degree aligns strongly with Norco College's mission to provide accessible, high-quality educational pathways that support both transfer and workforce preparation for the region's diverse student population. By offering an interdisciplinary curriculum grounded in scientific inquiry, analytical reasoning, and justice-system applications, the program complements existing Administration of Justice offerings while expanding academic options in a high-demand field identified in statewide and regional master planning. The degree supports California's higher-education goals by creating a clear lower-division pathway into CSU forensic science, criminal justice, and related bachelor's programs, while also addressing documented labor-market needs for skilled forensic and investigative personnel. As part of the college's long-term planning, the program strengthens career and technical education opportunities that lead to livable-wage employment, advances equity by opening access to specialized justice-sector careers, and contributes to the broader statewide effort to prepare a workforce capable of meeting the evolving needs of public safety and forensic services.

Item 5. Enrollment and Completer Projections

Projection of number of students to earn certificate/degree annually.

A reasonable projection, based on regional labor-market demand and enrollment patterns in comparable Administration of Justice and forensic-related programs, is that the Forensic Studies degree would produce approximately 20–30 graduates annually once fully established. Labor Market Index data for the Inland Empire/Desert Region shows a persistent supply gap for forensic science technicians, crime scene specialists, and related investigative roles, indicating strong and sustained student interest in programs aligned with these careers.

Item 6. Place of Program in Curriculum/Similar Programs

Must address how the certificate/degree fits in college's existing inventory.

The proposed Forensic Studies degree fits naturally within Norco College's existing Administration of Justice (ADJ) inventory by expanding the academic and career pathways already available to students while filling a clear curricular gap. Norco College currently offers ADJ degrees and certificates focused on law enforcement, corrections, and general justice-system foundations; however, none provide a dedicated pathway into forensic science, crime scene investigation, or evidence-based analytical roles. The Forensic Studies degree builds on the strengths of the ADJ discipline such as criminal law, investigative procedures, and justice-system operations, while adding scientifically oriented coursework that aligns with emerging workforce needs and student interest.

This addition strengthens the School of Human and Public Services by diversifying program options, supporting both transfer and CTE pathways, and creating a coherent academic progression from introductory ADJ courses to specialized forensic study. By complementing rather than duplicating existing offerings, the degree enhances the college's program inventory

and broadens opportunities for students seeking careers in modern investigative and forensic fields.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

The region currently offers only one AS degree in Crime and Intelligence and six related certificates, suggesting that Norco College's new degree would attract both new students and those already pursuing justice-sector pathways. As the program gains visibility and integrates with existing CTE and transfer pipelines, annual completions may trend upward, reflecting both workforce demand and the college's mission to expand equitable access to high-wage public safety careers.

Item 8. Transfer Preparation Information (if applicable)

If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

N/A

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Drone Photography

Originator: Matthew Brabant **Date** 10/3/2025

Department: Photography

College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades

☐ **Moreno Valley College** ☐ **Norco College** ☒ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 1012.00 **CIP Code:** 10.0201

Type of Program:
☐ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☒ Certificate of Achievement and Degree

Type of Associate Degree: ☐ Associate of Arts ☐ Associate of Science

This is a: ☒ New certificate/degree* ☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
I am moving PHO 23 (Drone Photography) from the Photography Certificate and Associates (AS592/AS592B/AS592C/CE592) to this certificate and degree pattern (to the required courses list).
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

This would be a new certificate to provide professional training in drone photography for students to prove aptitude and skillset to potential employers. Students will become proficient in the core concepts of the camera as well as the ability to fly, operate, and photograph with a drone. Students will gain experience with varying styles of drones from consumer to professional.

Required Documentation

Please submit this form and the documents outlined below to your college's Curriculum Program Coordinator and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☐ Evidence of district-wide discipline communication
☐ College discipline minutes showing approval
☐ Department minutes showing approval
☐ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

This program focuses on the preparation and training of drone photography. The goal is to prepare students for the professional drone photography field or supplement their professional photography practice with drone photography skills. More and more photography jobs are looking for or requiring drone photography. Major publications such as The LA Times, National Geographic, and the Orange County Register include drone photographs in every issue. When students join the program, they learn the core information of how to work a camera professionally which leads into the ability to control the camera on the drone. Students will use Adobe software that include Photoshop and Lightroom Classic to maintain a data asset management system to professionally manage a photographic catalog and also edit photographs. Students will also learn how to print on commercial printers. In the end of the program, students will be more marketable to professional employers.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Fly a drone for professional and creative purposes
- Understand how to use professional editing photography software to edit photos
- Understand how to maintain a consistent photographic style throughout different photographic practices
- Create a creative, consistent, and professional portfolio of drone photographs
- Manage and maintain a photographic digital asset management system
- Analyze contemporary trends in drone photography and understand how to creatively create work for creative and professional use

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

The drone photography program focuses on training the future professional drone photographers from first flight, to adding creativity, and preparing students for a field in public service. Individuals are taught how to work a camera professionally in manual mode at the start of the program, which prepares them to fly a drone and create professional quality final images. Drone photography is growing as a field, and students will learn how to become professionals in this field. Students will also learn how to create a digital asset management system and edit in Adobe Photoshop and Lightroom Classic. As students complete the program, they will have the opportunity to complete a professional level portfolio of their work to show to potential clients or employers.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Required Courses: 12 units

Course	Title	Units	Sequencing
PHO-20			1

	Introduction to Digital Photography	3	
PHO-9	Intermediate Photography	3	1
PHO-23	Intro to Drone Photography	3	2
PHO-19	Color Correction and the Photographic Portfolio	3	3

Elective Courses: 6 units

Course	Title	Units	Sequencing
PHO-25	Drone Photography for Public Service	3	2
PHO 24	Creative Drone Photography	3	3

Total Program Units: 18 units

Item 4. Master Planning
This certificate will become part of the Photography department offered in the CTE Division at Riverside City College.

Item 5. Enrollment and Completer Projections
15-20

Item 6. Place of Program in Curriculum/Similar Programs
This certificate will be placed in the Photography program students will be able to complete this degree with the new courses that are being created in order to complete this certificate and degree.

Item 7. Similar Programs at Other Colleges in Service Area
Glendale Community College, Las Positas College, Orange Coast College, Coastline College, and Santiago Canyon College offer Drone Photography certificates.

Item 8. Transfer Preparation Information (if applicable)
N/A

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Program Outline of Record – Associate Degree for Transfer (ADT)

Program Outline

Title: Associate in Arts in Law, Public Policy, and Society for Transfer Degree

Originator: Sigrid Williams **Date** 10/5/2026
Department: School of Human and Public Services
College/Learning Pathway/Engagement Center: Norco - School of Social & Behavioral Sciences

TOPs Code: 1401.00 **CIP Code: 22.000**

College: ☐ **Moreno Valley College** ☒ **Norco College** ☐ **Riverside City College**
(Please note: ADTs are college specific. If multiple colleges wish to adopt this program, a separate proposal and college specific supporting documents are required.)

Type of ADT: ☒ Associate in Arts for Transfer ☐ Associate in Science for Transfer

This is a: ☐ New ADT* ☒ Modification to an existing ADT

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing ADT, please specify the changes being made:
(Please be specific! Indicate any changes such as title, description, learning outcomes, courses, unit values, etc.)
Course title change to POLS-5.

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

The ADT is being modified to reflect the POLS-5 course title change.

Required Documentation:

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All new and modified ADTs must include the following:
☒ Evidence of district-wide discipline communication
☒ Department minutes showing approval
☒ Narrative *(See next page)*
☒ C-ID or Assist Articulation Information, and the most current TMC Template *(Work with your Articulation Officer to obtain this documentation)*

Program Narrative

Item 1. Program Goals and Objectives

This interdisciplinary degree is designed to facilitate the student's seamless transfer from Norco College to the California State University (CSU) System with an Associate in Arts in Law, Public Policy, and Society for Transfer degree. This degree will satisfy the lower division requirements for the eventual conferral of the bachelor's degree in relevant major disciplines at the CSU and will provide preparation for students who wish to pursue a career in the field of law. This interdisciplinary degree highlights coursework that is appropriate for a student considering law school as it emphasizes the development of logical, analytical and communication skills, introduces students to the legal field, and provides preparation of further study in a variety of majors such as Philosophy, Economics, Political Science, Communication Studies, History, or Social and Behavioral Sciences. Students who opt to pursue this course of study are encouraged to engage in further exploration of one or more specific majors as they select electives for degree completion.

Item 2. Catalog Description

This interdisciplinary degree is designed to facilitate the student's seamless transfer from Norco College to the California State University (CSU) System with an Associate in Arts in Law, Public Policy, and Society for Transfer degree. This interdisciplinary degree highlights coursework that is appropriate for a student considering law school as it emphasizes the development of logical, analytical and communication skills, introduces students to the legal field, and provides preparation of further study in a variety of majors such as Philosophy, Economics, Political Science, Communication Studies, History, or Social and Behavioral Sciences. Students who opt to pursue this course of study are encouraged to engage in further exploration of one or more specific majors as they select electives for degree completion.

Program Learning Outcomes:

1. Evaluate current legal and social issues by applying the relevant judicial framework.
2. Analyze issues by applying relevant rules of law, ethical standards, and social mores.
3. Produce and evaluate arguments based on appropriate legal concepts and evidence.

Required Courses: 26-27 units

Select one course: 3 units

Course	Title	Units
ADJ-1/1H	Introduction to the Administration of Justice/Honors	3
ADJ-2	Principles and Procedures of the Justice System	3
ADJ-3/3H	Concepts of Criminal Law/Honors	3
BUS-18A	Business Law I	3

Select one course: 3 units

Course	Title	Units
PHI-12	Introduction to Ethics	3

Select one course: 3 units

Course	Title	Units
COMM-C1000/C1000H	Introduction to Public Speaking/Honors	3
COMM-6	Small Group Communication	3

Select one course: 4 units

Course	Title	Units
ENG-C1000/C1000H	Academic Reading and Writing/Honors	4

Select one course: 3-4 units

Course	Title	Units
ENGL-C1003/C1003H	Critical Thinking and Writing through Literature/Honors	4
COMM-2	Introduction to Persuasion	3
COMM-3	Critical Thinking, Argumentative Writing, and Debate	3

Select one course: 4 units

Course	Title	Units
STAT-C1000/C1000H	Introduction to Statistics/Honors	4
PSYC/SOCI-48	Statistics for the Behavioral Sciences	4

Select one course: 3 units

Course	Title	Units
HIST-C1001/C1001H	United States History to 1877/Honors	3
HIST-C1002/C1002H	United States History since 1865/Honors	3

Select one course: 3 units

Course	Title	Units
POLS-C1000/C1000H	American Government and Politics/Honors	3

List A- Select two courses below from two different areas (must not have been used previously): 6-7 units

Area 1: Administration of Justice/Criminal Justice/Criminology

Course	Title	Units
ADJ-1/1H	Introduction to the Administration of Justice/Honors	3
ADJ-2	Principles and Procedures of the Justice System	3
ADJ-3/3H	Concepts of Criminal Law/Honors	3
ADJ-4	Legal Aspects of Evidence	3
ADJ-5	Community Relations	3
ADJ-8	Juvenile Law and Procedures	3
ADJ-20	Introduction to Corrections	3
SOCI-20	Introduction to Criminology	3

Area 2: Business

Course	Title	Units
BUS-18A	Business Law I	3

Area 3: Economics

Course	Title	Units
ECON-C2002/C2002H	Principles of Macroeconomics/Honors	3
ECON-C2001/C2001H	Principles of Microeconomics/Honors	3

Area 4: Political Science

Course	Title	Units
POLS-2	Comparative Politics	3
POLS-4/4H	Introduction to World Politics/Honors	3
POLS-11	Political Theory	3

Area 5: Public Policy

Course	Title	Units
ADJ-9/9H	Law in American Society/Honors	3
ETS-1	Introduction to Ethnic Studies	3
POLS-5	Introduction to Public Law	3
SOCI-2	American Social Problems	3
SJS-110	Introduction to Social Justice Studies	3

Area 6: Diversity

Course	Title	Units
ANTH-2/2H	Cultural Anthropology/Honors	3
COMM-12	Intercultural Communication	3
GEG-2	Human Geography	3
SOCI-10/10H	Race and Ethnic Relations/Honors	3

Area 7: College Success

Course	Title	Units
GUI-48	College Success Strategies	3

Area 8: Internship/Fieldwork

Course	Title	Units
ADJ-200	Administration of Justice Work Experience	3-4

Total Units: 32-33

ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate in Arts in Law, Public Policy, and Society for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the California General Education Transfer Curriculum (Cal-GETC) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better (or a "P" if taken as Pass/No Pass).

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Program Narrative

Program Modification: Riverside City: Law, Public Policy, and Society

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Award Type: Associate in Arts for Transfer (ADT)

Program Goals and Objectives

This interdisciplinary degree is designed to facilitate the student's seamless transfer from Riverside City College to the California State University (CSU) System with an Associate in Arts in Law, Public Policy, and Society for Transfer degree. This degree will satisfy the lower division requirements for the eventual conferral of the bachelor's degree in relevant major disciplines at the CSU and will provide preparation for students who wish to pursue a career in the field of law. This interdisciplinary degree highlights coursework that is appropriate for a student considering law school as it emphasizes the development of logical, analytical and communication skills, introduces students to the legal field, and provides preparation of further study in a variety of majors such as Philosophy, Economics, Political Science, Communication Studies, History, or Social and Behavioral Sciences. Students who opt to pursue this course of study are encouraged to engage in further exploration of one or more specific majors as they select electives for degree completion.

Catalog Description

This interdisciplinary degree is designed to facilitate the student's seamless transfer from Riverside City College to the California State University (CSU) System with an Associate in Arts in Law, Public Policy, and Society for Transfer degree. This interdisciplinary degree highlights coursework that is appropriate for a student considering law school as it emphasizes the development of logical, analytical and communication skills, introduces students to the legal field, and provides preparation of further study in a variety of majors such as Philosophy, Economics, Political Science, Communication Studies, History, or Social and Behavioral Sciences. Students who opt to pursue this course of study are encouraged to engage in further exploration of one or more specific majors as they select electives for degree completion.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Evaluate current legal and social issues by applying the relevant judicial framework.
2. Analyze issues by applying relevant rules of law, ethical standards, and social mores.
3. Produce and evaluate arguments based on appropriate legal concepts and evidence.

Program Requirements

Required Courses **Units:** 26.00-27.00

COURSE	TITLE	UNITS

PHI-12	Introduction to Ethics	3.00
Select one:		4.00
ENGL-C1000	Academic Reading and Writing	4.00
ENGL-C1000H	Academic Reading and Writing - Honors	4.00
Select one:		3.00
POLS-C1000	American Government and Politics	3.00
POLS-C1000H	American Government and Politics - Honors	3.00
Select one:		3.00
ADJ-1	Introduction to the Administration of Justice	3.00
ADJ-1H	Honors Introduction to the Administration of Justice	3.00
ADJ-2	Principles and Procedures of the Justice System	3.00
ADJ-3	Concepts of Criminal Law	3.00
ADJ-3H	Honors Concepts of Criminal Law	3.00
Select one:		3.00
COMM-C1000	Introduction to Public Speaking	3.00
COMM-C1000H	Introduction to Public Speaking - Honors	3.00
COMM-6	Small Group Communication	3.00
Select one:		3.00-4.00
ENGL-C1003	Critical Thinking and Writing through Literature	4.00
ENGL-C1003H	Critical Thinking and Writing through Literature - Honors	4.00
COMM-2	Introduction to Persuasion	3.00
COMM-3	Critical Thinking, Argumentative Writing, and Debate	3.00
Select one:		4.00
STAT-C1000	Introduction to Statistics	4.00
STAT-C1000H	Introduction to Statistics - Honors	4.00
PSYC-48	Statistics for the Behavioral Sciences	4.00
SOC-48	Statistics for the Behavioral Sciences	4.00
Select one:		3.00
HIST-C1001	United States History to 1877	3.00
HIST-C1001H	United States History to 1877 - Honors	3.00
HIST-C1002	United States History since 1865	3.00
HIST-C1002H	United States History since 1865 - Honors	3.00

Electives - List A **Units:** 6.00

COURSE	TITLE	UNITS
Select two courses from two of the areas listed below. (Note: course must not have been used above)		6.00
Area 1: Administrative of Justice/Criminal Justice/Criminology		3.00
ADJ-1	Introduction to the Administration of Justice	3.00
ADJ-1H	Honors Introduction to the Administration of Justice	3.00
ADJ-2	Principles and Procedures of the Justice System	3.00
ADJ-3	Concepts of Criminal Law	3.00
ADJ-3H	Honors Concepts of Criminal Law	3.00
ADJ-4	Legal Aspects of Evidence	3.00
ADJ-5	Community Relations	3.00
ADJ-20	Introduction to Corrections	3.00
SOC-20	Introduction To Criminology	3.00
Area 2: Business		3.00
BUS-18A	Business Law I	3.00
Area 3: Economics		3.00
ECON-C2001	Principles of Microeconomics	3.00
ECON-C2001H	Principles of Microeconomics - Honors	3.00
ECON-C2002	Principles of Macroeconomics	3.00
ECON-C2002H	Principles of Macroeconomics - Honors	3.00
Area 4: Political Science		3.00
POLS-2	Comparative Politics	3.00
POLS-2H	Honors Comparative Politics	3.00
POLS-4	Introduction to World Politics	3.00
POLS-4H	Honors Introduction to World Politics	3.00
POLS-11	Political Theory	3.00
Area 5: Public Policy		3.00
ETS-1	Introduction to Ethnic Studies	3.00
SOC-2	American Social Problems	3.00
ADJ-9	Law In American Society	3.00
ADJ-9H	Honors Law in American Society	3.00
POLS-5	Introduction to Public Law	3.00
Area 6: Diversity		3.00
ANT-2	Cultural Anthropology	3.00

ANT-2H	Honors Cultural Anthropology	3.00
COMM-12	Intercultural Communication	3.00
GEG-2	Human Geography	3.00
SOC-10	Race and Ethnic Relations	3.00
SOC-10H	Honors Race and Ethnic Relations	3.00
SOC-25	Introduction to the Sociology of Sex and Gender	3.00

Area 7: College Success		3.00
GUI-48	College Success Strategies	3.00

Total: 32.00-33.00

Associate in Art for Transfer

The Associate in Art in Law, Public Policy, and Society for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the California General Education Transfer Curriculum (Cal-GETC) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better (or a "P" if taken as Pass/No Pass).

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Program Outline of Record – Associate Degree for Transfer (ADT)

Program Outline

Title: Political Science

Originator: Tomas Ocampo **Date** 9/2/2025
Department: Humanities, Education, Social and Behavioral Sciences
College/Learning Pathway/Engagement Center: Moreno Valley - Humanities, Education, Social and Behavioral Sciences Engagement Center

TOPs Code: 2207.00 Political Science **CIP Code:** 45.1001 Political Science and Government, General.

College: ☒ **Moreno Valley College** ☐ **Norco College** ☐ **Riverside City College**
(Please note: ADTs are college specific. If multiple colleges wish to adopt this program, a separate proposal and college specific supporting documents are required.)

Type of ADT: ☒ Associate in Arts for Transfer ☐ Associate in Science for Transfer

This is a: ☐ New ADT* ☒ Modification to an existing ADT

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**

☐ Yes, minutes attached ☐ Approval Pending
☐ No Capital or Budgetary Impacts

If this is a modification to an existing ADT, please specify the changes being made:
(Please be specific! Indicate any changes such as title, description, learning outcomes, courses, unit values, etc.)
Course title change to POLS-5, which will be ”Introduction to Law”.

Rationale:
(Please note: This information will be presented to the Board of Trustees.)
The discipline has updated the POLS-5 course title to align with similar courses offered at 2 and 4-year colleges and universities. This change will update the Political Science Transfer Model Curriculum at MVC to include the correct course title.

Required Documentation:

Please submit this form and the documents outlined below to your college's Curriculum Program Coordinator and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All new and modified ADTs must include the following:
☒ Evidence of district-wide discipline communication
☒ College discipline minutes showing approval
☒ Department minutes showing approval
☒ Narrative *(See next page)*
☐ C-ID or Assist Articulation Information, and the most current TMC Template *(Work with your Articulation Officer to obtain this documentation)*

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

The Associate in Arts in Political Science for Transfer degree is a curricular pattern designed specifically to transfer students as Political Science majors with junior status to the CSU system. Though the Associate in Arts in Political Science for Transfer also provides broad general preparation for Political Science majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. This degree will assist students in seamlessly transferring to a CSU.

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal. The language list below is required at the end of the catalog description. Please replace the highlighted text with the language appropriate for this specific ADT. Course titles and unit values must be exact.

The Associate in Arts in Political Science for Transfer degree is a curricular pattern designed specifically to transfer students as Political Science majors with junior status to the CSU system. Though the Associate in Arts in Political Science for Transfer also provides broad general preparation for Political Science majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. This degree will assist students in seamlessly transferring to a CSU.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Describe, explain, and evaluate American political institutions, political systems, policies and processes.
2. Identify and analyze the major current global and domestic political theories and ideologies.
3. Objectively explain critical issues in American, Comparative and World politics and be able to use theories and debates to argue convincingly in defense of a position, selecting examples to illustrate points and organizing these appropriately.
4. Employ a variety of current social scientific methodologies in the research, analysis and evaluation of data.
5. Demonstrate critical thinking ability including the understanding of alternative explanations and the forming of conclusions from the data presented.

Required Courses: 9 units

Course	Title	Units
POLS-C1000/ POLS-C1000H	American Government and Politics/ American Government and Politics - Honors	3
POLS-2	Comparative Politics	3
POLS-4	Introduction to World Politics	3
POLS-11	Political Theory	3

List A:
Choose two courses from the following: 6-7 units

Course	Title	Units
POLS-5	Introduction to Public Law	3
POLS-23	Race, Ethnicity, and Politics in America	3
ECON-6/ POLS-6	Introduction To Political Economy	3
STAT-C1000/ STAT-C1000H OR PSYC-48/ SOC-48	Introduction to Statistics/ Introduction to Statistics – Honors OR Statistics for the Behavioral Sciences	4 4

List B:
Select one courses from the following: 3 units

Course	Title	Units
ECON-4	Introduction to Economics	3
ECON-C2002 /ECON-C2002H	Principles of Macroeconomics/ Principles of Macroeconomics - Honors	3
HIST-C1001/ HIST-C1001H	United States History to 1877/ United States History to 1877 - Honors	3
HIST-C1002/ HIST-C1002H	United States History since 1865 / United States History since 1865 - Honors	3

Total : 18-19 units

ASSOCIATE IN [ARTS] FOR TRANSFER DEGREE
The Associate in [Arts] in [Political Science] for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the California General Education Transfer Curriculum (Cal-GETC) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better (or a "P" if taken as Pass/No Pass).

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MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Program Outline of Record – Associate Degree for Transfer (ADT)

Program Outline

Title: Political Science

Originator: Sandra Popiden **Date** 10/5/2026
Department: Social and Behavioral Sciences
College/Learning Pathway/Engagement Center: Norco - School of Social & Behavioral Sciences

TOPs Code: 2207.00 **CIP Code:45.1001**

College: ☐ **Moreno Valley College** ☒ **Norco College** ☐ **Riverside City College**
(Please note: ADTs are college specific. If multiple colleges wish to adopt this program, a separate proposal and college specific supporting documents are required.)

Type of ADT: ☒ Associate in Arts for Transfer ☐ Associate in Science for Transfer

This is a: ☐ New ADT* ☒ Modification to an existing ADT

If this is a modification to an existing ADT, please specify the changes being made:
(Please be specific! Indicate any changes such as title, description, learning outcomes, courses, unit values, etc.)
Course title change to POLS-5.

Rationale:
ADT was modified to reflect the POLS-5 course title change.

Required Documentation:

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All new and modified ADTs must include the following:
☒ Evidence of district-wide discipline communication
☒ Department minutes showing approval
☒ Narrative *(See next page)*
☒ C-ID or Assist Articulation Information, and the most current TMC Template *(Work with your Articulation Officer to obtain this documentation)*

Program Narrative

Item 1. Program Goals and Objectives

The Associate in Arts in Political Science for Transfer degree is a curricular pattern designed specifically to transfer students as Political Science majors with junior status to the CSU system. Though the Associate in Arts in Political Science for Transfer also provides broad general preparation for Political Science majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. Students earning the Associate in Arts in Political Science for Transfer will be provided with a deep appreciation of the social, economic and cultural dimensions of politics and encouraged to approach all political issues and ideas critically.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Describe, explain, and evaluate American political institutions, political systems, policies and processes.
• Identify and analyze the major current global and domestic political theories and ideologies.
• Objectively explain critical issues in American, Comparative and World politics and be able to use theories and debates to argue convincingly in defense of a position, selecting examples to illustrate points and organizing these appropriately.
• Employ a variety of current social scientific methodologies in the research, analysis and evaluation of data.
• Demonstrate critical thinking ability including the understanding of alternative explanations and the forming of conclusions from the data presented.

Item 2. Catalog Description

The Associate in Arts in Political Science for Transfer degree is a curricular pattern designed specifically to transfer students as Political Science majors with junior status to the CSU system. Though the Associate in Arts in Political Science for Transfer also provides broad general preparation for Political Science majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. Students earning the Associate in Arts in Political Science for Transfer will be provided with a deep appreciation of the social, economic and cultural dimensions of politics and encouraged to approach all political issues and ideas critically.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Describe, explain, and evaluate American political institutions, political systems, policies and processes.
• Identify and analyze the major current global and domestic political theories and ideologies.
• Objectively explain critical issues in American, Comparative and World politics and be able to use theories and debates to argue convincingly in defense of a position, selecting examples to illustrate points and organizing these appropriately.
• Employ a variety of current social scientific methodologies in the research, analysis and evaluation of data.
• Demonstrate critical thinking ability including the understanding of alternative explanations and the forming of conclusions from the data presented.

Required Courses: 18-20 units

Course	Title	Units
POLS-C1000/C1000H	American Government and Politics/Honors	3
List A	Select from the list below	9-10
List B	Select from the list below	6-7

List A: Select three courses from the following (9-10 units)

Course	Title	Units
POLS-2	Comparative Politics	3
POLS-4/4H	Introduction to World Politics/Honors	3
POLS-11	Political Theory	3
STAT-C1000/C1000H	Introduction to Statistics/Honors	4
OR		
PSYC/SOCI-48	Statistics for the Behavioral Sciences	4

List B: Select two courses from the following (6-7 units)

Course	Title	Units
Any course from List A not already used		
ADJ-9/9H	Law in American Society/Honors	3
ECON-C2002/C2002H	Principles of Macroeconomics/Honors	3
HIST-C1002/C1002H	United States History since 1865/Honors	3
POLS-5	Introduction to Public Law	3
POLS-13	Introduction to American Foreign Policy	3
POLS/ETS-21	Latinx Politics	3
POLS/ETS-23	Race, Ethnicity, and Politics in America	3
PSYC-50	Research Methods in Psychology	4
SOCI-3	Social Inequality	3
SOCI-50	Introduction to Social Research Methods	3

Total Units: 18-20

ASSOCIATE IN ARTS FOR TRANSFER DEGREE
The Associate in Arts in Political Science for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the California General Education Transfer Curriculum (Cal-GETC) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better (or a "P" if taken as Pass/No Pass).

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Program Outline of Record – Associate Degree for Transfer (ADT)

Program Outline

Title: Political Science

Originator: Parissa Clark **Date** 9/14/2026
Department: Economics, Geography and Political Science
College/Learning Pathway/Engagement Center: Riverside - Social and Behavioral Sciences

TOPs Code: 2207.00 Political Science **CIP Code:** 45.1001 Political Science and Government General

College: ☐ **Moreno Valley College** ☐ **Norco College** ☒ **Riverside City College**
(Please note: ADTs are college specific. If multiple colleges wish to adopt this program, a separate proposal and college specific supporting documents are required.)

Type of ADT: ☒ Associate in Arts for Transfer ☐ Associate in Science for Transfer

This is a: ☐ New ADT* ☒ Modification to an existing ADT

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**

☐ Yes, minutes attached ☐ Approval Pending
☐ No Capital or Budgetary Impacts

If this is a modification to an existing ADT, please specify the changes being made:
(Please be specific! Indicate any changes such as title, description, learning outcomes, courses, unit values, etc.)

Rationale:
The RCC POLS ADT is being modified to reflect the new course titles and modified COR's for POLS 5 and 8.

Required Documentation:

Please submit this form and the documents outlined below to your college's Curriculum Program Coordinator and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All new and modified ADTs must include the following:
☒ Evidence of district-wide discipline communication
☒ College discipline minutes showing approval
☒ Department minutes showing approval
☒ Narrative *(See next page)*
☒ C-ID or Assist Articulation Information, and the most current TMC Template *(Work with your Articulation Officer to obtain this documentation)*

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

The Associate in Arts in Political Science for Transfer Degree is designed to prepare the student for transfer tofour-year institutions of higher education and specifically intended to satisfy the lower division requirements forthe Baccalaureate in Arts in Political Science at the California State University. This degree is designed toprepare students to understand and critically appraise American political system and central issues in Americanpolitics, to evaluate topics in the key areas of political science, to clearly express political science concepts inscholarly writing, and to demonstrate an understanding of these ideas through their application to contemporarypolitical problems.

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal. The language list below is required at the end of the catalog description. Please replace the highlighted text with the language appropriate for this specific ADT. Course titles and unit values must be exact.

The Associate in Arts in Political Science for Transfer Degree is designed to prepare the student for transfer to four-year institutions of higher education and specifically intended to satisfy the lower division requirements for the Baccalaureate in Arts in Political Science at the California State University. This degree is designed to prepare students to understand and critically appraise the American political system and central issues in American politics, to evaluate topics in the key areas of political science, to clearly express political science concepts in scholarly writing, and to demonstrate an understanding of these ideas through their application to contemporary political problems.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Describe, explain, and evaluate relationships between diverse identity and interest groups with American political institutions, political systems, policies and processes.
2. Identify and analyze the major current global and domestic political theories and ideologies.
3. Explain and critique issues in American, Comparative and World Politics and be able to use theoriesand debates to argue convincingly in defense of a position, selecting examples to illustrate points andorganizing these appropriately.
4. Employ a variety of current social scientific methodologies in the research, analysis and evaluation ofdata.

Program Requirements

Required Courses: 12 units

Course	Title	Units
POLS-11	Political Theory	3
	Select one of the following:	*3*
POLS-C1000	American Government and Politics	3
POLS-C1000H	American Government and Politics - Honors	3
	Select one of the following:	*3*
POLS-2	Comparative Politics	3

POLS-2H	Honors Comparative Politics	3
	Select one of the following:	*3*
POLS-4	Introduction to World Politics	3
POLS-4H	Honors Introduction to World Politics	3

Elective Courses: 6-8 units
List A: 3-4 units

Course	Title	Units
	Select one of the following:	*3-4*
POLS-5	Introduction to Public Law (new title)	3
POLS-8	Introduction to Public Policy Analysis (new title)	3
POLS-13	Introduction to American Foreign Policy	3
	Only one of the following may be used:	*3*
ETS-21	Latinx Politics	3
POLS-21	Latinx Politics	3
	Only one of the following may be used:	*4*
STAT-C1000	Introduction to Statistics	4
STAT-C1000H	Introduction to Statistics - Honors	4
PSYC-48	Statistics for the Behavioral Sciences	4
SOC-48	Statistics for the Behavioral Sciences	4
	Only one of the following may be used:	*3*
POLS-6	Introduction to Political Economy	3
ECON-6	Introduction to Political Economy	3

List B: 3-4 units

Course	Title	Units
	Select one course from the following:	*3-4*
	Any course from List A not already used	3-4
ECON-C2002	Principles of Macroeconomics	3
ECON-C2002H	Principles of Macroeconomics - Honors	3
GEG-2	Human Geography	3
HIST-C1001	United States History to 1877	3
HIST-C1001H	United States History to 1877 - Honors	3
POLS-17	Politics of Developing Countries	3
POLS-23	Race, Ethnicity, and Politics in America	3
ETS-23	Race, Ethnicity, and Politics in America	3
PSYC-8	Social Psychology	3
PSYC-50	Research Methods in Psychology	4
SOC-50	Introduction to Social Research Methods	3
SOC-2	American Social Problems	3
SOC-3	Social Inequality	3

Total: 18-20 units

ASSOCIATE IN ARTS FOR TRANSFER DEGREE
The Associate in Art in Political Science for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the California General Education Transfer Curriculum (Cal-GETC) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better (or a "P" if taken as Pass/No Pass).

Program Outline

Title: Foundational Culinary Arts

Originator: David Avalos **Date** 6/2/2026

Department: Advanced Technical Arts and Trades

College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades

☐ **Moreno Valley College** ☐ **Norco College** ☒ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 1306.00 **CIP Code: 12..0500**

Type of Program:
☒ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☐ Certificate of Achievement and Degree

Type of Associate Degree: ☐ Associate of Arts ☐ Associate of Science

This is a: ☐ New certificate/degree* ☒ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

- The content in CUL 36, CUL 37, and CUL 38 are being broken up into smaller unit courses to better support students.

Rationale:
(Please note: This information will be presented to the Board of Trustees.)
This modification is being made to better align the culinary academy curriculum with industry standards outlined by the American Culinary Federation. The culinary courses are currently 8.5 units, and these are being broken into smaller unit courses, to allow students more flexibility in course taking patterns, in alignment with equity-minded student success best practices. This will also allow the possibility for articulation to 4 year universities.

Required Documentation

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☐ Evidence of district-wide discipline communication
☐ Department minutes showing approval
☐ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

1. Demonstrate learned customer service, wait staffing and point of sale system knowledge in a working dining room setting.
2. Employ proper safety and sanitation principles to the receiving, storage, preparation, and service of food.
3. Formulate menus utilizing menu design techniques, conversion of written recipes, and calculations of food costing and menu pricing.
4. Demonstrate practical and theoretical knowledge of classical and contemporary cooking methods for both hot food and baking/pastry arts.
5. Demonstrate practical knowledge of classical knife cuts. Apply learned cooking methods to international cuisines.
6. Demonstrate proficiency in piping skills, mold usage, plate presentation, and other artistic techniques used in the garde manger kitchen as well as hot food, cold food, and pastry presentation.

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

This program prepares individuals to provide professional chefs and related hospitality services in restaurants and other commercial food establishments. This includes instruction in recipe and menu planning, preparing and cooking foods, supervising and training kitchen assistance, the management of food supplies and kitchen resources, including cost and inventory controls, aesthetics of food preparation and presentation, as well as training in a wide variety of cuisines and culinary techniques.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Required Courses: 23.5 units

Course	Title	Units	Sequencing
CUL 50	ServSafe Food Safety	2	S1
CUL 25	Menu Planning	1.5	S2

CUL 29	Introduction to Food Service	1.5	S1
CUL 26	Food Cost Accounting	1.5	S3
CUL 27	Culinary Purchasing and Receiving	1.5	S1
CUL 56	Front of House Operations	3.5	S1
CUL 57	Culinary Production I	6	S2
CUL 58	Culinary Production II	6	S3

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 23.5_ units

Item 4. Master Planning
Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

The Foundational Culinary Certificate includes the core classes offered in the culinary academy program.

Culinary Stackable Certificate/Degree Sequence- Front of House Operations Certificate (7 units) -> Foundational Culinary Arts Certificate (23.5 units) -> Culinary Arts Certificate (31.5 units) -> Culinary Arts Associate Degree of Science

Item 5. Enrollment and Completer Projections
Projection of number of students to earn certificate/degree annually.

The culinary academy enrolls 32 students a semester for the fall, winter and spring semesters.

Item 6. Place of Program in Curriculum/Similar Programs
Must address how the certificate/degree fits in college's existing inventory.

This is the primary certificate that students in the culinary arts academy will complete. They may continue to earn a Culinary Arts Certificate or degree.

Item 7. Similar Programs at Other Colleges in Service Area
Justification of need for certificate/degree in the region.

RCC is the only college in the RCCD which offers a culinary program.

Item 8. Transfer Preparation Information (if applicable)
If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

Program Outline

Title: Certificate in Community Action and Leadership

Originator: Parissa Clark **Date: 6/1/26**

Department:Economics, Geography, Political Science

College/Learning Pathway/Engagement Center: LHSS

☐ **Moreno Valley College** ☐ **Norco College** ☒ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 2207.00 Political Science **CIP Code: 45.1001 – Political Science and Government, General**

Type of Program:
☒ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☐ Certificate of Achievement and Degree

Type of Associate Degree: ☐ Associate of Arts ☐ Associate of Science

This is a: ☐ New certificate/degree* ☒Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☒Yes, minutes attached☐ Approval Pending
☐ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
This certificate lives in the EGP Department at RCC, specifically Political Science. The district discipline has been notified. The only change to this certificate is the field/lab hours down to 18 and the title of POLS 14 is now "Field Work in Community Leadership."

Required Documentation

Please submit this form and the documents outlined below to your college's Curriculum Program Coordinator and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

xEvidence of district-wide discipline communication
xCollege discipline minutes showing approval
xDepartment minutes showing approval
xNarrative *(see following page)*
xTransfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

X Labor Market Information and Analysis *(Required for new programs and modifications.)*
x Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
x Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

This certificate program is tailored to the former goals of the Community Action Leadership Academy (CALA) which was an externally funded internship program that ran at RCC from 2021-2026 to which students must apply and were accepted. Today, CALA is an ASRCC student club and club members but all RCC students are welcome to continue the legacy of community leadership by pursuing this certificate. CALA is open to all majors. This program provides training and knowledge on issues of social justice, leadership, communication skills, career trajectory, community history, and non-profit advocacy. Course requirements for the certificate are one required fieldwork course, a personal development or life/career planning guidance course, and an Ethnic Studies course. Students are recommended and counseled along their journey via the student club and faculty coordination. They are encouraged to take additional courses based on their interests and major varying from the skills and themes, which comprise effective community non-profit advocacy.

Students can be certified by the faculty coordinator or designee for the CALA certificate after successfully completing the courses and inherent fieldwork hours embedded within POLS 14.

Item 2. Catalog Description

This certificate program is tailored to the former goals of the Community Action Leadership Academy (CALA) which was an externally funded internship program that ran at RCC from 2021-2026 to which students must apply and were accepted. Today, CALA is an ASRCC student club and club members but all RCC students are welcome to continue the legacy of community leadership by pursuing this certificate. CALA is open to all majors. This program provides training and knowledge on issues of social justice, leadership, communication skills, career trajectory, community history, and non-profit advocacy. Course requirements for the certificate are one required fieldwork course, a personal development or life/career planning guidance course, and an Ethnic Studies course.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Provide academic opportunities to learn and apply community history and wealth of knowledge
2. Allow students to connect important field experiences with academic theory and policy
3. Analyze the systemic barriers affecting social justice work in students' communities
4. Assist in student retention via cohort style learning opportunities

5. Deepen students' critical thinking and problem-solving skills regarding real world leadership scenarios and community engagement

Item 3. Program Requirements
12 Units Total

Required Courses: 9 units

Course	Title	Units	Sequencing
POLS-14	Fieldwork in Community Leadership	3	Fall
POLS-8	Introduction to Public Policy Analysis	3	Spring
	Select one of the following:	*3*	Winter or Any semester
GUI-47	Career Exploration and Life Planning	3	
GUI-48	College Success Strategies	3	

Elective Courses: 3 units

Course	Title	Units	Sequencing
	Select one of the following:	*3*	Any semester
ETS-1	Introduction to Ethnic Studies	3	
ETS-3	Introduction to African American Studies	3	
ETS-7	Women of Color in the United States	3	
ETS-8	Introduction to Black Feminism and Womanism	3	
ETS-13	Survey of Black Thought	3	
PHI-14	Survey of Black Thought	3	
ETS-14	African American History I	3	
HIST-14	African American History I	3	
ETS-15	African American History II	3	
HIST-15	African American History II	3	
ETS-21	Latinx Politics	3	
POLS-21	Latinx Politics	3	
ETS-23	Race, Ethnicity, and Politics in America	3	
POLS-23	Race, Ethnicity, and Politics in America	3	
ETS-44	Asian American History	3	
HIST-44	Asian American History	3	

Total Program Units: 12 units

Item 4. Master Planning

CALA of previous years and its current iteration is grounded in equity and access in providing compensated community internship work to non-traditional students or "opportunity youth" which in the case of CALA includes: first generation college students, underrepresented and underserved BIPOC and LGBTQ+ students, foster youth, system impacted students, student parents, economically challenged students, etc. The CALA

student club will be the anchor for identifying students who are interested in completing this certificate and its associated field work. This certificate in Community Action and Leadership allows students to fulfill their commitment to community service, organizing, and social justice principles and provide these student populations with the unique opportunity to complete guided field hours in nonprofit and municipal institutions-with accompanying coursework to fully inform their community work. Additionally, including the required anchor course (POLS 14) increases the flexibility for students to branch into various pathways in possible future iterations of CALA when available should students choose to explore policy and service specifically.

Item 5. Enrollment and Completer Projections

Our student club allows for the coordination of a yearly cohort-who will have the opportunity to complete this certificate throughout the duration of each academic year. Because of the cohort/ academy model of this program with a faculty advisor role, students will be mentored to completion of both the field work and the certificate. The program also allows for administrative and guidance support in a cohort style model, the legacy of the original CALA internship program which ran from 2021-2026 via external funding.

Item 6. Place of Program in Curriculum/Similar Programs

Most RCC certificate programs are housed within one discipline or department to hone specific skills whereas the Community Action and Leadership Certificate lays a foundation for interdisciplinary study through POLS, ETS, GUD, and ILA. This is possible because of the unique nature of bridging leadership skills with social justice philosophy via this program and certificate which will be the first of its kind.

Item 7. Similar Programs at Other Colleges in Service Area

RCC, until 2026, was the only pilot and continuing learn and earn program in the Inland Empire region receiving funds from the California Youth Leadership Corps (CYLC). CYLC is a statewide organization that created the pilot and anchor "learn and earn" programs in California community colleges beginning in 2021 which began as 5 campuses including RCC to 12 sites by 2023. This unique funding opportunity was cemented in the California state budget by the governor in 2022 going forward which allows RCC to institutionalize CALA and the Certificate in Community Action and Leadership. College Corps at RCC succeeds the CYLC funded version of CALA as does the anchor CALA student club following the expiration of the CYLC grant cycle.

Item 8. Transfer Preparation Information (if applicable)

The denotation of this certification and coursework on students' transcripts will make them highly attractive to transfer institutions as well as potential employers, especially those in the nonprofit or local business sector. In addition, by including Ethnic Studies as a part of the required coursework, students will satisfy their CSU Area F requirement and the expected UC Ethnic Studies required course for graduation.

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Program Narrative

Program Modification: Norco: Administration of Justice: Corrections

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Award Type: Associate of Science Degree

Program Goals and Objectives

For high school students who do not see the value in attending a traditional 4-year university but do want to pursue career fields where salary expectations and role responsibilities are promising, the correctional career field is an enticing and exciting option. The Riverside Community College District is also in a unique position, with location and with curriculum, to offer a program in Corrections that will ultimately benefit the community and the students attending.

A college degree is not required to apply in many of the career opportunities in our criminal justice system, but many employers do not hire applicants who only met the minimum requirements. The ability to provide a rigorous and quality course curriculum, which is already in existence in the district, that is cost effective and may be completed within 12 months, can be a very attractive educational option for those looking to enter this field.

The creation of this program would allow individuals to pursue a career in corrections armed with the legal and ethical knowledge taught in the proposed curriculum. This, along with beginning to establish relationships with peers and faculty, opportunities for internships, field trips, guest speakers, and volunteer opportunities, can help them create and build a resume that makes them more competitive in their professional endeavors. It also allows Norco College and our students to become educated and empathetic professionals learning how to analyze, communicate, and critically think in a time when the American correctional system and its professionals faces some major challenges. The Police Executive Research Forum, along with the RAND Corporation, RTI International, and the University of Denver, published a study on the future of corrections in America, and one of the major concentrations was on the hiring, education, and training of correctional officers, with forecasts that these discussions will continue to dominate the criminal justice and corrections professions.

The Administration of Justice discipline within the Riverside Community College District has also developed proposals to build multiple options for students to ensure the program is responsive and competitive, such as our partnerships with local city police departments within our local area, the Riverside County Probation Department and the Riverside County Sheriff's Department. This program may be an appropriate option for high school graduates looking for basic certificates to pursue employment in the field and it may also be an option as a supplement alongside an associate degree or an associate degree for transfer (ADT) for enrolled college students.

Catalog Description

The Corrections program provides students with the knowledge and exposure to the legal considerations and best practices of correctional administration while also preparing students to the fundamental professional principles within the field of corrections. Students pursuing this program will be introduced and

exposed to the three components of our criminal justice system, with an emphasis on the history of correctional systems in the United States, the current system, and the needs of the future within community corrections. Students will learn and demonstrate proficiency in the legal aspects of the correctional system and obtain a working knowledge required of professionals looking for entry-level positions within the corrections field.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Demonstrate comprehensive knowledge of the history and trends of the correctional system in the United States and describe the relationship between corrections and the components of the judicial system.
2. Analyze and describe the legal issues, specific laws, and general operations of correctional institutions.
3. Describe the differences between adult, juvenile, probation, and parole corrections systems.
4. Identify, understand, and demonstrate inmate processing procedures including receiving, discharge, and classification processes.
5. Assess the legal considerations and the rights of individuals within correctional systems.
6. Demonstrate professional best practices in methods of professional communications, interviewing and de-escalation techniques.
7. Identify, understand, and demonstrate appropriate and professional written and oral communication skills.

Program Requirements

Required Courses **Units:** 21.00

COURSE	TITLE	SEQUENCE	UNITS
Select one of the following:			3.00
ADJ-1	Introduction to the Administration of Justice	YR 1 - Fall	3.00
ADJ-1H	Honors Introduction to the Administration of Justice	YR 1 - Fall	3.00
ADJ-20	Introduction to Corrections	YR 1 - Fall	3.00
ADJ-22	Legal Aspects of Corrections	YR 1 - Fall	3.00
ADJ-25	Introduction to Probation and Parole	YR 1 - Spring	3.00
ADJ-8	Juvenile Law and Procedures	YR 1 - Spring	3.00
ADJ-21	Control & Supervision in Corrections	YR 1 - Spring	3.00
ADJ-24	Interviewing & Interrogation	YR 1 - Spring	3.00

Elective Courses **Units:** 9.00

COURSE	TITLE	SEQUENCE	UNITS
Select 9 units from the following:			9.00
Choose from any elective courses in the discipline.			
POLS-5	Introduction to Public Law	Any Term	3.00
SOC-20	Introduction To Criminology	Any Term	3.00

Total: 30.00

Associate of Science Degree

The Associate of Science Degree in Administration of Justice: Corrections will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

Minimum Degree Units		**Maximum Degree Units**	
Minimum Required Units	30.00	Maximum Required Units	30.00
Minimum Elective Units	12.00	Maximum Elective Units	0.00
Minimum GE Required Units	24.00	Maximum GE Required Units	34.00
Double Counted Units	6.00	Double Counted Units	3.00
Total Minimum Degree Units	60.00	**Total MaximumDegree Units**	61.00

Master Planning

The Corrections program provides a specialized academic focus in the third component of the criminal justice system. This focus is beneficial at a community college level due to the job outlook for entry-level positions within both the region and state. The implementation of this program will provide students enrolling at the college an opportunity to complete a program of study to assist in obtaining employment while also being exposed to the benefits of attending a community college, including career and employment planning and readiness, networking, tutoring, various student services and assistance, and the support and mentorship of faculty and staff. The program also meets one of the six guided pathways within the ADJ discipline.

The program will help to bolster students' employability while transferring to complete their undergraduate degrees, especially students looking to enter specific professions within our criminal justice system or social and behavioral sciences. Potential interested students could also come from other behavioral science programs including students from sociology, psychology, social work, or pre-law/pathway to law school students who are interested in corrections-related professions or justice movements.

To best serve the greatest number of students, the master plan for the program includes offering the corrections classes in a variety of modalities including hybrid and distant education, as well as integrating current scheduling changes within the ADJ program to offer the corrections classes in a manner most beneficial and effective for students. Partnerships and internships are also being developed with local agencies, including the Riverside County Probation Department and the Riverside County Sheriff's Department, to best benefit both potential employers and our students.

Enrollment and Completer Projections

The ADJ program at Norco College continues to grow and has exceeded its student numbers since the COVID pandemic in 2020. Current enrollment in our ADJ program of study is over 500. With heavy recruitment in public safety throughout the state by local, county and state agencies, our students will have a better opportunity to attain livable-wage careers with the education we will provide them.

Program of Study

	2022-2023	2021-2022	2020-2021	2019-2020
Enrollment Numbers	426	319	333	411
Program Awards	32	49	37	31
Retention Rates	91.9%	92.4%	87.2%	89.1%

Place of Program in Curriculum/Similar Programs

Currently, the ADJ program offers an associate degree, an associate degree for transfer (ADT), and 2 state approved certificates (Administration of Justice and Crime Scene Investigations). Within the program curriculum, all the existing courses are in the district catalog. Three of the dedicated courses solely for the corrections program (ADJ-21, ADJ-22, and ADJ-25) were added to the College Catalog this year. These three courses are also electives in the AS and ADT degrees offered in ADJ. No new courses have been created for this program offering.

Similar Programs at Other Colleges in Service Area

Norco College has a growing student population in public safety, three state prisons, and multiple county jails in our local area. This program is needed to meet the needs of our student population and working adults in the corrections field. The program offerings at all community colleges within 40 miles of the Riverside Community College District were reviewed:

Community College Campus	Miles from Riverside	Program Offerings
San Bernardino Valley College	8.1	Certificate in Corrections (18 units)
Crafton Hills College	15.8	N/A
Chaffey College	16.2	Correctional Science Degree Correctional Science Certificate
Santiago Canyon College	26.1	N/A
Mt. San Jacinto College	26.1	Employment Concentration Certificates in: Corrections (15 Units)

Mt. San Antonio College	27.5	N/A
Citrus College	31.2	Certificate in Correctional Science (22-23 Units)
Irvine Valley College	31.3	N/A
Fullerton College	32.2	N/A
Santa Ana College	33.3	Corrections Officer Program Certificate (18 Units)
Saddleback College	33.8	N/A
Victor Valley College	34.5	Corrections Officer Core Course (Local Certificate)
Coastline College	36.8	N/A
Orange Coast College	37.4	N/A
Rio Hondo College	38.2	A.A. in Corrections (24 Units) A.S. in Corrections (27 Units)
Cypress College	39.0	N/A

Transfer Preparation Information (if applicable)

N/A

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Program Narrative

Program Modification: Norco: Administration of Justice

Award Type: Associate of Science Degree and Certificate of Achievement

Program Goals and Objectives

This program focuses on the criminal justice system, its organizational components and processes, as well as its legal and public policy contexts. This includes instruction in criminal law and policy, police and correction systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues.

Catalog Description

This program focuses on the criminal justice system, its organizational components and processes, as well as its legal and public policy contexts. This includes instruction in criminal law and policy, police and correction systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Demonstrate knowledge of the breadth, scope and interconnectivity of the criminal justice system.
2. Demonstrate an understanding of the theories and research in the area of crime, criminality and criminal justice.
3. Demonstrate a basic knowledge of criminal law.
4. Demonstrate a knowledge of the implications of legal evidence in the processing of criminal cases.
5. Demonstrate a knowledge of the role of policing and the maintenance of favorable community relations.

Program Requirements

Required Courses **Units:** 18.00

COURSE	TITLE	SEQUENCE	UNITS
ADJ-1	Introduction to the Administration of Justice	YR 1 - Fall	3.00
ADJ-2	Principles and Procedures of the Justice System	YR 1 - Fall	3.00
ADJ-3	Concepts of Criminal Law	YR 1 - Spring	3.00
ADJ-4	Legal Aspects of Evidence	YR 1 - Spring	3.00
ADJ-5	Community Relations	YR 2 - Fall	3.00
ADJ-9	Law In American Society	YR 2 - Spring	3.00

Elective Courses **Units:** 9.00

COURSE	TITLE	SEQUENCE	UNITS
Complete 9 units from the following:			9.00
Choose any elective courses in the discipline, or:			
POLS-5	Introduction to Public Law	Any Term	3.00

SOC-20	Introduction To Criminology	Any Term	3.00

Total: 27.00

Associate of Science Degree

The Associate of Science Degree in Administration of Justice will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

Minimum Degree Units		**Maximum Degree Units**	
Minimum Required Units	27.00	Maximum Required Units	27.00
Minimum Elective Units	20.00	Maximum Elective Units	2.00
Minimum GE Required Units	24.00	Maximum GE Required Units	34.00
Double Counted Units	3.00	Double Counted Units	3.00
Total Minimum Degree Units	68.00	**Total MaximumDegree Units**	67.00

Master Planning

The Administration of Justice Program aligns with the College's Mission to inspire, challenge, and empower our diverse, multi-cultural community of student learners to realize their goals; promote citizenship, integrity, leadership, and global awareness; encourage academic excellence and professionalism.

Enrollment and Completer Projections

Projection of number of students to earn certificate/degree annually through TOPS Code 210500.

	Annual 2017-2018 Award Count	Annual 2018-2019 Award Count	Annual 2019-2020 Award Count	Annual 2020-2021 Award Count
Norco College Total	9	31	40	47
Associate in Science for Transfer (A.S.-T) Degree	5	22	31	36
Associate of Science (A.S.) Degree	1			1
Certificate requiring 18 to <30 semester units	1			
Certificate requiring 16 to fewer than 30 semester units				1
Certificate requiring 6 to <18 semester units	2	9	9	9

California Community Colleges Chancellor's Office

Credit Course Retention/Success Rate Summary Report

		Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
Norco College Total						
	Fall 2021					

	Spring 2021	339	315	258	92.92 %	76.11 %
	Fall 2020	319	265	196	93.07 %	61.44 %
	Spring 2020	316	316	267	100.00 %	84.49 %
	Fall 2019	320	291	230	90.94 %	71.88 %
	Spring 2019	279	245	205	87.81 %	73.48 %
	Fall 2018	255	244	202	95.69 %	79.22 %
	Spring 2018	213	197	158	92.49 %	74.65 %
	Fall 2017	162	153	127	94.44 %	78.40 %

Students identifying ADJ as their program of study:

Program of Study	Fall 2016	Fall 2017	Fall 2018
Administration of Justice	194	153	60
Administration of Justice CSUGE	19	41	92
Administration of Justice IGETC	4	4	61
Administration of Justice: Crime Scene Investigation	159	140	182
Administration of Justice: Law Enforcement	14	15	4
Total	390	353	399

As of 2019-2020, students currently enrolled in our ADJ program is estimated at 758 with a 89.1% retention rate.

Place of Program in Curriculum/Similar Programs
All courses are currently available in the Norco College inventory.

Similar Programs at Other Colleges in Service Area
Norco College is the only college in the district without an AS degree in Administration of Justice. The AS degree was removed from NC's catalog after the 2008 recession with NC did not have a full-time faculty in the discipline. Today, Norco College has a growing student population. There is no other college in our service area that has a similar program.

Transfer Preparation Information (if applicable)
Not applicable.

Program Outline

Title: Apprenticeship Carpentry, Concrete, A.S. degree

Originator: Paul Van Hulle **Date** 10/6/2026

Department: Carpentry

College/Learning Pathway/Engagement Center: Norco - School of Science, Technology, Engineering & Mathematics

☐ **Moreno Valley College** ☒ **Norco College** ☐ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 0952.80 **CIP Code: 15.0405**

Type of Program:
☐ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☒ Certificate of Achievement and Degree

Type of Associate Degree: ☒ Associate of Arts ☐ Associate of Science

This is a: ☒ New certificate/degree* ☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

This program provides related and supplemental instruction for students who are apprentices through the Southwest Carpenters Training Fund; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Required Documentation

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☒ Evidence of district-wide discipline communication
☒ Department minutes showing approval
☐ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

To provide related and supplemental instruction for students who are apprentices through Norco Community College; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Program Learning Outcomes:

- **Prepares individuals to apply technical knowledge and skills to layout, cut fabricate, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations, and roughing-in, finish carpentry techniques, and applicable codes and standards.**

- **Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors.**

- **May also install cabinets, siding, drywall, and batt or roll insulation, includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.**

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

The Apprenticeship Carpentry, Concrete program provides the required related and supplemental instruction for interior systems apprentices in the technical skills required in the trade. Successful completion may result in journey worker status.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Apprenticeship Carpentry, Tilt-up, AS (Total 22.5-24)

Required courses: Complete the following number of units: 17.5

Course	Title	Units	Sequencing
CRP-404C	**Printreading for General Carpentry**	1.5	
CRP-421A	**Orientation for General Carpentry**	2	
CRP-421B	**Safety and Health for General Carpentry**	2	
CRP-421E	**Tool and Equipment Applications for General Carpentry**	1.5	
CRP-425A	**Foundations and Flatwork**	1.5	
CRP-426A	**Tilt-Up Panel Construction**	1.5	
CRP-426B	**Wall Forming**	1.5	
CRP-426C	**Gang Forms and Columns**	1.5	
CRP-427C	**Beam and Deck Forming**	1.5	
CRP-427D	**Stairs and Ramp Forming**	1.5	
CRP-428A	**Bridge Construction**	1.5	

Elective courses, Min units: 5 and Max units: 6.5

Course	Title	Units	Sequencing
CRP-421C	**Basic Wall Framing**	1.5	
CRP-422A	**Commercial Floor Framing**	1.5	
CRP-423B	**Basic Roof Framing**	1.5	
CRP-424A	**Basic Commercial Framing**	1.5	
CRP-424D	**Transit Level and Laser**	2	
CRP-425D	**Advanced Printreading**	2	
CRP-428E	**Bridge Falsework**	1.5	
CRP-429A	**Rigging**	1.5	
CRP-429C	**Solar Installer Level 1**	1	
CRP-495	**Water Treatment Facilities**	1.5	

Total Program Units: **22.5-24 units**

Item 4. Master Planning

Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

This certificate/degree is aligned with Norco College's mission to serve students, the community, and the workforce through educational opportunity, collaboration, and pathways to certificates and degrees. The program strengthens the college's career education portfolio by providing related and supplemental instruction for registered apprentices, supporting college credit attainment, and preparing students for journey-level employment in Carpentry. In doing so, it advances Norco College's master planning

priorities related to workforce responsiveness, employer engagement, student success, and regional economic development.

Item 5. Enrollment and Completer Projections

Projection of number of students to earn certificate/degree annually.

20-25 enrollments and 10-20 each year.

Item 6. Place of Program in Curriculum/Similar Programs

Must address how the certificate/degree fits in college's existing inventory.

Other certificate in the Carpentry program include:
Apprenticeship Carpentry, Acoustical Installer, AS
Apprenticeship Carpentry, Acoustical Installer, CA
Apprenticeship Carpentry, Concrete, AS
Apprenticeship Carpentry, Concrete, CA
Apprenticeship Carpentry, Drywall/Lather, AS
Apprenticeship Carpentry, Drywall/Lather, CA
Apprenticeship Carpentry, Drywall Finisher
Apprenticeship Carpentry, Finish Carpentry
Apprenticeship Carpentry, Framing
Apprenticeship Carpentry, Insulator
Apprenticeship Carpentry, Millwrighting
Apprenticeship Carpentry, Pile Driver
Apprenticeship Carpentry, Plastering
Apprenticeship Carpentry, Tilt-Up

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Santiago Canyon College and Southwest Carpenters Training Fund and many other colleges have Apprenticeship Carpentry, Acoustical Installer, AS programming certificates.

Item 8. Transfer Preparation Information (if applicable)

If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

None

Program Outline

Title: Apprenticeship Carpentry, Drywall Lather, A.S. degree

Originator: Paul Van Hulle **Date** 10/6/2026

Department: Carpentry

College/Learning Pathway/Engagement Center: Norco - School of Science, Technology, Engineering & Mathematics

☐ **Moreno Valley College** ☒ **Norco College** ☐ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 0952.80 **CIP Code: 15.0405**

Type of Program:
☐ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☒ Certificate of Achievement and Degree

Type of Associate Degree: ☒ Associate of Arts ☐ Associate of Science

This is a: ☒ New certificate/degree* ☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

This program provides related and supplemental instruction for students who are apprentices through the Southwest Carpenters Training Fund; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Required Documentation

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☒ Evidence of district-wide discipline communication
☒ Department minutes showing approval
☐ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

To provide related and supplemental instruction for students who are apprentices through Norco Community College; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Program Learning Outcomes

- **Prepares individuals to apply technical knowledge and skills to layout, cut fabricate, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations, and roughing-in, finish carpentry techniques, and applicable codes and standards.**

- **Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors.**

- **May also install cabinets, siding, drywall, and batt or roll insulation, includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.**

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

The Apprenticeship Carpentry, Drywall Lather program provides the required related and supplemental instruction for interior systems apprentices in the technical skills required in the trade. Successful completion may result in journey worker status.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Apprenticeship Carpentry, Tilt-up, AS (Total 24)

Required courses: Complete the following number of units: 18

Course	Title	Units	Sequencing
CRP-471A	**Orientation for Interior Systems/Drywall Lather Craft**	2	
CRP-471B	**Safety and Health for Interior Systems/Drywall Lather Craft**	2	
CRP-471C	**Tool and Equipment Applications for Interior Systems/Drywall Lather Craft**	1.5	
CRP-472A	**Basic Metal Framing**	1.5	
CRP-472B	**Basic Lathing**	1.5	
CRP-473A	**Framing Ceilings and Soffits**	1.5	
CRP-473B	**Framing Suspended Ceilings**	1.5	
CRP-474A	**Printreading for Interior Systems/Drywall Lather Craft**	2	
CRP-474B	**Advanced Printreading**	1.5	
CRP-475A	**Light Gage Welding AWS - A**	1.5	
CRP-483	**Doors and Door Frames**	1.5	

Elective courses, Min units: 6 and Max units: 6

Course	Title	Units	Sequencing
CRP-472C	**Advanced Lathing**	1.5	
CRP-474C	**Air, Moisture, and Thermal Barriers**	1.5	
CRP-475B	**Light Gage Welding LAC**	1.5	
CRP-475C	**Light Gage Welding AWS - B**	1.5	
CRP-476A	**Basic Hand Finishing**	1.5	
CRP-476B	**Finishing Tools**	1.5	
CRP-477A	**Drywall Installation/Finish Trims**	1.5	
CRP-477B	**Advanced Hand Finishing**	1.5	
CRP-477C	**Advanced Automatic Finishing Tools**	1.5	
CRP-478B	**Advanced Metal Framing**	1.5	
CRP-478C	**Wet Wall Finishes**	1.5	
CRP-478D	**Ceiling and Soffit Finishing**	1.5	
CRP-479A	**Drywall Acoustical Ceilings**	1.5	
CRP-482B	**S/B Firestop/Fireproofing Procedures**	1	
CRP-482C	**Decorative Trims and Textures**	1.5	
CRP-489	**Freeform Lathing**	1.5	

Total Program Units: 24

Item 4. Master Planning
Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

This certificate/degree is aligned with Norco College's mission to serve students, the community, and the workforce through educational opportunity, collaboration, and pathways to certificates and degrees. The program strengthens the college's career education portfolio by providing related and supplemental instruction for registered apprentices, supporting college credit attainment, and preparing students for journey-level employment in Carpentry. In doing so, it advances Norco College's master planning priorities related to workforce responsiveness, employer engagement, student success, and regional economic development.

Item 5. Enrollment and Completer Projections
Projection of number of students to earn certificate/degree annually.

20-25 enrollments and 10-20 each year.

Item 6. Place of Program in Curriculum/Similar Programs
Must address how the certificate/degree fits in college's existing inventory.

Other certificate in the Carpentry program include:
Apprenticeship Carpentry, Acoustical Installer, AS
Apprenticeship Carpentry, Acoustical Installer, CA
Apprenticeship Carpentry, Concrete, AS
Apprenticeship Carpentry, Concrete, CA
Apprenticeship Carpentry, Drywall/Lather, AS
Apprenticeship Carpentry, Drywall/Lather, CA
Apprenticeship Carpentry, Drywall Finisher
Apprenticeship Carpentry, Finish Carpentry
Apprenticeship Carpentry, Framing
Apprenticeship Carpentry, Insulator
Apprenticeship Carpentry, Millwrighting
Apprenticeship Carpentry, Pile Driver
Apprenticeship Carpentry, Plastering
Apprenticeship Carpentry, Tilt-Up

Item 7. Similar Programs at Other Colleges in Service Area
Justification of need for certificate/degree in the region.

Santiago Canyon College and Southwest Carpenters Training Fund and many other colleges have Apprenticeship Carpentry, Acoustical Installer, AS programming certificates.

Item 8. Transfer Preparation Information (if applicable)

If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

None

Program Outline

Title: Apprenticeship Carpentry, Finish Carpentry, A.S. degree

Originator: Paul Van Hulle **Date** 10/6/2026

Department: Carpentry

College/Learning Pathway/Engagement Center: Norco - School of Science, Technology, Engineering & Mathematics

☐ **Moreno Valley College** ☒ **Norco College** ☐ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 0952.80 **CIP Code: 15.0405**

Type of Program:
☐ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☒ Certificate of Achievement and Degree

Type of Associate Degree: ☒ Associate of Arts ☐ Associate of Science

This is a: ☒ New certificate/degree* ☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

This program provides related and supplemental instruction for students who are apprentices through the Southwest Carpenters Training Fund; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Required Documentation

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☒ Evidence of district-wide discipline communication
☒ Department minutes showing approval
☐ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

To provide related and supplemental instruction for students who are apprentices through Norco Community College; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Program learning outcomes

- **Prepares individuals to apply technical knowledge and skills to layout, cut fabricate, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations, and roughing-in, finish carpentry techniques, and applicable codes and standards.**

- **Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors.**

- **May also install cabinets, siding, drywall, and batt or roll insulation, includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.**

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

The Apprenticeship Carpentry, Finish Carpentry program provides the required related and supplemental instruction for interior systems apprentices in the technical skills required in the trade. Successful completion may result in journey worker status.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Apprenticeship Carpentry, Finish Carpentry, AS (Total 24.5)
Complete all of the following

Major courses: Complete the following number of units: 24.5

Course	Title	Units	Sequencing
CRP-404C	**Printreading for General Carpentry**	1.5	
CRP-421A	**Orientation for General Carpentry**	2	
CRP-421B	**Safety and Health for General Carpentry**	2	
CRP-421C	**Basic Wall Framing**	1.5	
CRP-424D	**Transit level and laser**	2	
CRP-425D	**Advanced Printreading**	2	
CRP-433A	**Cabinet Millwork and Assembly**	1.5	
CRP-433B	**Cabinet Installation**	1.5	
CRP-433C	**Show Case and Loose Store Fixtures**	1.5	
CRP-433D	**Molding and Trims**	1.5	
CRP-434A	**Plastic Laminates**	1.5	
CRP-434B	**Solid and Stone Surfaces**	1.5	
CRP-434C	**Stair Trim**	1.5	
CRP-434D	**Doors and Door Hardware**	1.5	
CRP-435C	**Exit and Electrical Security Devices**	1.5	

Total Program Units: 24.5 units

Item 4. Master Planning

Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

This certificate/degree is aligned with Norco College's mission to serve students, the community, and the workforce through educational opportunity, collaboration, and pathways to certificates and degrees. The program strengthens the college's career education portfolio by providing related and supplemental instruction for registered apprentices, supporting college credit attainment, and preparing students for journey-level employment in Carpentry. In doing so, it advances Norco College's master planning priorities related to workforce responsiveness, employer engagement, student success, and regional economic development.

Item 5. Enrollment and Completer Projections

Projection of number of students to earn certificate/degree annually.

20-25 enrollments and 10-20 each year.

Item 6. Place of Program in Curriculum/Similar Programs

Must address how the certificate/degree fits in college's existing inventory.

Other certificate in the Carpentry program include:

Apprenticeship Carpentry, Acoustical Installer, AS
Apprenticeship Carpentry, Acoustical Installer, CA
Apprenticeship Carpentry, Concrete, AS
Apprenticeship Carpentry, Concrete, CA
Apprenticeship Carpentry, Drywall/Lather, AS
Apprenticeship Carpentry, Drywall/Lather, CA
Apprenticeship Carpentry, Drywall Finisher
Apprenticeship Carpentry, Finish Carpentry
Apprenticeship Carpentry, Framing
Apprenticeship Carpentry, Insulator
Apprenticeship Carpentry, Millwrighting
Apprenticeship Carpentry, Pile Driver
Apprenticeship Carpentry, Plastering
Apprenticeship Carpentry, Tilt-Up

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Santiago Canyon College and Southwest Carpenters Training Fund and many other colleges have Apprenticeship Carpentry, Acoustical Installer, AS programming certificates.

Item 8. Transfer Preparation Information (if applicable)

If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

None

Program Outline

Title: Apprenticeship Carpentry, Framing, A.S. degree

Originator: Paul Van Hulle **Date** 10/4/2026

Department: Carpentry

College/Learning Pathway/Engagement Center: Norco - School of Science, Technology, Engineering & Mathematics

☐ **Moreno Valley College** ☒ **Norco College** ☐ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 0952.80 **CIP Code: 15.0405**

Type of Program:
☐ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☒ Certificate of Achievement and Degree

Type of Associate Degree: ☒ Associate of Arts ☐ Associate of Science

This is a: ☒ New certificate/degree* ☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

This program provides related and supplemental instruction for students who are apprentices through the Southwest Carpenters Training Fund; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Required Documentation

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☒ Evidence of district-wide discipline communication
☒ Department minutes showing approval
☐ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

To provide related and supplemental instruction for students who are apprentices through Norco Community College; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Program Learning Outcomes

- **Prepares individuals to apply technical knowledge and skills to layout, cut fabricate, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations, and roughing-in, finish carpentry techniques, and applicable codes and standards.**

- **Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors.**

- **May also install cabinets, siding, drywall, and batt or roll insulation, includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.**

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

The Apprenticeship Carpentry, Framing program provides the required related and supplemental instruction for interior systems apprentices in the technical skills required in the trade. Successful completion may result in journey worker status.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Apprenticeship Carpentry, Framing, AS (Total 25-25.5)

Required courses: Complete the following number of units: 19

Course	Title	Units	Sequencing
CRP-404C	**Printreading for General Carpentry**	1.5	
CRP-421A	**Orientation for General Carpentry**	2	
CRP-421B	**Safety and Health for General Carpentry**	2	
CRP-421C	**Basic Wall Framing**	1.5	
CRP-421E	**Tool and Equipment Applications for General Carpentry**	1.5	
CRP-422A	**Commercial Floor Framing**	1.5	
CRP-422B	**Basic Stairs**	1.5	
CRP-422D	**Exterior Finish Details**	1.5	
CRP-423B	**Basic Roof Framing**	1.5	
CRP-424A	**Basic Commercial Framing**	1.5	
CRP-424B	**Advanced Commercial Framing**	1.5	
CRP-425C	**Advanced Stairs**	1.5	

Elective courses, Min units: 6 and Max units: 6.5

Course	Title	Units	Sequencing
CRP-423C	**Advanced Roof Framing**	1.5	
CRP-424C	**Panelized Roofing**	1.5	
CRP-424D	**Transit Level and Laser**	2	
CRP-425D	**Advanced Printreading**	2	
CRP-426B	**Wall Forming**	1.5	
CRP-472A	**Basic Metal Framing**	1.5	

Total Program Units: 25-25.5 units

Item 4. Master Planning

Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

This certificate/degree is aligned with Norco College's mission to serve students, the community, and the workforce through educational opportunity, collaboration, and pathways to certificates and degrees. The program strengthens the college's career education portfolio by providing related and supplemental instruction for registered apprentices, supporting college credit attainment, and preparing students for journey-level employment in Carpentry. In doing so, it advances Norco College's master planning priorities related to workforce responsiveness, employer engagement, student success, and regional economic development.

Item 5. Enrollment and Completer Projections
Projection of number of students to earn certificate/degree annually.

20-25 enrollments and 10-20 each year.

Item 6. Place of Program in Curriculum/Similar Programs
Must address how the certificate/degree fits in college's existing inventory.

Other certificate in the Carpentry program include:
Apprenticeship Carpentry, Acoustical Installer, AS
Apprenticeship Carpentry, Acoustical Installer, CA
Apprenticeship Carpentry, Concrete, AS
Apprenticeship Carpentry, Concrete, CA
Apprenticeship Carpentry, Drywall/Lather, AS
Apprenticeship Carpentry, Drywall/Lather, CA
Apprenticeship Carpentry, Drywall Finisher
Apprenticeship Carpentry, Finish Carpentry
Apprenticeship Carpentry, Framing
Apprenticeship Carpentry, Insulator
Apprenticeship Carpentry, Millwrighting
Apprenticeship Carpentry, Pile Driver
Apprenticeship Carpentry, Plastering
Apprenticeship Carpentry, Tilt-Up

Item 7. Similar Programs at Other Colleges in Service Area
Justification of need for certificate/degree in the region.

Santiago Canyon College and Southwest Carpenters Training Fund and many other colleges have Apprenticeship Carpentry, Acoustical Installer, AS programming certificates.

Item 8. Transfer Preparation Information (if applicable)
If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

None

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Apprenticeship Carpentry, Tilt-Up, A.S. degree

Originator: Paul Van Hulle **Date** 10/6/2026

Department: Carpentry

College/Learning Pathway/Engagement Center: Norco - School of Science, Technology, Engineering & Mathematics

☐ **Moreno Valley College** ☒ **Norco College** ☐ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 0952.80 **CIP Code: 15.0405**

Type of Program:
☐ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☒ Certificate of Achievement and Degree

Type of Associate Degree: ☒ Associate of Arts ☐ Associate of Science

This is a: ☒ New certificate/degree* ☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
(Please note: This information will be presented to the Board of Trustees.)

This program provides related and supplemental instruction for students who are apprentices through the Southwest Carpenters Training Fund; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Required Documentation

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☒ Evidence of district-wide discipline communication
☒ Department minutes showing approval
☐ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

To provide related and supplemental instruction for students who are apprentices through Norco Community College; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.

Program Learning Outcomes:

- **Prepares individuals to apply technical knowledge and skills to layout, cut fabricate, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations, and roughing-in, finish carpentry techniques, and applicable codes and standards**

- **Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors.**

- **May also install cabinets, siding, drywall, and batt or roll insulation, includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.**

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

The Apprenticeship Carpentry, Tilt-Up program provides the required related and supplemental instruction for interior systems apprentices in the technical skills required in the trade. Successful completion may result in journey worker status.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Apprenticeship Carpentry, Tilt-up, AS (Total 21)

Required courses: Complete the following number of units: 15

Course	Title	Units	Sequencing
CRP-402B	**Slabs/Interior-Exterior Footings**	1.5	
CRP-403A	**Tilt-Up Introduction**	1.5	
CRP-404A	**Lifting and Bracing Safety - Lifting Awareness**	1.5	
CRP-405A	**Wall-Column Forms/Cutting and Burning**	1.5	
CRP-405C	**Specialized Forms and Rigging**	1.5	
CRP-421A	**Orientation for General Carpentry**	2	
CRP-421B	**Safety and Health for General Carpentry**	2	
CRP-424D	**Transit Level and Laser**	2	
CRP-427D	**Stairs and Ramp Forming**	1.5	

Elective courses, Min units: 6 and Max units: 6

Course	Title	Units	Sequencing
CRP-404B	**Poured-in-Place Wall Forms**	1.5	
CRP-405B	**Site Work/Curb and Gutter**	1.5	
CRP-421C	**Basic Wall Framing**	1.5	
CRP-422A	**Commercial Floor Framing**	1.5	
CRP-422E	**Commercial Roof Framing**	1.5	
CRP-425A	**Foundations and Flatwork**	1.5	
CRP-426B	**Wall Forming**	1.5	
CRP-429A	**Rigging**	1.5	

Total Program Units: 21 units

Item 4. Master Planning

Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

This certificate/degree is aligned with Norco College's mission to serve students, the community, and the workforce through educational opportunity, collaboration, and pathways to certificates and degrees. The program strengthens the college's career education portfolio by providing related and supplemental instruction for registered apprentices, supporting college credit attainment, and preparing students for journey-level employment in Carpentry. In doing so, it advances Norco College's master planning priorities related to workforce responsiveness, employer engagement, student success, and regional economic development.

Item 5. Enrollment and Completer Projections
Projection of number of students to earn certificate/degree annually.

20-25 enrollments and 10-20 each year.

Item 6. Place of Program in Curriculum/Similar Programs
Must address how the certificate/degree fits in college's existing inventory.

Other certificate in the Carpentry program include:
Apprenticeship Carpentry, Acoustical Installer, AS
Apprenticeship Carpentry, Acoustical Installer, CA
Apprenticeship Carpentry, Concrete, AS
Apprenticeship Carpentry, Concrete, CA
Apprenticeship Carpentry, Drywall/Lather, AS
Apprenticeship Carpentry, Drywall/Lather, CA
Apprenticeship Carpentry, Drywall Finisher
Apprenticeship Carpentry, Finish Carpentry
Apprenticeship Carpentry, Framing
Apprenticeship Carpentry, Insulator
Apprenticeship Carpentry, Millwrighting
Apprenticeship Carpentry, Pile Driver
Apprenticeship Carpentry, Plastering
Apprenticeship Carpentry, Tilt-Up

Item 7. Similar Programs at Other Colleges in Service Area
Justification of need for certificate/degree in the region.

Santiago Canyon College and Southwest Carpenters Training Fund and many other colleges have Apprenticeship Carpentry, Acoustical Installer, AS programming certificates.

Item 8. Transfer Preparation Information (if applicable)
If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

None

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Culinary Arts - Associate of Science Degree and Certificate of Achievement - AS2000/AS2000C/CE2000

Originator: David Avalos **Date** 6/2/2026

Department: Advanced Technical Arts and Trades

College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades

☐ **Moreno Valley College** ☐ **Norco College** ☒ **Riverside City College**
(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 1306.00 **CIP Code: 12.0500**

Type of Program:
☐ Certificate of Achievement only ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only ☒ Certificate of Achievement and Degree

Type of Associate Degree: ☐ Associate of Arts ☒ Associate of Science

This is a: ☐ New certificate/degree* ☒ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**
☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)
- CUL 36, CUL 37, and CUL 38 are being broken up into smaller unit courses
- Students will have the option to take MAG-56- Human Resource Management OR MAG- 60 Into to Hospitality Management, which will better serve students interested in transferring. MAG 60 will also meet the American Culinary Federation management requirements.

Rationale:
(Please note: This information will be presented to the Board of Trustees.)
This modification is being made to better align the culinary academy curriculum with industry standards outlined by the American Culinary Federation. The culinary courses are currently 8 units, and these are being broken into smaller unit courses, to allow students more flexibility in course taking patterns, in alignment with equity-minded student success best practices. This will also allow for articulation to 4 year universities.

Required Documentation

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

☐ Evidence of district-wide discipline communication
☐ Department minutes showing approval
☐ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

Upon successful completion of this program, students should be able to:

1. Demonstrate learned customer service, wait staffing and point of sale system knowledge in a working dining room setting.
2. Employ proper safety and sanitation principles to the receiving, storage, preparation, and service of food.
3. Formulate menus utilizing menu design techniques, conversion of written recipes, and calculations of food costing and menu pricing.
4. Demonstrate practical and theoretical knowledge of classical and contemporary cooking methods for both hot food and baking/pastry arts.
5. Demonstrate practical knowledge of classical knife cuts. Apply learned cooking methods to international cuisines.
6. Demonstrate proficiency in piping skills, mold usage, plate presentation, and other artistic techniques used in the garde manger kitchen as well as hot food, cold food, and pastry presentation.

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

This program prepares individuals to provide professional chefs and related hospitality services in restaurants and other commercial food establishments. This includes instruction in recipe and menu planning, preparing and cooking foods, supervising and training kitchen assistance, the management of food supplies and kitchen resources, including cost and inventory controls, aesthetics of food preparation and presentation, as well as training in a wide variety of cuisines and culinary techniques.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

Required Courses: 28.5 units

Course	Title	Units	Sequencing
CUL 50	ServSafe	2	S1
CUL 29	Introduction to Food Service	1.5	S1
CUL 25	Menu Planning	1.5	S2

CUL 26	Food Cost Accounting	1.5	S3
CUL 27	Culinary Purchasing and Receiving	1.5	S1
CUL 56	Front of House Operations	3.5	S1
CUL 57	Culinary Production I	6	S2
CUL 58	Culinary Production II	6	S3
KIN 4	Nutrition	3	S2
CUL 20	Fundamentals of Baking I	2	S2

Elective Courses: 3 units

Course	Title	Units	Sequencing
MAG 56	Human Resource Management	3	S3
MAG 60	Introduction to Hospitality Management	3	S3

Total Program Units: 31.5 units

Item 4. Master Planning

Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

The Foundational Culinary Certificate includes the core classes offered in the culinary academy program. This certificate and degree prepares students to work in the culinary industry or transfer to a university in culinary arts.

Culinary Stackable Certificate/Degree Sequence- Front of House Operations Certificate (7 units) -> Foundational Culinary Arts Certificate (22.5 units) -> Culinary Arts Certificate (31.5 units) -> Culinary Arts Associate Degree of Science

Item 5. Enrollment and Completer Projections

Projection of number of students to earn certificate/degree annually.

The culinary academy enrolls 32 students a semester for the fall, winter and spring semesters. Additionally, the culinary courses aligned with the American Culinary Federation (CUL 50, 25, 26, and 27) will have 10 seats open to students in the culinary apprenticeship program or the general student body.

Item 6. Place of Program in Curriculum/Similar Programs

Must address how the certificate/degree fits in college's existing inventory.

This is the final certificate in the culinary arts stackable certificate sequence.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

RCC is the only college in the RCCD which offers a culinary program.

Item 8. Transfer Preparation Information (if applicable)

If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

This certificate is designed to allow students to transfer to a Culinary Arts bachelor's degree program. Cal Poly Pomona is currently the only program in the inland empire which aligns with a culinary industry focused degree similar to this one.

Program Outline of Record – Non-Credit Certificates

Program Outline

Title: Food Service Career & Certification Preparation - Certificate of Competency - CC8025

Originator: David Avalos **Date** 6/2/2025

Department: Culinary

College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades

College: ☐ **Moreno Valley College** ☐ **Norco College** ☒ **Riverside City College**
(Please note: Programs are college specific. If multiple colleges wish to include this program, a separate proposal and college specific supporting documents are required.)

TOPs Code: 1306.00 **CIP Code:** 12.0500

Certificate is being proposed as:

☒ **Certificate of Completion (CDCP Eligible)** ☐ **Certificate of Competency (CDCP Eligible)**

Please specify non-credit category:

☒ Short-Term Vocational ☐ Workforce Preparation
☐ English as a Second Language ☐ Elementary and Secondary Basic Skills

☐ **Local Non-Credit Certificate (Not CDCP Eligible; Not Submitted to State Chancellor's Office)**

Please specify non-credit category:

☐ Citizenship for Immigrants ☐ Health and Safety
☐ Parenting ☐ Courses for Persons with Substantial Disabilities
☐ Home Economics ☐ Courses for Older Adults

This is a: ☐ New non-credit certificate* ☒ Modification to an existing non-credit certificate

*** New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**

☐ Yes, minutes attached ☐ Approval Pending
☒ No Capital or Budgetary Impacts

If this is a modification to an existing non-credit certificate, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, contact hour values, etc.)

Rationale:
This certificate is being modified in response to changes in the culinary curriculum.

Required Documentation

Please submit this form and the documents outlined below to your college's Curriculum Program Coordinator and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All new and modified programs must include the following:

☒ Evidence of district-wide discipline communication
☒ College discipline minutes showing approval
☒ Department minutes showing approval
☒ Narrative *(See following page)*
☒ Labor Market Information and Analysis *(For certificates in the Short-Term Vocational category only)*

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation, workforce preparation, basic skills, civic education, or lifelong learning purpose. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives. Select an appropriate program goal of either: CTE, for short-term vocational or local, for all other certificates. Note: If the certificate program goal selected is "Career Technical Education (CTE)," then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

This program is designed for those wishing to enter the foodservice industry as an entry-level cook or for those in the Riverside City College Cook & Pastry Apprenticeship Program. These courses teach the fundamentals of Safety & Sanitation, Menu planning, Food Cost Accounting, Purchasing & Receiving, and Food Preparation.

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

This program is designed for those wishing to enter the foodservice industry as an entry-level cook or for those in the Riverside City College Cook & Pastry Apprenticeship Program. These courses teach the fundamentals of Safety & Sanitation, Menu planning, Food Cost Accounting, Purchasing & Receiving, and Food Preparation.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Demonstrate the importance of food service sanitation and safety by identifying the vulnerable aspects within the food service environment in terms of their potential for physical, biological, and chemical contamination.
2. Demonstrate a working knowledge of menu selection and development, working with emphasis on determining the use of food items on the menu that are most suitable for a particular establishment.
3. Perform mathematical functions related to the food service operation that include costing recipes and menus.
4. Perform current regulations for inspecting and grading various food products, proper techniques of receiving, storing, and rotating and requisition of those food products, and proper procedures to inventory those products.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. The courses specified must coincide with the courses associated with the certificate proposal record. Within the program requirements table, specify the total student contact hours of each course. Course titles and contact hours must be exact.

Required Courses: 180 hours

Course	Title	Hours	Sequencing
CUL 850	ServeSafe Food Safety	54	S1
CUL 829	Introduction to Food Service	27	S1
CUL 825	Menu Planning	27	S2
CUL 826	Food Cost Accounting	27	S3
CUL 827	Culinary Purchasing and Receiving	27	S1
CUL 820	Fundamentals of Baking I	36	S2

Elective Courses: ____ hours

Course	Title	Hours	Sequencing

Total Program Hours: 198 hours

Item 4. Master Planning

Describe how the certificate program fits into the mission, curriculum, and master planning of the college and higher education in California.

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The Food Service Career Certification program aligns with the college's mission by serving those that have interest in the culinary field. It serves a diverse population that helps men and women find work as cooks in numerous food service establishments and meets the needs and expectations of both the college and food industry.

RCCD RIVERSIDE COMMUNITY COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Program Narrative

Program Modification: Moreno Valley: Advanced American College English

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Award Type: Certificate of Competency

Program Goals and Objectives

ESL students are placed within the sequence of courses in the Advanced English as a Second Language Certificate according to their English abilities. Students completing this pattern of study will have a beginning level of fluency in the English language which will help them be successful in academic courses, CTE courses, or general employment.

Catalog Description

ESL students are placed within the sequence of courses in the Advanced English as a Second Language Certificate according to their English abilities. Students completing this pattern of study will have a beginning level of fluency in the English language which will help them be successful in academic courses, CTE courses, or general employment.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Communicate in English so that students can function with native speakers in academic transfer-level courses or work environments.
2. Write English, such as essays, at an academic level.
3. Demonstrate knowledge of patterns and expectations of United States culture, especially in the college and work environments.

Program Requirements

Required Courses **Hours** 286.00

COURSE	TITLE	SEQUENCE	HOURS
ESL-848	Intermediate American College English	YR 1 - Fall	90.00
ESL-849	High-Intermediate American College English	YR 1 - Fall	98.00
ESL-850	Advanced American College English	YR 1 - Fall	98.00

Total: 286.00

Master Planning

Mirrored, non-credit courses allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their business. However, before they can be successful in either academic or CTE courses, they need to be able to function in English in an academic environment. Unfortunately, students who have not lived in California for a year and a day must pay non-resident fees $258 ($304 total per unit), making a typical ESL class $1,520 instead of $240. For many of our undocumented prospective students, even the resident rate is not achievable. Since noncredit courses have low or no tuition, they allow students to access a college education. In addition to providing an inexpensive entry point, non-credit courses allow students to save financial aid for their credit courses.

Two recent changes at the state level have made noncredit courses an exciting pathway for undocumented students.

- Noncredit CCC Apply- Assembly Bill 3101 (AB 3101) mandates that students seeking to enroll exclusively in career development, college preparation, and other non-credit courses be exempt from residency classification requirements. At the state level, noncredit is identified as the primary way to make college accessible to undocumented adult learners. This is especially relevant for our ESL students. In response to AB 3101, the Chancellor's Office is designing a new noncredit application that does not include questions on residency so that undocumented applicants feel more comfortable applying. RCC is one of several colleges in the state piloting this new application.
- Bridge to Credit through AB 540--Originally, AB 540 excluded adult learners; however, a recent change to the legislation includes the amount of time that a student is enrolled in an adult school or community college in the student's eligibility. To qualify, prospective students can now verify that they 1. attended a combination of California high school, adult school, and community college for the equivalent of three (3) years or more, and 2. have graduated or will graduate with a high school diploma or GED.

A year's equivalence at a community college is a minimum of 24 semester units ($7,296.00). For noncredit courses, a year's attendance is a minimum of 420 class hours per year. Given that students would have to pay for their credit courses out of pocket, it is unlikely that they will take advantage of the credit option. Noncredit then becomes a realistic bridge to access credit education. This will not only increase the enrollment at the college, but it targets low-income students who otherwise may not have had access to courses, which is now part of the funding formula.
Mirroring the ESL courses ensures accessibility to our community and promotes equity, stated goals of the district's colleges, while addressing concerns of undocumented students and those who do not need the credit to meet their college goals. This is an opportunity when one considers key findings of the most recent SWOT Analysis for RCCD (August 28, 2019) which includes the following observations:

1. More than 50% of RCCD region households speak another language than English at home.
2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
3. RCCD region has lower educational attainment levels. (125)

- Addressing the Equity Gap--Providing mirrored courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students, and improve RCCD's adult education services.

In English as a Second Language in California's Community Colleges the Public Policy Institute of California reports, "Our finding that Latinos are much less likely to be degree-seeking ESL students suggests that they may be more likely to enroll in these non-credit pathways. Therefore, strengthening connections between non-credit and credit ESL pathways can also help promote more equitable outcomes" (29). Considering RCCD's large population of Spanish-speaking students, offering non-credit courses in ESL is essential in helping establish equity.

As Hispanic Serving Institutions, the colleges in the district can promote equity by creating these mirrored non-credit courses, ensuring opportunity for Hispanics who speak English as a second language.
Finally, providing non-credit courses will increase enrollment in credit course. Students who start in non-credit classes can switch to the credit track when they start a new course. This means that if a student places in ESL 46, he or she can take the first two courses as non-credit, then decide to take 48 as a credit class to take advantage of the transfer options, creating a low-barrier entry for students.

- Partnership between Adult Schools and RCCD--In addition, Riverside ABout Students Consortium Report published in January 2019 makes the recommendation that RCCD "Expand or consider adding new Basic Skills, CTE, and ESL programs in those communities with low educational attainment and relatively low participation rates Geographic Area: Northwest, North, and South subregion" (11). The report indicates that there is a substantial population of adults in the Riverside area who do not speak English well and are currently not taking advantage of education. It notes, "The North sub-region has the largest population of potential Basic Skills and ESL Students, with 54,063 and 19,208 potential students respectively" (12). Although not all students who start non-credit ESL courses would have

the goal of transfer, the district would increase enrollment by tapping into this population. Further, because the level of the courses is actually moving up (starting at the previous ESL 52 level), there will not be a conflict between RCCD's and local-area adult schools' course offerings. Students who have taken courses to improve their skills at adult schools will not be forced into the lowest-level ESL course but will probably enter 2-3 courses above, so they are not at a disadvantage.

- Qualifications of Instructors--Although logistics regarding non-credit courses are still being determined by the district, in RCCD, instructors of non-credit courses will have to meet the same minimum qualifications as those in credit courses. In fact, classes should ideally be composed of both credit and non-credit students with the only distinction being how the instructor maintains records.

RCCD will provide two non-credit CDCP certificates of competency (Ed Code 84760) for students who do not need credit classes but need to improve their English skills with the goal of being prepared for CTE courses, further academic courses, or the workforce. Many colleges in the state (e.g. Reedley College, Mt. SAC, and Cypress College) have non-credit ESL certificates.

By organizing courses into certificates, faculty are creating a clear pathway for students. The Chancellor's office has encouraged colleges to organize courses into certificate patterns, which are linked directly to enhanced funding. These certificates allow students to see a tangible benefit to taking classes and provide motivation to complete course sequences. In addition, this establishes an outcome metric from which the college can gauge student success.
Sources:
Bryan Reece, et. al. Strengths, Weaknesses, Opportunities, and Threats Analysis for Riverside Community College District, August 29, 2018.
https://www.rccd.edu/administration/educationalservices/ieffectiveness/Documents/DSPC/Team%20C%20SWOT%20Analysis.pdf

BW Research Partnership. Riverside ABout Students Consortium Report, January 2019.
https://caladulted.org/DownloadFile/763

Public Policy Institute of California--Olga Rodriguez, Sarah Bohn, Laura Hill, and Bonnie Brooks. English as a Second Language in California's Community Colleges, April 2019. https://www.ppic.org/wp-content/uploads/english-as-a-second-language-in-californias-community-colleges.pdf

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Program Narrative

Program Modification: Norco: Advanced American College English

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Award Type: Certificate of Competency

Program Goals and Objectives

ESL students are placed within the sequence of courses in the Advanced English as a Second Language Certificate according to their English abilities. Students completing this pattern of study will have a beginning level of fluency in the English language which will help them be successful in academic courses, CTE courses, or general employment.

Catalog Description

ESL students are placed within the sequence of courses in the Advanced English as a Second Language Certificate according to their English abilities. Students completing this pattern of study will have a beginning level of fluency in the English language which will help them be successful in academic courses, CTE courses, or general employment.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Write English, such as essays, at an academic level.
2. Communicate in English so that students can function with native speakers in academic transfer-level courses or work environments.
3. Demonstrate knowledge of patterns and expectations of United States culture, especially in the college and work environments.

Program Requirements

Required Courses **Hours** 286.00

COURSE	TITLE	SEQUENCE	HOURS
ESL-848	Intermediate American College English	Any Term	90.00
ESL-849	High-Intermediate American College English	Any Term	98.00
ESL-850	Advanced American College English	Any Term	98.00
			Total: 286.00

Master Planning

Why are you creating mirrored non-credit courses?

Mirrored, non-credit courses allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their business. However, before they can be successful in either academic or CTE courses, they need to be able to function in English in an academic environment. Unfortunately, students who have not lived in California for a year and a day must pay non-resident fees $258 ($304 total per unit), making a typical ESL class $1,520 instead of $240. For many of our undocumented prospective students, even the resident rate is not achievable. Since noncredit courses have low or no tuition, they allow students to access a college

education. In addition to providing an inexpensive entry point, non-credit courses allow students to save financial aid for their credit courses.

Two recent changes at the state level have made noncredit courses an exciting pathway for undocumented students.

Noncredit CCC Apply- Assembly Bill 3101 (AB 3101) mandates that students seeking to enroll exclusively in career development, college preparation, and other non-credit courses be exempt from residency classification requirements. At the state level, noncredit is identified as the primary way to make college accessible to undocumented adult learners. This is especially relevant for our ESL students. In response to AB 3101, the Chancellor's Office is designing a new noncredit application that does not include questions on residency so that undocumented applicants feel more comfortable applying. RCC is one of several colleges in the state piloting this new application.

Bridge to Credit through AB 540--Originally, AB 540 excluded adult learners; however, a recent change to the legislation includes the amount of time that a student is enrolled in an adult school or community college in the student's eligibility. To qualify, prospective students can now verify that they 1. attended a combination of California high school, adult school, and community college for the equivalent of three (3) years or more, and 2. have graduated or will graduate with a high school diploma or GED.

A year's equivalence at a community college is a minimum of 24 semester units ($7,296.00). For noncredit courses, a year's attendance is a minimum of 420 class hours per year. Given that students would have to pay for their credit courses out of pocket, it is unlikely that they will take advantage of the credit option. Noncredit then becomes a realistic bridge to access *credit* education. This will not only increase the enrollment at the college, but it targets low-income students who otherwise may not have had access to courses, which is now part of the funding formula.

Mirroring the ESL courses ensures accessibility to our community and promotes equity, stated goals of the district's colleges, while addressing concerns of undocumented students and those who do not need the credit to meet their college goals. This is an opportunity when one considers key findings of the most recent SWOT Analysis for RCCD (August 28, 2019) which includes the following observations:

1. More than 50% of RCCD region households speak another language than English at home.

2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.

3. RCCD region has lower educational attainment levels. (125)

Addressing the Equity Gap--Providing mirrored courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students, and improve RCCD's adult education services.

In *English as a Second Language in California's Community Colleges* the Public Policy Institute of California reports, "Our finding that Latinos are much less likely to be degree-seeking ESL students suggests that they may be more likely to enroll in these non-credit pathways. Therefore, strengthening connections between non-credit and credit ESL pathways can also help promote more equitable outcomes" (29). Considering RCCD's large population of Spanish-speaking students, offering non-credit courses in ESL is essential in helping establish equity.

As Hispanic Serving Institutions, the colleges in the district can promote equity by creating these mirrored non-credit courses, ensuring opportunity for Hispanics who speak English as a second language.

Finally, providing non-credit courses will increase enrollment in credit course. Students who start in non-credit classes can switch to the credit track when they start a new course. This means that if a student places in ESL 46, he or she can take the first two courses as non-credit, then decide to take 48 as a credit class to take advantage of the transfer options, creating a low-barrier entry for students.

Partnership between Adult Schools and RCCD--In addition, *Riverside ABout Students Consortium Report* published in January 2019 makes the recommendation that RCCD "Expand or consider adding new Basic Skills, CTE, and ESL programs in those communities with low educational attainment and relatively low participation rates Geographic Area: Northwest, North, and South subregion" (11). The report indicates that there is a substantial population of adults in the Riverside area who do not speak English well and are currently not taking advantage of education. It notes, "The North sub-region has the largest population of potential Basic Skills and ESL Students, with 54,063 and 19,208 potential students respectively" (12). Although not all students who start non-credit ESL courses would have the goal of transfer, the district would increase enrollment by tapping into this population. Further, because the level of the courses is actually moving up (starting at the previous ESL 52 level), there will not be a conflict between RCCD's and local-area adult schools' course offerings. Students who have taken courses to improve their skills at adult schools will not be forced into the lowest-level ESL course but will probably enter 2-3 courses above, so they are not at a disadvantage.

Qualifications of Instructors--Although logistics regarding non-credit courses are still being determined by the district, in RCCD, instructors of non-credit courses will have to meet the same minimum qualifications as those in credit courses. In fact, classes should ideally be composed of both credit and non-credit students with the only distinction being how the instructor maintains records.

Why is the ESL Discipline advocating for certificates?

RCCD will provide two non-credit CDCP certificates of competency (Ed Code 84760) for students who do not need credit classes but need to improve their English skills with the goal of being prepared for CTE courses, further academic courses, or the workforce. Many colleges in the state (e.g. Reedley College, Mt. SAC, and Cypress College) have non-credit ESL certificates.

By organizing courses into certificates, faculty are creating a clear pathway for students. The Chancellor's office has encouraged colleges to organize courses into certificate patterns, which are linked directly to enhanced funding.

These certificates allow students to see a tangible benefit to taking classes and provide motivation to complete course sequences. In addition, this establishes an outcome metric from which the college can gauge student success.

Sources:

Bryan Reece, et. al. *Strengths, Weaknesses, Opportunities, and Threats Analysis for Riverside Community College District*, August 29, 2018.
https://www.rccd.edu/administration/educationalservices/ieffectiveness/Documents/DSPC/Team%20C%20SWOT%20Analysis.pdf

BW Research Partnership. *Riverside ABout Students Consortium Report*, January 2019.
https://caladulted.org/DownloadFile/763

Public Policy Institute of California--Olga Rodriguez, Sarah Bohn, Laura Hill, and Bonnie Brooks. *English as a Second Language in California's Community Colleges*, April 2019. https://www.ppic.org/wp-content/uploads/english-as-a-second-language-in-californias-community-colleges.pdf

RCCD RIVERSIDE COMMUNITY COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Program Narrative

Program Modification: Riverside City: Advanced American College English

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Award Type: Certificate of Competency

Program Goals and Objectives

The program goal is to increase student fluency in productive and receptive English at an advanced level moving toward proficient academic fluency. Students completing this pattern of study will have an advanced/proficient level of fluency (CEFR B2-C1) in the English language which will help them be successful in academic courses, CTE courses, or general employment.

Catalog Description

ESL students are placed within the sequence of courses in the Advanced American College English Certificate according to their English fluency. Students completing this pattern of study will have a proficient level of fluency in the English language which will help them be successful in academic courses, CTE courses, or general employment.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Produce academic essays in English at a proficient/advanced level.
2. Communicate in English with flexibility in academic college or business contexts.
3. Demonstrate a general awareness of patterns and expectations of United States culture, especially in the college and business environments.

Program Requirements

Required Courses **Hours** 98.00

COURSE	TITLE	SEQUENCE	HOURS
ESL-850	Advanced American College English	YR 1 - Fall	98.00

Elective Courses **Hours** 36.00-98.00

COURSE	TITLE	SEQUENCE	HOURS
Select one course from the following:			36.00-98.00
ESL-849	High-Intermediate American College English	YR 1 - Fall	98.00
ESL-873	High Intermediate Reading and Vocabulary	YR 1 - Spring	90.00
ESL-893	Oral Skills III: Advanced Oral Communication	YR 1 - Fall	72.00
ESL-895	Pronunciation	YR 1 - Fall	72.00
ESL-890D	Special Topics in ESL: Verb Tense Review	YR 1 - Fall	36.00
ESL-890L	Special Topics in English as a Second Language: Punctuation of Phrases and Clauses	YR 1 - Fall	36.00

ESL-890M	Special Topics in English as a Second Language: Articles and Prepositions	YR 1 - Fall	36.00
ESL-890P	Special Topics in ESL: Mastering Academic Vocabulary	YR 1 - Fall	36.00

Total: 134.00-196.00

Master Planning

The noncredit ESL certificates align with the mission of the college by allowing our diverse community access to the college. For many community members, improving English fluency is a pathway to CTE and credit courses that lead to education and employment. These courses also expand communication skills and promote self-development and cultural awareness.

Mirrored, non-credit courses especially allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their employment. However, before they can be successful in either academic or CTE courses, they need to be able to function in English in an academic environment. Unfortunately, students who have not lived in California for a year and a day must pay non-resident fees. For many of our undocumented prospective students, even the resident rate is not achievable. Since noncredit courses have low or no tuition, they allow students to access a college education. In addition to providing an inexpensive entry point, non-credit courses allow students to save financial aid for their credit courses, allowing them to transition into degree or CTE certificate pathways.

Two recent changes at the state level have made noncredit courses an exciting pathway for undocumented students.

- Noncredit CCC Apply- Assembly Bill 3101 (AB 3101) mandates that students seeking to enroll exclusively in career development, college preparation, and other non-credit courses be exempt from residency classification requirements. At the state level, noncredit is identified as the primary way to make college accessible to undocumented adult learners. This is especially relevant for our ESL students. In response to AB 3101, the Chancellor's Office is designing a new noncredit application that does not include questions on residency so that undocumented applicants feel more comfortable applying. RCC is one of several colleges in the state piloting this new application.
- Bridge to Credit through AB 540--Originally, AB 540 excluded adult learners; however, a recent change to the legislation includes the amount of time that a student is enrolled in an adult school or community college in the student's eligibility. To qualify, prospective students can now verify that they 1. attended a combination of California high school, adult school, and community college for the equivalent of three (3) years or more, and 2. have graduated or will graduate with a high school diploma or GED.

A year's equivalence at a community college is a minimum of 24 semester units ($7,296.00). For noncredit courses, a year's attendance is a minimum of 420 class hours per year. Given that students would have to pay for their credit courses out of pocket, it is unlikely that they will take advantage of the credit option. Noncredit then becomes a realistic bridge to access credit education. This will not only increase the enrollment at the college, but it targets low-income students who otherwise may not have had access to courses, which is now part of the funding formula.

Mirroring the ESL courses ensures accessibility to our community and promotes equity, stated goals of the district's colleges, while addressing concerns of undocumented students and those who do not need the credit to meet their college goals. This is an opportunity when one considers key findings of the most recent SWOT Analysis for RCCD (August 28, 2019) which includes the following observations:

1. More than 50% of RCCD region households speak another language than English at home.
2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
3. RCCD region has lower educational attainment levels. (125)

- Addressing the Equity Gap--Providing mirrored courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students, and improve RCCD's adult education services.

In English as a Second Language in California's Community Colleges the Public Policy Institute of California reports, "Our finding that Latinos are much less likely to be degree-seeking ESL students suggests that they may be more likely to enroll in these non-credit pathways. Therefore, strengthening connections between non-credit and credit ESL pathways can also help promote more equitable outcomes" (29). Considering RCCD's large population of Spanish-speaking students, offering non-credit courses in ESL is essential in helping establish equity.

As Hispanic Serving Institutions, the colleges in the district can promote equity by creating these mirrored non-credit courses, ensuring opportunity for Hispanics who speak English as a second language.

Finally, providing non-credit courses will increase enrollment in credit course. Students who start in non-credit classes can switch to the credit track when they start a new course. This means that if a student places in ESL 46, he or she can take the first two courses as non-credit, then decide to take 48 as a credit class to take advantage of the transfer options, creating a low-barrier entry for students.

- Partnership between Adult Schools and RCCD--In addition, Riverside ABout Students Consortium Report published in January 2019 makes the recommendation that RCCD "Expand or consider adding new Basic Skills, CTE, and ESL programs in those communities with low educational attainment and relatively low participation rates Geographic Area: Northwest, North, and South subregion" (11). The report indicates that there is a substantial population of adults in the Riverside area who do not speak English well and are currently not taking advantage of education. It notes, "The North sub-region has the largest population of potential Basic Skills and ESL Students, with 54,063 and 19,208 potential students respectively" (12). Although not all students who start non-credit ESL courses would have the goal of transfer, the district would increase enrollment by tapping into this population. Further, because the level of the courses is actually moving up (starting at the previous ESL 52 level), there will not be a conflict between RCCD's and local-area adult schools' course offerings. Students who have taken courses to improve their skills at adult schools will not be forced into the lowest-level ESL course but will probably enter 2-3 courses above, so they are not at a disadvantage.
- Qualifications of Instructors--Although logistics regarding non-credit courses are still being determined by the district, in RCCD, instructors of non-credit courses will have to meet the same minimum qualifications as those in credit courses. In fact, classes should ideally be composed of both credit and non-credit students with the only distinction being how the instructor maintains records.

Why is the ESL Discipline advocating for certificates?

RCCD will provide three non-credit CDCP certificates of competency (Ed Code 84760) for students who do not need credit classes but need to improve their English skills with the goal of being prepared for CTE courses, further academic courses, or the workforce. Many colleges in the state (e.g. Reedley College, Mt. SAC, and Cypress College) have non-credit ESL certificates.

By organizing courses into certificates, faculty are creating a clear pathway for students. The Chancellor's office has encouraged colleges to organize courses into certificate patterns, which are linked directly to enhanced funding.

These certificates allow students to see a tangible benefit to taking classes and provide motivation to complete course sequences. In addition, this establishes an outcome metric from which the college can gauge student success.

Sources:

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Public Policy Institute of California--Olga Rodriguez, Sarah Bohn, Laura Hill, and Bonnie Brooks. English as a Second Language in California's Community Colleges, April 2019. https://www.ppic.org/wp-content/uploads/english-as-a-second-language-in-californias-community-colleges.pdf

RCCD RIVERSIDE COMMUNITY COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Program Narrative

Program Modification: Riverside City: Intermediate American College English

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Award Type: Certificate of Competency

Program Goals and Objectives

The program goal is to increase student fluency in productive and receptive English at an intermediate level moving toward fluency. Students completing this pattern of study will have a high-intermediate/independent level of fluency (CEFR B1-B2) in the English language which will help them be successful in social situations, academic courses, or general employment.

Catalog Description

ESL students are placed within the sequence of courses in the Intermediate American College English Certificate according to their English fluency. Students completing this pattern of study will have an independent level of fluency in the English language which will help them be successful interacting in social situations, participating in academic courses, and engaging in general employment.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Produce writing such as basic academic essays in English at a high-intermediate level.
2. Communicate in English so that students can function with native speakers to express opinions and discuss abstract topics in academic or business contexts.
3. Demonstrate a growing awareness of patterns and expectations of United States culture, especially in social, academic and business situations.

Program Requirements

Required Courses **Hours** 98.00

COURSE	TITLE	SEQUENCE	HOURS
ESL-849	High-Intermediate American College English	YR 1 - Spring	98.00

Elective Courses **Hours** 36.00-90.00

COURSE	TITLE	SEQUENCE	HOURS
Select one of the following courses:			36.00-90.00
ESL-848	Intermediate American College English	YR 1 - Fall	90.00
ESL-872	Intermediate Reading and Vocabulary	YR 1 - Spring	90.00
ESL-892	Oral Skills II: Intermediate Oral Communication	YR 1 - Fall	72.00
ESL-895	Pronunciation	YR 1 - Spring	72.00
ESL-890D	Special Topics in ESL: Verb Tense Review	YR 1 - Spring	36.00
ESL-890L	Special Topics in English as a Second Language: Punctuation of Phrases and Clauses	YR 1 - Spring	36.00

ESL-890M	Special Topics in English as a Second Language: Articles and Prepositions	YR 1 - Spring	36.00
ESL-890P	Special Topics in ESL: Mastering Academic Vocabulary	YR 1 - Spring	36.00

Total: 134.00-188.00

Master Planning

The noncredit ESL certificates align with the mission of the college by allowing our diverse community access to the college. For many community members, improving English fluency is a pathway to CTE and credit courses that lead to education and employment. These courses also expand communication skills and promote self-development and cultural awareness.

Mirrored, non-credit courses especially allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their employment. However, before they can be successful in either academic or CTE courses, they need to be able to function in English in an academic environment. Unfortunately, students who have not lived in California for a year and a day must pay non-resident fees. For many of our undocumented prospective students, even the resident rate is not achievable. Since noncredit courses have low or no tuition, they allow students to access a college education. In addition to providing an inexpensive entry point, non-credit courses allow students to save financial aid for their credit courses, allowing them to transition into degree or CTE certificate pathways.

Two recent changes at the state level have made noncredit courses an exciting pathway for undocumented students.

- Noncredit CCC Apply- Assembly Bill 3101 (AB 3101) mandates that students seeking to enroll exclusively in career development, college preparation, and other non-credit courses be exempt from residency classification requirements. At the state level, noncredit is identified as the primary way to make college accessible to undocumented adult learners. This is especially relevant for our ESL students. In response to AB 3101, the Chancellor's Office is designing a new noncredit application that does not include questions on residency so that undocumented applicants feel more comfortable applying. RCC is one of several colleges in the state piloting this new application.
- Bridge to Credit through AB 540--Originally, AB 540 excluded adult learners; however, a recent change to the legislation includes the amount of time that a student is enrolled in an adult school or community college in the student's eligibility. To qualify, prospective students can now verify that they 1. attended a combination of California high school, adult school, and community college for the equivalent of three (3) years or more, and 2. have graduated or will graduate with a high school diploma or GED.

A year's equivalence at a community college is a minimum of 24 semester units ($7,296.00). For noncredit courses, a year's attendance is a minimum of 420 class hours per year. Given that students would have to pay for their credit courses out of pocket, it is unlikely that they will take advantage of the credit option. Noncredit then becomes a realistic bridge to access credit education. This will not only increase the enrollment at the college, but it targets low-income students who otherwise may not have had access to courses, which is now part of the funding formula.

Mirroring the ESL courses ensures accessibility to our community and promotes equity, stated goals of the district's colleges, while addressing concerns of undocumented students and those who do not need the credit to meet their college goals. This is an opportunity when one considers key findings of the most recent SWOT Analysis for RCCD (August 28, 2019) which includes the following observations:

1. More than 50% of RCCD region households speak another language than English at home.
2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
3. RCCD region has lower educational attainment levels. (125)

- Addressing the Equity Gap--Providing mirrored courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students, and improve RCCD's adult education services.

In English as a Second Language in California's Community Colleges the Public Policy Institute of California reports, "Our finding that Latinos are much less likely to be degree-seeking ESL students suggests that they may be more likely to enroll in these non-credit pathways. Therefore, strengthening connections between non-credit and credit ESL pathways can also help promote more equitable outcomes" (29). Considering RCCD's large population of Spanish-speaking students, offering non-credit courses in ESL is essential in helping establish equity.

As Hispanic Serving Institutions, the colleges in the district can promote equity by creating these mirrored non-credit courses, ensuring opportunity for Hispanics who speak English as a second language.

Finally, providing non-credit courses will increase enrollment in credit course. Students who start in non-credit classes can switch to the credit track when they start a new course. This means that if a student places in ESL 46, he or she can take the first two courses as non-credit, then decide to take 48 as a credit class to take advantage of the transfer options, creating a low-barrier entry for students.

- Partnership between Adult Schools and RCCD--In addition, Riverside ABout Students Consortium Report published in January 2019 makes the recommendation that RCCD "Expand or consider adding new Basic Skills, CTE, and ESL programs in those communities with low educational attainment and relatively low participation rates Geographic Area: Northwest, North, and South subregion" (11). The report indicates that there is a substantial population of adults in the Riverside area who do not speak English well and are currently not taking advantage of education. It notes, "The North sub-region has the largest population of potential Basic Skills and ESL Students, with 54,063 and 19,208 potential students respectively" (12). Although not all students who start non-credit ESL courses would have the goal of transfer, the district would increase enrollment by tapping into this population. Further, because the level of the courses is actually moving up (starting at the previous ESL 52 level), there will not be a conflict between RCCD's and local-area adult schools' course offerings. Students who have taken courses to improve their skills at adult schools will not be forced into the lowest-level ESL course but will probably enter 2-3 courses above, so they are not at a disadvantage.
- Qualifications of Instructors--Although logistics regarding non-credit courses are still being determined by the district, in RCCD, instructors of non-credit courses will have to meet the same minimum qualifications as those in credit courses. In fact, classes should ideally be composed of both credit and non-credit students with the only distinction being how the instructor maintains records.

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