RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

District Technical Review Committee
Meeting Agenda

Tuesday, March 18, 2025   **2:30-4:00pm**   **CAADO 209/Zoom**

Committee Members	Guests
☐ Steven Schmidt (Chair, MUS)	☐ Lijuan Zhai (AVC ES&IE, RCCD)
☐ Eric Bishop (Co-Chair, Int. VC Ed. Services)	☐ Bryan Medina (CPRO, RCCD)
☐ Kelly Douglass (ENG, RCC)	☐ Nicole Banerjee (AO, RCC)
☐ Brian Johnson (MAT, NOR)	☐ Nick Franco (AO, NOR)
☐ Nick Sinigaglia (PHI, MVC)	☐ Deanna Murrell (AO, MVC)
	☐ Sabina Fernandez (CPRO, MVC)
	☐ Casandra Greene (CPRO, RCC)
	☐ Nicole Brown (CPRO, NOR)
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.

2. Approval of Minutes – March 4, 2025
    The minutes 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 College Curriculum Committees.

2. 2025-2026 Curriculum Calendar
    The 2025-2026 curriculum calendar will be reviewed, discussed, and considered for approval.

Discussion Items and Public Comment

1. AB 2821 Accessible Software – Shawna BuShell
2. CCN Guidance Document – Kelly Douglass
3. Open Forum
4. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

2025-2026 Riverside Community College District Curriculum Calendar

July 2025

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July
- **3** Legal Holiday/Day of Observance

August 2025

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August

September 2025

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September
- **1** Legal Holiday/Day of Observance
- **2** Tech Review and DCC
- **9** College Curriculum Committee
- **16** Tech Review and DCC
- **19** CCN Launch Deadline
- **23** College Curriculum Committee
- **26** CCN Approval Deadline for Chairs and Facilitators

October 2025

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October
- **3** *Launch Deadline - All Courses and Programs*
- **7** Tech Review and DCC
- **10** Deadline for Department Chairs and Facilitators
- **14** College Curriculum Committee
- **21** Tech Review and DCC
- **28** College Curriculum Committee

November 2025

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November
- **4** Tech Review and DCC - Last Possible TR
- **11** Legal Holiday/Day of Observance
- **13** Special College Curriculum/DCC - Last Possible
- **17** Chancellor's Cabinet Final Possible
- **18** Tech Review and DCC
- **24-27** Classes Not in Session

December 2025

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December
- **2** Tech Review and DCC
- **2** Board of Trustees Committee - Final Possible
- **9** College Curriculum Committee
- **9** Board of Trustees - Final Possible

January 2026

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January
- **1** Legal Holiday/Day of Observance
- **19** Legal Holiday/Day of Observance

February 2026

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February
- **13** Legal Holiday/Day of Observance
- **16** Legal Holiday/Day of Observance
- **24** College Curriculum Meeting

March 2026

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March
- **3** Technical Review & District Curriculum
- **10** College Curriculum Meeting
- **17** Technical Review & District Curriculm
- **24** College Curriculum Meeting
- **31** Legal Holiday/Day of Observance

April 2026

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April
- **7** Technical Review & District Curriculum
- **13-19** Spring Break
- **21** Technical Review & District Curriculum
- **27** CORs Effctv. for 26-27 Become Active in Meta
- **28** College Curriculum Meeting

May 2026

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May
- **5** Technical Review & District Curriculum
- **12** College Curriculum Meeting
- **19** Technical Review & District Curriculum
- **25** Legal Holiday/Day of Observance
- **26** College Curriculum Meeting

June 2026

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June
- **2** Technical Review & District Curriculum
- **6-12** Finals Week

TR/DCC meet 1st 3rd Tues; College Comm. meet 2nd 4th Tues

No mtngs: 1st week of term, finals week, or WIN/SUM

2025-2026 Riverside Community College District Curriculum Calendar

July 2025

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July
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August 2025

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- **12** CCN Launch Deadline
- **16** Tech Review and DCC
- **19** CCN Approval Deadline for Chairs/Facilitators
- **23** College Curriculum Committee
- **26** *Launch Deadline - All Courses and Programs*
- **30** Tech Review and DCC

October 2025

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October
- **3** Deadline for Department Chairs and Facilitators
- **7** College Curriculum Committee
- **14** Tech Review and DCC
- **21** College Curriculum Committee
- **28** Tech Review and DCC - Last Possible

November 2025

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November
- **4** College Curr. and Special DCC - Last Possible
- **11** Legal Holiday/Day of Observance
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- **2** Board of Trustees Committee - Final Possible
- **9** College Curriculum Committee
- **9** Board of Trustees - Final Possible

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January
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February
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- **16** Legal Holiday/Day of Observance
- **24** College Curriculum Meeting

March 2026

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March
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May
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- **26** College Curriculum Meeting

June 2026

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June
- **2** Technical Review & District Curriculm
- **6-12** Finals Week

TR/DCC meet 1st 3rd Tues; College Comm. meet 2nd 4th Tues

No mtngs: 1st week of term, finals week, or WIN/SUM

2025-2026 Riverside Community College District Curriculum Calendar

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July
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May
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June 2026

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No mtngs: 1st week of term, finals week, or WIN/SUM

Medina, Bryan

For Agenda:

Dear DE colleagues,

You may be aware of [AB2821](#) which is the new accessibility regulation which will *"require the Chancellor of the California Community Colleges to establish, on or before January 1, 2026, a Disability Access and Compliance Training Program for California Community College campuses that meets prescribed requirements, and would require the chancellor and community college districts to develop specified training components. The bill would require community college districts, on or before the start of the 2026–27 academic year, to include the Disability Access and Compliance Training Program within existing college personnel training and onboarding, as specified. To the extent the bill would impose new duties on community college campuses and community college districts, the bill would impose a state-mandated local program."*

I reached out to Chad Funk at the CCCCO who put me in touch with the DSPS Program Lead, Jennifer Tabb. She was kind enough to send me information about what they are planning, and I thought this group might be interested. I know that many of us house digital instructional accessibility in our distance ed offices.

I'm attaching a slide deck that has information about this work, beginning on slide 8.

In addition, they sent out information (see below) in their DSPS newsletter.

What I am still somewhat unclear about is what exactly they will be saying in the training about who is responsible for what in terms of accessible course content. We are all aware, I'm sure, that many (all?) colleges are struggling to balance the faculty workload issue with the fact that none of our colleges/districts can possibly provide all the work needed to fix every accessibility issue in every course. This is true even if we are paying for some type of software to help with the identification and/or remediation of the problems. To me, this would be the CO's opportunity to address that issue.

Please reach out directly to your DSPS Coordinator to offer feedback, since that seems to be where this work resides. I'm also happy to ask Jennifer to speak to DECO if we feel that would be helpful, though it seems like we may want to wait until we're closer to the training release date in January. The only thing that might be helpful now is if we need more clarity around the section below titled "Requires each community college district to develop the following training components" since the guidance is that we begin that work now.

Best wishes,

Lisa

Lisa Beach, MBA, MEd
Director of Distance Education
Santa Rosa Junior College
President, CCC DECO

From the DSPS Newsletter:

AB 2821 (Grayson): Postsecondary Education: Students with Disabilities – Update

Recently, the 2024 Chaptered Legislation and Guidance Report was released by the Chancellor's Office, which included guidance to districts of all new laws enacted by the Legislature and signed by the Governor in 2024. AB 2821 was included in this document. The purpose of this information is to provide this information specific to AB 2821 and provide an update on current progress. **Please pass this information along to those who may be interested.**

Existing Law:
Education Code Section 67311 establishes the Disabilities Services and Programs for Students (DSPS) Program to provide support services to students with disabilities, so they have equal access to all educational programs and activities on campus. Education Code Section 67312 requires the Board of Governors to carry out specified actions regarding state-funded programs and services for students with disabilities.

Bill Purpose:
The purpose of this bill is to create a statewide framework for disability compliance training to ensure that students with disabilities can access the accommodations and supportive services they need for success.

Requirements Under New Law:
This bill requires the Chancellor's Office to establish a Disability Access and Compliance Training Program which includes the legal and procedural responsibility of college personnel to provide effective accommodations for disabled students.

<u>**Specifically, this bill:**</u>
·   Requires the Chancellor's Office, by January 1, 2026, to establish a Disability Access and Compliance Training Program for California Community College campuses. On or before the start of the 2026–27 academic year, community college districts shall include the Disability Access and Compliance Training Program within existing college personnel training and provide the training to college personnel upon onboarding.

·   **Requires the Chancellor's Office to develop the following training components:**
   o   The legal and procedural responsibility of college personnel to provide effective accommodations for disabled students, the implementation and administration of this responsibility, and the campus, criminal, and civil consequences for failing to comply with this responsibility.
   o   Guidance regarding constructing and enforcing accessibility fixtures and practices in the universal design of campus coursework and classrooms.
   o   Common facts and myths regarding anti-disability and ableist stigmas and prejudices, including guidance on how to mitigate and report instances of anti-disability and ableist discrimination and harassment.

·   **Requires each community college district to develop the following training components:**
   o   The availability of, and contact information for, academic, campus, and local community resources for individuals experiencing anti-disability or ableist discrimination or harassment.
   o   Training on how to increase access to campus academic accommodations hubs, disability students program faculty liaisons, academic accommodations guidance, disability access center

disability access liaison team members, designated campus department ambassadors, and any other relevant campus personnel to offer additional support to students with disabilities.

Chancellor's Office Guidance & Update:
The Chancellor's Office has begun to develop a virtual training module for the Disability Access and Compliance Training Program, in partnership with the [Association on Higher Education and Disability (AHEAD)](#) and will share further updates when available.

Community college districts should begin planning and developing the required portions they are responsible for.

The text of this bill is available on the California Legislative Information website:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2821

Discipline: English

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INTEGRATED COURSE OUTLINE OF RECORD

ENGLISH C1000

ENGL-C1000 : Academic Reading and Writing

College: RIV
Lecture Hours: 72.000
Lab Hours: 18.000
TBA Option: Yes
Outside-of-Class Hours: 144.000
Total Student Learning Hours: 234.000
Units: 4.00
Grading Methods: Letter Grade

Blue highlight is language copied from CCN
Pink highlight language is from local RCCD COR
Yellow highlight is to draw attention to labeling phrases used instead of Part 1 and Part 2

Course Description

Prerequisite: Placement as determined by the college's multiple measures assessment process

Course Credit Recommendation: Degree Credit

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Integrated reading and writing assignments respond to various rhetorical situations. Students will produce a minimum of 7500 words of writing, inclusive of 5000 words of assessed formal writing and 2500 words of other kinds of instructor-reviewed writing. Classroom instruction integrates writing lab activities. Students may not receive credit for both ENGL-C1000 and ENGL-C1000H.

Entrance Skills:
Before entering the course, students should be able to demonstrate the following skills:

1. **Distinguish main idea from evidence in texts and arguments.**
2. **Construct unified, organized essays, largely free of disruptive errors, which employ various rhetorical strategies, perspectives, and concrete evidence in support of arguable thesis statements.**
3. **Demonstrate writing as a process which includes pre-writing, drafting, and revising essays.**

Course Objectives:
Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Read analytically to understand and respond to diverse academic texts. (CCN template objective)
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation. (CCN template objective)
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work. (CCN template objective)
4. Analyze rhetorical strategies, content, and contexts in a variety of non-fiction texts written by authors representing and reflective of students in the classroom, including those written Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community.
5. Consider uses of tone in relation to audience and purpose.
6. Find and engage sources in writings, including thesis writing, summarizing, paraphrasing, and integrating quoted materials.
7. Write a researched essay.
8. Learn to give and to act on productive feedback to works in progress.
9. Practice citation conventions systematically.
10. Practice reading and composing in more than one genre to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes.
11. Gain experience writing timed essays, including ungraded or low-stakes writing.
12. Practice writing moves like problem-solving, posing questions, analyzing, interpreting, generalizing without stereotyping, and generating examples.

Student Learning Outcomes:

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

1. **Write texts using diverse rhetorical or multimodal strategies.**
   - **Critical Thinking**

2. **Write an inquiry-driven, analytical, or argument-based research essay on a culturally relevant issue that demonstrates critical reading and analysis of text-based sources.**
   - **Communication Skills**

General Education Outcomes:

- **RCCD General Education Pattern -** D1 - Language and Rationality - English Composition

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Course Content:

CCN ✗✗✗✗ Content:

1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.
8. Compose a minimum of 5,000 words of formal writing across major assignments

Local District Lecture Content:

1. In addition to the 5000 words of formal writing, an additional 2500 words of instructor-reviewed drafts, informal, multimodal, or other kinds of writing are required.
2. Critical reading and thinking skills
   a. Engagement and analysis of non-fiction texts that address culturally responsive issues
   b. Inclusion of Black, Indigenous, Latinx and Writers of Color and LGBTQ+ writers and other marginalized writers to ensure broad representation of thinkers
   c. Reading strategies
      i. Prereading strategies such as previewing, reflecting on relevant background knowledge, and establishing a purposeful approach
      ii. Active and post-reading reading strategies, which may include note-taking, working through difficult texts, identifying rhetorical strategies of a text, writing back to a text about the content and reading process (i.e., conceding, acknowledging, doubting, challenging, puzzling over, registering discomfort, affirming, inferring, exploring implications, weighing evidence), synthesizing ideas across texts, and increasing confidence and stamina in reading
   d. Awareness and understanding of elements of argumentation in texts
      i. The assertion and defense of claims
      ii. The use of sufficient and varied evidence in support of those claims
      iii. The use of logic/reasoning to construct arguments
      iv. The use of personal narrative to build effective arguments
      v. The use of tone as it impacts audience and purpose
      vi. The identification of patterns, trends, generalizations
3. Essay writing
   a. Instruction/practice in effective composition strategies
      i. Practicing strategies and developing individual processes for writing
      ii. Anticipating audience and purpose and adapting tone accordingly
      iii. Constructing arguable thesis statements
      iv. Using cause and effect, problem/solution, generalization from example, exemplifying
      v. Crafting introductory and conclusion paragraphs

vi. Constructing topic sentences (or: making the point of paragraphs clear)
                    vii. Employing word, sentence, and paragraph transitions as necessary
            b. Development of supporting ideas
                    i. Consistent line of reasoning as suggested by the thesis
                    ii. Use of textual evidence to support ideas
                            1. Integrating textual evidence
                            2. Quoting texts
                            3. Paraphrasing texts
                            4. Summarizing texts
                    iii. Use of transitional and organizational patterns
                    iv. Strategies for enhancing style
        4. Research writing
            a. Instruction/practice in topic generation
            b. Locating and evaluating sources, including electronic resources
            c. Fair use of sources (avoiding plagiarism)
            d. Synthesis and integration of sources
            e. Documentation, including parenthetical citations and works cited

Local District Lab Content:

Students working in the writing lab will:

1. Practice writing concepts which complement class content and activities, such as citation and documentation, integrating sources, organizational strategies, textual analysis, comparative analysis
2. Practice reading strategies, such as Reading Apprenticeship (talk-to-the text, reading autobiographies, metacognitive reading logs, modeling reading of different texts)
3. Practice research skills, such as finding and analyzing sources, using the library databases, interviewing for oral histories

Methods of Instruction:

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

Note: The following methods of instructions are driven by culturally responsive and sustaining and antiracist pedagogies:

- No-stakes, collaborative reading and writing activities and projects (e.g., speed dating, poster sessions and gallery walks, jigsaw, Save the Last Word, writing groups, literature circles, collaborative writing)
- Student-centered instruction: mini-lessons (5-10 minutes), followed by students practicing skills (40-45 minutes) and receiving one-on-one assistance as they work
- Modeling reading and writing skills and strategies via instructor or student samples
- Class discussion of texts (e.g., sharing out golden lines, student-generated discussion questions, think-pair-share)
- Guided reading activities, following CAP's instructional cycle (e.g., pre-reading and post-reading assignments focused first on comprehension and then analysis)
- Scaffolded writing activities (e.g., a sentence summary template that provides a model for introducing sources, collaboratively writing sections of the essay in class)
- Gamifying or storifying
- Making concepts and learning contextual
- Leveraging students' prior knowledge and experience
- Fostering community and relationships in the classroom
- Individual conferences with students to provide feedback and support
- Integration of multimodal and collaborative technologies and multimedia to engage students (e.g., use of the document camera to co-write as a class or for students to present their teamwork; use of media such as Padlet, Poll Anywhere, Google Docs, Flipgrid; short YouTube videos or clips in class)
- Use of embedded supports, such as SIs or embedded tutors who can participate in collaborative activities with students, answer questions, facilitate discussion, and help model reading and writing skills

Methods of Evaluation:

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

CCN Template Methods:

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.

Local District Methods:

Methods of evaluation must include a research paper, out-of-class writing.

Students' performances will be evaluated for demonstration of student learning outcomes using methods of evaluation, graded and/or ungraded, which may include, but are not limited to, the following:

- Multimodal texts that reflect a variety of experiences, interests, and histories, e.g., codex, zine, podcast, poster, oral history, interview, testimonio, photo essay
- Expository and argumentative essays
- Ungraded, scaffolded writing opportunities
- Account for scaffolded ungraded assignments (evidence of their writing process) that lead to larger writing assignment
- Participation in discussions and small group activities
- Laboratory work that helps students' development of their reading and writing skills
- Summaries of and responses to readings
- Reports and presentations

Sample Assignments: All local content — this section doesn't exist on CCN

Outside-of-Class Reading Assignments

Note: The following sample assignments are driven by culturally responsive and sustaining and antiracist pedagogies:

- Read texts and works that are relevant to the lives, issues, and experiences of our students to draw on students' funds of knowledge and the expertise they bring to class
- Read texts and works designed to build linguistic awareness of varied language uses, including a range of Englishes and use heritage languages and a range of Englishes in essays or other written assignments
- Read texts and works related to course or unit themes in order to discuss topics, ask questions, build vocabulary in different discursive contexts, generate lines of inquiry and guiding research questions, examine evidence, develop and contribute perspectives, and problem-solve
- Low-stakes, outside-of-class reading assignments: generating discussion questions and lines of inquiry; evidence charts or double-sided notes; guided annotations; summary; answering focus questions; finding and discussing golden lines; making text-to-self, text-to-text and/or text-to-world connections
- Low-stakes, in-class reading assignments: writing summaries, selecting and interpreting golden lines, freewriting, asking or answering questions, making personal connections; or using Reading Apprenticeship strategies
- Low-stakes, in-class collaborative assignments: collaborate with peers in pairs and/or teams or familias to discuss works, hear new and divergent perspectives, deepen rhetorical awareness, listen and respond to diverse views on and approaches to a range of topics, engage in consensus-building, draft responses, and share works generated

Outside-of-Class Writing Assignments

- Research works, via library research and/or an internet search, to develop depth and/or breadth in a topic or to corroborate findings
- Write scaffolded assignments aimed at offering practice in developing skills, such as an introduction or a conclusion following a template designed to address misconceptions or problem-solve
- Write works, such as personal narratives, literacy narratives, or educational narratives designed to promote critical introspection, connect to topics, reflect on relevant experiences, and pose real-world questions drawn from and relevant to the student-writer's experiences
- Write essays and other works that offer perspectives supported by evidence
- Write a research essay where students research and explore a topic relevant to their lives and their communities
- Collaborate on and co-author writing and research projects, such as research essays or annotated bibliographies
- Multimodal writing in response to different rhetorical situations, such as a codex, podcast, pamphlet, or op-ed
- Create a multimodal research or writing projects (e.g., a podcast, a YouTube video, a Padlet, piece of art, performative piece, creative writing)
- Create a writing portfolio with revisions and showcasing student growth and work throughout a unit or term
- Conduct interviews and create an oral history
- Present, share, and respond to student-generated works

- Reflect on or self-assess student-generated works via metacognitive journals, labor logues, or reflective letters designed to develop understanding of and address affective domain

Other Outside-of-Class Assignments

- A sample of a culturally responsive unit is focusing on the theme of food memoirs and Transnational Foodways. In the unit, students read articles that analyze food through the lens of identity, sustainability, equity, power, immigration, socioeconomic status, among others. They read and view visual texts such as: Amy Tan's "Fish Cheeks," Leah Chase, The Sioux Chef, Morales's "Growing Food and Justice: Dismantling Racism through Sustainable Food Systems," and McClintock's "From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California." Students write and then revise their food memoir and find areas that they would like to reflect or expand on to start doing preliminary research and submit a mini-proposal. Finally, they end the unit with a Transnational Foodways research project where they can incorporate parts of their food memoir into their research project along with completing an annotated bibliography.

Course Materials:

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

CCN template representative texts/materials: OER Anthology. *88 Open Essays.* https://commons.libretexts.org/book/human21509, 2024.
CCN template representative texts/materials: . *Purdue OWL* https://owl.purdue.edu/.
CCN template representative texts/materials: Course texts may include book-length works.
Local district representative texts/materials:.
Faculty should bring to the center authorial voices that have been historically marginalized on the basis of race, gender, sexuality, and ability -- including racialized groups that best reflect our student population: i.e. Latinx, Black. Purposefully incorporating BIPOC and LGBTQ+ writers intentionally addresses the needs of students who have been disproportionately impacted by racism and other forms of systemic discrimination. Readings should demonstrate a commitment to the valuing of student minds who may never have felt seen in education and should encourage learning that disrupts and challenges the historical norms that cultivated that traditional marginalization. To the extent possible, faculty should select Open Educational Resources (OER) materials, low-cost, and no-cost materials consistent with teaching Course Content to meet Course Objectives and Student Learning Outcomes. All materials used in this course will be periodically reviewed to ensure that they align with the COR. Possible texts include the following:
OER HANDBOOK: Guptill, Amy. Writing In College: From Competence to Excellence https://open.umn.edu/opentextbooks/textbooks/writing-in-college-from-competence-to-excellence, 2016.
OER HANDBOOK: Gagich, Melanie, and Emilie Zickel. A Guide to Rhetoric, Genre, and Success in First-Year Writing. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/, 2017.
BOOK/READER: Alexander, Michelle. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. New Press, 2010.
BOOK/READER: Gonzales, Roberto. Lives in Limbo : Undocumented and Coming of Age in America. University of California Press, 2015.
BOOK/READER: Luiselli, Valeria. Tell Me How It Ends: An Essay in Forty Questions. Coffee House Press. 2017.
BOOK/READER: Rios, Victor. Human Targets: Schools, Police, and the Criminalization of Latino Youth. University of Chicago Press, 2017.
BOOK/READER: Steele, Claude. Whistling Vivaldi. W. W. Norton & Company, 2011.
ARTICLE/EXCERPT: Anzaldúa, Gloria. "How to Tame a Wild Tongue." 1987/2012.
ARTICLE/EXCERPT: Baldwin, James. "If Black English Isn't a Language, Then Tell Me, What Is?" The New York Times. 1979.
ARTICLE/EXCERPT: Baldwin, James. "Letter to My Nephew." 1962.
ARTICLE/EXCERPT: Coates, Ta-Nehisi. "Letter to My Son." The Atlantic. 2015.
ARTICLE/EXCERPT: Coates, Ta-Nehisi. "The Case for Reparations." The Atlantic. 2014.
ARTICLE/EXCERPT: Ho, Limay and Amanda Northrop. "Confessions of a Wealthy Immigrant: "Model Minority" is a Myth." Vox. 2017. (Also Multimodal)
ARTICLE/EXCERPT: Hunt, Jerome and Aisha C. Moodie-Mills. "The Unfair Criminalization of Gay and Transgender Youth" Center for American Progress. 2012.
ARTICLE/EXCERPT: Muñoz, Manuel. "Leave Your Name at the Border." The New York Times. 2007.
ARTICLE/EXCERPT: Peak, Bethany. "Militarization of School Police: One Route on the School-to-Prison Pipeline." 2017.
ARTICLE/EXCERPT: Price, Devon. "Laziness Does Not Exist: But Unseen Barriers Do." Human Parts Online. 2018.
ARTICLE/EXCERPT: Sandberg, Sheryl, and Adam Grant. "Speaking While Female." The New York Times. 2015.

ARTICLE/EXCERPT: Staples, Brent. "Black Men and Public Space." 1986.
TEDTALK: Adichie, Chimamanda Ngozi. "The Danger of a Single Story," 2009.
TEDTALK: Mogahed, Dahlia. "What It's Like to Be Muslim in America." 2016.
ONLINE HANDBOOK: OWL at Purdue https://owl.purdue.edu/
Library research guides available at MVC, RCC, Norco

Codes/Dates:

CB03 TOP Code: 1501.00 - English
CB05 MOV Transfer Status: Transfers to Both UC/CSU (A)
CB05 NOR Transfer Status: Transfers to Both UC/CSU (A)
CB05 RIV Transfer Status: Transfers to Both UC/CSU (A)
C-ID#: ENGL 100

Board of Trustees Approval Date: 11/19/2024

COR Rev Date: 11/19/2024

GE Learning Outcomes:

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

Technical Review - Curriculum Proposals
Proposals for Review for 03/18/2025

Courses

Course Deletions

		M	N	R	Notes
DAN D19	Conditioning for Dance	☑	☐	☐	

Course Inclusions

		M	N	R	Notes
HUM 16	Arts and Ideas: American Culture	☑	☐	☐	

Course Major Modifications

		M	N	R	Notes
H ELE 73	Electric Motors and Transformers	☐	☑	☐	
Needs to hold for ELC-73.					
H MAN 73	Electric Motors and Transformers	☐	☑	☐	
Needs to hold for ELC-73.					

Course Minor Modifications

		M	N	R	Notes
H ELC 77	Electrical Theory for Electricians	☐	☑	☐	
Waiting for MAN-77					
H ELE 77	Electrical Theory for Electricians	☐	☑	☐	
H GEG 30A	Field Studies in Geography	☑	☑	☑	
Minutes state updating for materials, but newest book is 2016. It does have tapographical maps as additional materials. No department vote. SLOs and Objectives are similar and should be reviewed next time. Nick to work with faculty.					
H GEG 7	Map Interpretation and Analysis	☑	☐	☑	
SLOs and Objectives are similar and should be reviewed next time. Large number of GESLOs. Nick to work with faculty.					

Distance Education

		M	N	R	Notes
H PHS 1DE	Introduction to Physical Science	☑	☑	☑	
Vote appears to be Norco faculty only, but is a district-wide course. Reminder to use Minutes Report.					

New Courses

		M	N	R	Notes
H MAT 810	TEAS Mathematics Review	☐	☐	☑	
Cannot have a math alone review course because of conflicts with AB705. College with TEAS review courses is math and science review course combined and the second is writing/reading/critical thinking. Kelly to follow up with faculty.					

Programs

New Programs   M N R   Notes

Certificate

H **ACC**   **Income Tax Preparer**   ☐ ☐ ☑

Regional consortium needed.

H **BUS**   **Cannabis Entrepreneur Professional**   ☐ ☐ ☑

Holding for regional consortium.

Program Modifications   M N R   Notes

Certificate

MAN   **Control Systems Specialist**   ☐ ☑ ☐

Technical Review - Curriculum Proposals

Proposals for Review for 03/18/2025

Courses

Course Deletions

		M N R	Discussion	Action

DAN D19   **Conditioning for Dance**   ☑ ☐ ☐

Rationale: MVC does not have a full-time dance instructor, and the department has determined that it would be wise to delete DAN D19 as it is not anticipated to be offered soon.

Course Inclusions

		M N R	Discussion	Action

HUM 16   **Arts and Ideas: American Culture**   ☑ ☐ ☐

Rationale: Full-time faculty with the FSA are interested in offering the course at MVC, which has done well at RCC and Norco. The MVC VPAA endorses the course inclusion as part of an effort to build the local discipline. MVC currently has no full-time position in HUM, so the department faculty member with the secondary FSA is originating the proposal.

Course Major Modifications

		M N R	Discussion	Action

H   **ELE 73**   **Electric Motors and Transformers**   ☐ ☑ ☐   Needs to hold for ELC-73.

Rationale: Updating textbooks and add objective(s).

H   **MAN 73**   **Electric Motors and Transformers**   ☐ ☑ ☐   Needs to hold for ELC-73.

Rationale: Updating textbooks and add objective(s).

Course Minor Modifications

		M N R	Discussion	Action

H   **ELC 77**   **Electrical Theory for Electricians**   ☐ ☑ ☐   Waiting for MAN-77

Rationale: Updating textbook.

H   **ELE 77**   **Electrical Theory for Electricians**   ☐ ☑ ☐

Rationale: Add new book.

Technical Review Proposals for 03/18/2025
Proposals marked with a red "H" were held at a previous Tech Review meeting.
Documents in the Programs section without an underline have not yet been received by the Tech Review Committee.

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Courses

Course Minor Modifications   M N R   Discussion   Action

H   **GEG 30A**   **Field Studies in Geography**   ☑☑☑   Minutes state updating for materials, but newest book is 2016. It does have tapographical maps as additional materials. No department vote. SLOs and Objectives are similar and should be reviewed next time. Nick to work with faculty.

Rationale: Ensuring COR is up-to-date, less than 4 years old, and has relevant materials updated.

H   **GEG 7**   **Map Interpretation and Analysis**   ☑☐☑   SLOs and Objectives are similar and should be reviewed next time. Large number of GESLOs. Nick to work with faculty.

Rationale: The course materials have been updated and augmented since the last COR approval in 2020.

Distance Education   M N R   Discussion   Action

H   **PHS 1DE**   **Introduction to Physical Science**   ☑☑☑   Vote appears to be Norco faculty only, but is a district-wide course. Reminder to use Minutes Report.

Rationale:

New Courses   M N R   Discussion   Action

H   **MAT 810**   **TEAS Mathematics Review**   ☐☐☑   Cannot have a math alone review course because of conflicts with AB705. College with TEAS review courses is math and science review course combined and the second is writing/reading/critical thinking. Kelly to follow up with faculty.

Rationale: This is a non-credit course designed to review material in order to help students pass the TEAS test for Nursing. Students will complete assignments in order to practice their skills. A completion rate of 70% is considered a "Pass".

Programs

New Programs   M N R   Discussion   Action

Certificate

H   **ACC**   **Income Tax Preparer**   ☐☐☑   Regional consortium needed.

Rationale: This tax preparer preparation program provides students with the knowledge to prepare individual, small business, and payroll tax returns and obtain entry-level positions as tax preparers or bookkeepers.

Documents: **Narrative**   **LMI**   **Advisory Committee**   Regional Consortium

Technical Review Proposals for 03/18/2025
Proposals marked with a red "H" were held at a previous Tech Review meeting.
Documents in the Programs section without an underline have not yet been received by the Tech Review Committee.

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Programs

New Programs

		M N R	Discussion	Action

Certificate

H	**BUS** **Cannabis Entrepreneur Professional**	☐ ☐ ☑	Holding for regional consortium.	
	Rationale: The cannabis industry is booming, and the need for trained professionals and entrepreneurs continues to rise. The certificate will provide foundational knowledge and skills for entrepreneurs interested in starting their own business or working at a dispen			
	Documents: **Narrative** **LMI** **Advisory Committee** Regional Consortium			

Program Modifications

		M N R	Discussion	Action

Certificate

MAN **Control Systems Specialist**	☐ ☑ ☐			
Rationale: Removing ELE-65 from the course requirements; MAN-33 is already required as an alternative.				

Technical Review Proposals for 03/18/2025
Proposals marked with a red "H" were held at a previous Tech Review meeting.
Documents in the Programs section without an underline have not yet been received by the Tech Review Committee.

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Program Outline

Title: Income Tax Preparer Certificate

Originator: Jennifer Corr   **Date** 9/10/2024

Department: Business, Law, and Computer Information Systems

College/Learning Pathway/Engagement Center: Riverside - Business, Information Systems, and Technology

☐ **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: 0502   CIP Code: 52.0301

Type of Program:
☒ Certificate of Achievement only   ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only   ☐ Certificate of Achievement <u>and</u> 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:
(<u>Please be specific</u>! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale:
This tax preparer preparation program provides students with the knowledge to prepare individual, small business, and payroll tax returns and obtain entry-level positions as tax preparers or bookkeepers.

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.

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
Revised November 2022

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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 certificate prepares students for the workforce by enabling students to complete the requirements to obtain their CTEC Registered Tax Preparer certification, the skills to complete their QuickBooks Certified User certification, enter the bookkeeping and tax professions, and enable them to perform bookkeeping functions and tax returns for the general public. In addition, hands-on experience in the form of supervised tax preparation through RCC's annual Volunteer Income Tax Assistance (VITA) program provides real-world experience with tax clients.

The Accounting Program's Program Learning Outcomes (PLO) are listed, below, along with the courses in the tax certificate and the relevant Student Learning Outcomes (SLO). Upon successful completion of these courses, students will accomplish the Student Learning Outcomes (SLO) required by the courses comprising the tax certificate and therefore accomplishing the PLO:

1. **PLO: Use technology to analyze business decisions and to enhance business communications.**
   a. ACC 19L, Volunteer Income Tax Assistance Lab: Students will utilize tax software to accurately interview, prepare, and file individual federal and state income tax returns within the score of the VITA program.
   b. ACC 62, Payroll Accounting: Students will accurately apply accounting principles to computerized and manual payroll systems.
   c. ACC 65, QuickBooks Accounting: Students will be able to use accounting software to calculate accounting formulas to analyze and solve problems.
   d. ACC 67, U.S. and California Income Tax Preparation: Students will conduct tax research on client issues using both manual and computerized methods.

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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2. **PLO: Apply basic business and accounting calculations and analyses. Have an understanding of legal practices relating to business.**
   a. ACC 1A, Principles of Accounting I: Students will Analyze and utilize knowledge for financial reporting.
   b. ACC 19, Volunteer Income Tax Assistance: Students will demonstrate knowledge and ability in preparing income tax returns, through analysis and preparation of financial documents.
   c. ACC 19L, Volunteer Income Tax Assistance Lab: Students will utilize tax software to accurately interview, prepare, and file individual federal and state income tax returns within the score of the VITA program.
   d. ACC 62, Payroll Accounting: Students will analyze and solve problems associated with the calculation and reporting of payroll.
   e. ACC 65, QuickBooks Accounting: Students will demonstrate the ability to apply accounting principles used in manual accounting to computerized accounting systems.
   f. ACC 67, U.S. and California Income Tax Preparation: Students will conduct tax research on client issues using both manual and computerized methods.

3. **PLO: Apply sound management practices.**
   a. ACC 19, Volunteer Income Tax Assistance: Interpret and analyze financial information for internal controls and re-evaluation of returns.

4. **PLO: Apply accounting principles related to a variety of accounting specialties, such as payroll accounting, cost accounting, income tax accounting, and computerized accounting.**
   a. ACC 1A, Principles of Accounting I: Students will Demonstrate knowledge of the accounting cycle and financial statements through analysis, preparation, and interpretation of accounting data.
   b. ACC 19, Volunteer Income Tax Assistance: Students will demonstrate knowledge and ability in preparing income tax returns, through analysis and preparation of financial documents.
   c. ACC 19L, Volunteer Income Tax Assistance Lab: Students will utilize tax software to accurately interview, prepare, and file individual federal and state income tax returns within the score of the VITA program.
   d. ACC 62, Payroll Accounting: Students will Accurately apply accounting principles to computerized and manual payroll systems.
   e. ACC 65, QuickBooks Accounting: Students will demonstrate the ability to apply accounting principles used in manual accounting to computerized accounting systems.
   f. ACC 67, U.S. and California Income Tax Preparation: Students will prepare federal and state income tax returns for individuals, sole proprietorships, and other business entities.

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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5. **PLO: Analyze and solve accounting issues and problems for a variety of business entities.**
   a. ACC 1A, Principles of Accounting I: Students will demonstrate knowledge of the accounting cycle and financial statements through analysis, preparation, and interpretation of accounting data.
   b. ACC 19, Volunteer Income Tax Assistance: Students will demonstrate knowledge and ability in preparing income tax returns, through analysis and preparation of financial documents.
   c. ACC 19L, Volunteer Income Tax Assistance Lab: Students will utilize tax software to accurately interview, prepare, and file individual federal and state income tax returns within the score of the VITA program.
   d. ACC 62, Payroll Accounting: Students will Analyze and solve problems associated with the calculation and reporting of payroll.
   e. ACC 65, QuickBooks Accounting: Students will be able to use accounting software to calculate accounting formulas to analyze and solve problems.
   f. ACC 67, U.S. and California Income Tax Preparation:
      i. Students will prepare federal and state income tax returns for individuals, sole proprietorships, and other business entities.
      ii. Students will evaluate and propose strategies that minimize income tax obligations.

6. **PLO: Analyze and interpret data and reports for a variety of business entities.**
   a. ACC 1A, Principles of Accounting I: Students will analyze and utilize knowledge for financial reporting.
   b. ACC 19, Volunteer Income Tax Assistance: Students will demonstrate knowledge and ability in preparing income tax returns, through analysis and preparation of financial documents.
   c. ACC 19L, Volunteer Income Tax Assistance Lab: Students will utilize tax software to accurately interview, prepare, and file individual federal and state income tax returns within the score of the VITA program.
   d. ACC 62, Payroll Accounting:
      i. Students will Analyze, synthesize, and evaluate payroll principles as defined by Social Security Act and understand laws relating to the payment of wages and salaries.
      ii. Students will Analyze and solve problems associated with the calculation and reporting of payroll.
   e. ACC 67, U.S. and California Income Tax Preparation:
      i. Students will prepare federal and state income tax returns for individuals, sole proprietorships, and other business entities.
      ii. Students will evaluate and propose strategies that minimize income tax obligations.

7. **PLO: Develop and apply principles of moral judgment and ethical behavior to business situations.**
   a. ACC 1A, Principles of Accounting I: Students will recognize the role and importance of ethics in accounting.

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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b. ACC 19, Volunteer Income Tax Assistance Training: Students will demonstrate high ethical and legal standards by recognizing and preventing inaccurate entries of false information gathering when interviewing clients.

c. ACC 62, Payroll Accounting: Students will Analyze, synthesize, and evaluate payroll principles as defined by Social Security Act and understand laws relating to the payment of wages and salaries.

Item 2. Catalog Description
Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

This program is intended for individuals to complete the requirements to obtain their CTEC Registered Tax Preparer certification, the skills to complete their QuickBooks Certified User certification, enter the bookkeeping and tax professions, and enable them to perform bookkeeping functions and tax returns for the general public. In addition, hands-on experience in the form of supervised tax preparation through RCC's annual Volunteer Income Tax Assistance (VITA) program provides real-world experience with tax clients.

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: __15__ units

Course	Title	Units	Sequencing
ACC 1A	Principles of Accounting I	3	Semester 1, Fall
ACC 67	U.S. and California Income Tax Preparation	4	Semester 1, Fall
ACC 19	Volunteer Income Tax Preparation	1	Semester 2, Winter
ACC 19L	Volunteer Income Tax Preparation lab	1	Semester 3, Spring
ACC 65	QuickBooks Accounting	3	Semester 3, Spring
ACC 62	Payroll Accounting	3	Semester 3, Spring

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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Elective Courses: __0__ units

Course	Title	Units	Sequencing

Total Program Units: __15__ 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 program is intended for individuals to complete the requirements to obtain their CTEC Registered Tax Preparer certification, QuickBooks Certified User certification, enter the bookkeeping and tax professions, and enable them to perform bookkeeping functions and tax returns for the general public. In addition, hands-on experience in the form of supervised tax preparation through RCC's annual Volunteer Income Tax Assistance (VITA) program provides real-world experience with tax clients.

Item 5. Enrollment and Completer Projections

We expect 10 students to complete this certificate annually, anticipating a 2% growth annually.

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

The program utilizes tax and accounting courses that we currently teach in the Business Administration/Accounting Concentration.

Item 7. Similar Programs at Other Colleges in Service Area
- Chaffey College, Payroll and Income Tax Preparer Certificate of Achievement
- San Bernardino Valley College, Entrepreneurship Tax Certificate of Achievement

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

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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Program Outline

Title: Cannabis Entrepreneur Professional

Originator: Ajene Wilcoxson   **Date** 05/01/20245

Department: Business

College/Learning Pathway/Engagement Center: Riverside - Business, Information Systems, and Technology

☐ **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: 0109.00   **CIP Code: 01.0601**

Type of Program:
☒ Certificate of Achievement only   ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only   ☐ Certificate of Achievement <u>and</u> 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:
(<u>Please be specific</u>! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)

Rationale: The cannabis industry is booming, and the need for trained professionals and entrepreneurs continues to rise. The certificate will provide foundational knowledge and skills for entrepreneurs interested in starting their own business or working at a dispensary. The cannabis industry is creating thousands of job opportunities. The certificate will help launch a rewarding career in cannabis.
(Please note: This information will be presented to the Board of Trustees.)

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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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.

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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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.

Learning Outcome:

Identify and then relate the basic biological properties of the chemistry of life, cell theory, and Mendelian genetics to the study of plants.

Explain modern plant biology techniques including genetic modification and modern breeding techniques and how these techniques influence modern agriculture.

Identify, obtain, and integrate knowledge about entrepreneurship and the skills relevant to starting or managing a small business.

Recognize opportunities and ethical dilemmas associated with the entrepreneurial mindset.

Demonstrate the ability to use QuickBooks Online to complete monthly bookkeeping/accounting tasks for a small business.

Item 2. Catalog Description

The cannabis industry is witnessing unprecedented growth, offering numerous career opportunities for aspiring entrepreneurs and professionals. Our Cannabis Entrepreneur Professional certificate equips individuals with foundational knowledge and skills essential for thriving in this dynamic industry. Whether you aspire to start your own business or contribute to a dispensary, this certificate provides a solid framework for success.

Learning Outcome:

Identify and then relate the basic biological properties of the chemistry of life, cell theory, and Mendelian genetics to the study of plants.

Explain modern plant biology techniques including genetic modification and modern breeding techniques and how these techniques influence modern agriculture.

Identify, obtain, and integrate knowledge about entrepreneurship and the skills relevant to starting or managing a small business.

Recognize opportunities and ethical dilemmas associated with the entrepreneurial mindset.

Demonstrate the ability to use QuickBooks Online to complete monthly bookkeeping/accounting tasks for a small business.

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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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: __16__ units

Course	Title	Units	Sequencing
BIO 5	General Botany	4	Semester 1, Fall
BIO 20	Plants and Human Affairs	3	Semester 2, Winter
BUS 30	Entrepreneurship: Foundations and Fundamentals	3	Semester 1, Fall
BUS 73	Exploring the Entrepreneurial Mindset	3	Semester 1, Fall
ENP 30	QuickBooks Online for Entrepreneurs	3	Semester 2, Winter

Total Program Units: __16__ 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 cannabis industry is booming, and the need for trained professionals and entrepreneurs continues to rise. The certificate will provide foundational knowledge and skills for entrepreneurs interested in starting their own business or working at a dispensary. The cannabis industry is creating thousands of job opportunities. The certificate will help launch a rewarding career in cannabis.

Item 5. Enrollment and Completer Projections
We are expecting 25 students to complete in the first two years, with an expected increase of 3% annually.

Item 6. Place of Program in Curriculum/Similar Programs
Both Biology and Business courses are currently being offered. The program does not require additional resources.

Item 7. Similar Programs at Other Colleges in Service Area
College of the Desert

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

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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

Program Outline

Title: Control Systems Specialist

Originator: Paul Van Hulle   **Date** 2/26/2025

Department: AT&A/Manufacturing

College/Learning Pathway/Engagement Center: Choose an item.

☐ **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: 0956.00 and 945.00   **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 <u>and</u> 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:
(<u>Please be specific</u>! 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.)

SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.

Experts from well-known industry leaders, such as Rockwell Automation, FANUC, Ashley Furniture, Kohler, Foxconn, Boeing, and Hershey, were instrumental in making sure SACA's Industry 4.0 certifications reflect the competencies that industry needs. A list of companies that SACA and Amatrol

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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worked with to develop the certification is included on this website: https://www.saca.org/about-us-smart-automation-certification-alliance/acknowledgments/

SACA sits at the forefront of the effort to certify students and workers who demonstrate the required knowledge and hands-on smart automation skills employers so desperately need. SACA's certifications were developed in conjunction with industry partners who could speak from experience about their needs when it comes to workers able to work alongside a variety of advanced automation technologies.

SACA offers a wide variety of certifications in popular industrial skill areas, including certifications at the Associate, Specialist, and Professional level. For those wishing to focus on building a strong foundation of skills employers need, SACA also offers many micro-credentials that allow students and workers to add certifications as they master new areas.

For workers, SACA certifications can help market their smart automation skills to potential employers. For those employers, SACA certifications represent confirmation that a worker has the skills to hit the ground running in the workplace. To learn more about Industry 4.0 certifications and how SACA can help both future workers and industrial employers begin the task of bridging the Industry 4.0 skills gap, contact SACA for more information.

https://www.saca.org/smart-automation-certifications/#:~:text=SACA%20certifications%20are%20industry%2Ddriven,4.0%20technologies%20throughout%20the%20world.

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD
Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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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.

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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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.

Item 2. Catalog Description

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

Upon successful completion of this program, students should be able to:
• **Demonstrate knowledge of control systems used in industry and manufacturing environments.**
• **Apply problem-solving and analytical thinking in the maintenance, testing, troubleshooting, and repair of industrial mechanical/electrical equipment, industrial controls systems and robotics.**
• **Describe basic electrical circuits and PLC/VFD control theory.**
• **Apply technical math skills to solve problems involving electrical loads/wire sizing, gear ratios.**

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: __31__ units

Course	Title	Units	Sequencing
MAN 10	Manufacturing Basic Operations	4	Fall 1
MAN/ELE 64	Programmable Logic Controllers	3	Winter 1
ELE/ELC 77	Electrical Theory for Electricians	3	Spring 1
ELE/MAN 73	Electric motors and transformers	4	Spring 1
MAN 27	Variable Frequency Drive Systems	2	Summer 1
MAN 28	Motor Control Troubleshooting 1	3	Fall 2
ELE/ELC/MAN 74	Industrial Wiring and Controls	4	Fall 2
ELE/ELC 75	Solid State Devices and Lighting Controls	3	Fall 1
MAN 15	Industry 4.0 Total Productive Maintenance	2	Winter 2
MAN 33	Programmable Controller Troubleshooting 1	4	Spring 2

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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Total Program Units: 32_ 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.

Considering the mission of the college the robotics program and the controls certificate serves the college well by creating more opportunities for student success such as "application of emerging technologies" technologies that the community desperately needs so that students can get a head start on their careers. These certificates "provide foundational skills and pathways to technical educational certificates."

Further, in the years to come, we will develop apprenticeships in the two programs which will meet objective 6.1 "expand access to registered apprenticeships, work experience classes and work-based learning opportunities" and Goal 8 "become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs."

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

We have LMI data for two different programs including: "Industrial Maintenance and Automation" and "Industrial Automation Technology". This data is the most recent on the COE website (2-26-2025) Norco College is one of three colleges that teaches automation. According to the COE (Center of Excellence for Labor Market Research document from February 2023 Norco College had nine graduates in 0956.00 Manufacturing and Industrial Technology, Industrial Automation/Supply Chain Automation. With this proposal we hope to increase these numbers. Further, this program is highly recommended within the LMI data document. Industrial Maintenance and Automation annual job openings is 434 which represents an increase of 13%. It should also be noted from the graphics below that there is a great demand for control systems technicians in our area.

During the 2017-20 we had 24 students receive awards for manufacturing and industrial technology programs related to robotics and control systems in the Inland Empire/Desert region. By creating this certificate we are hoping to increase the number of students in the industrial automation program.

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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Exhibit 1. Five-year projections for the industrial maintenance and automation occupational group, Inland Empire/Desert Region, 2022-2027

Industrial Maintenance and Automation Occupational Group	2022 Jobs	2027 Jobs	5-Yr Job Change	5-Yr % Job Growth	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Industrial Machinery Mechanics	3,429	3,862	433	13%	403	32%
Industrial Engineering Technologists and Technicians	155	181	26	17%	22	30%
Electro-Mechanical and Mechatronics Technologists and Technicians	70	77	7	10%	9	36%
Total	**3,654**	**4,120**	**466**	**13%**	**434**	**32%**

Source: Lightcast 2023.3

Below are two charts showing completion data for "industrial automation technology" and "industrial maintenance and automation"

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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Exhibit 13: Annual average community college awards for manufacturing and industrial technology programs related to industrial automation technology, Inland Empire/Desert Region, Academic Years 2019-2022

TOP 0956.00 – Manufacturing and Industrial Technology	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
Norco				
Associate Degree	2	3	-	2
Certificate 16 < 30-semester units	10	4	2	5
Certificate 6 < 18-semester units	3	1	2	2
San Bernardino				
Associate Degree	1	-	2	1
Certificate 30 < 60-semester units	1	-	1	1

Industrial Maintenance and Automation in the Inland Empire/Desert Region, September 2023   10

C·O·E CENTERS OF EXCELLENCE FOR LABOR MARKET RESEARCH

TOP 0956.00 – Manufacturing and Industrial Technology	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
Total	17	8	7	11

Source: COE Supply Resource, May 2023

Exhibit 14: Annual average community college awards for manufacturing and industrial technology programs related to industrial automation technology, Inland Empire/Desert Region, Academic Years 2019-2022

TOP 0956.00 – Manufacturing and Industrial Technology (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
Norco (Industrial Automation/Supply Chain Automation)				9
Associate Degree	2	3	0	2
Certificate 16 < 30-semester units	10	4	2	5
Certificate 6 < 18-semester units	3	1	2	2
Total	15	8	4	9

Source: MIS Data Mart, COCI

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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Exhibit 6 displays the employers posting the most job ads for the industrial automation occupational group during the last 12 months. Showing employer names provides insight into where students may find employment after completing a program. Anheuser-Busch posted the most job ads for the industrial machinery mechanics occupation. Cushman & Wakefield, and FedEx posted the most job ads seeking industrial engineering technologists and technicians industrial engineering technologists and technicians workers.

Exhibit 6. Employers posting the most job ads for the industrial maintenance and automation occupational group, Inland Empire/Desert Region, September 2022 through August 2023

Industrial Machinery Mechanics Employers	Unique Job Ads
Anheuser-Busch	22
BlueTriton Brands	8
Niagara Bottling	7
Industrial Engineering Technologists and Technicians Employers	**Unique Job Ads**
Cushman & Wakefield	21
FedEx	21
Flag Solutions	16
Burrtec	16
CalPortland	13
Harbor Freight Tools	11
Electrical and Electronics Repairers, Commercial and Industrial Equipment Employers	**Unique Job Ads**
N/A	

Source: Lightcast 2023.3

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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Summary of Findings & Recommendation

The knowledge, skills, and abilities trained by three industrial maintenance and automation-related community college programs leads to three middle-skill occupations. These three occupations are projected to have 434 annual job openings, increasing employment by 13% over the next five years. The median hourly earnings for these occupations are between $29.05 and $29.86, above the regional living wage standard of $21.82 per hour.

Four regional community colleges offer three TOP program codes related to industrial maintenance and automation program training: electro-mechanical technology (0935.00), industrial systems technology and maintenance (0945.00), and manufacturing and industrial technology (0956.00). Over the last three academic years (2019-2022), these programs issued an annual average of 34 awards: 11 associate degrees and 23 certificates of achievement. Other regional postsecondary education institutions have not issued any known awards in related programs over the previous three academic years.

The Centers of Excellence recommends expanding industrial maintenance and automation programs to meet the regional demand for more workers in this field. Colleges considering this program should partner with relevant employers and confirm their demand for workers and the skills students need to secure work and self-sustainable earings in this field shortly after exiting the program.

Contact
Michael Goss
Paul Vaccher
Centers of Excellence, Inland Empire/Desert Region
michael.goss@chaffey.edu

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

The Industrial Automation program should be shown in the Manufacturing, Electronics and Electrician programs.

Many of the courses that are in this program are also in the Supply Chain Automation, Digital Electronics, and the Electrician programs. We will also be creating a new robotics program that will have some of the courses that are in the Industrial Automation program.

Item 7. Similar Programs at Other Colleges in Service Area

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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Justification of need for certificate/degree in the region.

Justification of need for certificate/degree in the region.

Examining the graphic shown below from the Centers of excellence for labor market research.

Exhibit 10: Industrial maintenance and automation programs, Inland Empire/Desert Region, 2022-23 academic year

TOP Program (TOP Code)	College	Local Program Title	Award
Electro-Mechanical Technology (0935.00)	Chaffey	Mechatronics	A.S. Degree
		Mechatronics Level I	Certificate
		Mechatronics Level II	Certificate
		Electromechanical Technology	Certificate
Industrial System Technology and Maintenance (0945.00)	Barstow	Industrial Maintenance Electrical and Instrumentation	Associate Degree
		Industrial Maintenance Mechanic	Associate Degree/Certificate
		Industrial Maintenance Mechanic, Level 2	Certificate
		Industrial Maintenance Mechanic Technology, Level 3	Certificate
		Trade Technician	Noncredit
	San Bernardino Valley	Industrial Automation	Certificate
		Industrial Maintenance	Certificate
		Mechanical Hydraulics/Pneumatics	Certificate
Manufacturing and Industrial Technology (0956.00)	Norco	Industrial Automation	Associate Degree/Certificate
		Industrial Automation Non-Credit	Noncredit
		Supply Chain Automation	Associate Degree/Certificate
		Supply Chain Technology	Associate Degree/Certificate
		Manufacturing Tech-Automated Systems	Associate Degree/Certificate
	San Bernardino Valley	Computer Numerical Control - CAD & CAM	Associate Degree/Certificate

Source: COCI, 2022-23 Community College Catalogs

Exhibits 11 – 13 display student completions for electro-mechanical technology (TOP 0935.00), industrial systems technology and maintenance (0945.00), and manufacturing and industrial technology (0956.00) programs related to industrial maintenance and automation programs over the last three academic years, 2019-2022. Over the last three academic years, these programs issued an annual average of 34 awards; 11 awards were associate degrees, and 23 were certificates of achievement. Program completion and student outcome methodologies can be found in the appendix.

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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Item 8. Transfer Preparation Information (if applicable)
If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

None, this certificate does not transfer to any other colleges/universities currently.

For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised November 2022

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