

District Technical Review Committee Meeting Agenda

Tuesday, November 19, 2024

2:30-4:00pm

CAADO 209/Zoom

Committee Members	Guests
<input type="checkbox"/> Steven Schmidt (Chair, MUS)	<input type="checkbox"/> Lijuan Zhai (AVC ES&IE, RCCD)
<input type="checkbox"/> Eric Bishop (Co-Chair, Int. VC Ed. Services)	<input type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input type="checkbox"/> Kelly Douglass (ENG, RCC)	<input type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)
<input type="checkbox"/> Brian Johnson (MAT, NOR)	<input type="checkbox"/> Nick Franco (AO, NOR)
<input type="checkbox"/> Nick Sinigaglia (PHI, MVC)	<input type="checkbox"/> Deanna Murrell (AO, MVC)
	<input type="checkbox"/> Sabina Fernandez (CPRO, MVC)
	<input type="checkbox"/> Casandra Greene (CPRO, RCC)
	<input type="checkbox"/> Nicole Brown (CPRO, NOR)
Additional Guests:	

Zoom Information

<https://rccd-edu.zoom.us/j/86555446612?pwd=R0dDakVkJkSzZQitZZEN0Zm1TTiYvQT09>

+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 – November 5, 2024
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. Upper-Division Approval Process
The committee will perform a second read of the upper-division approval process and consider it for approval.

Discussion Items and Public Comment

1. WKX Plan – Curriculum Chairs
2. Program Discontinuance – Nick Sinigaglia
<https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2021.pdf>
3. Open Forum

4. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

Upper-division course development and approval process

Charlie Wilhite is working on a proposal to initiate [a BA program in Emergency Management](#), due to CCCCCO by 1/15/25. If approved, development/approval of the required upper-division CORs will take place through September 2025, aiming to have the program up and running Fall 2026. Charlie is asking Curriculum to draft a response to Prompt A in the proposal template:

A. Please describe your upper-division curriculum development and approval process.

Given restrictions required by the template, we should keep the response to a page or two. Proposed response, to be approved by Tech Review:

APPROVAL OF UPPER-DIVISION COURSES AND BACCALAUREATE PROGRAMS

Upper-division course proposals will be developed, reviewed and approved in alignment with RCCD's adopted definition of upper-division coursework and corresponding extension of our local curriculum process. In compliance with these approval requirements, Curriculum considers additional criteria in reviewing upper-division course proposals, ensuring that the course meets the appropriate standards. **RCCD defines upper-division coursework as requiring lower-division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation, and allows that upper-division coursework may encompass research elements, workforce training, apprenticeships, internships, required practicum, or capstone projects. Upper-division courses typically will have one or more lower-division or upper-division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in Title 5, § 55003. Courses that have been designated as upper-division are only intended to be applicable to baccalaureate degrees.**

In contrast to lower-division courses, upper-division courses must have one or more of the following characteristics, as verified by Curriculum:

1. **Depth/Focus:** Student learning outcomes include the development and understanding of the theories and methods of the discipline which may include the applications and limitations of those theories;
2. **Specialization:** Student learning outcomes include specific intellectual and professional abilities to enable success or progress in a particular field or professional practice;
3. **Refinement:** Students build upon their lower-division general education background, applying the associated skills in more discerning/challenging contexts;
4. **Preparation:** Prerequisites include more general courses, student class standing, GPA requirements, or admission to a pre-professional program;
5. **Capstone Courses/Projects:** Student learning outcomes, though not necessarily specialized or focused on in-depth study of one discipline, have an integrative function wherein students integrate knowledge from earlier studies. Student learning outcomes in such courses may correspond to program-level outcomes.

Upper-division general education courses associated with a baccalaureate program must have the following characteristics, as verified by Curriculum:

1. **Breadth:** Courses come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation;
2. **Complementarity to Major Courses:** Courses may be developed in any discipline, but each must relate to the required major coursework of the program;
3. **Restricted Enrollment:** Enrollment is limited to students in the baccalaureate program.

For a baccalaureate program, a minimum of 40 semester units of total upper-division coursework, including at least nine units of general education, are required. At least 36 units of lower-division general education are also required. The minimum total number of units required is 120. Curriculum may determine that a lower-division course meets the requirements for an identified upper-division course requirement, but the minimum number of upper-division units must still be completed. All courses designated as satisfying an upper-division major requirement must be completed with a minimum grade of "C" or "P", and such courses must conform to a major as defined in the Classification of Instructional Programs as belonging to a single field of study. In contrast to lower-division programs, upper-division programs must have each of the following characteristics, as verified by Curriculum:

1. **Depth/Focus:** Program-level outcomes include the development and understanding of the theories and methods of the discipline which may include the applications and limitations of those theories;
2. **Specialization:** Program-level outcomes include specific intellectual and professional abilities to enable success or progress in a particular field or professional practice;
3. **Refinement:** Students build upon their lower-division general education background, applying the associated skills in more discerning/challenging contexts;
4. **Preparation:** Prerequisites include more general courses, student class standing, GPA requirements, or admission to a pre-professional program.

Please submit this form and the documentation indicated below to TechReview@rccd.edu. Once received, it will be routed through the curriculum approval process. For additional information on Program Discontinuance, please refer to Board Policy (BP) / Administrative Policy (AP) 2021.

Program: _____
College: _____
Task Force Recommendation: _____

Steps for consideration of Program Discontinuance

✓

1. Does the Program fulfill one or more of the criteria below to be considered for Program discontinuance?

(Select one or more as appropriate)

The goals and objectives of the Program are no longer appropriate to the Mission of California Community Colleges, the college’s mission or Educational Master Plan, and/or congruent with the institutional Strategic Plan of the District.

The Program curriculum no longer aligns with university transfer majors or, General Education requirements of the Program no longer meet industry needs and lack demand in the current job market and the Program’s field is not considered an emerging industry or career path.

The Program does not meet curriculum standards as defined by Title 5 section 55100.

There are insufficient resources to realistically support the Program at a sufficient level of quality and the Program has experienced either consistent low enrollment (an average of 50% or more below maximum seat load capacity for courses in the Program over four consecutive semesters) or statistically significant declining Program persistence and completion rates each semester for four semesters, as evidenced by reliable, longitudinal data.

The Program has been determined to be out of compliance with existing state or federal laws, i.e., Title 5, section 55130(d), or licensing laws in particular occupations.

There is universal agreement among regular faculty in a Program that it be merged with or replaced by another related Program.

2. Has the Program Discontinuance Task Force been appropriately assembled?
(Please specify Task Force membership in meeting minutes – see next page for example.)

3. Did the Task Force inform the college community that the Program is being considered for discontinuance?
(Please attach evidence of communication to college community.)

4. Was the public comment session convened?
(Please attach Task Force meeting minutes with details of public comment, if any.)

5. Did Task Force convene after the public comment session to provide directive to the Curriculum Committee?
(In the Task Force meeting minutes, please specify the directive as voted on by Task Force members. Please see BP/AP 2021 for directive options.)

Task Force Meeting Minutes

Date:

Time:

Location:

Program: _____

College: _____

Task Force Members in attendance

Representative	Name	
Department Chair	_____	voting member
Dean of Instruction	_____	voting member
Research & Planning	_____	voting member
Counseling*	_____	voting member
Academic Senate*	_____	voting member
Program Review*	_____	voting member
Curriculum Committee*	_____	voting member
Regular Discipline Faculty member (1) **	_____	voting member
Regular Discipline Faculty member (2) **	_____	voting member
Regular Discipline Faculty member (3) **	_____	voting member
Vice President of Academic Affairs***	_____	Chair, non-voting member
Vice Chancellor Educational Services	_____	non-voting member

* representatives from these areas may not teach in the program

** at most three regular faculty members who teach in the program or closely related field will sit on the committee

*** non-voting member, but may vote in the case of a tie

Technical Review - Curriculum Proposals

Proposals for Review for 11/19/2024

Courses

Course Deletions

		M	N	R	Notes	
H	HLS 50	Developing a Personal Philosophy of Leadership and Ethics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program is found in the EMHS - Leadership program.						

Course Inclusions

		M	N	R	Notes	
	BIO 14	Soil Science and Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	BIO 15	Soil Science and Management Laboratory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Course Major Modifications

		M	N	R	Notes	
H	ACC 55	Applied Accounting/Bookkeeping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Needs to be held for CAT-55.
	CAT 55	Applied Accounting/Bookkeeping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H	ELE 73	Electric Motors and Transformers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outcomes and objectives may be reversed. Needs to hold for ELC-73.
H	MAN 73	Electric Motors and Transformers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Needs to hold for ELC-73.

Course Minor Modifications

		M	N	R	Notes	
H	ACC 819	Volunteer Income Tax Assistance Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Holding for ACC-19
H	CAT 845	MOSPrep: Microsoft Office Outlook Core Exam Preparation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Needs entrance skills.
H	CIS 41B	Healthcare Information Security & Privacy for Practitioner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Entrance skills need to be reviewed.
H	CIS 41D	Advanced Security Concepts and Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Vote was unclear in minutes.
	CIS 62	Microsoft Access	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H	CSC 62	Microsoft Access	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Awaiting for CIS-62 counterpart.
H	ELC 77	Electrical Theory for Electricians	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Waiting for MAN-77
H	FIT DO1C	Aerial Apparatus Operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No methods of instruction.

Courses

Course Minor Modifications

		M	N	R	Notes
H	FIT DO1D				
	Tillered Apparatus Operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	No methods of instruction and/or evaluation and/or sample assignments.				
H	FIT DO1E				
	Wildland Fire Apparatus Driver/Operator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Methods of Instruction, sample assignments.				
H	FIT DO1F				
	Water Tender Operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	MOI, MOE, sample assignments.				
H	FIT R7				
	Trench Rescue Technician	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	No sample assignments.				
H	HUM 35				
	Philosophy of Religion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Most recent textbook is 2019, this course is UC transferable. Launch PHI-35 as a minor mod to review the textbooks of both courses.				

Distance Education

		M	N	R	Notes
	CHE 2ADE				
	Introductory Chemistry, I	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	CHE 2BDE				
	Introductory Chemistry II	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	CHE 3DE				
	Fundamentals of Chemistry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
H	CIS 910DE				
	Introduction to Canvas: Essentials for Online Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Holding for course approval.				
H	CIS 911DE				
	Intermediate Canvas: Communicating and Interacting in Canvas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Holding for course approval.				
H	CIS 912DE				
	Advanced Canvas: Assignments and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Holding for course approval.				
H	MUS 37DE				
	Class Guitar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	RCC vote no, MVC voted yes, but did not see a Norco vote. Tech Review cannot take action until Norco votes.				

Distance Education Modifications

		M	N	R	Notes
H	PSY 1DE				
	General Psychology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	No minutes.				
H	PSY 2DE				
	Biological Psychology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	No minutes.				
H	PSY 35DE				
	Abnormal Psychology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	No minutes.				
H	PSY 9DE				
	Developmental Psychology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Courses

Extensive Labs

		M	N	R	Notes
H	MAT 39				
	Foundations of Calculus I	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Holding for faculty to vote on the proposal.				

New Courses

		M	N	R	Notes
H	AHS 61				
	Independent Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Needs to be held awaiting the finalized Board Policy.				

H	CIS 910				
	Introduction to Canvas: Essentials for Online Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	No sample assignments. Concerns about the hours with the amount of content, the purpose of the courses, and the audience of the courses. Faculty notated that these are free courses for the student.				

H	CIS 911				
	Intermediate Canvas: Communicating and Interacting in Canvas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	No sample assignments. Concerns about the hours with the amount of content, the purpose of the courses, and the audience of the courses. Faculty notated that these are free courses for the student.				

H	CIS 912				
	Advanced Canvas: Assignments and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	No sample assignments. Concerns about the hours with the amount of content, the purpose of the courses, and the audience of the courses. Faculty notated that these are free courses for the student.				

H	CUL 829				
	Introduction to Food Service	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Content and Methods of Evaluation need to be reviewed.				

H	ELE 65				
	Programmable controller troubleshooting 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Prereq language needs to be reviewed. Entrance skill links. No SLOs.				

H	MAT 810				
	TEAS Mathematics Review	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Does this need a limitation on enrollment so only nursing students can take them? Course has GESLOs. Need to evaluate how a restriction on enrollment will be implemented.				

H	PSY 60				
	Independent Study in Psychology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Holding for independent study BP/AP.				

Programs

New Programs

		M	N	R	Notes
ADT					
	BIO				
	Agriculture Plant Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Certificate

H	ACC				
	Income Tax Preparer	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Regional consortium needed. Missing program learning outcomes.				

	BIO				
	Biology Field Technician	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Programs

New Programs

M N R Notes

Certificate

H BUS Cannabis Entrepreneur Professional

Holding for regional consortium.

Non-Credit Certificate

H CIS Canvas Skills Mastery: From Basics to Advanced

Holding for courses. Additionally, hour amount seems high for the content. Is this a workforce prep program? What is the audience for these courses?

Program Discontinuance

M N R Notes

ADT

JOU Journalism

Program Modifications

M N R Notes

ADT

ART Studio Arts

Technical Review - Curriculum Proposals

Proposals for Review for 11/19/2024

Courses

Course Deletions

M N R Discussion Action

H	HLS 50	Developing a Personal Philosophy of Leadership and Ethics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program is found in the EMHS - Leadership program.
	Rationale:	This course was being offered in conjunction with the Riverside County Sheriff's Department, who is no longer interested in offering the course. The curriculum was proprietary, and the Sheriff's Department paid for instructors to go to the required instructor training. With the Sheriff's loss of interest, it is no longer feasible to offer this class.				

Course Inclusions

M N R Discussion Action

	BIO 14	Soil Science and Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Rationale:	BIO-14 and BIO-15 are required courses for the new Associate of Science in Agriculture Plant Science for Transfer.				

	BIO 15	Soil Science and Management Laboratory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Rationale:	BIO-14 and BIO-15 are required courses for the new Associate of Science in Agriculture Plant Science for Transfer.				

Course Major Modifications

M N R Discussion Action

H	ACC 55	Applied Accounting/Bookkeeping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Needs to be held for CAT-55.
	Rationale:	Course requires update for our discipline's Equity SLO and textbook update review.				

	CAT 55	Applied Accounting/Bookkeeping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Rationale:	Update for changes to ACC-55, major modification (cross-listed course)				

H	ELE 73	Electric Motors and Transformers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outcomes and objectives may be reversed. Needs to hold for ELC-73.
	Rationale:	Updating textbooks and add objective(s).				

H	MAN 73	Electric Motors and Transformers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Needs to hold for ELC-73.
	Rationale:	Updating textbooks and add objective(s).				

Courses

Course Minor Modifications

		M	N	R	Discussion	Action
H	ACC 819 Rationale: The discipline has reviewed the current COR and found it up to date. We are submitting this as an 'empty' minor mod seeking a refreshed BOT approval date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Holding for ACC-19	
H	CAT 845 Rationale: CTE two-year review completed. Textbook removed. Free web-based material available. GMetrix training software access provided to students free of charge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Needs entrance skills.	
H	CIS 41B Rationale: Update course materials/textbook.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Entrance skills need to be reviewed.	
H	CIS 41D Rationale: Updating course textbooks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Vote was unclear in minutes.	
	CIS 62 Rationale: Review of content and books for currency-2 year review 9/2024	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
H	CSC 62 Rationale: Review of content and books for currency-2 year review 9/2024	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Awaiting for CIS-62 counterpart.	
H	ELC 77 Rationale: Updating textbook.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Waiting for MAN-77	
H	FIT DO1C Rationale: CTE two-year review.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No methods of instruction.	
H	FIT DO1D Rationale: CTE two-year review.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No methods of instruction and/or evaluation and/or sample assignments.	
H	FIT DO1E Rationale: CTE two-year review.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Methods of Instruction, sample assignments.	
H	FIT DO1F Rationale: CTE two-year review.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MOI, MOE, sample assignments.	
H	FIT R7 Rationale: CTE two-year review.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No sample assignments.	

Technical Review Proposals for 11/19/2024

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.

Courses

Course Minor Modifications

		M	N	R	Discussion	Action
H	HUM 35 Philosophy of Religion Rationale: Updating course materials per curriculum requirements. Other COR elements reviewed by discipline and left unchanged/approved.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Most recent textbook is 2019, this course is UC transferable. Launch PHI-35 as a minor mod to review the textbooks of both courses.	

Distance Education

		M	N	R	Discussion	Action
	CHE 2ADE Introductory Chemistry, I Rationale:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	CHE 2BDE Introductory Chemistry II Rationale:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	CHE 3DE Fundamentals of Chemistry Rationale:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
H	CIS 910DE Introduction to Canvas: Essentials for Online Learning Rationale:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Holding for course approval.	
H	CIS 911DE Intermediate Canvas: Communicating and Interacting in Canvas Rationale:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Holding for course approval.	
H	CIS 912DE Advanced Canvas: Assignments and Quizzez Rationale:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Holding for course approval.	
H	MUS 37DE Class Guitar Rationale:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	RCC vote no, MVC voted yes, but did not see a Norco vote. Tech Review cannot take action until Norco votes.	

Distance Education Modifications

		M	N	R	Discussion	Action
H	PSY 1DE General Psychology Rationale:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No minutes.	
H	PSY 2DE Biological Psychology Rationale:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No minutes.	
H	PSY 35DE Abnormal Psychology Rationale:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No minutes.	
H	PSY 9DE Developmental Psychology Rationale:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Technical Review Proposals for 11/19/2024

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.

Courses

Extensive Labs

M N R

Discussion

Action

H

MAT 39 **Foundations of Calculus I**

Holding for faculty to vote on the proposal.

Rationale: The Riverside Community College District Math Discipline believes the 54 hours of lab for Math 39 meets the criteria outlined in Article X Section J 2c of the Faculty Association Agreement. Therefore, this proposal is to request the classification of Math 39 lab hours as lab hours requiring extensive preparation and student evaluation.

New Courses

M N R

Discussion

Action

H

AHS 61 **Independent Study**

Needs to be held awaiting the finalized Board Policy.

Rationale: To provide students with an opportunity to complete independent research projects and/or other scholastic/creativity in art history, as a way to gain first-hand experience in the field and advance their academic and/or career goals.

H

CIS 910 **Introduction to Canvas: Essentials for Online Learning**

No sample assignments. Concerns about the hours with the amount of content, the purpose of the courses, and the audience of the courses. Faculty notated that these are free courses for the student.

Rationale: This course is the first of three in a series leading to a non-credit certificate. It has been developed to help students become proficient in navigating and utilizing the platform's features effectively. As Canvas is widely used for managing course materials, assignments, and course navigation, a foundational understanding is essential for academic success.

H

CIS 911 **Intermediate Canvas: Communicating and Interacting in Canvas**

No sample assignments. Concerns about the hours with the amount of content, the purpose of the courses, and the audience of the courses. Faculty notated that these are free courses for the student.

Rationale: This course is the second of three in a series leading to a non-credit certificate. It has been developed to help students become proficient in navigating and utilizing the platform's features effectively. As Canvas is widely used for managing course materials, assignments, and course navigation, a foundational understanding is essential for academic success.

Courses

New Courses

M N R

Discussion

Action

H	CIS 912 Rationale:	Advanced Canvas: Assignments and Quizzes This course is the second of three in a series leading to a non-credit certificate. It has been developed to help students become proficient in navigating and utilizing the platform's features effectively. As Canvas is widely used for managing course materials, assignments, and course navigation, a foundational understanding is essential for academic success.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	No sample assignments. Concerns about the hours with the amount of content, the purpose of the courses, and the audience of the courses. Faculty notated that these are free courses for the student.
H	CUL 829 Rationale:	Introduction to Food Service 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 - CC8025	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Content and Methods of Evaluation need to be reviewed.

Courses

New Courses

M N R

Discussion

Action

H **ELE 65** **Programmable controller troubleshooting 1**

Rationale: This course/program is based on SACA certifications. 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. <https://www.saca.org/smart-automation-certifications/#:~:text=SACA%20certifications%20are%20industry%2Ddriven,4.0%20technologies%20throughout%20the%20world.> 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 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

Prereq language needs to be reviewed. Entrance skill links. No SLOs.

Courses

New Courses

M N R

Discussion

Action

information. <https://www.saca.org/2024/02/08/saca-endresshauser-see-experts-for-technical-work-group/>

H

MAT 810

TEAS Mathematics Review

Does this need a limitation on enrollment so only nursing students can take them? Course has GESLOs. Need to evaluate how a restriction on enrollment will be implemented.

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".

H

PSY 60

Independent Study in Psychology

Holding for independent study BP/AP.

Rationale:

Psychology majors want to gain experience in performing research studies.

Programs

New Programs

M N R

Discussion

Action

ADT

BIO

Agriculture Plant Science

Rationale:

The Associate in Science in Agriculture Plant Science for Transfer offers students a solid foundation in environmental horticulture, preparing them for advanced coursework in agriculture and environmental plant sciences. This program is specifically designed to facilitate a smooth transfer to California State University (CSU) within the agricultural science field, ensuring students can complete their bachelor's degree with guaranteed admission to a similar major at a CSU, entering with junior standing, and fulfilling remaining requirements within 60 semester or 90 quarter units.

Career opportunities in agriculture and plant sciences are abundant in California's expanding horticulture and agronomic sectors. Graduates in these fields are increasingly sought after as agriculture adopts more high-tech approaches and embraces sustainable practices. Pursuing a degree in Agriculture Plant Sciences can lead to careers in soil science and conservation, agricultural biology, entomology, plant biotechnology, postharvest physiology, and the environmental protection of water resources, farmlands, open spaces, and landscaped areas.

Documents:

[Narrative](#)

[TMC](#)

Programs

New Programs

M N R Discussion

Action

Certificate

H ACC [Income Tax Preparer](#) Regional consortium needed. Missing program learning outcomes.

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](#)

BIO [Biology Field Technician](#)

Rationale: In alignment with RCCD Board Policy 5775, item 6 ("Encouragement of curriculum in environmental sustainability"), and the District Strategic Plan 2019-24, Objective 6.1 ("Establish and expand relationships with regional educational institutions"), Norco College proposes the introduction of a Biology Field Technician Certificate. A survey of local educational institutions revealed that there are no certificates of this type in our region. This certificate is structured to provide skills needed to assist professional Biologists in field work as a biology field technician. The selected courses will ensure that Norco College students are well-equipped for field work in the environment.

The Resolution of the Board of Governors, California Community Colleges (No. 2019-11), emphasizes the importance of prioritizing sustainability within the CCCs, including the provision of valuable education for our students. A recent report indicates that the global green technology and sustainability market is projected to grow from \$11.2 billion in 2020 to \$36.6 billion by 2025. Additionally, the U.S. Bureau of Labor Statistics forecasts that more than half of the job growth expected by 2026 will occur in eco-friendly occupations. Offering a Biology Field Technician Certificate will equip our students with experience for rewarding careers and contribute to a more stable future.

Documents: [Narrative](#)

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](#)

Programs

New Programs

M N R

Discussion

Action

Non-Credit Certificate

H CIS Canvas Skills Mastery: From Basics to Advanced

Holding for courses. Additionally, hour amount seems high for the content. Is this a workforce prep program? What is the audience for these courses?

Rationale: The Canvas Skills Mastery noncredit certificate will equip learners with essential skills to effectively navigate and utilize Canvas for academic success. As the primary platform for web-enhanced, hybrid, and online instruction, mastering Canvas ensures students can fully engage with course materials, submit assignments, and communicate with instructors and peers. This program courses enhance digital literacy and fosters independence in managing learning in an increasingly technology-driven educational environment.

Documents: [Narrative](#)

Program Discontinuance

M N R

Discussion

Action

ADT

JOU Journalism

Rationale: Challenges faced by the journalism program since 2021, including declining enrollments and lack of interest from the student body and community, despite efforts to revitalize the program including collaboration with RCC, CTE and the Innovation Center. Based on all of the input and discussions by the program discontinuance task force, the determination was made to discontinue the journalism program. The Task Force also recommends that MVC looks for tangible ways to incorporate student voices through other disciplines, outreach, and marketing.

Program Modifications

M N R

Discussion

Action

ADT

ART Studio Arts

Rationale: ART-19 supplements the core classes within the current ADT well. It offers students a course to explore important contemporary methods and materials relevant to art making today. Listing ART-19 as an elective will increase enrollment, as students earning an ADT in Studio Arts will and should receive elective credit toward their degree when taking this course.
