RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

DISTRICT TECHNICAL REVIEW COMMITTEE

Meeting Agenda

Tuesday, September 15, 2026 2:30-4:00pm CAADO 209/Zoom

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

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

Call to Order:

Agenda and Minutes

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

2. Approval of Minutes – September 1, 2026
   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.

Discussion Items and Public Comment

1. CCN Phase 2B Implementation Standing Item
2. CCN Program Updates – Casandra Greene
3. Honors Courses CalGETC Update – Nick Sinigalia
4. SAAM Update – Casandra Greene
5. Extensive Prep Lab Form – Kelly Douglass
6. GELSOs relabeling as ILOs – Nick Sinigaglia

7. Lab Content on COR – Casandra Greene
8. Open Forum
9. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

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

Extensive Preparation Laboratory Proposal

Course Discipline and Number:
Course Title:

Originator: **Date** Click or tap to enter a date.
Department:

Colleges Offering Course:
☐ **Moreno Valley College** ☐ **Norco College** ☐ **Riverside City College**

Required Documentation

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

All ~~Degrees and Certificates~~Proposals Require:

☐ District discipline minutes showing approval
☐ Originating department minutes showing approval
☐ Proposal, which addresses the criteria as outlined in the RCCD Faculty Association CCA/CTA/NEA agreement *(see criteria* below)*
☐ Evidence of consultation with the Vice President of Academic Affairs at each college offering the course, per the RCCD Faculty Association CCA/CTA/NEA agreement.

Criteria for determining an extensive preparation laboratory are as follows:

1. The laboratory class requires the active continuing presence of the instructor with ongoing involvement in lecturing, demonstrating, or assisting the students;
2. The laboratory class requires extensive student preparation from text and lecture material prior to and after each laboratory session;
3. The laboratory class requires evaluation of student performance on a regular basis in the same manner as in non- laboratory classes;
4. The laboratory class requires the instructor to see that it is related to and correlated with an extensive classroom lecture program and is supplemented with assigned readings in texts;
5. The laboratory class requires that instructors are involved with professional development, equivalent to that in lecture classes, in order to maintain proficiency in the areas covered by the laboratory work;
6. The laboratory class is described in the course outline of record which clearly identifies compliance with the criteria above;
7. The laboratory class is comparable to similar labs in at least some community colleges and four-year institutions in the state of California, by one-to-one equivalency or by use of laboratory or teaching assistants.

Formatted: Font: (Default) Times New Roman

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

~~1) The laboratory class requires the active continuing presence of the instructor with ongoing involvement in lecturing, demonstrating, or assisting the students;~~

~~2) The laboratory class requires extensive student preparation from text and lecture material prior to and after each laboratory session;~~

~~3) The laboratory class requires evaluation of student performance on a regular basis in the same manner as in nonlaboratory classes;~~

~~4) The laboratory class requires the instructor to see that it is related to and correlated with an extensive classroom lecture program and is supplemented with assigned readings in texts;~~

~~5) The laboratory class requires that instructors are involved with professional development, equivalent to that in lecture courses, in order to maintain proficiency in the areas covered 19 by the laboratory work;~~

~~6) The laboratory class is described in the course outline of record which clearly identifies compliance with the criteria above;~~

~~7) The laboratory class is comparable to similar labs in at least some community colleges and four-year institutions in the state of California, by one-to-one equivalency or by use of laboratory or teaching assistants.~~

**The criteria above are based on the ~~2018-2021~~2026-2029 agreement and were current at the time of the creation of this form. Please refer to the most updated agreement for any changes to the criteria.*

Riverside Community College District
And
Riverside Community College District Faculty Association | CCA/CTA/NEA
2026-2029
(Page 24-26)

Formatted: Font: (Default) Times New Roman

ARTICLE X - DEFINITION OF WORK AND FACULTY LOAD

J. The following principles shall be used when making assignments:

1. Credit Lecture and Theory Classes 18 hrs. (contact hour) = 0.0666 FTE
   Mirrored non-credit Classes course 18 hrs. (contact hour) = 0.0666 FTE
   (each hour = 0.0037 FTE) (54 hours = 0.2000 FTE)
2. Credit Laboratory Classes Requiring Extensive Preparation and Student Evaluation 18 hrs. (contact hour) = 0.0666 FTE
   Mirrored Non-Credit Laboratory Classes Requiring Extensive Preparation and Student Evaluation 18 hrs. (contact hour) = 0.0666 FTE
   (each hour = .0037 FTE)
   (54 hours = .2000 FTE)
   a. Such classes, in addition to requiring planning and more than general preparation on the part of the instructor, also require that the student learn basic skills in order to be an effective participant in the class.

b. Typically, such classes have as a primary function the teaching of new and additional concepts which are more than reinforcement of principles taught in the lecture component of the class. An extensive lab class may be thought of as a stand-alone class, requiring extensive homework assignments and exams.

c. Criteria for determining an extensive preparation laboratory are as follows:
   1) The laboratory class requires the active continuing presence of the instructor with ongoing involvement in lecturing, demonstrating, or assisting the students;
   2) The laboratory class requires extensive student preparation from text and lecture material prior to and after each laboratory session;
   3) The laboratory class requires evaluation of student performance on a regular basis in the same manner as in non- laboratory classes;
   4) The laboratory class requires the instructor to see that it is related to and correlated with an extensive classroom lecture program and is supplemented with assigned readings in texts;
   5) The laboratory class requires that instructors are involved with professional development, equivalent to that in lecture classes, in order to maintain proficiency in the areas covered by the laboratory work;
   6) The laboratory class is described in the course outline of record which clearly identifies compliance with the criteria above;
   7) The laboratory class is comparable to similar labs in at least some community colleges and four-year institutions in the state of California, by one-to-one equivalency or by use of laboratory or teaching assistants.

d. For the purposes of this Agreement, all current designated extensive preparation laboratories will retain their status unless changes occur via the curriculum approval process. During the normal program review process, the discipline faculty will examine the laboratory classes to see that they meet the express definitions in Article X.J.2.a.-b. and specific criteria of Article X.J.2.c.1.-7. Any decision to change the status will be made by majority vote of the members of the affected discipline and forwarded for consultation to the Vice President of 25 Academic Affairs at each college where the class is offered, and next to the appropriate curriculum committees for approval. A proposed change in designation will be forwarded to the Deputy Chancellor & Provost for endorsement prior to going to the Board for final approval. The Deputy Chancellor & Provost will maintain a master list of extensive preparation laboratories.

e. Clinical laboratories in the Nursing Education Department are designated extensive preparation for full-time faculty and are designated regular laboratory for associate faculty because of the different nature of the duties as outlined in their department operations manual.

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, … + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.25"

Formatted: Font: (Default) Times New Roman, 10.5 pt, Italic

Technical Review - Curriculum Proposals

Proposals for Review for 09/15/2026

Courses

Course Deletions

			M	N	R	Notes
H	**BUS 12**	**Opportunity Analysis for Entrepreneurs**	☐	☑	☑	*Adam Ek*
	Impact: NOR Entrepreneurship Getting Started cert.					
H	**BUS 13**	**Developing a Successful Business Plan/Model**	☐	☑	☑	*Adam Ek*
	Impact: NOR Entrepreneurship Getting Started cert.					
H	**CAT 78B**	**Advanced Adobe Photoshop**	☑	☐	☐	*Nicholas Sinigaglia*
	Norco - Graphic Design AS/Cert					
H	**CAT 81**	**Introduction to Desktop Publishing using Adobe InDesign**	☑	☐	☐	*Nicholas Sinigaglia*
	CIS-81 needs to come forward for review and to remove the crosslisting. CIS-81 is also out of compliance.					
H	**CON 200**	**Construction Technology Work Experience**	☐	☑	☐	*Brian Johnson*
	Elective in Construction Technology					
H	**HIST 19**	**Modern Russian History**	☐	☐	☑	*Doris Namala*
	Impact: MOV Global Studies; NOR Global Studies; RIV Global Studies, HIST ADT. Dept Minutes need review.					
H	**HIST 35**	**History of Britain**	☐	☐	☑	*Doris Namala*
	Impact: MOV Global Studies; NOR Global Studies; RIV Global Studies, HIST ADT. Dept Minutes need review.					

Course Exclusions

			M	N	R	Notes
H	**ADJ 10**	**Introduction to Security**	☐	☐	☑	*Melissa Matuszak*
	RIV ADJ Degree/Cert; Need to verify district discipline notification					
H	**ADJ 200**	**Administration of Justice Work Experience**	☐	☐	☑	*Melissa Matuszak*
	RIV ADJ Degree/Cert; RIV ADT Law, Public Policy; Need to verify district discipline notification					
H	**ADJ 21**	**Control & Supervision in Corrections**	☐	☐	☑	*Melissa Matuszak*
	RIV ADJ Degree/Cert; RIV Corrections Cert; Need to verify district discipline notification					
H	**ADJ 22**	**Legal Aspects of Corrections**	☐	☐	☑	*Melissa Matuszak*
	RIV ADJ Degree/Cert; RIV Corrections Cert; Need to verify district discipline notification					
H	**ADJ 25**	**Introduction to Probation and Parole**	☐	☐	☑	*Melissa Matuszak*
	RIV ADJ Degree/Cert; RIV Corrections Cert; Need to verify district discipline notification					
H	**ADJ 8**	**Juvenile Law and Procedures**	☐	☐	☑	*Melissa Matuszak*
	RIV ADJ Degree/Cert; RIV Corrections Cert; RIV ADT Law, Public Policy; Need to verify district discipline notification					

Courses

Course Inclusions

			M	N	R	Notes
	BUS 53	Introduction to Personal Finance	☐	☑	☐	*John Alpay*
	CIS 30E	Advanced Python Programming	☐	☐	☑	*Mark Lehr*
	ECON 5	Economics of the Environment	☐	☑	☐	*Tamara Cummings*
	ECON 6	The Political Economy	☐	☑	☐	*Tamara Cummings*
	KIN 16	Intro to Athletic Training	☑	☐	☐	*Thomas Yancey*

Course Major Modifications

			M	N	R	Notes
	ADJ 14	Advanced Criminal Investigation	☐	☑	☐	*Sigrid Williams*
	ADJ A14B	Search Warrant Execution	☑	☐	☐	*Kristy Paine*
	ADJ A5A	Bicycle Patrol	☑	☐	☐	*Kristy Paine*
	Entrance skill with no prerequisite.					
	ADJ B1A	Intro to Wellness and Physical Conditioning in Prep for Law Enforcement and Correctional Academies	☑	☐	☐	*Kristy Paine*
	ADJ C1D	Basic Correctional Deputy Academy	☑	☐	☐	*Kristy Paine*
	ADJ D4A	Dispatcher Role Critical Incidents	☑	☐	☐	*Kristy Paine*
	ADJ D6A	Dispatcher, Crisis Negotiations	☑	☐	☐	*Kristy Paine*
	ADJ D7A	Dispatcher Domestic Violence and Sexual Assault	☑	☐	☐	*Kristy Paine*
	ADJ P4A	PC 832 Arrest, Search and Seizure	☑	☐	☐	*Kristy Paine*
H	ADM 62	Typography and Graphic Design	☑	☐	☑	*Kwokwai Siu*
	Impact: Cross-listed CIS-59, at TR					
	ANT 7	Anthropology of Religion	☑	☑	☑	*Larisa Broyles*
H	ANTH C1001	Introduction to Biological Anthropology	☑	☑	☑	*Laura Greathouse*
	Description does not match template; objective order and labeling; materials and labeling needs to be reviewed. Incomplete, no local content, risking articulation. Nick to work with faculty.					
H	ANTH C1001H	Honors Introduction to Biological Anthropology	☑	☑	☑	*Laura Greathouse*
	Description does not match template; objective labeling missing; course content contains required elements only; MOE formatting; text book labeling missing. Incomplete, no local content, risking articulation. Nick to work with faculty.					
H	ANTH C1001L	Biological Anthropology Laboratory	☑	☑	☑	*Laura Greathouse*
	Corequisite language; Objective labeling and formatting; Textbook labeling. Incomplete, no local content, risking articulation. Nick to work with faculty.					

Courses

Course Major Modifications

			M	N	R	Notes
H	ARA 1	Arabic 1	☐	☑	☑	*Huda Aljord*
	Impact: MVC Global Studies; NOR Global Studies; RIV Global Studies. Discipline vote needs to be verified. Course content formatting.					
H	ARA 2	Arabic 2	☐	☐	☑	*Huda Aljord*
	Impact: MVC Global Studies; NOR Global Studies; RIV Global Studies. Discipline vote needs to be verified. Course content formatting.					
H	ARA 3	Arabic 3	☐	☐	☑	*Huda Aljord*
	Impact: MVC Global Studies; NOR Global Studies; RIV Global Studies. Discipline vote needs to be verified. Course content formatting.					
	ART 15	Beginning Ceramics	☐	☐	☑	*Humberto Reynoso*
	Review minutes.					
	ART 16	Intermediate Ceramics	☐	☐	☑	*Humberto Reynoso*
	Review minutes. Materials fee listed on form, but description states students pay for their own materials.					
	ART 17	Beginning Drawing	☑	☑	☑	*William Kim*
	Review minutes.					
	ART 20	Beginning Sculpture	☐	☑	☑	*Humberto Reynoso*
	Review minutes.					
	ART 21	Intermediate Sculpture	☐	☐	☑	*Humberto Reynoso*
	Entrance skill links missing.					
	ART 22	Two Dimensional Design	☑	☑	☑	*Leslie Brown*
	Review minutes.					
	ART 23	Color Theory and Design	☑	☑	☑	*Robert Jew*
	Review minutes.					
	ART 24	Three Dimensional Design	☑	☑	☑	*Humberto Reynoso*
	Review minutes. Descriptions states students pay for their own materials and also lists a materials fee.					
	ART 25A	Watercolor - Beginning	☑	☑	☑	*Megan Lindeman*
	Review minutes.					
	ART 25B	Watercolor - Intermediate	☑	☑	☑	*Megan Lindeman*
	Review minutes.					
	ART 30A	Printmaking-Introduction	☐	☐	☑	*Leslie Brown*
	Review minutes.					
	ART 30B	Printmaking-Intermediate	☐	☐	☑	*Leslie Brown*
	Review minutes; material fee states $15 for shared materials;					
	ART 35A	Illustration - Beginning	☐	☐	☑	*Robert Jew*
	Review minutes.					
	ART 35B	Illustration - Intermediate	☐	☐	☑	*Robert Jew*
	Review minutes. SLO with "Understand."					

Courses

Course Major Modifications

		M	N	R	Notes
ART 36A	**Computer Art-Introduction**	☑	☑	☑	*William Kim*
Review minutes.					
ART 36B	**Computer Art-Intermediate**	☑	☑	☑	*William Kim*
Review Minutes;					
ART 38	**Studio Illustration**	☐	☐	☑	*Robert Jew*
Review minutes. Prerequisite blank on COR. Entrance skills missing link. GESLOs missing.					
ART 40A	**Figure Drawing-Introduction**	☑	☑	☑	*Leslie Brown*
Review minutes.					
ART 40B	**Figure Drawing-Intermediate**	☑	☑	☑	*Leslie Brown*
Review minutes;					
ART 41A	**Figure Painting-Introduction**	☐	☑	☑	*Leslie Brown*
Review Minutes					
ART 41B	**Figure Painting-Intermediate**	☐	☐	☑	*Leslie Brown*
Review Minutes					
ART 42A	**Studio Figure Drawing-Portfolio Preparation**	☑	☐	☑	*Leslie Brown*
Review minutes					
ART 43A	**Studio Figure Painting-Portfolio Preparation**	☐	☐	☑	*Leslie Brown*
Review minutes					
ART 43B	**Studio Figure Painting-Portfolio Presentation**	☐	☐	☑	*Leslie Brown*
Review minutes.					
ART 44A	**Beginning Animation Principles**	☐	☐	☑	*William Kim*
Review minutes					
ART 44B	**Intermediate Animation Principles**	☐	☐	☑	*William Kim*
Review minutes; missing entrance skills/links for ART-22 and 40A					
ART 44C	**Advanced Animation Principles**	☐	☐	☑	*William Kim*
Review minutes; Missing entrance skills/links for ART-22 and 40A					
ART 46	**Studio Sculpture**	☐	☐	☑	*Humberto Reynoso*
Review minutes; rationale states "to address repeatability"; Description states "May be taken a total of two times"; Repeatability states "1"; Material fee is missing justification (material fee is currently in Colleague); Entrance skills not linked;					
ART 47	**Studio Ceramics**	☐	☐	☑	*Humberto Reynoso*
Review minutes; Entrance skills not linked; Material fee $1 added with no justification ($15 material fee in Colleague); Description states students pay for their own materials.					
ART 49A	**Studio Printmaking-Portfolio Preparation**	☐	☐	☑	*Leslie Brown*
Review minutes; material fee for shared items;					
ART 49B	**Studio Printmaking-Portfolio Presentation**	☐	☐	☑	*Leslie Brown*
Review minutes; material fee for shared items;					

Courses

Course Major Modifications

			M	N	R	Notes
	ART 50A	**Beginning Storyboarding**	☐	☐	☑	*William Kim*
	Review minutes					
	ART 50B	**Intermediate Storyboarding**	☐	☐	☑	*William Kim*
	Review minutes.					
	ART 51A	**Beginning Animation Production**	☐	☐	☑	*William Kim*
	Review minutes					
	ART 51B	**Intermediate Animation Production**	☐	☐	☑	*William Kim*
	Review minutes					
	ART 6	**Art Appreciation**	☑	☑	☑	*Lauren Johnson*
	Impact: ART-6H, ARTH-6, ARTH-6H					
H	**ARTH 31**	**Introduction to Exhibitions: History, Theory, and Practice**	☑	☑	☑	*Bryan Keene*
	Impact: ART-31 cross list. Nick to work with faculty on crosslisted course.					
	AUB 50	**Introduction to Automotive Collision Repair**	☐	☐	☑	*Skyler Murdock*
	AUB 51	**Automotive Non-Structural Collision Repair and Estimating**	☐	☐	☑	*Skyler Murdock*
	AUB 52	**Automotive Refinishing and Paint**	☐	☐	☑	*Skyler Murdock*
	AUB 54	**Automotive Structural Collision Repair and Frame**	☐	☐	☑	*Skyler Murdock*
	AUB 55	**Automotive Advanced Refinishing and Custom Paint**	☐	☐	☑	*Skyler Murdock*
	AUB 57	**Antique and Classic Auto Restoration and Fabrication**	☐	☐	☑	*Skyler Murdock*
	AUB 60	**Automotive Trim and Upholstery I**	☐	☐	☑	*Skyler Murdock*
	AUB 61	**Automotive Trim and Upholstery II**	☐	☐	☑	*Skyler Murdock*
H	**BIOL C1001**	**Introduction to Biology**	☐	☑	☑	*Ryan Joseph*
	Modification of BIO-10. SLO with "Understand." Kelly to work with faculty on SLO with "Understand."					
H	**CHI 1**	**Chinese 1**	☐	☑	☑	*Takashi Suzuki*
	Impact: Global Studies Cert (R/M/N)					
H	**CHI 2**	**Chinese 2**	☐	☑	☑	*Takashi Suzuki*
	Impact: Global Studies (RMN)					
H	**CIS 27A**	**Computer Forensics Fundamentals**	☑	☐	☑	*Steve Corbin*
	TBA with no lab content. Many GESLOs. Kelly to work with faculty.					
H	**CIS 59**	**Typography and Graphic Design**	☐	☑	☐	*Brian Johnson*
	Impact: ADM-62 Crosslist, at TR; Different GESLOs; ISBN number is different on Lupton text.					

Courses

Course Major Modifications

			M	N	R	Notes
H	CIS 68B	Big Data Fundamentals	☑	☐	☑	*Mark Lehr*
	Has three prereqs listed as 'and', but all of them satisfy the same single entrance skill. Why are three classes needed to satisfy the same entrance skill? Kelly to work with faculty.					
H	CIS 78A	Introduction to Adobe Photoshop	☑	☑	☑	*Scott McLeod*
	Crosslisted to CAT-78A, which is not here.					
H	COMM C1004	Interpersonal Communication	☑	☑	☑	*Angie Burkhart*
	CCN labeling on COR needed. All course content replaced with CCN template content only. Many GESLOs. Kelly to review with faculty.					
H	COMM C1004H	Honors Interpersonal Communication	☑	☑	☑	*Angie Burkhart*
	CCN labeling on COR needed. All course content replaced with CCN template content only. Many GESLOs. Kelly to review with faculty.					
H	CRP 402B	Slabs/Interior-Exterior Footings	☐	☑	☐	*Paul Van Hulle*
	Unit change, in programs.					
H	CRP 403A	Tilt-Up Introduction	☐	☑	☐	*Paul Van Hulle*
	Unit change, in programs.					
H	CRP 404C	Printreading	☐	☑	☐	*Paul Van Hulle*
	Unit change, in programs					
H	CRP 425D	Advanced Printreading	☐	☑	☐	*Paul Van Hulle*
	Unit change, in programs					
H	CRP 428E	Bridge Falsework	☐	☑	☐	*Paul Van Hulle*
	Unit change, in programs.					
H	CRP 429C	Solar Installer Level 1	☐	☑	☐	*Paul Van Hulle*
	Unit change, in programs; hours do not calculate to 1 unit.					
H	CRP 474C	Air, Moisture, and Thermal Barriers	☐	☑	☐	*Paul Van Hulle*
	Unit change, in programs.					
H	CUL 826	Food Cost Accounting	☐	☐	☑	*David Avalos*
	Impact: Mirrored CUL-26 at TR; Cert Food Service Career at TR. Discipline specific MOE needed.					
H	DEA 20	Infection Control for Dental Assistants	☑	☐	☐	*Lidia Hulshof*
	SLO with "Understand." Review minutes. Multiple prereqs that fulfill the same entrance skill.					
H	DEA 22	Introduction to Supervised Externships	☑	☐	☐	*Lidia Hulshof*
	Review minutes. Multiple prereqs that fulfill the same entrance skill.					
H	DEA 24	Dental Materials for the Dental Assistant	☑	☐	☐	*Lidia Hulshof*
	Impact: Unit change, MOV Dental Assistant; Review minutes. Multiple prereqs that fulfill the same entrance skill.					
H	DEA 32	Intermediate Supervised Externships	☑	☐	☐	*Candace Fernandez*
	Review minutes. Multiple prereqs that fulfill the same entrance skill.					

Courses

Course Major Modifications

			M	N	R	Notes
H	DEA 40A	Advanced Chairside Surgical Dental Assistant	☑	☐	☐	*Lidia Hulshof*
	Impact: Unit change, MOV Dental Assistant; Review minutes. The committee discussed the practice of departments giving blanket approval of curriculum changes.					
H	DEA 40C	Advanced Chairside Restorative Dental Assistant	☑	☐	☐	*Lidia Hulshof*
	Impact: Unit change, Dental Assistant. Entrance skill link missing for DEA-42. Activity hours listed. Minimum outside of class hours need to be verified. Review minutes.					
H	DEA 41	Dental Office Management	☑	☐	☐	*Candace Fernandez*
	Review minutes. Multiple prereqs that fulfill the same entrance skill.					
	ECON 5	Economics of the Environment	☑	☐	☑	*Riyad Abubaker*
	Entrance skills with no requisite;					
H	ECON 9	Economics of Poverty, Inequality and Discrimination	☐	☑	☑	*Tamara Cummings*
	Objectives are too comprehensive. MOE final paragraph is very specific where the rest is general; that paragraph should go to the top.					
H	ECON 9H	Honors Economics of Poverty, Inequality and Discrimination	☐	☐	☑	*Tamara Cummings*
	Copy/Paste font errors, Steven will address.					
H	ELC 66	National Electrical Code for Electricians	☐	☑	☐	*Khosrow Rad*
	Impact: Title change, Facility Maintenance; Electrician (at TR).					
H	EMS 200	EMS Work Experience	☑	☐	☐	*Robert Fontaine*
	Minutes; Formatting					
	ENGL C1000	Academic Reading and Writing	☑	☑	☑	*Tucker Amidon*
	ENGL C1000H	Academic Reading and Writing - Honors	☑	☑	☑	*Tucker Amidon*
	ENGL C1003	Critical Thinking and Writing through Literature	☑	☑	☑	*Tucker Amidon*
	ENGL C1003H	Critical Thinking and Writing through Literature - Honors	☑	☑	☑	*Tucker Amidon*
H	FIT 15	Firefighter Refresher - Core Competencies	☑	☐	☐	*Jim Lambert*
	Fot FIT courses generally, content formatting needs to be reviewed. Is the prerequisite type correct; should it be an LOE? MOE sounds like the instructor writing reports of the students' performance. Course content references lecture hours - class is lab only; Course marked as variable units without range; Unlimited repeatability.					
H	FIT 16	Biddle Physical Ability Test	☑	☐	☐	*Jim Lambert*
	Unlimited repeatability. No Sample Assignments.					
H	FIT C19	Introduction to Wildland Fire Behavior	☑	☐	☐	*Jim Lambert*
	Bullet points in course description.					
H	FIT C19B	Intermediate Wildland Fire Behavior (S-290)	☑	☐	☐	*Jim Lambert*
	Objectives and outcomes are the same.					
H	FIT C19C	Wildland Fire Behavior Calculations (S-390)	☑	☐	☐	*Jim Lambert*
	Entrance skill link with no skill. No sample assignments.					

Courses

Course Major Modifications

			M	N	R	Notes
H	FIT C20	ICS 200: Basic Incident Command System for Initial Response	☑	☐	☐	*Jim Lambert*
	SLO 2 and Objective 7 are the same. Content needs more detail, especially section 1. Content 9 may not be content.					
H	FIT C2C	Incident Management of High Rise Fires	☑	☐	☐	*Jim Lambert*
	All outcomes are the same as objectives.					
H	FIT C30	Intermediate Incident Command System (I-300)	☑	☐	☐	*Jim Lambert*
	Entrance skills for FIT-C20 but course is not listed as a requisite. Course content reads like MOE.					
H	FIT C39	Division/Group Supervisor (S-339)	☑	☐	☐	*Jim Lambert*
	SLO 1 has a spelling error.					
H	FIT C40	Advanced Incident Command System (I-400)	☑	☐	☐	*Jim Lambert*
	Unlimited repeatability; Material fee in Colleague is $75 but listed as $20 in Curriqunet.					
H	FIT CFO3D	Emergency Service Delivery Responsibilities	☑	☐	☐	*Jim Lambert*
	Unit Change; Impact: MVC Fire Service Leadership					
H	FIT CO2D	All Risk Command Operations	☑	☐	☐	*Jim Lambert*
	Unit Change; Impact: MVC Fire Service Leadership; Add'l Lab Content formatting					
H	FIT COH1	Hazardous Materials Incident Commander	☑	☐	☐	*Jim Lambert*
	Unit Change; Impact: MVC Fire Service Leadership; Entrance skills with no requisite					
H	FIT COHA	Hazardous Materials First Responder Awareness	☑	☐	☐	*Jim Lambert*
	Missing writing and other assignments. Typo in objective 3.					
H	FIT DO1A	Fire Apparatus Driver/Operator 1A	☑	☐	☐	*Jim Lambert*
	Title change; Impact: MVC Fire Service Leadership; missing Outside of Class Reading and Writing assignments.					
H	FIT DO1E	Wildland Fire Apparatus Driver/Operator	☑	☐	☐	*Jim Lambert*
	Hours/Units mismatch					
H	FIT DO1F	Water Tender Operations	☑	☐	☐	*Jim Lambert*
	No sample assignments in reading or writing.					
H	FIT FO2A	Human Resource Management	☑	☐	☐	*Jim Lambert*
	Number change; Impact: MVC Fire Service Leadership; GESLOs					
H	FIT FO2B	Administration and Community Risk Reduction	☑	☐	☐	*Jim Lambert*
	Course number and units change; Impact: MVC Fire Service Leadership; has GESLOs.					
H	FIT FO2C	Initial Incident command	☑	☐	☐	*Jim Lambert*
	Title and course number change; Impact: MVC Fire Service Leadership					
H	FIT FO3A	Human Resources Management	☑	☐	☐	*Jim Lambert*
	Unit, title, number change. Impact: MVC Fire Service Leadership; has non-course requisite, but entrance skills are tied to a course; has unlimited repeatability.					

Courses

Course Major Modifications

			M	N	R	Notes
H	FIT FO3B	Finance and Administration	☑	☐	☐	*Jim Lambert*
	Unit, title, number change. Impact: MVC Fire Service Leadership; has non-course requisite, but entrance skills are tied to a course; has unlimited repeatability.					
H	FIT FO3C	Command of Expanding Incidents	☑	☐	☐	*Jim Lambert*
	Unit, title, number change. Impact: MVC Fire Service Leadership; has non-course requisite, but entrance skills are tied to a course; has unlimited repeatability.					
H	FIT INS1	Instructor I	☑	☐	☐	*Jim Lambert*
	Unit change. Impact: MVC Fire Service Leadership; has repeatability of 1.					
H	FIT INS2	Instructor II	☑	☐	☐	*Jim Lambert*
	Repeatability 2.					
H	FIT ISP1A	Fire Inspector 1A: Duties and Administration	☑	☐	☐	*Jim Lambert*
	Missing outside of class writing and other assignments.					
H	FIT ISP2B	Fire Inspector 2B: Fire and Life Safety Requirements	☑	☐	☐	*Jim Lambert*
	No outside of class writing assignments.					
H	FIT ISP2C	Fire Inspector 2C: Inspecting New and Existing Fire and Life Safety Systems and Equipment	☑	☐	☐	*Jim Lambert*
	Missing outside of class writing assignments.					
H	FIT ISP2D	Fire Inspector 2D: Hazardous Materials, Operations, and Processes	☑	☐	☐	*Jim Lambert*
	No writing or other outside of class assignments.					
H	FIT R10	Fire Fighter Rescue and Rapid Intervention Crew (RIC) Operations	☑	☐	☐	*Jim Lambert*
	No writing or other outside of class assignments.					
H	FIT R1A	Structural Collapse Specialist 1	☑	☐	☐	*Jim Lambert*
	No outside of class writing assignments.					
H	FIT R2A	Confined Space Rescue, Awareness Level	☑	☐	☐	*Jim Lambert*
	Missing sample assignments.					
H	FIT R3	Common Passenger Vehicle Rescue Technician	☑	☐	☐	*Jim Lambert*
	Repeatability of 0 but states course can be taken multiple times.					
H	FIT R4	Rope Rescue Awareness Operations	☑	☐	☐	*Jim Lambert*
	Repeatability of 0 but states course can be taken multiple times; no outside of class writing or other assignments.					
H	FIT R7	Trench Rescue Technician	☑	☐	☐	*Jim Lambert*
	No outside of class writing assignments; Unlimited repeatability.					
H	FIT S130	Firefighter Training	☑	☐	☐	*Jim Lambert*
	Objective 2 and SLO 3 are the same. Objective 1 seems like a compound objective.					
H	FIT S131	Firefighter Type 1	☑	☐	☐	*Jim Lambert*
	Objectives and outcomes are the same. Content needs development. Minutes need to be verified; lists S131A.					

Courses

Course Major Modifications

			M	N	R	Notes
H	FIT S131B	Firefighter Survival	☑	☐	☐	*Jim Lambert*
	Objectives and outcomes are very similar. Total hours should be 27, but listed as 27.25.					
H	FIT S3	Basic Fire Fighter Academy	☑	☐	☐	*Jim Lambert*
	Multiple prereqs for the same entrance skill. Does not have a units breakdown.					
H	FIT S31B	Hazardous Materials & Weapons of Mass Destruction	☑	☐	☐	*Jim Lambert*
H	FIT S3B1	Fire Control 3: Structural Firefighting	☑	☐	☐	*Jim Lambert*
	No outside writing assignments; lab hours error.					
H	FIT S3B2	Fire Control 4A: Ignitable Liquids and Gases Awareness/Operations	☑	☐	☐	*Jim Lambert*
	No outside of class writing assignments.					
H	FIT S3B3	Fire Control 4B: Ignitable Liquids and Gases Technician	☑	☐	☐	*Jim Lambert*
	No outside of class writing assignments.					
H	FIT S3B4	Fire Control 6: Wildland Fire Fighting Essentials	☑	☐	☐	*Jim Lambert*
	Units/hours issue.					
H	FIT S404	Safety Officer (NWCG)	☑	☐	☐	*Jim Lambert*
	No outside of class writing assignments.					
	FRE 1	French 1	☐	☑	☑	*Dominique Voyer*
	Review minutes.					
	FRE 11	Culture and Civilization	☐	☐	☑	*Dominique Voyer*
	Review minutes.					
	FRE 2	French 2	☐	☑	☑	*Dominique Voyer*
	Review minutes.					
	FST 1	Introduction to Film Studies	☑	☐	☑	*Cynthia Morrill*
	FTV 65	The Director's Art in Filmmaking	☐	☐	☑	*Scott Hernandez*
	Content formatting.					
	ITA 1	Italian 1	☐	☐	☑	*Araceli Calderón*
	ITA 2	Italian 2	☐	☐	☑	*Araceli Calderón*
	ITA 3	Italian 3	☐	☐	☑	*Araceli Calderón*
	JOU 20A	Multimedia News I	☑	☐	☑	*Angela Burrell*
	Title Change Impact: ADT Journalism at TR; Cert Journalism at TR;					
	JOU 20B	Multimedia News II	☑	☐	☑	*Angela Burrell*
	Title Change Impact: ADT Journalism, at TR					
	JOU 20C	Multimedia News III	☑	☐	☑	*Angela Burrell*
	JOU 20D	Multimedia News IV	☑	☐	☑	*Angela Burrell*

Courses

Course Major Modifications

			M	N	R	Notes
	JOU 52A	Multimedia News: Editing & Design I	☐	☐	☑	*Angela Burrell*
	Requisite formatting; PHO-20 missing entrance skill link; GESLOs, but not a GE course.					
	JOU 52B	Multimedia News: Editing & Design II	☐	☐	☑	*Angela Burrell*
	JOU 52C	Multimedia News: Editing & Design III	☐	☐	☑	*Angela Burrell*
	JOU 52D	Multimedia News: Editing & Design IV	☐	☐	☑	*Angela Burrell*
H	JPN 1	Japanese 1	☐	☐	☑	*Takashi Suzuki*
	Unit Change; Impact: Global Studies cert (M/N/R)					
H	JPN 2	Japanese 2	☐	☐	☑	*Takashi Suzuki*
	Unit Change; Impact: Global Studies cert (M/N/R)					
H	JPN 3	Japanese 3	☐	☐	☑	*Takashi Suzuki*
	Unit Change; Impact: Global Studies cert (M/N/R)					
H	JPN 4	Japanese 4	☐	☐	☑	*Takashi Suzuki*
	Unit Change; Impact: Global Studies cert (M/N/R)					
	KIN 16	Introduction to Athletic Training	☐	☑	☑	*Douglas Finfrock*
	Review minutes. GESLOs.					
	KIN A40	Karate, Beginning	☑	☑	☐	*Suzanne Witmer*
	KIN A41	Karate, Intermediate	☑	☑	☐	*Suzanne Witmer*
	KIN A42	Karate, Advanced	☑	☑	☐	*Suzanne Witmer*
	Entrance skills, but no requisite.					
	KIN V01	Cross Country, Varsity, Men	☐	☑	☑	*Douglas Finfrock*
	KIN V07	Golf, Varsity, Men	☐	☐	☑	*Douglas Finfrock*
	KIN V08	Tennis, Varsity, Men	☐	☐	☑	*Douglas Finfrock*
	KIN V09	Swimming and Diving, Varsity Men	☐	☐	☑	*Douglas Finfrock*
	KIN V10	Soccer, Varsity Men	☐	☑	☑	*Douglas Finfrock*
	KIN V11	Pep Squad, Varsity, Men and Women	☐	☐	☑	*Douglas Finfrock*
	KIN V12	Cross Country, Varsity, Women	☐	☑	☑	*Douglas Finfrock*
	KIN V14	Track and Field, Varsity, Women	☐	☐	☑	*Douglas Finfrock*
	KIN V16	Flag Football, Varsity, Women	☑	☑	☑	*Douglas Finfrock*
	SLO with "Understand."					
	KIN V18	Tennis, Varsity, Women	☐	☐	☑	*Douglas Finfrock*
	KIN V19	Swimming and Diving, Varsity, Women	☐	☐	☑	*Douglas Finfrock*

Courses

Course Major Modifications

			M	N	R	Notes
	KIN V20	Basketball, Varsity, Women	☐	☐	☑	*Douglas Finfrock*
	KIN V21	Volleyball, Varsity, Women	☐	☐	☑	*Douglas Finfrock*
	KIN V22	Fastpitch, Varsity, Women	☐	☐	☑	*Douglas Finfrock*
	KIN V25	Soccer, Varsity, Women	☐	☑	☐	*Douglas Finfrock*
	KIN V27	Stunt	☐	☐	☑	*Douglas Finfrock*
	KIN V71	Women's Beach Volleyball	☐	☐	☑	*Douglas Finfrock*
H	MAG 51	Elements of Supervision	☑	☑	☑	*Kinnari Bhavsar*
		SLO 1 and 4 has "Understand." GESLO but not a GE course. SLOs could be updated to "Demonstrate and understanding of," SLO 4 has multiple skills. SLOs are compound and more like objectives. Kelly to work with faculty.				
H	MAG 56	HRM: Human Resources Management	☑	☑	☑	*Kinnari Bhavsar*
		GESLO but not a GE course.				
	MATH 1C	Calculus III	☑	☑	☑	*Sean Drake*
		Review Minutes				
	MATH 70B	Statistics for STEM	☑	☑	☑	*Caroline Hutchings*
H	MDA 54A	Clinical Medical Assisting I	☑	☐	☐	*Lisa Hausladen*
		Unit change; Impact: Administrative/Clinical Medical Assisting, at TR. Repeatability 1.				
H	POLS 14	Field Work in Community Leadership	☐	☐	☑	*Parissa Clark*
		Title Change; Impact: RIV Community Action and Leadership Academy. Lecture hours are incorrect for the unit value; out of class hours are wrong.				
H	POLS 5	Introduction to Public Law	☑	☑	☑	*Mark Sellick*
		Title Change; Impact: MOV POL ADT; NOR Law, Public Policy ADT, Political Science ADT, ADJ: Corrections Degree, ADJ Cert and Degree; RIV: POLS ADT At TR: RIV Law, Public Policy ADT				
H	POLS 8	Introduction To Public Policy Analysis	☐	☐	☑	*Parissa Clark*
		Title Change; Impact: RIV POLS ADT.				
H	RUS 1	Russian 1	☐	☐	☑	*Elena Kobzeva-Herzog*
		Unit Change; Impact: Global Studies cert (M/N/R)				
H	RUS 2	Russian 2	☐	☐	☑	*Elena Kobzeva-Herzog*
		Unit Change; Impact: Global Studies cert (M/N/R)				
H	RUS 3	Russian 3	☐	☐	☑	*Elena Kobzeva-Herzog*
		Unit Change; Impact: Global Studies cert (M/N/R)				
	SPA 1	Spanish 1	☑	☑	☑	*Ruben Contreras*
	SPA 2	Spanish 2	☑	☑	☑	*Ruben Contreras*

Courses

Course Major Modifications

			M	N	R	Notes
	SPA 2H	Honors Spanish 2	☑	☐	☐	*Fernando Nahon Valero*
	SPA 3	Spanish 3	☑	☑	☑	*Mario Vega Sanchez*
	SPA 4	Spanish 4	☑	☑	☑	*Mario Vega Sanchez*
	Has entrance skills for 3N.					
H	STAT C1000E	Introduction to Statistics With Embedded Support	☑	☑	☑	*Sean Drake*
	Review minutes. Description needs to state cannot get credit for STAT-C1000 or C1000H.					

Course Minor Modifications

			M	N	R	Notes
H	ARTH 6	Art Appreciation	☑	☑	☑	*Lauren Johnson*
	Impact: ARTH-6H, ART-6 (at TR), and ART-6H					
H	CUL 20	Fundamentals of Baking I	☐	☐	☑	*David Avalos*
	Impact: Mirrored CUL-820 at TR.					
H	DFT 21	Drafting	☐	☑	☐	*Farshid Mirzaei*
	Minutes rationale does not match the change made to the course, appears to be missing vote. GESLOs, crosslisted course has not been launched, and materials do not match the mirrored version.					
H	DFT 52	Geometric Dimensioning & Tolerancing	☐	☑	☐	*Farshid Mirzaei*
	Course content has A with no B. Crosslisted with ENE-52 which has not been launched.					
H	HIST 44	Asian American History	☐	☐	☑	*Daniel Borses*
	Impact: ETS-44 crosslist; course materials don't match cross list; Review minutes.					

Extensive Labs

			M	N	R	Notes
H	ADJ 12L	Introduction to Criminalistics Lab	☐	☐	☑	*Melissa Matuszak*
	Contract defines extensive prep lab, the contract is not the purview of curriculum. The contract has historically defined/showed a pattern of approving extensive prep labs in STEM and nursing. Per the contract, are we missing a step? The contract lists the 7 criteria, and then any decision to change the status will be made by majority vote of the members of the affected discipline, forwarded to the VPAA for consultation, and then to the curriculum committees. Consultation and commentary from the VPAAs does not appear to be happening. Historically, VPAA consultation and comment may have been included with the proposal for the curriculum committees to consider. The committee discussed that the proposals should be sent to the VPAA for their consultation, and the form should be updated. Additionally, how do we evaluate criteria 7 regarding the equivalent lab?					
H	ADJ 28L	Crime Scene Investigation Laboratory	☐	☐	☑	*Melissa Matuszak*
H	ADJ 31L	Cybercrime & Digital Forensics Laboratory	☐	☐	☑	*Melissa Matuszak*

Courses

New Courses

			M	N	R	Notes
	ADJ 36	Conflict Resolution, Mediation & De-Escalation in Criminal Justice	☐	☐	☑	*Melissa Matuszak*
	ADJ 37	Physical Fitness and Wellness for Public Safety Personnel	☐	☑	☐	*Sigrid Williams*
	Impact: Mirrored to ADJ-837; Unit value totals 2.17; has unlimited repeatability;					
	ADJ 50	Applied Internship in Criminal Justice	☐	☐	☑	*Melissa Matuszak*
	Repeatability 1; Entrance skills but no prerequisite.					
	ADJ 837	Physical Fitness and Wellness for Public Safety Personnel	☐	☑	☐	*Sigrid Williams*
	Impact: Mirrored ADJ-37, at TR. Has GE SLOs; Review minutes.					
	ALR 803	Reading for Academic and Lifelong Literacy	☑	☐	☐	*Sonya Nyrop*
	Impact: Mirrored ALR-3, at TR. SLO with "Understand."					
	AUT 450	Automotive Apprenticeship Work Experience	☐	☐	☑	*Angelina Alcantar*
	TOP/CIP mismatch. CIP code non-CTE - SAM code Apprenticeship.					
	CAT 198	Microsoft Excel for Business Data Analysis	☐	☐	☑	*Janet Lehr*
	CIS 160	Artificial Intelligence	☐	☐	☑	*Mark Lehr*
	CIS 198	Microsoft Excel for Business Data Analysis	☐	☐	☑	*Mark Lehr*
	CIS 30F	Python Programming for Data Analytics	☑	☑	☑	*Kasey Nguyen*
	CIS 30G	Python for Artificial Intelligence (AI)	☑	☐	☑	*Kasey Nguyen*
	Entrance skill links, but no skills.					
	CIS 51	Data Analytics with R Programming	☑	☐	☑	*Kasey Nguyen*
	COMM 22	Introduction to Communication Studies	☑	☑	☑	*Juan Ahumada*
	Has GE SLOs, not approved for GE; review NOR minutes;					
H	CUL 26	Food Cost Accounting	☐	☐	☑	*David Avalos*
	Impact: Mirrored CUL-826 at TR. Discipline specific MOE needed.					
H	CUL 29	Introduction to Food Service Industry	☐	☐	☑	*David Avalos*
	Impact: Mirrored CUL-829 at TR.					
H	CUL 820	Fundamentals of Baking I	☐	☐	☑	*David Avalos*
	Impact: Mirrored CUL-20, at TR. Materials fee on non-credit?					
H	CUL 829	Introduction to Food Service Industry	☐	☐	☑	*David Avalos*
	Impact: Mirrored CUL-29 at TR. APP cross discipline.					
	DEA 42	Advanced Supervised Externship	☑	☐	☐	*Lidia Hulshof*
H	DFT 821	Drafting	☐	☑	☐	*Farshid Mirzaei*
	Minutes rationale do not match the change made to the course, appears to be missing vote. GESLOs, crosslisted course has not been launched, and materials do not match the mirrored version.					

Courses

New Courses

			M	N	R	Notes
H	DFT 852	Geometric Dimensioning & Tolerancing	☐	☑	☐	*Farshid Mirzaei*
	Course content has A with no B. Crosslisted with ENE-52 which has not been launched.					
	FIT FO4A	Human Resource Management	☑	☐	☐	*Jim Lambert*
	Entrance skills missing; Unit/hour calculation; GESLOs; Unlimited repeatability; Materials fee justification but no fee listed.					
	FIT FO4B	Community Leadership and Strategic Planning	☑	☐	☐	*Jim Lambert*
	Unlimited repeatability; Course materials fee justification, but no fees listed; requisite statement, but no course; blank SLO with GESLOs attached; no reading/writing assignments.					
	FIT FO4C	Emergency Services Management	☑	☐	☐	*Jim Lambert*
	Prerequisite is a statement, not a course; Repeatability 1.					
	FIT S200	Wildland Initial Attack Incident Command	☑	☐	☐	*Jim Lambert*
	Course content formatting; Review minutes.					
	GEG 11	Advanced Geographic Information Systems (GIS)	☑	☐	☑	*James Hayes*
	Entry skill #4 missing link; GESLOs but this is a new course.					
	MAN 450	Apprenticeship Work Experience	☐	☑	☐	*Paul Van Hulle*
	MATH C2220H	Calculus II: Early Transcendentals - Honors	☐	☑	☐	*Svetlana Borissova*
	MATH C2220H	Calculus II: Early Transcendentals - Honors	☐	☑	☐	*Svetlana Borissova*
	MUS P82	Symphonic Wind Orchestra	☐	☐	☑	*Steven Schmidt*
	GESLOs on new course.					
	NXN 70A	Standardized Patient Foundations in Healthcare Simulation	☐	☐	☑	*Amy Vermillion*
	Impact: Mirrored NRN-870A at TR					
	NXN 70B	Applied Standardized Patient Practice in Healthcare Simulation	☐	☐	☑	*Amy Vermillion*
	Impact: Mirrored NRN-870B at TR					
	NXN 870A	Standardized Patient Foundations in Healthcare Simulation	☐	☐	☑	*Amy Vermillion*
	Impact: Mirrored NRN-70A at TR					
	NXN 870B	Applied Standardized Patient Practice in Healthcare Simulation	☐	☐	☑	*Amy Vermillion*
	Impact: Mirrored NRN-70B at TR					
	NXN 890	Immersive Simulation for Clinical Nursing Practice	☐	☐	☑	*Amy Vermillion*
	Impact: Mirrored NRN-90 at TR					
	NXN 90	Immersive Simulation for Clinical Nursing Practice	☐	☐	☑	*Amy Vermillion*
	Impact: Mirrored NRN-890 at TR.					
	SOC 305	Sociological Perspectives on Public Safety and Disaster	☑	☐	☐	*Tracy Kazsuk*

Programs

New Programs

		M	N	R	Notes
ADT					
CHE	**Chemistry**	☑	☐	☐	*Abel Sanchez*
Certificate					
ADJ	**Administration of Justice: Modern Policing**	☐	☑	☐	*Sigrid Williams*
Proposed as certificate only, not a degree? Narrative references degree, but certificate is 16 units only.					
CUL	**Food Service Career & Certification Preparation**	☐	☐	☑	*David Avalos*
New courses CUL-25, 26, 27, 29					
CUL	**Hospitality Front of House Operations**	☐	☐	☑	*David Avalos*
New course CUL-29, 56. Regional consortium needed.					
EAR	**Transitional Kindergarten (TK) for Credentialed Teachers**	☐	☐	☑	*Amber Lappin*
JOU	**Journalism**	☐	☐	☑	*Angela Burrell*
Regional Consortium recommendation needed.					
NXN	**Healthcare Simulation and Standardized Patient Education**	☐	☐	☑	*Amy Vermillion*
NXN	**Standardized Patient in Healthcare Simulation**	☐	☐	☑	*Amy Vermillion*
SPA	**Elementary Spanish**	☑	☐	☐	*Norma Flores Martinez*
SPA	**Elementary Spanish**	☐	☑	☐	*Dominique Voyer*
SPA	**Elementary Spanish**	☐	☐	☑	*Araceli Calderón*
Degree					
ADJ	**Forensic Studies**	☐	☑	☐	*Sigrid Williams*
New course ADJ-29.					
Non-Credit Certificate					
EAR	**Behavior Technician**	☐	☐	☑	*Amber Lappin*
New courses EAR-860, 861. Program listed as workforce prep, but should be short term voc. Needs LMI.					
NXN	**Healthcare Simulation and Standardized Patient Education - Noncredit**	☐	☐	☑	*Amy Vermillion*
NXN	**Standardized Patient in Healthcare Simulation - Noncredit**	☐	☐	☑	*Amy Vermillion*

Program Discontinuance

		M	N	R	Notes
Certificate					
ADJ	**Corrections**	☐	☐	☑	*Melissa Matuszak*
ADJ	**Investigative Technician**	☐	☐	☑	*Melissa Matuszak*

Programs

Program Discontinuance

			M	N	R	Notes
Certificate						
	CIS	Amazon Web Services	☐	☐	☑	*Steve Corbin*
	NXN	Critical Care Nurse	☐	☐	☑	*Amy Vermillion*
Degree & Certificate						
	CIS	Cyberpreneurship	☐	☐	☑	*Steve Corbin*
Non-Credit Certificate						
	ENGL	English and Reading Support	☐	☐	☑	*Denise Kruizenga-Muro*
	ESL	Introduction to Basic Computer and IT Careers for ESL Students	☐	☐	☑	*Carla Reible*

Program Modifications

				M	N	R	Notes
ADT							
H	BIO	Biology 2.0		☑	☐	☐	*Abel Sanchez*
H	PAL	Law, Public Policy, and Society		☐	☐	☑	*LaNeshia Judon*
		TMC needs to be updated to reflect current course numbering and titles.					
Bachelor of Science							
H	PSF	Emergency Management		☑	☐	☐	*Charles Wilhite*
Certificate							
H	CIS	Data Analytics		☑	☐	☐	*Kasey Nguyen*
H	CIS	Python Programming		☑	☐	☐	*Kasey Nguyen*
H	CIS	Information Security and Cyber Defense		☐	☐	☑	*Steve Corbin*
H	CUL	Foundational Culinary Arts		☐	☐	☑	*David Avalos*
		New courses CUL-25, 26, 27, 29, 56, 57, 58					
	ENGL	Global Studies		☑	☐	☐	*Jeffrey Rhyne*
	ENGL	Global Studies		☐	☑	☐	*Dan Reade*
	ENGL	Global Studies		☐	☐	☑	*Kelly Douglass*
Degree							
H	CIS	Data Science		☑	☐	☐	*Kasey Nguyen*
H	CIS	Information Technology (IT) Cybersecurity		☑	☐	☐	*Kasey Nguyen*
H	CIS	Cyber Defense		☐	☐	☑	*Steve Corbin*
Degree & Certificate							
H	AUB	Advanced Collision Repair		☐	☐	☑	*Skyler Murdock*

Programs

Program Modifications

			M	N	R	Notes
Degree & Certificate						
H	AUB	Automotive Collision Repair	☐	☐	☑	*Skyler Murdock*
H	AUB	Automotive Refinishing and Paint	☐	☐	☑	*Skyler Murdock*
H	AUB	Automotive Trim and Upholstery	☐	☐	☑	*Skyler Murdock*
H	CRP	Apprenticeship Carpentry, Acoustical	☐	☑	☐	*Paul Van Hulle*
H	CUL	Culinary Arts New courses CUL-25, 26, 27, 29, 56, 57, 58	☐	☐	☑	*David Avalos*
H	EAR	Early Childhood Education – Teacher	☐	☐	☑	*Amber Lappin*
H	ELC	Electrician	☐	☑	☐	*Khosrow Rad*
H	MDA	Administrative/Clinical Medical Assisting	☑	☐	☐	*Lisa Hausladen*
Non-Credit Certificate						
H	CUL	Food Service Career & Certification Preparation Non-Credit New Courses CUL-820, 829	☐	☐	☑	*David Avalos*

Technical Review - Curriculum Proposals

Proposals for Review for 09/15/2026

Courses

Course Deletions

			M	N	R	Discussion	Action
H	BUS 12	Opportunity Analysis for Entrepreneurs	☐	☑	☑	Impact: NOR Entrepreneurship Getting Started cert.	
	Rationale:	This course is no longer required for any degree or certificate program at Riverside City College.					
H	BUS 13	Developing a Successful Business Plan/Model	☐	☑	☑	Impact: NOR Entrepreneurship Getting Started cert.	
	Rationale:	This course is no longer required for any degree or certificate program at Riverside City College.					
H	CAT 78B	Advanced Adobe Photoshop	☑	☐	☐	Norco - Graphic Design AS/Cert	
	Rationale:	Course has not been offered at MVC in several years. As the discipline has no plans to offer it in the foreseeable future we should remove it from the catalog to ensure the catalog represents our actual offerings.					
H	CAT 81	Introduction to Desktop Publishing using Adobe InDesign	☑	☐	☐	CIS-81 needs to come forward for review and to remove the crosslisting. CIS-81 is also out of compliance.	
	Rationale:	Course has not been offered at MVC in several years. As the discipline has no plans to offer it in the foreseeable future we should remove it from the catalog to ensure the catalog represents our actual offerings.					
H	CON 200	Construction Technology Work Experience	☐	☑	☐	Elective in Construction Technology	
	Rationale:	The course has never been offered and there is no plan to offer it in the future.					
H	HIST 19	Modern Russian History	☐	☐	☑	Impact: MOV Global Studies; NOR Global Studies; RIV Global Studies, HIST ADT. Dept Minutes need review.	
	Rationale:	We have not offered this course since I arrived at RCC in the Fall of 2021 and possibly longer than that, partially because of low enrollment and partially because we no longer have an area expert among the FT history faculty (the 2 reasons are correlated.) We are also intentionally and actively de-centering European history in our course offerings.					
H	HIST 35	History of Britain	☐	☐	☑	Impact: MOV Global Studies; NOR Global Studies; RIV Global Studies, HIST ADT. Dept Minutes need review.	
	Rationale:	We have not been able to run this course for at least 5 years, even though we have tried to schedule it. It consistently has been canceled due to low enrollment. We are also intentionally and actively de-centering European history in our course					

Courses

Course Exclusions

			M	N	R	Discussion	Action
H	ADJ 10	**Introduction to Security** Rationale: The proposed removal of ADJ-10 Introduction to Security from the Riverside City College (RCC) Catalog is recommended for two primary reasons: First, the course has never been scheduled or offered since its approval, and second, its content significantly overlaps with a newly proposed course, ADJ-143 Private Sector Investigations & Law, which offers a more comprehensive and updated curriculum.	☐	☐	☑	RIV ADJ Degree/Cert; Need to verify district discipline notification	
H	ADJ 200	**Administration of Justice Work Experience** Rationale: The Administration of Justice Program at Riverside City College (RCC) is recommending the exclusion of ADJ-200 Administration of Justice Work Experience from its catalog for two primary reasons: first, the course has never been scheduled or offered since its approval, creating an inactive listing in our catalog, and second, its variable credit load and associated instructor workload made consistent scheduling or even initial offering challenging, if not impossible. Furthermore, a newly proposed course, ADJ-50 Applied Internship in Criminal Justice, is designed to more effectively and comprehensively meet the needs for practical student experience within the criminal justice field.	☐	☐	☑	RIV ADJ Degree/Cert; RIV ADT Law, Public Policy; Need to verify district discipline notification	
H	ADJ 21	**Control & Supervision in Corrections** Rationale: The course is being considered for exclusion from the RCC ADJ catalog; the reasons for this are twofold: the Administration of Justice program has repeatedly experienced the availability of class sections being removed, despite increased enrollment, through LHSS, requiring ADJ faculty to make sacrifices in regard to class scheduling, section protection, and repeated requests for rotating class schedules in order to ensure student access.	☐	☐	☑	RIV ADJ Degree/Cert; RIV Corrections Cert; Need to verify district discipline notification	
H	ADJ 22	**Legal Aspects of Corrections** Rationale: The ADJ-22 Legal Aspects of Corrections course has been within the RCC Catalog as an Administration of Justice course for multiple years, and has enjoyed student interest when it was able to be offered within the ADJ schedule. However, the course is being considered for exclusion from the RCC ADJ catalog; the reasons for this are twofold: the Administration of Justice program has repeatedly experienced the availability of class sections being removed, despite increased enrollment, through LHSS, requiring ADJ faculty to make sacrifices in regard to class scheduling, section protection, and repeated requests for rotating class schedules in order to ensure student access.	☐	☐	☑	RIV ADJ Degree/Cert; RIV Corrections Cert; Need to verify district discipline notification	

Courses

Course Exclusions

			M	N	R	Discussion	Action
H	ADJ 25	Introduction to Probation and Parole	☐	☐	☑	RIV ADJ Degree/Cert; RIV Corrections Cert; Need to verify district discipline notification	
	Rationale:	The ADJ-25 Legal Aspects of Corrections course has been within the RCC Catalog as an Administration of Justice course for multiple years, and has enjoyed student interest when it was able to be offered within the ADJ schedule. However, the course is being considered for exclusion from the RCC ADJ catalog; the reasons for this are twofold: the Administration of Justice program has repeatedly experienced the availability of class sections being removed, despite increased enrollment, through LHSS, requiring ADJ faculty to make sacrifices in regard to class scheduling, section protection, and repeated requests for rotating class schedules in order to ensure student access.					
H	ADJ 8	Juvenile Law and Procedures	☐	☐	☑	RIV ADJ Degree/Cert; RIV Corrections Cert; RIV ADT Law, Public Policy; Need to verify district discipline notification	
	Rationale:	The ADJ-8 Juvenile Law and Procedures course has been within the RCC Catalog as an Administration of Justice course for multiple years, but has only been successfully placed on the class schedule a few times since 2015. The reasons for this are twofold: the Administration of Justice program has repeatedly experienced the availability of class sections being removed, despite increased enrollment, through LHSS, requiring ADJ faculty to make sacrifices in regard to class scheduling, section protection, and repeated requests for rotating class schedules in order to ensure student access.					

Course Inclusions

			M	N	R	Discussion	Action
	BUS 53	Introduction to Personal Finance	☐	☑	☐		
	Rationale:	Intended course offering in conjunction with growing emphasis at Norco College on entrepreneurship.					
	CIS 30E	Advanced Python Programming	☐	☐	☑		
	Rationale:	Including CIS-30E for the Data Analytics Program					
	ECON 5	Economics of the Environment	☐	☑	☐		
	Rationale:	This course will expand the ECO (economics) course offerings at Norco and once articulated will be added to Norco's ADT in Economics, and included in other ADT pathways.					
	ECON 6	The Political Economy	☐	☑	☐		
	Rationale:	This course will expand the ECO (economics) course offerings at Norco and once articulated will be added to Norco's ADT in Economics, and included in other ADT pathways.					

Courses

Course Inclusions

		M	N	R	Discussion	Action
KIN 16	**Intro to Athletic Training**	☑	☐	☐		
Rationale:	Adding this course will expand and strengthen the Kinesiology curriculum by providing foundational content in athletic training and sports medicine. The course will broaden educational opportunities for students interested in health, fitness, coaching, sp					

Course Major Modifications

		M	N	R	Discussion	Action
ADJ 14	**Advanced Criminal Investigation**	☐	☑	☐		
Rationale:	This course is being updated to reflect current industry practices and emerging technologies used in the field requiring students to develop new skill sets such as digital forensics awareness, evidence management, and analytical thinking. This course has not been reviewed or revised in two years. Modifications are necessary to ensure alignment with current CTE state standards, which call for ongoing curriculum review and incorporation of industry-relevant competencies. Updating the course will better prepare students for modern investigative roles and ensure the program remains responsive to workforce demands and state requirements.					
ADJ A14B	**Search Warrant Execution**	☑	☐	☐		
Rationale:	Update hours, course objectives, content, materials. This course is approved by POST and has state certified hours, it will not be modified for SAAM.					
ADJ A5A	**Bicycle Patrol**	☑	☐	☐	Entrance skill with no prerequisite.	
Rationale:	Updating prerequisite, objectives, SLOs, content, materials. This is a P.O.S.T. class and has state required hours and will not be changed for SAAM.					
ADJ B1A	**Intro to Wellness and Physical Conditioning in Prep for Law Enforcement and Correctional Academies**	☑	☐	☐		
Rationale:	Updating description, hours, units. Textbook - No new edition.					
ADJ C1D	**Basic Correctional Deputy Academy**	☑	☐	☐		
Rationale:	Limitation on enrollment, course materials updated. Course has specific hours required by the State of California and will not have any adjustments for lecture or lab hours for SAAM.					
ADJ D4A	**Dispatcher Role Critical Incidents**	☑	☐	☐		
Rationale:	This class has specific hours required by the State of California and will not have any adjustments for lecture hours for SAAM. Updated requisites, objectives, SLOs, content, materials.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
	ADJ D6A	Dispatcher, Crisis Negotiations	☑	☐	☐		
	Rationale:	This class has specific hours required by the State of California and will not have any adjustments for lecture hours for SAAM. Updated Course Objectives (modified 2, added #3). Update course materials. Verified the CIP Code.					
	ADJ D7A	Dispatcher Domestic Violence and Sexual Assault	☑	☐	☐		
	Rationale:	This class has specific hours required by the State of California and will not have any adjustments for lecture hours for SAAM. Updated course objectives, SLOs, materials. Verified CIP code.					
	ADJ P4A	PC 832 Arrest, Search and Seizure	☑	☐	☐		
	Rationale:	This class has specific hours required by the State of California and will not have any adjustments for lecture or lab hours for SAAM. Updated limitation on enrollment, course materials. Verified CIP code.					
H	ADM 62	Typography and Graphic Design	☑	☐	☑	Impact: Cross-listed CIS-59, at TR	
	Rationale:	This course is SAAM-affected. Our proposed change involves a modification of lecture and lab hours. The updated lecture hours are 36 and the updated lab hours are 54; thus yielding exactly 3 units for this course. TOP/CIP updates.					
	ANT 7	Anthropology of Religion	☑	☑	☑		
	Rationale:	The Course Outline is missing Course Objectives so the discipline is updating it.					
H	ANTH C1001	Introduction to Biological Anthropology	☑	☑	☑	Description does not match template; objective order and labeling; materials and labeling needs to be reviewed. Incomplete, no local content, risking articulation. Nick to work with faculty.	
	Rationale:	Common Course Numbering and revising for commonality across the California Community College system for transfer.					
H	ANTH C1001H	Honors Introduction to Biological Anthropology	☑	☑	☑	Description does not match template; objective labeling missing; course content contains required elements only; MOE formatting; text book labeling missing. Incomplete, no local content, risking articulation. Nick to work with faculty.	
	Rationale:	CCN for ANTH. Course name should be modified to Biological Anthropology Honors.					
H	ANTH C1001L	Biological Anthropology Laboratory	☑	☑	☑	Corequisite language; Objective labeling and formatting; Textbook labeling. Incomplete, no local content, risking articulation. Nick to work with faculty.	
	Rationale:	Change in course name and numbering for CCN					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	ARA 1	Arabic 1	☐	☑	☑	Impact: MVC Global Studies; NOR Global Studies; RIV Global Studies. Discipline vote needs to be verified. Course content formatting.	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
H	ARA 2	Arabic 2	☐	☐	☑	Impact: MVC Global Studies; NOR Global Studies; RIV Global Studies. Discipline vote needs to be verified. Course content formatting.	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
H	ARA 3	Arabic 3	☐	☐	☑	Impact: MVC Global Studies; NOR Global Studies; RIV Global Studies. Discipline vote needs to be verified. Course content formatting.	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
	ART 15	Beginning Ceramics	☐	☐	☑	Review minutes.	
	Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary art practices, studio-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
	ART 16	Intermediate Ceramics	☐	☐	☑	Review minutes. Materials fee listed on form, but description states students pay for their own materials.	
	Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary art practices, studio- based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
	ART 17	Beginning Drawing	☑	☑	☑	Review minutes.	
	Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and lab hour distribution, and to better align with new state/ curric. committee expectations.					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
ART 20	**Beginning Sculpture**	☐	☑	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary art practices, studio-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, andassessment methods.					
ART 21	**Intermediate Sculpture**	☐	☐	☑	Entrance skill links missing.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary art practices, studio-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 22	**Two Dimensional Design**	☑	☑	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions regarding the distribution of lecture and laboratory hours. The revision also modernizes the Course Outline of Record to better reflect contemporary design practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 23	**Color Theory and Design**	☑	☑	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. Modification also updates Course Materials and Course Objectives.					
ART 24	**Three Dimensional Design**	☑	☑	☑	Review minutes. Descriptions states students pay for their own materials and also lists a materials fee.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary art practices, studio- based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 25A	**Watercolor - Beginning**	☑	☑	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and lab hour distribution, and to better align with new state/ curric. committee expectations.					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
ART 25B	**Watercolor - Intermediate**	☑	☑	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and lab hour distribution, and to better align with new state/ curric. committee expectations.					
ART 30A	**Printmaking-Introduction**	☐	☐	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions regarding the distribution of lecture and laboratory hours. The revision also modernizes the Course Outline of Record to better reflect contemporary printmaking practices, studio demonstrations, introduction of technique, material and skill-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 30B	**Printmaking-Intermediate**	☐	☐	☑	Review minutes; material fee states $15 for shared materials;	
Rationale:	This modification is proposed to address SAAM compliance revisions regarding the distribution of lecture and laboratory hours. The revision also modernizes the Course Outline of Record to better reflect contemporary printmaking practices, studio demonstrations, introduction of technique, material and skill-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 35A	**Illustration - Beginning**	☐	☐	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions to lecture and laboratory hour distribution. The updated lecture hours are 27 and the updated lab hours are 81, thus yielding exactly 3 units for this course. CIP update. Added objectives and Course Materials update.					
ART 35B	**Illustration - Intermediate**	☐	☐	☑	Review minutes. SLO with "Understand."	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The updated lecture hours are 27 and the updated lab hours are 81 thus yielding exactly 3 units for this course. CIP update. Added Objectives and textbook update.					
ART 36A	**Computer Art-Introduction**	☑	☑	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary digital art practices, studio-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
ART 36B	**Computer Art-Intermediate**	☑	☑	☑	Review Minutes;	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary digital art practices, studio-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 38	**Studio Illustration**	☐	☐	☑	Review minutes. Prerequisite blank on COR. Entrance skills missing link. GESLOs missing.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The updated lecture hours are 27 and the updated lab hours are 81, thus yielding exactly 3 units for this course. CIP update.					
ART 40A	**Figure Drawing-Introduction**	☑	☑	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary digital art practices, studio-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 40B	**Figure Drawing-Intermediate**	☑	☑	☑	Review minutes;	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 41A	**Figure Painting-Introduction**	☐	☑	☑	Review Minutes	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 41B	**Figure Painting-Intermediate**	☐	☐	☑	Review Minutes	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
ART 42A	**Studio Figure Drawing-Portfolio Preparation**	☑	☐	☑	Review minutes	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 43A	**Studio Figure Painting-Portfolio Preparation**	☐	☐	☑	Review minutes	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 43B	**Studio Figure Painting-Portfolio Presentation**	☐	☐	☑	Review minutes.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure painting practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 44A	**Beginning Animation Principles**	☐	☐	☑	Review minutes	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary animation practices, studio-based instruction, foundational animation production methods, current transfer expectations, and alignment between objectives, student learning outcomes, course content, and assessment methods.					
ART 44B	**Intermediate Animation Principles**	☐	☐	☑	Review minutes; missing entrance skills/links for ART-22 and 40A	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary animation practices, studio-based instruction, intermediate animation production methods, current transfer expectations, and alignment between objectives, student learning outcomes, course content, and assessment methods.					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
ART 44C	**Advanced Animation Principles**	☐	☐	☑	Review minutes; Missing entrance skills/links for ART-22 and 40A	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary animation practices, studio-based instruction, advanced animation production methods, portfolio development, current transfer expectations, and alignment between objectives, student learning outcomes, course content, and assessment methods.					
ART 46	**Studio Sculpture**	☐	☐	☑	Review minutes; rationale states "to address repeatability"; Description states "May be taken a total of two times"; Repeatability states "1"; Material fee is missing justification (material fee is currently in Colleague); Entrance skills not linked;	
Rationale:	Modifying course to address repeatability issue					
ART 47	**Studio Ceramics**	☐	☐	☑	Review minutes; Entrance skills not linked; Material fee $1 added with no justification ($15 material fee in Colleague); Description states students pay for their own materials.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary art practices, studio- based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 49A	**Studio Printmaking-Portfolio Preparation**	☐	☐	☑	Review minutes; material fee for shared items;	
Rationale:	This modification is proposed to address SAAM compliance revisions regarding the distribution of lecture and laboratory hours. The revision also modernizes the Course Outline of Record to better reflect contemporary printmaking practices, studio demonstrations, introduction of technique, material and skill-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 49B	**Studio Printmaking-Portfolio Presentation**	☐	☐	☑	Review minutes; material fee for shared items;	
Rationale:	This modification is proposed to address SAAM compliance revisions regarding the distribution of lecture and laboratory hours. The revision also modernizes the Course Outline of Record to better reflect contemporary printmaking practices, studio demonstrations, introduction of technique, material and skill-based instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
	ART 50A	**Beginning Storyboarding**	☐	☐	☑	Review minutes	
	Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary storyboarding practices, studio-based instruction, visual storytelling and animatic production methods, current transfer expectations, and alignment between objectives, student learning outcomes, course content, and assessment methods.					
	ART 50B	**Intermediate Storyboarding**	☐	☐	☑	Review minutes.	
	Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary storyboarding practices, studio-based instruction, cinematic storytelling and animatic production methods, current transfer expectations, portfolio development, and alignment between objectives, student learning outcomes, course content, and assessment methods.					
	ART 51A	**Beginning Animation Production**	☐	☐	☑	Review minutes	
	Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary animation production practices, studio-based instruction, animation filmmaking and production pipeline methods, current transfer expectations, and alignment between objectives, student learning outcomes, course content, and assessment methods.					
	ART 51B	**Intermediate Animation Production**	☐	☐	☑	Review minutes	
	Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary animation production practices, studio-based instruction, intermediate animation filmmaking and production pipeline methods, professional workflow development, current transfer expectations, and alignment between objectives, student learning outcomes, course content, and assessment methods.					
	ART 6	**Art Appreciation**	☑	☑	☑	Impact: ART-6H, ARTH-6, ARTH-6H	
	Rationale:	This modification is a standard review to update textbooks and receive updated Board of Trustee approval.					
H	**ARTH 31**	**Introduction to Exhibitions: History, Theory, and Practice**	☑	☑	☑	Impact: ART-31 cross list. Nick to work with faculty on crosslisted course.	
	Rationale:	Revising to align with feedback that the course more clearly articulate that the focus is indeed on art, history, theory, and criticism.					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
AUB 50	**Introduction to Automotive Collision Repair**	☐	☐	☑		
Rationale:	The course is being modified to include oxy/acetylyene and MIG welding as these processes are relevant to collision repair. In addition, fastener ID is being removed as it is not significantly relevant to industry. As well I-CAR student certifications are no longer required by industry.					
AUB 51	**Automotive Non-Structural Collision Repair and Estimating**	☐	☐	☑		
Rationale:	AUB-50 is being changed from a co-requisite to a prerequisite to better prepare students for this course. No other changes have been made.					
AUB 52	**Automotive Refinishing and Paint**	☐	☐	☑		
Rationale:	AUB-50 is being changed from an advisory to a prerequisite to better prepare students for this course. No other changes have been made.					
AUB 54	**Automotive Structural Collision Repair and Frame**	☐	☐	☑		
Rationale:	AUB-50 is being changed from a co-requisite to a prerequisite to better prepare students for this course. No other changes have been made.					
AUB 55	**Automotive Advanced Refinishing and Custom Paint**	☐	☐	☑		
Rationale:	AUB-50 is being added as a prerequisite to better prepare students for this course. No other changes have been made.					
AUB 57	**Antique and Classic Auto Restoration and Fabrication**	☐	☐	☑		
Rationale:	AUB-50 is being changed from a co-requisite to a prerequisite to better prepare students for this course. No other changes have been made.					
AUB 60	**Automotive Trim and Upholstery I**	☐	☐	☑		
Rationale:	AUB-50 is being changed from an advisory to a co-requisite to better prepare students for this certificate/degree pattern.					
AUB 61	**Automotive Trim and Upholstery II**	☐	☐	☑		
Rationale:	AUB-50 has been added as a prerequisite. No other changes have been made					
H **BIOL C1001**	**Introduction to Biology**	☐	☑	☑	Modification of BIO-10. SLO with "Understand." Kelly to work with faculty on SLO with "Understand."	
Rationale:	Updating the current BIO-1 General Biology course to the new CCN Introduction to Biology with Lab C1000 course, as required by the State. This includes updates to the Title, Course Number, Course Description, and Course Objectives. Course Materials have also been updated. Some reorganization of Course Contents has been also been performed, but general subjects taught remain largely unchanged.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	**CHI 1**	**Chinese 1**	☐	☑	☑	Impact: Global Studies Cert (R/M/N)	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
H	**CHI 2**	**Chinese 2**	☐	☑	☑	Impact: Global Studies (RMN)	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
H	**CIS 27A**	**Computer Forensics Fundamentals**	☑	☐	☑	TBA with no lab content. Many GESLOs. Kelly to work with faculty.	
	Rationale:	This modification adjusts the lecture and laboratory hour distribution to comply with curriculum and contact hour requirements. The change ensures the course aligns with institutional standards for lecture and lab instruction while maintaining the approved total contact hours.					
H	**CIS 59**	**Typography and Graphic Design**	☐	☑	☐	Impact: ADM-62 Crosslist, at TR; Different GESLOs; ISBN number is different on Lupton text.	
	Rationale:	This course is SAAM-affected. Our proposed change involves a modification of lecture and lab hours. The updated lecture hours are 36 and the updated lab hours are 54; thus yielding exactly 3 units for this course. TOP/CIP updates Course description removed "This course is"					
H	**CIS 68B**	**Big Data Fundamentals**	☑	☐	☑	Has three prereqs listed as 'and', but all of them satisfy the same single entrance skill. Why are three classes needed to satisfy the same entrance skill? Kelly to work with faculty.	
	Rationale:	State Guidelines for Lecture/Lab Hours to Units					
H	**CIS 78A**	**Introduction to Adobe Photoshop**	☑	☑	☑	Crosslisted to CAT-78A, which is not here.	
	Rationale:	2-year CTE review of course and content. Review and update of lecture/lab hours for SAAM. We are changing from 54 lecture hours and 18 lab hours to 45 lecture hours and 27 lab hours.					
H	**COMM C1004**	**Interpersonal Communication**	☑	☑	☑	CCN labeling on COR needed. All course content replaced with CCN template content only. Many GESLOs. Kelly to review with faculty.	
	Rationale:	This course is being modified to align with CCN requirements.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	COMM C1004H	Honors Interpersonal Communication	☑	☑	☑	CCN labeling on COR needed. All course content replaced with CCN template content only. Many GESLOs. Kelly to review with faculty.	
	Rationale:	The course is being modified to align with Common Course Number (CCN)					
H	CRP 402B	Slabs/Interior-Exterior Footings	☐	☑	☐	Unit change, in programs.	
	Rationale:	Updating courses to make them the same as the Western States Carpenters Apprenticeship. The Western States curriculum has been approved and is used statewide.					
H	CRP 403A	Tilt-Up Introduction	☐	☑	☐	Unit change, in programs.	
	Rationale:	Updating courses to make them the same as the Western States Carpenters Apprenticeship. The Western States curriculum has been approved and is used statewide.					
H	CRP 404C	Printreading	☐	☑	☐	Unit change, in programs	
	Rationale:	Updating courses to make them the same as the Western States Carpenters Apprenticeship. The Western States curriculum has been approved and is used statewide.					
H	CRP 425D	Advanced Printreading	☐	☑	☐	Unit change, in programs	
	Rationale:	Updating courses to make them the same as the Western States Carpenters Apprenticeship. The Western States curriculum has been approved and is used statewide.					
H	CRP 428E	Bridge Falsework	☐	☑	☐	Unit change, in programs.	
	Rationale:	Updating courses to make them the same as the Western States Carpenters Apprenticeship. The Western States curriculum has been approved and is used statewide.					
H	CRP 429C	Solar Installer Level 1	☐	☑	☐	Unit change, in programs; hours do not calculate to 1 unit.	
	Rationale:	Updating courses to make them the same as the Western States Carpenters Apprenticeship. The Western States curriculum has been approved and is used statewide.					
H	CRP 474C	Air, Moisture, and Thermal Barriers	☐	☑	☐	Unit change, in programs.	
	Rationale:	Updating courses to make them the same as the Western States Carpenters Apprenticeship. The Western States curriculum has been approved and is used statewide.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	CUL 826	Food Cost Accounting	☐	☐	☑	Impact: Mirrored CUL-26 at TR; Cert Food Service Career at TR. Discipline specific MOE needed.	
	Rationale:	In order to mirror this class, we are adjusting this course to be 27 hours; it was 30 hours previously.					
H	DEA 20	Infection Control for Dental Assistants	☑	☐	☐	SLO with "Understand." Review minutes. Multiple prereqs that fulfill the same entrance skill.	
	Rationale:	Decrease didactic hours and increase lab hours to comply with SAAM and for the achievement of student learning outcomes.					
H	DEA 22	Introduction to Supervised Externships	☑	☐	☐	Review minutes. Multiple prereqs that fulfill the same entrance skill.	
	Rationale:	This course is being modified to comply with the new SAAM accounting method.					
H	DEA 24	Dental Materials for the Dental Assistant	☑	☐	☐	Impact: Unit change, MOV Dental Assistant; Review minutes. Multiple prereqs that fulfill the same entrance skill.	
	Rationale:	This class is being modified to comply with the SAAM accounting method and to update text materials for currency.					
H	DEA 32	Intermediate Supervised Externships	☑	☐	☐	Review minutes. Multiple prereqs that fulfill the same entrance skill.	
	Rationale:	This class is being modified to comply with the SAAM accounting method and to update text materials for currency.					
H	DEA 40A	Advanced Chairside Surgical Dental Assistant	☑	☐	☐	Impact: Unit change, MOV Dental Assistant; Review minutes. The committee discussed the practice of departments giving blanket approval of curriculum changes.	
	Rationale:	This course is being modified for compliance with SAAM accounting method and to update course materials for currency.					
H	DEA 40C	Advanced Chairside Restorative Dental Assistant	☑	☐	☐	Impact: Unit change, Dental Assistant. Entrance skill link missing for DEA-42. Activity hours listed. Minimum outside of class hours need to be verified. Review minutes.	
	Rationale:	This course is being modified as part of the Dental Assistant curriculum pattern plan to allow compliance with SAAM accounting, for better curriculum mapping alignment and also for updating the course materials for currency.					
H	DEA 41	Dental Office Management	☑	☐	☐	Review minutes. Multiple prereqs that fulfill the same entrance skill.	
	Rationale:	This class is being modified to comply with the SAAM accounting method and to update text materials for currency.					
	ECON 5	Economics of the Environment	☑	☐	☑	Entrance skills with no requisite;	
	Rationale:	As part of the periodic comprehensive program review process, all economics CORs will be updated.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	ECON 9	Economics of Poverty, Inequality and Discrimination	☐	☑	☑	Objectives are too comprehensive. MOE final paragraph is very specific where the rest is general; that paragraph should go to the top.	
	Rationale:	As part of the periodic comprehensive program review process for economics, all course outlines of record in the discipline are being updated for materials, student learning outcomes, and course objectives. This modification aligns the course objectives and SLOs with the revised course description.					
H	ECON 9H	Honors Economics of Poverty, Inequality and Discrimination	☐	☐	☑	Copy/Paste font errors, Steven will address.	
	Rationale:	As part of the period comprehensive program review process for economics, all course outlines of record in the discipline are being updated for materials, student learning outcomes, and course objectives. This modification aligns the course objectives and SLOs with the revised course description.					
H	ELC 66	National Electrical Code for Electricians	☐	☑	☐	Impact: Title change, Facility Maintenance; Electrician (at TR).	
	Rationale:	Update to course title.					
H	EMS 200	EMS Work Experience	☑	☐	☐	Minutes; Formatting	
	Rationale:	Modifications made to be compliant with the State Chancellor's office recommendations.					
	ENGL C1000	Academic Reading and Writing	☑	☑	☑		
	Rationale:	This course is SAAM-affected. Our proposed change involves a modification of lecture hours to remove the .33 overhang. The updated lecture hours are 66 and the lab hours will continue at 18, thus yielding exactly 4 units for this course.					
	ENGL C1000H	Academic Reading and Writing - Honors	☑	☑	☑		
	Rationale:	This course is SAAM-affected. Our proposed change involves a modification of lecture hours to remove the .33 overhang. The updated lecture hours are 66 and the lab hours will continue at 18, thus yielding exactly 4 units for this course.					
	ENGL C1003	Critical Thinking and Writing through Literature	☑	☑	☑		
	Rationale:	This course is SAAM-affected. Our proposed change involves a modification of lecture hours to remove the .33 overhang. The updated lecture hours are 66 and the lab hours will continue at 18, thus yielding exactly 4 units for this course.					
	ENGL C1003H	Critical Thinking and Writing through Literature - Honors	☑	☑	☑		
	Rationale:	This course is SAAM-affected. Our proposed change involves a modification of lecture hours to remove the .33 overhang. The updated lecture hours are 66 and the lab hours will continue at 18, thus yielding exactly 4 units for this course.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	FIT 15 Rationale:	Firefighter Refresher - Core Competencies Course units/hours being updated to align with SAAM.	☑	☐	☐	Fot FIT courses generally, content formatting needs to be reviewed. Is the prerequisite type correct; should it be an LOE? MOE sounds like the instructor writing reports of the students' performance. Course content references lecture hours - class is lab only; Course marked as variable units without range; Unlimited repeatability.	
H	FIT 16 Rationale:	Biddle Physical Ability Test Course units/hours being updated to align with SAAM.	☑	☐	☐	Unlimited repeatability. No Sample Assignments.	
H	FIT C19 Rationale:	Introduction to Wildland Fire Behavior To align with the updated requirements of the National Fire Protection Association, National Wildland Fire Coordinating Group and Caliufornais State Fire Training. Fire Service Training must also be in alignment with the health and Safety Code. California State Fire Marshal (CSFM) training is mandated by Health and Safety Code Sections 13150-13159.8, with regulations in Title 19, Division 1, Chapter 13 of the California Code of Regulations.	☑	☐	☐	Bullet points in course description.	
H	FIT C19B Rationale:	Intermediate Wildland Fire Behavior (S-290) To align with the new 2025 National Wildfire Coordinating Group and National Fire Protection Association Standards.	☑	☐	☐	Objectives and outcomes are the same.	
H	FIT C19C Rationale:	Wildland Fire Behavior Calculations (S-390) Update to the 2025 National Wildfire Coordinating Group and National Fire Protection Association Standards	☑	☐	☐	Entrance skill link with no skill. No sample assignments.	
H	FIT C20 Rationale:	ICS 200: Basic Incident Command System for Initial Response To update to the revised 2021 State Fire Training ICS-200 Course requirements which are based on the Federal Emergency Management Agency	☑	☐	☐	SLO 2 and Objective 7 are the same. Content needs more detail, especially section 1. Content 9 may not be content.	
H	FIT C2C Rationale:	Incident Management of High Rise Fires This course is being updated to match the State Fire Trainign Course Plan and National Fire Protection Association Standards.	☑	☐	☐	All outcomes are the same as objectives.	
H	FIT C30 Rationale:	Intermediate Incident Command System (I-300) To comply with the latest version of the State Fire Training and National Wildfire Coordinating Group Course Plan	☑	☐	☐	Entrance skills for FIT-C20 but course is not listed as a requisite. Course content reads like MOE.	

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	FIT C39	Division/Group Supervisor (S-339)	☑	☐	☐	SLO 1 has a spelling error.	
	Rationale:	To align with the new State Fire Training Course plan and all Hazard Response updates.					
H	FIT C40	Advanced Incident Command System (I-400)	☑	☐	☐	Unlimited repeatability; Material fee in Colleague is $75 but listed as $20 in Curriqunet.	
	Rationale:	To align and comply with the updated State Fire Training Course Plans and Federal Emergency Management Agency Standards.					
H	FIT CFO3D	Emergency Service Delivery Responsibilities	☑	☐	☐	Unit Change; Impact: MVC Fire Service Leadership	
	Rationale:	To update course to SAMM calculations					
H	FIT CO2D	All Risk Command Operations	☑	☐	☐	Unit Change; Impact: MVC Fire Service Leadership; Add'l Lab Content formatting	
	Rationale:	To update curriculum and modify for SAMM requirements					
H	FIT COH1	Hazardous Materials Incident Commander	☑	☐	☐	Unit Change; Impact: MVC Fire Service Leadership; Entrance skills with no requisite	
	Rationale:	To meet the updated National Fire Protection Associsation Standards					
H	FIT COHA	Hazardous Materials First Responder Awareness	☑	☐	☐	Missing writing and other assignments. Typo in objective 3.	
	Rationale:	To meet the updated State Fire Training Course Plan and National Fire Protection Association Standards					
H	FIT DO1A	Fire Apparatus Driver/Operator 1A	☑	☐	☐	Title change; Impact: MVC Fire Service Leadership; missing Outside of Class Reading and Writing assignments.	
	Rationale:	To comply with the updated State Fire Training Course Plan and National Fire Protection Association Requirements.					
H	FIT DO1E	Wildland Fire Apparatus Driver/Operator	☑	☐	☐	Hours/Units mismatch	
	Rationale:	To align with the updated State Fire Training CoursePlam and National Fire Protection Association Standards					
H	FIT DO1F	Water Tender Operations	☑	☐	☐	No sample assignments in reading or writing.	
	Rationale:	To align with State Fire Training course Plan and National Fire Protection Association Standards.					
H	FIT FO2A	Human Resource Management	☑	☐	☐	Number change; Impact: MVC Fire Service Leadership; GESLOs	
	Rationale:	To comply with updated State Fire Trianign Course Plans					
H	FIT FO2B	Administration and Community Risk Reduction	☑	☐	☐	Course number and units change; Impact: MVC Fire Service Leadership; has GESLOs.	
	Rationale:	This course is being updated to meet the new State Fire Marshall Fire Officer 2B Course plan and be in Compliance with the National Fire Protection Association Standards.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	FIT FO2C	Initial Incident command	☑	☐	☐	Title and course number change; Impact: MVC Fire Service Leadership	
	Rationale:	To align with new State Fire Training Fire officer guidelines and NFPA Standards.					
H	FIT FO3A	Human Resources Management	☑	☐	☐	Unit, title, number change. Impact: MVC Fire Service Leadership; has non-course requisite, but entrance skills are tied to a course; has unlimited repeatability.	
	Rationale:	To align with the 2026 changes from Chief Officer to Fire Officer 3 in alignment with State Fire Training Course Plans and National Fire Protection Association Standards.					
H	FIT FO3B	Finance and Administration	☑	☐	☐	Unit, title, number change. Impact: MVC Fire Service Leadership; has non-course requisite, but entrance skills are tied to a course; has unlimited repeatability.	
	Rationale:	To align with State Fire Training, updated course plans for Fire Officer 3 and in compliance with the National Fire Protection Association Standards					
H	FIT FO3C	Command of Expanding Incidents	☑	☐	☐	Unit, title, number change. Impact: MVC Fire Service Leadership; has non-course requisite, but entrance skills are tied to a course; has unlimited repeatability.	
	Rationale:	To align with the new State Fire Training Fire Officer 3C Course plan and 2020 National Fire Protection Association Standards					
H	FIT INS1	Instructor I	☑	☐	☐	Unit change. Impact: MVC Fire Service Leadership; has repeatability of 1.	
	Rationale:	Course units/hours being updated to align with SAAM.					
H	FIT INS2	Instructor II	☑	☐	☐	Repeatability 2.	
	Rationale:	Course units/hours being updated to align with SAAM.					
H	FIT ISP1A	Fire Inspector 1A: Duties and Administration	☑	☐	☐	Missing outside of class writing and other assignments.	
	Rationale:	Course units/hours being updated to align with SAAM.					
H	FIT ISP2B	Fire Inspector 2B: Fire and Life Safety Requirements	☑	☐	☐	No outside of class writing assignments.	
	Rationale:	Course units/hours being updated to align with SAAM.					
H	FIT ISP2C	Fire Inspector 2C: Inspecting New and Existing Fire and Life Safety Systems and Equipment	☑	☐	☐	Missing outside of class writing assignments.	
	Rationale:	Course units/hours being updated to align with SAAM.					
H	FIT ISP2D	Fire Inspector 2D: Hazardous Materials, Operations, and Processes	☑	☐	☐	No writing or other outside of class assignments.	
	Rationale:	Course units/hours being updated to align with SAAM.					
H	FIT R10	Fire Fighter Rescue and Rapid Intervention Crew (RIC) Operations	☑	☐	☐	No writing or other outside of class assignments.	
	Rationale:	Course units/hours being updated to align with SAAM.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	FIT R1A Rationale:	Structural Collapse Specialist 1 Course units/hours being updated to align with SAAM.	☑	☐	☐	No outside of class writing assignments.	
H	FIT R2A Rationale:	Confined Space Rescue, Awareness Level Course units/hours being updated to align with SAAM.	☑	☐	☐	Missing sample assignments.	
H	FIT R3 Rationale:	Common Passenger Vehicle Rescue Technician Course units/hours being updated to align with SAAM.	☑	☐	☐	Repeatability of 0 but states course can be taken multiple times.	
H	FIT R4 Rationale:	Rope Rescue Awareness Operations Course units/hours being updated to align with SAAM.	☑	☐	☐	Repeatability of 0 but states course can be taken multiple times; no outside of class writing or other assignments.	
H	FIT R7 Rationale:	Trench Rescue Technician Course units/hours being updated to align with SAAM.	☑	☐	☐	No outside of class writing assignments; Unlimited repeatability.	
H	FIT S130 Rationale:	Firefighter Training Course units/hours being updated to align with SAAM.	☑	☐	☐	Objective 2 and SLO 3 are the same. Objective 1 seems like a compound objective.	
H	FIT S131 Rationale:	Firefighter Type 1 Course units/hours being updated to align with SAAM.	☑	☐	☐	Objectives and outcomes are the same. Content needs development. Minutes need to be verified; lists S131A.	
H	FIT S131B Rationale:	Firefighter Survival Course units/hours being updated to align with SAAM.	☑	☐	☐	Objectives and outcomes are very similar. Total hours should be 27, but listed as 27.25.	
H	FIT S3 Rationale:	Basic Fire Fighter Academy Course units/hours being updated to align with SAAM.	☑	☐	☐	Multiple prereqs for the same entrance skill. Does not have a units breakdown.	
H	FIT S31B Rationale:	Hazardous Materials & Weapons of Mass Destruction Course units/hours being updated to align with SAAM.	☑	☐	☐		
H	FIT S3B1 Rationale:	Fire Control 3: Structural Firefighting To align with the 2023 updated State Fire Training Course Plan and be in compliance with National Fire Protection Association Standards.	☑	☐	☐	No outside writing assignments; lab hours error.	
H	FIT S3B2 Rationale:	Fire Control 4A: Ignitable Liquids and Gases Awareness/Operations To align with the updated State Fire Training Course Plan.	☑	☐	☐	No outside of class writing assignments.	
H	FIT S3B3 Rationale:	Fire Control 4B: Ignitable Liquids and Gases Technician To align with the 2023 State Fire Training Updated Course Plan and National Fire Protection Association Requirements.	☑	☐	☐	No outside of class writing assignments.	

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	FIT S3B4	Fire Control 6: Wildland Fire Fighting Essentials	☑	☐	☐	Units/hours issue.	
	Rationale:	To align with the updated State Fire Training Course Plan and National Wildland Fire Coordinating Group Standards.					
H	FIT S404	Safety Officer (NWCG)	☑	☐	☐	No outside of class writing assignments.	
	Rationale:	Course units/hours being updated to align with SAAM.					
	FRE 1	French 1	☐	☑	☑	Review minutes.	
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					
	FRE 11	Culture and Civilization	☐	☐	☑	Review minutes.	
	Rationale:	Periodic revision.					
	FRE 2	French 2	☐	☑	☑	Review minutes.	
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					
	FST 1	Introduction to Film Studies	☑	☐	☑		
	Rationale:	Removal of references to FST-1H, update course materials to current editions, revise course content, correct typos.					
	FTV 65	The Director's Art in Filmmaking	☐	☐	☑	Content formatting.	
	Rationale:	Needs two year update					
	ITA 1	Italian 1	☐	☐	☑		
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					
	ITA 2	Italian 2	☐	☐	☑		
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					
	ITA 3	Italian 3	☐	☐	☑		
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					
	JOU 20A	Multimedia News I	☑	☐	☑	Title Change Impact: ADT Journalism at TR; Cert Journalism at TR;	
	Rationale:	The course name is being changed to better reflect technological advancements and the content being taught.					
	JOU 20B	Multimedia News II	☑	☐	☑	Title Change Impact: ADT Journalism, at TR	
	Rationale:	The course name is being changed to better reflect technological advancements and the content being taught.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
	JOU 20C	Multimedia News III	☑	☐	☑		
	Rationale:	The course name is being changed to better reflect technological advancements and the content being taught.					
	JOU 20D	Multimedia News IV	☑	☐	☑		
	Rationale:	The course name is being changed to better reflect technological advancements and the content being taught.					
	JOU 52A	Multimedia News: Editing & Design I	☐	☐	☑	Requisite formatting; PHO-20 missing entrance skill link; GESLOs, but not a GE course.	
	Rationale:	The course name is being changed to better reflect technological advancements and the content being taught.					
	JOU 52B	Multimedia News: Editing & Design II	☐	☐	☑		
	Rationale:	The course name is being changed to better reflect technological advancements and the content being taught.					
	JOU 52C	Multimedia News: Editing & Design III	☐	☐	☑		
	Rationale:	The course name is being changed to better reflect technological advancements and the content being taught.					
	JOU 52D	Multimedia News: Editing & Design IV	☐	☐	☑		
	Rationale:	The course name is being changed to better reflect technological advancements and the content being taught.					
H	JPN 1	Japanese 1	☐	☐	☑	Unit Change; Impact: Global Studies cert (M/N/R)	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
H	JPN 2	Japanese 2	☐	☐	☑	Unit Change; Impact: Global Studies cert (M/N/R)	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
H	JPN 3	Japanese 3	☐	☐	☑	Unit Change; Impact: Global Studies cert (M/N/R)	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	JPN 4	Japanese 4	☐	☐	☑	Unit Change; Impact: Global Studies cert (M/N/R)	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
	KIN 16	Introduction to Athletic Training	☐	☑	☑	Review minutes. GESLOs.	
	Rationale:	Lecture/Lab hours (45/27) for the course changed to all lecture hours (54)Removal of labratory content from Course Content - this will now be done as part of the lecture and outside-of-class hours					
	KIN A40	Karate, Beginning	☑	☑	☐		
	Rationale:	Updated course description, course content, and course materials.					
	KIN A41	Karate, Intermediate	☑	☑	☐		
	Rationale:	Updated entrance skills, course objectives, course content, and course materials.					
	KIN A42	Karate, Advanced	☑	☑	☐	Entrance skills, but no requisite.	
	Rationale:	Updated entrance skills, course objectives, course content, and course materials.					
	KIN V01	Cross Country, Varsity, Men	☐	☑	☑		
	Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
	KIN V07	Golf, Varsity, Men	☐	☐	☑		
	Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
	KIN V08	Tennis, Varsity, Men	☐	☐	☑		
	Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
	KIN V09	Swimming and Diving, Varsity Men	☐	☐	☑		
	Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
	KIN V10	Soccer, Varsity Men	☐	☑	☑		
	Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
KIN V11	**Pep Squad, Varsity, Men and Women**	☐	☐	☑		
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
KIN V12	**Cross Country, Varsity, Women**	☐	☑	☑		
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
KIN V14	**Track and Field, Varsity, Women**	☐	☐	☑		
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
KIN V16	**Flag Football, Varsity, Women**	☑	☑	☑	SLO with "Understand."	
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
KIN V18	**Tennis, Varsity, Women**	☐	☐	☑		
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
KIN V19	**Swimming and Diving, Varsity, Women**	☐	☐	☑		
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
KIN V20	**Basketball, Varsity, Women**	☐	☐	☑		
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
KIN V21	**Volleyball, Varsity, Women**	☐	☐	☑		
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
KIN V22	**Fastpitch, Varsity, Women**	☐	☐	☑		
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
KIN V25	**Soccer, Varsity, Women**	☐	☑	☐		
Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
	KIN V27	Stunt	☐	☐	☑		
	Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5					
	KIN V71	Women's Beach Volleyball	☐	☐	☑		
	Rationale:	SAAM update: course lab hours are being increased from 175 to 189 and the units increased to 3.5. Course materials updated					
H	MAG 51	Elements of Supervision	☑	☑	☑	SLO 1 and 4 has "Understand." GESLO but not a GE course. SLOs could be updated to "Demonstrate and understanding of," SLO 4 has multiple skills. SLOs are compound and more like objectives. Kelly to work with faculty.	
	Rationale:	Adding BUS-10: Introduction to Business course as an advisory requisite.					
H	MAG 56	HRM: Human Resources Management	☑	☑	☑	GESLO but not a GE course.	
	Rationale:	Adding BUS-10: Introduction to Business course as an advisory requisite					
	MATH 1C	Calculus III	☑	☑	☑	Review Minutes	
	Rationale:	Changing the lecture and lab structure of the class to allow for more contact time with students.					
	MATH 70B	Statistics for STEM	☑	☑	☑		
	Rationale:	Updating lab hours to meet new requiremets. REquesting extensive lab designation					
H	MDA 54A	Clinical Medical Assisting I	☑	☐	☐	Unit change; Impact: Administrative/Clinical Medical Assisting, at TR. Repeatability 1.	
	Rationale:	This course is being modified as part of the Medical Assisting curriculum pattern plan to allow compliance with SAAM accounting, for better curriculum mapping alignment and also for updating the course materials for currency. Course description, SLOs, course objectives, and course content have also been modified as part of the alignment with SAAM accounting and the increase in lab hours.					
H	POLS 14	Field Work in Community Leadership	☐	☐	☑	Title Change; Impact: RIV Community Action and Leadership Academy. Lecture hours are incorrect for the unit value; out of class hours are wrong.	
	Rationale:	POLS 14 is the anchor course for the CALA Certificate in Community Leadership. Because CALA is no longer externally funded, POLS 14 needed an update to make it a service learning course as opposed to an internship. One key difference is that the lab hours are reduced from 81 to 27.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	POLS 5	Introduction to Public Law	☑	☑	☑	Title Change; Impact: MOV POL ADT; NOR Law, Public Policy ADT, Political Science ADT, ADJ: Corrections Degree, ADJ Cert and Degree; RIV: POLS ADT At TR: RIV Law, Public Policy ADT	
	Rationale:	This course is being modified to best reflect the subject matter (it is being renamed to accurately capture its focus) and to better align it with courses at our system-partner institutions.					
H	POLS 8	Introduction To Public Policy Analysis	☐	☐	☑	Title Change; Impact: RIV POLS ADT.	
	Rationale:	POLS 8 is being modified to remove more administrative heavy content and change the title to better articulate to the Public Policy program at UCR.					
H	RUS 1	Russian 1	☐	☐	☑	Unit Change; Impact: Global Studies cert (M/N/R)	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
H	RUS 2	Russian 2	☐	☐	☑	Unit Change; Impact: Global Studies cert (M/N/R)	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
H	RUS 3	Russian 3	☐	☐	☑	Unit Change; Impact: Global Studies cert (M/N/R)	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 5.33, which will be increased to 5.50 in accordance with SAAM requirements.					
	SPA 1	Spanish 1	☑	☑	☑		
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					
	SPA 2	Spanish 2	☑	☑	☑		
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					
	SPA 2H	Honors Spanish 2	☑	☐	☐		
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					
	SPA 3	Spanish 3	☑	☑	☑		
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					
	SPA 4	Spanish 4	☑	☑	☑	Has entrance skills for 3N.	
	Rationale:	Periodic update and adjusting unit value to accommodate SAAM changes.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	**STAT C1000E**	**Introduction to Statistics With Embedded Support**	☑	☑	☑	Review minutes. Description needs to state cannot get credit for STAT-C1000 or C1000H.	
	Rationale:	The change is proposed only to change the course number to STAT-C1000E to be in compliance with the CCN templates. The course has already been articulated with Cal GETC, and this is the only hurdle that remains for us to offer the course starting in academic year 2027-2028.					

Course Minor Modifications

			M	N	R	Discussion	Action
H	**ARTH 6**	**Art Appreciation**	☑	☑	☑	Impact: ARTH-6H, ART-6 (at TR), and ART-6H	
	Rationale:	Standard review of course content and textbooks.					
H	**CUL 20**	**Fundamentals of Baking I**	☐	☐	☑	Impact: Mirrored CUL-820 at TR.	
	Rationale:	This is a mirror version of CUL820. Textbook update.					
H	**DFT 21**	**Drafting**	☐	☑	☐	Minutes rationale does not match the change made to the course, appears to be missing vote. GESLOs, crosslisted course has not been launched, and materials do not match the mirrored version.	
	Rationale:	Update course materials/books					
H	**DFT 52**	**Geometric Dimensioning & Tolerancing**	☐	☑	☐	Course content has A with no B. Crosslisted with ENE-52 which has not been launched.	
	Rationale:	Update book					
H	**HIST 44**	**Asian American History**	☐	☐	☑	Impact: ETS-44 crosslist; course materials don't match cross list; Review minutes.	
	Rationale:	Update to course materials, inclusion of newly published textbooks and new editions of older titles found on earlier iterations of the course outline.					

Courses

Extensive Labs

			M	N	R	Discussion	Action
H	ADJ 12L	Introduction to Criminalistics Lab	☐	☐	☑	Contract defines extensive prep lab, the contract is not the purview of curriculum. The contract has historically defined/showed a pattern of approving extensive prep labs in STEM and nursing. Per the contract, are we missing a step? The contract lists the 7 criteria, and then any decision to change the status will be made by majority vote of the members of the affected discipline, forwarded to the VPAA for consultation, and then to the curriculum committees. Consultation and commentary from the VPAAs does not appear to be happening. Historically, VPAA consultation and comment may have been included with the proposal for the curriculum committees to consider. The committee discussed that the proposals should be sent to the VPAA for their consultation, and the form should be updated. Additionally, how do we evaluate criteria 7 regarding the equivalent lab?	
	Rationale:	The ADJ-12L class, Introduction to Criminalistics Laboratory, meets the criteria for designation as an extensive preparation laboratory, as defined by the RCCD Faculty Association agreement. This course, a 1.0 unit laboratory course with 54.0 lab hours, is designed to provide students with proficiency in hands-on technical and applied laboratory skill and forensic science techniques pertinent to the analysis of criminal evidence.					
H	ADJ 28L	Crime Scene Investigation Laboratory	☐	☐	☑		
	Rationale:	The ADJ-28L class, Crime Scene Investigation Laboratory, meets the criteria for designation as an extensive preparation laboratory, as defined by the RCCD Faculty Association agreement. This course, a 1.0 unit laboratory course with 54.0 lab hours, is designed to provide students with intensive hands-on experience in the structure and process of crime scene investigation.					
H	ADJ 31L	Cybercrime & Digital Forensics Laboratory	☐	☐	☑		
	Rationale:	The ADJ-31L class, Cybercrime & Digital Forensics Laboratory, meets the criteria for designation as an extensive preparation laboratory, as defined by the RCCD Faculty Association agreement. This course, a 1.0 unit laboratory course with 54.0 lab hours, is designed to provide students with hands-on experience in the critical aspects of cybercrime investigation and digital forensics.					

Courses

New Courses

M N R | Discussion | Action

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

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

Courses

New Courses

		M	N	R	Discussion	Action
ADJ 37	**Physical Fitness and Wellness for Public Safety Personnel**	☐	☑	☐	Impact: Mirrored to ADJ-837; Unit value totals 2.17; has unlimited repeatability;	
Rationale:	Across California community colleges, physical fitness preparation for public safety careers exists but remains fragmented, discipline-specific, and inconsistently structured, with most programs embedding fitness within academies or offering limited pre-academy conditioning rather than a comprehensive, standalone course. Existing offerings, such as pre academy preparation and wellness conditioning courses, primarily focus on law enforcement or fire pathways and emphasize meeting individual testing requirements (e.g., POST, WSTB, or CPAT), without integrating cross-disciplinary standards or a unified framework. This creates a gap in accessible, structured preparation for students pursuing multiple public safety careers or seeking early, holistic readiness. The proposed course addresses this need by providing a single, standardized approach to physical fitness and wellness that aligns with law enforcement, fire service, and corrections expectations, while emphasizing lifelong health, injury prevention, and performance readiness. This course is also consistent with military physical readiness frameworks, which combine general fitness assessment with job-related performance testing to ensure individuals can meet occupational demands. By offering a dedicated, cross-disciplinary course focused on Physical Ability and Fitness Assessment (PAFA), Norco College will better prepare students to meet statewide hiring standards, improve completion and success rates in academies, meet military physical fitness requirements, and strengthen workforce readiness across the public safety sector.					

Courses

New Courses

		M	N	R	Discussion	Action
ADJ 50	**Applied Internship in Criminal Justice**	☐	☐	☑	Repeatability 1; Entrance skills but no prerequisite.	

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

Courses

New Courses		M	N	R	Discussion	Action
ADJ 837	**Physical Fitness and Wellness for Public Safety Personnel**	☐	☑	☐	Impact: Mirrored ADJ-37, at TR. Has GE SLOs; Review minutes.	
Rationale:	Across California community colleges, physical fitness preparation for public safety careers exists but remains fragmented, discipline-specific, and inconsistently structured, with most programs embedding fitness within academies or offering limited pre academy conditioning rather than a comprehensive, standalone course. Existing offerings, such as pre academy preparation and wellness conditioning courses, primarily focus on law enforcement or fire pathways and emphasize meeting individual testing requirements (e.g., POST, WSTB or CPAT), without integrating cross-disciplinary standards or a unified framework. This creates a gap in accessible, structured preparation for students pursuing multiple public safety careers or seeking early, holistic readiness. The proposed course addresses this need by providing a single, standardized approach to physical fitness and wellness that aligns with law enforcement, fire service, and corrections expectations, while emphasizing lifelong health, injury prevention, and performance readiness. This course is also consistent with military physical readiness frameworks, which combine general fitness assessment with job-related performance testing to ensure individuals can meet occupational demands. By offering a dedicated, cross-disciplinary course focused on Physical Ability and Fitness Assessment (PAFA), Norco College will better prepare students to meet statewide hiring standards, improve completion and success rates in academies, meet military physical fitness requirements, and strengthen workforce readiness across the public safety sector.					
ALR 803	**Reading for Academic and Lifelong Literacy**	☑	☐	☐	Impact: Mirrored ALR-3, at TR. SLO with "Understand."	
Rationale:	This course is the noncredit version of ALR 3 and will provide students with an academic support and reading strategies course at no cost.					
AUT 450	**Automotive Apprenticeship Work Experience**	☐	☐	☑	TOP/CIP mismatch. CIP code non-CTE - SAM code Apprenticeship.	
Rationale:	Automotive apprenticeship is an industry driven training system that ensures a highly skilled internationally competitive workforce in automotive. Industry established training and certification standards and provides direction to the system though a variety of ways. This course would support automotive apprenticeship students specifically. Students would primarily be full time employees working in that trade.					

Courses

New Courses

		M	N	R	Discussion	Action
CAT 198	**Microsoft Excel for Business Data Analysis**	☐	☐	☑		
Rationale:	Revision, update, and consolidation of the CAT/CIS-98A and CAT/CIS-98B courses in order to meet labor market needs and alignment, reduce low enrollment drops for the advanced (98B) course which contains the most critical content needed in industry. The course will be used in several planned RCC CAT and CIS courses.					
CIS 160	**Artificial Intelligence**	☐	☐	☑		
Rationale:	This course has been created as a part of a planned certificate.					
CIS 198	**Microsoft Excel for Business Data Analysis**	☐	☐	☑		
Rationale:	Revision, update, and consolidation of the CAT/CIS-98A and CAT/CIS-98B courses in order to meet labor market needs and alignment, reduce low enrollment drops for the advanced (98B) course which contains the most critical content needed in industry. The course will be used in several planned RCC CAT and CIS courses.					
CIS 30F	**Python Programming for Data Analytics**	☑	☑	☑		
Rationale:	This course is created to provide options for students in AS Data Science, Data Analytics and Python Programming programs.Course content and evaluation methods include accessible and equitable practices required by AB 705 and AB 1705.					
CIS 30G	**Python for Artificial Intelligence (AI)**	☑	☐	☑	Entrance skill links, but no skills.	
Rationale:	Artificial intelligence is rapidly transforming computing, cybersecurity, business, healthcare, education, and public-sector services. This course supports Moreno Valley College students by providing equitable access to emerging AI skills through hands-on Python programming, applied machine learning, responsible AI practices, and project-based learning. The course aligns with MVC's CIS, cybersecurity, data analytics, computer science, programming, and web development pathways. This course is modeled after MITx Certificate for Introduction to Python & AI and to be integrated into the existing Python Programming certificate in support of the Campus Consortium grant. RCC would like to adopt the course for similar reasons.See Methods of Instructions for accessibility practices					

Courses

New Courses

			M	N	R	Discussion	Action
	CIS 51	**Data Analytics with R Programming**	☑	☐	☑		
	Rationale:	This course is created to develop foundational R programming skills for data analysis and prepare students for Data Science or Statistic courses that incorporate R programming language. This course also presents student with an additional enrollment option in Data Science A. S degree and/or Data Analytics certificate. Course content and evaluation methods encompass equitable and accessible practices to meet AB 705 and AB 1705 requirements.					
	COMM 22	**Introduction to Communication Studies**	☑	☑	☑	Has GE SLOs, not approved for GE; review NOR minutes;	
	Rationale:	The course is provided as an option for students to meet the oral communication studies requirement. It is provided as an "alternative" option to COMM C1000. Other colleges, including Chaffey and American River College, have had a similar course approved for transfer to meet this requirement. We are aiming to do the same. This course will also provide our students with an overview of the communication studies discipline as it is taught within the district discipline, focusing on the topics of interpersonal communication, small group, and public speaking specifically.					
H	CUL 26	**Food Cost Accounting**	☐	☐	☑	Impact: Mirrored CUL-826 at TR. Discipline specific MOE needed.	
	Rationale:	In order to mirror this class, we are adjusting this course to be 27 hours; it was 30 hours previously.					
H	CUL 29	**Introduction to Food Service Industry**	☐	☐	☑	Impact: Mirrored CUL-829 at TR.	
	Rationale:	This program is designed to provide an introduction to the food service industry for culinary students.					
H	CUL 820	**Fundamentals of Baking I**	☐	☐	☑	Impact: Mirrored CUL-20, at TR. Materials fee on non-credit?	
	Rationale:	This is a mirror version of CUL20					
H	CUL 829	**Introduction to Food Service Industry**	☐	☐	☑	Impact: Mirrored CUL-29 at TR. APP cross discipline.	
	Rationale:	This program is designed for those wishing to enter the food service industry as an entry level cook or for those in the Riverside City College Cook and Pastry Apprenticeship Program. This course is also required within the Food Service Career & Certification Preparation - Certificate of Competency - CC8025This course also mirrors CUL29					
	DEA 42	**Advanced Supervised Externship**	☑	☐	☐		
	Rationale:	This course is being created as part of the Dental Assistant curriculum pattern plan to allow compliance with SAAM accounting, for better curriculum mapping alignment and scheduling.					

Courses

New Courses

			M	N	R	Discussion	Action
H	DFT 821	Drafting	☐	☑	☐	Minutes rationale do not match the change made to the course, appears to be missing vote. GESLOs, crosslisted course has not been launched, and materials do not match the mirrored version.	
	Rationale:	To increase enrollment by adding a Non-credit option for DFT-21					
H	DFT 852	Geometric Dimensioning & Tolerancing	☐	☑	☐	Course content has A with no B. Crosslisted with ENE-52 which has not been launched.	
	Rationale:	To increase enrollment by adding a Non-credit option for DFT-52					
	FIT FO4A	Human Resource Management	☑	☐	☐	Entrance skills missing; Unit/hour calculation; GESLOs; Unlimited repeatability; Materials fee justification but no fee listed.	
	Rationale:	This course is a requirement for certification of Fire Chiefs at the level of Fire Officer IV which is a required certification for Executive Leaders in the Fire Service.					
	FIT FO4B	Community Leadership and Strategic Planning	☑	☐	☐	Unlimited repeatability; Course materials fee justification, but no fees listed; requisite statement, but no course; blank SLO with GESLOs attached; no reading/writing assignments.	
	Rationale:	This course is one of three courses required for certification as a Fire Officer IV which is a requirement within the State Fire Training and Education System.					
	FIT FO4C	Emergency Services Management	☑	☐	☐	Prerequisite is a statement, not a course; Repeatability 1.	
	Rationale:	To meet the requirements of State Fire Training, which is the certification agency for the California Fire Service Trainign Progam.					
	FIT S200	Wildland Initial Attack Incident Command	☑	☐	☐	Course content formatting; Review minutes.	
	Rationale:	California State Fire Training is retiring the Company Officer 2E Wildland Incident Operations Course. This course will be offered as the replacement course using the National Wildland Coordinating Group S-200 Curriculum.					
	GEG 11	Advanced Geographic Information Systems (GIS)	☑	☐	☑	Entry skill #4 missing link; GESLOs but this is a new course.	
	Rationale:	This course is being created to 1) offer students a course that builds on knowledge and skills learned in GEG-8, Introduction to GIS, and 2) add a necessary building block in developing the curriculum for a GIS certificate that the Geography Discipline plans to propose in the near future. Along with existing geospatial courses, GEG-7 Map Interpretation and Analysis, GEG-8, and GEG-9 Environmental Remote Sensing, GEG-11 would allow us to offer a nearly complete curriculum that prepares students to competitively apply for, and succeed in, GIS jobs and positions, or be fully prepared for further study in Geography at 4-year colleges and universities.					

Courses

New Courses

		M	N	R	Discussion	Action
MAN 450	**Apprenticeship Work Experience**	☐	☑	☐		
Rationale:	Apprenticeship is an industry driven training system that ensures a highly skilled internationally competitive workforce in a variety of trades. Industry established training and certification standards and provides direction to the system though a variety of ways. This course would be similar to WKS 200 where the students register for it and then are sorted, by the instructor, into the appropriate work experience class according to their selected trade. Students would primarily be full time employees working in that trade. It is the first class in what will be a apprenticeship certificate in a variety of areas.					
MATH C2220H	**Calculus II: Early Transcendentals - Honors**	☐	☑	☐		
Rationale:	The Calculus II Honors course is designed to provide academically motivated students with a more rigorous and enriched study of integral calculus and its applications. The course will emphasize deeper conceptual understanding, advanced problem-solving, mathematical reasoning, and enhanced student engagement beyond the scope of the standard Calculus II course. In addition, the course will expand honors course offerings for STEM students and strengthen preparation for transfer to competitive universities and STEM programs.					
MATH C2220H	**Calculus II: Early Transcendentals - Honors**	☐	☑	☐		
Rationale:	The Calculus II Honors course is designed to provide academically motivated students with a more rigorous and enriched study of integral calculus and its applications. The course will emphasize deeper conceptual understanding, advanced problem-solving, mathematical reasoning, and enhanced student engagement beyond the scope of the standard Calculus II course. In addition, the course will expand honors course offerings for STEM students and strengthen preparation for transfer to competitive universities and STEM programs.					
MUS P82	**Symphonic Wind Orchestra**	☐	☐	☑	GESLOs on new course.	
Rationale:	Create additional performance options for instrumental music students.					
NXN 70A	**Standardized Patient Foundations in Healthcare Simulation**	☐	☐	☑	Impact: Mirrored NRN-870A at TR	
Rationale:	To develop a standardized patient training program based on the INACSL Standards of Healthcare Simulation Best Practices.					
NXN 70B	**Applied Standardized Patient Practice in Healthcare Simulation**	☐	☐	☑	Impact: Mirrored NRN-870B at TR	
Rationale:	To develop a standardized patient training program based on the INACSL Standards of Healthcare Simulation Best Practices.					

Courses

New Courses

		M	N	R	Discussion	Action
NXN 870A	**Standardized Patient Foundations in Healthcare Simulation**	☐	☐	☑	Impact: Mirrored NRN-70A at TR	
Rationale:	To develop a standardized patient training program based on the INACSL Standards of Healthcare Simulation Best Practices.					
NXN 870B	**Applied Standardized Patient Practice in Healthcare Simulation**	☐	☐	☑	Impact: Mirrored NRN-70B at TR	
Rationale:	To develop a standardized patient training program based on the INACSL Standards of Healthcare Simulation Best Practices.					
NXN 890	**Immersive Simulation for Clinical Nursing Practice**	☐	☐	☑	Impact: Mirrored NRN-90 at TR	
Rationale:	We are no longer able to have an elective clinical practicum at clinical agencies due to limited space. This course will provide students with a comparable experience and replace the deleted course NRN-94. This course will also allow students in the nursing assistant and vocational nursing program to be included along with practicing nurses from the community.					
NXN 90	**Immersive Simulation for Clinical Nursing Practice**	☐	☐	☑	Impact: Mirrored NRN-890 at TR.	
Rationale:	We are no longer able to have an elective clinical practicum at clinical agencies due to limited space. This course will provide students with a comparable experience and replace the deleted course NRN-94. This course will also allow students in the nursing assistant and vocational nursing program to be included along with practicing nurses from the community.					
SOC 305	**Sociological Perspectives on Public Safety and Disaster**	☑	☐	☐		
Rationale:	This course meets the degree requirements for the Bachelor of Science in Emergency Management.					

Programs

New Programs

		M	N	R	Discussion	Action
ADT						
CHE	**Chemistry**	☑	☐	☐		
Rationale:	New program at Moreno Valley College.					
Documents:	**Narrative** **TMC**					

Programs

New Programs

M N R | Discussion | Action

Certificate

ADJ — **Administration of Justice: Modern Policing** — ☐ ☑ ☐

Proposed as certificate only, not a degree? Narrative references degree, but certificate is 16 units only.

Rationale: The certificate in Modern Policing is a multi-disciplinary program for students who intend on becoming peace officers in the state of California, earning an associate's degree, and/or transferring to a California State University (CSU) or other four-year institution for a bachelor's degree in Criminal Justice or related majors. The intention for the Modern Policing certificate and the future of law enforcement is to be inclusive of the diverse perspectives of stakeholders, the 2020 Call to Action against systemic racism, the California Community Colleges system goals for equity as laid forth in the California Community Colleges Vision 2030, and the requirements of the latest legislation, AB 992, signed into law on October 1, 2025, by Governor Newsom. This proposed certificate for Modern Policing is the culmination of work from numerous stakeholders throughout our system to provide a prescriptive framework of courses to create a degree that leads to employment in the field. AB 992 have identified the multi-disciplinary disciplines that should be included in the certificate of Modern Policing. The curriculum will contribute to an officer's critical thinking skills and emotional intelligence. Graduates with this degree will exhibit cultural competence, which is the ability to honor and respect the beliefs, language, interpersonal styles, behaviors, and lifestyles of those receiving and providing services. The Modern Policing certificate is not intended to replace existing ADTs in Administration of Justice or local associate's degrees in administration of justice. It is intended to be a option that meets the requirements in AB 992

Documents: Narrative | LMI | Advisory Committee | Regional Consortium

---

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

New courses CUL-25, 26, 27, 29

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

Documents: Narrative | LMI | Advisory Committee | Regional Consortium

---

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

New course CUL-29, 56. Regional consortium needed.

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

Documents: Narrative | LMI | Advisory Committee | Regional Consortium

---

Programs

New Programs

M N R | Discussion | Action

Certificate

EAR **Transitional Kindergarten (TK) for Credentialed Teachers** ☐ ☐ ☑

Rationale: This certificate program is designed to address the increasing demand for qualified Transitional Kindergarten (TK) educators in California. The program provides a pathway for credentialed teachers to complete the early childhood education coursework required to meet California's Transitional Kindergarten teacher qualification requirements. Many teachers who hold Multiple Subject Teaching Credentials have completed limited coursework in early childhood education and need additional preparation in child development, curriculum, assessment, and developmentally appropriate practices to serve young children effectively in TK settings.In addition, the program creates a pathway for students interested in pursuing careers in early childhood education and Transitional Kindergarten. Coursework prepares students for employment in early childhood settings while supporting transfer and continued study toward a bachelor's degree and teaching credential. Students who continue their education will be well-positioned to meet the qualifications necessary to teach in Transitional Kindergarten classrooms.

Documents: Narrative LMI Advisory Committee Regional Consortium

---

JOU **Journalism** ☐ ☐ ☑ Regional Consortium recommendation needed.

Rationale: The certificate of achievement allows nontraditional students and others who may already have a bachelor’s degree or are enrolled to gain experience and sharpen their skills to concentrate on Journalism courses.

Documents: Narrative LMI Advisory Committee Regional Consortium

---

NXN **Healthcare Simulation and Standardized Patient Education** ☐ ☐ ☑

Rationale: Establish a new credit certificate program designed to equip students with the skills needed to serve as trained standardized patients, while enabling them to apply theoretical knowledge and clinical judgment to practical healthcare simulation scenarios.

Documents: Narrative

NXN **Standardized Patient in Healthcare Simulation** ☐ ☐ ☑

Rationale: Create a new credit certificate program to provide students with skills to participate as trained standardized patients in healthcare simulation programs.

Documents: Narrative

Programs

New Programs

M N R | Discussion | Action

Certificate

SPA **Elementary Spanish** ☑ ☐ ☐

Rationale: The Elementary Spanish Certificate of Achievement enhances students' intercultural awareness and elementary Spanish communication skills. This certificate is a transformative milestone in students' personal, academic, and/or professional goals.

Documents: **Narrative**

SPA **Elementary Spanish** ☐ ☑ ☐

Rationale: The Elementary Spanish Certificate of Achievement enhances students' intercultural awareness and elementary Spanish communication skills. This certificate is a transformative milestone in students' personal, academic, and/or professional goals.

Documents: **Narrative**

SPA **Elementary Spanish** ☐ ☐ ☑

Rationale: The Elementary Spanish Certificate of Achievement enhances students' intercultural awareness and elementary Spanish communication skills. This certificate is a transformative milestone in students' personal, academic, and/or professional goals.

Documents: **Narrative**

Degree

ADJ **Forensic Studies** ☐ ☑ ☐ New course ADJ-29.

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

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

Programs

New Programs

M N R | Discussion | Action

Non-Credit Certificate

EAR **Behavior Technician** ☐ ☐ ☑

New courses EAR-860, 861. Program listed as workforce prep, but should be short term voc. Needs LMI.

Rationale: This is a new certificate designed to prepare students for entry-level employment as Behavior Technicians in Applied Behavior Analysis (ABA) settings. The program aligns with nationally recognized behavior technician competencies and supports workforce demand for behavioral health, special education, and autism support services.

Documents: Narrative LMI Advisory Committee

NXN **Healthcare Simulation and Standardized Patient Education - Noncredit** ☐ ☐ ☑

Rationale: Establish a new non-credit certificate program designed to equip students with the skills needed to serve as trained standardized patients, while enabling them to apply theoretical knowledge and clinical judgment to practical healthcare simulation scenarios.

Documents: Narrative LMI Advisory Committee

NXN **Standardized Patient in Healthcare Simulation - Noncredit** ☐ ☐ ☑

Rationale: Create a new non-credit certificate program to provide students with skills to participate as trained standardized patients in healthcare simulation programs.

Documents: Narrative LMI Advisory Committee

Program Discontinuance

M N R | Discussion | Action

Certificate

ADJ **Corrections** ☐ ☐ ☑

Rationale: 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.

ADJ **Investigative Technician** ☐ ☐ ☑

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

Programs

Program Discontinuance

M N R | Discussion | Action

Certificate

CIS **Amazon Web Services** ☐ ☐ ☑

Rationale: 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.

NXN **Critical Care Nurse** ☐ ☐ ☑

Rationale: 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.

Degree & Certificate

CIS **Cyberpreneurship** ☐ ☐ ☑

Rationale: 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.

Non-Credit Certificate

ENGL **English and Reading Support** ☐ ☐ ☑

Rationale: 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.

ESL **Introduction to Basic Computer and IT Careers for ESL Students** ☐ ☐ ☑

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

Programs

Program Modifications

			M	N	R	Discussion	Action
ADT							
H	**BIO**	**Biology 2.0**	☑	☐	☐		
	Rationale:	Required update to new TMC template.					
H	**PAL**	**Law, Public Policy, and Society**	☐	☐	☑	TMC needs to be updated to reflect current course numbering and titles.	
	Rationale:	Removing ADJ-8 and ADJ-200 from the RCC catalog.					
Bachelor of Science							
H	**PSF**	**Emergency Management**	☑	☐	☐		
	Rationale:	Addition of SOC-305, Sociological Perspectives on Public Safety and Disaster, to the upper-division General Education requirements and necessitated unit value changes, adding 3 upper division major units and subtracting 3 upper division elective units.					
Certificate							
H	**CIS**	**Data Analytics**	☑	☐	☐		
	Rationale:	To include new courses CIS-30F, Python for Data Analytics, and CIS-51, Data Analysis with R Programming courses as alternative option to CIS-30A and meet industry demands for knowledge in data analysis in Python or R programming languages.					
H	**CIS**	**Python Programming**	☑	☐	☐		
	Rationale:	This program modification will allow students to have elective options as emphasis in Python programming, such as Python programming for cybersecurity, networking, Internet of Things (IoTs), Data Analytics, and Artificial Intelligence (AI). Two new courses will be added to the program, which are Python Programming (CIS-30F) for Data Analytics and Python Programming for AI (CIS-30G). These courses address the demands for skills and knowledge in data analysis and AI development.					
H	**CIS**	**Information Security and Cyber Defense**	☐	☐	☑		
	Rationale:	The proposed modification aligns the Cybersecurity and Cyber Defense programs with evolving industry standards and workforce demands. Emerging cybersecurity practices increasingly incorporate artificial intelligence for threat detection, automation, and offensive security testing.					

Programs

Program Modifications

			M	N	R	Discussion	Action
Certificate							
H	**CUL**	**Foundational Culinary Arts**	☐	☐	☑	New courses CUL-25, 26, 27, 29, 56, 57, 58	
	Rationale:	This modification is being made to better align the culinary academy curriculum with industry standards. This will also allow the possibility for articulation to 4 year universities.					
	ENGL	**Global Studies**	☑	☐	☐		
	Rationale:	Updating certificate due to course unit changes and deletions.					
	ENGL	**Global Studies**	☐	☑	☐		
	Rationale:	Updating certificate due to course unit changes and deletions.					
	ENGL	**Global Studies**	☐	☐	☑		
	Rationale:	Updating certificate due to course unit changes and deletions.					
Degree							
H	**CIS**	**Data Science**	☑	☐	☐		
	Rationale:	To include new courses CIS-30F, Python for Data Analytics, and CIS-51, Data Analysis with R Programming courses as alternative option to CIS-30A and meet industry demands for knowledge in data analysis in Python or R programming languages.					
H	**CIS**	**Information Technology (IT) Cybersecurity**	☑	☐	☐		
	Rationale:	Modifying A.S. IT Cybersecurity program to exclude BUS-24 from the electives, because this course has been excluded from MVC's catalog and not being offered. No change in program units or SLOs.					
H	**CIS**	**Cyber Defense**	☐	☐	☑		
	Rationale:	The proposed modification aligns the Cybersecurity and Cyber Defense programs with evolving industry standards and workforce demands. Emerging cybersecurity practices increasingly incorporate artificial intelligence for threat detection, automation, and offensive security testing.					

Programs

Program Modifications

			M	N	R	Discussion	Action
Degree & Certificate							
H	**AUB**	**Advanced Collision Repair**	☐	☐	☑		
	Rationale:	The addition of AUB-57 as an elective provides students with greater flexibility in course selection, supports timely completion of the certificate/degree, and expands access to relevant and up-to-date training. These adjustments maintain alignment with industry needs while leaving core program learning outcomes intact.					
H	**AUB**	**Automotive Collision Repair**	☐	☐	☑		
	Rationale:	The addition of AUB-57 as an elective provides students with greater flexibility in course selection, supports timely completion of the certificate/degree, and expands access to relevant and up-to-date training. These adjustments maintain alignment with industry needs while leaving core program learning outcomes intact.					
H	**AUB**	**Automotive Refinishing and Paint**	☐	☐	☑		
	Rationale:	The addition of AUB-57 as an elective provides students with greater flexibility in course selection, supports timely completion of the certificate/degree, and expands access to relevant and up-to-date training. These adjustments maintain alignment with industry needs while leaving core program learning outcomes intact.					
H	**AUB**	**Automotive Trim and Upholstery**	☐	☐	☑		
	Rationale:	The addition of AUB-57 as an elective provides students with greater flexibility in course selection, supports timely completion of the certificate/degree, and expands access to relevant and up-to-date training. These adjustments maintain alignment with industry needs while leaving core program learning outcomes intact.					
H	**CRP**	**Apprenticeship Carpentry, Acoustical**	☐	☑	☐		
	Rationale:	This program provides related and supplemental instruction for students who are apprentices through the Southwest Carpenters Training Fund; to allow apprentices to earn college credit for their related and supplemental instruction; to prepare apprentices for journey-level work in the acoustical tile field; to meet the needs of apprentices and employers.					
H	**CUL**	**Culinary Arts**	☐	☐	☑	New courses CUL-25, 26, 27, 29, 56, 57, 58	
	Rationale:	This modification is being made to better align the culinary academy curriculum with industry standards outlined by the American Culinary Federation.					

Programs

Program Modifications

			M	N	R	Discussion	Action
Degree & Certificate							
H	**EAR**	**Early Childhood Education – Teacher**	☐	☐	☑		
	Rationale:	Changing the name of the certificate and degree will help better reflect the program's focus and provide greater clarity for students. The revised title aligns with terminology used in the California early childhood permit structure and more clearly identifies the program as a teacher preparation pathway. No changes are being made to the curriculum, requirements, or student learning outcomes.					
H	**ELC**	**Electrician**	☐	☑	☐		
	Rationale:	Remove the CON 66 and add ELC 66.					
H	**MDA**	**Administrative/Clinical Medical Assisting**	☑	☐	☐		
	Rationale:	The additional laboratory hours align with SAAM requirements and provide students with increased opportunities to practice and develop proficiency in required skills.					
Non-Credit Certificate							
H	**CUL**	**Food Service Career & Certification Preparation Non-Credit**	☐	☐	☑	New Courses CUL-820, 829	
	Rationale:	This certificate is being modified in response to changes in the culinary curriculum.					

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

DISTRICT TECHNICAL REVIEW COMMITTEE

Program Documentation for September 15, 2026

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

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

Program Outline

Title: Chemistry

Originator: Abel Sanchez **Date** 5/28/2026
Department: STEM- Natural Sciences
College/Learning Pathway/Engagement Center: Moreno Valley - Science, Technology, Engineering and Math Engagement Center

TOPs Code: 1905.00 **CIP Code: 40.0501**

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

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

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

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

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

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

New program at Moreno Valley College.

Required Documentation:

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

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

The Associate in Science in Chemistry for Transfer Degree(AS-T in Chemistry) introduces the concepts and principles upon which chemical knowledge is based, including chemical structures and nomenclature, stoichiometry and solving of chemical equations, the thermodynamics of chemical reactions, and theories of chemical bonding. Students will develop skills for critical/analytical thinking, perceptive reading/observation and interpretation. The Associate in Science in Chemistry to Transfer degree provides students with a core curriculum that will prepare them with the knowledge and skills required to earn a baccalaureate degree in chemistry.

Item 2. Catalog Description

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

The Associate in Science in Chemistry for Transfer Degree(AS-T in Chemistry) introduces the concepts and principles upon which chemical knowledge is based, including chemical structures and nomenclature, stoichiometry and solving of chemical equations, the thermodynamics of chemical reactions, and theories of chemical bonding. Students will develop skills for critical/analytical thinking, perceptive reading/observation and interpretation. The Associate in Science in Chemistry to Transfer degree provides students with a core curriculum that will prepare them with the knowledge and skills required to earn a baccalaureate degree in chemistry.

Program Learning Outcomes

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

1. Master content in inorganic and organic chemistry by describing chemical and physical structures and nomenclature, stoichiometry and solving chemical equations, and analyzing and describing the nature of chemical reactions and energy.

2. Measure and characterize properties of matter using a variety of research-level chemical instrumentation, laboratory techniques, statistical and computational methods.

3. Display effective cooperation with others on projects and clearly communicate experimental results through oral and written means.

4. Demonstrate professional integrity, safety, and environmental stewardship.

Required Courses: 36 units

Course	Title	Units
CHE-1A /CHE-1AH	General Chemistry, I / Honors General Chemistry, I	5
CHE-1B/CHE-1BH	General Chemistry, II / Honors General Chemistry, I	5
CHE-12A	Organic Chemistry, I	5
CHE-12B	Organic Chemistry, II	5
PHY-4A	Mechanics	4
PHY-4B	Electricity and Magnetism	4
MATH-C2210	Calculus I: Early Transcendentals	4
MATH-C2220	Calculus II: Early Transcendentals	4

Total Units: __36___

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

Program Outline

Title: Administration of Justice: Modern Policing

Originator: Sigrid Williams **Date** 5/4/2026

Department: School of Human and Public Services

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

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

TOPs Code: 2105.60 **CIP Code: 43.0107**

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

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

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

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

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

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

The certificate in Modern Policing is a multi-disciplinary program for students who intend on becoming peace officers in the state of California, earning an associate's degree, and/or transferring to a California State University (CSU) or other four-year institution for a bachelor's degree in Criminal Justice or related majors.

The intention for the Modern Policing certificate and the future of law enforcement is to be inclusive of the diverse perspectives of stakeholders, the 2020 Call to Action against systemic racism, the California Community Colleges system goals for equity as laid forth in the California Community Colleges Vision 2030, and the requirements of the latest legislation, AB 992, signed into law on October 1, 2025, by Governor Newsom.

This proposed certificate for Modern Policing is the culmination of work from numerous stakeholders throughout our system to provide a prescriptive framework of courses to create a degree that leads to employment in the field. AB 992 have identified the multi-disciplinary disciplines that should be included in the certificate of Modern Policing. The curriculum will contribute to an officer's critical thinking skills and emotional intelligence. Graduates with this degree will exhibit cultural competence, which is the ability to honor and respect the beliefs, language, interpersonal styles, behaviors, and lifestyles of those receiving and providing services. The Modern Policing certificate is not intended to replace existing ADTs in Administration of Justice or local associate's degrees in administration of justice. It is intended to be a option that meets the requirements in AB 992.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

This interdisciplinary certificate is to meet signed legislation (AB 992) and designed to facilitate the student's seamless transfer into law enforcement, continued learning towards an associate's degree from Norco College to the California State University (CSU) System. This certificate will satisfy the lower division requirements for the eventual conferral of the bachelor's degree in relevant major disciplines at the CSU and will provide preparation for students who wish to pursue a career in law enforcement. This interdisciplinary certificate highlights coursework that is appropriate for a student considering a profession in law enforcement as it emphasizes the development of logical, analytical and communication skills, introduces students to the legal field, and provides preparation of further study in a variety of majors such as Political Science, Communication Studies, or Social and Behavioral Sciences.

As a community college, we must strive to assist individuals within our region in obtaining educational skills, whether through general education or career and technical training. As a community college district serving historically underserved populations, there should be a focus on both establishing equity-based programming as well as creating opportunities for career and technical education programs that result in higher-paying salary expectations upon completion. This can be achieved through the creation of certificate and degree programs which will provide skills and experience in the administration of justice field, specifically law enforcement with salaries that meet or exceed cost-of-living estimates.

Existing law requires peace officers in this state to meet specified minimum standards, including age and education requirements. Existing law requires the office of the Chancellor of the California Community Colleges to develop a modern policing degree program, with the Commission on Peace Officer Standards and Training and other stakeholders to serve as advisors. Beginning in 2025, existing law was changed to include a certificate, an Associate's Degree in Modern Policing, and/or a bachelor's degree for employment as a peace officer under AB 992.

The School of Human and Public Services, specifically the Administration of Justice discipline provides this opportunity for many interested students within California. At state and county levels, entry requirements for employment opportunities are broad and wages are higher than careers within similar entry level requirements.

According to the Labor Market Analysis, this degree will meet the supply gap, afford an above-average livable wage, and meet the educational requirements from the state. Other findings through the labor market analysis include:

Demand: In 2023, there were 13,943 jobs in occupations related to justice administration in the IE/D region. Regional employment for this occupation group is projected to increase by 12% through 2028 with 1,485 openings projected annually. Exhibit 1 displays the job count, five-year projected job growth, and job openings in the region.

- The number of jobs related to the middle-skill occupations listed above is projected to increase 12% through 2028, with 1,485 annual job openings (new and replacement jobs).

- Hourly entry-level wages for all occupations are above living wage at the 25th percentile hourly wage ranging from $31.00 to $64.37 in IE/D.
- There were 849 online job postings from 169 employers over the past 12-months with the highest postings for Border Patrol Agents and Police Officers.
- Most job postings for target occupations require a high school diploma or equivalent (48%), followed by bachelor's degree (43%), and associate degree (9%).

Exhibit 1. Five-year projections for occupations related to justice administration, IE/D Region, 2023-2028

Occupation	SOC	2023 Jobs	2028 Jobs	2023 - 2028 % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)
First-Line Supervisors of Correctional Officers	33-1011	611	654	7%	292	58
First-Line Supervisors of Police and Detectives	33-1012	804	975	21%	459	92
Bailiffs	33-3011	202	222	10%	165	33
Correctional Officers and Jailers	33-3012	4,129	4,340	5%	2,030	406
Detectives and Criminal Investigators	33-3021	1,301	1,433	10%	628	126
Police and Sheriff's Patrol Officers	33-3051	6,896	7,942	15%	3,852	770
Total		**13,943**	**15,566**	**12%**	**7,427**	**1,485**

SOURCE: LIGHTCAST 2024.2

The Riverside County Sheriff's Department, along with San Bernardino County Sheriff and Los Angeles County Sheriff, are actively recruiting to fill multiple vacancies for deputies. The starting salary range for deputies as shown in the LMI, average an annual mean wage of $111K. After completion of the academy (after hire) and a probationary training period, deputies are eligible for a promotion (and higher salary range) within 1 year. The California Highway Patrol is also recruiting. They are currently showing they are understaffed by 17% and in need of officers throughout the state.

Exhibit 2: Employment and Wage

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	68,010	3.79	0.89	$ 53.74	$ 111,770
Los Angeles-Long Beach-Anaheim, CA	23,980	3.88	0.91	$ 53.91	$ 112,130

Today's demand is an important indicator of which skills employers are looking for in the current market. The LMA displays those demands in Exhibit 3.

Exhibit 3: Top 10 in-demand skills from employer job ads, IE/D Region, Aug 2023 – July 2024

Common skills	Total Postings	Skill Growth Relative to Market
Investigation	343	Growing
Operations	307	Stable
Communication	208	Lagging
Tactfulness	190	Growing
Spanish Language	142	Lagging
Management	134	Stable
English Language	106	Growing
Writing	106	Growing
Composure	104	Growing
Planning	95	Growing

Specialized skills	Total Postings	Skill Growth Relative to Market
Law Enforcement	331	Growing
Rehabilitation	165	Stable
Patrolling	144	Rapidly Growing
Forensic Psychology	137	Growing
International Laws	136	Stable
Motorcycles	132	Stable
All Terrain Vehicles	131	Stable
Code Enforcement	128	Growing
Criminal Justice	110	Stable
Economics	98	Rapidly Growing

Computer Skills	Total Postings	Skill Growth Relative to Market
Firewall	43	Rapidly Growing
Microsoft Word	31	Stable
Microsoft Excel	25	Growing
Microsoft Outlook	20	Rapidly Growing
Microsoft PowerPoint	17	Rapidly Growing
Microsoft Office	10	Growing
Operating Systems	9	Rapidly Growing
Database Systems	7	Growing
Database Application	6	Growing
RSA (Cryptosystem)	6	Stable

SOURCE: LIGHTCAST 2024.2

Supply

- On average, there were 1,434 annual awards conferred by educational institutions over the last 3 years in related fields: 859 from community colleges and 575 from other institutions (e.g., 4-year universities, private schools).
- IE/D community college students that exited these programs in the 2021-22 academic year earned a median annual wage of $41,218 ($19.82 per hour).

- 57% of students that exited their program in 2021-22 reported that they are working in a job closely related to their field of study.
- Community college programs play an important role diversifying the talent pipeline in these occupations. Most IE/D professionals in justice administration occupations are White (39%), "mid-career" age category (56%), and male (77%). Most community college students in related programs are Hispanic/Latino (66%), "pre-career/college" age category (65%), and female (57%).

This narrative and LMA report does not include potential career opportunities in private correctional facilities, but options may exist there for students interested in the field as well.

Item 2. Catalog Description

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

The Modern Policing certificate guides students toward careers in law enforcement and policing, at local, county, state and federal law enforcement agencies. The certificate program provides a seamless transition for students who plan to work in law enforcement, wish to earn an associate's degree and/or transfer to a four-year university. The program also complies with current state legislation which will require all peace officers in California to earn either an interdisciplinary certificate in policing or a degree.

Program Learning Outcomes:

Upon successful completions of the certificate, students will be able to:

- **Define** and recognize the fundamental duties, obligations, and philosophies of a multicultural society and the importance of social justice in the criminal justice system, and law enforcement profession.
- Effectively and ethically **apply** analytical and critical thinking skills to evaluate and assess law enforcement interactions with multicultural communities, the American justice system, and the impact of the law and legal system on traditionally marginalized or minoritized communities and individuals.
- **Analyze** the generational impact of events and the implementation of culturally competent and emotionally intelligent policing practices within the American justice system.
- **Analyze** the key concepts/theories of past and current practices of law enforcement in the criminal justice system.
- **Assess** historical and present-day diversity and human rights issues as it pertains to the interactions of society and the police.

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 for the Certificate: 3 .units (Admin. of Justice) Choose One

Course	Title	Units	Sequencing
ADJ-1	Introduction to Administration of Justice	3	Semester 1, Fall
ADJ-5	Community Relations	3	Semester 1, Fall
ADJ-19	Introduction to Policing	3	Semester 1, Fall

Required Courses for the Certificate: 3 .units (Communication) Choose One

Course	Title	Units	Sequencing
COMM12	Intercultural Communications	3	Semester 1, Fall
COMM-C1000/H	Introduction to Public Speaking	3	Semester 1, Fall

Required Courses for the Certificate: 3 .units (Ethics) Choose One

Course	Title	Units	Sequencing
ADJ-150	Ethic and Moral Reasoning in Criminal Justice	3	Semester 2, Spring
PHI-12	Introduction to Ethics	3	Semester 1, Fall

Required Courses for the Certificate: 3 .units (Psychology) Choose One

Course	Title	Units	Sequencing
PSYC 8	Social Psychology	3	Semester 2, Spring
PSYC-C1000	Introduction to Psychology	3	Semester 1, Fall

Required Courses for the Certificate: 4 .units (Writing) Choose One

Course	Title	Units	Sequencing
ENGL-C1003/H	Critical Thinking and Writing through Literature/Honors	4	Semester 2, Spring
ENGL-C1000/H	Academic Reading and Writing/Honors	4	Semester 2, Spring

Those in bold are required for the AS degree in Modern Policing. Those not bolded are elective courses towards an ADJ degree and/or a course required under the current GE pattern (CalGETC).

Total Program Units: 16 .units

Certificate of Achievement

The Certificate of Achievement in Modern Policing will be awarded upon completion of the certificate requirements.

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 Modern Policing Certificate (and degree) provides a specialized academic focus meeting the latest legislation signed into law on October 1, 2025 (AB 992). This focus is beneficial at a community college level due to the job outlook for entry-level positions within both the region and state. The implementation of this certificate will provide students enrolling at the college an opportunity to complete a 16-unit certificate to assist in obtaining employment while also being exposed to the benefits of attending a community college, including career and employment planning and readiness, networking, tutoring, various student services and assistance, and the support and mentorship of faculty and staff. This certificate meets one of the six guided pathways within the ADJ discipline and can be used as a guided pathway in the other five pathways.

Students enrolled in the certificate program could easily continue their education beyond the certificate and also graduate with an associate degree. Alternatively, students enrolled in any associate degree program could also easily pursue this certificate program to bolster their employability while transferring to complete their undergraduate degrees, especially students looking to enter specific professions within our criminal justice system or social and behavioral sciences. Potential interested students could also come from other behavioral science programs including students from sociology, psychology, social work, or pre-law/pathway to law school students who are interested in corrections-related professions or justice movements.

To best serve the greatest number of students, the master plan for the certificate includes offering the administration of justice and GE discipline classes in a variety of modalities including hybrid and distant education, as well as integrating current scheduling changes within the ADJ program to offer the classes in a manner most beneficial and effective for students.

Item 5. Enrollment and Completer Projections

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

This degree is a state mandate for all peace officers beginning in 2031. As such, with 40% of our 85,000 peace officers in the state that do not possess a degree, and the need to hire more than 10,000 to bring us up to standards here in the Inland Empire, our program will grow exponentially. I anticipate additional enrollment numbers to exceed 100 beginning in 2027-2028, with dozens of additional program awards, and higher retention rates.

Item 6. Place of Program in Curriculum/Similar Programs

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

Currently, the ADJ program offers an associate degree, two associate degree for transfer (ADT), and 3 state approved certificates (Administration of Justice, Corrections, and Crime Scene Investigations). Within the program curriculum, all the existing courses are in the district catalog. No new courses have been created for this certificate offering.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

There are currently no programs being offered in the Inland Empire or the state that offer a certificate in modern policing that meet the requirements set by the state in AB 992.

Item 8. Transfer Preparation Information (if applicable)

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

N/A

43.0107 Criminal Justice/Police Science

Program Outline

Title: Food Service Career & Certification Preparation

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

Department: Culinary

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

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

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

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

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

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

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

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

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

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

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

Item 2. Catalog Description

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

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

Program Learning Outcomes

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

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

Item 3. Program Requirements

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

Required Courses: ____ units

Course	Title	Units	Sequencing

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

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: __10__ units

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

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

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

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

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

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

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

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

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

Program Outline

Title: Hospitality Front of House Operations Certificate

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

Department: Advanced Technical Arts and Trades

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

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

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

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

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

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

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

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

N/A

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

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

Required Documentation

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

All Degrees and Certificates

☐ Evidence of district-wide discipline communication

☐ Department minutes showing approval

☐ Narrative *(see following page)*

☐ Transfer preparation documentation *(only if applicable)*

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

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

Item 2. Catalog Description

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

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

Program Learning Outcomes

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

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

Item 3. Program Requirements

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

Required Courses: 7 units

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

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

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 7 units

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

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

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

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

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

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

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

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

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

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

Not applicable.

Program Outline

Title: Transitional Kindergarten (TK) for Credentialed Teachers Certificate

Originator: Amber Lappin **Date** 6/5/2026

Department: Early Childhood Education

College/Learning Pathway/Engagement Center: Riverside - Education and Teacher Preparation

☐ **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: Child Development/Early Care and Education (130500) CIP Code: 19.0709

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

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

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

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

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)
n/a
Rationale:
This certificate program is designed to address the increasing demand for qualified Transitional Kindergarten (TK) educators in California.
The program provides a pathway for credentialed teachers to complete the early childhood education coursework required to meet California's Transitional Kindergarten teacher qualification requirements. Many teachers who hold Multiple Subject Teaching Credentials have completed limited coursework in early childhood education and need additional preparation in child development, curriculum, assessment, and developmentally appropriate practices to serve young children effectively in TK settings.
In addition, the program creates a pathway for students interested in pursuing careers in early childhood education and Transitional Kindergarten. Coursework prepares students for employment in early childhood settings while supporting transfer and continued study toward a bachelor's degree and teaching credential. Students who continue their education will be well-positioned to meet the qualifications necessary to teach in Transitional Kindergarten classrooms.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The Transitional Kindergarten (TK) for Credentialed Teachers Certificate has a workforce preparation purpose. The program is designed to prepare current and prospective educators to meet California's Transitional Kindergarten teacher qualification requirements by completing the required early childhood education coursework in child development, curriculum, assessment, family engagement, diversity, health and safety, and supervised field experience.
The certificate responds to the growing workforce demand for qualified Transitional Kindergarten teachers resulting from California's expansion of universal Transitional Kindergarten. Coursework provides students with the specialized knowledge and skills necessary to support the learning and development of children from birth through age eight and to implement developmentally appropriate practices in Transitional Kindergarten and other early childhood education settings.
In addition to workforce preparation, the program supports transfer and continued education opportunities for students pursuing bachelor's degrees, teaching credentials, and the Early Childhood Specialist (PK–3) Credential.

Item 2. Catalog Description

This certificate provides the early childhood education coursework required for individuals seeking to meet California's Transitional Kindergarten (TK) teacher qualification requirements and the educational requirements associated with the Early Childhood Specialist (PK–3) Credential. Students will examine current research in child development and early learning, including brain development, developmentally appropriate practices, curriculum design, assessment, and family engagement for children from birth through age eight. Coursework also explores California educational standards, Transitional Kindergarten curriculum frameworks, and relevant state policies and requirements. This program prepares students to effectively support the learning and development of young children in public and private educational settings.

Program Learning Outcomes

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

1. Apply principles of child growth and development to support learning and development for children from birth through age eight.
2. Design and implement developmentally appropriate curriculum and learning experiences that promote children's cognitive, social-emotional, physical, and linguistic development.
3. Use observation, documentation, and assessment strategies to inform instruction and support individual children's learning needs.
4. Collaborate effectively with families, schools, and community agencies to support children's development and educational success.
5. Create inclusive learning environments that respect and respond to the diverse cultural, linguistic, developmental, and family backgrounds of young children.
6. Demonstrate professional practices related to health, safety, nutrition, ethics, and state requirements in early childhood and Transitional Kindergarten settings.
7. Apply evidence-based teaching practices through supervised field experiences to support children's learning and development in Transitional Kindergarten and early childhood education environments.

Item 3. Program Requirements

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

Required Courses: ____ units

Course	Title	Units	Sequencing
EAR 20	Child Growth & Development	3	Year 1, Fall
EAR 42	Child, Family, and Community	3	Year 1, Fall
EAR 24	Introduction to Curriculum	3	Year 1, Spring
EAR 28	Principles & Practices of Teaching Young Children	3	Year 1, Spring
EAR 19	Observation and Assessment in Early Childhood Education	3	Year 2, Fall
EAR 25	Teaching in a Diverse Society	3	Year 2, Fall
EAR 26	Health, Safety, and Nutrition	3	Year 2, Spring
EAR 30	Practicum in Early Childhood Education	4	Year 2, Spring

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 25 units

Item 4. Master Planning

The Transitional Kindergarten (TK) for Credentialed Teachers Certificate supports Riverside City College's mission to provide accessible, high-quality educational programs that prepare students for transfer, workforce entry, career advancement, and lifelong learning. The program directly aligns with the college's commitment to workforce development by addressing California's critical shortage of qualified Transitional Kindergarten educators.

The certificate is consistent with California's Master Plan for Higher Education and statewide initiatives expanding Universal Transitional Kindergarten. It strengthens the early childhood education pipeline by preparing educators with specialized coursework in child development, curriculum design, assessment, and developmentally appropriate practice for children birth through age eight. In doing so, the program supports regional workforce needs while maintaining alignment with the college's instructional priorities and existing Early Childhood Education pathway.

Item 5. Enrollment and Completer Projections

The Transitional Kindergarten (TK) for Credentialed Teachers Certificate is projected to serve approximately 100 students annually, with an estimated 80–100 students completing the certificate each year once the program is fully established.

These projections are based on strong regional demand for Transitional Kindergarten teachers due to the statewide expansion of Universal TK, ongoing district hiring needs, and interest from credentialed teachers seeking to meet California's early childhood education coursework requirements for TK assignments.

Item 6. Place of Program in Curriculum/Similar Programs

The TK Certificate builds on Riverside City College's existing Early Childhood Education curriculum by organizing current coursework into a focused pathway aligned with California's Transitional Kindergarten teacher qualification requirements. It does not duplicate existing programs but provides a clear specialization within the existing curriculum.

Item 7. Similar Programs at Other Colleges in Service Area

Regionally, there are limited dedicated certificate pathways explicitly aligned to Transitional Kindergarten teacher qualification requirements, despite strong and growing demand across K–12 school districts in the Inland Empire. This program addresses that gap by providing structured access to required coursework for TK educators, supporting workforce development needs across the service area.

Item 8. Transfer Preparation Information (if applicable)

N/A

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

Program Narrative

Program Modification: Riverside City: Journalism

Award Type: Associate in Arts for Transfer (ADT)

Program Goals and Objectives

The Associate in Arts in Journalism for Transfer Degree (AA-T in Journalism) prepares Community College students to transfer to California State University Journalism programs in junior status with the goal of earning BA degrees in Journalism at the universities. The Transfer Degree is the result of an agreement by the Community Colleges and the California State Universities for an Associate Degree that transfers units in the major to the California State Universities that offer BA degrees in the subject.

Catalog Description

This degree is designed to facilitate the student's passage from Riverside City College to the California State University System with an Associate in Arts in Journalism for Transfer Degree (AA-T in Journalism). This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Journalism at CSU. Careers related to this field include work in news media and related occupations.

Program Learning Outcomes

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

1. Demonstrate an applicable knowledge of the principles of ethical and socially responsible journalism.
2. Demonstrate a working knowledge of the equipment and software used by news media.
3. Demonstrate the ability to communicate effectively in news media and related occupations.

Program Requirements

Required Courses **Units:** 9.00

COURSE	TITLE	UNITS
JOU-1	Introduction to Journalism	3.00
JOU-7	Mass Communications	3.00
JOU-20A	Multimedia News I	3.00

Elective Courses - List A **Units:** 3.00

COURSE	TITLE	UNITS
Select 3 units from the following:		3.00

JOU-2	Intermediate Reporting/Newswriting	3.00
JOU-20B	Multimedia News II	3.00
JOU-150	Introduction to Public Relations	3.00
PHO-12	Photojournalism	3.00

Elective Courses - List B **Units:** 6.00-7.00

COURSE	TITLE	UNITS
Select 6-7 units from the following:		6.00-7.00
ADM-1	Introduction to Applied Digital Media and Printing	3.00
COMM-3	Critical Thinking, Argumentative Writing, and Debate	3.00
ENGL-C1003	Critical Thinking and Writing through Literature	4.00
OR		
ENGL-C1003H	Critical Thinking and Writing through Literature - Honors	4.00
JOU-2	Intermediate Reporting/Newswriting	3.00
JOU-150	Introduction to Public Relations	3.00
PHO-12	Photojournalism	3.00
PHO-20	Introduction to Digital Photography	3.00

Total: 18.00-19.00

Associate in Art for Transfer

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

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Healthcare Simulation and Standardized Patient Education

Originator: Amy Vermillion **Date** 5/27/2026

Department: Nursing

College/Learning Pathway/Engagement Center: Riverside - Health Related Sciences

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

TOPs Code: 1230.30 **CIP Code: 513203**

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

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

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

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

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

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

Establish a new credit certificate program designed to equip students with the skills needed to serve as trained standardized patients, while enabling them to apply theoretical knowledge and clinical judgment to practical healthcare simulation scenarios.

Required Documentation

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

All Degrees and Certificates
☐ Evidence of district-wide discipline communication
☒ College discipline minutes showing approval

☒ Department minutes showing approval
☒ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes
In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*
☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

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

Program Narrative

Item 1. Program Goals and Objectives

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

This certificate program will prepare students to serve and participate in simulation-based education environments by developing skills in:

- standardized patient role portrayal
- healthcare communication
- observation of learner performance
- providing and receiving structured feedback
- professionalism in simulation environments
- application of theoretical knowledge and clinical judgment to clinical practice

Students completing the program will be prepared to work in simulation centers supporting healthcare education programs such as nursing, medicine, allied health, counseling, and emergency services. Additionally, students will be able to strengthen their clinical performance and decision-making through repetitive practice using different simulation modalities.

The program will also strengthen the Riverside City College simulation program by creating a trained pipeline of standardized patients who understand simulation pedagogy and healthcare education.

Item 2. Catalog Description

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

Prepares students to actively participate in healthcare simulation environments as trained Standardized Patients (SPs) and simulation support specialists. Because simulation-based education has become a core component of modern healthcare training, this program allows students to master communication, assessment, and clinical decision-making in a safe, controlled learning environment before interacting with real patient populations. As a unique dual-pathway certificate, it offers an immersive, simulation-based experience for pre-licensure and practicing nurses to enhance clinical performance. Students apply advanced theoretical knowledge to complex patient care scenarios using high-fidelity mannequins, virtual technologies, and live SP encounters. Throughout the curriculum, an emphasis is placed on clinical judgment, prioritization, communication, and safe, evidence-based practice through structured simulation and reflective debriefing.

Program Learning Outcomes

1. Apply standardized patient methodology to consistently, accurately, and realistically portray assigned patient roles while demonstrating effective verbal and nonverbal healthcare communication skills.
2. Observe and assess learner performance during simulation activities to deliver structured, constructive, and patient-centered feedback using established frameworks.

3. Analyze clinical data and environmental cues to prioritize nursing actions, execute clinical skills safely within a specific scope of practice, and utilize simulation and healthcare technology to support decision-making and prevent errors.
4. Exhibit professional and ethical conduct by maintaining appropriate boundaries, functioning effectively within collaborative simulation teams, and engaging in self-reflective debriefing to identify performance strengths and improvements.

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: 2 units

Course	Title	Units	Sequencing
NXN-70A	Standardized Patient Foundations in Healthcare Simulation	0.5	Winter or Summer
NXN-70B	Applied Standardized Patient Practice in Healthcare Simulation	1	Fall or Spring
NXN-90	Immersive Simulation for Clinical Nursing Practice	0.5	Winter or Summer

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 2 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.

Mission of Riverside City College: Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve. Our college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for our students and communities.

The mission of the RCC School of Nursing: The RCC School of Nursing aims to serve our diverse community of learners by providing excellence in nursing education through certificates and degrees that support students in achieving their healthcare career goals. We commit to improving social and economic mobility within healthcare by meeting nursing students where they are, valuing each individuals' journey towards successful professional practice, and promoting an inclusive, equity-focused nursing environment.

The mission of the RCC School of Nursing Simulation Program: Provide participants with opportunities to engage in practical and meaningful experiential learning to facilitate their growth in skill acquisition across the novice-to-expert continuum.

The Healthcare Simulation and Standardized Patient Practice program contributes to the mission of the college by offering a career pathway towards a non-credit certificate to prepare students to serve in simulation-based healthcare education environments.

Item 5. Enrollment and Completer Projections

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

Approximately 100 students complete this certificate annually.

Item 6. Place of Program in Curriculum/Similar Programs

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

Certificate will contribute to clinical practice offerings in the School of Nursing. No additional resources are needed.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

1. UCR School of Medicine https://ccpcsom.ucr.edu/sps
2. Loma Linda University School of Medicine https://medicine.llu.edu/about/clinical-skills-education-center/standardized-patient-program

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Standardized Patient in Healthcare Simulation

Originator: Amy Vermillion **Date** 5/27/2026

Department: Nursing

College/Learning Pathway/Engagement Center: Riverside - Health Related Sciences

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

TOPs Code: 1230.30 **CIP Code: 513203**

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

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

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

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

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

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

Create a new credit certificate program to provide students with skills to participate as trained standardized patients in healthcare simulation programs.

Required Documentation

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

All Degrees and Certificates
☐ Evidence of district-wide discipline communication
☒ College discipline minutes showing approval
☒ Department minutes showing approval

☒ Narrative *(see following page)*
☐ Transfer preparation documentation *(only if applicable)*

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes
In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*
☐ Labor Market Information and Analysis *(Required for new programs and modifications.)*
☐ Advisory Committee Recommendation *(Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.)*
☐ Regional Consortium Recommendation *(Required for new programs only.)*

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

Program Narrative

Item 1. Program Goals and Objectives

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

This certificate program will prepare students to serve in simulation-based education environments by developing skills in:

- standardized patient role portrayal
- healthcare communication
- observation of learner performance
- structured feedback delivery
- professionalism in simulation environments

Students completing the program will be prepared to work in simulation centers supporting healthcare education programs such as nursing, medicine, allied health, counseling, and emergency services.

The program will also strengthen the Riverside City College simulation program by creating a trained pipeline of standardized patients who understand simulation pedagogy and healthcare education.

Item 2. Catalog Description

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

Prepares students to participate as trained standardized patients (SPs) in healthcare simulation programs. Simulation-based education has become a core component of healthcare training, allowing students to practice communication, assessment, and clinical decision-making in a safe learning environment before interacting with real patients. Standardized patients are individuals trained to portray patient roles in simulated clinical encounters. They help healthcare learners develop communication, clinical reasoning, and professional behaviors while also providing structured feedback.

Program Learning Outcomes

1. Apply standardized patient methodology to consistently and accurately portray assigned patient roles while demonstrating effective verbal and nonverbal healthcare communication skills to support realistic, learner-centered experiences.
2. Observe and assess learner performance by identifying key communication, clinical, and professional behaviors, and deliver structured, constructive feedback using established patient-centered frameworks.
3. Integrate simulation best practices to support safe, effective, and psychologically supportive learning environments within healthcare education.

4. Exhibit professional and ethical conduct by maintaining confidentiality, dependability, and appropriate role boundaries while functioning effectively and collaborating within interdisciplinary simulation teams.

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: 1.5 units

Course	Title	Units	Sequencing
NXN-70A	Standardized Patient Foundations in Healthcare Simulation	0.5	Winter or Summer
NXN-70B	Applied Standardized Patient Practice in Healthcare Simulation	1	Fall or Spring

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 1.5 units

Item 4. Master Planning

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

Mission of Riverside City College: Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve. Our college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for our students and communities.

The mission of the RCC School of Nursing: The RCC School of Nursing aims to serve our diverse community of learners by providing excellence in nursing education through certificates and degrees that support students in achieving their healthcare career goals. We commit to improving social and economic mobility within healthcare by meeting nursing students where they are, valuing each individuals' journey towards successful professional practice, and promoting an inclusive, equity-focused nursing environment.

The mission of the RCC School of Nursing Simulation Program: Provide participants with opportunities to engage in practical and meaningful experiential learning to facilitate their growth in skill acquisition across the novice-to-expert continuum.

The Standardized Patient in Healthcare program contributes to the mission of the college by offering a career pathway towards a non-credit certificate to prepare students to serve in simulation-based healthcare education environments.

Item 5. Enrollment and Completer Projections

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

Approximately 100 students complete this certificate annually.

Item 6. Place of Program in Curriculum/Similar Programs

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

Certificate will contribute to clinical practice offerings in the School of Nursing. No additional resources are needed.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

1. UCR School of Medicine https://ccpcsom.ucr.edu/sps
2. Loma Linda University School of Medicine https://medicine.llu.edu/about/clinical-skills-education-center/standardized-patient-program

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Elementary Spanish

Originator: Norma Flores **Date** 5/20/2026

Department: World Languages

College/Learning Pathway/Engagement Center: Moreno Valley - Communications, English and World Languages Engagement Center

☒ **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: 110500 **CIP Code:** 160905

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

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

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

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

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

Rationale:
The Elementary Spanish Certificate of Achievement enhances students' intercultural awareness and elementary Spanish communication skills. This certificate is a transformative milestone in students' personal, academic, and/or professional goals.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives
The Elementary Spanish Certificate of Achievement recognizes students who complete 16-18 units (13 units of required courses and 3-5 units of elective courses). This certificate builds foundational functional fluency while helping students navigate a rapidly globalizing society through the acquisition of communicative competency and development of intercultural awareness, appreciation, and understanding. Through the completion of this certificate, students may enhance their personal, academic, and professional growth by gaining valuable language skills and cultural knowledge.

By completing this certificate, students will demonstrate their commitment to cultural awareness and knowledge of elementary Spanish, which are necessary to succeed in personal and professional settings. The certificate is open to students from all majors and pathways and can be earned alongside an associate degree, program certificate, or transfer pathway.

Item 2. Catalog Description
This certificate is designed for students who pursue elementary-level studies in the Spanish language and culture. Upon completion, students develop skills in reading, writing, listening, and speaking at the elementary level, enabling them to communicate effectively in a variety of professional settings. This certificate emphasizes the acquisition of communicative competence and the development of intercultural awareness, appreciation, and understanding.
Students may complete coursework while fulfilling while fulfilling requirements for the California State University (CSU) and University of California (UC) systems. This achievement represents a significant milestone in a student's pathway toward their professional and personal goals.

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

1. Demonstrate critical thinking skills in Spanish by interpreting and articulating ideas, questions, opinions and information at the elementary level, both orally and in writing.
2. Analyze the practices, products and perspectives of the Spanish-speaking countries and peoples throughout the world through a comparison of Hispanic cultures and their own culture.

Item 3. Program Requirements

Required Courses: _13_ units

***Note**: if a student places out of any required course and is not awarded units for that course, the student will have to take additional units to compensate for the course/units needed to reach at least 16-18 total units in the certificate. Appropriate course substitutions may be from the elective courses listed below. Any other course substitution must be approved by the Spanish faculty of World Languages*

Course	Title	Units	Sequencing
SPA-1	Spanish 1	5	Semester 1, Fall
SPA-2	Spanish 2	5	Semester 2, Spring

SPA-11 or SPA-12	Spanish Culture and Civilization (11) or Latin American Culture and Civilization (12)	3	Any term

Elective Courses: 3-5 units

Course	Title	Units	Sequencing
SPA-3	Spanish 3	5	Any term
SPA-4	Spanish 4	5	Any time
SPA-8	Spanish Intermediate Conversation	3	Any term
SPA-11	Spanish Culture and Civilization	3	Any term
SPA-12	Latin American Culture and Civilization	3	Any term
ANT-2/2H	Cultural Anthropology/Honors	3	Any term
ANT-5	Cultures of Ancient Mexico	3	Any term
ANT-8	Language and Culture	3	Any term
ARTH-13	Pre-Columbian Art History	3	Any term
ARTH-14	Latin American Art: Colonial to the Present	3	Any term
COMM-12	Intercultural Communication	3	Any term
ENGL-25	Latinx Literature of the United States	3	Any time
ETS-1	Introduction to Ethnic Studies	3	Any time
GEG-2	Human Geography	3	Any term
HIST-25	History of Mexico	3	Any term
ETS-2/HIST-31	Introduction to Chicanx and Latinx Studies	3	Any term
SOC-1/1H	Introduction to Sociology /Honors	3	Any term
SOC-10/10H	Race and Ethnic Relations/Honors	3	Any term

Total Program Units: 16-18 units

** If a student has taken AP Spanish Literature and Culture exam and obtained a score of 3, 4, 5, three units of credit can be applied under elective courses.*

Item 4. Master Planning
The Elementary Spanish Certificate of Achievement empowers students to gain new language skills and cultural awareness. It aims to advance equity, diversity, and inclusion. This is an opportunity for students to complete a certificate and reach their academic, personal and/or professional goals.

This certificate does not require any new investment resources. Students who earn the certificate will demonstrate basic knowledge and skills in the Spanish language and culture. This may be attractive to employers and satisfy students' personal goals.

This certificate will allow students who are not on an academic pathway to demonstrate their achievement. This certificate is open to all students thus it is an equitable certificate.

Item 5. Enrollment and Completer Projections
Enrollment/completion projection is 10-15 students per school year.

Item 6. Place of Program in Curriculum/Similar Programs
N/A

Item 7. Similar Programs at Other Colleges in Service Area
RCCD will be the first institution of higher education in the region to offer this certificate.

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

Program Outline

Title: Elementary Spanish

Originator: Dominique Voyer/ Araceli Covarrubias **Date** 6/1/2026

Department: World Languages

College/Learning Pathway/Engagement Center: Norco - School of Arts & Humanities

☐ **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: 110500 **CIP Code: 160905**

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

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

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

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

If this is a modification to an existing certificate/degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)
N/A
Rationale:
The Elementary Spanish Certificate of Achievement enhances students' intercultural awareness and elementary Spanish communication skills. This certificate is a transformative milestone in students' personal, academic, and/or professional goals.

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The Spanish Certificate of Achievement recognizes students who complete 16-18 units (13 units of required courses and 3-5 units of elective courses). This certificate emphasizes the acquisition of communicative competency and development of intercultural awareness, appreciation, and understanding. Through the completion of this certificate, students may enhance their personal, academic, and professional growth by gaining valuable language skills and cultural knowledge.

By completing this certificate, students demonstrate their commitment to cultural awareness and knowledge of elementary Spanish which are necessary to succeed in personal and professional settings. The certificate is open to students from all majors and pathways and can be earned alongside an associate degree, program certificate, or transfer pathway.

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

This certificate is designed for students who pursue elementary-level studies in the Spanish language and culture. Upon completion, students develop skills in reading, writing, listening, and speaking at the elementary level, enabling them to communicate effectively in a variety of professional settings. This certificate program emphasizes the acquisition of communicative competence and the development of intercultural awareness, appreciation, and understanding. Students may complete coursework towards the Elementary Spanish Certificate of Achievement while fulfilling requirements for the California State University (CSU) and University of California (UC) systems. This achievement represents a significant milestone in a student's pathway toward their professional and personal goals.

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

Program Learning Outcomes

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

1. Demonstrate critical thinking skills in Spanish by interpreting and articulating ideas, questions, opinions and information at the elementary level, both orally and in writing.
2. Analyze the practices, products, and perspectives of the Spanish-speaking countries and peoples around the by comparing Hispanic cultures and their own.

Item 3. Program Requirements

Select a minimum of 16-18 units in total from the required course list and elective courses.

Required Courses: 13 units

Note: If a student places out of any required course and is not awarded units for that course, the student will have to take additional units to compensate for the course/units needed to reach at least 16-18 total units in the certificate. Appropriate course substitutions may be from List A or the courses listed below. Any other course substitution must be approved by the Spanish faculty of World Languages.

Course	Title	Units	Sequencing
SPA-1	Spanish 1	5	Semester 1, Fall
SPA-2	Spanish 2	5	Semester 2, Spring
SPA-11 Or SPA-12	Spanish Culture and Civilization (11) Latin American Culture and Civilization (12)	3	Any term

Elective Courses: 3 - 5 units

Course	Title	Units	Sequencing
SPA-3	Spanish 3	5	Any term
SPA-8	Intermediate Conversation	3	Any term
SPA-11	Spanish Culture and Civilization	3	Any term
SPA-12	Latin American Culture and Civilization	3	Any term
ANT-2/2H	Cultural Anthropology/Honors	3	Any term
ANT-5	Cultures of Ancient Mexico	3	Any term
ANT-8	Language and Culture	3	Any term
ARTH-13	Pre-Columbian Art History	3	Any term
ARTH -14	Latin American Art: Colonial to the Present	3	Any term
COMM-12	Intercultural Communication	3	Any term
GEG-2	Human Geography	3	Any term
HIST-25	History of Mexico	3	Any term
ETS-4	Introduction to Chicana/o/x and Latina/o/x Studies	3	Any term
HIST-31	Introduction to Chicanx and Latinx Studies	3	Any term
SOC-1/1H	Introduction to Sociology /Honors	3	Any term
SOC-10/10H	Race and Ethnic Relations/Honors	3	Any term

Total Program Units: 16 – 18 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 Elementary Spanish Certificate of Achievement empowers students to gain new language skills and cultural awareness. It advances equity, diversity, and inclusion. Students who complete this certificate to reach academic, personal and/or professional goals.

This certificate does not require any new investment of resources. Students who earn the certificate will demonstrate basic knowledge and skills in the Spanish language and culture. This may be attractive to employers and satisfy students' other personal goals.

This certificate will allow students who are not on an academic pathway to demonstrate their achievement. This certificate is open to all students; thus, it is an equitable certificate.

Item 5. Enrollment and Completer Projections
Projection of number of students to earn certificate/degree annually.
Enrollment/ completion projection is 10-15 students per academic year.

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

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

RCCD will be the first district in the community college system to offer this certificate in our Service Area.

Item 8. Transfer Preparation Information (if applicable).

N/A

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Elementary Spanish

Originator: Araceli Calderón **Date** 5/29/2026

Department: World Languages

College/Learning Pathway/Engagement Center: Riverside - Languages and Humanities

☐ **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: 110500 **CIP Code:** 160905

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

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

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

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

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

Rationale:
The Elementary Spanish Certificate of Achievement enhances students' intercultural awareness and elementary Spanish communication skills. This certificate is a transformative milestone in students' personal, academic, and/or professional goals.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The Elementary Spanish Certificate of Achievement recognizes students who complete 16-18 units. (13-units of required courses and 3-5 units of elective courses). This certificate builds foundational functional fluency while helping students navigate a rapidly globalizing society through the acquisition of communicative competency and development of intercultural awareness, appreciation, and understanding. Through the completion of this certificate, students may enhance their personal, academic, and professional growth by gaining valuable language skill and cultural knowledge.

By completing this certificate, students will demonstrate their commitment to cultural awareness and knowledge of elementary Spanish, which are necessary to succeed in personal and professional settings. This certificate is open to students from all majors and pathways and can be earned alongside an associate degree, program certificate, or transfer pathway.

Item 2. Catalog Description

This certificate is designed for students wishing to pursue elementary-level studies in the Spanish language and culture. Upon completion, students develop skills in reading, writing, listening, and speaking at the elementary level, enabling them to communicate effectively in a variety of professional settings. This certificate emphasizes the acquisition of communicative competence and the development of intercultural awareness, appreciation, and understanding. Students may complete coursework while fulfilling requirements for the California State University (CSU) and University of California (UC) systems. This achievement represents a significant milestone in a students' pathway toward their professional and personal goals.

Program Learning Outcomes

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

1. Demonstrate critical thinking skills in Spanish by interpreting and articulating ideas, questions, opinions, and information at the elementary level, both orally and in writing.
2. Analyze the practices, products, and perspectives of Spanish-speaking countries and peoples around the world by comparing Hispanic cultures and their own culture.

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: 13 units

Note: If a student places out of any required course and is not awarded units for that course, the student must take additional units to compensate for the course/units needed to reach 16-18 units for the certificate. Appropriate course substitutions may be from the courses listed below. Any other course substitution must be approved by the Spanish faculty of World Languages.

Course	Title	Units	Sequencing
SPA-1	Spanish 1	5	Semester 1, Fall
SPA-2	Spanish 2	5	Semester 2, Spring

SPA-11 or SPA-12	Spanish 11 or Spanish 12	3	Any term

Elective Courses: 3-5 units

Course	Title	Units	Sequencing
SPA-3	Spanish	5	Any term
SPA-4	Spanish	5	Any term
SPA-8	Spanish Intermediate Conversation	3	Any term
SPA-11	Spanish Culture and Civilization	3	Any term
SPA-12	Latin American Culture and Civilization	3	Any term
ANT-2/2H	Cultural Anthropology/Honors	3	Any term
ANT-5	Cultures of Ancient Mexico	3	Any term
ANT-8	Language and Culture	3	Any term
ARTH-13	Pre-Columbian Art History	3	Any term
ARTH-14	Latin American Art: Colonial to the Present	3	Any term
COMM-12	Intercultural Communication	3	Any term
ENGL-25	Latinx Literature of the United States	3	Any term
ETS-1	Introduction to Ethnic Studies	3	Any term
GEG-2	Human Geography	3	Any term
HIST-25	History of Mexico	3	Any term
HIST-31	Introduction of Chicanx and Latinx Studies	3	Any term
SOC-1/1H	Introduction to Sociology/Honors	3	Any term
SOC-10/10H	Race and Ethnic Relations/Honors	3	Any term
SOC-25	Introduction to the Sociology of Sex and Gender	3	Any term

Total Program Units: 16-18 units

Item 4. Master Planning

The Elementary Spanish Certificate of Achievement empowers students to gain new language skills and cultural awareness. It advances equity, diversity, and inclusion. Students who complete the certificate will reach their academic, personal, and/or professional goals.

This certificate does not require to invest of resources. Students who earn the certificate will demonstrate basic knowledge and skills in the Spanish language and culture. This may be attractive to employers and will satisfy students' personal goals.

This certificate will allow students who are not on an academic pathway to demonstrate their achievement. This certificate is open to all students thus it is an equitable certificate.

Item 5. Enrollment and Completer Projections
Enrollment/completion projection is 10-15 students per school year.

Item 6. Place of Program in Curriculum/Similar Programs
N/A

Item 7. Similar Programs at Other Colleges in Service Area
RCCD will be the first district in the community college system to offer this certificate.

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Forensic Studies

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

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

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

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

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

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

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

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

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

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

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

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Program Goals

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

Additional goals of the program would include:

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

Program Objectives

Graduates of the Forensic Studies program will be able to:

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

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

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

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

Item 2. Catalog Description

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

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

Program Learning Outcomes

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

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

Item 3. Program Requirements

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

Required Courses: 20 units

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

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

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

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

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

Required GE Courses: 15 units

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

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

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

Total Program Units: 48 units

Item 4. Master Planning

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

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

Item 5. Enrollment and Completer Projections

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

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

Item 6. Place of Program in Curriculum/Similar Programs

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

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

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

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

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

Item 8. Transfer Preparation Information (if applicable)

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

N/A

Program Outline of Record – Non-Credit Certificates

Program Outline

Title: Behavior Technician

Originator: Amber Lappin **Date** 6/5/2026

Department: Early Childhood Education

College/Learning Pathway/Engagement Center: Riverside - Education and Teacher Preparation

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

TOPs Code: 1299.00 **CIP Code:51.0899**

Certificate is being proposed as:
☒ **Certificate of Completion (CDCP Eligible)** ☐ **Certificate of Competency (CDCP Eligible)**
Please specify non-credit category:
☐ Short-Term Vocational ☒ Workforce Preparation
☐ English as a Second Language ☐ Elementary and Secondary Basic Skills

☐ **Local Non-Credit Certificate (Not CDCP Eligible; Not Submitted to State Chancellor's Office)**
Please specify non-credit category:
☐ Citizenship for Immigrants ☐ Health and Safety
☐ Parenting ☐ Courses for Persons with Substantial Disabilities
☐ Home Economics ☐ Courses for Older Adults

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

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

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

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

This is a new certificate designed to prepare students for entry-level employment as Behavior Technicians in Applied Behavior Analysis (ABA) settings. The program aligns with nationally recognized behavior technician competencies and supports workforce demand in behavioral health, special education, and autism support services.

Required Documentation

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

All new and modified programs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

The Behavior Technician Certificate is a short-term vocational Career Technical Education (CTE) program designed to prepare students for entry-level employment as Behavior Technicians in Applied Behavior Analysis (ABA) settings. The program supports the mission of California community colleges by providing accessible workforce preparation that leads directly to employment in high-demand behavioral health and special education support roles.

The program prepares students to work in educational, clinical, and community-based settings serving individuals with autism spectrum disorder and other developmental disabilities. Upon completion of the certificate, students will be able to apply foundational Applied Behavior Analysis (ABA) principles in the direct implementation of behavior intervention and skill acquisition programs under the supervision of licensed or certified professionals.

Program competencies include the ability to define and measure behavior operationally, collect and interpret behavioral data, implement skill acquisition procedures, apply prompting and reinforcement strategies, support behavior reduction plans using antecedent and consequence interventions, and assist in conducting Functional Behavior Assessments (FBA). Students will also demonstrate understanding of ethical and professional standards required in behavior technician roles, including confidentiality, professional conduct, and scope of practice.

Program level Student Learning Outcome (SLO): Upon successful completion of the program, students will be able to perform the duties of a behavior technician by implementing Applied Behavior Analysis procedures accurately, collecting and recording behavioral data with fidelity, and supporting behavior and skill acquisition plans under supervision.

This certificate prepares students to pursue entry-level employment as Behavior Technicians and supports eligibility preparation for nationally recognized credentialing pathways such as the Registered Behavior Technician (RBT), Board Certified Autism Technician (BCAT), and Applied Behavior Analysis Technician (ABAT) certifications.

Item 2. Catalog Description

The Behavior Technician Certificate prepares students for entry-level employment as Behavior Technicians in Applied Behavior Analysis (ABA) settings. This program is designed for individuals seeking to work in educational, clinical, and community-based environments supporting individuals with autism spectrum disorder and other developmental disabilities.
Students will gain foundational knowledge and applied skills in the principles of Applied Behavior Analysis, including defining and measuring behavior, data collection and analysis, skill acquisition procedures, prompting and reinforcement strategies, and behavior reduction interventions using antecedent and consequence-based approaches. The program also includes instruction in Functional Behavior Assessment (FBA), basic behavior intervention planning, and professional and ethical standards for behavior technician practice.

Upon completion of the certificate, students will be prepared to implement behavior-analytic procedures under supervision and perform the core duties of a behavior technician in accordance with industry expectations. The program also provides preparation for students pursuing nationally recognized behavior technician credentialing pathways, including the Registered Behavior Technician (RBT), Board Certified Autism Technician (BCAT), and Applied Behavior Analysis Technician (ABAT) certifications.

Program Learning Outcomes

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

1. Implement Applied Behavior Analysis (ABA) procedures with fidelity, including skill acquisition and behavior reduction strategies, under supervision in educational, clinical, or community settings.
2. Collect, record, and interpret behavioral data accurately to support data-based decision-making in behavior intervention and skill development programs.

Item 3. Program Requirements

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

Required Courses: ____ hours

Course	Title	Hours	Sequencing
EAR-860	Introduction to the Behavior Technician Program	24	Semester 1, Fall
EAR-861	Behavior Technician Certification Training	24	Semester 2, Spring

Elective Courses: ____ hours

Course	Title	Hours	Sequencing

Total Program Hours: 48 hours

Item 4. Master Planning

The Behavior Technician Certificate aligns with the mission of Riverside City College and the California Community Colleges system by providing accessible, high-quality workforce preparation that leads directly to employment in a high-demand field. The program supports the college's commitment to career technical education, student success, and equitable access to workforce pathways in behavioral health and special education support services.
This certificate is consistent with regional and statewide workforce priorities in the growing field of Applied Behavior Analysis (ABA), particularly in services supporting individuals with autism spectrum disorder and other developmental disabilities. The program addresses documented labor market demand for entry-level behavior technicians in educational, clinical, and community-based settings.

Within the college curriculum, this program provides a structured pathway for students to gain foundational competencies in behavior analysis, data collection, behavior intervention implementation, and professional ethical practice. It supports alignment with existing instructional pathways in education, allied health, and human services by offering a clear entry point into specialized behavioral support roles.

At the state level, the program aligns with California Community Colleges' emphasis on workforce development, Strong Workforce priorities, and career pathways that lead to living-wage employment in high-growth occupations. The certificate also provides stackable skills that support continued education and advancement within the field of behavior analysis and related human services professions.

Program Outline of Record – Non-Credit Certificates

Program Outline

Title: Noncredit - Healthcare Simulation and Standardized Patient Education

Originator: Amy Vermillion **Date** 5/27/2026

Department: Nursing

College/Learning Pathway/Engagement Center: Riverside - Health Related Sciences

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

TOPs Code: 1230.30 **CIP Code: 513203**

Certificate is being proposed as:

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

Please specify non-credit category:

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

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

Please specify non-credit category:

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

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

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

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

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

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

Establish a new non-credit certificate program designed to equip students with the skills needed to serve as trained standardized patients, while enabling them to apply theoretical knowledge and clinical judgment to practical healthcare simulation scenarios.

Required Documentation

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

All new and modified programs must include the following:

☐ Evidence of district-wide discipline communication
☒ College discipline minutes showing approval
☒ Department minutes showing approval
☒ Narrative *(See following page)*
☒ Labor Market Information and Analysis *(For certificates in the Short-Term Vocational category only)*- **not available under the Arts or Healthcare categories**

Program Narrative

Item 1. Program Goals and Objectives

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

This certificate program will prepare students to serve and participate in simulation-based education environments by developing skills in:

- standardized patient role portrayal
- healthcare communication
- observation of learner performance
- providing and receiving structured feedback
- professionalism in simulation environments
- application of theoretical knowledge and clinical judgment to clinical practice

Students completing the program will be prepared to work in simulation centers supporting healthcare education programs such as nursing, medicine, allied health, counseling, and emergency services. Additionally, students will be able to strengthen their clinical performance and decision-making through repetitive practice using different simulation modalities.

The program will also strengthen the Riverside City College simulation program by creating a trained pipeline of standardized patients who understand simulation pedagogy and healthcare education.

Item 2. Catalog Description

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

Prepares students to actively participate in healthcare simulation environments as trained Standardized Patients (SPs) and simulation support specialists. Because simulation-based education has become a core component of modern healthcare training, this program allows students to master communication, assessment, and clinical decision-making in a safe, controlled learning environment before interacting with real patient populations. As a unique dual-pathway certificate, it offers an immersive, simulation-based experience for pre-licensure and practicing nurses to enhance clinical performance. Students apply advanced theoretical knowledge to complex patient care scenarios using high-fidelity mannequins, virtual technologies, and live SP encounters. Throughout the curriculum, an emphasis is placed on clinical judgment, prioritization, communication, and safe, evidence-based practice through structured simulation and reflective debriefing.

Program Learning Outcomes

1. Apply standardized patient methodology to consistently, accurately, and realistically portray assigned patient roles while demonstrating effective verbal and nonverbal healthcare communication skills.
2. Observe and assess learner performance during simulation activities to deliver structured, constructive, and patient-centered feedback using established frameworks.
3. Analyze clinical data and environmental cues to prioritize nursing actions, execute clinical skills safely within a specific scope of practice, and utilize simulation and healthcare technology to support decision-making and prevent errors.
4. Exhibit professional and ethical conduct by maintaining appropriate boundaries, functioning effectively within collaborative simulation teams, and engaging in self-reflective debriefing to identify performance strengths and improvements.

Item 3. Program Requirements

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

Required Courses: 108 hours

Course	Title	Hours	Sequencing
NXN-870A	Standardized Patient Foundations in Healthcare Simulation	27	Winter or Summer
NXN-870B	Applied Standardized Patient Practice in Healthcare Simulation	54	Fall or Spring
NXN-890	Immersive Simulation for Clinical Nursing Practice	27	Winter or Summer

Elective Courses: ____ hours

Course	Title	Hours	Sequencing

Total Program Hours: 108 hours

Item 4. Master Planning

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

Mission of Riverside City College: Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve. Our college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for our students and communities.

The mission of the RCC School of Nursing: The RCC School of Nursing aims to serve our diverse community of learners by providing excellence in nursing education through certificates and degrees that support students in achieving their healthcare career goals. We commit to improving social and economic mobility within healthcare by meeting nursing students where they are, valuing each individuals' journey towards successful professional practice, and promoting an inclusive, equity-focused nursing environment.

The mission of the RCC School of Nursing Simulation Program: Provide participants with opportunities to engage in practical and meaningful experiential learning to facilitate their growth in skill acquisition across the novice-to-expert continuum.

The Healthcare Simulation and Standardized Patient Practice program contributes to the mission of the college by offering a career pathway towards a non-credit certificate to prepare students to serve in simulation-based healthcare education environments.

Program Outline

Title: Noncredit - Standardized Patient in Healthcare Simulation

Originator: Amy Vermillion **Date** 5/27/2026

Department: Nursing

College/Learning Pathway/Engagement Center: Riverside - Health Related Sciences

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

TOPs Code: 1230.30 **CIP Code: 513203**

Certificate is being proposed as:

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

Please specify non-credit category:

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

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

Please specify non-credit category:

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

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

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

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

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

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

Create a new non-credit certificate program to provide students with skills to participate as trained standardized patients in healthcare simulation programs.

Required Documentation

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

All new and modified programs must include the following:

☐ Evidence of district-wide discipline communication
☒ College discipline minutes showing approval
☒ Department minutes showing approval
☒ Narrative *(See following page)*
☒ Labor Market Information and Analysis *(For certificates in the Short-Term Vocational category only)*- **not available under the Arts or Healthcare categories**

Program Narrative

Item 1. Program Goals and Objectives

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

This certificate program will prepare students to serve in simulation-based education environments by developing skills in:

- standardized patient role portrayal
- healthcare communication
- observation of learner performance
- structured feedback delivery
- professionalism in simulation environments

Students completing the program will be prepared to work in simulation centers supporting healthcare education programs such as nursing, medicine, allied health, counseling, and emergency services.

The program will also strengthen the Riverside City College simulation program by creating a trained pipeline of standardized patients who understand simulation pedagogy and healthcare education.

Item 2. Catalog Description

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

Prepares students to participate as trained standardized patients (SPs) in healthcare simulation programs. Simulation-based education has become a core component of healthcare training, allowing students to practice communication, assessment, and clinical decision-making in a safe learning environment before interacting with real patients. Standardized patients are individuals trained to portray patient roles in simulated clinical encounters. They help healthcare learners develop communication, clinical reasoning, and professional behaviors while also providing structured feedback.

Program Learning Outcomes

1. Apply standardized patient methodology to consistently and accurately portray assigned patient roles while demonstrating effective verbal and nonverbal healthcare communication skills to support realistic, learner-centered experiences.
2. Observe and assess learner performance by identifying key communication, clinical, and professional behaviors, and deliver structured, constructive feedback using established patient-

centered frameworks.

3. Integrate simulation best practices to support safe, effective, and psychologically supportive learning environments within healthcare education.
4. Exhibit professional and ethical conduct by maintaining confidentiality, dependability, and appropriate role boundaries while functioning effectively and collaborating within interdisciplinary simulation teams.

Item 3. Program Requirements

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

Required Courses: 81 hours

Course	Title	Hours	Sequencing
NXN-870A	Standardized Patient Foundations in Healthcare Simulation	27	Winter or Summer
NXN-870B	Applied Standardized Patient Practice in Healthcare Simulation	54	Fall or Spring

Elective Courses: ____ hours

Course	Title	Hours	Sequencing

Total Program Hours: 81 hours

Item 4. Master Planning

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

Mission of Riverside City College: Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve. Our college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for our students and communities.

The mission of the RCC School of Nursing: The RCC School of Nursing aims to serve our diverse community of learners by providing excellence in nursing education through certificates and degrees that support students in achieving their healthcare career goals. We commit to improving social and economic mobility within healthcare by meeting nursing students where they are, valuing each individuals' journey towards successful professional practice, and promoting an inclusive, equity-focused nursing environment.

The mission of the RCC School of Nursing Simulation Program: Provide participants with opportunities to engage

in practical and meaningful experiential learning to facilitate their growth in skill acquisition across the novice-to-expert continuum.

The Standardized Patient in Healthcare program contributes to the mission of the college by offering a career pathway towards a non-credit certificate to prepare students to serve in simulation-based healthcare education environments.

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

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

Program Outline

Title: Biology 2.0

Originator: Abel Sanchez **Date** 5/19/2026

Department: STEM- Natural Sciences
College/Learning Pathway/Engagement Center: Moreno Valley - Science, Technology, Engineering and Math Engagement Center

TOPs Code: 0401.00 **CIP Code: 26.0101**

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

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

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

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

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

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

Required update to new TMC template. Title, course sequence, and unit change.

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

Required update to new TMC template

Required Documentation:

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

All new and modified ADTs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

The Associate in Science in Biology 2.0 for Degree Transfer introduces the concepts and principles upon which biologic knowledge is based including the biochemistry, structure and function, ecology and evolution of organisms, from the levels of cells through the biosphere. Students will develop skills for critical/analytical thinking, perceptive reading/observation and interpretation. The Associate in Science in Biology 2.0 for Transfer degree provides students with a core curriculum that will prepare them with the knowledge and skills required to succeed in the study of biology.

Item 2. Catalog Description

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

The Associate in Science in Biology 2.0 for Degree Transfer introduces the concepts and principles upon which biologic knowledge is based including the biochemistry, structure and function, ecology and evolution of organisms, from the levels of cells through the biosphere. Students will develop skills for critical/analytical thinking, perceptive reading/observation and interpretation. The Associate in Science in Biology 2.0 for Transfer degree provides students with a core curriculum that will prepare them with the knowledge and skills required to succeed in the study of biology.

Program Learning Outcomes

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

1. Be able to identify and explain fundamental biological concepts and principles on the molecular, cellular, organismal, population, ecological, environmental and evolutionary levels.
2. Apply knowledge of biological concepts to formulate questions and hypotheses for research and demonstrate ability to find, read, understand, and critically evaluate scientific papers.
3. Develop experimental skills and techniques used in laboratory and field research and use the scientific method to develop hypotheses, design and execute experiments.

Required Courses: 24 units

Course	Title	Units
BIO-60/BIO-60H	Introduction to Molecular and Cellular Biology/ Honors Introduction to Molecular and Cellular Biology	5
BIO-61	Introduction to Organismal and Population Biology	5
CHE-1A/CHE-1AH	General Chemistry, I / Honors General Chemistry, I	5
CHE-1B/CHE-1BH	General Chemistry, II / Honors General Chemistry, I	5
MATH-C2210	Calculus I: Early Transcendentals	4

List A: *OPTIONAL (You have the option to select 0-5 units form Lis A below):**

Course	Title	Units
CHE-12A	Organic Chemistry, I	5
MATH-C2220	Calculus II: Early Transcendentals	4
PHY-4A	Mechanics	4

Total Units: 24-29

**Certain CSU campuses may articulate Organic Chemistry or Physics as a multiple-course sequence rather than as individual courses. It is recommended that students meet with a counselor for any additional course planning within the 60 CSU units.*

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

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

Program Narrative

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

---

Award Type: Associate in Arts for Transfer (ADT)

Program Goals and Objectives

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

Catalog Description

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

Program Learning Outcomes

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

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

Program Requirements

Required Courses **Units:** 26.00-27.00

COURSE	TITLE	UNITS

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

Electives - List A **Units:** 6.00

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

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

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

Total: 32.00-33.00

Associate in Art for Transfer

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

Program Outline of Record – Baccalaureate Degree

Program Outline

Title: Bachelor of Science in Emergency Management

Originator: Charles Wilhite **Date** 5/29/2026

Department: School of Public Safety

College/Learning Pathway/Engagement Center: Moreno Valley - Public Safety Engagement Center

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

TOPs Code: 2199.00 *Other Public and Protective Services **CIP Code:** 43.0302 (99.9999-Unknown)

Type of Baccalaureate Degree: ☒ Bachelor of Science

This is a: ☐ New degree* ☒ Modification to an existing 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 degree, please specify the changes being made:
(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)
Addition of SOC-305, Sociological Perspectives on Public Safety and Disaster, to the upper-division General Education requirements and necessitated unit value changes, adding 3 upper division major units and subtracting 3 upper division elective units..

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

The Riverside Community College District and Moreno Valley College are recognized throughout the region as leaders in public safety education and in addition to Administration of Justice, Fire Technology, Emergency Medical Services, and Crime Analysis, MVC's School of Public Safety currently offers associate's degrees in Emergency Management and Homeland Security. However, despite the fact over 80% of California public agencies that employ Emergency Managers require a bachelor's degree for entry level positions, there are no public institutions in California offering a Bachelor's degree in Emergency Management. The lack of a baccalaureate program limits the ability of both new and experienced professionals to gain the necessary academic credentials to advance in their careers and serve their communities effectively. Additionally, AB-89, passed by the legislature in 2021, will require

California Peace Officers to hold a bachelor's degree. As demonstrated by the attached Labor Market Analysis from the Inland Empire/Desert Center of Excellence for Labor Market Research, there is a demonstrated need both regionally and statewide for Emergency Management professionals, and this degree will fill that need, leading to high paying jobs.

Required Documentation

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

All new or modified degrees:

☐ Evidence of district-wide discipline communication (PSF Discipline is unique to MVC)
☒ Department minutes showing approval
☒ Narrative *(see following page)*

In addition, all new degrees require the following:

☐ Labor Market Information and Analysis
☐ Evidence of Consultation with Regional Employers and Workforce Development Boards
☐ Advisory Committee Recommendation
☐ Regional Consortium Recommendation

Program Narrative

Item 1. Program Goals and Objectives

Must address unmet workforce needs and may address transfer preparation.

1. Recognize the types of natural, manmade, and technological hazards that can negatively impact a community.
2. Demonstrate the leadership, problem solving, analytical, and decision-making skills required in the field of emergency management.
3. Demonstrate skills necessary to prepare for, mitigate, respond to, and recover from manmade and natural disasters.
4. Analyze the fundamental roles and responsibilities of the professional emergency manager.
5. Evaluate ethical, social, civic, cultural, and political issues that have a direct impact on the discipline of emergency management and disaster planning services.
6. Evaluate research about the management and practical application of emergencies and disaster planning using quantitative and qualitative analytical tools.
7. Design effective written and oral communications (including crisis communication) in the discipline and practice of disaster preparedness and emergency management.
8. Design, develop, and assess simulated exercises to evaluate and improve emergency readiness and response capabilities.

Item 2. Administrative Plan

Includes, but is not limited to, the governing board of the district's funding plan for its specific district.

Moreno Valley College has a history of strong fiscal management and is well-positioned to offer a Bachelor of Science degree in Emergency Management and financial capacity to support the new baccalaureate program while maintaining other educational programs and services. The four-year budget for the baccalaureate program shows the college's commitment to providing the necessary resources for the program's implementation and sustainability. All revenues generated will be reinvested to ensure the program's success.

In addition to the revenue and expenses detailed in the attached budget, the Riverside Community College District, Riverside County College District Foundation, Riverside County Strong Workforce, and the Riverside County Department of Emergency Management have all committed to providing marketing, academic, administrative and career placement services to ensure student success. Additionally, the appropriate use of Perkins, Workforce Innovation and Opportunity Act (WIOA), and other grant funding is also being explored.

Baccalaureate Program Expenditure Summary (4 Year Projections)
EMS Bachelor Degree Program Model (2 years)

	Year 1	Year 2	Year 3	Year 4	Total
PROGRAM REVENUE					
Tuition Revenue (1st semester $46 *3 units * 5 courses* 50 students) + (2nd semester $130 *3 units * 5 courses* 50 students), (2nd Year Spring and forward = 100 students)	$ 132,000	$ 327,000	$ 327,000	$ 327,000	$ 1,113,000
Apportionment (1st Year = 4.5 FTES x 5 courses x 2 semsters x $5,294) (2nd Year = 4.5 FTES x 10 courses x 2 semsters x $5,294)	$ 238,230	$ 476,460	$ 476,460	$ 476,460	$ 1,667,610
ESTIMATED NET REVENUE	**$ 370,230.00**	**$ 803,460.00**	**$ 803,460.00**	**$ 803,460.00**	**$ 2,780,610.00**
PERSONNEL EXPENDITURES					
Instructional Faculty					
Full Time					
Salary	$ 96,165	$ 98,569	$ 101,033	$ 103,559	$ 399,326
Fixed Charges	$ 24,426	$ 25,037	$ 25,662	$ 26,304	$ 101,429
Health Insurance	$ 32,522	$ 33,335	$ 34,169	$ 35,023	$ 135,050
Associate					
Salary	$ 24,041	$ 123,211	$ 126,291	$ 129,449	$ 402,992
Fixed Charges	$ 6,106	$ 31,296	$ 32,078	$ 32,880	$ 102,360
Health Insurance	$ 8,131	$ 41,669	$ 42,711	$ 43,779	$ 136,290
Short-Term Student Help, Instructional					
Short-Term Student Help, Instructional...Tutor & SI (1st Year: 3 Hours*28 weeks* $16.5 *2 Tutors) + (2nd year and beyond : 15 Hours*28 weeks* $18 *2 Tutors)	$ 2,772	$ 15,120	$ 15,120	$ 15,120	$ 48,132
Fixed Charges	$ 50	$ 272	$ 272	$ 272	$ 866
Non-Instructional Faculty					
Program Director - Salary	$ 24,041	$ 24,642	$ 25,258	$ 25,890	$ 99,831
Program Director - Fixed Charges	$ 6,106	$ 6,259	$ 6,416	$ 6,576	$ 25,357
Program Director - Health Insurance	$ 8,131	$ 8,334	$ 8,542	$ 8,756	$ 33,762
Counseling - Salary	$ 24,041	$ 49,284	$ 50,517	$ 51,779	$ 175,622
Counseling - Fixed Charges	$ 6,106	$ 12,518	$ 12,831	$ 13,152	$ 44,608
Counseling - Health Insurance	$ 8,131	$ 16,668	$ 17,084	$ 17,512	$ 59,394
Classified Professionals					
Academic Evaluations Specialist–Salary	$ 9,059	$ 18,571	$ 19,035	$ 19,511	$ 66,176
Academic Evaluations Specialist–Fixed Charges	$ 3,311	$ 6,788	$ 6,957	$ 7,131	$ 24,187
Academic Evaluations Specialist - Health Insurance	$ 3,730	$ 7,646	$ 7,837	$ 8,033	$ 27,245
Student Service Tech (Admissions) - Salary	$ 8,662	$ 17,756	$ 18,200	$ 18,655	$ 63,274
Student Service Tech (Admissions) - Fixed Charges	$ 3,166	$ 6,490	$ 6,652	$ 6,818	$ 23,126
Student Service Tech (Admissions) - Health Insurance	$ 3,730	$ 7,646	$ 7,837	$ 8,033	$ 27,245
Educational Advisor--Salary	$ 19,968	$ 40,934	$ 20,979	$ 21,503	$ 103,384
Educational Advisor-Fixed Charges	$ 7,298	$ 14,961	$ 7,668	$ 7,859	$ 37,787
Educational Advisor - Health Insurance	$ 7,459	$ 15,291	$ 7,837	$ 8,033	$ 38,620
SUBTOTAL PERSONNEL EXPENDITURES	**$ 340,151.75**	**$ 634,297.55**	**$ 600,987.03**	**$ 615,626.90**	**$ 2,176,063.24**
OPERATING EXPENDITURES					
4210/4230 Reference and Other Books	$ 1,000	$ 1,000	$ 1,200	$ 1,440	$ 4,640
4320 Instructional Supplies	$ 1,000	$ 1,000	$ 1,200	$ 1,440	$ 4,640
4350/4351 Instructional Media Materials	$ 500	$ 500	$ 600	$ 720	$ 2,320
4555 Copying and Printing	$ 300	$ 300	$ 360	$ 432	$ 1,392
4575 Software < $200	$ 1,000	$ 1,000	$ 1,200	$ 1,440	$ 4,640
4590 Office & Other Supplies	$ 500	$ 500	$ 600	$ 720	$ 2,320
5210-5220 Meetings/Conferences/Travel Expenses	$ 1,000	$ 2,000	$ 2,400	$ 2,880	$ 8,280
5310/5320 Memberships / Dues	$ 500	$ 500	$ 600	$ 720	$ 2,320
5649 Computer Software Maintenance/Lic	$ 1,000	$ 1,000	$ 1,200	$ 1,440	$ 4,640
5740 Advertising	$ 4,000	$ 12,000	$ 14,400	$ 17,280	$ 47,680
6312 Library Subscriptions	$ 500	$ 500	$ 600	$ 720	$ 2,320
6485 Comp Equip Addt'l $200 to $4,999	$ -	$ 20,000	$ -	$ 30,000	$ 50,000
SUBTOTAL PERSONNEL EXPENDITURES	**$ 11,300.00**	**$ 40,300.00**	**$ 24,360.00**	**$ 59,232.00**	**$ 135,192.00**
TOTAL DIRECT EXPENSES	**$ 351,452**	**$ 674,598**	**$ 625,347**	**$ 674,859**	**$ 2,311,255**
INDIRECT EXPENSES					
College Overhead rate (5%)	**$ 17,573**	**$ 33,730**	**$ 31,267**	**$ 33,743**	**$ 115,563**
TOTAL DIRECT EXPENSES	**$ 369,024**	**$ 708,327**	**$ 656,614**	**$ 708,602**	**$ 2,426,818**
NET REVENUE	**$ 1,206**	**$ 95,133**	**$ 146,846**	**$ 94,858**	**$ 353,792**

1/10/2025
\\SHERRI\Business Services\Nader_\MVC as 01.25.21 -\Projects_MVC\Bachelor's Degree in Emergency Management\12.23.24_Overview_Tabs_NG\EM Bachelor's Degree working budget calculator (01.06.25).xlsx CBS_NG

Item 3. Expertise, Resources, and Student Interest

Documentation of the district's expertise, resources, and student interest to offer a quality baccalaureate degree in the proposed field of study.

Faculty:

The curriculum plan calls for the addition of 15 units (5 classes) for each of the two first semesters the program is offered. Those courses will be taught by existing full and part-time faculty. MVC's plan calls for the addition of one full-time faculty member in year 2, whose load will be split between acting as the program director (.2 FTE) and teaching (.8 FTE). Existing full and part time faculty will continue to teach other classes in the program.

Staff:

Moreno Valley College plans to utilize existing staffing resources to support the new Emergency Management program including admissions and records, veterans' services, outreach, financial aid, evaluations, student support services, basic needs, associated students and campus life, financial aid, Accessibility Resource Center, tutoring and academic success center (ASC), and student health and mental health services. We recognize that resources reallocation may be needed in some support areas. Please see the next section for additional information.

Administration:

The proposed Bachelor of Science: Emergency Management program will be managed and supported by the Dean of the School of Public Safety and the Vice President of Instruction. The Vice President of Student Services will oversee support services led by the deans of Enrollment Services, Student Affairs, and Student Development. The Vice President of Administrative Services will oversee all facilities service needs.

Student Interest:

To gauge student interest, surveys were distributed to approximately 250 students currently enrolled in Fire Technology, Emergency Medical Services, and Emergency Management and Homeland Security courses at the MVC School of Public Safety. Two-hundred students (80%) responded to the survey. Of the respondents, 15% reported having previously earned a bachelor's degree, and 16% an associate's degree.

Ninety-four percent of the students (186/198) indicated that they would be very likely or highly likely to pursue a Bachelor's Degree in Emergency Management at MVC. Additionally, all but 2 (98%) felt that a Bachelor's Degree in Emergency Management would assist them in reaching their Educational Goals, and 96% (189/197) believed that a Bachelor's Degree in Emergency Management would improve their promotional or career opportunities. Finally, and extremely enlightening, 71% said that the only way they would be able to pursue a bachelor's degree is if it were offered at Moreno Valley College. In post-survey discussions, the most common reason given by those who endorsed this view was finances and

the belief that they could not afford either the tuition at one of the private colleges that offer the degree or did not wish to take on the student loan debt that would be required.

Item 4. Catalog Description

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

The Bachelor of Science in Emergency Management is designed to give students the skills and knowledge necessary for emergency management or public safety leadership positions, including fire, law enforcement and emergency medical services. The curriculum is designed to provide the learner with the technical and professional knowledge necessary to meet local, state, and national safety responsibilities both in the public and private sectors, preparing for, mitigating, responding to, and recovering from natural and manmade disasters.

All courses designated as an upper division major requirement must be completed with a grade of "C" (or "P") for or better for each course in the major.

1. Program Requirements and Prerequisite Skills

Admission to Moreno Valley College does not guarantee admission to the baccalaureate degree program. Students who wish to declare a major in the baccalaureate degree program must meet minimum criteria in order to be admitted into the program. Admission into the program may be selective due to limitations in the number of students who can be accommodated in the program, and/or other limitations. Students admitted to the baccalaureate degree program must be able to meet the essential elements of the courses and programs.

Moreno Valley College uses a multicriteria screening process to evaluate applicants for admissions. This process may include, but shall not necessarily be limited to, all of the following:

- Academic degree as defined above.
- Grade-point average in relevant coursework.
- Any relevant work or volunteer experience.
- Professional licensing and/or state/national certification.
- Portfolio review for identification for Credit for Prior Learning.
- Life experiences or special circumstances of an applicant, including, but to necessarily limited to, the following experiences or circumstances: disability, low family income, first generation of family to attend college, need to work, disadvantages social or educational environment, extenuating circumstances, refugee, or veteran status.

- Proficient or advanced level coursework in languages other than English.

Consistent with Education Code Sections 66025.8, 66025.91 and 66025.92, priority enrollment and admissions is offered to military veterans (15 years), foster youth, students in the Community College Extended Opportunity Programs and Services Program, students eligible for Disabled Student Programs and Services, and students who are California Work Opportunity and Responsibility to children recipients.

The following prerequisite skills are required (pre-requisite skills can be demonstrated through completion of the lower division major courses):

1. Given a case study, discuss the nature of the threat of terrorism in America and the ways this threat has changed over the last thirty years.
2. Identify and assess the roles and responsibilities of Federal, State, Local and Tribal Agencies in Homeland Security.
2. Identify the types of manmade, technological and natural hazards that affect the United States.
3. Articulate the various stages of Emergency Management.
4. Explain the incident command system and how it functions.

2. Admission Requirements and/or Enrollment Limitations

Students interested in pursuing the Bachelor of Science in Emergency Management must meet the following requirements to be admitted to the program:

1. Completion with a "C" or better at least 60 lower division semester units, including:

   a. Either the RCCD or Cal-GETC general education pattern, as listed in the college catalog.

   b. HLS-1/PSF-1 Introduction to Homeland Security and Terrorism (3) and
   HLS-101/PSF-101 Introduction to Emergency Management (3)

   c. At least 15 additional units from:
   HLS-2/PSF-2 Preparedness for Emergencies, Disasters & Homeland Security Incidents (3)
   HLS-3/PSF-3 Response to Emergencies, Disasters and Homeland Security Incidents (3)
   HLS-4/PSF-4 Recovery in Emergencies, Disasters and Homeland Security Incidents (3)
   GEG-8 Introduction to Geographic Information Systems, with Lab (3)
   BUS-77A Introduction to Project Management (4)
   PSF-8 Administration for Public Safety Leaders (3)
   SOC- 1/SOC-1H Introduction to Sociology/Honors Introduction to Sociology (3)
   PSYC-C1000/PSYC-C1000H Introduction to Psychology/Introduction to Psychology – Honors (3)
   One of the following:
   STAT-C1000/ STAT-C1000H Introduction to Statistics/Introduction to Statistics - Honors (4)
   or
   PSYC- 48 Statistics for the Behavioral Sciences (4)
   or

SOC-48 Statistics for the Behavioral Sciences (4)

2. Submission of an online application to Moreno Valley College

3. Submission of a letter of application stating the student's interests and goals.

4. Submission of official transcripts* of all college-level course work to Admissions and Records.

*Applicants may submit unofficial transcripts for review by the departmental faculty. However, under college policy, admission decisions are contingent upon receipt of official transcripts.

Students may be permitted to transfer no more than 70 semester (105 quarter) units from another institution which does not offer bachelor's degrees or their equivalents, for example, community colleges, to the Bachelor's Degree Program.

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

1. Recognize the types of natural, manmade, and technological hazards that can negatively impact a community.
2. Demonstrate the leadership, problem solving, analytical, and decision-making skills required in the field of emergency management.
3. Demonstrate skills necessary to prepare for, mitigate, respond to, and recover from manmade and natural disasters.
4. Analyze the fundamental roles and responsibilities of the professional emergency manager.
5. Evaluate ethical, social, civic, cultural, and political issues that have a direct impact on the discipline of emergency management and disaster planning services.
6. Evaluate research about the management and practical application of emergencies and disaster planning using quantitative and qualitative analytical tools.
7. Design effective written and oral communications (including crisis communication) in the discipline and practice of disaster preparedness and emergency management.
8. Design, develop, and assess simulated exercises to evaluate and improve emergency readiness and response capabilities.

Item 5. Program Requirements

Includes course requirements, faculty, facilities, and sequencing that reflect program goals.

Lower Division Required Courses: __35__.units

Course	Title	Units	Sequencing
HLS-1/ PSF-1	Introduction to Homeland Security and Terrorism	3	1*
HLS-101/ PSF-101	Introduction to Emergency Management	3	1*
HLS-2/ PSF-2	Preparedness for Emergencies, Disasters & Homeland Security Incidents	3	1/2
HLS-3/ PSF-3	Response to Emergencies, Disasters and Homeland Security Incidents	3	1/2**
HLS-4/ PSF-4	Recovery in Emergencies, Disasters and Homeland Security Incidents	3	1/2 **
PSYC-C1000/ PSYC-C1000H	Introduction to Psychology/ Introduction to Psychology - Honors	3	1/2**
SOC-1/ SOC-1H	Introduction to Sociology/Honors Introduction to Sociology	3	1/2 **
STAT-C1000/ STAT-C1000H OR PSYC-48/ SOC-48	Introduction to Statistics/Introduction to Statistics – Honors OR Statistics for the Behavioral Sciences	4	1/2**
GEG-8	Introduction to Geographic Information Systems, with Lab	3	1/2**
BUS-77A	Introduction to Project Management	4	1/2**
PSF-8	Public Administration for Public Safety Leaders	3	1/2**

***Required prior to admission to Bachelor's Degree Program**
**** Depending on classes completed prior to admission to Bachelor's Degree Program**

Lower Division Elective Courses: __0__.units

Course	Title	Units	Sequencing

Upper Division General Education Courses: __12__.units

Course	Title	Units	Sequencing
GEG-305	Science of Natural Hazards and Disasters	3	3
ENGL-304	Writing for Government	3	1
PSYC-306	Psychology of Disaster	3	4
SOC-305	**Sociological Perspectives on Public Safety and Disaster**	3	2/3

Upper Division Required Courses: __30__.units

Course	Title	Units	Sequencing
PSF-301	Leadership and Ethics in Public Safety	3	2
PSF-302	Media, Crisis and Public Communications	3	2
ACC-307	Public Safety Finance	3	2
PSF-308	Information Systems in Emergency Management	3	2
PSF-309	Human Resources in Public Safety Management	3	3
PSF-310	Emergency Exercise Design and Evaluation	3	3
PSF-311	Whole Community Approach – Government Partners, Non-Profit and Allied Organizations in Public Safety	3	4
PSF-312	Grants Management in Emergency Management	3	4
PSF-313	Public Health and Disasters	3	4
PSF-314	Research Methods and Analytical Techniques for Public Safety Management	3	3

Upper Division Elective Courses: _3__.units

Course	Title	Units	Sequencing
PSF-315	Emergency Management Capstone	3	4
PSF-316	Emergency Management Internship	3	4

Degree Units	
Lower Division Major Units	35
GE Units	34
Double Count Units	12
Elective Units	3
Upper Division Major Units	33
Upper Division GE Units	12
Double Count Units	0
Electives	15
Total Degree Units	**120**

Faculty

Dean Phil Rawlings, M.S.
Dean Rawlings is the Dean of Instruction at the Moreno Valley College School of Public Safety, overseeing EMS, Fire, Emergency Management and Administration of Justice programs for the Riverside Community College District, Moreno Valley College. Before joining MVC, Dean Rawlings had a career in Fire and Rescue Services, Emergency Medical Service (EMS), Emergency Services Management and service to the public that spanned 36 years, beginning in 1988. He served for four years on CAL FIRE Incident Management Team 6 (IMT6), one of 6 type 1 IMT's in the State of California. Chief Rawlings ended his 25-year career with CAL FIRE as Division Chief of Support Services at the Ben Clark Training Center in Riverside, California with five operational Bureaus and approximately 150 personnel under his direct supervision.

Dean Rawlings holds an Associate of Science Degree in EMS, a Bachelor of Science Degree in Emergency Medical Care with a minor in Education and a Master of Science Degree in Emergency Services Management. He is also an accredited Chief EMS Officer through the Center for Public Safety Excellence. Mr. Rawlings currently serves on numerous working groups at the local and state level related to EMS, Emergency Management and Fire programs.

Associate Professor Charles K. Wilhite, J.D., Ph.D.
Dr. Charles Wilhite is the Program Director for Homeland Security and Emergency Management at Moreno Valley College School of Public Safety. He has over 30 years of experience as a university and community college instructor, including 8 years as tenure track faculty. Prior to joining the School of Public Safety full-time, Dr. Wilhite was a Captain with the Riverside County Sheriff's Department, retiring following a 30-year career. At the time of his retirement, he was a senior member of the Sheriff's

Emergency Response Team, responsible for all-hazard Emergency Management for one of California's largest law enforcement agencies.

Dr. Wilhite holds a Ph.D. and M.A. Degrees in Psychology, a Juris Doctorate, a B.S. in Political Science and Criminal Justice and an Associate's Degree in Administration of Justice. He is also a licensed attorney. Dr. Wilhite is a member of the International Emergency Managers Association and the California Emergency Services Association.

Professor Robert Fontaine, M.A.
Professor Bob Fontaine is the Department Chair of the School of Public Safety and Director of the EMS program. He is the founding member of SoCal Heal a nonprofit organization that conducts Interprofessional Educational events with several health-related universities in the region. In 2022 he became a site visitor for the Committee of Accredited EMS programs and performs several site visits each year across the county.

He has taught thousands of EMT and paramedic students over his career and many of them are still working in the region. His approach to teaching EMS has always been to inspire and educate the future of EMS. He is passionate about preparing the next generation to leave the system better then they found it.

Professor Fontaine has a B.A in Business, a M.A. in Organizational Leadership, and a Graduate Certificate in Emergency Management.

Assistant Professor Emily Craig, M.A.
Professor Craig started her career in EMS in 2006, working as an Emergency Medical Technician and Paramedic. During this time she served as an adjunct EMS instructor at the Moreno Valley College School of Public Safety. Before joining the School of Public Safety as tenure track faculty, she worked for the Riverside County Fire Department as an EMS Specialist and Senior EMS Specialist, gaining extensive knowledge in Emergency Management.

Professor Craig completed her Master of Science in Emergency Services Administration from California State University, Long Beach. She created a Crisis Comfort Canine Program for Riverside County Fire as part of her thesis project to help combat PTS in the fire service and continues to be a leader in public safety mental health.

Adjunct Professor Sherry Colgan-Stone, Ed.D.
Dr. Stone currently serves as the full-time Emergency Services Coordinator for the Riverside County Sheriff 's Office. She also serves as a consultant for County Offices of Education, K-12 School Districts and Institutions of Higher Education (IHEs) and as an Agency Instructor for Texas A&M's Texas Engineering Extension Service's (TEEX) Institute for Law Enforcement and Protective Services Excellence (ILEPSE). Prior to working for the Sheriff's Department, she spent 36 years working in the fields of education and mental health, 24 of those years focusing on campus safety, security, and emergency management at the District and County level.

She earned a bachelor's degree in Social Sciences, master's degree in Educational Administration and Doctorate of Education (Ed.D.) in Organizational leadership. She holds both a California Single-Subject

Teaching Credential and an Administrative Services Credential. With a certificate in Grant Writing and Management, Dr. Stone has developed successful federal, state and local grant applications.

Dr. Stone serves as an Advisory Member on the Board of Directors and as an Education Sector Chief for the San Diego InfraGard and serves as the Deputy Regional Representative for InfraGard National's Pacific Region. She also sits on the Board of Directors for the Joyful Child Foundation.

Adjunct Professor Joseph Duncan, Ph.D.(c)
Professor Joe Dunlap is assigned to the Riverside County Sheriff's Emergency Response Team, responsible for all-hazards emergency management in one of America's largest counties. With 16 years of experience in law enforcement, Joe has specialized in emergency management resource deployment, budget analysis, and policy development. He was involved in significant emergency responses, including some of the largest wildland fires in Riverside County, search and rescue efforts, and the challenges posed by the 2020 riots and COVID-19 pandemic. These experiences gave him valuable insights into applying emergency management principles in real-world situations.

Professor Dunlap is pursuing his Doctorate in Emergency Management at Jacksonville State University and is expected to graduate in 2026. Professor Dunlap holds a Master's in Homeland Security from George Washington University and a Bachelor's in Criminal Justice Administration from Union Institute and University.

Adjunct Professor Zuzzette Bricker, Ph.D(c)
Professor Zuzzette Bricker is the Emergency Manager for the Pechanga Band of Indians. She has over 25 years of emergency management experience in both the public and private sectors, including health care, utilities, and city and county government.

She holds the Certified Emergency Manager (CEM) designation by the International Association of Emergency Managers and is certified as an instructor both by FEMA and the California Office of Emergency Services. She is a Ph.D. candidate in Emergency Management, and holds a Master's degree in Administration of Justice & Security and Bachelor of Healthcare Administration degree.

Additional faculty will need to be hired in years 2-4 as the program grows. Through the various outreach efforts with industry professionals used to develop the program proposal, several candidates with extensive industry experience have been identified and encouraged to apply for open positions as they become available.

Facilities

The Emergency Management program is housed at Moreno Valley College's School of Public Safety (SOPS). SOPS includes Administration of Justice, Fire Technology, Emergency Medical Services, Homeland Security and Emergency Management disciplines, in addition to the general education courses necessary for SOPS students to complete their degrees. SOPS is located at the Ben Clark Public Safety Training Center, a collaborative partnership between Moreno Valley College, the Riverside County Sheriff's Department, the California Department of Forestry and Fire Protection (CalFire), the California Highway Patrol, and the Riverside County Probation Department. Moreno Valley College recently completed a 17,500 SF classroom and administration building that includes modern classrooms equipped with

technology that allows for in-person and remote learning. Additionally, voters recently approved a bond measure that will help add a second building which will double the college's available classroom space.

SOPS already has state of the art simulation labs used in its existing programs and those resources will be available to baccalaureate students. Additionally, because of the collaborative nature of the Ben Clark Training Center, MVC students not only have access to MVC's classroom and simulation lab space to complete their entire degree, they also have access to the advanced training facilities of the center's law enforcement and fire service partners to allow for real-world scenario training.

Based on current projections SOPS has the capacity to provide services necessary for students in the Bachelor's Degree Program. Additionally, the Riverside Community College District is currently in the process of increasing support staff, particularly in counseling, in accordance with Guided Pathways initiatives, which will benefit bachelor's degree students.

SOPS currently has over 250 laptops, most of which are loaded with the software that will be needed for completion of the Bachelor's Degree Program. Additionally, the budget includes additional funding for laptops and software licensing.

As indicated in the following section, the bachelor's degree is expected to be self-sufficient the first year of the program and revenue generating from the second year and beyond, which will ensure that the program has the capacity to continue and possibly grow should workforce need and student interest support expansion. Additionally, the college and district are committed to providing necessary start-up funding to ensure the program launches successfully. Additionally, our grants specialists are actively compiling information on grant opportunities to help fund supplies and infrastructure and provide additional funding for students to assist them in completing the degree program.

Item 6. Master Planning

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

The mission of the Riverside Community College District includes offering educational opportunities that promote social and economic mobility for its students and demonstrates leadership in the region and the state by providing high quality instructional programs and by advancing social justice for all. This Degree program directly advances that mission. It provides a pathway for graduates of RCCD's public safety Associates Degrees to continue their undergraduate education and achieve a low cost Bachelor of Science degree.

Item 7. Enrollment and Completer Projections

Projection of number of students to earn degree annually.

The School of Public Safety offers 17 Associate of Science Degrees, and 18 Certificates of Achievement in addition to the Regional Law Enforcement Academy, Corrections Academy, State Firefighter One Academy, Emergency Medical Technician and Paramedic Academies. Given the long-standing commitment to public safety education and training for local, tribal, state, territorial and federal government partners, and the Inland Empire's vulnerability to natural disasters, and local Emergency

Management Director and Public Safety Management needs, Moreno Valley College in an ideal position to develop and implement the proposed degree.

Moreno Valley College's (MVC) School of Public Safety Currently has seen a significant increase in enrollment over the las two academic years, having surpassed pre-Covid enrollments (Table 3).

The Bachelor's Degree in Emergency Management is designed so that any of the SOPS Associates Degrees can serve as a feeder into the Bachelor's Degree Program. Additionally, many community colleges offer degrees similar to those offered at SOPS, many of which are already articulated with our programs.

Because the proposed bachelor's Degree includes not only core coursework in Emergency Management, but also includes coursework in public sector budget and finance, human resources management, technical writing, and related topics, it is appropriate not only for aspiring Emergency Managers, but also law enforcement, fire service, and emergency medical service professionals. This unique feature of the program is a large reason it is supported by Riverside County's Police and Fire Chiefs.

In academic year 2023-2024, the School of Public Safety Awarded 107 Associates Degrees, and 679 certificates.

It is anticipated that 50 students a year will complete the Bachelor of Science Degree program.

Item 8. Place of Program in Curriculum/Similar Programs

How it fits in college's existing program inventory.

The School of Public Safety offers 17 Associate of Science Degrees, and 18 Certificates of Achievement in addition to the Regional Law Enforcement Academy, Corrections Academy, State Firefighter One Academy, Emergency Medical Technician and Paramedic Academies. The Associates Degrees in Homeland Security/Emergency Management, Fire Technology, Emergency Medical Services, and Administration of Justice are all expected to feed into this degree.

Item 9. Similar Programs at Other Colleges in Service Area

Justification of need for program in the local community or region of the district.

This will be the first Bachelors of Science in Emergency Management at any public institution (CCC, CSU, UC) in California, and the first Bachelors degree of any kind in the Inland/Desert Region.

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Data Analytics

Originator: Kasey Nguyen **Date** 6/4/2026

Department: STEM-Mathematics and Computer Information Systems

College/Learning Pathway/Engagement Center: Moreno Valley - Science, Technology, Engineering and Math Engagement Center

☒ **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: 0706.00 **CIP Code: 30.7001**

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

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

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

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

If this is a modification to an existing certificate/degree, please specify the changes being made:
This program is being modified to include new courses, CIS-30F and CIS-51, as options to CIS-30A in the required course listing. Total units remain the same: 33 units.

Rationale:

To include new courses CIS-30F, Python for Data Analytics, and CIS-51, Data Analysis with R Programming courses as alternative option to CIS-30A and meet industry demands for knowledge in data analysis in Python or R programming languages.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

Data Analytics Certificate of Achievement provides students with a foundation in data analysis, in which students will model, synthesize, and present large data sets for business decision making. Courses will focus on the techniques and tools to extract data from various data sources, model, integrate data, and visualize data for organizational decision making and intelligence gathering. The program prepares students for entry-level jobs, or to help them advance into careers, such as Operation Data Analyst, Business Analytics Specialist, System Data Analyst, Data Visualization Developer, Test Data Analyst, and Market Research Analyst. Topics covered will include statistics, research methods, SQL queries, systems analysis, design, and applied predictive analytics.

Program Learning Outcomes:

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

- Identify, extract, clean and maintain data in databases.
- Interpret and evaluate data trends or patterns in complex data sets using statistical techniques, analytic methods, and tools.
- Create and monitor reports to preserve data quality, identify critical issues, trends, and potential solutions.

Item 2. Catalog Description

Data Analytics Certificate of Achievement provides students with a foundation in data analysis, in which students will model, synthesize, and present large data sets for business decision making. Courses will focus on the techniques and tools to extract data from various data sources, model, integrate data, and visualize data for organizational decision making and intelligence gathering. The program prepares students for entry-level jobs, or to help them advance into careers, such as Operation Data Analyst, Business Analytics Specialist, System Data Analyst, Data Visualization Developer, Test Data Analyst, and Market Research Analyst. Topics covered will include statistics, research methods, SQL queries, systems analysis, design, and applied predictive analytics.

Program Requirement: Before entering this program, students must complete MATH-10 or qualifying placement level in mathematics to be successful in courses in the program.

Item 3. Program Requirements

Program Requirement: Before entering this program, student must complete MATH-10 or qualifying placement level in mathematics to be successful in courses in the program.

Required Courses: 30 units

Course	Title	Units	Sequencing
CIS-1A	Introduction to Computer Information Systems	3	Semester 1
MATH- 70A/ CIS-70A	Foundations of Data Science	3	Semester 1
CIS-61/ CSC-61	Introduction to Database Theory	3	Semester 1
CIS-30A or CSC-8 Or CIS-30F Or CIS-51	Introduction to Python Programming or Programming Concepts: Python Or Python Programming for Data Analytics Or Data Analytics with R Programming	3	Semester 2
MATH-70B	Statistics for STEM	4	Semester 2
MATH-C2210	Calculus I: Early Transcendentals	4	Semester 2
CIS-63/ CSC-63	Introduction to Structured Query Language (SQL)	3	Semester 3
MATH-C2220	Calculus II: Early Transcendentals	4	Semester 3
CIS-30E	Advanced Python Programming	3	Semester 4

Elective Courses: 3 units

Course	Title	Units	Sequencing
CIS-68A	Introduction to Machine Learning	3	Semester 3
CIS-68B	Big Data Fundamentals	3	Semester 3
CIS-2/CSC-2	Fundamentals of Systems Analysis	3	Semester 4
CIS-20/CSC-20	Systems Analysis and Design	3	Semester 4
CIS-64	Technology and Data Ethics	3	Semester 4

Total Program Units: 3 3 units

Item 4. Master Planning

This certificate will increase the diversity in Inland Empire workforce by providing technical training emphasis in Career Technical Education. This program will increase the diversity of

student population in STEM, Computer Information Systems and Mathematics. It will allow student to transfer to UC or CSU to pursue a bachelor's degree in Data Science or related areas. The program will also improve the growth in special populations in STEM education, such as potentially increasing the population of female students and under-represented populations in the areas of STEM. The program is expected to have a steady growth after the initial year with program promotional outreach to local high schools and community centers.

Item 5. Enrollment and Completer Projections

Enrollment Projects for courses are as followed:

- CIS-1A 49 students
- MATH- 70A/CIS-70A 49 students
- CIS-61/CSC-61 49 students
- CIS-30A 49 students
  Or
- CSC-8 49 students
  Or
- CIS-30F 49 students
  Or
- CIS-51 49 students
- MATH-70B 49 students
- MATH-C2210 49 students
- CIS-63/CSC-63 49 students
- MATH-C2220 49 students
- CIS-30E 49 students
- MATH-1C 49 students
-
- MATH-3 49 students
- CIS-68A 49 students
- CIS-68B 49 students
- CIS-2/CSC-2 49 students
- CIS-20/CSC-20 49 students
- CIS-64 49 students

Item 6. Place of Program in Curriculum/Similar Programs

Most of the courses in the program are active courses that are currently offered at all three campuses in RCCD. The new courses will be incorporated into the program seamlessly. No other programs are similar or the same as the proposed Data Science program.

Item 7. Similar Programs at Other Colleges in Service Area

No other college in the region offers similar program. This program offers opportunities for students to acquire technical training that will help them build careers and contribute to Inland Empire social- economic improvement. It also provides local organizations access to a growing workforce and training resources for their incumbent workers.

Item 8. Transfer Preparation Information (if applicable)

Existing courses have been articulated for UC and CSU transfer. New courses can be articulated as transferrable courses at University of California Riverside, California State University San Bernardino, Cal-Poly Pomona and other institutions. The courses in this degree can be used toward associate degree for Data Science at UC and CSU.

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Python Programming

Originator: Kasey Nguyen **Date** 6/2/2026

Department: MCIS

College/Learning Pathway/Engagement Center: Moreno Valley - Science, Technology, Engineering and Math Engagement Center

☒ **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: 0707.00 **CIP Code: 11.0299**

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

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

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

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

If this is a modification to an existing certificate/degree, please specify the changes being made:
This program is being modified to change some required courses (CIS-30B-D) to electives and add 2 new courses, Python for Data Analytics and Python for AI into the electives. CIS-30B-D emphasizes different areas of Python programming. These changes will allow students to select elective emphasis options and achieve the certificate sooner. The program total number of units is changed from 15 units to 12 units.

Rationale:
This program modification will allow students to have elective options as emphasis in Python programming, such as Python programming for cybersecurity, networking, Internet of Things (IoTs), Data Analytics, and Artificial Intelligence (AI). Two new courses will be added to the program, which are Python Programming (CIS-30F) for Data Analytics and Python Programming for AI (CIS-30G). These courses address the demands for skills and knowledge in data analysis and AI development.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The goal of this program is to increase diversity in the technical workforce by providing an education platform for entry-level Cybersecurity Specialists, computer security professionals, and network security technicians. This program aims to develop quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region. Students will gain soft and technical skills necessary to become entry-level computer programmers, system developers, cybersecurity specialists, computer security professionals, and software developers.

Item 2. Catalog Description

The Python Programming Certificate will provide students with proficiency in the areas system development, software programming, Internet of Things (IoT) development, web development, cybersecurity analyst, computer cybersecurity professionals, data analyst, system administration and AI development.

Program Learning Outcomes

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

1. Solve programming problems by using common built-in Python modules, tools and template.
2. Utilize development modules, packages and tools to create programs for network services, communication and system administration.
3. Perform security assessment using Python scripts and its features.
4. Create Python programs for Internet of Things (IoT) such as smart devices, embedded systems, micro-boards.
5. Plan, design and write versatile, scalable, high performance Python programs with interfaces and data structure using packages, libraries and extensions.

Item 3. Program Requirements

Required Courses: 6 units

Course	Title	Units	Sequencing
CIS-30A	Introduction to Python Programming	3	Semester 1, Fall
CIS-30E	Advanced Python Programming	3	Semester 2, Spring

Elective Courses: 6 units

Course	Title	Units	Sequencing
CIS-30B	Python Programming in Networking	3	Semester 2, Spring
CIS-30C	Python Programming in Cybersecurity	3	Semester 2, Spring
CIS-30D	Python Programming for Internet of Things (IoT)	3	Semester 2, Spring
CIS-30F	Python Programming for Data Analytics	3	Semester 2, Spring
CIS-30G	Python for Artificial Intelligence (AI)	3	Semester 2, Spring

Total Program Units: 12 units

Item 4. Master Planning

The proposed modification of the Python Programming Certificate at Moreno Valley College directly supports the college's mission of education, empowerment, equity, and service by expanding student access to high-demand technology skills that lead to transfer, employment, and career advancement opportunities. The modification strengthens workforce preparation in programming, data analytics, artificial intelligence (AI), cybersecurity, automation, and software development, all of which are critical growth sectors within the Inland Empire and California economy.

Item 5. Enrollment and Completer Projections

Enrollment projections for courses are as follows:

CIS-30A	49 students
CIS-30B	49 students
CIS-30C	49 students
CIS-30D	49 students
CIS-30E	49 students
CIS-30F	49 students
CIS-30G	49 students

Item 6. Place of Program in Curriculum/Similar Programs

The Python Programming Certificate complements and enhances Moreno Valley College's existing academic and Career Technical Education (CTE) offerings by providing a specialized programming pathway that supports multiple disciplines within the School of STEM and the Computer Information Systems (CIS) department. Rather than duplicating existing programs, the certificate serves as a foundational and interdisciplinary credential that strengthens student preparation across technology-related fields.

The certificate aligns with and supports the learning outcomes of existing Moreno Valley College programs, including:

- Computer Programming
- Computer Science ADT
- Cybersecurity
- Information Technology
- Data Analytics
- Web Development

Item 7. Similar Programs at Other Colleges in Service Area

Within RCCD, the program complimentary to Java and C++ programming certificate. It focuses on specific programming languages. This certificate also provides an accessible entry point for students seeking career advancement, career transitions, upskilling, or reskilling in technology-related fields in parallel with other existing programs, such as Computer Science ADT, Cybersecurity, Web Development, Data Analytics, Information Technology and Computer Programming.

Item 8. Transfer Preparation Information (if applicable)

Students completing the Python Programming Certificate may pursue transfer opportunities in majors such as:

- Computer Science
- Software Engineering
- Data Science and Analytics
- Information Systems
- Cybersecurity
- Computer Engineering
- Artificial Intelligence and Machine Learning
- Informatics

Program Outline

Title: Information Security and Cyber Defense - Certificate of Achievement

Originator: Steve Corbin **Date** 4/8/2026

Department: 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: 070710 (Computer Networking)
CIP Code: 11.0901 (Computer Systems Networking and Telecommunications)

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

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

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

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

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

If this is a modification to an existing certificate/degree, please specify the changes being made:

This modification updates the elective course options within the Cybersecurity and Cyber Defense certificate and degree programs.

The following courses are being added:

- CIS-161 – AI Application in Cybersecurity (3 units)
- CIS-162 – AI Driven Penetration Testing (3 units)

No changes are being made to required courses, total unit count, or program title. These updates modernize the elective offerings while maintaining the integrity of the program structure.

Rationale:

The proposed modification aligns the Cybersecurity and Cyber Defense programs with evolving industry standards and workforce demands. Emerging cybersecurity practices increasingly incorporate artificial intelligence for threat detection, automation, and offensive security testing.

In its place, CIS-161 and CIS-162 introduce modern, industry-relevant content focused on AI applications in cybersecurity and AI-driven penetration testing.

These additions enhance student learning by providing in-demand technical skills that improve employability and align with current industry certifications and workforce expectations. The overall program remains structurally unchanged while significantly increasing its relevance and rigor.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The Cybersecurity and Cyber Defense program prepares students for entry-level and intermediate careers in cybersecurity, including roles in network defense, ethical hacking, digital forensics, and security operations. The program emphasizes hands-on technical skills aligned with industry certifications and workforce demands.

The program integrates emerging technologies such as artificial intelligence to ensure students are prepared to address modern cybersecurity threats and evolving attack methodologies.

Item 2. Catalog Description

The Information Systems: Information Security Certificate will give the students the basic skills needed in the field of Computer and information Security. The focus on Cyber Security will provide students with the basic skills needed for an entry-level career in Cyber Security. The courses provide an overview of the entire field. Topics covered will include Cisco Networking, Windows Operating System security, Linux security, Firewalls, Intrusion Prevention systems, Security policies and procedures, Web security, and building a secure computer network. This program also maps to the California Community Colleges IT Technician pathway and C-ID state approved model curriculum.

Program Learning Outcomes

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

- Analyze fundamental principles and topics of Information Technology Security and Risk Management at the organizational level.
- Introduce the concepts, principles, and techniques, supplemented by hands-on exercises, for attacking and disabling a network with the context of properly securing a network.
- Describe the architecture, components, and operations of routers and switches basic functionality.
- Configure and troubleshoot routers and switches, resolve common issues dealing with security points of failure in a medium-size LAN.
- Validate essential knowledge of Linux and open source for employment in IT/technical support, mobile application support, and network operations security.
- Identify environmental issues, understand and comply with disaster recovery, and physical software security policies and procedures.
- Securing Information Management systems, including identifying risks, configuring devices, protocols, attack methods, cryptography implementation and practice, and security of ICS networks.

Item 3. Program Requirements

Required Courses: 27 units

Course	Title	Units	Sequencing
CIS-25	Information and Communication Technology Essentials	4	Semester 1, Fall
CIS-26A	Cisco Networking Academy 1A	4	Semester 1, Fall
CIS-26B	Cisco Networking Academy 1B	4	Semester 1, Fall
CIS-21A	Linux Operating Systems Admin	3	Win/Inter
CIS-27	Information and Network Security	3	Semester 2, Spring
CIS-30A	Introduction to Python Programming	3	Semester 2, Spring

Elective Courses: 3 or 4 units

Course	Title	Units	Sequencing
CIS-5	Programming Concepts and Methodology I: C++	4	Semester 3, Spring
CIS-26F	Cisco Networking Security	4	Semester 3, Spring
CIS-27C	Palo Alto Networks Firewall Essentials	3	Semester 3, Spring
CIS-161	AI Application in Cybersecurity	3	Semester 3, Spring
CIS-162	AI Driven Penetration Testing	3	Semester 3, Spring
CIS-21B	Linux Operating System Administration II	3	Semester 3, Spring

Total Program Units: 24/25 units

Item 4. Master Planning

This program supports the college's mission to provide career and technical education aligned with workforce needs. The inclusion of AI-related cybersecurity courses reflects current trends in the field and supports regional and statewide initiatives in technology and innovation.

Item 5. Enrollment and Completer Projections

Enrollment is expected to remain stable or increase due to the addition of high-interest AI-related courses. Estimated completers: 40 students annually.

Item 6. Place of Program in Curriculum/Similar Programs

This program complements other Computer Information Systems offerings and serves as a core pathway within the Business and Information Systems division.

Item 7. Similar Programs at Other Colleges in Service Area

Similar programs exist within the region; however, this program distinguishes itself by integrating AI-driven cybersecurity concepts, enhancing its competitiveness and relevance.

Item 8. Transfer Preparation Information (if applicable)

Program Outline

Title: Foundational Culinary Arts

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

Department: Advanced Technical Arts and Trades

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

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

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

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

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

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

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

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

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

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

Item 2. Catalog Description

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

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

Item 3. Program Requirements

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

Required Courses: 23.5 units

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

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

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 23.5_ units

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

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

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

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

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

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

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

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

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

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

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

Program Narrative

Program Modification: Moreno Valley: Global Studies

Award Type: Certificate of Achievement

Program Goals and Objectives

The Global Studies Certificate of Achievement is a program to recognize students who complete 15 units of multidisciplinary courses with an international, global, or non-U.S.-focus. Through this program, students explore world cultures, global development and global social inequalities, and international perspectives. Appearing on students' transcripts upon completion, the program highlights student commitment to and acquisition of global awareness, intercultural understanding, and critical thinking about worldwide challenges.

The certificate is open to students from all majors and pathways and can be earned alongside an associate degree, certificate, or transfer pathway. By completing globally focused coursework, students gain the knowledge and perspectives needed to thrive in an interconnected world.

Catalog Description

The Global Studies Certificate of Achievement is a program to recognize students who complete 15 units of multidisciplinary courses with an international, global, or non-U.S.-focus. Through this program, students explore world cultures, global development and global social inequalities, and international perspectives. Appearing on students' transcripts upon completion, the program highlights student commitment to and acquisition of global awareness, intercultural understanding, and critical thinking about worldwide challenges.

The certificate is open to students from all majors and pathways and can be earned alongside an associate degree, certificate, or transfer pathway. By completing globally focused coursework, students gain the knowledge and perspectives needed to thrive in an interconnected world.

Program Learning Outcomes

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

1. Analyze global systems (e.g., political, economic, cultural, ecological, arts, histories) and explain how local and international issues are interconnected.
2. Discuss the history, art, culture, politics, or religions of (an)other country(ies).
3. Articulate how international cultural perspectives shape human experiences, values, and decision-making.
4. Evaluate major global challenges (such as climate change, migration, health, inequality, or technology) using evidence-based reasoning and interdisciplinary approaches.

5. Communicate effectively across cultural or global contexts, demonstrating sensitivity to diverse audiences and perspectives.

6. Reflect on the responsibilities of global citizenship and propose ways individuals and communities can contribute to equitable and sustainable solutions.

Program Requirements

Required Courses **Units:** 15.00

COURSE	TITLE	SEQUENCE	UNITS
Select a minimum of 15 units from at least four groups.			15.00
Group 1 - Arts			
ARTH-C1100	Survey of Art from Prehistory to the Medieval Era	Any Term	3.00
ARTH-C1100H	Survey of Art from Prehistory to the Medieval Era - Honors	Any Term	3.00
ARTH-C1200	Survey of Art from the Renaissance to Contemporary	Any Term	3.00
ARTH-C1200H	Survey of Art from the Renaissance to Contemporary - Honors	Any Term	3.00
ARTH-3	Islamic Art History	Any Term	3.00
ARTH-5	Arts of Africa, Oceania, and Indigenous North America	Any Term	3.00
ARTH-9	African Art History	Any Term	3.00
ARTH-12	Asian Art History	Any Term	3.00
ARTH-13	Pre-Columbian Art History	Any Term	3.00
ARTH-14	Latin American Art: Colonial to the Present	Any Term	3.00
ARTH-15	Rome: The Ancient City	Any Term	3.00
ARTH-20	Mexican Art History	Any Term	3.00
FST-3	Introduction to International Cinema	Any Term	3.00
MUS-19	Music Appreciation	Any Term	3.00
MUS-19H	Honors Music Appreciation	Any Term	3.00
MUS-22	Survey of Music Literature	Any Term	3.00
THE-3	Introduction to the Theater	Any Term	3.00
THE-9	Dramatic Literature-Script Analysis	Any Term	3.00
THE-34	Scene Study in Various Theatrical Styles	Any Term	3.00
THE-35	Classical Acting with Emphasis in Shakespearean Verse	Any Term	3.00
Group 2: Natural, Behavioral, and Social Sciences			
ANT-2	Cultural Anthropology	Any Term	3.00
ANT-2H	Honors Cultural Anthropology	Any Term	3.00
ANT-5	Cultures of Ancient Mexico	Any Term	3.00

ANT-6	Introduction to Archaeology	Any Term	3.00
ANT-7	Anthropology of Religion	Any Term	3.00
ANT-8	Language and Culture	Any Term	3.00
BIO-19	Environmental Science	Any Term	3.00
CHE-17	Introduction to the Development of Modern Science	Any Term	3.00
ECON-6	Introduction To Political Economy	Any Term	3.00
GEG-1	Physical Geography	Any Term	3.00
GEG-1H	Honors Physical Geography	Any Term	3.00
GEG-2	Human Geography	Any Term	3.00
GEG-3	World Regional Geography	Any Term	3.00
POLS-2	Comparative Politics	Any Term	3.00
POLS-2H	Honors Comparative Politics	Any Term	3.00
POLS-4	Introduction to World Politics	Any Term	3.00
POLS-4H	Honors Introduction to World Politics	Any Term	3.00
POLS-6	Introduction To Political Economy	Any Term	3.00
POLS-10	International Organizations	Any Term	3.00
POLS-11	Political Theory	Any Term	3.00
POLS-13	Introduction American Foreign Policy	Any Term	3.00
POLS-17	Politics of Developing Countries	Any Term	3.00
POLS-20	Latin American Politics	Any Term	3.00

Group 3 - Business Administration

BUS-40	Introduction to Global Business	Any Term	3.00
BUS-43	Global Marketing	Any Term	3.00
BUS-46	Global Trade	Any Term	3.00
BUS-48	Global Management	Any Term	3.00

Group 4 - World Languages 2.00-5.50

ARA-1	Arabic 1	Any Term	5.50
ARA-2	Arabic 2	Any Term	5.50
ARA-3	Arabic 3	Any Term	5.50
ARA-8	Intermediate Conversation	Any Term	3.00
ARA-11	Arabic Culture and Civilization	Any Term	3.00
ARA-11H	Honors Arabic Culture and Civilization	Any Term	3.00
CHI-1	Chinese 1	Any Term	5.50
CHI-2	Chinese 2	Any Term	5.50
CHI-11	Chinese Culture and Civilization	Any Term	3.00
FRE-1	French 1	Any Term	5.00
FRE-2	French 2	Any Term	5.00
FRE-11	Culture and Civilization	Any Term	3.00
ITA-1	Italian 1	Any Term	5.00
ITA-2	Italian 2	Any Term	5.00
ITA-11	Italian Culture and Civilization	Any Term	3.00

JPN-1	Japanese 1	Any Term	5.50
JPN-2	Japanese 2	Any Term	5.50
JPN-3	Japanese 3	Any Term	5.50
JPN-4	Japanese 4	YR 4 - Spring	5.50
JPN-11	Japanese Culture and Civilization	Any Term	3.00
RUS-1	Russian 1	Any Term	5.50
RUS-2	Russian 2	Any Term	5.50
RUS-3	Russian 3	Any Term	5.50
RUS-11	Russian Culture and Civilization	Any Term	3.00
SPA-1	Spanish 1	Any Term	5.00
SPA-2	Spanish 2	Any Term	5.00
SPA-2H	Honors Spanish 2	Any Term	5.00
SPA-3	Spanish 3	Any Term	5.00
SPA-4	Spanish 4	Any Term	5.00
SPA-8	Intermediate Conversation	Any Term	3.00
SPA-11	Spanish Culture and Civilization	Any Term	3.00
SPA-12	Latin American Culture and Civilization	Any Term	3.00
SPA-51	Introductory Listening Comprehension I	Any Term	2.00
Group 5 - English, Humanities, and Philosophy			3.00
ENGL-6	British Literature I: Anglo-Saxon through Eighteenth Century	Any Term	3.00
ENGL-7	British Literature II: Romanticism through Modernism/Post-Modernism	Any Term	3.00
ENGL-8	Introduction to Mythology	Any Term	3.00
ENGL-9	Introduction to Shakespeare	Any Term	3.00
ENGL-34	Literature by Women	Any Term	3.00
ENGL-40	World Literature I: From Ancient Literatures to the Seventeenth Century	Any Term	3.00
ENGL-41	World Literature II: Seventeenth Century Through the Present	Any Term	3.00
ENGL-45	Modern Drama	Any Term	3.00
ETS-13	Survey of Black Thought	Any Term	3.00
HUM-4	Arts and Ideas: Ancient World Through the Late Medieval Period	Any Term	3.00
HUM-4H	Honors Arts and Ideas: Ancient World Through the Late Medieval Period	Any Term	3.00
HUM-5	Arts & Ideas: Renaissance through the Modern Era	Any Term	3.00
HUM-5H	Honors Arts and Ideas: The Renaissance through the Modern Era	Any Term	3.00
HUM-8	Introduction to Mythology	Any Term	3.00
HUM-10	World Religions	Any Term	3.00
HUM-10H	Honors World Religions	Any Term	3.00

HUM-35	Philosophy of Religion	Any Term	3.00
PHI-14	Survey of Black Thought	Any Term	3.00
PHI-33	Introduction to Social and Political Philosophy	Any Term	3.00
PHI-36	Asian Philosophy	Any Term	3.00

Group 6 - History

HIST-1	World History to 1500	Any Term	3.00
HIST-2	World History since 1500	Any Term	3.00
HIST-2H	Honors World History since 1500	Any Term	3.00
HIST-16	African History to 1800	Any Term	3.00
HIST-17	African History from 1800 to Present	Any Term	3.00
HIST-18	Modern European History	Any Term	3.00
HIST-25	History of Mexico	Any Term	3.00
HIST-32	History of Early Latin America	Any Term	3.00
HIST-33	History of Modern Latin America	Any Term	3.00
HIST-42	History of East Asia	Any Term	3.00
HIST-60	U.S. History from a Chicana/o/x Perspective: Pre-Columbian to 1848	Any Term	3.00
HIST-61	US History from a Chicana/o/x Perspective: 1848 to Present Day	Any Term	3.00

Group 7 - RCCD Study Abroad Program

Any course taken while participating in an RCCD Study Abroad Program.

Total: 15.00

Master Planning

The Global Studies Certificate does not require any new investment of resources. It simply allows students at RCCD to demonstrate specialized knowledge and skills in international education that may be attractive to employers and to transfer institutions. Since any student can complete the certificate, it is a fair and equitable way for students who may not be able to participate in education abroad opportunities to demonstrate their academic interest and excellence in international-themed courses which provide understanding of global issues, diverse national perspectives, and histories politics, arts, culture, norms of other countries.

National studies show that students who participate in Study Abroad have better educational outcomes and average higher salary upon completion of their degrees leading to employment. Lone Star College in Texas has extensive data that students who complete their local Global Studies Certificate (similar to this one) transfer at higher rates and have higher GPAs than those who do not.

Enrollment and Completer Projections

Moreno Valley College projects 20-40 students.

Place of Program in Curriculum/Similar Programs

All courses are existing RCCD courses.

Similar Programs at Other Colleges in Service Area

No other local college offers this kind of certificate. However, some area colleges offer AA degrees in related fields. For example, SBVCC offers an AA-T in Global Studies, and Mt. Sac offers a language focused AA degree in "World Languages & Global Studies." Citrus College also offers an ADT in Global Studies, which is also more narrowly focused than this certificate of achievement.

Transfer Preparation Information (if applicable)

N/A

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

Program Narrative

Program Modification: Norco: Global Studies

Award Type: Certificate of Achievement

Program Goals and Objectives

- To provide a structured pathway for RCCD students to demonstrate readiness for transfer and to distinguish themselves in competitive admissions processes.
- For RCCD students seeking career readiness pathways, to signal to employers that students have intentionally cultivated knowledge and understanding of global issues, enhancing their employability in sectors such as business, healthcare, education, public service, and technology.
- To prepare students to engage as informed, responsible citizens in their local communities and in the broader global society.

Catalog Description

The Global Studies Certificate of Achievement is a program to recognize students who complete 15 units of multidisciplinary courses with an international, global, or non-U.S.-focus. Through this program, students explore world cultures, global development and global social inequalities, and international perspectives. Appearing on students' transcripts upon completion, the program highlights student commitment to and acquisition of global awareness, intercultural understanding, and critical thinking about worldwide challenges.

The certificate is open to students from all majors and pathways and can be earned alongside an associate degree, certificate, or transfer pathway. By completing globally focused coursework, students gain the knowledge and perspectives needed to thrive in an interconnected world.

Program Learning Outcomes

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

1. Analyze global systems (e.g., political, economic, cultural, ecological, arts, histories) and explain how local and international issues are interconnected.
2. Discuss the history, art, culture, politics, or religions of (an)other country(ies).
3. Articulate how international cultural perspectives shape human experiences, values, and decision-making.
4. Evaluate major global challenges (such as climate change, migration, health, inequality, or technology) using evidence-based reasoning and interdisciplinary approaches.

5. Communicate effectively across cultural or global contexts, demonstrating sensitivity to diverse audiences and perspectives.

6. Reflect on the responsibilities of global citizenship and propose ways individuals and communities can contribute to equitable and sustainable solutions.

Program Requirements

Required Courses **Units:** 15.00

COURSE	TITLE	SEQUENCE	UNITS
Select a minimum of 15 units from at least four groups below.			15.00
Group 1 - Arts			
ARTH-C1100	Survey of Art from Prehistory to the Medieval Era	Any Term	3.00
ARTH-C1100H	Survey of Art from Prehistory to the Medieval Era - Honors	Any Term	3.00
ARTH-C1200	Survey of Art from the Renaissance to Contemporary	Any Term	3.00
ARTH-C1200H	Survey of Art from the Renaissance to Contemporary - Honors	Any Term	3.00
ARTH-3	Islamic Art History	Any Term	3.00
ARTH-5	Arts of Africa, Oceania, and Indigenous North America	Any Term	3.00
ARTH-9	African Art History	Any Term	3.00
ARTH-12	Asian Art History	Any Term	3.00
ARTH-13	Pre-Columbian Art History	Any Term	3.00
ARTH-14	Latin American Art: Colonial to the Present	Any Term	3.00
ARTH-15	Rome: The Ancient City	Any Term	3.00
ARTH-20	Mexican Art History	Any Term	3.00
FST-3	Introduction to International Cinema	Any Term	3.00
MUS-19	Music Appreciation	Any Term	3.00
MUS-19H	Honors Music Appreciation	Any Term	3.00
MUS-22	Survey of Music Literature	Any Term	3.00
THE-3	Introduction to the Theater	Any Term	3.00
THE-9	Dramatic Literature-Script Analysis	Any Term	3.00
THE-34	Scene Study in Various Theatrical Styles	Any Term	3.00
THE-35	Classical Acting with Emphasis in Shakespearean Verse	Any Term	3.00
Group 2 - Natural, Behavioral, and Social Sciences			
ANT-2	Cultural Anthropology	Any Term	3.00
ANT-2H	Honors Cultural Anthropology	Any Term	3.00
ANT-5	Cultures of Ancient Mexico	Any Term	3.00

ANT-6	Introduction to Archaeology	Any Term	3.00
ANT-7	Anthropology of Religion	Any Term	3.00
ANT-8	Language and Culture	Any Term	3.00
BIO-19	Environmental Science	Any Term	3.00
CHE-17	Introduction to the Development of Modern Science	Any Term	3.00
ECON-6	Introduction To Political Economy	Any Term	3.00
GEG-1	Physical Geography	Any Term	3.00
GEG-1H	Honors Physical Geography	Any Term	3.00
GEG-2	Human Geography	Any Term	3.00
GEG-3	World Regional Geography	Any Term	3.00
POLS-2	Comparative Politics	Any Term	3.00
POLS-2H	Honors Comparative Politics	Any Term	3.00
POLS-4	Introduction to World Politics	Any Term	3.00
POLS-4H	Honors Introduction to World Politics	Any Term	3.00
POLS-6	Introduction To Political Economy	Any Term	3.00
POLS-10	International Organizations	Any Term	3.00
POLS-11	Political Theory	Any Term	3.00
POLS-13	Introduction American Foreign Policy	Any Term	3.00
POLS-17	Politics of Developing Countries	Any Term	3.00
POLS-20	Latin American Politics	Any Term	3.00

Group 3 - Business Administration

BUS-40	Introduction to Global Business	Any Term	3.00
BUS-43	Global Marketing	Any Term	3.00
BUS-46	Global Trade	Any Term	3.00
BUS-48	Global Management	Any Term	3.00

Group 4 - World Languages

ARA-1	Arabic 1	Any Term	5.50
ARA-2	Arabic 2	Any Term	5.50
ARA-3	Arabic 3	Any Term	5.50
ARA-8	Intermediate Conversation	Any Term	3.00
ARA-11	Arabic Culture and Civilization	Any Term	3.00
ARA-11H	Honors Arabic Culture and Civilization	Any Term	3.00
CHI-1	Chinese 1	Any Term	5.50
CHI-2	Chinese 2	Any Term	5.50
CHI-11	Chinese Culture and Civilization	Any Term	3.00
FRE-1	French 1	Any Term	5.00
FRE-2	French 2	Any Term	5.00
FRE-11	Culture and Civilization	Any Term	3.00
ITA-1	Italian 1	Any Term	5.00
ITA-2	Italian 2	Any Term	5.00
ITA-11	Italian Culture and Civilization	Any Term	3.00

JPN-1	Japanese 1	Any Term	5.50
JPN-2	Japanese 2	Any Term	5.50
JPN-3	Japanese 3	Any Term	5.50
JPN-4	Japanese 4	Any Term	5.50
JPN-11	Japanese Culture and Civilization	Any Term	3.00
RUS-1	Russian 1	Any Term	5.50
RUS-2	Russian 2	Any Term	5.50
RUS-3	Russian 3	Any Term	5.50
RUS-11	Russian Culture and Civilization	Any Term	3.00
SPA-1	Spanish 1	Any Term	5.00
SPA-2	Spanish 2	Any Term	5.00
SPA-2H	Honors Spanish 2	Any Term	5.00
SPA-3	Spanish 3	Any Term	5.00
SPA-4	Spanish 4	Any Term	5.00
SPA-8	Intermediate Conversation	Any Term	3.00
SPA-11	Spanish Culture and Civilization	Any Term	3.00
SPA-12	Latin American Culture and Civilization	Any Term	3.00
SPA-51	Introductory Listening Comprehension I	Any Term	2.00

Group 5 - English, Humanities, and Philosophy

ENGL-6	British Literature I: Anglo-Saxon through Eighteenth Century	Any Term	3.00
ENGL-7	British Literature II: Romanticism through Modernism/Post-Modernism	Any Term	3.00
ENGL-8	Introduction to Mythology	Any Term	3.00
ENGL-9	Introduction to Shakespeare	Any Term	3.00
ENGL-34	Literature by Women	Any Term	3.00
ENGL-40	World Literature I: From Ancient Literatures to the Seventeenth Century	Any Term	3.00
ENGL-41	World Literature II: Seventeenth Century Through the Present	Any Term	3.00
ENGL-45	Modern Drama	Any Term	3.00
ETS-13	Survey of Black Thought	Any Term	3.00
HUM-4	Arts and Ideas: Ancient World Through the Late Medieval Period	Any Term	3.00
HUM-4H	Honors Arts and Ideas: Ancient World Through the Late Medieval Period	Any Term	3.00
HUM-5	Arts & Ideas: Renaissance through the Modern Era	Any Term	3.00
HUM-5H	Honors Arts and Ideas: The Renaissance through the Modern Era	Any Term	3.00
HUM-8	Introduction to Mythology	Any Term	3.00
HUM-10	World Religions	Any Term	3.00
HUM-10H	Honors World Religions	Any Term	3.00

HUM-35	Philosophy of Religion	Any Term	3.00
PHI-14	Survey of Black Thought	Any Term	3.00
PHI-33	Introduction to Social and Political Philosophy	Any Term	3.00
PHI-36	Asian Philosophy	Any Term	3.00
Group 6 - History			3.00
HIST-1	World History to 1500	Any Term	3.00
HIST-2	World History since 1500	Any Term	3.00
HIST-2H	Honors World History since 1500	Any Term	3.00
HIST-16	African History to 1800	Any Term	3.00
HIST-17	African History from 1800 to Present	Any Term	3.00
HIST-18	Modern European History	Any Term	3.00
HIST-25	History of Mexico	Any Term	3.00
HIST-32	History of Early Latin America	Any Term	3.00
HIST-33	History of Modern Latin America	Any Term	3.00
HIST-42	History of East Asia	Any Term	3.00
HIST-60	U.S. History from a Chicana/o/x Perspective: Pre-Columbian to 1848	Any Term	3.00
HIST-61	US History from a Chicana/o/x Perspective: 1848 to Present Day	Any Term	3.00
Group 7 - RCCD Study Abroad Program			
Any course taken while participating in an RCCD Study Abroad Program.			

Total: 15.00

Master Planning

The Global Studies Certificate does not require any new investment of resources. It simply allows students at RCCD to demonstrate specialized knowledge and skills in international education that may be attractive to employers and to transfer institutions. Since any student can complete the certificate, it is a fair and equitable way for students who may not be able to participate in education abroad opportunities to demonstrate their academic interest and excellence in international-themed courses which provide understanding of global issues, diverse national perspectives, and histories politics, arts, culture, norms of other countries.

National studies show that students who participate in Study Abroad have better educational outcomes and average higher salary upon completion of their degrees leading to employment. Lone Star College in Texas has extensive data that students who complete their local Global Studies Certificate (similar to this one) transfer at higher rates and have higher GPAs than those who do not.

Enrollment and Completer Projections

Norco College projects 20-40 students

Place of Program in Curriculum/Similar Programs

All courses are existing RCCD courses.

Similar Programs at Other Colleges in Service Area

No other local college offers this kind of certificate. However, some area colleges offer AA degrees in related fields. For example, SBVCC offers an AA-T in Global Studies, and Mt. Sac offers a language focused AA degree in "World Languages & Global Studies." Citrus College also offers an ADT in Global Studies, which is also more narrowly focused than this certificate of achievement.

Transfer Preparation Information (if applicable)

N/A

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

Program Narrative

Program Modification: Riverside City: Global Studies

Award Type: Certificate of Achievement

Program Goals and Objectives

- To provide a structured pathway for RCCD students to demonstrate readiness for transfer and to distinguish themselves in competitive admissions processes.
- For RCCD students seeking career readiness pathways, to signal to employers that students have intentionally cultivated knowledge and understanding of global issues, enhancing their employability in sectors such as business, healthcare, education, public service, and technology.
- To prepare students to engage as informed, responsible citizens in their local communities and in the broader global society.

Catalog Description

The Global Studies Certificate of Achievement is a program to recognize students who complete 15 units of multidisciplinary courses with an international, global, or non-U.S.-focus. Through this program, students explore world cultures, global development and global social inequalities, and international perspectives. Appearing on students' transcripts upon completion, the program highlights student commitment to and acquisition of global awareness, intercultural understanding, and critical thinking about worldwide challenges.

The certificate is open to students from all majors and pathways and can be earned alongside an associate degree, certificate, or transfer pathway. By completing globally focused coursework, students gain the knowledge and perspectives needed to thrive in an interconnected world.

Program Learning Outcomes

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

1. Analyze global systems (e.g., political, economic, cultural, ecological, arts, histories) and explain how local and international issues are interconnected.
2. Discuss the history, art, culture, politics, or religions of (an)other country(ies).
3. Articulate how international cultural perspectives shape human experiences, values, and decision-making.
4. Evaluate major global challenges (such as climate change, migration, health, inequality, or technology) using evidence-based reasoning and interdisciplinary approaches.
5. Communicate effectively across cultural or global contexts, demonstrating sensitivity to diverse audiences and perspectives.

6. Reflect on the responsibilities of global citizenship and propose ways individuals and communities can contribute to equitable and sustainable solutions.

Program Requirements

Required Courses **Units:** 15.00

COURSE	TITLE	SEQUENCE	UNITS
select a minimum of 15 units from at least four groups below.			15.00
Group 1 - Arts			
ARTH-C1100	Survey of Art from Prehistory to the Medieval Era	Any Term	3.00
ARTH-C1100H	Survey of Art from Prehistory to the Medieval Era - Honors	Any Term	3.00
ARTH-C1200	Survey of Art from the Renaissance to Contemporary	Any Term	3.00
ARTH-C1200H	Survey of Art from the Renaissance to Contemporary - Honors	Any Term	3.00
ARTH-3	Islamic Art History	Any Term	3.00
ARTH-5	Arts of Africa, Oceania, and Indigenous North America	Any Term	3.00
ARTH-9	African Art History	Any Term	3.00
ARTH-12	Asian Art History	Any Term	3.00
ARTH-13	Pre-Columbian Art History	Any Term	3.00
ARTH-14	Latin American Art: Colonial to the Present	Any Term	3.00
ARTH-15	Rome: The Ancient City	Any Term	3.00
ARTH-20	Mexican Art History	Any Term	3.00
FST-3	Introduction to International Cinema	Any Term	3.00
MUS-19	Music Appreciation	Any Term	3.00
MUS-19H	Honors Music Appreciation	Any Term	3.00
MUS-22	Survey of Music Literature	Any Term	3.00
THE-3	Introduction to the Theater	Any Term	3.00
THE-9	Dramatic Literature-Script Analysis	Any Term	3.00
THE-34	Scene Study in Various Theatrical Styles	Any Term	3.00
THE-35	Classical Acting with Emphasis in Shakespearean Verse	Any Term	3.00
Group 2 – Natural, Behavioral, and Social Sciences			
ANT-2	Cultural Anthropology	Any Term	3.00
ANT-2H	Honors Cultural Anthropology	Any Term	3.00
ANT-5	Cultures of Ancient Mexico	Any Term	3.00
ANT-6	Introduction to Archaeology	Any Term	3.00
ANT-7	Anthropology of Religion	Any Term	3.00
ANT-8	Language and Culture	Any Term	3.00

BIO-19	Environmental Science	Any Term	3.00
CHE-17	Introduction to the Development of Modern Science	Any Term	3.00
ECON-6	Introduction To Political Economy	Any Term	3.00
GEG-1	Physical Geography	Any Term	3.00
GEG-1H	Honors Physical Geography	Any Term	3.00
GEG-2	Human Geography	Any Term	3.00
GEG-3	World Regional Geography	Any Term	3.00
POLS-2	Comparative Politics	Any Term	3.00
POLS-2H	Honors Comparative Politics	Any Term	3.00
POLS-4	Introduction to World Politics	Any Term	3.00
POLS-4H	Honors Introduction to World Politics	Any Term	3.00
POLS-6	Introduction To Political Economy	Any Term	3.00
POLS-10	International Organizations	Any Term	3.00
POLS-11	Political Theory	Any Term	3.00
POLS-13	Introduction American Foreign Policy	Any Term	3.00
POLS-17	Politics of Developing Countries	Any Term	3.00
POLS-20	Latin American Politics	Any Term	3.00

Group 3 – Business Administration

BUS-40	Introduction to Global Business	Any Term	3.00
BUS-43	Global Marketing	Any Term	3.00
BUS-46	Global Trade	Any Term	3.00
BUS-48	Global Management	Any Term	3.00

Group 4 – World Languages

ARA-1	Arabic 1	Any Term	5.50
ARA-2	Arabic 2	Any Term	5.50
ARA-3	Arabic 3	Any Term	5.50
ARA-8	Intermediate Conversation	Any Term	3.00
ARA-11	Arabic Culture and Civilization	Any Term	3.00
ARA-11H	Honors Arabic Culture and Civilization	Any Term	3.00
CHI-1	Chinese 1	Any Term	5.50
CHI-2	Chinese 2	YR 4 - Spring	5.50
CHI-11	Chinese Culture and Civilization	Any Term	3.00
FRE-1	French 1	Any Term	5.00
FRE-2	French 2	Any Term	5.00
FRE-11	Culture and Civilization	Any Term	3.00
ITA-1	Italian 1	Any Term	5.00
ITA-2	Italian 2	Any Term	5.00
ITA-11	Italian Culture and Civilization	Any Term	3.00
JPN-1	Japanese 1	Any Term	5.50
JPN-2	Japanese 2	Any Term	5.50
JPN-3	Japanese 3	Any Term	5.50

JPN-4	Japanese 4	Any Term	5.50
JPN-11	Japanese Culture and Civilization	Any Term	3.00
RUS-1	Russian 1	Any Term	5.50
RUS-2	Russian 2	Any Term	5.50
RUS-3	Russian 3	Any Term	5.50
RUS-11	Russian Culture and Civilization	Any Term	3.00
SPA-1	Spanish 1	Any Term	5.00
SPA-2	Spanish 2	Any Term	5.00
SPA-2H	Honors Spanish 2	Any Term	5.00
SPA-3	Spanish 3	Any Term	5.00
SPA-4	Spanish 4	Any Term	5.00
SPA-8	Intermediate Conversation	Any Term	3.00
SPA-11	Spanish Culture and Civilization	Any Term	3.00
SPA-12	Latin American Culture and Civilization	Any Term	3.00
SPA-51	Introductory Listening Comprehension I	Any Term	2.00

Group 5 – English, Humanities, and Philosophy

ENGL-6	British Literature I: Anglo-Saxon through Eighteenth Century	Any Term	3.00
ENGL-7	British Literature II: Romanticism through Modernism/Post-Modernism	Any Term	3.00
ENGL-8	Introduction to Mythology	Any Term	3.00
ENGL-9	Introduction to Shakespeare	Any Term	3.00
ENGL-34	Literature by Women	Any Term	3.00
ENGL-40	World Literature I: From Ancient Literatures to the Seventeenth Century	Any Term	3.00
ENGL-41	World Literature II: Seventeenth Century Through the Present	Any Term	3.00
ENGL-45	Modern Drama	Any Term	3.00
ETS-13	Survey of Black Thought	Any Term	3.00
HUM-4	Arts and Ideas: Ancient World Through the Late Medieval Period	Any Term	3.00
HUM-4H	Honors Arts and Ideas: Ancient World Through the Late Medieval Period	Any Term	3.00
HUM-5	Arts & Ideas: Renaissance through the Modern Era	Any Term	3.00
HUM-5H	Honors Arts and Ideas: The Renaissance through the Modern Era	Any Term	3.00
HUM-8	Introduction to Mythology	Any Term	3.00
HUM-10	World Religions	Any Term	3.00
HUM-10H	Honors World Religions	Any Term	3.00
HUM-35	Philosophy of Religion	Any Term	3.00
PHI-14	Survey of Black Thought	Any Term	3.00
PHI-33	Introduction to Social and Political Philosophy	Any Term	3.00

PHI-36	Asian Philosophy	Any Term	3.00

Group 6 - History

HIST-1	World History to 1500	Any Term	3.00
HIST-2	World History since 1500	Any Term	3.00
HIST-2H	Honors World History since 1500	Any Term	3.00
HIST-16	African History to 1800	Any Term	3.00
HIST-17	African History from 1800 to Present	Any Term	3.00
HIST-18	Modern European History	Any Term	3.00
HIST-25	History of Mexico	Any Term	3.00
HIST-32	History of Early Latin America	Any Term	3.00
HIST-33	History of Modern Latin America	Any Term	3.00
HIST-42	History of East Asia	Any Term	3.00
HIST-60	U.S. History from a Chicana/o/x Perspective: Pre-Columbian to 1848	Any Term	3.00
HIST-61	US History from a Chicana/o/x Perspective: 1848 to Present Day	Any Term	3.00

Group 7 - RCCD Study Abroad Program

Any course taken while participating in an RCCD Study Abroad Program.

Total: 15.00

Master Planning

The Global Studies Certificate does not require any new investment of resources. It simply allows students at RCCD to demonstrate specialized knowledge and skills in international education that may be attractive to employers and to transfer institutions. Since any student can complete the certificate, it is a fair and equitable way for students who may not be able to participate in education abroad opportunities to demonstrate their academic interest and excellence in international-themed courses which provide understanding of global issues, diverse national perspectives, and histories politics, arts, culture, norms of other countries.

National studies show that students who participate in Study Abroad have better educational outcomes and average higher salary upon completion of their degrees leading to employment. Lone Star College in Texas has extensive data that students who complete their local Global Studies Certificate (similar to this one) transfer at higher rates and have higher GPAs than those who do not.

Enrollment and Completer Projections

Riverside City College projects 40-60 students

Place of Program in Curriculum/Similar Programs

All courses are existing RCCD courses.

Similar Programs at Other Colleges in Service Area

No other local college offers this kind of certificate. However, some area colleges offer AA degrees in related fields. For example, SBVCC offers an AA-T in Global Studies, and Mt. Sac offers a language focused AA degree

in “World Languages & Global Studies.” Citrus College also offers an ADT in Global Studies, which is also more narrowly focused than this certificate of achievement.

Transfer Preparation Information (if applicable)

N/A

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Data Science

Originator: Kasey Nguyen **Date** 6/4/2026

Department: STEM-Mathematics and Computer Information Systems

College/Learning Pathway/Engagement Center: Moreno Valley - Science, Technology, Engineering and Math Engagement Center

☒ **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: 0706.00 **CIP Code: 30.7001**

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

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

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

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

If this is a modification to an existing certificate/degree, please specify the changes being made:
This program is being modified to include new courses, CIS-30F and CIS-51, as options to CIS-30A in the required course listing. Total units remain the same: 40 units.

Rationale:

To include new courses CIS-30F, Python for Data Analytics, and CIS-51, Data Analysis with R Programming courses as alternative option to CIS-30A and meet industry demands for knowledge in data analysis in Python or R programming languages.

Required Documentation

Program Outline of Record – Credit Degrees and Certificates

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

Associate Degree of Science in Data Science provides students with a foundation in data analysis, in which students will model, synthesize, and present large data sets for business decision making. Courses will focus on the techniques and tools to extract data from various data sources, model, integrate data, and visualize data for organizational decision making and intelligence gathering. The program prepares students for entry-level jobs, or to help them advance into careers, such as Operation Data Analyst, Business Analytics Specialist, System Data Analyst, Data Visualization Developer, Test Data Analyst, and Market Research Analyst. Topics covered will include statistics, research methods, SQL queries, systems analysis, design, and applied predictive analytics.

Program Learning Outcomes:

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

- Identify, extract, clean and maintain data in databases.
- Interpret and evaluate data trends or patterns in complex data sets using statistical techniques, analytic methods, and tools.
- Create and monitor reports to preserve data quality, identify critical issues, trends, and potential solutions.

Item 2. Catalog Description

Associate Degree of Science in Data Science provides students with a foundation in data analysis, in which students will model, synthesize, and present large data sets for business decision making. Courses will focus on the techniques and tools to extract data from various data sources, model, integrate data, and visualize data for organizational decision making and intelligence gathering. The program prepares students for entry-level jobs, or to help them advance into careers, such as Operation Data Analyst, Business Analytics Specialist, System Data Analyst, Data Visualization Developer, Test Data Analyst, and Market Research Analyst. Topics covered will include statistics, research methods, SQL queries, systems analysis, design, and applied predictive analytics.

Program Requirement: Before entering this program, students must complete MATH-10 or qualifying placement level in mathematics to be successful in courses in the program.

Item 3. Program Requirements

Program Requirement: Before entering this program, student must complete MATH-10 or qualifying placement level in mathematics to be successful in courses in the program.

Required Courses: 37 units

Course	Title	Units	Sequencing
CIS-1A	Introduction to Computer Information Systems	3	Semester 1
MATH- 70A/ CIS-70A	Foundations of Data Science	3	Semester 1
CIS-61/ CSC-61	Introduction to Database Theory	3	Semester 1
CIS-30A or CSC-8 Or CIS-30F Or CIS-51	Introduction to Python Programming or Programming Concepts: Python Or Python Programming for Data Analytics Or Data Analytics with R Programming	3	Semester 2
MATH-70B	Statistics for STEM	4	Semester 2
MATH-C2210	Calculus I: Early Transcendentals	4	Semester 2
CIS-63/ CSC-63	Introduction to Structured Query Language (SQL)	3	Semester 3
MATH-C2220	Calculus II: Early Transcendentals	4	Semester 3
CIS-30E	Advanced Python Programming	3	Semester 4
MATH-1C	Calculus III	4	Semester 4
MATH-3	Linear Algebra	3	Semester 4

Elective Courses: 3 units

Course	Title	Units	Sequencing
CIS-68A	Introduction to Machine Learning	3	Semester 3
CIS-68B	Big Data Fundamentals	3	Semester 3
CIS-2/CSC-2	Fundamentals of Systems Analysis	3	Semester 4
CIS-20/CSC-20	Systems Analysis and Design	3	Semester 4
CIS-64	Technology and Data Ethics	3	Semester 4

Total Program Units: 40 units

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

Minimum Degree Units		Maximum Degree Units	
Minimum Major Units	40	Maximum Major Units	40
Double Counted Units	0	Double Counted Units	0
Local GE Required Units	24	CSUGE Required Units	39
Electives	0	Electives	0
Total Minimum Degree Units	**64**	**Total Maximum Degree Units**	**79**

Item 4. Master Planning

This degree will increase the diversity in Inland Empire workforce by providing technical training emphasis in Career Technical Education. This program will increase the diversity of student population in STEM, Computer Information Systems and Mathematics. It will allow student to transfer to UC or CSU to pursue a bachelor's degree in Data Science or related areas. The program will also improve the growth in special populations in STEM education, such as potentially increasing the population of female students and under-represented populations in the areas of STEM. The program is expected to have a steady growth after the initial year with program promotional outreach to local high schools and community centers.

Item 5. Enrollment and Completer Projections

Enrollment Projects for courses are as followed:

- CIS-1A 49 students
- MATH- 70A/CIS-70A 49 students
- CIS-61/CSC-61 49 students
- CIS-30A 49 students
  Or
- CSC-8 49 students
  Or
- CIS-30F 49 students
  Or
- CIS-51 49 students
- MATH-70B 49 students
- MATH-C2210 49 students
- CIS-63/CSC-63 49 students
- MATH-C2220 49 students
- CIS-30E 49 students
- MATH-1C 49 students
-
- MATH-3 49 students
- CIS-68A 49 students
- CIS-68B 49 students
- CIS-2/CSC-2 49 students
- CIS-20/CSC-20 49 students
- CIS-64 49 students

Item 6. Place of Program in Curriculum/Similar Programs

Most of the courses in the program are active courses that are currently offered at all three campuses in RCCD. The new courses will be incorporated into the program seamlessly. No other programs are similar or the same as the proposed Data Science program.

Item 7. Similar Programs at Other Colleges in Service Area

No other college in the region offers similar program. This program offers opportunities for students to acquire technical training that will help them build careers and contribute to Inland Empire social- economic improvement. It also provides local organizations access to a growing workforce and training resources for their incumbent workers.

Item 8. Transfer Preparation Information (if applicable)

Existing courses have been articulated for UC and CSU transfer. New courses can be articulated as transferrable courses at University of California Riverside, California State University San Bernardino, Cal-Poly Pomona and other institutions. The courses in this degree can be used toward associate degree for Data Science at UC and CSU.

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Information Technology (IT) Cybersecurity

Originator: Kasey Nguyen **Date** 5/26/2026

Department: MCIS

College/Learning Pathway/Engagement Center: Moreno Valley - Science, Technology, Engineering and Math Engagement Center

☒ **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: 0708.00 **CIP Code:** 11.1003

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

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

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

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

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

Remove BUS-24 from the electives, because this course has been excluded from MVC's catalog and not being offered. No change in program units or SLOs.

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

Modifying A.S. IT Cybersecurity program to exclude BUS-24 from the electives, because this course has been excluded from MVC's catalog and not being offered. No change in program units or SLOs.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The goal of this program is to increase diversity in the technical workforce while providing students a transfer pathway to a university, such as California State San Bernardino, in which students can further pursue their education and training in cybersecurity.

Item 2. Catalog Description

Associate of Science in Information Technology (IT) Cybersecurity prepares students for IT and cybersecurity workforce. The coursework in program includes hands-on practices in system support, networking, security implementation. Students will learn to troubleshoot systems, plan, design and derive viable security controls and solutions to address network and system security gaps.

Item 3. Program Requirements

Required Courses: 26 units

Course	Title	Units	Sequencing
CIS-1A	Introduction to Computer Information Systems	3	Semester 1, Fall
CIS-25	Information and Communication Technology Essentials	4	Semester 1, Fall
CIS-27	Information and Network Security	3	Semester 1, Fall
CIS-40A	Computer Network Fundamentals	3	Semester 2, Spring
CIS-40B	Network Routing & Switching Essentials	3	Semester 2, Spring
CIS-40D	Systems and Network Administration	3	Semester 3, Fall
CIS-41A	Principles of Cybersecurity Analysis	3	Semester 2, Spring
STAT-C1000/ STAT-C1000H	Introduction to Statistics/Introduction to Statistics - Honors	4	Semester 1, Fall

Elective Courses: 6 units

Course	Title	Units	Sequencing
CIS-30A	Introduction to Python Programming	3	Semester 2, Spring
CIS-30C	Python Programming in Cybersecurity	3	Semester 3, Fall
CIS-40C	Installing, Configuring and Administering Microsoft Operating Systems	3	Semester 3, Fall
CIS-21	Introduction to Operating Systems	3	Semester 3, Fall
CIS-27A	Computer Forensics Fundamentals	3	Semester 3, Fall
CIS-27B	Introduction to Cybersecurity: Ethical Hacking	3	Semester 3, Fall
CIS-61	Introduction to Database Theory	3	Semester 3, Fall
CIS-64	Data and Technology Ethics	3	Semester 3, Fall

Total Program Units: 32 units

The **Associate of Science Degree in Information Technology (IT) Cybersecurity** will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

Item 4. Master Planning

This associate degree program aims to increase the diversity in Inland Empire workforce by providing technical training emphasis in Career Technical Education. This program will increase the diversity of student population in Computer Information Systems discipline, aligning with Guided Pathway to support students in building their careers in the IT industry. The growth of the program will also address to need to improve special populations in STEM and IT, such as potentially increasing the population of female, Hispanic, African American students and professionals in the areas of STEM. The program is expected to have steady growth after the initial year with program promotional outreach to local high schools and community centers.

Item 5. Enrollment and Completer Projections

This program is expected to have 50 to 100 students by Spring 2024.

Required courses:

CIS-1A	49 students
CIS-25	49 students
CIS-27	49 students
CIS-40A	49 students
CIS-40B	49 students
CIS-40D	49 students
CIS-41A	49 students
STAT-C1000	50 students

Elective Courses:

CIS-30A	49 students
CIS-30C	49 students
CIS-40C	49 students
CIS-21	49 students
CIS-27A	49 students
CIS-27B	49 students
CIS-61	49 students
CIS-64	49 students

Item 6. Place of Program in Curriculum/Similar Programs

Within the Riverside Community College district, Riverside City College offers similar Associate Degree, but many of the courses in this program are only available at Moreno Valley College. Required and elective courses in this program are actively available at Moreno Valley College and Riverside City College.

Item 7. Similar Programs at Other Colleges in Service Area

Riverside City College currently offers a similar associate degree program with emphasis in cyber defense. This program addresses IT security, which entails system administration security measures and infrastructure protection practices. The program is aligned with C-ID IT Cybersecurity Model Curriculum recommendation, which aims to provide students opportunity to transfer to CSUSB upon completion of this program.

Item 8. Transfer Preparation Information (if applicable)

Courses in this program are aligned to C-ID IT Cybersecurity Model Curriculum along with CSUSB and other institution IT/Cybersecurity undergraduate coursework.

Program Outline

Title: Cyber Defense - Associate of Science Degree

Originator: Steve Corbin **Date** 4/8/2026

Department: 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: 070710 (Computer Networking)
CIP Code: 11.0901 (Computer Systems Networking and Telecommunications)

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

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

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

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

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

If this is a modification to an existing certificate/degree, please specify the changes being made:

This modification updates the elective course options within the Cybersecurity and Cyber Defense certificate and degree programs.

The following courses are being added:

- CIS-161 – AI Application in Cybersecurity (3 units)
- CIS-162 – AI Driven Penetration Testing (3 units)

No changes are being made to required courses, total unit count, or program title. These updates modernize the elective offerings while maintaining the integrity of the program structure.

Rationale:

The proposed modification aligns the Cybersecurity and Cyber Defense programs with evolving industry standards and workforce demands. Emerging cybersecurity practices increasingly incorporate artificial intelligence for threat detection, automation, and offensive security testing.

In its place, CIS-161 and CIS-162 introduce modern, industry-relevant content focused on AI applications in cybersecurity and AI-driven penetration testing.

These additions enhance student learning by providing in-demand technical skills that improve employability and align with current industry certifications and workforce expectations. The overall program remains structurally unchanged while significantly increasing its relevance and rigor.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The Cybersecurity and Cyber Defense program prepares students for entry-level and intermediate careers in cybersecurity, including roles in network defense, ethical hacking, digital forensics, and security operations. The program emphasizes hands-on technical skills aligned with industry certifications and workforce demands.

The program integrates emerging technologies such as artificial intelligence to ensure students are prepared to address modern cybersecurity threats and evolving attack methodologies.

Item 2. Catalog Description

The Information Systems: Information Security Certificate will give the students the basic skills needed in the field of Computer and information Security. The focus on Cyber Security will provide students with the basic skills needed for an entry-level career in Cyber Security. The courses provide an overview of the entire field. Topics covered will include Cisco Networking, Windows Operating System security, Linux security, Firewalls, Intrusion Prevention systems, Security policies and procedures, Web security, and building a secure computer network. This program also maps to the California Community Colleges IT Technician pathway and C-ID state approved model curriculum.

Program Learning Outcomes

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

- Analyze fundamental principles and topics of Information Technology Security and Risk Management at the organizational level.
- Introduce the concepts, principles, and techniques, supplemented by hands-on exercises, for attacking and disabling a network with the context of properly securing a network.
- Describe the architecture, components, and operations of routers and switches basic functionality.
- Configure and troubleshoot routers and switches, resolve common issues dealing with security points of failure in a medium-size LAN.
- Validate essential knowledge of Linux and open source for employment in IT/technical support, mobile application support, and network operations security.
- Identify environmental issues, understand and comply with disaster recovery, and physical software security policies and procedures.
- Securing Information Management systems, including identifying risks, configuring devices, protocols, attack methods, cryptography implementation and practice, and security of ICS networks.

Item 3. Program Requirements

Required Courses: 27 units

Course	Title	Units	Sequencing
CIS-25	Information and Communication Technology Essentials	4	Semester 1, Fall
CIS-26A	Cisco Networking Academy 1A	4	Semester 1, Fall
CIS-26B	Cisco Networking Academy 1B	4	Semester 1, Fall
CIS-21A	Linux Operating Systems Admin	3	Win/Inter
CIS-27	Information and Network Security	3	Semester 2, Spring
CIS-30A	Introduction to Python Programming	3	Semester 2, Spring
CIS-27A	Computer Forensic Fundamentals	3	Semester 3, Fall
CIS-27B	Introduction to Cybersecurity: Ethical Hacking	3	Semester 3, Fall

Elective Courses: 3 or 4 units

Course	Title	Units	Sequencing
CIS-5	Programming Concepts and Methodology I: C++	4	Semester 4, Spring
CIS-26F	Cisco Networking Security	4	Semester 4, Spring
CIS-27C	Palo Alto Networks Firewall Essentials	3	Semester 4, Spring
CIS-161	AI Application in Cybersecurity	3	Semester 4, Spring
CIS-162	AI Driven Penetration Testing	3	Semester 4, Spring
CIS-21B	Linux Operating System Administration II	3	Semester 4, Spring

Total Program Units: 31/32 units

Item 4. Master Planning

This program supports the college's mission to provide career and technical education aligned with workforce needs. The inclusion of AI-related cybersecurity courses reflects current trends in the field and supports regional and statewide initiatives in technology and innovation.

Item 5. Enrollment and Completer Projections

Enrollment is expected to remain stable or increase due to the addition of high-interest AI-related courses. Estimated completers: 60 students annually.

Item 6. Place of Program in Curriculum/Similar Programs

This program complements other Computer Information Systems offerings and serves as a core pathway within the Business and Information Systems division.

Item 7. Similar Programs at Other Colleges in Service Area

Similar programs exist within the region; however, this program distinguishes itself by integrating AI-driven cybersecurity concepts, enhancing its competitiveness and relevance.

Item 8. Transfer Preparation Information (if applicable)

This program supports transfer preparation through established articulation agreements with regional universities, including California State University, San Bernardino (California State University, San Bernardino).

Recent curriculum updates, including the addition of AI-focused cybersecurity courses, align with current academic and programmatic trends at transfer institutions, where there is a strong emphasis on artificial intelligence and cybersecurity integration.

These modifications ensure that students are better prepared for upper-division coursework in cybersecurity, information systems, and related fields, while maintaining alignment with transfer expectations and industry developments

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Advanced Collision Repair

Originator: Skyler Murdock **Date** 6/3/2026

Department: Automotive Body Technology

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

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

TOPs Code: 0949.00* - Automotive Collision Repair
CIP Code: 47.0603 -Autobody/Collision and Repair Technology/Technician

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

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

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

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

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

No changes have been made to the title, description, or unit values. This modification adds AUB-57 as an elective.

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

The addition of AUB-57 as an elective provides students with greater flexibility in course selection, supports timely completion of the certificate/degree, and expands access to relevant and up-to-date training. These adjustments maintain alignment with industry needs while leaving core program learning outcomes intact.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

1) Demonstrate proficiency in advanced collision repair methods, including structural and non-structural repairs, consistent with manufacturer specifications and industry standards.
2) Prepare, refinish, and detail automotive surfaces using contemporary coatings, materials, and equipment to achieve high-quality, industry-accepted results
3) Safely and effectively apply powder coating techniques, from surface preparation to curing, in accordance with environmental and quality control standards.
4) Identify, assess, and resolve complex repair and refinishing challenges using modern diagnostic tools and critical thinking strategies.
5) Adhere to OSHA and EPA standards by maintaining safe work practices, proper hazardous material handling, and environmentally responsible procedures.
6) Demonstrate effective communication, teamwork, and professionalism in a simulated or real-world collision repair environment, reflecting readiness for employment in the automotive industry.

Item 2. Catalog Description

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

The Advanced Collision Repair program provides hands-on training in advanced repair techniques, modern refinishing, and powder coating. Students gain industry-standard skills using current materials and equipment to prepare for employment in the automotive collision repair industry.

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
AUB-50	Introduction to Collision Repair	4	Semester 1, Fall
AUB-81	Advanced Collision Repair Techniques	4	Semester 1, Fall
AUB-82	Introduction to Powder Coating	4	Semester 1, Fall
AUB-83	Advanced Powder Coating Techniques	4	Semester 2, Spring

Elective Courses: 4 units

Course	Title	Units	Sequencing
AUB-52	Automotive Paint and Refinishing	4	Semester 2, Spring
AUB-56	Automotive Technology for the Automotive Collision Specialist	4	Semester 2, Spring
AUB-60	Automotive Trim and Upholstery I	4	Semester 2, Spring
AUB-57	Antique and Classic Auto Restoration and Fabrication	4	Semester 2, Spring

Total Program Units: 20 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 Advanced Collision Repair Degree and Certificate align with the College Mission statement by providing technical training and career preparation for students to enter the automotive refinishing and collision repair industry.

Item 5. Enrollment and Completer Projections

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

The program averages 11 combined CE/AS completers annually. We project an initial increase of roughly 10% in the coming year (12–13 completers), with the expectation that completions may continue to grow modestly over time as student interest and access expand.

Item 6. Place of Program in Curriculum/Similar Programs

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

The proposed Collision Repair CE/AS pathway complements RCC's existing Automotive Technology program by offering a focused track in advanced body repair, refinishing, and modern collision technologies. It fills a current gap in the curriculum by providing specialized training for entry-level technicians that reflects current industry standards and employer needs. No similar program currently exists at RCC or regionally, making this pathway a distinct and valuable addition to the college's Applied Technology offerings.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

There are no comparable advanced collision repair programs offered regionally, creating a clear need for this CE/AS pathway. Local employers have expressed difficulty finding entry-level technicians trained on current industry equipment and repair technologies. This program will address that gap by providing students with up-to-date, industry-aligned skills, supporting workforce development and meeting the growing demand for qualified collision repair professionals in the region.

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Automotive Collision Repair

Originator: Skyler Murdock **Date** 6/2/2026

Department: Automotive Body Technology

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

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

TOPs Code: 0949.00* - Automotive Collision Repair
CIP Code: 47.0603 - Autobody/Collision and Repair Technology/Technician

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

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

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

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

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

No changes have been made to the title, description, or unit values. This modification adds AUB-57 as an elective.

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

The addition of AUB-57 as an elective provides students with greater flexibility in course selection, supports timely completion of the certificate/degree, and expands access to relevant and up-to-date training. These adjustments maintain alignment with industry needs while leaving core program learning outcomes intact.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

1) Develop entry-level skills and knowledge for employment in the automotive industry;. i.e., employment in an autobody repair facility, automotive paint shop.
2) Acquire the skills and knowledge to work safely in the lab/shop environment.
3) Demonstrate the ability to become part of the Inter-Industry Conference on Auto Collision Repair (I-CAR).

Item 2. Catalog Description

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

This program prepares individuals to apply technical knowledge and skills to restore and refinish vehicles damaged by collision. This includes instruction in structural and non-structural repair, frame and panel reconstruction, damage analysis and estimating, mechanical and electrical component repair, plastics and adhesives, and painting and refinishing techniques.

Item 3. Program Requirements

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

Required Courses 16 units

Course	Title	Units	Sequencing
AUB-50	Intro to Automotive Collision Repair	4	YR 1 - FALL
AUB-51	Automotive Non-Structural Collision Repair and Estimating	4	YR 1 - FALL
AUB-54	Automotive Structural Collision Repair and Frame	4	YR 1 - FALL
AUB-56	Automotive Technology for the Automotive Collision Specialist	4	YR 1 - SPRING

Elective Courses: 4 units

Course	Title	Units	Sequencing
AUB-52	Automotive Refinishing and Paint	4	YR 1 - SPRING
AUB-59A	Automotive Collision Service and Repair	4	YR 1 - SPRING
AUB-60	Automotive Trim and Upholstery I	4	YR 1 - SPRING

AUB-81	Advanced Collision Repair Techniques	4	YR 1 - SPRING
AUB-57	Antique and Classic Auto Restoration and Fabrication	4	YR 1 - SPRING

Total Program Units: 20 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 Automotive Collision Repair Degree and Certificate align with the College Mission statement by providing technical training and career preparation for students to enter the automotive collision repair industry.

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

The program averages 11 combined CE/AS completers annually. We project an initial increase of roughly 10% in the coming year (12–13 completers), with the expectation that completions may continue to grow modestly over time as student interest and access expand.

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

This is already an existing CE/AS pattern.

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

While some colleges in the region offer automotive programs, few provide specialized training in collision repair. This certificate/degree addresses a documented labor market demand in Riverside County and the Inland Empire, ensuring students have access to local, affordable training that leads directly to employment. The program complements, rather than duplicates, existing offerings by focusing on industry-validated skills needed by regional employers.

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Automotive Refinishing and Paint

Originator: Skyler Murdock **Date** 6/3/2026

Department: Automotive Body Technology

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

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

TOPs Code: 0949.00* - Automotive Collision Repair
CIP Code: 47.0603 -Autobody/Collision and Repair Technology/Technician

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

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

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

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

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

No changes have been made to the title, description, or unit values. This modification adds AUB-57 as an elective.

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

The addition of AUB-57 as an elective provides students with greater flexibility in course selection, supports timely completion of the certificate/degree, and expands access to relevant and up-to-date training. These adjustments maintain alignment with industry needs while leaving core program learning outcomes intact.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

1) Develop entry-level skills and knowledge for employment in the automotive industry;. i.e., employment in an autobody repair facility, automotive paint shop.
2) Acquire the skills and knowledge to work safely in the lab/shop environment.
3) Demonstrate the ability to become part of the Inter-Industry Conference on Auto Collision Repair (I-CAR).

Item 2. Catalog Description

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

This program prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. This includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, damage analysis, and estimating.

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
AUB-50	Introduction to Automotive Collision Repair	4	YR 1 -FALL
AUB-51	Automotive Non-Structural Collision Repair and Estimating	4	YR 1 -FALL
AUB52	Automotive Refinishing and Paint	4	YR 1 -FALL
AUB-55	Automotive Advanced Refinishing and Custom Paint	4	YR 1 -SPRING

Elective Courses: 4 units

Course	Title	Units	Sequencing
AUB-59B	Automotive Refinishing Service and Repair	2	YR 1 - SPRING
AUB-56	Automotive Technology for the Automotive Collision Specialist	4	YR 1 - SPRING
AUB-60	Automotive Trim and Upholstery I	4	YR 1 - SPRING

AUB-82	Introduction to Powder Coating	4	YR 1 - SPRING
AUB-57	Antique and Classic Auto Restoration and Fabrication	4	YR 1 - SPRING

Total Program Units: 20 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 Automotive Refinishing and Paint Degree and Certificate align with the College Mission statement by providing technical training and career preparation for students to enter the automotive refinishing industry.

Item 5. Enrollment and Completer Projections

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

The program averages 11 combined CE/AS completers annually. We project an initial increase of roughly 10% in the coming year (12–13 completers), with the expectation that completions may continue to grow modestly over time as student interest and access expand.

Item 6. Place of Program in Curriculum/Similar Programs

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

This is already an existing CE/AS pattern.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

While some colleges in the region offer automotive programs, few provide specialized training in refinishing and paint. This certificate/degree addresses a documented labor market demand in Riverside County and the Inland Empire, ensuring students have access to local, affordable training that leads directly to employment. The program complements, rather than duplicates, existing offerings by focusing on industry-validated skills needed by regional employers.

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Automotive Trim and Upholstery

Originator: Skyler Murdock **Date** 6/3/2026

Department: Automotive Body Technology

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

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

TOPs Code: 0949.10* - Upholstery Repair - Automotive
CIP Code: 48.0303 - Upholstery/Upholsterer

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

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

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

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

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

No changes have been made to the title, description, or unit values. This modification adds AUB-57 as an elective.

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

The addition of AUB-57 as an elective provides students with greater flexibility in course selection, supports timely completion of the certificate/degree, and expands access to relevant and up-to-date training. These adjustments maintain alignment with industry needs while leaving core program learning outcomes intact.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

1) Demonstrate their proficiency by the use of upholstery tools and techniques while removing, striping, reupholstering, and reinstalling an automotive seat or bench.
2) Calculate the adequate amount of material and time required to reupholster an automotive seat or bench.

Item 2. Catalog Description

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

This program prepares individuals to apply technical knowledge and skills to install, repair, and finish automotive trim and upholstery components. This includes instruction in springs, filling, padding, coverings, interior panel removal, sewing and stitching methods, fabric and material selection, and finishing techniques for automobile interiors and related products.

Item 3. Program Requirements

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

Required Courses: 16 units

Course	Title	Units	Sequencing
AUB-50	Introduction to Automotive Collision Repair	4	YR 1 - FALL
AUB-52	Automotive Refinishing and Paint	4	YR 1 - FALL
AUB-60	Automotive Trim and Upholstery I	4	YR 1 - FALL
AUB-61	Automotive Trim and Upholstery II	4	YR 1 - SPRING

Elective Courses: 4 units

Course	Title	Units	Sequencing
AUB-59A	Automotive Collision Service and Repair	2	YR 1 - SPRING
AUB-51	Automotive Non-Structural Collision Repair and Estimating	4	YR 1 - SPRING
AUB-56	Automotive Technology for the Automotive Collision Specialist	4	YR 1 - SPRING
AUB-81	Advanced Collision Repair Techniques	4	YR 1 - SPRING

AUB-57	Antique and Classic Auto Restoration and Fabrication	4	YR 1 - SPRING

Total Program Units: 20 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 Automotive Trim and Upholstery Degree and Certificate align with the College Mission statement by providing technical training and career preparation for students to enter the automotive trim and upholstery industry.

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

The program averages 11 combined CE/AS completers annually. We project an initial increase of roughly 10% in the coming year (12–13 completers), with the expectation that completions may continue to grow modestly over time as student interest and access expand.

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

This is already an existing CE/AS pattern.

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

While some colleges in the region offer automotive programs, few provide specialized training in trim and upholstery. This certificate/degree addresses a documented labor market demand in Riverside County and the Inland Empire, ensuring students have access to local, affordable training that leads directly to employment. The program complements, rather than duplicates, existing offerings by focusing on industry-validated skills needed by regional employers.

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Apprenticeship Carpentry, Acoustical, AS

Originator: Paul Van Hulle **Date** 4-8-2026

Department: Carpentry

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

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

TOPs Code: 0952.80 **CIP Code: 46.0404**

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

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

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

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

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

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

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Build core carpentry skills through classroom learning and hands-on practice in installing acoustical/suspended ceilings at a beginning and advanced level.

Develop blueprint reading, code awareness and safety practices for construction sites related to acoustic/suspended ceiling installation.

Measuring, cutting, grid assembly, ceiling installation, and repair techniques.

Item 2. Catalog Description

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

The Associate of Science degree in Apprenticeship Carpentry, Acoustical Installer provides the required related and supplemental instruction for interior systems apprentices in the technical skills required in the trade. Successful completion may result in journeyworker status.

Item 3. Program Requirements

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

Required Courses: 26 units

Course	Title	Units	Sequencing
CRP-461A	Acoustical Ceilings	1.5	Fall 1
CRP-461B	Advanced Acoustical Ceiling Layout	1.5	Spring 1
CRP-461C	Advanced Acoustical Ceiling Installation	1.5	Fall 2
CRP-462	Standard Acoustical Grids	1.5	Fall 1
CRP-463	Suspended Ceilings	1.5	Spring 1
CRP-464	Acoustical Soffits	1.5	Winter 1
CRP-465	Prefab/Sound Panels	1.5	Summer 1
CRP-466	Concealed, Glue-up, Staple-up Systems	1.5	Fall 2
CRP-467	Designer and Specialty Trims	1.5	Winter 2
CRP-468	Metal Pan and Security Systems	1.5	Summer 2
CRP-471A	Orientation for Interior Systems/Drywall Lather Craft	2	Summer 1

CRP-471B	Safety and Health for Interior Systems/Drywall Lather Craft	2	Summer 1
CRP-471C	Tool and Equipment Applications for Interior Systems/Drywall Lather Craft	1.5	Spring 2
CRP-474A	Print Reading	2	Fall 2
CRP-474B	Advanced Print Reading	2	Spring 2
CRP-479A	Drywall Acoustical Ceilings	1.5	Spring 1

Total Program Units: 26 units

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

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

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

20-25 enrollments and 10-20 each year.

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

Other certificate in the Carpentry program include:
Apprenticeship Carpentry, Acoustical Installer, AS
Apprenticeship Carpentry, Acoustical Installer, CA
Apprenticeship Carpentry, Concrete, AS
Apprenticeship Carpentry, Concrete, CA
Apprenticeship Carpentry, Drywall/Lather, AS
Apprenticeship Carpentry, Drywall/Lather, CA
Apprenticeship Carpentry, Drywall Finisher
Apprenticeship Carpentry, Finish Carpentry
Apprenticeship Carpentry, Framing
Apprenticeship Carpentry, Insulator

Apprenticeship Carpentry, Millwrighting
Apprenticeship Carpentry, Pile Driver
Apprenticeship Carpentry, Plastering
Apprenticeship Carpentry, Tilt-Up

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

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

Item 8. Transfer Preparation Information (if applicable)

If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.
None

Program Outline

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

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

Department: Advanced Technical Arts and Trades

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

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

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

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

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

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

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

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

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

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

Item 2. Catalog Description

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

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

Item 3. Program Requirements

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

Required Courses: 28.5 units

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

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

Elective Courses: 3 units

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

Total Program Units: 31.5 units

Item 4. Master Planning

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

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

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

Item 5. Enrollment and Completer Projections

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

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

Item 6. Place of Program in Curriculum/Similar Programs

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

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

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

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

Item 8. Transfer Preparation Information (if applicable)

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

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Early Childhood Education- Teacher **Date** 6/5/2026

Department: Amber Lappin

College/Learning Pathway/Engagement Center: Riverside - Education and Teacher Preparation

☐ **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: 1305.00 **CIP Code: 19.0709**

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

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

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

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

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

*The only modification is a change to the program title from **Early Childhood Education** to **Early Childhood Education – Teacher**. No changes are being made to the program description, learning outcomes, required courses, unit values, or other program requirements.*

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

*Changing the name of the certificate and degree will help this The program name is being changed from Early Childhood Studies to **Early Childhood Education – Teacher** to better reflect the program's focus and provide greater clarity for students. The revised title aligns with terminology used in the California early childhood permit structure and more clearly identifies the program as a teacher preparation pathway. No changes are being made to the curriculum, requirements, or student learning outcomes.*

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The Early Childhood Education program provides an educational and practical foundation for students interested in working with children from infancy through third grade. In addition to theoretical principles, the curriculum offers practical skills and on-site training that will prepare students for employment in the field of Early Childhood Education. The program leads to certificates in Early Childhood Education and/ or an Associate of Science Degree. The EAR courses will also fulfill the required child development coursework for the state issued Child Development Permit. Information regarding this permit and/or the Early Childhood Education Certificates are available from the Early Childhood Education Department.

Item 2. Catalog Description

The Early Childhood Education program provides an educational and practical foundation for students interested in working with children from infancy through third grade. In addition to theoretical principles, the curriculum offers practical skills and on-site training that will prepare students for employment in the field of Early Childhood Education. The program leads to certificates in Early Childhood Education and/ or an Associate of Science Degree. The EAR courses will also fulfill the required child development coursework for the state issued Child Development Permit. Information regarding this permit and/or the Early Childhood Education Certificates are available from the Early Childhood Education Department.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:
Develop, implement, and evaluate developmentally appropriate thematic and emergent curriculum for children who are typical and atypical in the areas of physical, cognitive, language, creative and social/emotional growth.
Develop and apply appropriate practices and effective techniques that respect the cultural diversity of young children and their families.
Integrate an educational philosophy into classroom practices that reflects a personal belief supportive of theoretical principles regarding how and why young children should receive early educational experiences.
Develop and implement a system of ongoing observational practices that contribute toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

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: 25 units

Course	Title	Units	Sequencing
EAR-19	Observation and Assessment	3	Semester 1, Fall
EAR-20	Child Growth and Development	3	Semester 1, Fall
EAR-24	Introduction to Curriculum	3	Semester 1, Fall
EAR-25	Teaching in a Diverse Society	3	Semester 1, Fall
EAR-26	Health, Safety, and Nutrition	3	Semester 2, Spring
EAR-28	Principles and Practices	3	Semester 2, Spring

EAR-30	Practicum in Early Childhood	4	Semester 2, Spring
EAR-42	Child, Family, and Community	3	Semester 2, Spring

Elective Courses: 6 units

Course	Title	Units	Sequencing
EAR-23	Family Home Child Care Program	3	Semester 3, Fall
EAR-33	Infant and Toddler Development	3	Semester 3, Fall
EAR-34	Infant and Toddler Care and Education	3	Semester 3, Fall
EAR-38	Adult Supervision and Mentoring in Early Care and Education	3	Semester 3, Fall
EAR-40	Introduction to Children with Special Needs	3	Semester 3, Fall
EAR-41	Practicum in Early Intervention/Special Education	4	Semester 3, Fall
EAR-43	Children with Challenging Behaviors	3	Semester 3, Fall
EAR-44	Administration I: Programs in Early Childhood Education	3	Semester 3, Fall
EAR-45	Administration II: Personnel and Leadership in Early Childhood Education	3	Semester 3, Fall
EAR-46	Curriculum and Strategies for Children with Special Needs	3	Semester 3, Fall
EAR-47	Childhood Stress and Trauma	3	Semester 3, Fall
EAR-53	Parenting: Guiding Young Children-Approaches to Discipline	2	Semester 3, Fall
EAR-54	Parenting-Contemporary Parenting Issues and Problems	1	Semester 3, Fall
EDU-1	Introduction to Elementary Classroom Teaching	4	Semester 3, Fall
ENGL-30	Children's Literature	3	Semester 3, Fall
KIN-6	Introduction to PE for Preschool and Elementary Children	3	Semester 3, Fall
KIN-30	First Aid and CPR	3	Semester 3, Fall
MUS-1	Teaching Music to Young Children	3	Semester 3, Fall

Total Program Units: 31 units

Item 4. Master Planning

The Early Childhood Education certificate and degree align with the College mission by providing education and training in the education field as it aligns with career advancement.

Item 5. Enrollment and Completer Projections

Annual Completors is 25. with an expected annual growth of 2-3%

Item 6. Place of Program in Curriculum/Similar Programs

This program is currently a part of the early childhood education program.

Item 7. Similar Programs at Other Colleges in Service Area

Mt. San Jacinto College, San Bernardino Valley College, Norco College, Moreno Valley College

Item 8. Transfer Preparation Information (if applicable)

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

n/a

Program Outline

Title: Electrician

Originator: Khosrow Rad **Date** 5/28/2026

Department:

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

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

TOPs Code: **CIP Code:**

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

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

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

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

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

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

Remove the CON 66 and add ELC 66 the are different

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

This program prepares students to become an entry-level electrician trainee and along with California State requirements prepares for careers as an electrician, electrical apprentice, electrician's helper, industrial electrician, journeyman electrician, and residential electrician. Courses are aligned with California State standards to prepare students to earn their Electrician Training card (www.dir.ca.gov/dlse/ecu/electricaltrainee .htm).

Item 2. Catalog Description

This program prepares students to become an entry-level electrician trainee and, along with California State requirements, prepares them for careers as an electrician, electrical apprentice, electrician's helper, industrial electrician, journeyman electrician, and residential electrician. Courses are aligned with California State standards to prepare students to earn their Electrician Training card (www.dir.ca.gov/dlse/ecu/electricaltrainee .htm).

Program Learning Outcomes

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

1. Demonstrate the installation maintenance and troubleshooting of electrical devises (switches, sensors, motor, controllers, and lights).
2. Explain how the electrical grid works, from generation to the end user.
3. Solve electrical design criteria by using formula, and tables for proper electrical installation.
4. Demonstrate electrical raceway sizing and installation, meeting NEC requirements for sizing, location requirements, distances, supports and bending.
5. Demonstrate quantitative analysis of electrical circuits for blueprints.
6. Demonstrate electrical wiring of circuits or devices to meet the standards and requirement of the NEC.

Item 3. Program Requirements

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

Required Courses: ____ units

Course	Title	Units	Sequencing
ELC-71 OR ELE 71	Residential Electrical Wiring	4	Any Term
ELC -72 OR ELE-72 OR	Commercial and Industrial Electrical Wiring	4	Any Term

MAN-72			
ELC -73 OR ELE-73 OR MAN-73	Electric Motors and Transformers	4	Any Term
ELC -74 OR ELE-74 OR MAN- 74	Industrial Wiring and Controls	4	Any Term
ELC-75 OR ELE- 75	Solid State Devices and Lighting Controls	3	Any Term
ELC-76 OR ELE -76	Low Voltage Wiring and Alternate Energy Generation	3	Any Term
ELC-77 OR ELE-77 OR MAN-77	Electrical Theory for Electricians	3	Any Term
ENE 62 OR MATH-36	Math for Automated Systems Trigonometry	3 4	Any Term
ELC-66	National Electrical Code for Electricians	3	Any Term

Elective Courses: ____ units

Total Program Units: 31.00-32.00 units

Associate of Science Degree

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

Minimum Degree Units		Maximum Degree Units	
Minimum Required Units		Maximum Required Units	
Minimum Elective Units		Maximum Elective Units	
Minimum GE Required Units		Maximum GE Required Units	
Double Counted Units		Double Counted Units	
Total Minimum Degree Units	60.00	Total MaximumDegree Units	60.00

Item 4. Master Planning
This program prepares students to become an entry-level electrician trainee and along with California State requirements prepares for careers as an electrician, electrical apprentice, electrician's helper, industrial electrician, journeyman electrician, and residential electrician. Courses are aligned with California State standards to prepare students to earn their Electrician Training card (www.dir.ca.gov/dlse/ecu/electricaltrainee .htm).

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

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

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

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

Program Outline

Title: Administrative/Clinical Medical Assisting

Originator: Lisa Hausladen **Date** 6/5/2026

Department: Health and Human Services

College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services Engagement Center

☒ **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: 1208.00 **CIP Code: 51.0801 Medical/Clinical Assistant**

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

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

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

New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved? – *N/A
☐ 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:
The unit value for MDA-54A has been increased from 2.0 to 2.5 units to ensure compliance with Standardized Attendance Accounting Methods (SAAM) requirements. This modification includes an increase in laboratory hours from 18 to 27 to accurately reflect contact hours and support student skill development.

Rationale:
The additional laboratory hours align with SAAM requirements and provide students with increased opportunities to practice and develop proficiency in required skills.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The Administrative/Clinical Medical Assisting Program offers courses with minimal prerequisites and provides students with entry level skills necessary for success in the field. The program supports the mission of the college and district by providing accessible, pre-professional, career preparation in healthcare and promoting lifelong learning. The overall goal of the Administrative/Clinical Medical Assisting Program is to graduate competent people who will be prepared to work in today's ever changing medical environment.

Item 2. Catalog Description

The medical assisting program prepares individuals to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, administration of medications, and first aid under the supervision of a physician. This includes instruction in basic anatomy and physiology; medical terminology; medical law and ethics; patient psychology and communications; medical office procedures; and clinical/diagnostic examination, testing, and treatment procedures.

Program Learning Outcomes

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

1. Demonstrate competency in clinical and/or administrative skills needed to prepare for an entry level position in Medical Assisting.

Item 3. Program Requirements

Required Courses: 27.5 units

Course	Title	Units	Sequencing
MDA-10	Medical Terminology	3	Semester 1, Fall
MDA-50	Medical Assisting Core	2	Semester 1, Fall
MDA-54A	Clinical Medical Assisting I	2.5	Winter Session
MDA-54B	Clinical Medical Assisting II	4	Semester 2, Spring
MDA-11	Medical Documentation and Terminology	2	Semester 2, Spring
MDA-59	Medical Office Procedures	3.5	Semester 1, Fall
MDA-60	Survey of Human Diseases	2	Semester 1, Fall
MDA-61	Pharmacology for Medical Office Personnel	2	Semester 2, Spring
MDA-100	Medical Assisting Externship	3.5	Semester 2, Spring
BIO-45	Survey of Human Anatomy and Physiology	3	Semester 1, Fall or Winter

Elective Courses: 3 units

Course	Title	Units	Sequencing
CIS-1A	Introduction of Computer Information Systems	3	Semester 1, Fall or Winter
CAT/CIS-3	Computer Applications for Business	3	Semester 1, Fall or Winter
CAT/CIS-80	Word Processing: Microsoft Word for Windows	3	Semester 1, Fall or Winter

Total Program Units: 30.5 units

Item 4. Master Planning
The Administrative/Clinical Medical Assisting Program supports the mission of the college and district by providing accessible, pre-professional, career preparation in healthcare and promoting lifelong learning.

Item 5. Enrollment and Completer Projections
Approximately 20 - 30 students annually. Anticipate that the certificate and degree will increase both the total number of students pursuing a certificate and/or associate degree in Administrative/Clinical Medical Assisting. The projection is that enrollments in Administrative/Clinical Medical Assisting program will continue to grow incrementally as students discover the value of this certificate to employers who are experiencing an increased demand in the industry.

Item 6. Place of Program in Curriculum/Similar Programs
Moreno Valley College is the only college to offer Administrative/Clinical Medical Assisting with the Riverside Community College District.

Item 7. Similar Programs at Other Colleges in Service Area
There is only one other community colleges in the service area with a medical assisting program (San Jacinto).

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

Program Outline of Record – Non-Credit Certificates

Program Outline

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

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

Department: Culinary

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

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

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

Certificate is being proposed as:
☒ **Certificate of Completion (CDCP Eligible)** ☐ **Certificate of Competency (CDCP Eligible)**
Please specify non-credit category:
☒ Short-Term Vocational ☐ Workforce Preparation
☐ English as a Second Language ☐ Elementary and Secondary Basic Skills

☐ **Local Non-Credit Certificate (Not CDCP Eligible; Not Submitted to State Chancellor's Office)**
Please specify non-credit category:
☐ Citizenship for Immigrants ☐ Health and Safety
☐ Parenting ☐ Courses for Persons with Substantial Disabilities
☐ Home Economics ☐ Courses for Older Adults

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

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

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

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

Required Documentation

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

All new and modified programs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

Item 2. Catalog Description

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

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

Program Learning Outcomes

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

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

Item 3. Program Requirements

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

Required Courses: 180 hours

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

Elective Courses: ___ hours

Course	Title	Hours	Sequencing

Total Program Hours: 198 hours

Item 4. Master Planning

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

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

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