RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

DISTRICT TECHNICAL REVIEW COMMITTEE

Meeting Agenda

Tuesday, November 3, 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 – October 20, 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. 27-28 catalog deadline and first 55001 reviews – Kelly Douglass
3. Open Forum
4. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

Technical Review - Curriculum Proposals

Proposal for Review for 11/03/2026

Courses

Course Deletions

			M	N	R	Notes
	ART 34	Studio Three Dimensional Design	☐	☐	☑	*Humberto Reynoso*
	No Impact					
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: RIV HIST ADT					
H	HIST 35	History of Britain	☐	☐	☑	*Doris Namala*
	Impact: RIV HIST ADT					

Course Exclusions

			M	N	R	Notes
H	ADJ 200	Administration of Justice Work Experience	☐	☐	☑	*Melissa Matuszak*
	RIV ADT Law, Public Policy, at TR					
H	ADJ 8	Juvenile Law and Procedures	☐	☐	☑	*Melissa Matuszak*
	RIV ADT Law, Public Policy, at TR					

Course Major Modifications

			M	N	R	Notes
H	ADJ 13	Criminal Investigation	☑	☑	☑	*Melissa Matuszak*
	TOP/CIP CTE mismatch; old minutes.					
H	ADJ 19	Introduction to Policing	☑	☑	☑	*Melissa Matuszak*
	Missing updated minutes.; MOE says class participation; 13 SLOs, GESLOs not a GE course, Objectives/SLOs similar.					
H	ADJ 2	Principles and Procedures of the Justice System	☑	☑	☑	*Melissa Matuszak*
	Minutes are from 2021; GESLOs, sample assignment says reading comp; course content typos.					
H	ADJ 200	Administration of Justice Work Experience	☑	☑	☑	*Sigrid Williams*
	No District Discipline vote from MVC; RCC is excluding; Advisory should be LOE, GESLOs, MOI says online					

Courses

Course Major Modifications

			M	N	R	Notes
	ADJ 22	Legal Aspects of Corrections	☑	☑	☑	*Sigrid Williams*
	Launched by deadline. GESLOs but not a GE course, Missing department vote.					
H	ADJ 24	Interviewing & Interrogation	☑	☑	☑	*Melissa Matuszak*
	GESLOs but not a GE course. Minutes are from 2021. MOI issues. A and no B in content.					
H	ADJ 4	Legal Aspects of Evidence	☑	☑	☑	*Melissa Matuszak*
	GESLOs but not a GE course; missing updated minutes. Course content has A no B.					
H	ADJ 5	Community Relations	☑	☑	☑	*Melissa Matuszak*
	GESLOs but not a GE coruse; missing updated minutes. Course content has A no B.					
H	ADJ 8	Juvenile Law and Procedures	☑	☑	☑	*Charles Wilhite*
	GESLOs but not a GE course. Missing discipline and department minutes.					
H	ADJ 9	Law In American Society	☑	☑	☑	*Melissa Matuszak*
	Old minutes. Impact ADJ-9H. Description is different; Missing language about not taking 9 and 9H; 9H - SLO 6 has a GESLO that 9 does not have; Sample assignments are different; Materials do not match. Missing updated minutes; Course content is weak, 7 GESLOs					
H	ADJ 9H	Honors Law in American Society	☑	☑	☑	*Melissa Matuszak*
	Old minutes. Impact ADJ-9. Description is different; Missing language about not taking 9 and 9H; 9H - SLO 6 has a GESLO that 9 does not have; Sample assignments are different; Materials do not match. Missing updated minutes; ourse content is weak, 7 GESLOs					
	ART 26	Beginning Painting	☑	☑	☑	*Leslie Brown*
	ART 28A	Studio Painting-Portfolio Preparation	☑	☑	☑	*Leslie Brown*
	Missing objectives.					
	ART 28B	Studio Painting-Portfolio Presentation	☑	☐	☑	*Leslie Brown*
	Missing Objectives					
H	ART 38	Studio Illustration	☐	☐	☑	*Robert Jew*
	ART 39	Design and Graphics	☐	☑	☐	*Megan Lindeman*
	ART 42B	Studio Figure Drawing-Portfolio Presentation	☑	☐	☑	*Leslie Brown*
	ART 45	Studio Watercolor Painting	☑	☐	☑	*Christopher Synicky*
	Review minutes; Entrance skill #1 missing link; missing sample assignments					
H	ART 48A	Studio Drawing-Portfolio Preparation	☑	☑	☑	*Megan Lindeman*
	SLOs not connected to content; Issue with SLO 1 and 3; content light and single level.					
H	ART 48B	Studio Drawing-Portfolio Presentation	☑	☐	☑	*Megan Lindeman*
	SLOs not connected to content; Issue with SLO 1 and 3; content light and single level.					
H	ART 6	Art Appreciation	☑	☑	☑	*Lauren Johnson*
	Impact: ART-6H, ARTH-6/6H; SLO, MOI, MOE, Assignments mismatch to ART-6H. Review objectives and outcomes					

Courses

Course Major Modifications

			M	N	R	Notes
H	**ART 6H**	**Honors Art Appreciation**	☑	☑	☑	*Lauren Johnson*
	Impact: ART-6, ARTH-6/6H; SLO, MOI, MOE, Assignments mismatch to ART-6. Review objectives and outcomes					
H	**ARTH 6**	**Art Appreciation**	☑	☑	☑	*Lauren Johnson*
	Impact: ARTH-6H, ART-6/6H. SLO, MOI, MOE, Assignments, field trips, text mismatch to ARTH-6H. Should CIP code be moved to Art History; Review objectives and outcomes					
H	**ARTH 6H**	**Honors Art Appreciation**	☑	☑	☑	*Lauren Johnson*
	Impact: ARTH-6, ART-6/6H. SLO, MOI, MOE, Assignments mismatch to ARTH-6. Review objectives and outcomes					
H	**ASL 1**	**American Sign Language 1**	☑	☑	☑	*Tommy Korn*
	Material Fee notes in Units/Hours tab but nothing in course description.					
H	**ASL 2**	**American Sign Language 2**	☑	☐	☑	*Tommy Korn*
	Material Fee notes in Units/Hours tab but nothing in course description.					
H	**ASL 3**	**American Sign Language 3**	☑	☐	☑	*Tommy Korn*
	Material Fee notes in Units/Hours tab but nothing in course description.					
H	**ASL 4**	**American Sign Language 4**	☐	☐	☑	*Tommy Korn*
	Entry skill links missing; Material Fee notes in Units/Hours tab but nothing in course description.					
	CAT 78A	**Introduction to Adobe Photoshop**	☑	☑	☐	*Janet Lehr*
	Impact: CIS-78A at TR. Department minutes.					
	CHE 10	**Chemistry for Everyone**	☐	☑	☑	*Emily Spencer*
	CIS 100	**IT Workplace Readiness**	☑	☐	☑	*Steve Corbin*
	CIS 41A	**Principles of Cybersecurity Analysis**	☑	☐	☐	*Kasey Nguyen*
	CIS 41B	**Healthcare Information Security & Privacy for Practitioner**	☑	☐	☑	*Kasey Nguyen*
	CIS 41D	**Advanced Security Concepts and Practices**	☑	☐	☑	*Kasey Nguyen*
	CIS 48D	**Cloud Security Essentials**	☑	☐	☐	*Nicholas Sinigaglia*
	CIS 66	**Web Development I**	☐	☑	☐	*Jessiah Ruiz*
H	**CIS 78A**	**Introduction to Adobe Photoshop**	☑	☑	☑	*Scott McLeod*
	Crosslisted to CAT-78A, which is not here.					
	CIS 78B	**Advanced Adobe Photoshop**	☐	☑	☐	*Jessiah Ruiz*
	Impact: CAT-78B at TR					
	CIS 81	**Introduction to Desktop Publishing using Adobe InDesign**	☐	☑	☐	*Jessiah Ruiz*
	Impact: CAT-81 at TR					
	CUL 20	**Fundamentals of Baking I**	☐	☐	☑	*David Avalos*

Courses

Course Major Modifications

			M	N	R	Notes
	CUL 21	Fundamentals of Baking II	☐	☐	☑	*David Avalos*
H	ELC 66	National Electrical Code for Electricians	☐	☑	☐	*Khosrow Rad*
	Impact: Title change, Facility Maintenance; Electrician (at TR).					
H	ELE 499	Electrician Apprenticeship Work Experience	☐	☑	☐	*Khosrow Rad*
	Lists 1-4 lecture hours. No department vote.					
	ESL 48	Intermediate American College English	☑	☑	☑	*Carla Reible*
	ESL 49	High-Intermediate American College English	☑	☑	☑	*Carla Reible*
	ESL 50	Advanced American College English	☑	☑	☑	*Carla Reible*
	ESL 848	Intermediate American College English	☑	☑	☑	*Carla Reible*
	Impact - M/N/R - Advanced American College English (at TR); R - Imtermediate American College English at TR)					
	ESL 849	High-Intermediate American College English	☑	☑	☑	*Carla Reible*
	Impact - M/N/R - Advanced American College English (at TR)					
	ESL 850	Advanced American College English	☑	☑	☑	*Carla Reible*
	Impact - M/N/R - Advanced American College English (at TR)					
	FIT 200	Fire Technology Work Experience	☑	☐	☐	*Jim Lambert*
H	FTV 65	The Director's Art in Filmmaking	☐	☐	☑	*Scott Hernandez*
	Content formatting. Content needs second levels.					
H	HIST C1001	United States History to 1877	☑	☑	☑	*Doris Namala*
	Objectives don't match C1001H; check minutes; missing CCN labeling.					
H	HIST C1001H	United States History to 1877 - Honors	☑	☑	☑	*Doris Namala*
	Objectives don't match C1001; check minutes, no honors labeling; missing CCN labeling.					
H	HIST C1002	United States History since 1865	☑	☑	☑	*Doris Namala*
	Missing CCN labeling.					
H	HIST C1002H	United States History since 1865 - Honors	☑	☑	☑	*Doris Namala*
	No honors labeling; missing CCN labeling.					
	IAT 15	Industrial Automation 5 - Advanced Operations	☑	☐	☐	*Nicholas Sinigaglia*
	IAT 20	Industrial Electrical and Motors 1	☑	☐	☐	*Nicholas Sinigaglia*
	IAT 21	Industrial Electrical and Motors 2	☑	☐	☐	*Nicholas Sinigaglia*
	IAT 30	Industrial Automation 3 – Pneumatic and Hydraulic Systems	☑	☐	☐	*Nicholas Sinigaglia*
	IAT 40	Industrial Automation 4 – Sensors and Process Control	☑	☐	☐	*Nicholas Sinigaglia*

Courses

Course Major Modifications

			M	N	R	Notes
H	POLS 14	Field Work in Community Leadership	☐	☐	☑	*Parissa Clark*
	Title Change; Impact: RIV Community Action and Leadership Academy. Holding for POLS 5 title programs.					
H	POLS 5	Introduction to Public Law	☑	☑	☑	*Mark Sellick*
	Title Change; Impact: NOR Law, Public Policy ADT, Political Science ADT, ADJ: Corrections Degree, ADJ Cert and Degree At TR: MOV POLS ADT; RIV Law, Public Policy ADT, POLS ADT. Future discussion needed about minutes/votes norming, the minimum standard for voting/minutes, and the requirement of the minutes vote report.					
H	POLS 8	Introduction To Public Policy Analysis	☐	☐	☑	*Parissa Clark*
	Title Change; Impact: RIV POLS ADT, at TR.					
H	SOC C1000	Introduction to Sociology	☑	☑	☑	*Eddie Perez*
	CCN labeling; SLO 1 and 3 don't match honors. Advisory courses no longer offered; entrance skills should be addressed.					
H	SOC C1000H	Introduction to Sociology - Honors	☐	☑	☑	*Eddie Perez*
	CCN labeling; SLO 1 and 3 don't match honors. Advisory courses no longer offered; entrance skills should be addressed.					

Course Minor Modifications

		M	N	R	Notes
CHE 12A	Organic Chemistry, I	☑	☑	☑	*Bobbie Grey*
CHE 12B	Organic Chemistry, II	☑	☑	☑	*Bobbie Grey*
CHE 1B	General Chemistry, II	☑	☑	☑	*Bobbie Grey*
CHE 2B	Introductory Chemistry, II	☑	☑	☑	*Bobbie Grey*
ILA 800	Supervised Tutoring	☑	☑	☑	*Denise Kruizenga-Muro*

Distance Education

			M	N	R	Notes
H	ADJ 1HDE	Honors Introduction to Administration of Justice	☑	☑	☑	*Sigrid Williams*
	Missing honors council vote					
H	ADJ 3HDE	Honors Concepts of Criminal Law	☑	☑	☑	*Sigrid Williams*
	Missing honors council vote					
	CAT 198DE	Microsoft Excel for Business Data Analysis	☐	☐	☑	*Janet Lehr*
	CIS 160DE	Artificial Intelligence	☐	☐	☑	*Mark Lehr*
	CIS 198DE	Microsoft Excel for Business Data Analysis	☐	☐	☑	*Janet Lehr*
H	DEA 42DE	Advanced Supervised Externship	☑	☐	☐	*Lidia Hulshof*
	Missing discipline minutes.					
	EAR 200DE	Early Childhood and Education Work Experience	☐	☐	☐	*Amber Lappin*

Courses

Distance Education

			M	N	R	Notes
H	PHO 18DE	Photoshop, Lightroom, and Printing for Photographers	☐	☐	☑	*Matthew Brabant*
	As written, course description appears to have a field work/work experience/internship component. If this is work in the field, how can this be fully online?					
H	PHO 33DE	Food and Product Photography	☐	☐	☑	*Matthew Brabant*
	As written, course description appears to have a field work/work experience/internship component. If this is work in the field, how can this be fully online?					

Distance Education Modifications

			M	N	R	Notes
	MATH 36DE	Trigonometry	☑	☑	☑	*Sean Drake*
	MATH 9DE	BSTEM College Algebra	☑	☑	☑	*Sean Drake*

Extensive Labs

			M	N	R	Notes
H	NXN 70B	Applied Standardized Patient Practice in Healthcare Simulation	☐	☐	☑	*Amy Vermillion*
	Awaiting VPAA feedback. Minutes show approval of new courses, not approval of them as extensive lab.					
H	NXN 870B	Applied Standardized Patient Practice in Healthcare Simulation	☐	☐	☑	*Amy Vermillion*
	Awaiting VPAA feedback. Minutes show approval of new courses, not approval of them as extensive lab.					
H	NXN 890	Immersive Simulation for Clinical Nursing Practice	☐	☐	☑	*Amy Vermillion*
	Awaiting VPAA feedback. Minutes show approval of new courses, not approval of them as extensive lab.					
H	NXN 90	Immersive Simulation for Clinical Nursing Practice	☐	☐	☑	*Amy Vermillion*
	Awaiting VPAA feedback. Minutes show approval of new courses, not approval of them as extensive lab.					

New Courses

			M	N	R	Notes
H	ADJ 29	Forensic Studies Capstone Project and Career Preparation	☐	☑	☐	*Sigrid Williams*
	Repeatability 2; "Understand" in SLO 4; Requisite is crosslisted with PHO27; Advisory is not an entrance skill.					
H	ADJ 36	Conflict Resolution, Mediation & De-Escalation in Criminal Justice	☐	☐	☑	*Melissa Matuszak*
	8 SLOs and 9 Objectives. SLO 1 seems like an assignment.					
H	AUT 450	Automotive Apprenticeship Work Experience	☐	☐	☑	*Angelina Alcantar*
	TOP/CIP mismatch. CIP code non-CTE - SAM code Apprenticeship.					
	BIO 19H	Honors Environmental Science	☑	☑	☐	*Blaine NovakPilch*
	Review minutes.					

Programs

New Programs

			M	N	R	Notes
Certificate						
H	**CUL**	**Hospitality Front of House Operations**	☐	☐	☑	*David Avalos*
	Regional consortium needed.					
Degree						
H	**ADJ**	**Forensic Studies**	☐	☑	☐	*Sigrid Williams*
	New course ADJ-29.					

Program Modifications

			M	N	R	Notes
ADT						
	ADJ	**Law, Public Policy, and Society**	☐	☑	☐	*Sigrid Williams*
H	**PAL**	**Law, Public Policy, and Society**	☐	☐	☑	*LaNeshia Judon*
	TMC needs to be updated to reflect current course numbering and titles.					
H	**POLS**	**Political Science**	☑	☐	☐	*Tomas Ocampo*
	Holding for POLS-5					
H	**POLS**	**Political Science**	☐	☑	☐	*Sandra Popiden*
	Impact: POLS-5					
H	**POLS**	**Political Science**	☐	☐	☑	*Parissa Clark*
	Holding for POLS-5					
Certificate						
H	**POLS**	**Community Action and Leadership Academy**	☐	☐	☑	*Parissa Clark*
	Impact: POLS-14, 8					
Degree						
	ADJ	**Administration of Justice: Corrections**	☐	☑	☐	*Sigrid Williams*
Degree & Certificate						
	ADJ	**Administration of Justice**	☐	☑	☐	*Sigrid Williams*
	CIS	**Graphic Design**	☐	☑	☐	*James Finley*
Non-Credit Certificate						
	ESL	**Advanced American College English**	☑	☐	☐	*Joyce Kim*
	ESL	**Advanced American College English**	☐	☑	☐	*Margarita Shirinian*
	ESL	**Advanced American College English**	☐	☐	☑	*Carla Reible*
	ESL	**Intermediate American College English**	☐	☐	☑	*Carla Reible*

Technical Review - Curriculum Proposals

Proposal for Review for 11/03/2026

Courses

Course Deletions

			M	N	R	Discussion	Action
	ART 34	Studio Three Dimensional Design	☐	☐	☑	No Impact	
	Rationale:	Has not been offered in many years and there is no plans to offer it in the future. There is no need at this time to offer his course.					
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: RIV HIST ADT	
	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.					

Courses

Course Deletions

			M	N	R	Discussion	Action
H	HIST 35	History of Britain	☐	☐	☑	Impact: RIV HIST ADT	
	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					

Course Exclusions

			M	N	R	Discussion	Action
H	ADJ 200	Administration of Justice Work Experience	☐	☐	☑	RIV ADT Law, Public Policy, at TR	
	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.					
H	ADJ 8	Juvenile Law and Procedures	☐	☐	☑	RIV ADT Law, Public Policy, at TR	
	Rationale:	The ADJ-8 Juvenile Law and Procedures course has been within the RCC Catalog as an Administration of Justice course for multiple years, but has only been successfully placed on the class schedule a few times since 2015. The reasons for this are twofold: the Administration of Justice program has repeatedly experienced the availability of class sections being removed, despite increased enrollment, through LHSS, requiring ADJ faculty to make sacrifices in regard to class scheduling, section protection, and repeated requests for rotating class schedules in order to ensure student access.					

Course Major Modifications

			M	N	R	Discussion	Action
H	ADJ 13	Criminal Investigation	☑	☑	☑	TOP/CIP CTE mismatch; old minutes.	
	Rationale:	Periodic Review.					
H	ADJ 19	Introduction to Policing	☑	☑	☑	Missing updated minutes.; MOE says class participation; 13 SLOs, GESLOs not a GE course, Objectives/SLOs similar.	
	Rationale:	Periodic Review.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	ADJ 2 Rationale:	Principles and Procedures of the Justice System Periodic Review.	☑	☑	☑	Minutes are from 2021; GESLOs, sample assignment says reading comp; course content typos.	
H	ADJ 200 Rationale:	Administration of Justice Work Experience Modifications are being made to be in compliance with the State Chancellor's office recommendations.	☑	☑	☑	No District Discipline vote from MVC; RCC is excluding; Advisory should be LOE, GESLOs, MOI says online	
	ADJ 22 Rationale:	Legal Aspects of Corrections A major modification is needed to include course objectives, revised student learning outcomes, updated case law and updated course materials.	☑	☑	☑	Launched by deadline. GESLOs but not a GE course, Missing department vote.	
H	ADJ 24 Rationale:	Interviewing & Interrogation Periodic Review.	☑	☑	☑	GESLOs but not a GE course. Minutes are from 2021. MOI issues. A and no B in content.	
H	ADJ 4 Rationale:	Legal Aspects of Evidence Periodic Review.	☑	☑	☑	GESLOs but not a GE course; missing updated minutes. Course content has A no B.	
H	ADJ 5 Rationale:	Community Relations Periodic Review.	☑	☑	☑	GESLOs but not a GE coruse; missing updated minutes. Course content has A no B.	
H	ADJ 8 Rationale:	Juvenile Law and Procedures This major modification changes some of the SLOs to be more consistent with the 2/26/2025 update to the Course Descriptor for C-ID 220--Juvenile Procedures and updates books to the newest edition.	☑	☑	☑	GESLOs but not a GE course. Missing discipline and department minutes.	
H	ADJ 9 Rationale:	Law In American Society Periodic Review.	☑	☑	☑	Old minutes. Impact ADJ-9H. Description is different; Missing language about not taking 9 and 9H; 9H - SLO 6 has a GESLO that 9 does not have; Sample assignments are different; Materials do not match. Missing updated minutes; Course content is weak, 7 GESLOs	
H	ADJ 9H Rationale:	Honors Law in American Society Periodic Review.	☑	☑	☑	Old minutes. Impact ADJ-9. Description is different; Missing language about not taking 9 and 9H; 9H - SLO 6 has a GESLO that 9 does not have; Sample assignments are different; Materials do not match. Missing updated minutes; ourse content is weak, 7 GESLOs	

Courses

Course Major Modifications

		M	N	R	Discussion	Action
ART 26	**Beginning Painting**	☑	☑	☑		
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 28A	**Studio Painting-Portfolio Preparation**	☑	☑	☑	Missing objectives.	
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
ART 28B	**Studio Painting-Portfolio Presentation**	☑	☐	☑	Missing Objectives	
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.					
H **ART 38**	**Studio Illustration**	☐	☐	☑		
Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The updated lecture hours are 27 and the updated lab hours are 81, thus yielding exactly 3 units for this course. CIP update.					
ART 39	**Design and Graphics**	☐	☑	☐		
Rationale:	Adjustments to Units/Hours in accordance to SAAM have been made. Course Objectives have been added to align with current SLOs. Please note previously approved SLOs have NOT been modified. Course materials have also been updated.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
	ART 42B	**Studio Figure Drawing-Portfolio Presentation**	☑	☐	☑		
	Rationale:	This modification is proposed to address SAAM compliance revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary figure drawing practices, observational studio instruction, current transfer expectations, and alignment between objectives, outcomes, content, and assessment methods.					
	ART 45	**Studio Watercolor Painting**	☑	☐	☑	Review minutes; Entrance skill #1 missing link; missing sample assignments	
	Rationale:	This modification is proposed to address SAAM compliance and revisions related to lecture and laboratory hour distribution. The revision also modernizes the Course Outline of Record to better reflect contemporary studio-based instruction, current transfer expectations, and alignment between objectivessm outcomes, content, and assessment methods.					
	55001b:	Open discussions and critiques allow for written, verbal, and visual communication allowing for students with disabilites have equal participation.					
	55001c:	Group Activites such as critiques and other collaborative activities.					
H	**ART 48A**	**Studio Drawing-Portfolio Preparation**	☑	☑	☑	SLOs not connected to content; Issue with SLO 1 and 3; content light and single level.	
	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.					
H	**ART 48B**	**Studio Drawing-Portfolio Presentation**	☑	☐	☑	SLOs not connected to content; Issue with SLO 1 and 3; content light and single level.	
	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.					
H	**ART 6**	**Art Appreciation**	☑	☑	☑	Impact: ART-6H, ARTH-6/6H; SLO, MOI, MOE, Assignments mismatch to ART-6H. Review objectives and outcomes	
	Rationale:	This modification is a standard review to update textbooks and receive updated Board of Trustee approval.					
H	**ART 6H**	**Honors Art Appreciation**	☑	☑	☑	Impact: ART-6, ARTH-6/6H; SLO, MOI, MOE, Assignments mismatch to ART-6. Review objectives and outcomes	
	Rationale:	This is a major modification to match the major mod of ART-6. Updates to course textbooks were made. Seeking a new BOT approval date.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	**ARTH 6**	**Art Appreciation**	☑	☑	☑	Impact: ARTH-6H, ART-6/6H. SLO, MOI, MOE, Assignments, field trips, text mismatch to ARTH-6H. Should CIP code be moved to Art History; Review objectives and outcomes	
	Rationale:	This modification is a standard review to update textbook publication dates, align course materials with the ART-6 cross-listed section, and receive updated Board of Trustee approval.					
H	**ARTH 6H**	**Honors Art Appreciation**	☑	☑	☑	Impact: ARTH-6, ART-6/6H. SLO, MOI, MOE, Assignments mismatch to ARTH-6. Review objectives and outcomes	
	Rationale:	This is a major modification to match the major mod of ARTH-6. Updates to course textbooks were made. Seeking a new BOT approval date.					
H	**ASL 1**	**American Sign Language 1**	☑	☑	☑	Material Fee notes in Units/Hours tab but nothing in course description.	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 4.0 units, which will be increased to 4.5 units in accordance with SAAM requirements. Additional minor editorial revisions were made throughout the COR to improve clarity, consistency, accessibility, and alignment with current curriculum standards.					
H	**ASL 2**	**American Sign Language 2**	☑	☐	☑	Material Fee notes in Units/Hours tab but nothing in course description.	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 4.0 units, which will be increased to 4.5 units in accordance with SAAM requirements. Additional minor editorial revisions were made throughout the COR to improve clarity, consistency, accessibility, and alignment with current curriculum standards.					
H	**ASL 3**	**American Sign Language 3**	☑	☐	☑	Material Fee notes in Units/Hours tab but nothing in course description.	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 4.0 units, which will be increased to 4.5 units in accordance with SAAM requirements. Additional minor editorial revisions were made throughout the COR to improve clarity, consistency, accessibility, and alignment with current curriculum standards.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	**ASL 4**	**American Sign Language 4**	☐	☐	☑	Entry skill links missing; Material Fee notes in Units/Hours tab but nothing in course description.	
	Rationale:	Periodic updates and adjustments to the unit value are being made to accommodate SAAM changes. This course currently has a unit value of 4.0 units, which will be increased to 4.5 units in accordance with SAAM requirements. Additional minor editorial revisions were made throughout the COR to improve clarity, consistency, accessibility, and alignment with current curriculum standards.					
	CAT 78A	**Introduction to Adobe Photoshop**	☑	☑	☐	Impact: CIS-78A at TR. Department minutes.	
	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.					
	CHE 10	**Chemistry for Everyone**	☐	☑	☑		
	Rationale:	The original modification was a minor modification to update textbooks, but upon review, vague language in the learning objectives was flagged, which forced a major modification. The documentation of the voting approval from the textbook update is attached. The course objectives have been revised as a technical grammar edit, to replace non-measurable language with clearly defined assessable verbs for the purpose of aligning with required curriculum language standards. The intent and content of the course has not been changed.					
	CIS 100	**IT Workplace Readiness**	☑	☐	☑		
	Rationale:	This course is being updated to comply with SAAM requirements regarding the appropriate lecture-to-lab ratio. The modification aligns the course hours and instructional format with current SAAM guidelines while maintaining the existing course content, objectives, and student learning outcomes.					
	CIS 41A	**Principles of Cybersecurity Analysis**	☑	☐	☐		
	Rationale:	Adjusting units to meet SAAM.					
	55001b:	Accessibility resources such as accessible course materials that work with accessibility tools, screen reader, magnification and contrast features for low vision disability, technical tools and applications that are openly available via web access with accessibility features through browser integration. Assessment accessibility for exams such as time extension, descriptive elements for images, symbols and other tools to support different disability needs.					
	55001c:	Methods of instructions and assessment address accessibility, equitable approaches through assignments, course materials, content updates to meet Title V requirement.					

Courses

Course Major Modifications

		M	N	R	Discussion	Action
	CIS 41B **Healthcare Information Security & Privacy for Practitioner**	☑	☐	☑		
	Rationale: Adjusting units to meet SAAM.					
	55001b: This course contains accessible resources, such as tools, materials, assignments, and labs that contain design and elements that meet accessibility needs, such as accessible UI, descriptive text for images, formatting, color contrast for low vision, along with content that works with the screen reader and other tools to support students with learning disabilities.					
	55001c: This course includes course materials, content, methods of instruction and evaluations to meet Title 5 requirements by providing accessible course materials, instructional approaches and demonstrations with design and format that meet accessibility standards while addressing equitable outcomes for student success and achievements, targeting different types of learners and populations.					
	CIS 41D **Advanced Security Concepts and Practices**	☑	☐	☑		
	Rationale: Adjusting units to meet SAAM.					
	CIS 48D **Cloud Security Essentials**	☑	☐	☐		
	Rationale: Adjusting units to meet SAAM.					
	CIS 66 **Web Development I**	☐	☑	☐		
	Rationale: This modification updates the course's contact-hour distribution from 54 lecture and 18 laboratory hours to 45 lecture and 27 laboratory hours while retaining the existing three-unit value. The revised distribution better reflects the course's instructional design by providing students with additional supervised, hands-on practice using industry-standard software while preserving sufficient lecture time for concepts, demonstrations, and guided instruction. No substantive changes are being made to the course content, objectives, or learning outcomes.					
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.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
	CIS 78B	**Advanced Adobe Photoshop**	☐	☑	☐	Impact: CAT-78B at TR	
	Rationale:	This modification updates the course's contact-hour distribution from 54 lecture and 18 laboratory hours to 45 lecture and 27 laboratory hours while retaining the existing three-unit value. The revised distribution better reflects the course's instructional design by providing students with additional supervised, hands-on practice using industry-standard software while preserving sufficient lecture time for concepts, demonstrations, and guided instruction. No substantive changes are being made to the course content, objectives, or learning outcomes.					
	CIS 81	**Introduction to Desktop Publishing using Adobe InDesign**	☐	☑	☐	Impact: CAT-81 at TR	
	Rationale:	This modification updates the course's contact-hour distribution from 54 lecture and 18 laboratory hours to 45 lecture and 27 laboratory hours while retaining the existing three-unit value. The revised distribution better reflects the course's instructional design by providing students with additional supervised, hands-on practice using industry-standard software while preserving sufficient lecture time for concepts, demonstrations, and guided instruction. No substantive changes are being made to the course content, objectives, or learning outcomes.					
	CUL 20	**Fundamentals of Baking I**	☐	☐	☑		
	Rationale:	Originally launched in spring 26 as a minor mod to update textbook and align with new course 820; re-launched as a major mod in October 2026 to correct course materials issue.					
	CUL 21	**Fundamentals of Baking II**	☐	☐	☑		
	Rationale:	To address unnecessary course materials info.					
H	**ELC 66**	**National Electrical Code for Electricians**	☐	☑	☐	Impact: Title change, Facility Maintenance; Electrician (at TR).	
	Rationale:	Update to course title.					
H	**ELE 499**	**Electrician Apprenticeship Work Experience**	☐	☑	☐	Lists 1-4 lecture hours. No department vote.	
	Rationale:	Update to comply with work experience regulations.					
	ESL 48	**Intermediate American College English**	☑	☑	☑		
	Rationale:	This course is being modified to adjust hours to conform to the SAAM requirements.					
	ESL 49	**High-Intermediate American College English**	☑	☑	☑		
	Rationale:	This course is being modified to comply with new SAAM requirements.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
	ESL 50	**Advanced American College English**	☑	☑	☑		
	Rationale:	This course is being modified to comply with new SAAM requirements.					
	ESL 848	**Intermediate American College English**	☑	☑	☑	Impact - M/N/R - Advanced American College English (at TR); R - Imtermediate American College English at TR)	
	Rationale:	This course is being modified to adjust hours to conform to the SAAM requirements.					
	ESL 849	**High-Intermediate American College English**	☑	☑	☑	Impact - M/N/R - Advanced American College English (at TR)	
	Rationale:	This course is being modified to comply with new SAAM requirements.					
	ESL 850	**Advanced American College English**	☑	☑	☑	Impact - M/N/R - Advanced American College English (at TR)	
	Rationale:	This course is being modified to comply with new SAAM requirements.					
	FIT 200	**Fire Technology Work Experience**	☑	☐	☐		
	Rationale:	Modifications made to be compliant with the State Chancellor's office recommendations.					
H	**FTV 65**	**The Director's Art in Filmmaking**	☐	☐	☑	Content formatting. Content needs second levels.	
	Rationale:	Needs two year update					
H	**HIST C1001**	**United States History to 1877**	☑	☑	☑	Objectives don't match C1001H; check minutes; missing CCN labeling.	
	Rationale:	After completion of the CCN modifications, the course was denied for CSU American Institutions US-1 which is the CSU graduation requirement area for United States History. This major mod addresses the reasons why we were denied in order to keep the CSU American Institutions articulation. Those reasons were specified as needing more clarity regarding the roles of major ethnic and social groups in US History. In particular, I added the RCCD course content (somewhat expanded in light of the reasons for denial) to the required CCN course content. I also slightly expanded the course objectives to match my additions to the course content and did some minor modifications to the methods of instruction and methods of evaluation. I also added a sample assignment which I think strengthens the request to better address 'the roles of major ethnic groups.' Finally, I added a few books under course materials that center Indigenous, African (American), and Asian (American) stories and perspectives. Those book additions also are non-textbook readings, which a UC reviewer asked for. I sincerely hope I addressed all reviewer concerns.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	HIST C1001H	United States History to 1877 - Honors	☑	☑	☑	Objectives don't match C1001; check minutes, no honors labeling; missing CCN labeling.	
	Rationale:	After completion of the CCN modifications, the course was denied for CSU American Institutions US-1 which is the CSU graduation requirement area for United States History. This major mod addresses the reasons why we were denied in order to keep the CSU American Institutions articulation. Those reasons were specified as needing more clarity regarding the roles of major ethnic and social groups in US History. In particular, I added the RCCD course content (somewhat expanded in light of the reasons for denial) to the required CCN course content. I also slightly expanded the course objectives to match my additions to the course content and did some minor modifications to the methods of instruction and methods of evaluation. I also added a sample assignment which I think strengthens the request to better address 'the roles of major ethnic groups and also highlights more advanced expectations of Honors students. This, in fact, was another request specific to our submitted Honors courses: we needed to more clearly label what sets the Honors courses apart. So I tried to do that as well throughout the COR. Finally, I added a few books under course materials that center Indigenous, African (American), and Asian (American) stories and perspectives. Those book additions also are non-textbook readings, which a UC reviewer asked for. I sincerely hope I addressed all reviewer concerns.					
H	HIST C1002	United States History since 1865	☑	☑	☑	Missing CCN labeling.	
	Rationale:	After completion of the CCN modifications, the course was denied for CSU American Institutions US-1 which is the CSU graduation requirement area for United States History. This major mod addresses the reasons why we were denied in order to keep the CSU American Institutions articulation. Those reasons were specified as needing more clarity regarding the roles of major ethnic and social groups in US History. In particular, I added the RCCD course content (somewhat expanded in light of the reasons for denial) to the required CCN course content. I also slightly expanded the course objectives to match my additions to the course content and did some minor modifications to the methods of instruction and methods of evaluation. I also added a sample assignment which I think strengthens the request to better address 'the roles of major ethnic groups.' Finally, I added a few books under course materials that center Indigenous, African (American), and Asian (American) stories and perspectives. Those book additions also are non-textbook readings, which a UC reviewer asked for. I sincerely hope I addressed all reviewer concerns.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	**HIST C1002H**	**United States History since 1865 - Honors**	☑	☑	☑	No honors labeling; missing CCN labeling.	
	Rationale:	After completion of the CCN modifications, the course was denied for CSU American Institutions US-1 which is the CSU graduation requirement area for United States History. This major mod addresses the reasons why we were denied in order to keep the CSU American Institutions articulation. Those reasons were specified as needing more clarity regarding the roles of major ethnic and social groups in US History. In particular, I added the RCCD course content (somewhat expanded in light of the reasons for denial) to the required CCN course content. I also slightly expanded the course objectives to match my additions to the course content and did some minor modifications to the methods of instruction and methods of evaluation. I also added a sample assignment which I think strengthens the request to better address 'the roles of major ethnic groups and also highlights more advanced expectations of Honors students. This, in fact, was another request specific to our submitted Honors courses: we needed to more clearly label what sets the Honors courses apart. So I tried to do that as well throughout the COR. Finally, I added a few books under course materials that center Indigenous, African (American), and Asian (American) stories and perspectives. Those book additions also are non-textbook readings, which a UC reviewer asked for. I sincerely hope I addressed all reviewer concerns.					

Courses

Course Major Modifications

M N R | Discussion | Action

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

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

55001b: The COR supports accessibility and Universal Design for Learning through clear learning outcomes, varied instructional methods, hands-on laboratory practice, and assessment approaches that can be provided in accessible formats. The SAAM update changes only the accounting of lecture and lab hours and does not change student access, participation, or course expectations.

55001c: The course supports equity-minded instruction through a combination of lecture, demonstration, guided laboratory practice, discussion, troubleshooting activities, and assessment methods that allow students to build and demonstrate competency in multiple ways. The SAAM update changes only the lecture/lab hour distribution and does not reduce course content, outcomes, or instructional rigor.

Courses

Course Major Modifications

M N R | Discussion | Action

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

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

55001b: The COR supports accessibility and Universal Design for Learning through clear learning outcomes, varied instructional methods, hands-on laboratory practice, and assessment approaches that can be provided in accessible formats. The SAAM update changes only the accounting of lecture and lab hours and does not change student access, participation, or course expectations.

55001c: The course supports equity-minded instruction through a combination of lecture, demonstration, guided laboratory practice, discussion, troubleshooting activities, and assessment methods that allow students to build and demonstrate competency in multiple ways. The SAAM update changes only the lecture/lab hour distribution and does not reduce course content, outcomes, or instructional rigor.

Courses

Course Major Modifications

M N R | Discussion | Action

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

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

55001b: The COR supports accessibility and Universal Design for Learning through clear learning outcomes, varied instructional methods, hands-on laboratory practice, and assessment approaches that can be provided in accessible formats. The SAAM update changes only the accounting of lecture and lab hours and does not change student access, participation, or course expectations.

55001c: The course supports equity-minded instruction through a combination of lecture, demonstration, guided laboratory practice, discussion, troubleshooting activities, and assessment methods that allow students to build and demonstrate competency in multiple ways. The SAAM update changes only the lecture/lab hour distribution and does not reduce course content, outcomes, or instructional rigor.

Courses

Course Major Modifications

M N R | Discussion | Action

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

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

55001b: The COR supports accessibility and Universal Design for Learning through clear learning outcomes, varied instructional methods, hands-on laboratory practice, and assessment approaches that can be provided in accessible formats. The SAAM update changes only the accounting of lecture and lab hours and does not change student access, participation, or course expectations.

55001c: The course supports equity-minded instruction through a combination of lecture, demonstration, guided laboratory practice, discussion, troubleshooting activities, and assessment methods that allow students to build and demonstrate competency in multiple ways. The SAAM update changes only the lecture/lab hour distribution and does not reduce course content, outcomes, or instructional rigor.

Courses

Course Major Modifications

			M	N	R	Discussion	Action
	IAT 40	**Industrial Automation 4 – Sensors and Process Control**	☑	☐	☐		
	Rationale:	Major modification for SAAM compliance. These modifications are being made by associate faculty because the discipline currently has no full-time faculty with the appropriate FSA. This update revises the lecture and laboratory hour distribution to align the Course Outline of Record with the Standardized Attendance Accounting Method. The course is revised to 45 lecture hours and 27 laboratory hours, resulting in 2.5 lecture units and 0.5 lab units while maintaining the existing 3.0-unit course value. No change is being made to course content, course intent, or total units.					
	55001b:	The COR supports accessibility and Universal Design for Learning through clear learning outcomes, varied instructional methods, hands-on laboratory practice, and assessment approaches that can be provided in accessible formats. The SAAM update changes only the accounting of lecture and lab hours and does not change student access, participation, or course expectations.					
	55001c:	The course supports equity-minded instruction through a combination of lecture, demonstration, guided laboratory practice, discussion, troubleshooting activities, and assessment methods that allow students to build and demonstrate competency in multiple ways. The SAAM update changes only the lecture/lab hour distribution and does not reduce course content, outcomes, or instructional rigor.					
H	**POLS 14**	**Field Work in Community Leadership**	☐	☐	☑	Title Change; Impact: RIV Community Action and Leadership Academy. Holding for POLS 5 title programs.	
	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.					
H	**POLS 5**	**Introduction to Public Law**	☑	☑	☑	Title Change; Impact: NOR Law, Public Policy ADT, Political Science ADT, ADJ: Corrections Degree, ADJ Cert and Degree At TR: MOV POLS ADT; RIV Law, Public Policy ADT, POLS ADT. Future discussion needed about minutes/votes norming, the minimum standard for voting/minutes, and the requirement of the minutes vote report.	
	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, at TR.	
	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.					

Courses

Course Major Modifications

			M	N	R	Discussion	Action
H	SOC C1000	Introduction to Sociology	☑	☑	☑	CCN labeling; SLO 1 and 3 don't match honors. Advisory courses no longer offered; entrance skills should be addressed.	
	Rationale:	To be in compliance with Common Course Numbering.					
H	SOC C1000H	Introduction to Sociology - Honors	☐	☑	☑	CCN labeling; SLO 1 and 3 don't match honors. Advisory courses no longer offered; entrance skills should be addressed.	
	Rationale:	To Comply with CCN numbering system.					

Course Minor Modifications

			M	N	R	Discussion	Action
	CHE 12A	Organic Chemistry, I	☑	☑	☑		
	Rationale:	Textbook update.					
	CHE 12B	Organic Chemistry, II	☑	☑	☑		
	Rationale:	Textbook update.					
	CHE 1B	General Chemistry, II	☑	☑	☑		
	Rationale:	Textbook update.					
	CHE 2B	Introductory Chemistry, II	☑	☑	☑		
	Rationale:	Textbook update.					
	ILA 800	Supervised Tutoring	☑	☑	☑		
	Rationale:	No changes needed after review by all three colleges.					

Distance Education

			M	N	R	Discussion	Action
H	ADJ 1HDE	Honors Introduction to Administration of Justice	☑	☑	☑	Missing honors council vote	
H	ADJ 3HDE	Honors Concepts of Criminal Law	☑	☑	☑	Missing honors council vote	
	CAT 198DE	Microsoft Excel for Business Data Analysis	☐	☐	☑		
	CIS 160DE	Artificial Intelligence	☐	☐	☑		
	CIS 198DE	Microsoft Excel for Business Data Analysis	☐	☐	☑		

Courses

Distance Education

			M	N	R	Discussion	Action
H	DEA 42DE	Advanced Supervised Externship	☑	☐	☐	Missing discipline minutes.	
	EAR 200DE	Early Childhood and Education Work Experience	☐	☐	☐		
H	PHO 18DE	Photoshop, Lightroom, and Printing for Photographers	☐	☐	☑	As written, course description appears to have a field work/work experience/internship component. If this is work in the field, how can this be fully online?	
H	PHO 33DE	Food and Product Photography	☐	☐	☑	As written, course description appears to have a field work/work experience/internship component. If this is work in the field, how can this be fully online?	

Distance Education Modifications

			M	N	R	Discussion	Action
	MATH 36DE	Trigonometry	☑	☑	☑		
	MATH 9DE	BSTEM College Algebra	☑	☑	☑		

Extensive Labs

			M	N	R	Discussion	Action
H	NXN 70B	Applied Standardized Patient Practice in Healthcare Simulation	☐	☐	☑	Awaiting VPAA feedback. Minutes show approval of new courses, not approval of them as extensive lab.	
	Rationale:	Clinical laboratories in the Nursing Education Department are designated extensive preparation for full-time faculty and are designated regular laboratory for part-time faculty because of the different nature of the duties as outlined in their department operations manual.					
H	NXN 870B	Applied Standardized Patient Practice in Healthcare Simulation	☐	☐	☑	Awaiting VPAA feedback. Minutes show approval of new courses, not approval of them as extensive lab.	
	Rationale:	Clinical laboratories in the Nursing Education Department are designated extensive preparation for full-time faculty and are designated regular laboratory for part-time faculty because of the different nature of the duties as outlined in their department operations manual.					

Courses

Extensive Labs

			M	N	R	Discussion	Action
H	NXN 890	Immersive Simulation for Clinical Nursing Practice	☐	☐	☑	Awaiting VPAA feedback. Minutes show approval of new courses, not approval of them as extensive lab.	
	Rationale:	Clinical laboratories in the Nursing Education Department are designated extensive preparation for full-time faculty and are designated regular laboratory for part-time faculty because of the different nature of the duties as outlined in their department operations manual.					
H	NXN 90	Immersive Simulation for Clinical Nursing Practice	☐	☐	☑	Awaiting VPAA feedback. Minutes show approval of new courses, not approval of them as extensive lab.	
	Rationale:	Clinical laboratories in the Nursing Education Department are designated extensive preparation for full-time faculty and are designated regular laboratory for part-time faculty because of the different nature of the duties as outlined in their department operations manual.					

New Courses

			M	N	R	Discussion	Action
H	ADJ 29	Forensic Studies Capstone Project and Career Preparation	☐	☑	☐	Repeatability 2; "Understand" in SLO 4; Requisite is crosslisted with PHO27; Advisory is not an entrance skill.	
	Rationale:	This capstone and career preparation course is an important addition to our program and new AS Degree in Forensic Studies because it will provide students with an opportunity to integrate their academic knowledge with practical skills and professional readiness in a structured, culminating experience. This type of course allows students to apply concepts from forensic science, criminal investigation, and evidence analysis to real-world scenarios while developing essential career skills such as report writing, critical thinking, and professional communication. It also supports transition to employment or transfer by guiding students through resume development, networking, and understanding workforce expectations. Also, no other college in the region currently offers a Forensic Studies degree, making this course a unique and valuable component that strengthens program identity, meets workforce demand, and provides students with a distinct career pathway within the criminal justice and forensic science fields.					

Courses

New Courses

			M	N	R	Discussion	Action
H	**ADJ 36**	**Conflict Resolution, Mediation & De-Escalation in Criminal Justice**	☐	☐	☑	8 SLOs and 9 Objectives. SLO 1 seems like an assignment.	
	Rationale:	The landscape of criminal justice operational training has shifted fundamentally toward prioritizing communication, containment, and strategic moderation over physical intervention. Modern public safety agencies demand entry-level personnel who are thoroughly versed in modern, evidence-based tactical communication models. ADJ-36 directly addresses this systemic evolution by providing students with foundational instruction in industry-standard frameworks, including evidence-based de-escalation that integrates contemporary tactical philosophies such as ICAT and CIT, as well as theoretical frameworks to ground practical communication skills within legal and ethical boundaries, to ensure all communication, dispute mitigation, and field interventions adhere strictly to statutory guidelines, Constitutional protections, and prevailing case law. By formalizing these concepts into a dedicated 3-unit lower-division course, the college ensures our administration of justice students enter the field or academy environments possessing the exact tactical communication competencies currently mandated by state legislative bodies and hiring agencies.Further, a primary objective of modern public safety infrastructure is reducing volatile confrontations to safeguard both the practitioner and the public. Resolving disputes within increasingly diverse communities requires an advanced baseline of cultural intelligence and specialized communication strategies. This curriculum directly builds these critical community-facing skill sets by focusing on sociocultural competency, specialized communication needs, and alternative dispute resolutions. Public safety personnel routinely operate within hyper-vigilant, traumatic, and emotionally draining environments. Prolonged exposure to unchecked professional stress leads to career burnout, compromised decision-making, and high organizational turnover. Unique from standard law enforcement curriculum, ADJ-36 introduces internal resilience mechanisms necessary for long-term career success.					
H	**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
BIO 19H	**Honors Environmental Science**	☑	☑	☐	Review minutes.	
Rationale:	Currently, the only honors courses that satisfy the biological sciences requirement for Cal-GETC transfer are ANT-1H, BIO-60H, and BIO-1H. However, both BIO-60H and BIO-1H have required laboratories, which is not necessary for a student who has already completed a laboratory course. ANT-1H does not have a laboratory component, however is not offered every semester. BIO-19H offers a unique experience for both Environmental Science majors and non-Environmental Science majors to learn about the interdisciplinary field and receive credit for a Biological Science course without a lab.					
55001b:	The COR reflects Universal Design for Learning by building multiple means of representation, engagement, and expression into the course, so access is part of the design rather than a later adjustment. Approved disability accommodations remain available through the Disability Resource Center. They are not the only route to participation.Multiple means of representation. Content is not carried by lecture alone. Methods of Instruction specify participatory lecture and discussion, guided analysis of authentic and simulated reports and affidavits, case law and transcripts, and visual and audio material, including body-worn and in-vehicle camera footage, recorded interviews, recorded testimony, depositions, and case files. The same incident is available as a narrative, a recording, and a transcript. Outside reading includes statutes, empirical articles, agency standards, and equivalent open educational resources alongside commercial texts. Students can reach the same legal and factual content in text, audio, visual, and worked-example form. Multiple means of engagement. Students draft, receive instructor and peer review, and revise before a product is treated as final. Simulated proceedings are structured, debriefed, and run with rotating roles, so courtroom performance is practiced rather than assumed. Assignments let students connect the work to more than one professional path, including law enforcement, investigation, forensic documentation, corrections, and community supervision. Other outside-of-class work includes observation of a public court proceeding and interviews with professionals who prepare, review, disclose, or present these documents. Self-assessment after recorded testimony asks the student to name a specific improvement strategy, which keeps the high-stress performance tied to development rather than to a single impression. Multiple means of expression. No outcome depends on one mode. Students compose reports, prepare a sworn document, write case-law and comparative analyses, assemble a case file and exhibit list, deliver direct testimony and respond to cross-examination, contribute to discussion and peer review, and complete a written self-assessment. A student who is stronger in writing than in oral performance, or the reverse, has a required					

path to demonstrate the related outcome. Objective examinations are one method among several, not the sole measure. Workshops and revision cycles give students time to produce the written work. Simulated proceedings give students a structured oral setting rather than an unrehearsed public performance. Evaluation expressly includes online, hybrid, and in-person participation. Together, the representation, engagement, and expression already specified in Methods of Instruction, Methods of Evaluation, Sample Assignments, and Course Content are how the COR provides for equal participation, including for students with disabilities.

55001c: The COR describes approaches that engage a diverse student body, support equitable outcomes, and include all students in several sections, not only in methods. Course content treats bias and the credibility of accounts as subject matter, not as an add-on. Content 2 covers empirical research on perception, attention, estimation, and memory, and the reliability of witness, victim, and participant accounts, including documentation after critical and high-stress incidents. Content 4 requires students to distinguish fact, inference, and opinion and to examine bias, framing, and word choice. Content 6 addresses disclosure failure, impeachment, and documentation related to wrongful convictions. Those units ask students to test whose account is credited and how language in a report affects charging, discovery, and testimony. That is the professional equity problem the course is built to teach. Methods of Instruction put students in more than one role and more than one learning structure. Writing workshops include drafting, instructor review, peer review, and revision, so feedback is not limited to a single summative grade. Simulated proceedings rotate student roles, so participation is not reserved for students already comfortable speaking in a formal setting. Debriefs and roundtables follow each simulation. Instruction uses lecture, authentic and simulated reports, case law, body-worn and in-vehicle footage, recorded interviews and testimony, transcripts, and case files. Guest speakers are drawn from prosecution, defense, the bench, law enforcement, corrections, and forensic practice, so students hear the document used from more than one institutional position. Case studies include wrongful-conviction and disclosure-failure matters. Equivalent open educational resources are listed with commercial texts.Methods of Evaluation spread evidence of learning across products and give every student more than one way to show proficiency. The portfolio requires reports from at least two professional roles, so the course is not built around a single career identity. Evaluation also includes a sworn document, case-law analysis, examinations, a case file and exhibits, simulated direct and cross-examination, discussion and peer review, and a written self-assessment in which

Courses

New Courses

M N R | Discussion | Action

the student identifies strengths, deficiencies, and a plan for improvement. Participation is recognized in online, hybrid, and in-person sections. Entrance is limited to eligibility for ENGL-C1000, with ADJ-4 advisory only, so the course does not stack prerequisites that would exclude students new to the major.

Programs

New Programs

M N R | Discussion | Action

Certificate

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

Degree

H **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

Program Modifications

			M	N	R	Discussion	Action
ADT							
	ADJ	**Law, Public Policy, and Society**	☐	☑	☐		
	Rationale:	The ADT is being modified to reflect the POLS-5 course title change.					
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.					
H	**POLS**	**Political Science**	☑	☐	☐	Holding for POLS-5	
	Rationale:	The discipline has updated the POLS-5 course title to align with similar courses offered at 2 and 4-year colleges and universities. This change will update the Political Science Transfer Model Curriculum at MVC to include the correct course title.					
H	**POLS**	**Political Science**	☐	☑	☐	Impact: POLS-5	
	Rationale:	ADT was modified to reflect the POLS-5 course title change.					
H	**POLS**	**Political Science**	☐	☐	☑	Holding for POLS-5	
	Rationale:	The RCC POLS ADT is being modified to reflect the new course titles and modified COR's for POLS 5 and 8.					
Certificate							
H	**POLS**	**Community Action and Leadership Academy**	☐	☐	☑	Impact: POLS-14, 8	
	Rationale:	This certificate lives in the EGP Department at RCC, specifically Political Science. The district discipline has been notified. The only change to this certificate is the field hours down to 27 and the title of POLS 14 is now "Field Work in Community Leadership."					
Degree							
	ADJ	**Administration of Justice: Corrections**	☐	☑	☐		
	Rationale:	Update due to POLS-5 title change.					
Degree & Certificate							
	ADJ	**Administration of Justice**	☐	☑	☐		
	Rationale:	Revising narrative due to POLS-5 title change.					

Programs

Program Modifications

M N R Discussion Action

Degree & Certificate

CIS **Graphic Design** ☐ ☑ ☐

Rationale: CAT-78B is proposed for deletion from the Moreno Valley College catalog because it has not been offered in several years. CIS-78B is active at Norco and provides the same advanced Adobe Photoshop requirement. Replacing CAT-78B with CIS-78B preserves student access and program continuity without changing the program's total units or award codes.

Non-Credit Certificate

ESL **Advanced American College English** ☑ ☐ ☐

Rationale: Course hours are being updated to align with mirrored courses impacted by SAAM.

ESL **Advanced American College English** ☐ ☑ ☐

Rationale: Course hours are being updated to align with mirrored courses impacted by

ESL **Advanced American College English** ☐ ☐ ☑

Rationale: Course hours are being updated to align with mirrored courses impacted by

ESL **Intermediate American College English** ☐ ☐ ☑

Rationale: Course hours are being updated to align with mirrored courses impacted by

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

DISTRICT TECHNICAL REVIEW COMMITTEE

Program Documentation for November 3, 2026

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Hospitality Front of House Operations Certificate

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

Department: Advanced Technical Arts and Trades

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

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

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

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

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

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

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

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

N/A

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

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

Required Documentation

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

All Degrees and Certificates

☐ Evidence of district-wide discipline communication

☐ Department minutes showing approval

☐ Narrative *(see following page)*

☐ Transfer preparation documentation *(only if applicable)*

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

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

Item 2. Catalog Description

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

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

Program Learning Outcomes

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

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

Item 3. Program Requirements

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

Required Courses: 7 units

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

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

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 7 units

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

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

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

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

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

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

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

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

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

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

Not applicable.

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Forensic Studies

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

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

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

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

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

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

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

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

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

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

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

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Program Goals

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

Additional goals of the program would include:

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

Program Objectives

Graduates of the Forensic Studies program will be able to:

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

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

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

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

Item 2. Catalog Description

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

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

Program Learning Outcomes

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

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

Item 3. Program Requirements

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

Required Courses: __20__.units

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

Required Course: __3__.units (Choose one of the following)

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

Elective Courses: __6__.units (Choose two of the following)

Course	Title	Units	Sequencing
ADJ-2	Principles and Procedures of the Justice System	3.0	Semester 3, Fall
ADJ-5	Community Relations	3.0	Semester 4, Spring
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 – Associate Degree for Transfer (ADT)

Program Outline

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

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

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

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

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

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

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

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

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

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

Required Documentation:

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Item 2. Catalog Description

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

Program Learning Outcomes:

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

Required Courses: 26-27 units

Select one course: 3 units

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

Select one course: 3 units

Course	Title	Units
PHI-12	Introduction to Ethics	3

Select one course: 3 units

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

Select one course: 4 units

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

Select one course: 3-4 units

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

Select one course: 4 units

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

Select one course: 3 units

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

Select one course: 3 units

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

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

Area 1: Administration of Justice/Criminal Justice/Criminology

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

Area 2: Business

Course	Title	Units
BUS-18A	Business Law I	3

Area 3: Economics

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

Area 4: Political Science

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

Area 5: Public Policy

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

Area 6: Diversity

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

Area 7: College Success

Course	Title	Units
GUI-48	College Success Strategies	3

Area 8: Internship/Fieldwork

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

Total Units: 32-33

ASSOCIATE IN ARTS FOR TRANSFER DEGREE

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

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

Program Narrative

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

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Award Type: Associate in Arts for Transfer (ADT)

Program Goals and Objectives

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

Catalog Description

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

Program Learning Outcomes

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

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

Program Requirements

Required Courses **Units:** 26.00-27.00

COURSE	TITLE	UNITS

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

Electives - List A **Units:** 6.00

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

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

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

Total: 32.00-33.00

Associate in Art for Transfer

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

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

Program Outline

Title: Political Science

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

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

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

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

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

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

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

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

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

Required Documentation:

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

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

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

Item 2. Catalog Description

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

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

Program Learning Outcomes

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

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

Required Courses: 9 units

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

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

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

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

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

Total : 18-19 units

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

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MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

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

Program Outline

Title: Political Science

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

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

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

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

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

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

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

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

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

Required Documentation:

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

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

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

Item 2. Catalog Description

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

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

Program Learning Outcomes

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

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

Program Requirements

Required Courses: 12 units

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

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

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

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

List B: 3-4 units

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

Total: 18-20 units

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

Program Outline

Title: Foundational Culinary Arts

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

Department: Advanced Technical Arts and Trades

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

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

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

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

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

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

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

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

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

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

Item 2. Catalog Description

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

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

Item 3. Program Requirements

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

Required Courses: 23.5 units

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

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

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 23.5_ units

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

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

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

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

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

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

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

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

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

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

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

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

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

Department: Advanced Technical Arts and Trades

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

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

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

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

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

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

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

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

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

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

Item 2. Catalog Description

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

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

Item 3. Program Requirements

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

Required Courses: 28.5 units

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

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

Elective Courses: 3 units

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

Total Program Units: 31.5 units

Item 4. Master Planning

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

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

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

Item 5. Enrollment and Completer Projections

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

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

Item 6. Place of Program in Curriculum/Similar Programs

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

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

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

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

Item 8. Transfer Preparation Information (if applicable)

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

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

Program Outline of Record – Non-Credit Certificates

Program Outline

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

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

Department: Culinary

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

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

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

Certificate is being proposed as:

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

Please specify non-credit category:

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

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

Please specify non-credit category:

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

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

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

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

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

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

Required Documentation

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

All new and modified programs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

Item 2. Catalog Description

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

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

Program Learning Outcomes

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

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

Item 3. Program Requirements

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

Required Courses: 180 hours

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

Elective Courses: ____ hours

Course	Title	Hours	Sequencing

Total Program Hours: 198 hours

Item 4. Master Planning

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

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

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

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Program Narrative

Program Modification: Norco: Administration of Justice: Corrections

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Award Type: Associate of Science Degree

Program Goals and Objectives

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

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

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

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

Catalog Description

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

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

Program Learning Outcomes

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

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

Program Requirements

Required Courses **Units:** 21.00

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

Elective Courses **Units:** 9.00

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

Total: 30.00

Associate of Science Degree

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

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

Master Planning

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

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

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

Enrollment and Completer Projections

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

Program of Study

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

Place of Program in Curriculum/Similar Programs

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

Similar Programs at Other Colleges in Service Area

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

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

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

Transfer Preparation Information (if applicable)

N/A

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MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Program Narrative

Program Modification: Norco: Administration of Justice

Award Type: Associate of Science Degree and Certificate of Achievement

Program Goals and Objectives

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

Catalog Description

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

Program Learning Outcomes

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

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

Program Requirements

Required Courses **Units:** 18.00

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

Elective Courses **Units:** 9.00

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

SOC-20	Introduction To Criminology	Any Term	3.00

Total: 27.00

Associate of Science Degree

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

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

Master Planning

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

Enrollment and Completer Projections

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

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

California Community Colleges Chancellor's Office

Credit Course Retention/Success Rate Summary Report

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

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

Students identifying ADJ as their program of study:

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

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

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

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

Transfer Preparation Information (if applicable)
Not applicable.

Program Outline

Title: GRAPHIC DESIGN

Originator: James Finley **Date** 10/2/2026

Department: Computer Information Systems

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: 0614.50 **CIP Code: 10.0303**

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.)
Replace CAT-78B Advanced Adobe Photoshop (3 units) with CIS-78B Advanced Adobe Photoshop (3 units) in the required-course list. No other program changes are proposed.
Rationale:
(Please note: This information will be presented to the Board of Trustees.)
CAT-78B is proposed for deletion from the Moreno Valley College catalog because it has not been offered in several years. CIS-78B is active at Norco and provides the same advanced Adobe Photoshop requirement. Replacing CAT-78B with CIS-78B preserves student access and program continuity without changing the program's total units or award codes.

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 students who wish to pursue training in desktop publishing. Training will focus on using a computer to design page layouts, develop presentations, and create advertising campaigns. Students will learn to design, integrate, and format all forms of digital images into printable media.

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 students who wish to pursue training in desktop publishing. Training will focus on using a computer to design page layouts, develop presentations, and create advertising campaigns. Students will learn to design, integrate, and format all forms of digital images into printable media.

Program Learning Outcomes

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

1. Design and create images used for printed media in advertising web design.
2. Understand and apply the techniques used to create and modify artwork using a vector-based program or bit-mapped program.
3. Integrate text and graphics in a document layout program to create professional-quality, full-color documents.
4. Format and combine text, numerical data, photographs, charts, and other visual graphic elements to produce publication-ready material.
5. Demonstrate the knowledge of workflow process in the creation of printed media in advertising.
6. Demonstrate the knowledge of design principles in advertising and layout design, type, and lettering applications.
7. Incorporate two-dimensional design visual media of printed media in advertising.

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: 26.00 units

Course	Title	Units	Sequencing
CIS-66 or	Web Development I	3	Semester 3, Fall
CIS-72A and	Introduction to Web Page Creation	1.5	Semester 3, Fall
CIS-72B	Intermediate Web Page Creation Using Cascading Style Sheets (CSS)	1.5	Semester 3, Fall
CIS-78A or CAT-78A	Introduction to Adobe Photoshop	3	Semester 1, Fall

Course	Title	Units	Sequencing
CIS-78B	Advanced Adobe Photoshop	3	Semester 2, Spring
CIS-79 or CAT-79	Introduction to Adobe Illustrator	3	Semester 1, Fall
CIS-81	Introduction to Desktop Publishing using Adobe InDesign	3	Semester 2, Spring
CIS-59 or ADM-62	Typography and Graphic Design	3	Semester 2, Spring
ART-22	Two Dimensional Design	3	Semester 1, Fall
ART-39	Design and Graphics	3	Semester 3, Fall
CIS-44	Portfolio Production	2	Semester 4, Spring

Sequencing note: This proposed four-semester sequence places foundational coursework before CIS-78B and reserves CIS-44 for the final semester. Students should consult Counseling when sequencing general education and other graduation requirements.

Elective Courses: 0 units

Course	Title	Units	Sequencing

Total Program Units: 26.00 units

Associate of Science Degree calculation: 26.00 major units plus the applicable Norco College general education and other graduation requirements, with degree-applicable electives as needed, equals at least 60 degree-applicable semester units. The number of additional elective units depends on the student's completed coursework and selected current general education pattern. This substitution does not change those requirements or the published major-unit range.

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 Graphic Design Associate of Science Degree and Certificate of Achievement are existing Norco College career-technical awards. This narrow modification supports the college's workforce-preparation mission and Educational Master Plan goals by preserving advanced Photoshop instruction within the current curriculum. It replaces CAT-78B with the active Norco CIS-78B course on a one-for-one, three-unit basis. The change does not alter the program title, description, learning outcomes, total units, award codes, facilities, staffing, or budget.

Item 5. Enrollment and Completer Projections

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

The latest available IPEDS completions data report 20 associate degrees and 15 certificates in CIP 10.0303 at Norco College for 2024–25. Because some students may earn both awards, the program projects approximately 20–30 unique completers annually. This maintenance modification is not expected to change program capacity; it removes a course-availability barrier by substituting an active three-unit course for the existing three-unit requirement.

Item 6. Place of Program in Curriculum/Similar Programs

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

The award remains in Norco College's existing curriculum inventory as the Graphic Design Associate of Science Degree and Certificate of Achievement with 26.00 major units. The proposed change does not create a new program or add a new requirement. It replaces CAT-78B with CIS-78B, an active Norco course covering the same advanced Adobe Photoshop requirement, preserving the program's established place in the CIS and design curriculum.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Riverside City College offers a related Graphic Design and Digital Media program, and Moreno Valley College offers a Basic Graphic Design certificate. Norco's existing Graphic Design award remains a college-specific pathway for Norco students. This modification does not create a duplicate program or expand its scope; it maintains the current Norco award by replacing a course proposed for deletion with an active Norco course providing the same advanced Photoshop preparation. The attached labor market analysis documents approximately 190 annual regional openings for Graphic Designers.

Item 8. Transfer Preparation Information (if applicable)

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

Not applicable. These are vocational awards focused on workforce preparation, and the proposed one-for-one course substitution does not add or modify a transfer-preparation component.

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

Program Narrative

Program Modification: Moreno Valley: Advanced American College English

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Award Type: Certificate of Competency

Program Goals and Objectives

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

Catalog Description

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

Program Learning Outcomes

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

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

Program Requirements

Required Courses **Hours** 286.00

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

Total: 286.00

Master Planning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Narrative

Program Modification: Norco: Advanced American College English

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Award Type: Certificate of Competency

Program Goals and Objectives

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

Catalog Description

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

Program Learning Outcomes

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

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

Program Requirements

Required Courses **Hours** 286.00

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

Total: 286.00

Master Planning

Why are you creating mirrored non-credit courses?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Why is the ESL Discipline advocating for certificates?

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

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

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

Sources:

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

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

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

Program Narrative

Program Modification: Riverside City: Advanced American College English

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Award Type: Certificate of Competency

Program Goals and Objectives

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

Catalog Description

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

Program Learning Outcomes

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

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

Program Requirements

Required Courses **Hours** 98.00

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

Elective Courses **Hours** 36.00-98.00

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

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

Total: 134.00-196.00

Master Planning

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

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

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

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

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

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

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2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
3. RCCD region has lower educational attainment levels. (125)

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

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

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

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

Why is the ESL Discipline advocating for certificates?

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

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

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

Sources:

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

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

Program Narrative

Program Modification: Riverside City: Intermediate American College English

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Award Type: Certificate of Competency

Program Goals and Objectives

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

Catalog Description

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

Program Learning Outcomes

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

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

Program Requirements

Required Courses **Hours** 98.00

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

Elective Courses **Hours** 36.00-90.00

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

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

Total: 134.00-188.00

Master Planning

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

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

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

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

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

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

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

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

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

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

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