

## District Curriculum Committee Meeting Agenda

**Tuesday, March 1, 2022**

**4:00-5:00pm**

**CAADO 209/Zoom**

Committee Members	Guests
<input type="checkbox"/> Brian Johnson (Chair, MAT, NOR)	<input type="checkbox"/> Lijuan Zhai (AVC Ed Services and Institutional Effectiveness, RCCD)
<input type="checkbox"/> Jeannie Kim (Co-Chair, VC Ed. Services)	<input type="checkbox"/> Steven Schmidt (MUS, RCC)
<input type="checkbox"/> Kelly Douglass (ENG, RCC)	<input type="checkbox"/> Bryan Nicol (Staff, RCCD)
<input type="checkbox"/> Ann Pfeifle (HIS, MVC)	<input type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)
	<input type="checkbox"/> Nick Franco (AO, NOR)
	<input type="checkbox"/> Jeanne Howard (AO, MVC)
	<input type="checkbox"/> Sabina Fernandez (Staff, MVC)
	<input type="checkbox"/> Casandra Greene (Staff, RCC)
	<input type="checkbox"/> Nicole Brown (Staff, NOR)
Additional Guests:	

### Zoom Information

<https://rccd-edu.zoom.us/j/93940155720?pwd=NUF5NEExId1JISkRnTzUvNGJDcWt2dz09>

+1 669 900 6833

Meeting ID: 939 4015 5720

Passcode: 457904

### Agenda and Minutes

1. Approval of Agenda
2. Approval of Minutes – December 7, 2021

### Reports from Colleges

1. Moreno Valley
2. Norco
3. Riverside

### Action Items

1. Curriculum Proposals

### Discussion Items

1. Draft Noncredit Strategic Plan and Timeline (See Attachments) – Susan Mills
2. Material Fees – Kelly Douglass

3. Revisiting DX Criteria – Kelly Douglass
4. AB 1111 – Kelly Douglass

**Program Documentation**

1. Program Modifications
  - a. ADT Kinesiology (Moreno Valley, Norco, and Riverside)
  - b. Computer Numerical Control Programming

# Adult Education, Noncredit, and Riverside Community College District: Status, Outlook, and Planning for 2022-2027

DRAFT

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January 20, 2022

Please note that data were verified from Sept. 8, 2021 dashboards.

## Executive Summary

This document reviews basics of adult education, summarizes potential adult student populations in the areas of basic skills, English as a Second Language, Career and Technical Education, education for adults with a disability, and education for older adults. The document also provides gap analyses for three of these potential populations. RCCD data are provided to highlight current district status. For CTE areas, research on projected job growth is included. Based on the data and SWOT analyses presented, RCCD noncredit mission, vision, and five-year goals and objectives are presented.

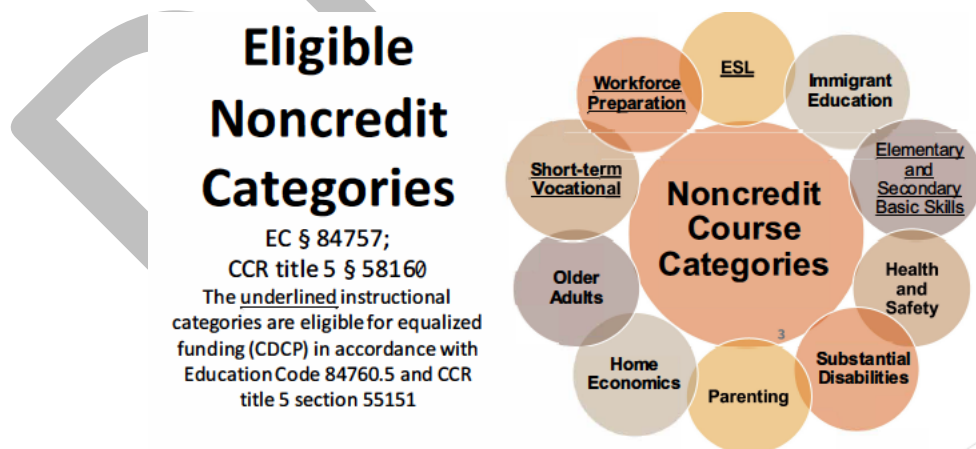
## Background

### ADULT EDUCATION AND NONCREDIT

Adult Education (with a capital “A” and a capital “E”) is defined by the California Education Code in sections 52501, 52502, and 52503 and in the California Code of Regulations, Title 5, Section 10560 allowing unified or high school districts to establish separate adult schools while adult education (no capitalization) provides lifelong educational opportunities and services to adult learners 18 years of age and older (Diaz & Miho, 2021).

Noncredit is defined as “courses for adults that may include basic skills, English as a second language, short-term vocational programs, parenting, health and safety, home economics, and specialized courses for immigrants and older adults” (Diaz & Miho, 2021, p. 4).

The California Master Plan for Education separated “junior colleges” from “unified or high school districts.” The result was that Adult Education is part of the K-12 system while noncredit is part of the community college system. Noncredit is a form of adult education. (Diaz & Miho, 2021). Figure 1 illustrates the ten areas for noncredit courses that are eligible for CA state funding.



## ENHANCED FUNDING AREAS

California Education Code, Section 84760.5 and the California Code of Regulations, Title 5, Section 55151 define noncredit instructional categories eligible for Enhanced Career Development and College Preparation (CDCP) funding. These are as follows:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-term Vocational
- Workforce Preparation

These areas of noncredit should provide students with skills leading to employment or with bridges to further higher education. To receive the enhanced funding, the instruction must be part of a noncredit CDCP certificate. There are two categories of CDCP certificates, certificates of competency and certificates of completion. Each certificate must consist of at least two noncredit courses. Certificates of competency are awarded in the areas of basic skills, career development, English as a Second Language, or secondary education. Certificates of completion are awarded in short-term vocational programs (Diaz & Miho, 2021; Ju-Ong, 2021).

## ADULT EDUCATION CONSORTIUM

In 2015, AB 104 was signed into law, creating the California Adult Education Program (CAEP), a new delivery system of adult education. Seventy-one regional consortia form a hybrid system of K-12 district adult schools, community colleges, county offices of education, and community partners to expand and improve the provision of adult education (Diaz & Miho, 2021; Ju-Ong, 2021).

## RIVERSIDE ABOUT STUDENTS

The Riverside ABout Students Regional Consortium for Adult Education consists of the following partners:

- Alford Unified School District
- Corona-Norco Unified School District
- Jurupa Unified School District
- Moreno Valley Unified School District
- Riverside Community College District
- Riverside County Office of Education
- Riverside Unified School District
- Val Verde Unified School District

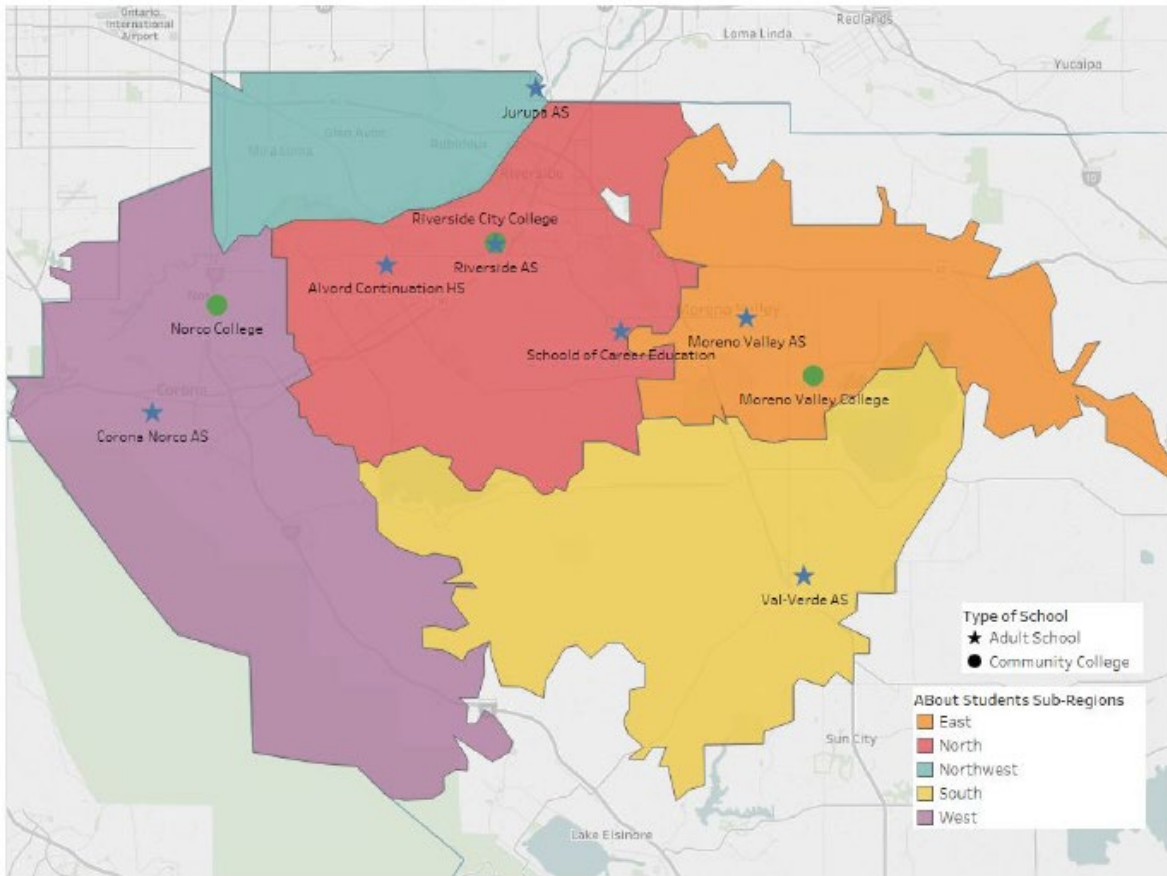
Riverside ABout Students commissioned an independent research firm, BW Research Partnership, to provide a scan for the consortium's strategic planning. The resulting document, published in January 2019, delineates the potential Riverside adult education population into the following four areas:

- Students Needing Elementary and Secondary Basic Skills
- English as a Second Language (ESL)
- Adults with Disabilities
- Career and Technical Education (CTE)

## SUB-REGIONS

In their analysis the Riverside ABout Students service area was divided into the five sub-regions seen in Figure 2.

Adult Education, Noncredit, and Riverside Community College District  
 Status, Outlook, and Planning for 2022-2027



North	Northwest	East	South	West
92501, 92502, 92503, 92504, 92505, 92506, 92507, 92508, 92513, 92514, 92515, 92516, 92517	91752, 92509, 92519	92518, 92551 92552, 92553 92554, 92555 92556, 92557	92570, 92571 92572	92860, 92877 92878, 92879 92880, 92881 92882, 92883



## ZIP CODE ANALYSES

For the RCCD analysis, the Riverside ABout Students sub-region zip codes were mapped to their corresponding college zip codes. Table 1 illustrates this mapping.

ABout Students	MVC	NC	RCC
North 92501			92501
92502			92502
92503		92503	
92504			92504
92505		92505	
92506			92506
92507			92507
92508	92508		
92513			
92514			92514
92515			
92516			92516
92517			92517
Northwest 91752		91752	
92509			92509
92519			92519
East 92518	92518		
92551	92551		
92552	92552		
92553	92553		
92554	92554		
92555	92555		
92556	92556		
92557	92557		
South 92570	92570		
92571	92571		
92572			
West 92860		92860	
92877		92877	
92878		92878	
92879		92879	
92880		92880	
92881		92881	
92882		92882	
92883		92883	

Table 1. Mapping of ABout Students Zip Codes to Colleges' Zip Codes



The Moreno Valley College zip code 92599 (Perris) is not included in the ABout Students Regional Consortium. The Norco College zip code 91708 (Chino) is not included in the ABout Students Regional Consortium. Six Riverside City College zip codes, 92313 (Grand Terrace), 92316 (Bloomington), 92324 (Colton), 92337 (Fontana), 92521 (UCR), and 92522 (Downtown Riverside area) are not included in the ABout Students Regional Consortium.

The zip code analyses can assist RCCD colleges with developing noncredit courses and programs that best fit community and student needs as described throughout this paper.

## **GAP ANALYSES**

In addition, the Riverside ABout Students research consisted of a gap analysis “to assess how the concentration of the targeted Adult Education (AE) population segments compares to the number of current AE students within a program category by zip code or sub-region.” (BW Research, 2019, p. 35) The gap ratio is calculated as Targeted potential AE population divided by Current AE students in the program (ESL, Basic Skills, CTE).

While these data were published in 2019, the Riverside ABout Students Consortium notes in its 2021-2022 Annual Plan draft that due to the pandemic there was a 45% enrollment decrease from the 2018-2019 school year to the 2019-2020 school year (Riverside ABout Students, 2021). Hence, the gap ratios would be even larger.

## **Areas for Possible Expansion of Noncredit**

### **ELEMENTARY AND SECONDARY BASIC SKILLS**

In Adult Education, “basic skills programs are meant for students with less than a high-school diploma seeking to build a solid foundation of vocabulary, reading, and writing skills and to complete their high school diploma or equivalency.” (BW Research, 2019, p. 24)

The South sub-region has the highest concentration of potential basic skills students (zip codes 92570 and 92571), while the North/Northwest sub-regions have the highest numbers of potential basic skills students (zip codes 92503 and 92509).

Gap analyses revealed that in the South sub-region, the zip code 92570 has the largest gap with 293 potential basic skills students for every current basic skills student. The Northwest sub-region has the second largest gap in the zip code 92509 with 168 potential basic skills students for every current basic skills student.

While unified school district Adult Education programs provide instruction for completion of the GED, community colleges provided students with additional basic skills instruction prior to the implementation of AB 705.

AB 705 (California Education Code, Section 78213) requires California community colleges to use multiple measures placement, including high school course work and grades, to maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe. AB 705 prohibits neither prerequisites nor pre-transfer level coursework. California Education Code, Section 66010.4 requires colleges to provide remedial education for students needing it (Fulks, Legner, May, & Stiemke, 2021). A potential impact of AB 705 is “the need to offer basic skills and lower-level ESL courses to a greater number of students,

with many of the additional students coming from the colleges' credit programs" (The ASCCC, 2019 Noncredit, p. 17).

Figure 3 shows the percentage of RCCD successful course completions for major terms in the 2018-2019 to 2020-2021 academic years for the courses English 1A – English Composition, Math 1A – Calculus I, and Math 12 – Statistics. While this report is not intended to provide an analysis of the effectiveness of AB 705 and corequisite supports, the data do indicate that consideration of noncredit English and mathematics skills courses and certificates is worthwhile. Success rates for spring 2020 appear to be inflated due to pandemic grading changes (e.g., EW allowed after end of semester). Riverside City College has developed a Certificate of Competency in English and Reading Support that consists of the writing and reading clinic courses (ENG-885 and ALR-887).

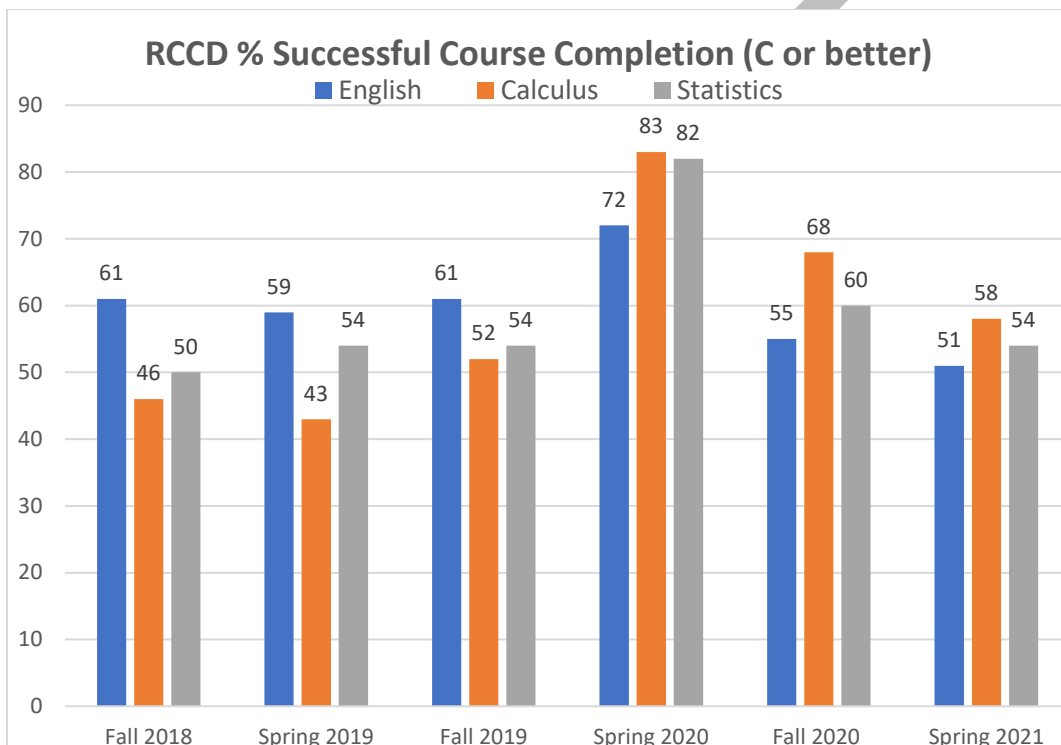


Figure 3. RCCD % Successful Course Completion for English 1A, Math 1A, and Math 12

Other California community colleges provide examples of the use of noncredit courses and certificates of competency that are offered in the areas of English, reading, and mathematics.

Cerritos College has developed courses in preparatory math, pre-algebra skills, and college English skills. Math review boot camps are also available for students. (Cerritos College)

Mount San Antonio College has developed a noncredit program known as Academic Intervention for Math and English (AIME). The AIME courses target areas of curriculum identified by faculty to address competencies needed in English, BSTEM, and Statistics. Embedded counseling and tutoring are a part of the AIME courses. (Mount San Antonio College)

College of the Canyons has developed a noncredit English course, "Essential Reading and Writing Skills for College and Career" along with three non-credit math certificates, Essential Arithmetic Skills

Certificate, Essential Pre-Algebra Skills Certificate, and Essential Algebra Skills Certificate for STEM Majors. (College of the Canyons)

## ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL population “includes adults 18 years of age and older who speak English less than ‘very well’” (BW Research, 2019, p. 30) The South sub-region has the highest concentration of potential ESL students (zip code 92571). The zip codes with the largest number are 92503 in the North sub-region, 92509 in the Northwest sub-region, and 92880 in the West sub-region.

Gap analysis revealed that the South sub-region has the largest average ESL gap with approximately 69 potential ESL students for every current ESL student. In particular, 92570 has the highest gap in the South with 80 potential ESL students for every current ESL student.

RCCD ESL discipline faculty revised their curriculum to meet the fall 2020 timeline for full implementation of the ESL portion of AB 705. In addition to course revisions, ESL faculty developed four noncredit certificates. Three of these, Beginning American College English, Advanced American College English, and Introduction to Education Profession for ESL Students, are Certificates of Competency, while Introduction to Basic Computer and IT Careers for ESL students is a Certificate of Completion.

Enrollments in the non-credit ESL courses for fall 2020 totaled 0.59 FTES (RCC with 0.33 FTES and NC with 0.26 FTES) and for spring 2021 totaled 6.38 FTES (RCC with 3.85 FTES and NC with 2.53 FTES). Although the ESL noncredit growth from fall 2020 to spring 2021 is significant, there is room for substantial expansion given the adult population needs described above.

Other California community colleges have developed vocational ESL courses for additional career paths, such as automotive technology and welding (Cerritos College). This is another area that RCCD ESL faculty may consider in expanding offerings.

## CAREER AND TECHNICAL EDUCATION

Career and Technical adult education courses are “meant to provide specific training and education to expand and improve employment opportunities and move students into career pathways.” (BW Research, 2019, p. 32). The ABout Students report divides the CTE potential student population and gap analyses into two parts – adults with a high school diploma and adults with some college but no degree.

### ADULTS WITH HIGH SCHOOL DIPLOMA (OR EQUIVALENT)

The South sub-region has the highest proportion (32%) of adults with a high school diploma (or equivalent) that are potential CTE students. In particular, zip codes 92570 and 92571 have the highest proportions. The North sub-region has the highest number of potential students in this category. Zip codes 92509 in the Northwest, 92504 in the North, 92553 in the East, and 92570 in the South have the largest number of potential students.

The South sub-region has the highest gap for this group of potential students. Zip code 92570 has 340 potential CTE students with a high school diploma for every current CTE student in this category. Zip code 92883 has 328 potential students for every current student.

### ADULTS WITH SOME COLLEGE BUT NO DEGREE

The North sub-region has the largest concentration of adults with some college but no degree that are potential CTE students (zip code 92507). This is followed by the East sub-region (zip code

92555). The largest potential student populations are all in the North/Northwest sub-regions in zip codes 92503, 92507, and 92509.

Gap analyses revealed that the South sub-region is the most under-served. In addition, large gap ratios were seen in the zip codes 92506 (North) with a gap of 428 potential students for every current student, 92883 (West) with a gap of 381, and the central area of the region has gaps ranging from 156 to 428. All these regions are near RCCD colleges and additional CTE programming would likely have strong interest.

## CENTERS OF EXCELLENCE LOCAL WORKFORCE DEMAND ASSESSMENTS

The Inland Empire/Desert Centers of Excellence for labor market research partnered with each college's research team to produce local workforce needs assessments. The methodology includes in-demand and high-wage occupational criteria. "In-demand" is defined as at least 100 annual job openings in the Inland Empire/Desert region; "high wage" is defined as a median hourly wage of at least \$20.86.

The following middle-skill job demand data reveal programs with training opportunities that Moreno Valley College may wish to expand or develop:

- Marketing, Sales, and Services, 598 annual job openings
- Health Science and Medical Technology, 386 annual job openings
- Public Services, 28 annual job openings
- Business and Finance, 23 annual job openings
- Information and Communications Technology, 20 annual job openings
- Education, Child Development, and Family Services, 19 annual job openings
- Transportation, 521 annual job openings (**no existing program**)
- Building and Construction, 491 annual job openings (**no existing program**)
- Energy, Environment, and Utilities, 49 annual job openings (**no existing program**)
- (Inland Empire/Desert Centers of Excellence & Moreno Valley College Research Team, 2020)

The following middle-skill job demand data reveal programs with training opportunities that Norco College may wish to expand or develop:

- Transportation, 1488 annual job openings
- Building and Construction, 1463 annual job openings
- Marketing, Sales, and Services, 1001 annual job openings
- Business and Finance, 390 annual job openings
- Public Services, 293 annual job openings
- Information and Communications Technologies, 134 annual job openings
- Manufacturing and Product Development, 47 annual job openings
- Health Science and Medical Technology, 847 annual job openings (**no existing program**)
- Energy, Environment, and Utilities, 229 annual job openings (**no existing program**)
- Hospitality, Tourism, and Recreation, 126 annual job openings (**no existing program**)
- Agriculture and Natural Resources, 69 annual job openings (**no existing program**)

(Inland Empire/Desert Centers of Excellence & Norco College Research Team, 2021 January)

The following middle-skill job demand data reveal programs with training opportunities that Riverside City College may wish to expand or develop:

- Building and Construction, 1071 annual job openings
- Transportation, 1022 annual job openings
- Marketing, Sales, and Services, 574 annual job openings

- Health Science and Medical Technology, 347 annual job openings
- Energy, Environment, and Utilities, 135 annual job openings
- Business and Finance, 71 annual job openings
- Education, Child Development, and Family Services, 64 annual job openings
- Hospitality, Tourism, and Recreation, 32 annual job openings
- Public Services, 31 annual job openings
- Manufacturing and Product Development, 12 annual job openings
- Engineering and Architecture, 110 annual job opening (**no existing program**)
- Agriculture and Natural Resources, 49 annual job openings (**no existing program**)

(Inland Empire/Desert Centers of Excellence & Riverside City College Research Team, 2021 March)

Appendix A provides a listing of RCCD noncredit certificates available as of this writing. The numbers of noncredit certificates awarded in spring 2021 are as follows:

- MVC
  - 11 Certificates of Completion in Computer Maintenance and Security
  - 4 Certificates of Completion in Customer Relations
  - 11 Certificates of Completion in Emerging Leaders
  - 1 Certificate of Completion in Enterprise Communication
  - 6 Certificates of Completion in Workplace Essentials
- NC
  - 8 Certificates of Completion in Financial Literacy
  - 1 Certificate of Completion in Enterprise Communication
  - 2 Certificates of Completion in Social Media for Business
- RCC
  - 8 Certificates of Completion in Gig: The Solopreneurs Adventure
  - 65 Certificates of Completion in Business Skills Boot Camp
  - 2 Certificates of Completion in MOSPrep – Microsoft Office Specialist Master Certification Preparation
  - 51 Certificates of Completion in Introduction to Python Programming
  - 9 Certificates of Completion in Social Media for Business
  - 20 Certificates of Completion in Customer Relations
  - 15 Certificates of Completion in Emerging Leaders
  - 4 Certificates of Completion in Enterprise Communication
  - 15 Certificates of Completion in Financial Literacy
  - 5 Certificates of Completion in Workplace Essentials

Enrollment data for spring 2021 noncredit certificate courses are as follows:

- MVC
  - 196 enrollments in Professional Development Studies, 4.45 FTES
- NC
  - 83 enrollments in Entrepreneurship, 1.57 FTES
  - 62 enrollments in Professional Development Studies, 0.84 FTES
  - 15 enrollments in ESL, 2.53 FTES
- RCC
  - 50 enrollments in Computer Applications and Office Technology, 0.30 FTES
  - 139 enrollments in Computer Information Systems, 2.59 FTES

- 174 enrollments in Entrepreneurship, 1.45 FTES
- 142 enrollments in Professional Development Studies, 2.25 FTES
- 25 enrollments in ESL, 3.85 FTES
- 18 enrollments in COS-60E, Level V Cosmetology Concepts, 0.20 FTES
- 26 enrollments in BUS-112, Business Success Seminar, 0.19 FTES
- 8 enrollments in ENG-885, Writing Clinic, 0.17 FTES

A comparison of the number of CTE awards (noncredit and credit) to the middle-skill job demand information is warranted.

“Work based learning is an educational strategy used to connect classroom instruction to careers by providing students with opportunities to reinforce and make relevant their classroom experiences” (The ASCCC, 2019 Work Based, p. 1). Work based learning opportunities include internships, cooperative work experiences, apprenticeships, clinicals/practicums, preceptorships, and work study. Some of these are appropriate to apportionment-bearing noncredit courses and programs (see Appendix B).

Given the potential student populations from the ABout Students report and the demand for middle-skill workers from the Centers of Excellence reports, the expansion of current non-credit (and credit) programs along with the development of new noncredit programs in the areas enumerated above should be explored.

## Other Possible Areas for Noncredit Program Development

### ADULTS WITH A DISABILITY

Adults with a disability includes adults 18 to 64 years of age “with a verified disability such as hearing, vision, or cognitive disability, self-care difficulty, or independent living difficulty.” (BW Research, 2019, p. 31)

The East sub-region has a high concentration of adults with a disability. It is noteworthy that the zip code 92518 has 16% of adults aged 18 to 64 with a disability. The North sub-region has the largest potential population of adults with a disability with 19,300 potential students; zip code 92503 has the most potential students in this sub-region. The East sub-region has 11,398 potential students; zip code 92553 has the most in this sub-region.

The ABout Students consortium does not focus on programs for this population of students and thus, did not perform a gap analysis. Serving adults with disabilities has myriad possibilities for RCCD noncredit.

Mount San Antonio College’s IMPACT (Independent Living Skills, Mobility Training, Physical Health and Well-being, Advocacy for Self, College Career and Job Readiness Skills, and Technology Training) program provides an example of the types of courses that may be developed for adults with disabilities. These include memory building skills, consumer skills, money skills, lifelong learning for the special need population, introduction to banking for students with intellectual disabilities, basic budgeting and money management, and interacting with emergency personnel and authorities (Mount San Antonio College).



## OLDER ADULTS

Education for Older Adults provides lifelong learning opportunities designed for community members aged 55 and older.

The Centers of Excellence reports show that the fastest growing age group in the RCCD area is residents of age 65 and older. By 2024, this age group is projected to grow by 24% in the Moreno Valley College area, by 20.7% in the Norco College area, and by 19.7% in the Riverside City College area.

Currently, for older adults RCCD has curricula for courses in senior topics, computer basics, photography, drawing and painting, healthy aging, music, music therapy, successful money management, mature driver improvement, health wellness and nutrition, weight management, craft design, and needle arts. During fall 2020, RCC had the following Senior Citizen Education (SCE) course enrollments: 13 in senior topics, 83 in computer basics, 209 in painting and drawing, 734 in healthy aging, 8 in mature driver, and 59 in craft design. During spring 2021, RCC had the following SCE course enrollments: 12 in senior topics, 96 in computer basics, 178 in painting and drawing, 771 in healthy aging, 23 in mature driver, and 54 in craft design. These enrollments accounted for 23.72 FTES and 23.99 FTES, respectively. MVC and NC held no SCE courses.

The projected increases in the older adult populations for all three RCCD colleges warrant exploration of senior citizen curriculum expansion.

Neither programs for adults with disabilities nor programs for older adults receive enhanced funding. According to a CCCCCO noncredit offerings survey and report from 2017, more than two-thirds of California community college respondents that offered courses for disabled adults and older adults desired to create CDCP certificates in these areas. (Fischthal, 2017)

## STUDENT SUPPORT SERVICES

RCCD has made progress on providing support services to noncredit students; however, additional support is needed. For example, RCCD provides educational advising to prospective noncredit students but once students are matriculated, noncredit counseling and educational planning support is limited. “To achieve significant student success in noncredit programs, colleges will need to commit resources to dedicated noncredit counselors or counselors with significant experience in working with noncredit students” (The ASCCC, 2019 Noncredit, p. 30). At RCCD, issues with noncredit student parking fees have been addressed, but student transportation remains an issue. Noncredit students do not pay the student services fee, and hence, do not receive a bus pass. Noncredit students may have many financial needs for transportation, childcare, etc. but few qualify for financial aid. “Mechanisms to increase the amount of financial aid available to noncredit students should be explored” (The ASCCC, 2019 Noncredit, p. 30).

## Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analyses

Table 2 provides the results of a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis. The members of the RCCD Noncredit Planning Workgroup participated in this SWOT activity. Strong partnerships, tuition-free courses and programs, and educational advising at adult schools were identified as RCCD strengths, while plan implementation, marketing and communication, and limited resources (staff, faculty, IT) were identified as RCCD weaknesses.

High labor market demand, business partnerships, and potential for pathways to credit programs were identified as opportunities, while lack of community awareness and perceived competition were identified as threats. The lack of awareness contributes to lowered enrollment and possible cancellation of classes. Competition may be perceived with credit courses, other institutions, and forms of work-based learning that are not noncredit.

Table 2. SWOT Analyses

Internal Factors	
Strengths	Weaknesses
Collaborative relationships between colleges - Extended Learning programs	Limited CAEP funds
Collaborative relationships with most partnered adult schools	Implementation of the Noncredit Operational Plan
Responsive to prospective and current students' requests	Limited staff and resources due to expansion of the program
Educational Advisors assist students with registration and enrollment issues	Difficulties in awarding certificated due to Colleague
Virtual information sessions and classroom presentations	Faculty had trouble entering positive attendance in Colleague
CDCP certification programs and short-term CTE courses	Capturing two census dates
Extended Learning tuition-free and classes are repeatable	Lacks of comprehensive noncredit FTES tracker/dashboard
Flexible class schedules that are accessible to adult student population	CCCApply for noncredit students
Extended Learning student resources (college email accounts, zoom office hours, operational structure)	Marketing plans
Extended Learning's operational structures to offer tuition-free courses and programs	Lack of long-term planning
Established Curriculum	Accessible to noncredit student data
Long Term Community Partnerships	Lack of awareness of programs / pre-existing understandings of adult ed.
Expert Faculty	Limited course offerings
Strong College Brands	Perceived competition for student funding (with adult schools)
Available Capital Resources	ERP Changes Needed
	Low "buy in" for Noncredit Courses
	CALSTRS Issue for Full-Time Faculty
	Lengthy Curriculum Approval for New Courses
	Low Student Knowledge About Noncredit Education
	Additional Program and Course Development Needed
	Communication with faculty



External Factors	
Opportunities	Threats
Establish partnerships with local businesses	Additional staff support due to program expansion
Partnering with other programs on each campus	Lack of community awareness of Extended Learning program
Purchase technology to help with data collection - aPlus attendance	Perception of similar course and program offering
Extended Learning course offering booklet with each college's class schedule	Decrease in FTES allocation/funding
Creating bridge programs/pathways that will assist and increase transition rates (adult students transition to college)	Canceled classes due to low enrollment
Developing new CTE programs at each college	Noncredit populations disproportionately affected
Transition to credit programs	Access to or the lack of knowledge to technology
The ability to serve the undocumented population	Perceived competition for student enrollment and resources
Filling gaps of credit curriculum strategic goals	Limited financial resources compared to partnered USDs
Serve more of the undeserved population	Competition From Other Institutions
Growth in program can lead to self-sustaining colleges	Competition with Other Types of Skills Based Workforce Development
Blend CTE funding with noncredit operations and goals	Low Enrollment for New Courses
High Demand for Courses in the Labor Market	Limited Pool of Instructors
Eager Students Looking to Upskill	
Possible Pathway for Matriculation to a Two Year or Four-Year Degree	
Good Vehicle for Dual Enrollment	
Potential To Generate High FTE	

The RCCD Noncredit Planning Workgroup, after reviewing the scan data and SWOT analysis above, developed nine possible recommendations for noncredit planning. The literature review, data analyses, and nine recommendations formed the basis of the mission, vision, goals, and objectives that follow.

**Recommendation #1.** Develop Certificates of Competency for English (possible additional) and mathematics skills to enhance successful completion of transfer-level English and mathematics.

**Recommendation #2.** Market recently developed noncredit ESL courses and certificates and expand ESL career pathway certificates.

- Recommendation #3.** Market recently developed noncredit CTE certificates and develop additional noncredit CTE certificates that emphasize technical skills and pathways to middle-skill jobs in industry areas discussed above.
- Recommendation #4.** For Basic Skills, ESL, and CTE, target communities with low educational attainment and low participation numbers.
- Recommendation #5.** Develop noncredit courses for adults with disabilities.
- Recommendation #6.** Expand noncredit offerings for older adults.
- Recommendation #7.** Advocate for enhanced rate noncredit certificates for adults with disabilities and older adults.
- Recommendation #8.** Expand support services for noncredit students (The ASCCC, 2019).
- Recommendation #9.** Work more closely with regional adult schools to develop pathways to transition students to RCCD credit programs.

## Noncredit Mission

### RELATIONSHIP OF NONCREDIT TO CALIFORNIA COMMUNITY COLLEGE SYSTEM'S MISSION

Adult noncredit education is “in the state’s interest” as “an essential and important function of the community colleges” that helps “advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement” (California Education Code, Section 66010.4). The centrality of noncredit to the California Community College System’s mission is reaffirmed in The Vision for Success:

“The CCCs are also a major provider of adult education, apprenticeship, and English as a Second Language, offering thousands of valuable work and life skills courses to adults seeking to improve their lives or reenter the education system. Finally, the colleges are a source of lifelong learning, offering recreation, enrichment, and exercise to California’s diverse communities. These opportunities for learning, training, and civic engagement together make the CCCs a rich source of opportunity for all Californians” (Vision for Success, 2017, p. 5).

### RELATIONSHIP OF NONCREDIT TO RIVERSIDE COMMUNITY COLLEGE DISTRICT'S MISSION

The goal of noncredit is to help students to “transition to college, gain meaningful wage work and contribute to the community and civic society” (CCCCO, Division of Academic Affairs, Program and Course Approval Handbook, 7<sup>th</sup> edition, 2019, p. 122). This goal is directly aligned with the RCCD mission. The lower barriers to entry including a tuition-free model, streamlined application and onboarding, and often short, concentrated curriculum design focused on skill attainment, result in a larger portion of the community being able to access and benefit from the district’s educational opportunities.

## RCCD NONCREDIT MISSION

Noncredit provides course and program opportunities to diverse, nontraditional, and traditionally underserved students to support successful transition to college credit programs, attainment of meaningful wage work, and lifelong learning.

## Noncredit Vision

### RCCD NONCREDIT VISION

Noncredit promotes social and economic mobility for students with unique needs who are transitioning to college credit programs and the workforce.

## Noncredit Strategic Goals and Objectives

### RELATIONSHIP OF NONCREDIT TO DISTRICT'S STRATEGIC GOALS AND OBJECTIVES

Noncredit instruction will advance RCCD's strategic goals.

#### Strategic Goal 1: Student Access

Objective 1.1 Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES)

The lower barriers to entry and unique goals of noncredit will increase college access by targeting a previously unserved demographic.

#### Strategic Goal 2: Student Success

Objective 2.2 Increase number of certificates completed by at least 15% annually

The availability of noncredit certificates will result in awards to a new student population and transition students to credit certificates.

Objective 2.7 Reduce number of units for degree to not exceed 15% above required number of units (reduce by 3 units per year)

By strategically designing and enrolling in noncredit courses, students will have the opportunity to receive the necessary academic support or career exploration without increasing the number of units earned.

Objective 2.9 Increase number of students who complete both transfer-level math and English in their first year by at least 20% annually.

Noncredit instruction can be beneficial to credit students as "credit students often utilize noncredit to initiate and support their credit journey" (The ASCCC, 2019, p. 10). Noncredit prerequisites, corequisites, or support courses, such as the existing ALR-887 – Reading Clinic, ENG-885 – Writing Clinic, or ILA-800 – Supervised Tutoring, could support students in reaching the goals set out by AB 705 and further clarified in RCCD's strategic plan.

## RCCD NONCREDIT STRATEGIC GOALS AND OBJECTIVES

### Noncredit Strategic Goal 1: Student Access

RCCD will ensure noncredit students have equitable access to the colleges' courses, programs, and services.

- Objective 1.1 For Basic Skills, ESL, and CTE, target communities with low educational attainment and low participation numbers.
- Objective 1.2 Explore noncredit CTE courses for adults with disabilities.
- Objective 1.3 Expand noncredit offerings for older adults.
- Objective 1.4 Increase percentage of students who transition from Adult Schools to noncredit programs and to credit programs.
- Objective 1.5 Expand support services for noncredit students (e.g., counseling, tutoring, completion coaching, career exploration).
- Objective 1.6 Explore additional non-credit apprenticeship and work-based opportunities and support faculty to develop corresponding curriculum.

### Noncredit Strategic Goal 2: Student Success

RCCD will provide clear pathways for noncredit students.

- Objective 2.1 Explore development of Certificates of Competency for English, reading, and mathematics skills to enhance successful completion of transfer-level English and mathematics.
- Objective 2.2 Expand noncredit CTE certificates that emphasize technical skills and pathways to middle-skill jobs in industry areas with high need by supporting faculty to develop courses and programs at all sites within the district.
- Objective 2.3 Explore expansion of ESL career pathway certificates.
- Objective 2.4 Provide educational pathways and career advising and financial aid information to all noncredit students.

### Noncredit Strategic Goal 3: Equity

RCCD will work with community, workforce, and educational partners to reduce and eliminate equity gaps.

- Objective 3.1 Disaggregate and analyze noncredit data to identify equity gaps.
- Objective 3.2 Decrease identified gaps by 40% within 5 years and eliminate within 10 years.

### Noncredit Strategic Goal 4: Institutional Effectiveness

RCCD will identify, measure, and report on noncredit outcomes.

- Objective 4.1 Continue to collect and analyze data to develop meaningful noncredit targets.
- Objective 4.2 Monitor, assess, and evaluate progress on noncredit goals and objectives.

### Noncredit Strategic Goal 5: Infrastructure, Marketing, and Communication

RCCD will acquire, manage, and deploy resources – including human, facilities, technology, and financial – to support, grow, and sustain noncredit instruction and programs.

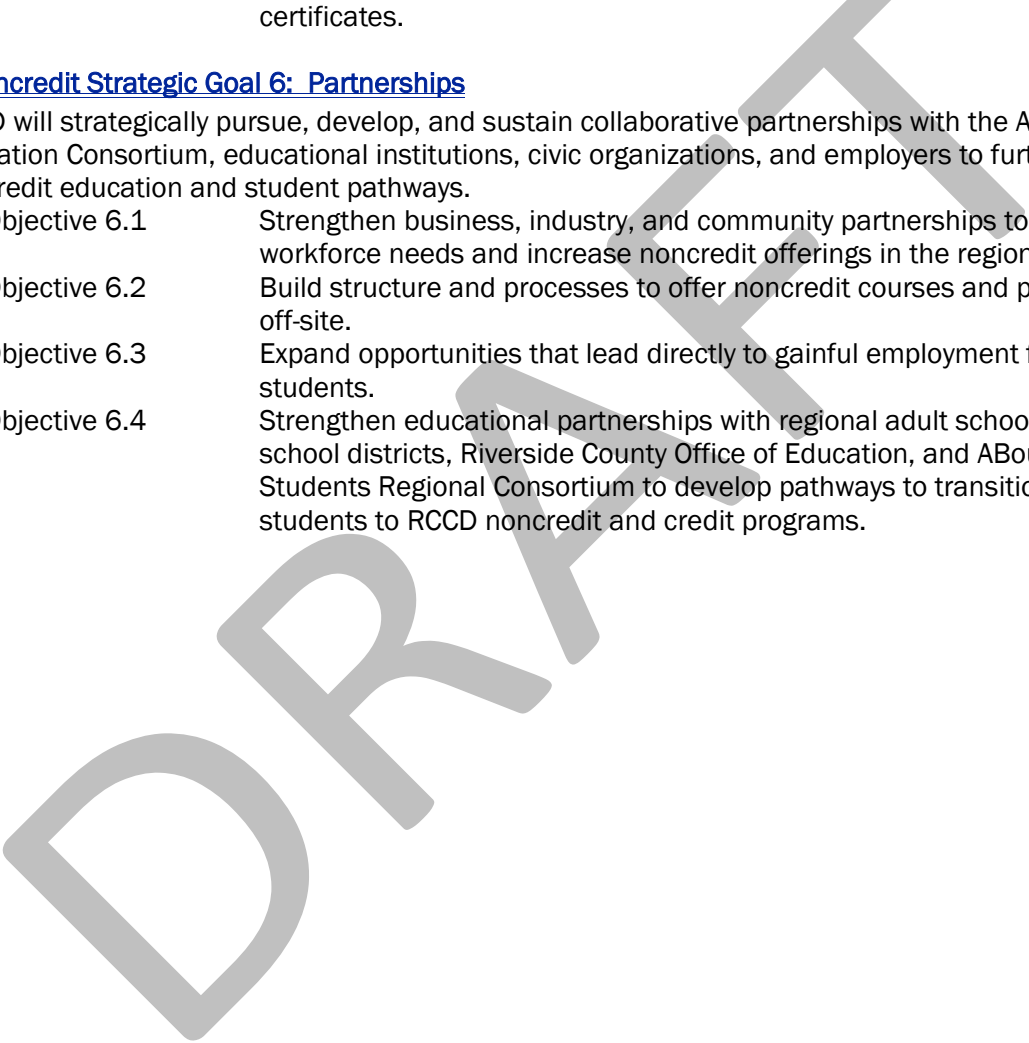
- Objective 5.1 Develop and provide a noncredit handbook and corresponding training for developing noncredit programs.
- Objective 5.2 Increase communication with faculty about purpose and benefits of noncredit, OER materials, and promising noncredit practices.

- Objective 5.3 Develop strategies for innovative pilots.
- Objective 5.4 Provide guidance and resources (e.g., Institutional Effectiveness and District Workforce and Economic Development support for labor market research) to assist faculty with identifying and developing relevant curriculum in accordance with processes outlined in RCCD Curriculum Handbook.
- Objective 5.5 Provide IT support for noncredit (e.g., application process, certificate awarding, transcripts).
- Objective 5.6 Increase community awareness of noncredit courses and programs to recruit students into programs with high need in the region.
- Objective 5.7 Market recently developed noncredit ESL and CTE courses and certificates.

**Noncredit Strategic Goal 6: Partnerships**

RCCD will strategically pursue, develop, and sustain collaborative partnerships with the Adult Education Consortium, educational institutions, civic organizations, and employers to further noncredit education and student pathways.

- Objective 6.1 Strengthen business, industry, and community partnerships to identify workforce needs and increase noncredit offerings in the region.
- Objective 6.2 Build structure and processes to offer noncredit courses and programs off-site.
- Objective 6.3 Expand opportunities that lead directly to gainful employment for students.
- Objective 6.4 Strengthen educational partnerships with regional adult schools, unified school districts, Riverside County Office of Education, and ABOUT Students Regional Consortium to develop pathways to transition students to RCCD noncredit and credit programs.



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## Appendix A: RCCD Noncredit Certificates Available in 2021-2022

(RCCD Colleges' Catalogs)

### Automotive Technology

ASE Engine Performance and Electric Specialist, Certificate of Completion, RCC  
ASE Powertrain Specialist, Certificate of Completion, RCC  
ASE Undercar Specialist, Certificate of Completion, RCC

### Business Administration

Accounting Basics for Small Business, Certificate of Completion, MVC, NC, RCC  
Business Skills Bootcamp, Certificate of Completion, RCC  
Gig: Solopreneurs Adventure, Certificate of Completion, RCC

### Computer Applications and Office Technology

Business Information Worker Essential Preparation: Workplace Communication, Certificate of Completion, MVC, RCC  
Business Information Worker Essential Preparation: Workplace Decision Making and Time Management, Certificate of Completion, MVC, RCC  
Business Skills – MOSPrep: Microsoft Office Specialist, Certificate of Completion, MVC, RCC

### Computer Information Systems

Coding Prep, Certificate of Completion, MVC, RCC  
Computer Maintenance and Security, Certificate of Completion, MVC  
Information Systems: Cyber-Skills, Certificate of Completion, RCC  
Internet of Things (IOT): Embedded Systems and Microcontrollers, Certificate of Completion, MVC  
Introduction to Python Programming, Certificate of Completion, RCC  
Operating Systems and Internet Literacy, Certificate of Completion, MVC

### Culinary Arts

Food Service Career and Certification Preparation, Certificate of Completion, RCC  
Math Skills for the Professional Baker, Certificate of Completion, RCC

### Early Childhood Education

Family Childcare Provider, Certificate of Completion, MVC, NC, RCC

### English

English and Reading Support, Certificate of Competency, RCC

### English As A Second Language

Advanced American College English, Certificate of Competency, MVC, NC, RCC  
Beginning American College English, Certificate of Competency, MVC, NC, RCC  
Introduction to Basic Computer and IT Careers for ESL Students, Certificate of Completion, MVC, RCC  
Introduction to Education Professional for ESL Students, Certificate of Competency, MVC

### Entrepreneurship

Non-credit – Entrepreneurial Essentials, Certificate of Completion, MVC, NC, RCC  
Non-credit – Entrepreneurial Foundations, Certificate of Completion, MVC, NC, RCC  
Non-credit – Entrepreneurship and the Team, Certificate of Completion, MVC, NC, RCC



Social Media for Business, Certificate of Completion, MVC, NC, RCC

**Guidance**

College Career Readiness and Student Educational Planning, Certificate of Completion, MVC, RCC  
College Student Success, Certificate of Completion, MVC, RCC

**Manufacturing Technology**

Computerized Numerical Control Operator, Certificate of Completion, NC  
Industrial Automation, Certificate of Completion, NC

**Professional Development Studies**

Customer Relations, Certificate of Completion, MVC, NC, RCC  
Emerging Leaders, Certificate of Completion, MVC, NC, RCC  
Enterprise Communication, Certificate of Completion, MVC, NC, RCC  
Financial Literacy, Certificate of Completion, MVC, NC, RCC  
Sales Techniques, Certificate of Completion, MVC, NC, RCC  
Successful Career Transitions, Certificate of Completion, MVC, NC, RCC  
Workplace Essentials, Certificate of Completion, MVC, NC, RCC

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## Appendix B: Types of Work Based Learning

(The ASCCC, Work Based Learning in California Community Colleges)

	Intent and Guiding Principles	Guiding Statutes and Regulations	Funding
Internships	Any work-based learning opportunity that allows a student to apply learned skills and theories to a hands-on, paid or unpaid employment environment	No specific California statute or regulation Federal Fair Labor Standards Act	None specific to internships although colleges may utilize independent study to earn apportionment for students completing internships
Cooperative Work Experience	Hands-on work-based learning, either general or occupational, paid or unpaid, coordinated by colleges with students and employers	California Education Code California Code of Regulations Title 5 Federal Fair Labor Standards Act	Colleges earn FTES-based apportionment for CWE units completed by students
Apprenticeship	Paid hands-on work-based learning, coordinated by employers or trades groups with students and colleges	California Labor Code California Code of Regulations Title 8 Federal Fair Labor Standards Act	Colleges may be given regular supplemental instruction (RSI or Montoya) funds by program sponsors Some potential for apportionment
Clinicals/ Practicum	Unpaid hands-on work-based learning completed as part of a course Often utilized in allied health courses but may be used in other disciplines as well	Regulations consistent with any lab-based curriculum, including required instructor supervision	Colleges may earn FTES-based apportionment for discipline-specific course units completed by students
Preceptorships	Hands-on work-based learning completed at the end of a program of study in coordination with employed professionals in the discipline Common in registered nursing and other allied health programs but may apply to other disciplines as well	California Code of Regulations §1426 1 Board of Vocational Nursing, Preceptorship	Varies depending on program
Work Study	Federal Work Study is an educational financial aid program for students with demonstrated financial need while enrolled	Federal Title IV Federal Student Aid, administered by the U S Department of Education	Federal Work Study hours may be included as part of student financial aid packages; Title IV Federal Student Aid Funds

## Appendix C: RCCD Noncredit Contacts

TBD

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**Noncredit Planning Workgroup Detailed Timeline**  
**DRAFT as of Feb 15, 2022**

October 27, 2021	Small Group Meeting to discuss mission, vision, goals, and strategies
November 10, 2021	Circulate draft goals and strategies among Small Group
November 17, 2021	Discuss draft goals and strategies in Noncredit Planning Workgroup meeting
November 18 to 30	Refine draft
December 1, 2021	Send draft to Noncredit Planning Workgroup for further review
December 7, 2021	Discuss with District Curriculum Committee
December 8, 2021	Noncredit Planning Workgroup meeting
January 2022	Refine draft
February 3, 2022	Completed draft – Share draft and FLEX PP with Workgroup
February 11, 2022	Provide a districtwide Noncredit overview and timeline FLEX presentation 2-3 p.m. time slot
February 15, 2022	Send draft to local college leadership constituencies including Presidents, VCs, VPs, Deans, Academic Senate Presidents, Curriculum Chairs, Strategic Planning Chairs, DLC/APCs Chair of Chairs and Department Chairs for review and input
February 22, 2021	Chancellor’s Tuesday Team meeting
February 22, 2022	College Curriculum Committee review and input
February 28, 2022	College Academic Senates first read
March 1, 2022	District Curriculum Committee review and input
Feb/March 2022	College Strategic Planning Committees review and input
March 7, 2022	College Academic Senates second read
March 28, 2022	District Academic Senate review and input
April 22, 2022	District Strategic Planning Council review and input
April 25, 2022	Chancellors Cabinet.
May 3, 2022	Board of Trustees Teaching and Learning Committee
May 17, 2022	Board of Trustees Regular meeting

# District Curriculum Committee

Proposals for Review for Meeting: 03/01/2022

## Courses

### Course Deletions

KIN A64 Soccer

**Rationale:** We leveled this course into A64 A, B, and C.

**Tech Review:** Approved, 12/7/2021  
Holding for KIN ADT.

**MOV:** Approved, 2/22/2022

**NOR:** Approved, 2/22/2022

**RIV:** Approved, 2/22/2022

M N R Discussion

Action

### Course Major Modifications

**H** ILA 1 Introduction to Tutor Training

**Rationale:** Updating the SLOs and Course Objectives. Also adding a more recent text.

**Tech Review:** Approved, 11/16/2021  
Discipline minutes appear to be missing. Ann will verify.

**MOV:** Approved, 11/30/2021

**NOR:** Hold, 2/22/2022

**RIV:** Info Item, 11/30/2021

Advisory for ENG-1 should have an Entrance Skill listed in the COR and that is missing. HOLD since 11/30/21 until that is corrected.

M N R Discussion

Has advisory but no entrance skill link. Faculty also requested the addition of some content and methods of instruction.

Action

**H** MAN 35 Computer Aided Machining

**Rationale:** There are other CAM software systems. Mastercam is still used in much of the industry many are also using Fusion 360.

**Tech Review:** Approved, 10/19/2021  
Hours were not updated in course description.

**MOV:** Info Item, 10/26/2021

**NOR:** Hold, 2/22/2022

**RIV:** Info Item, 10/26/2021

Held since 10/26/21 Course unit change affects both Manuf. Tech 1 & 2 certificates and those program changes has not been brought forward. HOLD since 11/30/21 until that is completed.

Awaiting Norco vote.

MUS 10 Digital Music Production and Mixing

**Rationale:** Update title, change SAM Code, update Description, Course Content and Course Materials, and clarify lab portion of Course Content.

**Tech Review:** Approved, 12/7/2021

**MOV:** Info Item, 2/22/2022

**NOR:** Info Item, 2/22/2022

**RIV:** Approved, 2/22/2022

MUS 9 Film Scoring and Film Sound

**Rationale:** Title change, update SAM Code, update Description, SLOs, Course Content and Materials. Clarify laboratory activity in course content. Align content with current trends in music technology. Better align with prerequisite course updates.

**Tech Review:** Approved, 12/7/2021

**MOV:** Info Item, 2/22/2022

**NOR:** Info Item, 2/22/2022

**RIV:** Approved, 2/22/2022

## Courses

### Course Major Modifications

MUS 98 Careers and Entrepreneurship in Music and the Arts

M N R Discussion

Action

**Rationale:**

This proposal gives a more accurate and more broad description of what this course is designed to do for musicians and related artists - primarily focusing on entrepreneurship (in general) for musicians and related artists. It touches upon the physiological, social, and psychological elements of being an artist in today's times. This course is almost word-for-word a direct copy of a course that is already approved and implemented at Cal Poly Pomona, in their Music Industry Studies program. At Cal Poly it is a music major requirement (for all music majors), and it doubles as a GE Area E course. Non-majors regularly take the course to learn about current music and artist careers, as well as how to be an entrepreneur in any related field, or in any field where one can work up the ladder as an independent entrepreneur. We need to approve this in GE Area E, the same as Cal Poly, to facilitate graduation and articulation to the Cal Poly Pomona Music Industry Studies program, specifically. While it needs to remain semi-focused on music, it really is more of an entrepreneurship and lifelong learning class than anything else. That's where its breadth of knowledge comes in, and why it is recognized as a GE Area E course for Cal Poly. We are hoping we can align with Cal Poly on this so that our students can more easily articulate from here to there without having to take an unnecessary, additional GE Area E course, which is a waste of units, time, and money for our students. This class definitely provides constant lessons of lifelong learning for musicians, artists, performers (of any type), and anyone else who wishes to be an entrepreneur in their field of study.

**Tech Review:** Approved, 12/7/2021

**MOV:** Info Item, 2/22/2022

**NOR:** Info Item, 2/22/2022

**RIV:** Approved, 2/22/2022

## General Education

### General Education Modifications

H

MUS Careers and Entrepreneurship in Music and the Arts

M N R Discussion

Action

Holding at faculty request.

**Rationale:**

Proposal to include MUS 89 Careers in Music in RCCD GE Area E 2

**Tech Review:** Approved, 11/2/2021

Was designed to meet the same criteria as Cal Poly Pomona's local GE requirements for a similar course. Was not approved for CSUGE Area E, but if the course is updated it will be resubmitted. Should be reviewed at the college level.

**MOV:** Approved, 11/9/2021

**NOR:** Hold, 2/22/2022

**RIV:** Hold, 11/9/2021

11/09/2021 - Removed from Action item as Course Outline if being modified.  
11/30/2021 - Course on HOLD since 11/30/21 as more information is needed.

# Programs

## Program Modifications

M N R Discussion

Action

### ADT

KIN Kinesiology

**Rationale:** The RCCD Kinesiology discipline has leveled the KIN A64 Soccer class, we have completed a Course Deletion for KIN A64. We have three levels for this 1-unit class now. KIN A64 A Beginning, A64 B Intermediate, A64 C Advanced. We would like to update Area 6 for Team Sports by removing KIN A64 from the list and adding KIN A64 A Beginning and A64 B Intermediate.

**Tech Review:** Approved, 12/7/2021

**MOV:** [Approved, 2/22/2022](#)

**NOR:** Info Item, 2/22/2022

**RIV:** Info Item, 2/22/2022

KIN Kinesiology

**Rationale:** KIN A64 – Soccer has been leveled into three sections to give students opportunities for skill development in the sport of soccer.

**Tech Review:** Approved, 12/7/2021

**MOV:** Info Item, 2/22/2022

**NOR:** [Approved, 2/22/2022](#)

**RIV:** Info Item, 2/22/2022

KIN Kinesiology

**Rationale:** KIN A64 – Soccer has been leveled into three sections to give students opportunities for skill development in the sport of soccer.

**Tech Review:** Approved, 12/7/2021

**MOV:** Info Item, 2/22/2022

**NOR:** Info Item, 2/22/2022

**RIV:** [Approved, 2/22/2022](#)

### Degree & Certificate

**H** MAN Computer Numerical Control Programming    Holding for MAN 35

**Rationale:** Decreasing one class by one unit (Man 35). The class can be taught in 4 units instead of 5. We are changing the name of the course (MAN 35) From Computer Aided Manufacturing-Mastercam to Computer Aided Machining. In this course we would like to be able to teach either Mastercam and/or Fusion 360 and not just focus on Mastercam. We also would like to give the students the option to take a new class teaching a new program known as Fusion 360 instead of Mastercam. The industry is stating that more and more companies are using Fusion 360.

**Tech Review:** Approved, 10/5/2021

**MOV:** Info Item, 10/12/2021

**NOR:** [Approved, 10/26/2021](#)

**RIV:** Info Item, 10/12/2021

**Program Outline**

**Title: KINESIOLOGY**

**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.)*

**TOPs Code:** 1270.00

**CIP Code:** 31.0505

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

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

**If this is a modification to an existing ADT, please specify the changes being made:**

*(Please be specific! Indicate any changes such as title, description, learning outcomes, courses, unit values, etc.)*

The following change needs to be made in Area 6: Team Sports. Delete KIN-A64 Soccer 1 and replace it with KIN A64 A Beginning and A64 B Intermediate.

**Rationale:**

The RCCD Kinesiology discipline has leveled the KIN A64 Soccer class, we have completed a Course Deletion for KIN A64. We have three levels for this 1-unit class now. KIN A64 A Beginning, A64 B Intermediate, A64 C Advanced. We would like to update Area 6 for Team Sports by removing KIN A64 from the list and adding KIN A64 A Beginning and A64 B Intermediate.

**Required Documentation:**

Please submit this form and the documents outlined below to your college coordinator and the District Technical Review committee via [TechReview@rccd.edu](mailto: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)*
- Completed Chancellor’s Office Template (TMC) *(Must be most current version available)*
- C-ID or ASSIST Articulation Information, as required by the TMC *(Work with your Articulation Officer to obtain this documentation)*



**Program Narrative**

**Item 1. Program Goals and Objectives**

The Associate in Arts in Kinesiology will stimulate learning and provide necessary skills for the different options of study in the practical field of kinesiology. After completion of the AA transfer degree, the students’ knowledge will be diverse in topics such as; health and fitness, wellness, personal training, pedagogy, sport coaching, and pre- physical therapy. This degree will assist students in seamlessly transferring to a CSU.

**Item 2. Catalog Description**

The Associate in Arts in Kinesiology will stimulate learning and provide necessary skills for the different options of study in the practical field of kinesiology. After completion of the AA transfer degree, the students’ knowledge will be diverse in topics such as; health and fitness, wellness, personal training, pedagogy, sport coaching, and pre- physical therapy. This degree will assist students in seamlessly transferring to a CSU.

Required total units for the AA Transfer degree (20-23 units)

**Required Core Courses: (11 units)**

KIN-10 Introduction to Kinesiology	3
BIO-50A Anatomy and Physiology, I	4
BIO-50B Anatomy and Physiology, II	4

**Movement Based Courses (3 units):** Select a maximum of one course from any three of the following areas (3 units).

**Combative**

KIN-A40 Karate, Beginning	1
KIN-A41 Karate, Intermediate	1
Dance DAN-D19 Conditioning for Dance 1	
DAN-D21 Ballet, Beginning	1
DAN-D31 Hip Hop Dance	1
DAN-D32 Jazz, Beginning	1
DAN-D37 Modern Dance, Beginning	1

**Fitness**

IN-A46 Hatha Yoga, Beginning	1
KIN A47 Hatha Yoga, Intermediate	1
KIN-A75A Walking for Fitness: Beginning	1
KIN A75B Walking for Fitness: Intermediate	1
KIN-A81A Cardio and Strength Training Beginning	1
KIN A81B Cardio and Strength Training Intermediate	1
KIN-A86 Step Aerobics Beginning	1
KIN-A87 Step Aerobics Intermediate	1

KIN-A89A Beginning Body Sculpting	1
KIN-A89B Intermediate Body Sculpting	1

**Team Sports**

KIN-A64 Soccer	1
KIN A62 Flag Football	1

**List A:** Select two courses from the following (6-9 units):

KIN-30 First Aid and CPR	3
MAT-12 Statistics	4
OR	
PSY/SOC 48 Statistics for Behavioral Sciences	3
BIO-1 General Biology	4
CHE-1A General Chemistry	5
OR	
PHY-4A Mechanics	4

## ASSOCIATE IN [ARTS] FOR TRANSFER DEGREE

The Associate in [Arts] in [KINESIOLOGY] for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) 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).

## Item 1. Statement of Program Goals and Objectives

This degree is designed to facilitate the student's passage from Norco College to the California State University System with an Associate in Arts in Kinesiology for Transfer Degree. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Kinesiology. With this degree the student will be prepared for transfer to the university upper division level.

### Program Learning Outcomes

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

- Identify and investigate career pathways in the discipline of Kinesiology.
- Utilize fitness principles and training guidelines to plan and practice an individualized cardiorespiratory endurance, strength training, and flexibility program
- Demonstrate an understanding of basic anatomical and physiological principles

## Item 2. Catalog Description

This degree is designed to facilitate the student's passage from Norco College to the California State University System with an Associate in Arts in Kinesiology for Transfer Degree. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Kinesiology. With this degree the student will be prepared for transfer to the university upper division level.

### Program Learning Outcomes

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

- Identify and investigate career pathways in the discipline of Kinesiology.
- Utilize fitness principles and training guidelines to plan and practice an individualized cardiorespiratory endurance, strength training, and flexibility program
- Demonstrate an understanding of basic anatomical and physiological principles.

Required Courses (20-23 units)		Units
KIN-10*	Introduction to Kinesiology	3
BIO-50A* (Formerly AMY-2A)	Anatomy and Physiology I	4
BIO-50B* (Formerly AMY-2B)	Anatomy and Physiology II	4
Movement-Based Courses	Select one course from each area below	3
List A	Select two courses from the list below	6-9

### Movement-Based Courses (minimum 3 units) 3

Select a maximum of one (1) course from each area below:

#### Combatives

KIN-A40*	Karate, Beginning	1
KIN-A41*	Karate, Intermediate	1
KIN-A43*	T'ai-chi Ch'uan, Beginning	1
KIN-A44*	T'ai-chi Ch'uan, Intermediate	1

#### Fitness

KIN-A46*	Hatha Yoga, Beginning	1
KIN-A47*	Hatha Yoga, Intermediate	1
KIN-A75A*	Walking for Fitness: Beginning	1
KIN-A75B*	Walking for Fitness: Intermediate	1
KIN-A77A*	Jogging for Fitness, Beginning	1
KIN-A77B*	Jogging for Fitness, Intermediate	1
KIN-A81A*	Cardio and Strength Training, Beginning	1
KIN-A81B*	Cardio and Strength Training, Intermediate	1

Team Sports

KIN-A62*	Flag Football	1
KIN-A64A*	Soccer, Beginning	1
KIN-A64B*	Soccer, Intermediate	1

List A: Select two courses from the following (6-9 units)

BIO-4* (Formerly BIO-17)	Human Biology	4
CHE-1A*	General Chemistry, I	5
KIN-30	First Aid and CPR	3
MAT-12*/12H*	Statistics/Honors Statistics	4
OR		
PSY/SOC-48*	Statistics for the Behavioral Sciences	3
PHY-2A*	General Physics I	4
OR		
PHY-4A*	Mechanics	4

\*Courses may also be used to fulfill general education requirements for the CSU GE or IGETC pattern, please confer with a counselor.

**Associate in Arts for Transfer Degree**

The Associate in Arts in Kinesiology for Transfer degree will be awarded upon completion of coursework totaling 60 California State University (CSU) transferable units including the major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of “C” (or “P”) or better.

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**Total Units:** **20-23**

**Items 3-21.**

No written response is required for Narrative Items #3–21. All ADTs are developed in accordance with SB1440. SB1440 was authorized with alignment and in compliance with Title 5, Chapter 6, California Community Colleges Chancellor’s Office Program and Course Approval Handbook, 5th Edition 124

Subchapter 2, sections 55100 and 55130. ADTs and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTs assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

Important Note: Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for an ADT, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for an ADT. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the ADT does not require them.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_X\_\_ M\_\_ N\_\_

TOPs Code: \_\_127000\_\_\_\_\_

## Associate in Science in Kinesiology for Transfer degree

### PROGRAM PREREQUISITE:

None.

### Short description of Program

The Associate Degree for Transfer in Kinesiology is a 60-unit degree program (that provides lower division preparation) for student planning to transfer to a CSU for a bachelor's degree in Kinesiology. The Associate Degree for Transfer in KIN provides a general preparation for KIN majors to be able to enter any four-year university. Students must consult with the specific requirements of a non-CSU campus to which they are applying. Students completing the Associate Degree for Transfer in KIN will be prepared to transfer to a CSU and pursue a Bachelor of Arts or a Bachelor of Science in Kinesiology. In this major, students will enhance physical skills and development in the areas of Aquatics, Combatives, Team Sports, Individual Sports, Fitness and Dance. Students will also be exposed to the history and philosophy of Kinesiology.

### Program Learning Outcomes

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

- Identify and utilize principles of the major body systems of Anatomy and Physiology as they relate to movement and physical activity.
- Analyze and apply physical skills and movements related to physical activity.
- Develop goals and devise strategies for personal development, physical well-being and lifelong learning.

### Required Courses (20 units)

		<u>Units</u>
KIN-10	Introduction to Kinesiology	3
BIO-50A	Anatomy and Physiology I	4
BIO-50B	Anatomy and Physiology II	4
Electives	Choose from the movements listed below	3
Electives A	Choose from list A below	6

### Movement-based Courses - Select one course maximum form any three of the following areas (3 units)

Aquatics

KIN-A28	Swimming, Beginning	1
KIN-A29	Swimming, Intermediate	1
KIN-A31A	Beginning Water Aerobics and Deep-Water Exercise	1
KIN-A31B	Intermediate Water Aerobics and Deep-Water Exercise	1

Combatives

KIN-A40	Karate, Beginning	1
KIN-A41	Karate, Intermediate	1
KIN-A43	T'ai-chi Ch'uan, Beginning	1
KIN-A44	T'ai-chi Ch'uan, Intermediate	1

Dance

DAN-D21	Ballet, Beginning	1
DAN-D22	Ballet, Intermediate	1
DAN-D32	Jazz, Beginning	1
DAN-D33	Jazz, Intermediate	1
DAN-D43	Tap, Beginning	1
DAN-D44	Tap, Intermediate	1

Fitness

KIN-A75A	Walking for Fitness, Beginning	1
KIN-A75B	Walking for Fitness, Intermediate	1
KIN-A77A	Jogging for Fitness, Beginning	1
KIN-A77B	Jogging for Fitness, Intermediate	1
KIN-A81A	Cardio and Strength Training, Beginning	1
KIN-A81B	Cardio and Strength Training, Intermediate	1
KIN-A90A	Weight Training, Beginning	1
KIN-A90B	Weight Training, Intermediate	1

Individual Sports

KIN-A11	Tennis, Beginning	1
KIN-A12	Tennis, Intermediate	1
KIN-A20	Golf, Beginning	1
KIN-A21	Golf, Intermediate	1

Team Sports

KIN-A55	Slow Pitch Softball	1
KIN-A57A	Basketball, Beginning	1
KIN-A57B	Basketball, Intermediate	1
KIN-A62	Flag Football	1
KIN-A64A	Soccer, Beginning	1
KIN -A64B	Soccer, Intermediate	1
KIN-A67	Volleyball, Beginning	1
KIN-A68	Volleyball, Intermediate	1
KIN-A71	Sand Volleyball, Intermediate	1

1

**List A – Select two (6 units)**

MAT-12/12H	Statistics/Honors Statistics	4
OR		
PSY/SOC 48	Statistics for Behavioral Sciences	3
BIO-1/1H	General Biology/Honors	4
OR		
CHE-1A	General Chemistry	5

PHY-2A	General Physics	4
OR		
PHY-4A	Mechanics	4
KIN-30	First Aid and CPR	3

Associate Degree for Transfer

The Associate Degree for Transfer in Kinesiology will be awarded upon completion of 60 California State University (CSU) transferable units including the major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (SCUGE) 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: Computer Numerical Control Programming**

**Originator: Paul Van Hulle**

**Date 9/23/2021**

**Department: Business, Engineering and Information Technologies**

**Norco College**

(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

**TOPs Code: 0956.30**

**CIP Code: 48.0501**

**Type of Program:**

Certificate of Achievement and Degree

**Type of Associate Degree:**      Associate of Science

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

**If this is a modification to an existing certificate/degree, please specify the changes being made:**

**Rationale:**

Decreasing one class by one unit (Man 35). The class can be taught in 4 units instead of 5. We are changing the name of the course (MAN 35) From Computer Aided Manufacturing-Mastercam to Computer Aided Machining. In this course we would like to be able to teach either Mastercam and/or Fusion 360 and not just focus on Mastercam

We also would like to give the students the option to take a new class teaching a new program known as Fusion 360 instead of Mastercam. The industry is stating that more and more companies are using Fusion 360.

**Required Documentation**

Please submit this form and the documents outlined below to your college coordinator and the District Technical Review committee via [TechReview@rccd.edu](mailto: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  
    Manufacturing is a single school/subject discipline.
- 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**

Program Learning Outcomes

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

- Create a small engine based on blueprints that involves parts using both the mill and the lathe.
- Create five-axis part drawing files using Computer Aided Manufacturing program such as Mastercam, numerical code files and Solid Works.
- Compose written assignments on occupation safety in general industry.
- Solve mathematical formulas by using unknowns and apply this knowledge to solve problems for the industry.
- Establish a systematic approach to recognizing the essential information given on a blueprint.

In addition to achieving the program learning outcomes for the Computer Numerical Control programming certificate, students who complete the Associate of Science Degree in Computer Numerical Control Programming (CNC) technology will demonstrate proficiency in general education student learning outcomes and proficiency in subject matter student learning outcomes.

#### **Item 2. Catalog Description**

This program prepares individuals for an entry level career in Computer Numerical Control programming. Computer control programmers and operators use Computer Numerically Controlled (CNC) machines to cut and shape precision products, such as automobile, aviation, and machine parts. CNC machines operate by reading the code included in a computer-controlled module, which drives the machine tool and performs the functions of forming and shaping a part formerly done by machine operators. CNC machines include machining tools such as lathes, multi-axis spindles, milling machines, laser cutting machines, and wire electrical discharge machines. CNC machines cut away material from a solid block of metal or plastic—known as a workpiece—to form a finished part. Computer control programmers and operators normally produce large quantities of one part, although they may produce small batches or one-of-a-kind items. They use their knowledge of the working properties of metals and their skill with CNC programming to design and carry out the operations needed to make machined products that meet precise specifications.

## Program Outline of Record

### Credit Degrees and Certificates

CNC programmers—also referred to as numerical tool and process control programmers—develop the programs that run the machine tools. They review three-dimensional computer aided/automated design (CAD) blueprints of the part and determine the sequence of events that will be needed to make the part. This may involve calculating where to cut or bore into the workpiece, how fast to feed the metal into the machine, and how much metal to remove.

### 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: 26-29 units

Course	Title	Units	Sequencing
ENE/DFT-30	Computer Aided Drafting (CAD)	3	Semester 2, Fall
ENE/DFT-42	SolidWorks I	3	Semester 2, Fall
ENE/DFT-51	Print Reading	2	Semester 1, Summer
ENE/DFT-52	Geometric Dimensioning and Tolerancing	3	Semester 4, Spring
ENE/DFT-60	Math for Engineering Technology	3	Semester 1, Summer
OR			OR
MAT-36	Trigonometry	4	Semester 1, Summer
MAN/ELE-55	Occupational Safety and Health Administration (OSHA) Standards for General Industry	1	Semester 3, winter
MAN-56	CNC Machine Set-up and Operation	4	Semester 4, Spring
MAN-57	CNC Program Writing	3	Semester 5, Fall
MAN-35	Computer Aided Machining	4	Semester 5, Fall
OR			OR
DFT-62	Basic Fusion 360	3	Semester 5, Fall
AND			AND
DFT-63	Advanced Fusion 360	3	Semester 5, Fall

Total Program Units: 26-29 units

### Associate of Science Degree

The Associate of Science Degree in Computer Numerical Control Programming 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	26	Maximum Required Units	29
Minimum Elective Units	0	Maximum Elective Units	0
Local GE Required Units	27	CSUGE Required Units	39
Double Counted Units	4	Double Counted Units	4
<b>Total Minimum Degree Units</b>	<b>60</b>	<b>Total Maximum Degree Units</b>	<b>63</b>

**Item 4. Master Planning**

This certificate has been offered for years at Norco College.

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.

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

**Item 5. Enrollment and Completer Projections**

20-25 enrollments and 10-20 each year

**Item 6. Place of Program in Curriculum/Similar Programs**

Other certificate in the manufacturing program include:

- Computer Numerical Control (CNC) operator (N) NCE966
- Conventional Machine Operator (N) NCE865
- Industrial Automation (N) NAS737/NAS737B/NAS737C/NCE737

**Item 7. Similar Programs at Other Colleges in Service Area**

San Bernardino Valley College and Fullerton College both have CNC programming certificates.

**Item 8. Transfer Preparation Information (if applicable)**

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