# RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

## DISTRICT CURRICULUM COMMITTEE

# Meeting Agenda

| **Tuesday, September 16, 2025** | **4:00-5:00pm** | **CAADO 209/Zoom** |
| --- | --- | --- |

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

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

## Call to Order:

## Agenda and Minutes

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

2. Approval of Minutes – September 2, 2025
   *The minutes will be reviewed, discussed, and considered for approval.*

## Reports from Colleges

1. Moreno Valley
2. Norco
3. Riverside

## Action Items

1. Curriculum Proposals
   *Curriculum proposals will be reviewed, discussed, and considered for forwarding to the Board of Trustees.*

**Discussion Items and Public Comment**

    1.  Open Forum
    2.  Public Comment for all items on or not otherwise on the agenda.

**Adjournment:**

# District Curriculum Committee
Proposals for Review for Meeting: 09/16/2025

## Courses

### Course Deletions
| | | M | N | R | Discussion |
|---|---|---|---|---|---|

**ALR 83** — **College Reading and Thinking**    ☐ ☑ ☑
**Rationale:** Since AB705, ALR has not offered any remedial courses at RCC.  ALR 83 is no longer being taught by the discipline.
**MOV:** Info Item, 9/9/2025    **NOR:** Approved, 9/9/2025    **RIV:** Approved, 9/9/2025

**ALR 86** — **Reading Strategies for Textbooks**    ☐ ☑ ☑
**Rationale:** ALR 86 is no longer offered by the discipline.
**MOV:** Info Item, 9/9/2025    **NOR:** Approved, 9/9/2025    **RIV:** Approved, 9/9/2025

**ALR 882** — **Reading Skills and Strategies**    ☑ ☐ ☑
**Rationale:** The discipline no longer offers ALR 882.
**MOV:** Approved, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Approved, 9/9/2025

**POR 2** — **Portuguese 2**    ☐ ☐ ☑
**Rationale:** We have not offered this course since 2016.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Approved, 9/9/2025

### Course Exclusions
| | | M | N | R | Discussion |
|---|---|---|---|---|---|

**ADM 2C** — **Ethics and Legalities for Graphic Designers**    ☑ ☐ ☐
**Rationale:** Scheduling the course has been challenging due to its status as a 1-unit course.
**MOV:** Approved, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**ESL 65** — **American Classroom Culture**    ☑ ☐ ☐
**Rationale:** ESL 65 was initially developed to support international students who have newly arrived in the United States and who lack prior experience with American academic institutions. The course provides cultural and linguistic orientation specific to the U.S. classroom environment, including expectations, norms, and communication styles common in American educational settings. At Moreno Valley College (MVC), however, the ESL student population differs significantly from that of institutions such as Riverside City College. The majority of MVC's ESL students are long-term residents or members of the 1.5-generation immigrant population, rather than newly arrived international students. These students are generally more familiar with U.S. cultural norms and academic systems due to their extended exposure to American society and schooling.  Given this demographic distinction, the specific objectives and focus of ESL 65 are not fully aligned with the current needs of MVC-ESL students. Moreover, cultural awareness, academic conventions, and classroom communication strategies are already embedded across the ESL curriculum at MVC, particularly in courses focused on reading, writing, listening, and speaking. These existing courses contextualize cultural content within language instruction, rendering a standalone course on American classroom culture redundant.  Considering the overlapping instructional content and the demographic profile of MVC-ESL students, the college recommends the formal exclusion of ESL 65 from its ESL course offerings.
**MOV:** Approved, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**ESL 90L** — **Special Topics in English as a Second Language: Punctuation of Phrases and Clauses**    ☑ ☐ ☐
**Rationale:** ESL-90L is a special topics course designed to support students in mastering the conventions of punctuation in American English. The course enhances students' understanding of phrases and clauses and develops their ability to apply appropriate punctuation in compound and complex sentence structures.  While the focus of ESL-90L is valuable for English language development, the core grammar and writing courses within the existing Moreno Valley College ESL curriculum already provide integrated instruction on these topics. Students receive targeted practice with sentence structure, punctuation, and clause identification as part of their progression through the grammar and composition sequence.  Furthermore, ESL-90L is offered through Riverside City College (RCC) via an online format. This ensures that MVC students who wish to reinforce their understanding of punctuation and sentence construction can readily access the course through district-wide registration options.  Additionally, MVC and RCC ESL disciplines have established a coordinated rotation of ESL Special Topics courses to optimize instructional resources and avoid duplication. Under this agreement, MVC offers specific special topics such as ESL-90D and ESL-90P, while RCC retains ESL-90L and other complementary offerings. This district-wide strategy ensures broad access to enrichment courses while streamlining the local curriculum.  In light of the above stated reasons, especially given student access to ESL-90L via RCC online modality, and the established special topics rotation plan, the exclusion of ESL-90L from the MVC ESL curriculum is recommended.
**MOV:** Approved, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

# Courses

## Course Exclusions  M N R  Discussion

**ESL 90M**  **Special Topics in English as a Second Language: Articles and Prepositions**  ☑ ☐ ☐

**Rationale:**  ESL-90M is a special topics course designed to offer targeted instruction in English articles and prepositions, including prepositional phrases, verbal and adverbial idioms, and usage of definite and indefinite articles. While these topics are foundational to English grammar, they are already comprehensively integrated into existing MVC ESL coursework, particularly in the core grammar and writing sequence.  Additionally, ESL-90M is currently and consistently offered by Riverside City College (RCC) in an online format, allowing MVC students who seek additional practice or review in this area to enroll without scheduling conflict or duplication of instruction.

Moreover, the ESL disciplines at RCC and at MVC have collaboratively established a rotation of ESL Special Topics course offerings across the district. Under this coordinated plan, MVC offers ESL-90D, ESL-90P, while RCC offers ESL-90M and other selected Special Topics courses. This strategy ensures equitable access to specialized ESL instruction while avoiding unnecessary overlap and conserving instructional resources.

Given the above-stated reasons, particularly the student access via RCC online modality, and the inter-college special topics rotation agreement, the exclusion of ESL-90M from the MVC ESL course catalog is recommended.

**MOV:** Approved, 9/9/2025          **NOR:** Info Item, 9/9/2025          **RIV:** Info Item, 9/9/2025

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**HIS 11**  **Military History of the United States to 1900**  ☑ ☐ ☐

**Rationale:**  MVC has not offered the course for several semesters after declining student interest. We have expanded our course offerings into other historical fields/topics.

**MOV:** Approved, 9/9/2025          **NOR:** Info Item, 9/9/2025          **RIV:** Info Item, 9/9/2025

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**HIS 12**  **Military History of the US Since 1900**  ☑ ☐ ☐

**Rationale:**  MVC has not offered the course for several semesters after declining student interest. We have expanded our course offerings into other historical fields/topics.

**MOV:** Approved, 9/9/2025          **NOR:** Info Item, 9/9/2025          **RIV:** Info Item, 9/9/2025

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**HIS 35**  **History of Britain**  ☑ ☐ ☐

**Rationale:**  MVC has not offered the course for several semesters after declining student interest and the faculty retirement. We have expanded our course offerings into other historical fields/topics.

**MOV:** Approved, 9/9/2025          **NOR:** Info Item, 9/9/2025          **RIV:** Info Item, 9/9/2025

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**HUM 4H**  **Honors Arts and Ideas: Ancient World Through the Late Medieval Period**  ☑ ☐ ☐

**Rationale:**  Neither course has been offered at MVC in several years and MVC Honors has no plans to offer them in the foreseeable future. (HUM 10H: Honors World Religions will remain in the catalog as a regular honors offering in the discipline.) MVC has no full-time faculty member in the discipline, so the department member with the secondary FSA is launching the proposal. MVC Honors has voted in favor of the exclusions, minutes attached.

**MOV:** Approved, 9/9/2025          **NOR:** Info Item, 9/9/2025          **RIV:** Info Item, 9/9/2025

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**HUM 5H**  **Honors Arts and Ideas: The Renaissance through the Modern Era**  ☑ ☐ ☐

**Rationale:**  Neither course has been offered at MVC in several years and MVC Honors has no plans to offer them in the foreseeable future. (HUM 10H: Honors World Religions will remain in the catalog as a regular honors offering in the discipline.) MVC has no full-time faculty member in the discipline, so the department member with the secondary FSA is launching the proposal. MVC Honors has voted in favor of the exclusions, minutes attached.

**MOV:** Approved, 9/9/2025          **NOR:** Info Item, 9/9/2025          **RIV:** Info Item, 9/9/2025

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**MAT 26**  **Math for Elementary School Teachers**  ☑ ☐ ☐

**Rationale:**  This course has not been offered since winter of 2018 and is no longer a requirement for any ADT or certificate.

**MOV:** Approved, 9/9/2025          **NOR:** Info Item, 9/9/2025          **RIV:** Info Item, 9/9/2025

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**MUS 1**  **Teaching Music to Young Children**  ☑ ☐ ☐

**Rationale:**  This course has only been offered 3 times at MVC: First in 2011, again in 2015 and the last time occurred in the Fall of 2020. It has never reached the cap (in any of those offerings) and the last time it was offered it was extremely low enrolled (6 students at census). This course doesn't fit into any music degree or certificate and the MVC music faculty have no interest in offering it in the future (as it serves no curricular or supporting role within the music program). It is an elective component within the Associate of Science Degree and Certificate of Achievement for Early Childhood Education. However, the ECE at MVC also have no interest in offering it and are planning to complete a program modification to remove this course from their certificate. Therefore, MUS-1 should be excluded from the catalog.

**MOV:** Hold, 9/9/2025          **NOR:** Info Item, 9/9/2025          **RIV:** Info Item, 9/9/2025

Motion to Hold until MOV- Program Modification comes through, Early Chilldhood Education.

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# Courses

## Course Exclusions      M N R    Discussion

**MUS 38**    **Beginning Applied Music I**    ☑ ☐ ☐

**Rationale:** This course duplicates the function of the requisite applied lesson course—MUS 87 (in fulfillment of the ADT requirement). While this course does provide students with the benefit of 2 additional hours of applied lessons, it comes at the cost of: increased unit count (2 units instead of the 1 unit required for MUS 87) and a doubled lab time requirement (108 hours required for MUS 38 verses the 54 hours required for MUS 87). The benefits from this small amount of added lesson time do not outweigh the costs incurred by both the students and the college. Therefore, it is the recommendation of the Music faculty at MVC to exclude this course from the catalog.

**MOV:** Approved, 9/9/2025      **NOR:** Info Item, 9/9/2025      **RIV:** Info Item, 9/9/2025

**MUS 78**    **Beginning Applied Music II**    ☑ ☐ ☐

**Rationale:** This course duplicates the function of the requisite applied lesson course—MUS 87 (in fulfillment of the ADT requirement). While this course does provide students with the benefit of 2 additional hours of applied lessons, it comes at the cost of: increased unit count (2 units instead of the 1 unit required for MUS 87) and a doubled lab time requirement (108 hours required for MUS 78 verses the 54 hours required for MUS 87). The benefits from this small amount of added lesson time do not outweigh the costs incurred by both the students and the college. Therefore, it is the recommendation of the Music faculty at MVC to exclude MUS-78 from the catalog.

**MOV:** Approved, 9/9/2025      **NOR:** Info Item, 9/9/2025      **RIV:** Info Item, 9/9/2025

## Course Inclusions      M N R    Discussion

**ACC 19**    **Volunteer Income Tax Assistance Training**    ☐ ☑ ☐

**Rationale:** By introducing this course, Norco College could provide training and hands-on experience to our students, allowing them to earn college credit while volunteering at the Volunteer Income Tax Assistance (VITA) site. This would also help us become more self-sufficient, reducing our reliance on Community Action Partners (CAP) Riverside for training and volunteers.

**MOV:** Info Item, 9/9/2025      **NOR:** Approved, 9/9/2025      **RIV:** Info Item, 9/9/2025

**ACC 19L**    **Volunteer Income Tax Assistance Tax Preparation**    ☐ ☑ ☐

**Rationale:** By introducing this course, Norco College could provide training and hands-on experience to our students, allowing them to earn college credit while volunteering at the Volunteer Income Tax Assistance (VITA) site. This would also help us become more self-sufficient, reducing our reliance on Community Action Partners (CAP) Riverside for training and volunteers.

**MOV:** Info Item, 9/9/2025      **NOR:** Approved, 9/9/2025      **RIV:** Info Item, 9/9/2025

**ACC 819**    **Volunteer Income Tax Assistance Training**    ☐ ☑ ☐

**Rationale:** By introducing this course, Norco College could provide training and hands-on experience to our students, allowing them to earn college credit while volunteering at the Volunteer Income Tax Assistance (VITA) site. This would also help us become more self-sufficient, reducing our reliance on Community Action Partners (CAP) Riverside for training and volunteers.

**MOV:** Info Item, 9/9/2025      **NOR:** Approved, 9/9/2025      **RIV:** Info Item, 9/9/2025

**ACC 819L**    **Volunteer Income Tax Assistance Tax Preparation**    ☐ ☑ ☐

**Rationale:** By introducing this course, Norco College could provide training and hands-on experience to our students, allowing them to earn college credit while volunteering at the Volunteer Income Tax Assistance (VITA) site. This would also help us become more self-sufficient, reducing our reliance on Community Action Partners (CAP) Riverside for training and volunteers.

**MOV:** Info Item, 9/9/2025      **NOR:** Approved, 9/9/2025      **RIV:** Info Item, 9/9/2025

**KIN 38**    **Stress Management**    ☑ ☐ ☐

**Rationale:** Moreno Valley College is in the process of expanding the program and the curriculum and would like to offer KIN 38 Stress Management to our curriculum.

**MOV:** Approved, 9/9/2025      **NOR:** Info Item, 9/9/2025      **RIV:** Info Item, 9/9/2025

## Course Major Modifications      M N R    Discussion

**ALR 2**    **Strategic Reading**    ☐ ☑ ☑

**Rationale:** The course outline was last updated 10/2020. The reason for the major modification is to update the SLOs, course objectives, course content, sample assignments, and course materials to reflect changes made to the discipline with AB 705.

**MOV:** Info Item, 9/9/2025      **NOR:** Approved, 9/9/2025      **RIV:** Approved, 9/9/2025

## Courses

### Course Major Modifications

| | | M | N | R | Discussion |
|---|---|---|---|---|---|

**AST 1A**    **Introduction to the Solar System**     ☑ ☐ ☑
**Rationale:**    Updating course content to include the Sun, which allows AST-1B to be a standalone class. Removing outdated prerequisites.
**MOV:** Approved, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Approved, 9/9/2025

**AST 1AH**    **Honors Introduction to the Solar System**     ☐ ☐ ☑
**Rationale:**    Updating course content to include the Sun, which allows AST-1B to be a standalone class.
**MOV:** Info Item, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Approved, 9/9/2025

**AST 1B**    **Introduction to the Stars and Galaxies**     ☑ ☐ ☑
**Rationale:**    Moving content specifically about the Sun to AST-1A, adding some introductory content covered in AST-1A to AST-1B to allow AST-1B to be offered to all students; removing AST-1A pre-requisite. This will expand the number of students eligible for this class and hopefully increase enrollment.
**MOV:** Approved, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Approved, 9/9/2025

**CIS 38B**    **Simulation and Gaming/3D Animation for Real-Time Interactive Simulations**     ☑ ☐ ☐
**Rationale:**    Major Modification; removal of prerequisite. Software and computer animation techniques have been streamlined and simplified since this course was originated. There is no longer a need for CIS 38A as a prerequisite for this course.
**MOV:** Approved, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Info Item, 9/9/2025

**CIS 38C**    **Simulation and Gaming/3D Dynamics and Rendering for Real-Time Interactive Simulations**     ☑ ☐ ☐
**Rationale:**    Major Modification; removal of prerequisite. Software and computer animation techniques have been streamlined and simplified since this course was originated. There is no longer a need for CIS 38B as a prerequisite for this course.
**MOV:** Approved, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Info Item, 9/9/2025

**MUS 38**    **Beginning Applied Music I**     ☑ ☑ ☑
**Rationale:**    Add performing ensemble corequisite. Update sample assignments.
**MOV:** Approved, 9/9/2025     **NOR:** Approved, 9/9/2025     **RIV:** Approved, 9/9/2025

**SPA 1**    **Spanish 1**     ☑ ☑ ☑
**Rationale:**    Remove reference to SPA-1H in course description
**MOV:** Approved, 9/9/2025     **NOR:** Approved, 9/9/2025     **RIV:** Approved, 9/9/2025

**SPA 2**    **Spanish 2**     ☑ ☑ ☑
**Rationale:**    Remove reference to SPA-1H in requisite
**MOV:** Approved, 9/9/2025     **NOR:** Approved, 9/9/2025     **RIV:** Approved, 9/9/2025

### Course Minor Modifications

| | | M | N | R | Discussion |
|---|---|---|---|---|---|

**AIR 30**    **Residential System Installation**     ☐ ☐ ☑
**Rationale:**    2 year update.Textbook changes: Cengage unlimited added
**MOV:** Info Item, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Info Item, 9/9/2025

**AIR 61A**    **Beginning Air Conditioning and Refrigeration 1**     ☐ ☐ ☑
**Rationale:**    2 Year Update,Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Info Item, 9/9/2025

**AIR 61B**    **Advanced Air Conditioning and Refrigeration II**     ☐ ☐ ☑
**Rationale:**    2 Year Update,textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Info Item, 9/9/2025

**AIR 64A**    **Beginning Air Conditioning and Refrigeration Electricity**     ☐ ☐ ☑
**Rationale:**    2 Year Update, Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Info Item, 9/9/2025

**AIR 64B**    **Advanced Air Conditioning and Refrigeration Electricity II**     ☐ ☐ ☑
**Rationale:**    2 Year Update, Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025     **NOR:** Info Item, 9/9/2025     **RIV:** Info Item, 9/9/2025

# Courses

## Course Minor Modifications

| | | M | N | R | Discussion |
|---|---|---|---|---|---|

**AIR 75**    **HVAC/R Systems Design**    ☐ ☐ ☑
**Rationale:** 2 Year Update, Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**AIR 76**    **Facilities Maintenance/Chillers**    ☐ ☐ ☑
**Rationale:** 2 Year Update, Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**AIR 77**    **Energy Conservation Methods for HVACR**    ☐ ☐ ☑
**Rationale:** 2 Year Update, Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**AIR 78**    **Safe Refrigerant Handling & Management**    ☐ ☐ ☑
**Rationale:** 2 Year Update, Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**AIR 80**    **Gas Heating**    ☐ ☐ ☑
**Rationale:** 2 Year Update, Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**AIR 83**    **All Weather Heating & Cooling System**    ☐ ☐ ☑
**Rationale:** 2 Year Update, Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**AIR 84**    **Boiler and Hydronic Heating**    ☐ ☐ ☑
**Rationale:** 2 Year Update, Textbook update - Cengage Unlimited
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**AIR 90**    **Building Automation Fundamentals**    ☐ ☐ ☑
**Rationale:** 2 year updateNo changes
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**AIR 91**    **Advanced Building Control Networks**    ☐ ☐ ☑
**Rationale:** 2 Year update,
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**AIR 92**    **Advanced Building Automation Networks and Programming**    ☐ ☐ ☑
**Rationale:** 2 year update
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**ALR 1**    **Reading Tutor Training**    ☐ ☑ ☑
**Rationale:** The discipline updated the course outline to include more recent textbooks.
**MOV:** Info Item, 9/9/2025    **NOR:** **Approved, 9/9/2025**    **RIV:** Info Item, 9/9/2025

**ALR 3**    **Reading for Academic and Lifelong Literacy**    ☑ ☑ ☑
**Rationale:** The textbook list was updated with more current course materials.
**MOV:** Info Item, 9/9/2025    **NOR:** **Approved, 9/9/2025**    **RIV:** Info Item, 9/9/2025

**ALR 887**    **Reading Clinic**    ☐ ☑ ☑
**Rationale:** The course materials have been updated with more current textbooks.
**MOV:** Info Item, 9/9/2025    **NOR:** **Approved, 9/9/2025**    **RIV:** Info Item, 9/9/2025

**BAK 46**    **Fundamentals of Baking and Pastry**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

## Courses

### Course Minor Modifications

| | | M | N | R | Discussion |
|---|---|---|---|---|---|

**BAK 47**    **Advanced Baking and Pastry**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 48**    **Dietary Baking**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 74**    **Cost Control for Professional Skills in Baking**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 80**    **Plated Desserts and Sauces**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 81**    **Candies, Confections, and Treats**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 82**    **Advanced Cake Decorating Techniques**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 83**    **Chocolate Techniques and Bonbons**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 84**    **Sugar Artistry and Pastillage**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 874**    **Cost Control for Professional Skills in Baking**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 880**    **Plated Desserts and Sauces**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 881**    **Candies, Confections, and Treats**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 882**    **Advanced Cake Decorating Techniques**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 883**    **Chocolate Techniques and Bonbons**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

**BAK 884**    **Sugar Artistry and Pastillage**    ☐ ☐ ☑
**Rationale:** The course materials have been reviewed, and there are no changes at this time.
**MOV:** Info Item, 9/9/2025    **NOR:** Info Item, 9/9/2025    **RIV:** Info Item, 9/9/2025

# Courses

## Course Minor Modifications

| | | M | N | R | Discussion |
|---|---|---|---|---|---|

**BUS 10** — **Introduction to Business** — M ✔ N ✔ R ✔
Rationale: Textbook Update
MOV: Info Item, 9/9/2025    NOR: **Approved, 9/9/2025**    RIV: Info Item, 9/9/2025

**CAT 61** — **Professional Office Procedures** — M ✔ N ☐ R ✔
Rationale: Two-Year CTE review.
MOV: Info Item, 9/9/2025    NOR: Info Item, 9/9/2025    RIV: Info Item, 9/9/2025

**CAT 845** — **MOSPrep: Microsoft Office Outlook Core Exam Preparation** — M ✔ N ☐ R ✔
Rationale: CTE two-year review completed. Textbook removed. Free web-based material available. GMetrix training software access provided to students free of charge.
MOV: Info Item, 9/9/2025    NOR: Info Item, 9/9/2025    RIV: Info Item, 9/9/2025

**JOU 1** — **Introduction to Journalism** — M ✔ N ☐ R ✔
Rationale: CTE 2-year review. No changes needed.
MOV: Info Item, 9/9/2025    NOR: Info Item, 9/9/2025    RIV: Info Item, 9/9/2025

**PHY 10** — **Introduction to General Physics** — M ✔ N ✔ R ✔
Rationale: Updating textbook information.
MOV: Info Item, 9/9/2025    NOR: **Approved, 9/9/2025**    RIV: Info Item, 9/9/2025

**PHY 11** — **Physics Laboratory** — M ✔ N ✔ R ✔
Rationale: Updating textbooks.
MOV: Info Item, 9/9/2025    NOR: **Approved, 9/9/2025**    RIV: Info Item, 9/9/2025

**PHY 2A** — **General Physics I** — M ☐ N ✔ R ✔
Rationale: Update for current textbooks
MOV: Info Item, 9/9/2025    NOR: **Approved, 9/9/2025**    RIV: Info Item, 9/9/2025

**PHY 2B** — **General Physics II** — M ☐ N ✔ R ✔
Rationale: Update for current textbooks
MOV: Info Item, 9/9/2025    NOR: **Approved, 9/9/2025**    RIV: Info Item, 9/9/2025

**PHY 4D** — **Modern Physics** — M ✔ N ☐ R ✔
Rationale: Updating textbooks.
MOV: Info Item, 9/9/2025    NOR: Info Item, 9/9/2025    RIV: Info Item, 9/9/2025

## Distance Education

| | | M | N | R | Discussion |
|---|---|---|---|---|---|

**COMM 9DE** — **Interpersonal Communication** — M ✔ N ✔ R ✔
Rationale:
MOV: **Approved, 9/9/2025**    NOR: **Approved, 9/9/2025**    RIV: **Approved, 9/9/2025**

**COMM 9HDE** — **Interpersonal Communication** — M ✔ N ✔ R ✔
Rationale:
MOV: **Approved, 9/9/2025**    NOR: **Approved, 9/9/2025**    RIV: **Approved, 9/9/2025**

**ELE 10DE** — **Survey of Electronics** — M ☐ N ✔ R ☐
Rationale:
MOV: Info Item, 9/9/2025    NOR: **Approved, 9/9/2025**    RIV: Info Item, 9/9/2025

**ELE 810DE** — **Survey of Electronics** — M ☐ N ✔ R ☐
Rationale:
MOV: Info Item, 9/9/2025    NOR: **Approved, 9/9/2025**    RIV: Info Item, 9/9/2025

**JOU 1DE** — **Introduction to Journalism** — M ✔ N ☐ R ✔
Rationale:
MOV: **Approved, 9/9/2025**    NOR: Info Item, 9/9/2025    RIV: **Hold, 9/9/2025**

## Courses

### Distance Education  M N R  Discussion

| PAL 86DE | Tort Law and Alternative Dispute Resolution | ☐ ☐ ☑ | |

**Rationale:**

**MOV:** Info Item, 9/9/2025  **NOR:** Info Item, 9/9/2025  **RIV:** Approved, 9/9/2025

## Programs

### Program Discontinuance  M N R  Discussion

**Certificate**

| CAT | Legal Administrative Professional | ☐ ☐ ☑ | |

**Rationale:** This program has seen a decline in enrollment. Courses were offered consistently, but had to be canceled due to low enrollment. Current labor market data also shows a decline in the demand for this program. Law offices are more likely to hire paralegals, and so students can choose to pursue the Paralegal program offered by RCC.

**MOV:** Info Item, 9/9/2025  **NOR:** Info Item, 9/9/2025  **RIV:** Approved, 9/9/2025

| COS | Esthetician | ☐ ☐ ☑ | |

**Rationale:** This program is being discontinued as it is out of compliance with regulatory requirements. Students have transitioned to a different program, Esthetician Concepts.

**MOV:** Info Item, 9/9/2025  **NOR:** Info Item, 9/9/2025  **RIV:** Approved, 9/9/2025

| EST | Building Inspection Technology | ☐ ☐ ☑ | |

**Rationale:** There are insufficient resources to realistically support the Program at a sufficient level of quality and the Program has experienced consistently low enrollment

**MOV:** Info Item, 9/9/2025  **NOR:** Info Item, 9/9/2025  **RIV:** Approved, 9/9/2025

| EST | Zero Net Energy | ☐ ☐ ☑ | |

**Rationale:** There are insufficient resources to realistically support the Program at a sufficient level of quality and the Program has experienced consistently low enrollment.

**MOV:** Info Item, 9/9/2025  **NOR:** Info Item, 9/9/2025  **RIV:** Approved, 9/9/2025

**Degree**

| AIR | Building Energy Systems Professional in HVAC Technology | ☐ ☐ ☑ | |

**Rationale:** There are insufficient resources to realistically support the Program at a sufficient level of quality and the Program has experienced consistently low enrollment.

**MOV:** Info Item, 9/9/2025  **NOR:** Info Item, 9/9/2025  **RIV:** Approved, 9/9/2025

| MUS | Music | ☑ ☐ ☐ | |

**Rationale:** Having both an AA and an ADT in Music was confusing for students and faculty. Because the ADT in Music is more practical and more easily navigable for students, maintaining two Music degrees is not necessary.

**MOV:** Approved, 9/9/2025  **NOR:** Info Item, 9/9/2025  **RIV:** Info Item, 9/9/2025

**Degree & Certificate**

| COS | Cosmetology | ☐ ☐ ☑ | |

**Rationale:** This program is being discontinued as it is out of compliance with State requirements. Students have been transitioned to a different program, Cosmetology Concepts.

**MOV:** Info Item, 9/9/2025  **NOR:** Info Item, 9/9/2025  **RIV:** Approved, 9/9/2025

| GAM | Game Art: Character Modeling | ☐ ☑ ☐ | |

**Rationale:** Several Game Art programs were modified to reflect changes in the game art industry. Any students working toward this certificate have been directed to those programs.

**MOV:** Info Item, 9/9/2025  **NOR:** Approved, 9/9/2025  **RIV:** Info Item, 9/9/2025

| GAM | Game Art: Environments and Vehicles | ☐ ☑ ☐ | |

**Rationale:** Several Game Art programs were modified to reflect changes in the game art industry. Any students working toward this certificate have been directed to those programs.

**MOV:** Info Item, 9/9/2025  **NOR:** Approved, 9/9/2025  **RIV:** Info Item, 9/9/2025

## Programs

### Program Modifications                                     M  N  R    Discussion

#### ADT

| EAR | **Elementary Teacher Education: Integrated Programs** | ☑ ☐ ☐ |
|---|---|---|

**Rationale:** There is an updated version of the TMC (Transfer Model Curriculum) and aligning the program to the new template.

**MOV:** **Approved, 9/9/2025**  **NOR:** Info Item, 9/9/2025  **RIV:** Info Item, 9/9/2025

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| EAR | **Elementary Teacher Education: Integrated Programs** | ☐ ☐ ☑ |
|---|---|---|

**Rationale:** Aligning with the updated TMC.

**MOV:** Info Item, 9/9/2025  **NOR:** Info Item, 9/9/2025  **RIV:** **Approved, 9/9/2025**

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| HIS | **History** | ☑ ☐ ☐ |
|---|---|---|

**Rationale:** Program modification required, exclusion of honor course HUM-4H, removal of course.

**MOV:** **Approved, 9/9/2025**  **NOR:** Info Item, 9/9/2025  **RIV:** Info Item, 9/9/2025

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| PHI | **Philosophy** | ☑ ☐ ☐ |
|---|---|---|

**Rationale:** Program modification required, exclusion of honor courses HUM-4H and HUM-5H from List B. Added recently approved C-ID cross-listed course HUM-18.

**MOV:** **Approved, 9/9/2025**  **NOR:** Info Item, 9/9/2025  **RIV:** Info Item, 9/9/2025

#### Certificate

| MAN | **Control Systems Specialist** | ☐ ☑ ☐ | This program was approved at the 6/3/25 DCC, but it requires a course that has not yet been approved, MAN-33. |
|---|---|---|---|

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

**MOV:** Info Item, 5/27/2025  **NOR:** **Approved, 5/27/2025**  **RIV:** Info Item, 5/27/2025

#### Degree & Certificate

| ARE | **Architectural Graphics** | ☐ ☑ ☐ |
|---|---|---|

**Rationale:** DFT-24 has been deleted. ARE-24 will continue to be offered.

**MOV:** Info Item, 9/9/2025  **NOR:** **Approved, 9/9/2025**  **RIV:** Info Item, 9/9/2025

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| ELE | **Digital Electronics** | ☐ ☑ ☐ |
|---|---|---|

**Rationale:** Adding a Survey of Electronics course to the digital electronics program would provide essential foundational knowledge, improve student retention, align with industry needs, and attract a broader audience. By strengthening students' understanding of basic electronics, this course would enhance their ability to succeed in digital electronics and related fields, ultimately supporting the long-term growth of the Engineering Technology program

**MOV:** Info Item, 9/9/2025  **NOR:** **Approved, 9/9/2025**  **RIV:** Info Item, 9/9/2025

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

## Program Outline

**Title:  Elementary Teacher Education: Integrated Programs**

**Originator:  Melissa Thompson**                    **Date** 5/15/2025
**Department: Humanities, Education, Social & Behavioral Science**
**College/Learning Pathway/Engagement Center:   Moreno Valley - Humanities, Education, Social and Behavioral Sciences Engagement Center**

**TOPs Code:** 4901.20 Liberal Studies               **CIP Code:**  24.0101 Liberal Arts and Sciences/Liberal Studies.


**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.)*

There is an updated version of the TMC (Transfer Model Curriculum) with Cal-GETC updating the program to the new template. Change of title, previous title: Elementary Teacher Education. Changes to C-ID course requirements on updated TMC, removed some courses and added changes to elective areas. There was total unit change.

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

There is an updated version of the TMC (Transfer Model Curriculum) and aligning the program to the new template.

## Required Documentation:

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


**All new and modified ADTs must include the following:**

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
*Revised April 2025*

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☒ 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)*

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
*Revised April 2025*

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## Program Narrative

### Item 1. Program Goals and Objectives
*Must address a valid transfer preparation purpose.*

The Associate of Arts in Elementary Teacher Education: Integrated Programs for Transfer (AA-T) offers lower division coursework examining content area subject matter requirements for teaching at the elementary school level. Students will explore the core principles and practices of a liberal studies curriculum in order to build a foundation appropriate for entry into advanced study in teacher preparation. The students also have the opportunity to participate in supervised fieldwork in K-8 settings.
This degree is designed to facilitate students transferring to the California State University System with an Associate Degree for Transfer in Elementary Teacher Education: Integrated Programs. With this degree, the student will be prepared to enter into a Bachelor Degree Program designed to prepare them to teach in a K-8 classroom. This option prepares students for transfer to CSU to major in either a General Track Liberal Studies Program or an Integrated Liberal Studies/Multiple Subject Teaching Credential Program.

### 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 of Arts in Elementary Teacher Education: Integrated Programs for Transfer (AA-T) offers lower division coursework examining content area subject matter requirements for teaching at the elementary school level. Students will explore the core principles and practices of a liberal studies curriculum in order to build a foundation appropriate for entry into advanced study in teacher preparation. The students also have the opportunity to participate in supervised fieldwork in K-8 settings.
This degree is designed to facilitate students transferring to the California State University System with an Associate Degree for Transfer in Elementary Teacher Education: Integrated Programs. With this degree, the student will be prepared to enter into a Bachelor Degree Program designed to prepare them to teach in a K-8 classroom. This option prepares students for transfer to CSU to major in either a General Track Liberal Studies Program or an Integrated Liberal Studies/Multiple Subject Teaching Credential Program.

**Program Learning Outcomes**
Upon successful completion of this program, students should be able to:
1. Demonstrate knowledge of professional standards, ethics, and professionalism in elementary education classrooms to meet the diverse needs of students.
2. Demonstrate an understanding of historical influences, current trends, theories, and educational issues in a global context.
3. Demonstrate introductory subject matter competency for the Multiple Subject.

**Required Courses:  27-28   units**

| Course | Title | Units |
|---|---|---|
| EDU-1 | Introduction to Elementary Classroom Teaching | 4 |

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
*Revised April 2025*

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| COMM-C1000/ COMM-C1000H | Introduction to Public Speaking/ Introduction to Public Speaking - Honors | 3 |
|---|---|---|
| ENGL- C1000/ ENGL- C1000H | Academic Reading and Writing/ Academic Reading and Writing - Honors | 4 |
| POLS-C1000/ POLS-C1000H | American Government and Politics / American Government and Politics - Honors | 3 |
| HIS-6/HIS-6H | United States History to 1877 / Honors United States History to 1877 | 3 |
| EAR-20 | Child Growth and Development | 3 |
| BIO-1/ BIO-1H | General Biology/Honors General Biology | 4 |
| | | |
| **Select one course: 3-4 units** | | |
| HIS-1 | World History to 1500 | 3 |
| ENGL-1B/ ENGL-1BH | Critical Thinking and Writing/Honors Critical Thinking and Writing | 4 |
| ENGL-30 | Children's Literature | 3 |

**List A: Select one: __4-7___ units**

| Course | Title | Units |
|---|---|---|
| GEO-4 | Earth Science for Educators | 4 |
| CHE-2A AND PHY-10 | Introductory Chemistry, I AND Introduction to General Physics | 4 3 |

**List B: Select one:__3___ units**

| Course | Title | Units |
|---|---|---|
| ART-6/AHS-6 or ART-6H/AHS-6H | Art Appreciation/ Honors Art Appreciation | 3 |
| MUS-19/ MUS-19H | Music Appreciation/ Honors Music Appreciation | 3 |
| THE-3 | Introduction to the Theater | 3 |

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised April 2025*

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**Recommended Courses: While the following courses are not required to complete the degree, students who are interested in transferring to California State University, San Bernardino for teaching are encouraged to take the following.**

| Course | Title | Units |
|---|---|---|
| EAR-25 | Teaching in a Diverse Society | 4 |
| GEG-2 | Human Geography | 3 |
| GEG-3 | World Regional Geography | 3 |
| HES-1/BIO-35 | Health Science | 3 |
| HIS-26 | History of California | 3 |

**Total Units: _____34-50_____**

ASSOCIATE IN [ARTS] FOR TRANSFER DEGREE

The Associate in [Arts] in [Elementary Teacher Education: Integrated Programs] 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).

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised April 2025*

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## Program Outline

**Title:**
Elementary Teacher Education: Integrated Programs

**Originator:**  Amber Lappin                          **Date** 5/13/2025
**Department: School of Education & Teacher Preparation**
**College/Learning Pathway/Engagement Center:  Riverside /Education & Teacher Prep**

**TOPs Code:**    4901.20          **CIP Code:**

**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:**
- *Change title to **Integrated Programs: Elementary Teacher Education** (Formerly- Elementary Teacher Education)*
- *Change MATH 26 to option instead of mandatory*
- *Add EAR 42 to options in list C*

**Rationale:**
*This is to align with the new ADT TMC*

## 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)*

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

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## Program Narrative

### Item 1. Program Goals and Objectives

*This degree is designed to facilitate students transferring to the California State University System with an Associate Degree in Elementary Teacher Education for Transfer. With this degree, the student will be prepared to enter into a bachelor's degree Program designed to prepare them to teach in a K-8 classroom. This option prepares students for transfer to CSU to major in either a General Track Liberal Studies Program or an Integrated Liberal Studies/Multiple Subject Teaching Credential Program.*

### Item 2. Catalog Description

*The Associate in Arts in Elementary Teacher Education: Integrated Programs (AA-T) offers lower division coursework examining content area subject matter requirements for teaching at the elementary school level. Students will explore the core principles and practices of a liberal studies curriculum in order to build a foundation appropriate for entry into advanced study in teacher preparation. The students also have the opportunity to participate in supervised fieldwork in K-8 settings.*

*This degree is designed to facilitate students transferring to the California State University System with an Elementary Teacher Education: Integrated Programs for Transfer. With this degree, the student will be prepared to enter into a bachelor's degree Program designed to prepare them to teach in a K-8 classroom. This option prepares students for transfer to CSU to major in either a General Track Liberal Studies Program or an Integrated Liberal Studies/Multiple Subject Teaching Credential Program.*

### Program Learning Outcomes

*Upon successful completion of this program, students should be able to:*
*Demonstrate knowledge of professional standards, ethics, and professionalism in elementary education classrooms to meet the diverse needs of students.*
*Demonstrate an understanding of historical influences, current trends, theories, and educational issues in a global context.*
*Demonstrate introductory subject matter competency for the Multiple Subject California Subject Examination for Teachers (CSET).*

Required Courses: __27-28___ units

| Course | Title | Units |
|---|---|---|
| EDU 1 | Introduction to Elementary Classroom Teaching | 4 |
| COM C1000 or COM C1000H | Introduction to Public Speaking or Introduction to Public Speaking Honors | 3 3 |
| ENGL C1000 or ENGL C1000H | Academic Reading and Writing or Academic Reading and Writing Honors | 4 4 |
| POLS C1000 or POLS C1000H | American Government and Politics or American Government and Politics - Honors | 3 3 |
| HIS 6 or HIS 6H | United States History to 1877 or Honors United States History to 1877 | 3 3 |
| EAR 20 | Child Growth and Development | 3 |
| BIO 1 or BIO 1H | General Biology or Honors General Biology | 4 4 |
| HIS 1 or ENGL 1B or | World History to 1500 Critical Thinking and Writing | 3 4 |

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

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| ENGL 1BH or | Honors Critical Thinking and Writing | 4 |
| ENGL 30 | Children's Literature | 3 |

Elective Courses7-9_ units

| Course | Title | Units |
| --- | --- | --- |
| List A (Select one) | | |
| GEO 4 | Earth Science for Educators | 4 |
| CHE 10 and | Chemistry for Everyone and | 3 |
| PHY 10 | Introduction to General Physics | 3 |
| List B (Select one) | | |
| ART 6<br>or ART-6H<br>or AHS-6<br>or AHS-6H | Art Appreciation/Honors Art Appreciation | 3 |
| MUS 19 | Music Appreciation | 3 |
| THE 3 | Introduction to the Theater | 3 |
| List C (Up to 12 units) | *While the following courses are not required to complete the degree, students who are interested in transferring to California State University, San Bernardino for teaching are encouraged to take the following:* | |
| MAT 26 | Math for Elementary School Teachers | 4 |
| GEG 2 or | Human Geography or | 3 |
| GEG 3 | World Regional Geography | 3 |
| HIS 26 | History of California | 3 |
| EAR 42 | Child, Family, and Community | 3 |

ASSOCIATE IN ELEMENTARY TEACHER EDUCATION: INTEGRATED PROGRAMS FOR TRANSFER DEGREE

The Associate of Arts in Elementary Teacher Education: Integrated Programs 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).

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

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## Program Outline

**Title:  History**

**Originator:  Ann Pfeifle**                                      **Date** 5/16/2025
**Department: Humanities, Education, Social and Behavioral Sciences**
**College/Learning Pathway/Engagement Center:**  Choose an item.

**TOPs Code:**  2205.00 History          **CIP Code:** 54.0101  History, 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.)*

Program modification required, exclusion of honor course HUM-4H, removal of course, from list B.

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

Program modification required, exclusion of honor course HUM-4H, removal of course.

## 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)*

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
*Revised April 2025*

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## Program Narrative

### Item 1. Program Goals and Objectives
*Must address a valid transfer preparation purpose.*

The Associate in Arts in History for Transfer degree is a curricular pattern designed specifically to transfer students as History majors with junior status to the CSU system. Though the Associate in Arts in History for Transfer also provides broad general preparation for History majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. Students earning the Associate in Arts in History for Transfer degree will acquire a broad perspective on the human experience and appreciate how the past has shaped the present. They will learn about major events and people of the past, especially their social, cultural and political effects. In addition, students will learn how to interpret, debate, and draw conclusions using primary historical sources.

### 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 History for Transfer degree is a curricular pattern designed specifically to transfer students as History majors with junior status to the CSU system. Though the Associate in Arts in History for Transfer also provides broad general preparation for History majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. Students earning the Associate in Arts in History for Transfer degree will acquire a broad perspective on the human experience and appreciate how the past has shaped the present. They will learn about major events and people of the past, especially their social, cultural and political effects. In addition, students will learn how to interpret, debate, and draw conclusions using primary historical sources.

**Program Learning Outcomes**
Upon successful completion of this program, students should be able to:
1. Describe, explain, and evaluate historical information and demonstrate an understanding of the nature of historical processes.
2. Identify and analyze the sources of historical information and research methodologies.
3. Objectively explain critical issues in history 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 historical methodologies in the research, analysis and evaluation of data.

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk. Revised April 2025*

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5.  Comprehend and demonstrate critical thinking ability including the understanding of alternative explanations and the forming of conclusions from the data presented

Required Courses: 6____ units

| Course | Title | Units |
|---|---|---|
| HIS-6/HIS-6H | United States History to 1877/Honors United State History to 1877 | 3 |
| HIS-7/HIS-7H | United States History from 1865/Honors United States History from 1865 | 3 |
| | | |

List A: Select two courses: _6____ units

| Course | Title | Units |
|---|---|---|
| HIS-1 | World History to 1500 | 3 |
| HIS-2 | World History since 1500 | 3 |
| | | |

List B: Select one course from each area: _6____ units

| Course | Title | Units |
|---|---|---|
| Area 1 Diversity (3 Units): | | |
| HIS-14/ETS-4 | African American History I | 3 |
| HIS/15/ETS-15 | African American History II | 3 |
| HIS-34 | History of Women in the United States | 3 |
| HIS-38 | LGBTQ+ History in the United States | 3 |
| HIS-60 | U.S. History from a Chicana/o/x Perspective: Pre-Columbian to 1848 | 3 |
| HIS-61 | US History from a Chicana/o/x Perspective: 1848 to Present Day | 3 |
| POLS-21/ETS-21 | Latinx Politics | 3 |
| POLS-23/ETS-23 | Race, Ethnicity and Politics in America | 3 |
| | | |
| Area 2: (3 Units) | | |
| ANT-1/ANT-1H | Physical Anthropology / Honors Physical Anthropology | 3 |
| ANT-2/ANT-2H | Cultural Anthropology/ Honors Cultural Anthropology | 3 |
| AHS-4 | Introduction to Visual Culture | 3 |
| | | |
| | | |
| HIS-25 | History of Mexico | 3 |
| HIS-26 | History of California | 3 |
| HIS-31 | Introduction to Chicanx and Latinx Studies | 3 |
| HIS-32 | History of Early Latin America | 3 |
| HIS-33 | History of Modern Latin America | 3 |
| HUM-4 | Arts and Ideas: Ancient World Through the Late Medieval Period | 3 |

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
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| HUM-10/HUM-10H | World Religions/Honors World Religions | 3 |
| POLS-C1000/ POLS-C1000H | American Government and Politics/ American Government and Politics - Honors | 3 |
| POLS-2/ POLS-2H | Comparative Politics/Honors Comparative Politics | 3 |
| POLS-4 / POLS-4H | Introduction to World Politics/Honors Introduction to World Politics | 3 |
| PSYC-C1000/ PSYC-C1000H | Introduction to Psychology/Introduction to Psychology - Honors | 3 |
| SOC-1 | Introduction to Sociology | 3 |
| SOC-2 | American Social Problems | 3 |
| SOC-10/SOC-10H | Race and Ethnic Relations/Honors Race and Ethnic Relations | 3 |

**Total Units:  18**

ASSOCIATE IN [ARTS] FOR TRANSFER DEGREE

The Associate in [Arts] in History 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).

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

**Title:** Philosophy

**Originator:** Nick Sinigaglia                    **Date** 5/16/2025
**Department:** Humanities, Education, Social & Behavioral Sciences

**College/Learning Pathway/Engagement Center:   Moreno Valley - Humanities, Education, Social and Behavioral Sciences Engagement Center**

**TOPs Code:**    1509.00 Philosophy          **CIP Code:**  38.0101 Philosophy

**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.)*

Program modification required, exclusion of honor courses HUM-4H and HUM-5H removal of courses, from List B. And added approved recently approved C-ID cross listed course HUM-18.

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

Program modification required, exclusion of honor courses HUM-4H and HUM-5H removal of courses. And added approved recently approved C-ID cross listed course HUM-18, give students more options.

## 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

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

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

### Item 1. Program Goals and Objectives
*Must address a valid transfer preparation purpose.*

The Associate in Arts in Philosophy 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 Philosophy at the California State University. This degree is designed to prepare students to critically analyze the work of major figures in philosophy, evaluate topics in the key areas of philosophy, clearly express philosophical ideas both in writing and orally, and demonstrate an understanding of these ideas through their application to specific philosophical 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 Philosophy 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 Philosophy at the California State University. This degree is designed to prepare students to critically analyze the work of major figures in philosophy, evaluate topics in the key areas of philosophy, clearly express philosophical ideas both in writing and orally, and demonstrate an understanding of these ideas through their application to specific philosophical problems.

### Program Learning Outcomes
Upon successful completion of this program, students should be able to:
1. Analyze and critically evaluate the work of major figures in philosophy.
2. Compare and contrast different philosophical views across historical periods and contexts of human experience.
3. Evaluate the most important topics in key areas of philosophy: theory of knowledge, metaphysics, ethics.
4. Demonstrate the ability to apply philosophical ideas to philosophical problems.
5. Express philosophical ideas and defend them in argument, both in writing and orally.

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
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**Required: 15 units**

| Course | Title | Units |
|---|---|---|
| MAT-32/PHI-32 | Introduction to Symbolic Logic | 3 |
| PHI-10/PHI-10H | Introduction to Philosophy/Honors Introduction to Philosophy | 3 |
| PHI-11 | Critical Thinking and Analytic Writing | 3 |
| PHI-12 | Introduction to Ethics | 3 |
| PHI-35 OR HUM-35 | Philosophy of Religion | 3 |

**List B: 6  units**
**Select two courses.**

| Course | Title | Units |
|---|---|---|
| HIS-1 | World History to 1500 | 3 |
| HIS-2 | World History since 1500 | 3 |
| HIS-14 OR ETS-14 | African American History I | 3 |
| HIS-15 OR ETS-15 | African American History II | 3 |
| HUM-4 | Arts and Ideas: Ancient World Through the Late Medieval Period | 3 |
| HUM-5 | Arts & Ideas: Renaissance through the Modern Era | 3 |
| HUM-10/ HUM-10H | World Religions/Honors World Religions | 3 |
| PHI-18/HUM-18 | Walking with the Dead: An Interdisciplinary Perspective on Death and Dying | 3 |

ASSOCIATE IN [ARTS FOR TRANSFER DEGREE
The Associate in [Arts] in Philosophy 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).

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

## Program Outline

**Title: Control Systems Specialist**

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

**Department: AT&A/Manufacturing**

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

☐ **Moreno Valley College**          ☒ **Norco College**          ☐ **Riverside City College**

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

**TOPs Code: 0956.00 and 945.00**                    **CIP Code: 15.0405**

**Type of Program:**

☒ Certificate of Achievement only          ☐ Locally approved certificate (8-units or less) only
☐ Associate Degree only          ☐ Certificate of Achievement <u>and</u> Degree

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

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

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

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

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

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

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

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

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

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

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

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

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

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## Required Documentation

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

### All Degrees and Certificates

☒ Evidence of district-wide discipline communication

☒ Department minutes showing approval

☐ Narrative *(see following page)*

☐ Transfer preparation documentation *(only if applicable)*

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

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

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

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

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

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

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

### Item 1. Program Goals and Objectives
*For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.*

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

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

### Item 3. Program Requirements
*Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.*

Required Courses: __31__ units

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

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

Total Program Units:  31_ units

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

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

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

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

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

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

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

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

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

Source: Lightcast 2023.3

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

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

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

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

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

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

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

Source: COE Supply Resource, May 2023

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

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

Source: MIS Data Mart, COCI

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

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

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

Source: Lightcast 2023.3

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

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

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

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

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

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

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

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

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

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

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*Justification of need for certificate/degree in the region.*

**Justification of need for certificate/degree in the region.**

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

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

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

Source: COCI, 2022-23 Community College Catalogs

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

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

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

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

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## Program Outline

**Title: Architectural Graphics (update certificate)**

**Originator:  Farshid Mirzaei**                     **Date** 5/29/2025

**Department: Applied Technology and Apprenticeship**

**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: 0953.10**               **CIP Code: 15.1303**

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

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

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

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

**If this is a modification to an existing certificate/degree, please specify the changes being made:**
*(<u>Please be specific</u>! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)*
**DFT-24 is deleted (ARE-24 stays as is)**
**Rationale:**
*(Please note: This information will be presented to the Board of Trustees.)*
Reduce the cross-list courses. No change in the total units.

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
*Revised April 2025*

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## 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.*

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
*Revised April 2025*

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## Program Narrative

### Item 1. Program Goals and Objectives
*Upon successful completion of this program, students should be able to:*
1. *Complete a set of residential working drawings, which may include first floor drawings, second floor drawings, foundation drawings, elevations, cross-sections, framing, electrical drawings, and structural detail.*
2. *Demonstrate an ability to apply and integrate computer technology into the design process to achieve a desired result.*

### Item 2. Catalog Description
*The Architectural Graphics program prepares students with technical communication skills, and the knowledge and craft of two-dimensional drafting solutions for architecturally related industry applications. Students learn to present graphic solutions, provide design refinements, modifications, and delineations of working technical drawings using current Computer-Aided Drafting CAD methods and techniques with an understanding of industry standards. Program completers are able to secure drafting technician positions in areas related to architecture, environmental design, and to assist in the development of architectural construction documents for light frame structures, under the supervision of a professional.*

### Item 3. Program Requirements
*All requirements stay as they are. Only Cross-list course DFT-24 is eliminated. Total units stay as they are 27 units.*
**The Associate of Science Degree in Architectural Graphics will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog**

Required Courses:   21 units

| Course | Title | Units | Sequencing |
|---|---|---|---|
| DFT/ENE21 | Drafting | 3 | Semester 1, Fall |
| DFT/ENE27 | Technical Communications | 3 | Semester 1, Fall |
| CON62 | Blueprint Reading for Construction | 3 | Semester 1, Fall |
| ARE24 | Revit I-Architectural Drafting | 3 | Semester 1, Fall |
| ARE25 | Revit II-Advanced Architectural Drafting | 3 | Semester 2, Spring |
| DFT/ENE30 | Computer Aided Drafting | 3 | Semester 2, Spring |
| ARE37 | Architectural Design | 3 | Semester 2, Spring |

Plus, an additional 6 units from the following elective courses:

| Course | Title | Units | Sequencing |
|---|---|---|---|
| ARE35 | History of Architecture-Beginnings through Gothic | 3 | Semester 1, Fall |
| ARE36 | History of Architecture: Renaissance to Modern | 3 | Semester 2, Spring |
| CON60 | Introduction to Construction | 3 | Semester 1, Fall |
| CON74 | Construction Estimating | 3 | Semester 2, Spring |

Total Program Units:    27 units

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
*Revised April 2025*

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## 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.*

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

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

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

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

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.*
*Revised April 2025*

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## Program Outline

**Title: Digital Electronic**

**Originator:** Khosrow Rad                               **Date** 3/10/2025

**Department: AT&T/Electronic**

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

☐ **Moreno Valley College**          ☒ **Norco College**          ☐ **Riverside City College**

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

**TOPs Code:** 0934.00          **CIP Code:**

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

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

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

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

**If this is a modification to an existing certificate/degree, please specify the changes being made:**
*(<u>Please be specific</u>! Indicate any changes to title, description, learning outcomes, courses, unit values, etc.)*
*Adding ELE-10: Survey of Electronics*

• *Demonstrate quantitative measurement of electrical circuit parameters; assemble and test both direct-current and alternating-current series, parallel, and series-parallel circuits.*
• *Conduct direct circuit analysis and measurement*
• *Describe the principles of alternating current circuits, components, and circuit measurements.*
• *Use the functions of resistors, switches, light bulbs, capacitors, and inductors in actual circuits.*
• *Analyze DC and AC in transient and resonant circuits; analyze circuits using Ohm's Law, Kirchhoff's Laws, and network theorems.*
• *Demonstrate the operation of electronic lab equipment to test components and circuits by properly connecting and operating the following standard test equipment: power supplies, function generators, ammeters, voltmeters, ohmmeters, analog and digital multimeters, oscilloscopes, and bridges.*

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

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

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## 1. Providing a Strong Foundation for Digital Electronics

Many students entering digital electronics courses may not have prior experience with fundamental electrical and electronic concepts. A **Survey of Electronics** course can serve as an introductory class, ensuring that students develop a basic understanding of voltage, current, resistance, circuit components, and troubleshooting techniques before diving into complex digital concepts.

## 2. Bridging the Gap Between Theory and Application

Digital electronics relies on a strong grasp of electrical principles. Without a foundational understanding of analog electronics—such as power supplies, transistor operation, and signal behavior—students may struggle with concepts like logic levels, noise interference, and interfacing with real-world circuits. This course would act as a bridge between basic electrical principles and digital logic systems.

## 3. Supporting Student Success and Retention

One of the challenges in Engineering Technology education is **student persistence**. Many students drop out of digital electronics courses due to difficulty grasping foundational electrical concepts. By offering a **Survey of Electronics** as a preparatory course, students will be better equipped to succeed in advanced courses, reducing failure rates and improving retention.

## 4. Expanding Course Accessibility for a Diverse Student Population

A **Survey of Electronics** course could attract students from various backgrounds, including those with no prior electronics experience, hobbyists, and individuals transitioning from other fields. This broad appeal can **increase enrollment numbers** and serve as a feeder course for more advanced digital and microprocessor courses.

## 5. Aligning with Industry and Workforce Needs

Modern technicians and engineers often work with a combination of analog and digital systems. A **Survey of Electronics** course ensures that students are not only proficient in digital logic but also understand the fundamentals of analog electronics, power systems, and circuit diagnostics—skills that are highly valuable in **embedded systems, automation, and IoT** industries.

## 6. Enhancing Transfer and Certification Opportunities

Many universities and technical programs include introductory electronics courses in their engineering curricula. Offering a **Survey of Electronics** course will improve articulation with transfer institutions and could align with industry-recognized certifications, making students more competitive in the job market.

## 7. Increasing Enrollment and Strengthening the Engineering Technology Program

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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With Engineering Technology courses facing **low enrollment and persistence issues**, adding a **Survey of Electronics** course could serve as an entry point for students who are curious about electronics but hesitant to enroll in more advanced courses. This course can provide a **non-intimidating introduction**, sparking interest and increasing the likelihood that students continue into digital electronics and microprocessors.

## Conclusion

Adding a **Survey of Electronics** course to the digital electronics program would provide essential foundational knowledge, improve student retention, align with industry needs, and attract a broader audience. By strengthening students' understanding of basic electronics, this course would enhance their ability to succeed in digital electronics and related fields, ultimately supporting the long-term growth of the Engineering Technology program

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

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### 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.*

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## Program Narrative

### Item 1. Program Goals and Objectives
*For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.*

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

### 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: 27____ units

| Course | Title | Units | Sequencing |
|--------|-------|-------|-----------|
| ELE 10 | Survey of Electronics | 4 | Fall 1, |
| ELE 11 or ELC 11 | DC Electronics | 4 | Spring 1 |
| ELE 13 Or ELC 13 | AC Electronics | 4 | Spring 1 |
| ELE 25 | Digital Techniques | 4 | Spring1 |
| ELE 23 | Electronic Devices and Circuits | 4 | Summer 1 |
| ELE 26 | Microcontrollers | 3 | Winter 1 |
| ELE 28 | MultiSim CAD & PCB Design/Fab | 4 | Fall 2 |

Elective Courses: __3___ units

| Course | Title | Units | Sequencing |
|--------|-------|-------|-----------|
| ELE 27 | Technical Communications | 3 | Spring 2 |
| ELE 64 | Programmable Logic Controllers | 3 | Spring 2 |
| ELE 75 Or ELC 75 | Solid State Devices Lighting Controls | 4 | Fall 2 |

Total Program Units: __30___ units

### Item 4. Master Planning
*Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.*
Considering the mission of the college the Digital Electronic certificate serves the college well by creating more opportunities for student success such as "application of emerging technologies" technologies that the community desperately needs so that students can get a head start on their careers. These certificates "provide foundational skills and pathways to technical educational certificates."

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

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

Norco College offers a **Digital Electronics Certificate and Associate of Science (A.S.) Degree** designed to prepare students for careers in the digital electronics industry. Norcocollege **Current Enrollment and Completion Trends:** Specific data on the number of students currently enrolled in or completing the Digital Electronics program at Norco College is not publicly available.

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**Digital Electronics Program Projections**

| | Year | Projected Enrollment | Certificate C |
|---|---|---|---|
| 1 | 1 | 40 | 26 |
| 2 | 2 | 44 | 28 |
| 3 | 3 | 48 | 31 |
| 4 | 4 | 53 | 34 |
| 5 | 5 | 58 | 37 |

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

The digitally/electronically focused certificate or degree is a strategic addition to the college's existing inventory. It enhances program offerings, meets workforce demands, utilizes current resources, and aligns with institutional goals. By adopting this program, the college will better serve students and the community, ensuring graduates are well-prepared for the evolving digital landscape.

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

Graduates of a digital electronics certificate or degree program would have access to a variety of career paths, including:

- Electronics Technician
- Embedded Systems Developer
- PLC Programmer

*For additional information, please see the Program and Course Approval Handbook (PCAH), the RCCD Curriculum Handbook, the Taxonomy of Programs manual, and the TOPs/CIP/SOC crosswalk.
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- Test Engineer
- Field Service Technician
- IoT Specialist

By establishing a strong digital electronics program, the institution can support regional workforce needs, provide valuable career pathways for students, and enhance its reputation as a leader in technical education.

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

*If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.*
*The courses in this proposal are transferable as listed below.*

| Course | Title | Units | Transferable to |
|--------|-------|-------|-----------------|
| ELE 10 | Survey of Electronics | 4 | CSU |
| ELE 11/ELC11 | DC Electronics | 4 | CSU |
| ELE 13/ELC 13 | AC Electronics | 4 | CSU |
| ELE 25 | Digital Techniques | 4 | CSU |
| ELE 23 | Electronic Devices and Circuits | 4 | CSU |
| ELE 26 | Microcontrollers | 3 | CSU |
| ELE 26 | MultiSim CAD & PCB Design/Fab | 4 | CSU |

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

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