

Meeting Agenda

Thursday, November 13, 2025

4:30-5:00pm

Moreno Valley: SAS 101

Norco: OCC 116

Riverside City: Hall of Fame

Committee Members	Guests
☐ Kelly Douglass (Chair, ENGL, RIV)	☐ Lijuan Zhai (AVC ES&IE, RCCD)
☐ <i>Vacant</i> (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=R0dDakVkSzNZQitZZEN0Zm1TTiYvQT09>

+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.

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: 11/13/2025

Courses

Course Deletions

		M	N	R	Discussion
ACC 61	Cost Accounting	☐	☐	☒	
Rationale:	ACC 1B covers the main concepts of Cost Accounting.				
CAT 200	Computer Applications and Office Technology Work Experience	☒	☒	☒	
Rationale:	Course has never been offered due to the constraints of the old outline. Consolidating the course under CIS.				
CIS 1B	Advanced Concepts in Computer Information Systems	☒	☐	☐	
Rationale:	Course has not been offered in the last 4 years. Course deletion based on sunset policy.				
CIS 22	Systems Auditing	☒	☐	☐	
Rationale:	Course has not been offered in the last 4 years. Course deletion due to sunset policy.				
CIS 4	Practical Computer Security	☒	☐	☐	
Rationale:	Course has not been offered in the last 4 years. Course deletion.				
CIS 54A	Introduction to Animate	☒	☐	☐	
Rationale:	Course has not been offered in the last 4 years. Course deletion based on sunset policy.				
CIS 76A	Introduction to Microsoft Expression Web	☒	☐	☐	
Rationale:	Course deletion due to not being offered in the last 4 years, based on sunset policy.				
CIS 810	Cloud Computing Fundamentals	☒	☐	☐	
Rationale:	Course is a stand-alone course and has not been offered in the last 3 years, needs to be deleted.				
CMI 82	Intermediate Legal Interpreting	☒	☐	☐	
Rationale:	This course has not been offered in several years and there are no foreseeable intentions to offer it in the near future.				
COMM 5	Parliamentary Procedure	☐	☐	☒	
Rationale:	This course has not been taught since prior to 2019. In department discussions, we did not see this course being taught in the near future.				
COMM 51	Enhancing Communication Skills	☐	☐	☒	
Rationale:	This course has not been taught since spring of 2021. After department discussions, we assessed that the course is not likely to be taught in the near future, and agreed to have it deleted in order to meet discipline course compliance requirements.				
COMM 85A	Communication Studies Clinic	☐	☐	☒	
Rationale:	COMM-85A - Communication Studies Clinic has not been taught since Spring 2020. The department discussed if we were planning to have this course in the near future, and decided that for now, our students are served by ILA 800 instead. As a department, we voted to delete this course. This is a riv only course.				
COMM 85B	Communication Studies Clinic II	☐	☐	☒	
Rationale:	COMM-85B - Communication Studies Clinic II, has not been taught since Spring 2020. The department discussed if this course would be taught in the near future, and decided against it given less than ideal enrollment. Further, our students are served by ILA 800. As a department, we voted to delete this course. This is a riv only course.				
EST 10	Industrial Calculations	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 15	Zero Net Energy Building Science	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 20	California Energy Codes	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 200	Energy Systems Technology Work Experience	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 21	California Building Codes	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				

Courses

Course Deletions

M N R Discussion

EST 23	California Plumbing Codes	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 24	California Electrical Codes	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 25	California Residential Codes	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 26	California Fire Codes	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 30	Architectural Blueprint Reading	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 32	Architectural Practice I	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
EST 33	Materials of Construction	☐	☐	☒	
Rationale:	The course is being deleted as the program has been discontinued.				
GUI 48A	College Success Strategies-Study Skills	☒	☐	☐	
Rationale:	No plans to offer this course within the next two academic years				
HMS 14	Job Development	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
HMS 34	Counseling Emotionally Disabled Students	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
HMS 35	Counseling Students with a Learning Disability	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
HMS 37	Counseling Clients with Disabilities	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
HMS 40	Counseling Youth and Adolescents	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
HMS 45	Counseling Youth on Probation	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
HMS 49	Careers in Social Work - Counseling Athletes	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
HMS 70	Social Work Administration Studies - Non-Profit Organizations	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
HMS 72	Social Work Administration Studies - Social Welfare Policy	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
HMS 73	Social Work Administration Studies - Administration in Social Work	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				

Courses

Course Deletions

M N R Discussion

HMS 74	Social Work Administration Studies - Social Work Theory	☒	☐	☐	
Rationale:	Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.				
MDA 58B	Advanced Medical Transcription	☒	☐	☐	
Rationale:	The course is being deleted as interest in the course has declined and it has been canceled the last several times it has been offered. The last time it successfully ran was in 2011.				
NRN 100	Essentials of Nursing Practice	☐	☐	☒	
Rationale:	There is no longer a need for this course, and it has not been offered since 2019.				
NRN 107	Essentials of Nursing Practice Laboratory	☐	☐	☒	
Rationale:	There is no longer a need for this course, and it has not been offered since 2019.				
NRN 14	Health Promotion and Wellness Across the Lifespan	☐	☐	☒	
Rationale:	The course was previously approved for Area E of the CSU transfer pattern and, with the inception of CalGETC no longer meets the Lifelong Learning requirements for the CSU. Content was reintegrated into the required course for the ADN (RN) program (Nursing 11, 12, 21 & 22)				
NVN 52	Introductory Concepts of Vocational Nursing - Nursing Fundamentals	☐	☐	☒	
Rationale:	Needed to redistribute hours and units in order to conform to the District's summer session calendar and change in regulatory allowable hours. The Spring courses were too many units and students needed to have override clearance each year. In addition, in preparing for the BVNPT 4-year continued approval self-study, it was determined that there was duplication of course content and content needed to be better distributed across the program curriculum. Took the VN program from 6 required courses in the program to 4 required courses. The VN curriculum was changed and re-numbered.				
NVN 52A	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Needed to redistribute hours and units in order to conform to the District's summer session calendar and change in regulatory allowable hours. The Spring courses were too many units and students needed to have override clearance each year. In addition, in preparing for the BVNPT 4-year continued approval self-study, it was determined that there was duplication of course content and content needed to be better distributed across the program curriculum. Took the VN program from 6 required courses in the program to 4 required courses. The VN curriculum was changed and re-numbered.				
NVN 60	Intermediate Vocational Nursing Foundations-Nursing Process	☐	☐	☒	
Rationale:	Needed to redistribute hours and units in order to conform to the District's summer session calendar and change in regulatory allowable hours. The Spring courses were too many units and students needed to have override clearance each year. In addition, in preparing for the BVNPT 4-year continued approval self-study, it was determined that there was duplication of course content and content needed to be better distributed across the program curriculum. Took the VN program from 6 required courses in the program to 4 required courses. The VN curriculum was changed and re-numbered.				
NVN 61	Intermediate Concepts of Vocational Nursing-Care of the Family	☐	☐	☒	
Rationale:	Needed to redistribute hours and units in order to conform to the District's summer session calendar and change in regulatory allowable hours. The Spring courses were too many units and students needed to have override clearance each year. In addition, in preparing for the BVNPT 4-year continued approval self-study, it was determined that there was duplication of course content and content needed to be better distributed across the program curriculum. Took the VN program from 6 required courses in the program to 4 required courses. The VN curriculum was changed and re-numbered.				
NXN 81	Introduction to Critical Care Nursing	☐	☐	☒	
Rationale:	There is no longer a need for this course. The course has not been offered in several years.				
PHO 200	Photography Work Experience	☒	☐	☒	
Rationale:	We have decided as a department (Applied Technical Art and Trade) to consolidate 200 Work Experience courses into one class.				
WEL 200	Welding Work Experience	☐	☐	☒	
Rationale:	The course is no longer in compliance and has now been integrated into the Air 200 work experience class.				

Course Exclusions

M N R Discussion

ACC 55	Applied Accounting and Bookkeeping	☒	☐	☐	
Rationale:	Discipline will not offer course in the near future.				

Courses

Course Exclusions

M N R Discussion

ART 20	Beginning Sculpture	☒ ☐ ☐
Rationale:	The courses up for exclusion are not planned to be offered in 2YR course rotation. The courses have not been offered at MVC for at least the past 3 years and we do not offer sufficient classroom facilities to support sculpture.	
ART 21	Intermediate Sculpture	☒ ☐ ☐
Rationale:	The courses up for exclusion are not planned to be offered in 2YR course rotation. The courses have not been offered at MVC for at least the past 3 years and we do not offer sufficient classroom facilities to support sculpture.	
ART 35A	Illustration - Beginning	☒ ☐ ☐
Rationale:	The courses up for exclusion are not planned to be offered in 2YR course rotation. The courses have not been offered at MVC for at least the past 3 years and we do not offer sufficient classroom facilities to support sculpture.	
ART 35B	Illustration - Intermediate	☒ ☐ ☐
Rationale:	The courses up for exclusion are not planned to be offered in 2YR course rotation. The courses have not been offered at MVC for at least the past 3 years and we do not offer sufficient classroom facilities to support sculpture.	
ART 46	Studio Sculpture	☒ ☐ ☐
Rationale:	The courses up for exclusion are not planned to be offered in 2YR course rotation. The courses have not been offered at MVC for at least the past 3 years and we do not offer sufficient classroom facilities to support sculpture.	
BUS 30	Entrepreneurship	☒ ☐ ☐
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.	
BUS 51	Principles of E-commerce	☒ ☐ ☐
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.	
BUS 814	Business Skills: Professional Communication Basics	☒ ☐ ☐
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.	
BUS 817	Business Skills: Professional Self-Management	☒ ☐ ☐
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.	
BUS 82	Freight Claims	☒ ☐ ☐
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.	
BUS 83	Contracts	☒ ☐ ☐
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.	
BUS 86	Transportation and Traffic Management	☒ ☐ ☐
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.	
CAT 1A	Business Etiquette	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 200	Computer Applications and Office Technology Work Experience	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 3	Computer Applications for Business	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	

Courses

Course Exclusions

M N R Discussion

CAT 31	Business Communication Fundamentals	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 50	Beginning Computer Keyboarding	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 51	Intermediate Keyboarding/Document Formatting	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 53	Keyboarding Fundamentals	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 55	Applied Accounting/Bookkeeping	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 61	Professional Office Procedures	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 62	Records Management	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 80	Word Processing: Microsoft Word for Windows	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 811	High Impact Presentations and Proposals for the Work Place	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 814	Business Skills: Professional Communication Basics	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 817	Business Skills: Professional Self-Management	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 841	MOSPrep: Microsoft Office Word-Expert Exam Preparation	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 842	MOSPrep: Microsoft Office Excel Expert Exam Preparation	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	

Courses

Course Exclusions

M N R Discussion

CAT 843	MOSPrep: Microsoft Office PowerPoint Core Exam Preparation	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 844	MOSPrep: Microsoft Office Access Core Exam Preparation	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 845	MOSPrep: Microsoft Office Outlook Core Exam Preparation	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 90	Microsoft Outlook	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 93	Computers for Beginners	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 95A	Introduction to the Internet -- Living Online	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 98A	Introduction to Excel	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CAT 98B	Advanced Excel	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CIS 17B	C++ Programming: Advanced Objects	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CIS 18B	Java Programming: Advanced Objects	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CIS 18C	Java Programming: Data Structures	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CIS 3	Computer Applications for Business	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	
CIS 78B	Advanced Adobe Photoshop	☒ ☐ ☐
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.	

Courses

Course Exclusions

M N R Discussion

CIS 80	Word Processing: Microsoft Word for Windows	☒	☐	☐	
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.				
CIS 81	Introduction to Desktop Publishing using Adobe InDesign	☒	☐	☐	
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.				
CIS 90	Microsoft Outlook	☒	☐	☐	
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.				
CIS 93	Computers for Beginners	☒	☐	☐	
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.				
CIS 95A	Introduction to the Internet -- Living Online	☒	☐	☐	
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.				
CIS 98A	Introduction to Excel	☒	☐	☐	
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.				
CIS 98B	Advanced Excel	☒	☐	☐	
Rationale:	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.				
ENE 51	Print Reading	☐	☐	☒	
Rationale:	This course has not been offered at RCC since 2010.				
ENE 60	Math for Engineering Technology	☐	☐	☒	
Rationale:	This class has not been offered at RCC since 2010.				
ENGL 16	Introduction to Linguistics	☐	☒	☐	
Rationale:	While Norco had hoped to offer ENGL-16 as a collaboration between ENGL and ESL, the college has never actually offered the course. The college sees no future demand for the course and so believes it is best to exclude it from Norco's catalog.				
ENGL 16	Introduction to Linguistics	☐	☐	☒	
Rationale:	The English & Media Studies Department has not successfully offered the course in several years and has removed it from its course rotation, with no plans to offer it going forward.				
ESL 810	IT Workplace Language Support	☒	☐	☐	
Rationale:	ESL 810 and ESL 811 are no longer pedagogically necessary, and their continued offering does not reflect the present realities of the student body.				
ESL 811	Basic Computer and Technology Language Support	☒	☐	☐	
Rationale:	ESL 810 and ESL 811 are no longer pedagogically necessary, and their continued offering does not reflect the present realities of the student body.				
GEG 30D	Field Studies in Geography	☒	☐	☐	
Rationale:	GEG-30D is the 4th course in a series of repeatable, similar courses, all titled "Field Studies in Geography". With four courses in this rotation, offering one each year will result in one of them always being on the course sunset list; therefore, we are requesting to exclude GEG-30D, reducing the rotation to 3 courses. This will avoid the problem of always having one of the courses on the course sunset list.				

Courses

Course Exclusions

		M	N	R	Discussion
GEO 4	Earth Science for Educators	☒	☐	☐	
Rationale:	MVC has no one with the FSA and has no intention to offer this course within the foreseeable future. It is no longer a required course in any degree or certificate program.				
MAT 1AH	Honors Calculus I	☒	☐	☐	
Rationale:	MVC does not have the student demand to offer a section of Honors Calculus I. We occasionally get students who want to take it, but in these instances an honors contract suffices.				
MKT 42	Retail Management	☒	☐	☐	
Rationale:	This course has not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer it in the foreseeable future.				
PDS 805	Difficult Conversations	☒	☐	☐	
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.				
PDS 811	High Impact Presentations and Proposals for the Work Place	☒	☐	☐	
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.				
PDS 816	Personal Finance	☒	☐	☐	
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.				
PDS 817	Financial Future	☒	☐	☐	
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.				
PDS 818	The Successful Job Search	☒	☐	☐	
Rationale:	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.				
PHS 1	Introduction to Physical Science	☒	☐	☐	
Rationale:	This course has not been offered for more than fifteen years and there are no plans for the Science faculty to offer this class at Moreno Valley College.				
POLS 20	Latin American Politics	☐	☒	☐	
Rationale:	The Political Science discipline at Norco College does not currently have the staff to offer this course. However, we will be searching for faculty who can teach POLS-20 Latin American Politics in future academic years.				
POLS 22	Politics of the Middle East	☐	☐	☒	
Rationale:	At RCC, we feel that POLS 2 (Comparative), offered each semester and taught by our new faculty dedicated to that course, covers these specialized topics. We also don't want students to become confused between POLS 20 Latin American Politics and the high demand POLS 21 Latinx politics. POLS 22, Politics of the Middle East, has never been taught at RCC before. These courses are occasionally taught at MVC and Norco so we need to go the exemption route.				
POLS 3	Introduction to Politics	☒	☐	☐	
Rationale:	MVC has made efforts to maintain degree pathways per regulations of the California Community College Chancellor's Office, and will implement a sunset policy for courses that have not been offered for the prior three academic years. These courses have not been offered in that time, or if attempted to be offered by discipline faculty they were cancelled for low enrollment. Following discussion with the discipline faculty and the MVC Honors Program, based on enrollment needs and degree pathways, the discipline faculty have elected not to offer POLS-2H or POLS-4H to focus on POLS-C1000H Honors American Politics which does meet enrollment numbers and is transferable to many programs. These courses will still be offered at other Colleges in the District, and the college will teach non-Honors sections of POLS-2 & POLS-4 on a regular basis which does fulfill the ADT Political Science and other degree program pathways.				
SOC 47	Special Topics in Sociology	☒	☐	☐	
Rationale:	This course has not been offered at MVC to the knowledge of current faculty, and we do not plan to offer it in the future. RCC confirms that they will offer the course in the future.				

Course Major Modifications

		M	N	R	Discussion
H ACC 200	Accounting Work Experience	☒	☒	☒	
Rationale:	Modifications made to be compliant with the State Chancellor's office recommendations.				
					Advisory/LOE issues, question about hours.

Courses

Course Major Modifications

M N R Discussion

	ADJ R1C	Regular Basic Course, Modular Format, Module I Training	☒	☐	☐	
	Rationale:	CTE review. Update Requisites. Update materials.				
H	AIR 200	Applied Technology Work Experience	☐	☐	☒	Advisory/LOE issues, question about hours.
	Rationale:	Work experience course update is required by the state and combined Automotive, Autobody, Air-conditioning and Refrigeration (HVACR), and Welding program work experience class.				
	ARE 37	Architectural Design I	☐	☒	☐	
	Rationale:	Reduce the lab hours from 90 to 81 to match the 3. units				
	ASL 10	Introduction to Sign Language Interpreting	☐	☐	☒	
	Rationale:	Updating course to add co-requisite and text updates				
	BUS 20	Business Mathematics	☒	☒	☒	
	Rationale:	This course's major modification is to add BUS 10 as an advisory.				
H	BUS 200	Business Administration Work Experience	☒	☒	☒	Advisory/LOE issues, question about hours.
	Rationale:	Modifications to be compliant with the State Chancellor's office recommendation.				
	BUS 53	Introduction to Personal Finance	☒	☐	☒	
	Rationale:	This course's major modification is to add BUS 10 as an advisory.				
	CIS 17A	Programming Concepts and Methodology II: C++	☒	☒	☒	
	Rationale:	SAAM modifications for Lecture/Lab Hours - 54/18 to 45/27.				
	CIS 35	Introduction to Simulation and Game Development	☒	☐	☐	
	Rationale:	SAAM adjustment – Change lecture hours to 45 and lab hours to 27.				
	CIS 36	Introduction to Computer Game Design	☒	☐	☐	
	Rationale:	SAAM adjustment – Change lecture hours to 45 and lab hours to 27. Update textbooks				
	CIS 37	Beginning Level Design/Computer Games	☒	☐	☐	
	Rationale:	SAAM adjustment – Change lecture hours to 45 and lab hours to 27. Update textbooks.				
	CSC 17A	Programming Concepts and Methodology II: C++	☐	☒	☒	
	Rationale:	SAAM modifications for Lecture/Lab Hours - 54/18 to 45/27				
	CUL 825	Menu Planning	☐	☐	☒	
	Rationale:	This course has been reviewed and requires no changes except for a Textbook update at this time.				
	CUL 826	Food Cost Accounting	☐	☐	☒	
	Rationale:	This course is required for the RCC Cook & Pastry Apprenticeship Program				
	CUL 827	Culinary Purchasing and Receiving	☐	☐	☒	
	Rationale:	This course has been reviewed and requires no changes except for a Textbook update at this time.				
H	EAR 200	Early Childhood and Education Work Experience	☒	☒	☒	Advisory/LOE issues, question about hours.
	Rationale:	Updating course to meet new state regulations and cross discipline with Education and Early Childhood.				
H	ECO 4	Introduction to Economics	☒	☒	☒	Objectives are light. Nick will work with faculty.
	Rationale:	As part of the periodic comprehensive program review process for economics, all CORs in economics shall be updated for materials.				
	ESL 90D	Special Topics in ESL: Verb Tense Review	☒	☒	☒	
	Rationale:	The course materials for this COR are being updated as part of the routine updating procedure and so that when the discipline creates a new mirrored non-credit course, it can be copied directly without modification. No other changes have been made.				
	ESL 90L	Special Topics in English as a Second Language: Punctuation of Phrases and Clauses	☐	☒	☒	
	Rationale:	The course materials for this COR are being updated as part of the routine updating procedure and so that when the discipline creates a new mirrored non-credit course, it can be copied directly without modification. No other changes have been made.				

Courses

Course Major Modifications

M N R Discussion

	ESL 90P	Special Topics in ESL: Mastering Academic Vocabulary	☒	☒	☒	
	Rationale:	Updating course materials.				
H	ESL 95	Pronunciation	☐	☒	☒	RIV had concern about the title of the course.
	Rationale:	The course materials for this COR are being updated as part of the routine updating procedure and so that when the discipline creates a new mirrored non-credit course, it can be copied directly without modification. No other changes have been made.				
	ETS 13	Survey of Black Thought	☒	☒	☒	
	Rationale:	Reviewers' comments said that this course did not meet the standard for Area 6. It read as a humanities course				
	FIT S3	Basic Fire Fighter Academy	☒	☐	☐	
	Rationale:	Modification required to ensure unit totals meet requirements for degree.				
	HCA 5	Anesthesia Technology Clinical Experience I	☐	☐	☒	
	Rationale:	Increasing from 4.5 units to 5 units (256 hours to 270 hours) to comply with the new SAAM. Regulation for AT programs requires a minimum of 500 clinical hours in the program and, therefore, the only solution was to increase the hours of the course.				
	HCA 6	Anesthesia Technology Clinical Experience II	☐	☐	☒	
	Rationale:	Increasing from 4.5 units to 5 units (256 hours to 270 hours) to comply with the new SAAM. Regulation for AT programs requires a minimum of 500 clinical hours in the program and, therefore, the only solution was to increase the hours of the course.				
	HLS 1	Introduction to Homeland Security and Terrorism	☒	☐	☐	
	Rationale:	Added cross-listing to PSF-1 and updated book.				
	HLS 101	Introduction to Emergency Management	☒	☐	☐	
	Rationale:	Update CLOs, SLOs, Content and book to better align with forthcoming BSEM.				
	HLS 2	Preparedness for Emergencies, Disasters & Homeland Security Incidents	☒	☐	☐	
	Rationale:	Updated SLOs and Objectives and reworded Course Content. Book updated to latest edition.				
	HLS 3	Response to Emergencies, Disasters and Homeland Security Incidents	☒	☐	☐	
	Rationale:	This modification updates course learning objectives, student learning outcomes, content and books to better prepare students for the Bachelor of Science in Emergency Management.				
	HLS 4	Recovery in Emergencies, Disasters and Homeland Security Incidents	☒	☐	☐	
	Rationale:	This major modification updates the course objectives, student learning outcomes, content and book to better align the course with the Bachelor of Science in Emergency Management.				
	HLS 5	Investigation of Emergencies, Disasters and Homeland Security Incidents	☒	☐	☐	
	Rationale:	In addition to cross-listing with PSF-5, this modifications updates course objectives, learning outcomes, content and materials to better align with the Bachelor of Science in Emergency Management.				
	KIN 29	Soccer Theory	☐	☒	☒	
	Rationale:	Updating description, objectives, SLOs, content, and materials.				
	KIN 44A	Yoga Instructor Fundamentals	☒	☐	☒	
	Rationale:	Updated the last sentence to align the description with becoming a Registered Yoga Teacher through Yoga Alliance.				
	KIN 44B	Yoga Instructor Methodologies	☒	☐	☒	
	Rationale:	Add a richer course description that includes topics and the connection to Yoga Alliance.				
	KIN A43	T'ai-chi Ch'uan, Beginning	☐	☒	☒	
	Rationale:	Updated Course Description Updated Course Objectives Updated Student Learning Outcomes Updated Course Materials				
	KIN A44	T'ai-chi Ch'uan, Intermediate	☐	☒	☒	
	Rationale:	Updated Course Description Updated Course Objectives Updated Course Materials				
H	MAG 200	Management Work Experience	☒	☒	☒	Advisory/LOE issues, question about hours.
	Rationale:	Modifications made to be compliant with the State Chancellor's office recommendations.				

Courses

Course Major Modifications

		M	N	R	Discussion
H	MKT 200 Rationale: Marketing Work Experience Modifications to be compliant with the State Chancellor's office recommendation.	☒	☒	☒	Advisory/LOE issues, question about hours.
	NNA 80 Rationale: Nursing Assistant Training Program (NATP) Update course hours/units for new SAAM regulation.	☐	☐	☒	
	NNA 81 Rationale: Certified Home Health Aide Change hours & units due to new SAAM regulation.	☐	☐	☒	
	NRN 18 Rationale: Transition Course for Advanced Placement Students Need to increase by 0.5 units, so there are additional hours to accommodate for testing as Advanced Placement students are having difficulty when transitioning into the RN program on theory exams. Faculty are finding it difficult to cover the content adequately. Added additional content and restructured some of the course content. Updated MOI and MOE, along with course materials.	☐	☐	☒	
H	PAL 200 Rationale: Paralegal Studies Work Experience This course provides students with supervised legal workplace experience that connects classroom learning with professional practice. By working in law offices, courts, government agencies, or corporate legal departments, students apply research, writing, and case management skills while developing professionalism, ethical responsibility, and workplace readiness. The course supports American Bar Association recommendations for experiential learning and strengthens student employability by preparing them for the demands of the legal profession.	☐	☐	☒	Advisory/LOE issues, question about hours.
	PHI 14 Rationale: Survey of Black Thought This course is being updated to maintain Area 6 CalGETC transferability alongside its cross-listed course, ETS-13.	☐	☐	☒	
H	PHO 12 Rationale: Photojournalism Book updated, and lighting added to description.	☐	☐	☒	
H	PHO 15 Rationale: Wedding and Event Photography Reviewed course and updated book. Course description updated to make verba	☐	☐	☒	
	PSYC 11 Rationale: Psychology of Human Sexuality This major modification is designed to update the included textbooks and make the following changes to the course content: -Replace "intersexuality" with "differences of sexual development." The preferred language is evolving and this is currently the terminology that is most widely used. Delete a section that focused on the legal system, ethics, religious traditions, and education. This course is packed with content and these topics do not appear on the matching C-ID.	☒	☒	☒	
H	RLE 200 Rationale: Real Estate Work Experience CTE 2-year Cycle Review. Updated to new state regulations.	☒	☒	☒	Advisory/LOE issues, question about hours.

Course Minor Modifications

		M	N	R	Discussion
	ACC 19 Rationale: Volunteer Income Tax Assistance Training No changes needed. Course mirrors ACC 819.	☐	☐	☒	
	ACC 1A Rationale: Principles of Accounting I Two year update. Reviewed and determined textbook updates only were needed.	☒	☒	☒	
	ACC 1B Rationale: Principles of Accounting II Two year update. Reviewed and determined no updates were needed.	☒	☒	☒	
	ACC 62 Rationale: Payroll Accounting Two year update. Reviewed and determined only textbook updates were needed.	☒	☒	☒	
	ACC 802 Rationale: Monthly Procedures using QuickBooks Two year update. Reviewed and determined that no updates were needed.	☒	☒	☒	
	ACC 803 Rationale: Year End Procedures with QuickBooks Two year updates. Reviewed and determined that no updates were needed.	☒	☒	☒	
	ACC 819 Rationale: Volunteer Income Tax Assistance Training 2 year CTE review. Mirrored course with ACC 19. Course was reviewed for course materials and other updates; no changes.	☒	☐	☒	

Courses

Course Minor Modifications

M N R Discussion

ASL 11	American Sign Language Interpreting I	☐ ☐ ☒
Rationale:	No modifications are proposed for ASL 11 at this time. The course content, objectives, and resources remain current and continue to meet the program's and students' learning goals.	
ASL 12	American Sign Language Interpreting II	☐ ☐ ☒
Rationale:	No modifications are proposed for ASL 12 at this time. The course content, objectives, and resources remain current and continue to meet the program's and students' learning goals.	
ASL 13	American Sign Language Interpreting III	☐ ☐ ☒
Rationale:	No modifications are proposed for ASL 13 at this time. The course content, objectives, and resources remain current and continue to meet the program's and students' learning goals.	
ASL 14	American Sign Language Interpreting IV/Practicum	☐ ☐ ☒
Rationale:	No modifications are proposed for ASL 14 at this time. The course content, objectives, and resources remain current and continue to meet the program's and students' learning goals.	
ASL 20	Ethical and Professional Standards of Interpreting	☐ ☐ ☒
Rationale:	No modifications are proposed for ASL 20 at this time. The course content, objectives, and resources remain current and continue to meet the program's and students' learning goals.	
BUS 10H	Honors Introduction to Business	☒ ☒ ☒
Rationale:	Textbook update	
BUS 15	Street Law: An Introduction to Law and Legal Issues	☐ ☐ ☒
Rationale:	Course has been reviewed, and no changes are needed. 2-year CTE Cycle Review	
BUS 18A	Business Law I	☒ ☒ ☒
Rationale:	Textbook updates, review of SLOs, Objectives, Content, 2-year CTE Cycle Review.	
BUS 18B	Business Law II	☒ ☒ ☒
Rationale:	Textbook updates, review of SLOs, Objectives, Content, 2-year CTE Cycle Review.	
BUS 813	Solopreneurs: Personal Finance and QuickBooks Quickstart	☐ ☐ ☒
Rationale:	2-year CTE Cycle Review for Content and Textbook updates	
BUS 814	Business Skills: Professional Communication Basics	☒ ☐ ☒
Rationale:	2-year CTE Cycle Review for Content and Textbook updates.	
BUS 815	Business Skills: Professional Online Presence	☐ ☐ ☒
Rationale:	CTE 2-year Course, Content, and Material Review.	
BUS 816	Business Skills: Managing the Customer Experience	☐ ☐ ☒
Rationale:	CTE 2-year cycle Review o	
BUS 817	Business Skills: Professional Self-Management	☒ ☐ ☒
Rationale:	2-year CTE Cycle Review for Content and Textbook updates.	
BUS 819	Business Success Seminar	☐ ☐ ☒
Rationale:	2-year CTE Cycle Review for Content and Textbook updates.	
CAT 78A	Introduction to Adobe Photoshop	☒ ☒ ☐
Rationale:	Outline reviewed, only textbook changes were needed.	
CAT 79	Introduction to Adobe Illustrator	☒ ☒ ☒
Rationale:	COR reviewed, textbook updated, no other changes needed at this time.	
CAT 808	Critical Thinking, Problem Solving and Decision Making	☒ ☐ ☒
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed.	
CAT 809	Business Writing in a Technological World	☐ ☐ ☒
Rationale:	CTE-Two-year review 5/15/25	
CAT 898	Windows, File Management, Internet, and Canvas Basics	☐ ☐ ☒
Rationale:	Two year review. Content and Materials review.	

Courses

Course Minor Modifications

M N R Discussion

CHE 1BH Rationale:	Honors General Chemistry, II Textbook updates.	☒	☐	☒	
CIS 100 Rationale:	IT Workplace Readiness Course reviewed and no changes or updates needed.	☒	☐	☒	
CIS 12 Rationale:	PHP Dynamic Web Site Programming Course outline was reviewed and found to be up to date. No changes needed at this time.	☒	☒	☒	
CIS 14A Rationale:	Web Programming: JavaScript COR reviewed, textbook updated, otherwise no further changes needed.	☒	☐	☒	
CIS 1A Rationale:	Introduction to Computer Information Systems COR was reviewed, textbook updates were made, otherwise no further changes are needed at this time.	☒	☒	☒	
CIS 21 Rationale:	Introduction to Operating Systems Course review with text update.	☒	☒	☒	
CIS 21A Rationale:	Linux Operating System Administration This rationale is part of the CTE (Career and Technical Education) program's standard two-year curriculum review cycle, ensuring our courses remain relevant and up-to-date with industry requirements. The book section has also been updated to reflect the most current and relevant materials for this course.	☐	☐	☒	
CIS 25 Rationale:	Information and Communication Technology Essentials This rat is part of the CTE (Career and Technical Education) program's standard two-year curriculum review cycle, ensuring our courses remain relevant and up-to-date with industry requirements. The book section has also been updated to reflect the most current and relevant materials for this course.	☒	☐	☒	
CIS 27 Rationale:	Information and Network Security This request is part of the CTE (Career and Technical Education) program's standard two-year curriculum review cycle, ensuring our courses remain relevant and up-to-date with industry requirements. The book section has also been updated to reflect the most current and relevant materials for this course.	☒	☐	☒	
CIS 27A Rationale:	Computer Forensics Fundamentals Course review with text update.	☒	☐	☒	
CIS 5 Rationale:	Programming Concepts and Methodology I:C++ Two year review and course material update with new IDE software.	☒	☒	☒	
CIS 71 Rationale:	UX/UI Web Design Course outline was reviewed and found to be up to date. No changes needed at this time.	☐	☐	☒	
CIS 72A Rationale:	Introduction to Web Page Creation Course outline was reviewed and found to be up to date. No changes needed at this time.	☒	☐	☒	
CIS 72B Rationale:	Intermediate Web Page Creation Using Cascading Style Sheets (CSS) Course outline was reviewed and found to be up to date. No changes needed at this time.	☒	☐	☒	
CIS 76B Rationale:	Introduction to Dreamweaver COR was reviewed, no changes needed at this time.	☒	☐	☒	
CIS 78A Rationale:	Introduction to Adobe Photoshop Outline reviewed, only textbook changes were needed.	☒	☒	☒	
CIS 79 Rationale:	Introduction to Adobe Illustrator COR was reviewed, textbook updated, no further changes needed at this time.	☒	☒	☒	
CIS 825 Rationale:	Cyber Skills - Introduction to Cybersecurity This course has been reviewed and no changes or updates are necessary.	☐	☐	☒	
CIS 826 Rationale:	Cyber Skills - Introduction to Virtualization This course has been reviewed and no changes or updates are necessary.	☐	☐	☒	

Courses

Course Minor Modifications

M N R Discussion

CIS 827	Cyber Skills - Introduction to Protocol Analysis	☐	☐	☒	
Rationale:	This course has been reviewed and no changes or updates are necessary.				
CIS 830	Introduction to Python Programming: Part 1	☐	☐	☒	
Rationale:	Regular review and updates as necessary.				
CIS 831	Introduction to Python Programming: Part 2	☐	☐	☒	
Rationale:	Regular review and updates where necessary.				
CIS 832	Introduction to Python Programming: Part 3	☐	☐	☒	
Rationale:	Regular review and updates as necessary.				
CIS 834	Historical Perspective: Napier to Torvalds	☒	☐	☒	
Rationale:	Regular review and updates as necessary.				
CIS 835	Foundational Approach: Word Problems to Work Flow	☒	☐	☒	
Rationale:	Regular review and updates as necessary.				
CIS 836	Computational Tools: Calculators to Spreadsheets	☒	☐	☒	
Rationale:	Regular review and updates as necessary.				
CIS 837	Boolean Formulation: Logic to Relationships	☒	☐	☒	
Rationale:	Regular review and updates as necessary.				
CIS 838	Pseudocode and Flowcharts: Descriptive to Visual	☒	☐	☒	
Rationale:	Regular review and updates as necessary.				
CIS 839	Tools of the trade: IDE's to Backup	☒	☐	☒	
Rationale:	Regular review and updates as necessary.				
CIS 898	Windows, File Management, Internet, and Canvas Basics	☐	☐	☒	
Rationale:	Two-year CTE review 5/1/2025				
COMM 89	Intramural Competition	☐	☐	☒	
Rationale:	This course textbook materials are being updated for a minor mod.				
CSC 12	PHP Dynamic Web Site Programming	☐	☒	☒	
Rationale:	Course outline was reviewed and found to be up to date. No changes needed at this time.				
CSC 14A	Web Programming: JavaScript	☐	☒	☒	
Rationale:	COR reviewed, textbook updated, otherwise no further changes needed.				
CSC 5	Programming Concepts and Methodology I:C++	☐	☒	☒	
Rationale:	Two year course review and course materials update.				
CUL 20	Fundamentals of Baking I	☐	☐	☒	
Rationale:	The course materials have been reviewed, and there are no changes at this time.				
CUL 21	Fundamentals of Baking II	☐	☐	☒	
Rationale:	The course materials have been reviewed, and there are no changes at this time.				
CUL 22	Cake Decorating I	☐	☐	☒	
Rationale:	The course materials have been reviewed, and there are no changes at this time.				
CUL 23	Cake Decorating II	☐	☐	☒	
Rationale:	The course materials have been reviewed, and there are no changes at this time.				
CUL 36	Introduction to Culinary Arts	☐	☐	☒	
Rationale:	This course is currently out of compliance and requires a minor modification to bring it into alignment. This course has been reviewed and requires no changes except for a Textbook update at this time.				
CUL 37	Intermediate Culinary Arts	☐	☐	☒	
Rationale:	This course is currently out of compliance and requires a minor modification to bring it into alignment. This course has been reviewed and requires no changes except for a Textbook update at this time.				

Courses

Course Minor Modifications

M N R Discussion

CUL 38	Advanced Culinary Arts	☐ ☐ ☒
Rationale:	This course is currently out of compliance and requires a minor modification to bring it into alignment. This course has been reviewed and requires no changes except for a Textbook update at this time.	
CUL 41	Fundamentals of Exploring Wine	☐ ☐ ☒
Rationale:	This course is currently out of compliance and requires a minor modification to bring it into alignment. This course has been reviewed and requires no changes except for a Textbook update at this time.	
CUL 50	ServSafe Food Safety	☐ ☐ ☒
Rationale:	The course materials have been reviewed, and there are no changes at this time.	
CUL 824	The Art Of Garde Manger	☐ ☐ ☒
Rationale:	This course is currently out of compliance and requires a minor modifications to bring it into alignment. This course has been reviewed and requires no changes except for a Textbook update at this time.	
CUL 850	ServSafe Food Safety	☐ ☐ ☒
Rationale:	The course materials have been reviewed, and there are no changes at this time.	
CUL 875	Introduction to Math for Baking Professionals	☐ ☐ ☒
Rationale:	The course materials have been reviewed, and there are no changes at this time.	
CUL 876	Introduction to Cost Control for Professional Bakers	☐ ☐ ☒
Rationale:	The course materials have been reviewed, and there are no changes at this time.	
CUL 877	Baker's Percentages and Recipe Conversion	☐ ☐ ☒
Rationale:	The course materials have been reviewed, and there are no changes at this time.	
CUL 878	Cost Control for Baking & Pastry	☐ ☐ ☒
Rationale:	The course materials have been reviewed, and there are no changes at this time.	
DAN 12	Kinesiology for Pilates/Dance	☐ ☐ ☒
Rationale:	Update textbook	
DAN 6	Dance Appreciation	☒ ☒ ☒
Rationale:	Update textbook	
DAN 6H	Honors Dance Appreciation	☐ ☒ ☒
Rationale:	Updating textbooks	
DAN D10	Dance Performance	☐ ☐ ☒
Rationale:	Updating textbooks	
DAN D20	Introduction to Social Dance	☐ ☒ ☒
Rationale:	Update textbooks	
DAN D22	Ballet, Intermediate	☐ ☐ ☒
Rationale:	Updating textbooks	
DAN D23	Ballet, Advanced	☐ ☐ ☒
Rationale:	Update textbooks.	
DAN D26	Mexican Ballet Folklorico	☐ ☐ ☒
Rationale:	Update textbooks	
DAN D29	Celebrate Dance Rehearsal	☐ ☐ ☒
Rationale:	Update textbook	
DAN D30A	Tango	☐ ☐ ☒
Rationale:	Update textbooks.	
DAN D30C	Latin Social Dance	☐ ☐ ☒
Rationale:	Textbook update.	

Courses

Course Minor Modifications

M N R Discussion

DAN D31	Hip-Hop Dance, Beginning	☒	☒	☒	
Rationale:	Update textbooks.				
DAN D31B	Hip-Hop Dance - Intermediate	☐	☐	☒	
Rationale:	Updating textbooks.				
DAN D32	Jazz, Beginning	☐	☒	☒	
Rationale:	Update textbook				
DAN D33	Jazz, Intermediate	☐	☐	☒	
Rationale:	Update textbooks.				
DAN D34	Jazz, Advanced	☐	☐	☒	
Rationale:	Updating textbook				
DAN D35	Dance Repertoire, Hip-Hop	☐	☐	☒	
Rationale:	Updating textbooks.				
DAN D37	Modern Dance, Beginning	☒	☒	☒	
Rationale:	Update textbooks.				
DAN D38	Modern Dance, Intermediate	☐	☐	☒	
Rationale:	Updating textbooks.				
DAN D39	Modern Dance, Advanced	☐	☐	☒	
Rationale:	Update textbooks.				
DAN D43	Tap, Beginning	☐	☐	☒	
Rationale:	Updating textbook.				
DAN D44	Tap, Intermediate	☐	☐	☒	
Rationale:	Updating curriculum.				
DAN D46	Pilates Mat Work	☐	☒	☒	
Rationale:	Updating textbooks.				
DAN D48	Universal Reformer Technique	☐	☐	☒	
Rationale:	Update textbook.				
DAN D49	Pilates, Intermediate	☐	☐	☒	
Rationale:	Updating textbooks				
DAN D5	Summer Showcase Dance Performance	☐	☐	☒	
Rationale:	Updating textbooks.				
DAN D50	Pilates for Dancers	☐	☐	☒	
Rationale:	Updating textbooks.				
DAN D51	Pilates, Advanced	☐	☐	☒	
Rationale:	Updating textbook.				
DAN D60	Musical Theater Dance	☐	☐	☒	
Rationale:	Updating textbook.				
DAN D9	Performance Lab	☐	☐	☒	
Rationale:	Updating textbook.				
DEH 10B	Pre-Clinical Dental Hygiene	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 19	Pain Control	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				

Courses

Course Minor Modifications

M N R Discussion

DEH 20B	Clinical Dental Hygiene	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 21	Clinical Seminar	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 22	Oral Radiology Interpretation	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 23	Introduction to Periodontology	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 24	Ethics	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 25	Medical and Dental Emergencies	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 26	Dental Treatment of Geriatric and Medically Compromised Patients	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 27	Oral Pathology	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 30A	Clinical Dental Hygiene	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 30B	Clinical Dental Hygiene	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 31	Clinical Seminar	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 32	Dental Materials	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 33	Periodontology	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 34	Cultural Diversity in Healthcare	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 35	Community Dental Health Education Practicum	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 36	Research Methodology	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 37	Nutrition in Dentistry	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 40	Clinical Dental Hygiene	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 41	Clinical Seminar	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 42	Practice Management and Jurisprudence	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				
DEH 43	Advanced Periodontology	☒	☐	☐	
Rationale:	Revised textbook listings for currency.				

Courses

Course Minor Modifications

M N R Discussion

DEH 44	Community Dental Health Education	☒ ☐ ☐
Rationale:	Revised textbook listings for currency.	
DEH 45	Community Dental Health Education Practicum	☒ ☐ ☐
Rationale:	Revised textbook listings for currency.	
DEH 46	Advanced Topics in Dental Hygiene	☒ ☐ ☐
Rationale:	Revised textbook listings for currency.	
EAR 19	Observation and Assessment in Early Childhood Education	☒ ☒ ☒
Rationale:	Update Textbooks to reflect current publication rates	
EAR 20	Child Growth and Development	☒ ☒ ☒
Rationale:	Update textbook	
EAR 24	Introduction to Curriculum	☒ ☒ ☒
Rationale:	Updating to add current textbook versions	
EAR 25	Teaching in a Diverse Society	☒ ☒ ☒
Rationale:	Modifying to update to more current version of the text	
EAR 26	Health, Safety and Nutrition	☒ ☒ ☒
Rationale:	Modifying to include most recent textbook editions	
EAR 28	Principles and Practices of Teaching Young Children	☒ ☒ ☒
Rationale:	Modifying to include most recent textbook editions	
EAR 30	Practicum in Early Childhood Education	☒ ☒ ☒
Rationale:	Modifying to update to most recent textbook edition	
EAR 33	Infant and Toddler Development	☒ ☒ ☒
Rationale:	Modifying to reflect current textbook editions	
EAR 34	Infant and Toddler Care and Education	☒ ☒ ☒
Rationale:	Modifying to update current textbook editions	
EAR 35	Practicum in Infant and Toddler Care	☒ ☐ ☒
Rationale:	Modifying to update textbook to current editions	
EAR 38	Adult Supervision and Mentoring in Early Care and Education	☒ ☒ ☒
Rationale:	Modifying to reflect updated textbook versions	
EAR 40	Introduction to Children with Special Needs	☒ ☒ ☒
Rationale:	Modifying to include updated textbook	
EAR 42	Child, Family, and Community	☒ ☒ ☒
Rationale:	Modifying to reflect current textbook editions	
EAR 44	Administration I: Programs in Early Childhood Education	☒ ☒ ☒
Rationale:	Modifying to reflect current textbook editions	
EAR 45	Administration II: Personnel and Leadership in Early Childhood Education	☒ ☒ ☒
Rationale:	Modifying to reflect current textbook editions	
EAR 46	Curriculum and Strategies for Children with Special Needs	☒ ☒ ☒
Rationale:	Modifying to reflect current textbook editions	
EAR 47	Childhood Stress and Trauma	☒ ☒ ☒
Rationale:	Modifying to reflect current textbook editions	
EDU 1	Introduction to Elementary Classroom Teaching	☒ ☒ ☒
Rationale:	To update to current textbooks.	

Courses

Course Minor Modifications

M N R Discussion

EDU 10	Introduction to Education Studies	☐	☐	☒	
Rationale:	Update to reflect current textbook edition.				
EDU 51	Introduction to Leadership	☒	☐	☒	
Rationale:	Update to reflect current textbook editions.				
ENGL 10	Special Studies in Literature	☒	☒	☒	
Rationale:	The course needed an updated textbook to remain current and in compliance.				
ESL 801	ESL Support for Career and Technical Programs	☐	☒	☒	
Rationale:	This minor modification is a standard course review. Only textbooks have been updated.				
ETS 21	Latinx Politics	☒	☒	☒	
Rationale:	Minor Modification- Textbook updates including OER				
FIT 4	Building Construction for Fire Protection	☒	☐	☐	
Rationale:	Course has been reviewed for accuracy.				
GEG 6	Geography of the United States and Canada	☐	☒	☒	
Rationale:	Textbook update.				
GEO 32	Regional Field Studies in Geology	☐	☐	☒	
Rationale:	Update textbooks.				
HCA 1	Professional Aspects of Anesthesia Technology	☐	☐	☒	
Rationale:	CTE 2 year review.				
HCA 2	Basic Principles of Anesthesia Technology	☐	☐	☒	
Rationale:	CTE 2 year review.				
HCA 4	Anesthesia Technology Pharmacology	☐	☐	☒	
Rationale:	CTE 2 year review.				
HCA 7	Anesthesia Technology Case Study Development and Program Review	☐	☐	☒	
Rationale:	CTE 2 year review.				
HLS 5	Investigation of Emergencies, Disasters and Homeland Security Incidents	☒	☐	☐	
Rationale:	Materials update.				
KIN 16	Introduction to Athletic Training	☐	☒	☒	
Rationale:	Update course materials, update methods of instruction, update methods of evaluation.				
KIN 17	Athletic Training, Fall Sports, Lower Extremity	☐	☐	☒	
Rationale:	Update course materials.				
KIN 18	Athletic Training, Spring Sports, Upper Extremity	☐	☐	☒	
Rationale:	Update course materials				
KIN 19	Athletic Training, Fall Sports, Head, Neck, Spine, Torso, and Hip	☐	☐	☒	
Rationale:	Update course materials				
KIN 20	Athletic Training, Spring Sports, General Medical	☐	☐	☒	
Rationale:	Update course materials.				
KIN 21A	Athletic Training Applications A	☐	☐	☒	
Rationale:	Update methods of instruction, update course materials.				
KIN 21B	Athletic Training Applications B	☐	☐	☒	
Rationale:	Update methods of instruction, update course materials.				
KIN 21C	Athletic Training Applications C	☐	☐	☒	
Rationale:	Update methods of instruction, update course materials.				

Courses

Course Minor Modifications

M N R Discussion

KIN 21D Rationale:	Athletic Training Applications D Update methods of instruction, Update course materials.	☐	☐	☒	
KIN 35 Rationale:	Foundation for Fitness and Wellness Update course materials.	☒	☒	☒	
KIN 45 Rationale:	Group Fitness Instructor Update course materials - textbook.	☐	☐	☒	
KIN A64A Rationale:	Soccer, Beginning Update course materials.	☒	☒	☒	
KIN A64B Rationale:	Soccer, Intermediate Update course materials	☒	☒	☒	
KIN A64C Rationale:	Soccer, Advanced Update course materials.	☒	☒	☒	
KIN A71 Rationale:	Beach Volleyball Update Course materials	☐	☐	☒	
KIN A75A Rationale:	Walking for Fitness: Beginning Update course materials, update methods of instruction, update methods of evaluation.	☒	☒	☒	
KIN A77A Rationale:	Jogging for Fitness, Beginning Update course materials.	☐	☒	☒	
KIN A77B Rationale:	Jogging for Fitness, Intermediate Update course materials.	☐	☒	☒	
KIN A77C Rationale:	Jogging for Fitness, Advanced Update course materials.	☐	☒	☒	
KIN V20 Rationale:	Basketball, Varsity, Women Update Course Materials.	☐	☐	☒	
KIN V82 Rationale:	Speed, Agility, and Quickness Training Update course materials - textbook.	☐	☐	☒	
MAT 2 Rationale:	Differential Equations The list of Course Materials needs to be updated	☒	☒	☒	
MAT 3 Rationale:	Linear Algebra Updating Course Materials.	☒	☒	☒	
NNA 79 Rationale:	Medical Terminology for Healthcare Professionals Review and update course materials.	☐	☐	☒	
NNA 80B Rationale:	Nursing Learning Laboratory Update textbooks.	☐	☐	☒	
NRN 11A Rationale:	Nursing Learning Laboratory Updating course materials	☐	☐	☒	
NRN 11B Rationale:	Nursing Learning Laboratory Update course materials.	☐	☐	☒	
NRN 11C Rationale:	Nursing Learning Laboratory Update course materials.	☐	☐	☒	
NRN 12B Rationale:	Nursing Learning Laboratory Update course materials.	☐	☐	☒	

Courses

Course Minor Modifications

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NRN 12C	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Update course materials.				
NRN 21A	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Update course materials				
NRN 21B	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Update course materials.				
NRN 21C	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Update course materials.				
NRN 22A	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Update course materials.				
NRN 22B	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Update course materials.				
NRN 22C	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Update course materials.				
NRN 6	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Review and update course materials.				
NRN 7	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Review and update course materials				
NRN 8	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Review and update course materials.				
NRN 93	Calculations for Healthcare Providers	☐	☐	☒	
Rationale:	Reviewed and updated course materials.				
NVN 42A	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Review and update course materials.				
NVN 42B	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Review and update course materials.				
NVN 42C	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Review and update course materials.				
NVN 44A	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Review and update course materials.				
NVN 44B	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Review and update course materials.				
NVN 44C	Nursing Learning Laboratory	☐	☐	☒	
Rationale:	Review and update course materials.				
NVN 55B	Principles of Pathophysiology	☐	☐	☒	
Rationale:	Review and update course materials.				
NXN 78	Pharmacology in Clinical Nursing Practice	☐	☐	☒	
Rationale:	Review course content and course materials.				
NXN 84	Preparing for Success in Nursing School	☐	☐	☒	
Rationale:	Review course and course materials.				
PAL 10	Introduction to Paralegal Studies	☐	☐	☒	
Rationale:	ISBN Textbook update, review of SLOs, Objectives, Content, 2-year CTE Cycle Review				

Courses

Course Minor Modifications

M N R Discussion

PAL 14	Legal Ethics	☐ ☐ ☒
Rationale:	Review of SLOs, Objectives, Content, 2-year CTE Cycle Review	
PAL 64	Legal Research and Computer Applications	☐ ☐ ☒
Rationale:	Textbook edition update. Course has been reviewed. 2-year CTE Cycle Review	
PAL 65	Law Office Technology	☐ ☐ ☒
Rationale:	Course has been reviewed. Updated course materials to notate 2025 and that software for the course typically updates yearly. 2-year CTE Cycle Review	
PAL 68	Civil Litigation and Procedures I	☐ ☐ ☒
Rationale:	Course has been reviewed. Updated course materials to notate January and July 2025. Course materials are typically updated in January and July of each year. Updated textbooks to 2025. 2-year CTE Cycle Review.	
PAL 70	Law Office Policies, Procedures and Ethics	☐ ☐ ☒
Rationale:	Course has been reviewed, and no changes are needed. 2-year CTE Cycle Review.	
PAL 72	Legal Analysis and Writing	☐ ☐ ☒
Rationale:	Textbook edition update. Course has been reviewed. 2-year CTE Cycle Review	
PAL 78	Civil Litigation and Procedures II	☐ ☐ ☒
Rationale:	Course has been reviewed. Updated course materials to notate January and July 2025. Course materials are typically updated in January and July of each year. Updated textbooks to 2025. 2-year CTE Cycle Review.	
PAL 80	Internship Project	☐ ☐ ☒
Rationale:	Textbook updates. Course has been reviewed. 2-year CTE Cycle Review	
PAL 81	Bankruptcy Law and Procedures	☐ ☐ ☒
Rationale:	2-year CTE Cycle review of Content and Materials.	
PAL 82	Immigration Law, Practice and Procedures	☐ ☐ ☒
Rationale:	Course has been reviewed, and no changes are needed. 2-year CTE Cycle Review	
PAL 83	Estate Planning and Probate Procedures	☐ ☐ ☒
Rationale:	Textbook updates. SLOs, Objectives, Content, 2-year CTE Cycle Review	
PAL 84	Criminal Law and Procedure	☐ ☐ ☒
Rationale:	Course has been reviewed, and no changes are needed. 2-year CTE Cycle Review	
PAL 85	Family Law and Procedures	☐ ☐ ☒
Rationale:	Textbook edition update. Course has been reviewed. 2-year CTE Cycle Review	
PAL 86	Tort Law and Alternative Dispute Resolution	☐ ☐ ☒
Rationale:	Textbook updates, review of SLOs, Objectives, Content, 2-year CTE Cycle Review	
PAL 87	Trial Practice Preparation and Procedures	☐ ☐ ☒
Rationale:	Textbook updates, Trial Cases, review of SLOs, Objectives, Content, 2-year CTE Cycle Review	
PAL 89	Sports Management and Entertainment Law	☐ ☐ ☒
Rationale:	Textbook and edition updates, review of SLOs, Objectives, Content, 2-year CTE Cycle Review	
PAL 90	E-Discovery and Litigation Support Applications	☐ ☐ ☒
Rationale:	Course has been reviewed Software updates, typically yearly. 2-year CTE Cycle Review	
PDS 801	Leadership Skills	☒ ☒ ☒
Rationale:	CTE 2-year Course, Content, and Material Review.	
PDS 802	Supervisory Skills	☒ ☒ ☒
Rationale:	CTE 2-year Course, Content, and Material Review.	
PDS 803	Increasing Productivity	☒ ☒ ☒
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed	

Courses

Course Minor Modifications

M N R Discussion

PDS 805	Difficult Conversations	☒	☒	☒	
Rationale:	CTE 2-year Course, Content, and Material Review.				
PDS 806	The Art of Negotiating and Collaborating	☒	☒	☒	
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed				
PDS 807	Personality Styles and Difficult Relationships	☒	☒	☒	
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed				
PDS 808	Critical Thinking, Problem Solving and Decision Making	☒	☒	☒	
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed				
PDS 809	Business Writing in a Technological World	☒	☒	☒	
Rationale:	CTE 2-year Course, Content, and Material Review.				
PDS 810	Time Management	☒	☒	☒	
Rationale:	CTE 2-year review of material and content.				
PDS 811	High Impact Presentations and Proposals for the Work Place	☒	☒	☒	
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed				
PDS 812	Workplace Communication Strategies	☒	☒	☒	
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed				
PDS 813	Best Practices in Customer Service	☒	☒	☒	
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed				
PDS 814	Closing Techniques That Win the Sale	☒	☒	☒	
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed				
PDS 815	Winning Sales Scripts	☒	☒	☒	
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed				
PDS 816	Personal Finance	☒	☒	☒	
Rationale:	CTE 2-year Course, Content, and Material Review.				
PDS 817	Financial Future	☒	☒	☒	
Rationale:	CTE 2-year Course, Content, and Material Review.				
PDS 818	The Successful Job Search	☒	☒	☒	
Rationale:	COR reviewed per 2-year course rotation review. Textbook materials are OER so no updates needed				
PHO 11	Commercial and Advertising Photography	☐	☐	☒	
Rationale:	Course reviewed, book updated, no other update needed.				
PHO 14	Lighting for Photographers	☐	☐	☒	
Rationale:	Textbook update.				
PHO 19	Color Correction and the Photographic Portfolio	☐	☐	☒	
Rationale:	Course was reviewed and the book was updated. There are no further changes needed.				
PHO 20	Introduction to Digital Photography	☒	☒	☒	
Rationale:	Course reviewed, there are no changes needed to keep this course current.				
PHO 22	Photography for Social Media	☐	☐	☒	
Rationale:	Course reviewed, there are no changes needed to keep this course current.				
PHO 67	Business Practices for Photographers	☒	☐	☒	
Rationale:	Course reviewed, there are no changes needed to keep this course current.				
PHO 7	Medium and Large Format Film Photography	☐	☐	☒	
Rationale:	Textbook update.				

Courses

Course Minor Modifications

		M	N	R	Discussion
POLS 10	International Organizations	☐	☐	☒	
Rationale:	Textbook update.				
POLS 17	Politics of Developing Countries	☐	☐	☒	
Rationale:	Textbook update.				
POLS 21	Latinx Politics	☒	☒	☒	
Rationale:	Updated Textbooks including new editions and OER.				
SCE 809	Computer Basics for Lifelong Learners	☐	☐	☒	
Rationale:	Course reviewed, no changes needed.				
SCE 811	Drawing and Painting for Lifelong Learners	☐	☐	☒	
Rationale:	Course reviewed, no changes needed.				
SCE 813	Healthy Aging for Lifelong Learners	☐	☐	☒	
Rationale:	Course reviewed, no changes needed.				
SCE 830	Mature Driver Improvement for Lifelong Learners	☐	☐	☒	
Rationale:	Course reviewed, no changes needed.				
SCE 840	Craft Design for Lifelong Learners	☐	☐	☒	
Rationale:	Course reviewed, no changes needed.				
SPA 51	Introductory Listening Comprehension I	☐	☐	☒	
Rationale:	The Department of World Languages will continue promoting and offering this course. There are no modifications to the course.				

Distance Education

		M	N	R	Discussion
ADM 66DE	Visual Storytelling	☐	☐	☒	
Rationale:					
AUB 81DX	Advanced Collision Repair Techniques	☐	☐	☒	
Rationale:					
AUB 82DX	Introduction to Powder Coating	☐	☐	☒	
Rationale:					
AUB 83DX	Advanced Powder Coating Techniques	☐	☐	☒	
Rationale:					

Distance Education Modifications

		M	N	R	Discussion
EAR 20DE	Child Growth and Development	☒	☒	☒	
Rationale:					
EAR 24DE	Introduction to Curriculum	☒	☒	☒	
Rationale:					
EAR 25DE	Teaching in a Diverse Society	☒	☒	☒	
Rationale:					
EAR 26DE	Health, Safety and Nutrition	☒	☒	☒	
Rationale:					
EAR 28DE	Principles and Practices of Teaching Young Children	☒	☒	☒	
Rationale:					
EAR 33DE	Infant and Toddler Development	☒	☒	☒	
Rationale:					

Courses

Distance Education Modifications

		M	N	R	Discussion
EAR 34DE2	Infant and Toddler Care and Education	☒	☒	☒	
Rationale:					
EAR 38DE	Adult Supervision and Mentoring in Early Care and Education	☒	☒	☒	
Rationale:					
EAR 40DE	Introduction to Children with Special Needs	☒	☒	☒	
Rationale:					
EAR 42DE	Child, Family, and Community	☒	☒	☒	
Rationale:					
EAR 43DE2	Children with Challenging Behavior	☒	☒	☒	
Rationale:					
EAR 44DE	Administration I: Programs in Early Childhood Education	☒	☒	☒	
Rationale:					
EAR 45DE	Administration II Personnel and Leadership	☒	☒	☒	
Rationale:					
EAR 47DE	Childhood Stress and Trauma	☒	☒	☒	
Rationale:					
KIN 10DE	Introduction to Kinesiology	☒	☒	☒	
Rationale:					

New Courses

		M	N	R	Discussion
ACC 68	Taxation of Business Entities and Fiduciaries	☐	☐	☒	
Rationale:	Course enhances tax preparation series of courses. This course is similar to El Camino College's and Santa Moinca College's Business Taxation and Fiduciaries courses.				
CIS 910	Introduction to Canvas: Essentials for Online Learning	☐	☐	☒	
Rationale:	This course is the first of three in a series leading to a non-credit certificate. It has been developed to help students become proficient in navigating and utilizing the platform's features effectively. As Canvas is widely used for managing course materials, assignments, and course navigation, a foundational understanding is essential for academic success.				
CIS 911	Intermediate Canvas: Communicating and Interacting in Canvas	☐	☐	☒	
Rationale:	This course is the second of three in a series leading to a non-credit certificate. It has been developed to help students become proficient in navigating and utilizing the platform's features effectively. As Canvas is widely used for managing course materials, assignments, and course navigation, a foundational understanding is essential for academic success.				
CIS 912	Advanced Canvas: Assignments and Quizzes	☐	☐	☒	
Rationale:	This course is the second of three in a series leading to a non-credit certificate. It has been developed to help students become proficient in navigating and utilizing the platform's features effectively. As Canvas is widely used for managing course materials, assignments, and course navigation, a foundational understanding is essential for academic success.				
H DAN D15	Ballet Ensemble	☐	☐	☒	
Rationale:	This course supports the RCC Dance Ballet Ensemble - a performance opportunity for Ballet students of all levels.				
ESL 890D	Special Topics in ESL: Verb Tense Review	☒	☒	☒	
Rationale:	Mirrored course of ESL-90D.				
ESL 890L	Special Topics in English as a Second Language: Punctuation of Phrases and Clauses	☒	☒	☒	
Rationale:	Mirrored ESL-90L. The course materials for this COR are being updated as part of the routine updating procedure and so that when the discipline creates a new mirrored non-credit course, it can be copied directly without modification. No other changes have been made.				
ESL 890P	Special Topics in ESL: Mastering Academic Vocabulary	☒	☒	☒	
Rationale:	Mirrored noncredit course.				
ESL 895	Pronunciation and Accent Reduction	☐	☒	☒	
Rationale:	Mirrored course of ESL-95.				

Courses

New Courses

M N R Discussion

H	GEG 9	Introduction to Environmental Remote Sensing and Image Analysis	☒ ☐ ☒
	Rationale:	As interest in geographic information systems (GIS) has grown among our students, it is increasingly necessary to offer complementary and scaffolded courses. Remote sensing data and analysis are important sources of data and information in the GIS domain. Helping students learn remote sensing concepts and skills will greatly increase their abilities and career potential in GIS. GEG-9 would also serve as a building block for a planned GIS certificate being developed by the Geography faculty.	
	MAT 5E	Calculus for Business and Life Science with Embedded Support	☒ ☒ ☒
	Rationale:	A 6-unit course combining our current MAT-5 and MAT-105 while satisfying the CCN requirements. Combining these courses can eliminate the co-requisite requirement, potentially reducing confusion for students and improving equity in access to support. This change streamlines our course offerings and enhances the overall student experience.	
	PSF 311	Whole Community Approach – Government Partners, Non-Profit and Allied Organizations in Public S	☒ ☐ ☐
	Rationale:	This course is part of the Bachelor of Science in Emergency Management	
	PSF 316	Emergency Management Internship	☒ ☐ ☐
	Rationale:	This course is part of the core curriculum of the Bachelor of Science in Emergency Management (BSEM)	
	PSF 4	Recovery in Emergencies, Disasters and Homeland Security Incidents	☒ ☐ ☐
	Rationale:	This course is being created as part of the migration of HLS to PSF in preparation for the launch of the BSEM.	
	PSF 5	Investigation of Emergencies, Disasters and Homeland Security Incidents	☒ ☐ ☐
	Rationale:	Migration of HLS to PSF.	
	PSF 6	Case Studies in Emergencies, Disasters and Homeland Security Incidents	☒ ☐ ☐
	Rationale:	New course that migrates the HLS series to the PSF discipline to better align with the new Bachelor of Science in Emergency Management	
	PSF 8	Public Administration for Public Safety Leaders	☒ ☐ ☐
	Rationale:	This is a new course that is part of the Bachelor of Science in Emergency Management (BSEM).	
	PSF 801	Community Emergency Response Team (CERT)	☒ ☐ ☐
	Rationale:	Cross listing of HLS-801 and ADJ-801 as part of migration of HLS series to PSF.	
	PSF 810	Basic Security Guard Training	☒ ☐ ☐
	Rationale:	This course creates a PSF course cross-listed with the existing HLS-810.	
	PSF 811	Advanced Security Guard Training	☒ ☐ ☐
	Rationale:	Class created to cross list HLS-811 to PSF discipline.	
	PSF 830	ICS 300: Intermediate Incident Command System for Expanding Incidents	☒ ☐ ☐
	Rationale:	This new cross-listed course is being created as part of the migration of HLS to PSF.	
	PSF 840	ICS 400: Advanced Incident Command System for Complex Incidents	☒ ☐ ☐
	Rationale:	This course is the same as HLS-840 and is being created as part of the migration of HLS to PSF.	
	PSYC 2H	Honors Biological Psychology	☐ ☒ ☒
	Rationale:	To enhance the current honors offerings.	
	PSYC 306	Psychology of Disaster	☒ ☐ ☐
	Rationale:	This course is a requirement for the new Bachelor's of Science in Emergency Management degree.	
	PSYC 42	Forensic and Legal Psychology	☒ ☒ ☒
	Rationale:	This course is intended to serve as an additional elective course for psychology students. Roles that psychologists play in the field and how the law influences psychology will be examined. The course will highlight how psychological science (e.g., theory, methods, results, and practice) can inform the legal system. There is California precedent for including Forensic and Legal Psychology as a lower-division, community college level class. For example, Cerritos College and Santa Ana College already have this course offered.	
	THE 60	Acting for Non-Majors	☐ ☐ ☒
	Rationale:	Provides an opportunity for students from various academic fields to develop essential life skills like communication, confidence, and creativity. It promotes cultural literacy and helps students approach their personal and professional challenges with a broader perspective. This class would be a valuable addition to the curriculum for students, not just as an extracurricular activity, but as a practical, enriching experience that supports their overall growth and future success.	

Courses

New Courses

M N R Discussion

THE 70 [Drama in the Classroom](#)

☐ ☐ ☒

Rationale: This course will prepare Theatre Arts students to apply their skills in drama and performance to a career as a K-12 educator. Similarly, it will support Education students by providing them with new and dynamic drama-based learning strategies for the K-12 classroom.

Disciplines

Discipline Discontinuances

M N R Discussion

GEO [Geology](#)

☒ ☐ ☐

Rationale: MVC is excluding GEO-4, the sole course in the discipline at the college. Discipline exclusion necessary to avoid an "empty" discipline in the catalog.

PHS [Physical Science](#)

☒ ☐ ☐

Rationale: Sole course in the discipline is being excluded from the MVC catalog. An 'empty' discipline in the catalog would be needlessly confusing for students.

Programs

New Programs

M N R Discussion

ADT

BIO [Nutrition and Dietetics](#)

☒ ☐ ☐

Rationale: To increase the number of ADT's offered at Moreno Valley College. To offer students another ADT option at Moreno Valley College.

Bachelor of Science

PSF [Emergency Management](#)

☒ ☐ ☐

Rationale: The Riverside Community College District and Moreno Valley College are recognized throughout the region as leaders in public safety education and in addition to Administration of Justice, Fire Technology, Emergency Medical Services, and Crime Analysis, MVC's School of Public Safety currently offers associate's degrees in Emergency Management and Homeland Security. However, despite the fact over 80% of California public agencies that employ Emergency Managers require a bachelor's degree for entry level positions, there are no public institutions in California offering a Bachelor's degree in Emergency Management. The lack of a baccalaureate program limits the ability of both new and experienced professionals to gain the necessary academic credentials to advance in their careers and serve their communities effectively. Additionally, AB-89, passed by the legislature in 2021, will require California Peace Officers to hold a bachelor's degree. As demonstrated by the attached Labor Market Analysis from the Inland Empire/Desert Center of Excellence for Labor Market Research, there is a demonstrated need both regionally and statewide for Emergency Management professionals, and this degree will fill that need, leading to high paying jobs.

Certificate

ADM [Design Agency Production](#)

☐ ☐ ☒

Rationale: Design agency experience is a valuable and marketable skill for students whose professional paths should lead them to the graphic design, graphic/visual communication, and illustration industries. This new Design Agency Experience certificate will greatly equip our students with advanced graphic design skillsets that are critical to real client projects and interaction.

ENGL [Global Studies](#)

☒ ☐ ☐

Rationale: The Global Studies Certificate of Achievement is a high-impact, equity-minded initiative that leverages existing general education offerings to provide students with a coherent, transcript-noted credential in global learning. It supports transfer, enhances career readiness, demonstrates students' acquisition of skills such as cross-cultural communication and adaptability, and aligns with RCCD's mission to serve the educational and workforce needs of its diverse student population while preparing graduates to navigate and contribute to an interconnected world. By rewarding students with a certificate to recognize their interest and success in internationalized courses, the program expands equitable access to global education to all students in the district. Finally, the certificate distinguishes RCCD as a leader in internationalizing the curriculum.

Programs

New Programs

M N R Discussion

Certificate

ENGL [Global Studies](#) ☐ ☒ ☐

Rationale: The Global Studies Certificate of Achievement is a high-impact, equity-minded initiative that leverages existing general education offerings to provide students with a coherent, transcript-noted credential in global learning. It supports transfer, enhances career readiness, demonstrates students' acquisition of skills such as cross-cultural communication and adaptability, and aligns with RCCD's mission to serve the educational and workforce needs of its diverse student population while preparing graduates to navigate and contribute to an interconnected world. By rewarding students with a certificate to recognize their interest and success in internationalized courses, the program expands equitable access to global education to all students in the district. Finally, the certificate distinguishes RCCD as a leader in internationalizing the curriculum.

ENGL [Global Studies](#) ☐ ☐ ☒

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Degree & Certificate

AUB [Advanced Collision Repair](#) ☐ ☐ ☒

Rationale: With changes in industry demand for skilled workers trained in new technologies and repair strategies, the RCC Collision Department has acquired industry-standard equipment and technology to support updated training. At the recommendation of the advisory

Non-Credit Certificate

ESL [Intermediate American College English](#) ☐ ☐ ☒

Rationale: The discipline has expanded access to our community of language learners by providing reading, oral skills and special topics courses in non-credit mirrored formats. Along with that change, this noncredit certificate will expand the variety of courses students can benefit from while allowing them to target their individual language acquisition needs as they take courses at RCC.

ESL [Medical Terminology for English Language Learners](#) ☐ ☐ ☒

Rationale: English language learners who want to function and communicate in the healthcare field and medical environments often find the greatest obstacle is language used with medical terminology. The purpose of this certificate is to reduce those barriers by allowing students to practice with the specific language to help them function better within the healthcare system and/or prior to entering healthcare content classes. These ESL courses will increase language learners' ability to advocate for themselves and their families as they navigate through the medical system while also improving access to employment in the healthcare field.

Program Discontinuance

M N R Discussion

Certificate

BUS [Business Information Worker](#) ☒ ☐ ☐

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

CIS [Information Assurance Auditing](#) ☒ ☐ ☐

Rationale: Rationale

Degree & Certificate

CIS [Computer Applications](#) ☒ ☐ ☐

Rationale: Rationale

Non-Credit Certificate

Programs

Program Discontinuance

M N R Discussion

Non-Credit Certificate

CAT	Business Information Worker Essential Preparation: Workplace Communication	☒	☐	☐
<u>Rationale:</u>	Rationale			
CAT	Business Information Worker Essential Preparation: Workplace Decision Making and Time Manage	☒	☐	☐
<u>Rationale:</u>	Rationale			
CAT	Business Skills: MOSPrep- Microsoft Office Specialist Master Certification Preparation	☒	☐	☐
<u>Rationale:</u>	Rationale			
PDS	Financial Literacy	☒	☐	☐
<u>Rationale:</u>	Rationale			

Program Modifications

M N R Discussion

ADT

ADJ	Law, Public Policy, and Society	☒	☐	☐
<u>Rationale:</u>	The Political Science discipline at Moreno Valley is submitting Course Exclusion of the following courses and we will need to modify this program and remove them TMC and Program Narrative. Does not affect the units: POLS-2H, POLS-3, POLS-4H.			
BUS	Business Administration 2.0	☒	☐	☐
<u>Rationale:</u>	Course Exclusion proposals were submitted for BUS-10H, BUS-24 and MAT-1AH at MVC, removed courses from program. Does not affect the program, students still have options.			
EAR	Elementary Teacher Education: Integrated Programs	☒	☐	☐
<u>Rationale:</u>	Removing one elective course, GEO-4, will not impact the program.			
ECO	Economics	☒	☐	☐
<u>Rationale:</u>	Change course options in List A, did not impact the program.			
POLS	Political Science	☐	☐	☒
<u>Rationale:</u>	Removal of POLS 20 and 22 which have been excluded from the college catalog.			

Certificate

HMS	Behavioral Therapist	☒	☐	☐
<u>Rationale:</u>	The reason for requested program modification is to align with CAADE accreditation requirements.			
NNA	Acute Care Nursing Assistant	☐	☐	☒
<u>Rationale:</u>	Update course hours/units for new SAAM regulation. NNA-86 remains at 2 units, but the lecture and lab hours had to be adjusted. This certificate is being revised as NNA-80 has gone from 5 to 5.5 units as a result of SAAM.			
NNA	Home Health Aide	☐	☐	☒
<u>Rationale:</u>	Update course hours/units for new SAAM regulation. NNA-81 increased from 1 unit to 1.5 units (20 lecture hours, 21 lab hours). This certificate is also being revised as NNA-80 has gone from 5 to 5.5 units because of SAAM.			
NNA	Nursing Assistant	☐	☐	☒
<u>Rationale:</u>	Update course hours/units for new SAAM regulation. Course units have been adjusted from 5 units (60 hours lecture, 100 hours lab) to 5.5 units (60 hours lecture, 117 hours lab). According to CDPH, students must have a minimum of 100 hours direct patient care and thus approved this change. This will still ensure compliance with Title IV Department of Education 34 CFR 668.14(b)(26)(ii).			

Degree & Certificate

ADJ	Crime and Intelligence Analysis	☒	☐	☐
<u>Rationale:</u>	Removal of elective courses CAT/CIS-65, will not impact the program.			
BUS	Business Administration: Accounting Concentration	☒	☐	☐
<u>Rationale:</u>	Removal the following courses, launched as Course Exclusion: BUS-24, CAT-3 and CIS-3, as options. Including removal of BUS-10H -Honors course only.			

Programs

Program Modifications

M N R Discussion

Degree & Certificate

BUS	Business Administration: General Business Concentration	☒ ☐ ☐
Rationale:	Removal the following courses, launched as Course Exclusion: BUS-24, CAT-3 and CIS-3, as options. Including removal of BUS-10H -Honors course only.	
BUS	Business Administration: Logistics Management Concentration	☒ ☐ ☐
Rationale:	Removal the following courses, launched as Course Exclusion: BUS-24, CAT/CIS-3. Including removal of BUS-10H -Honors course only.	
BUS	Business Administration: Management Concentration	☒ ☐ ☐
Rationale:	Removal the following courses, launched as Course Exclusion: BUS-24, CAT-3 and CIS-3, as options. Including removal of BUS-10H -Honors course only.	
BUS	Business Administration: Marketing Concentration	☒ ☐ ☐
Rationale:	Removal the following courses, launched as Course Exclusion: BUS-24, BUS-51, CAT-3, CIS-3, and MKT-42 as options. Including removal of BUS-10H -Honors course only.	
BUS	Business Administration: Real Estate Concentration	☒ ☐ ☐
Rationale:	Awaiting documentation.	
BUS	Business Administration: Accounting Concentration	☐ ☒ ☐
Rationale:	Deleting ACC-61; the material is covered by required course ACC-1B. Adding electives ACC-55, 19, 19L, 40, 67, and	
BUS	Business Administration: Accounting Concentration	☐ ☐ ☒
Rationale:	This program modification accomplishes attaching all accounting courses to the Business Administration: Accounting Concentration – Associate of Science Degree and Certificate of Achievement. Course Deletion: The material in the course that we are deleting, ACC 61 – Cost Accounting is already covered by one of the required courses for this program, Principles of Accounting II (ACC 1B). Course Additions: ACC 55 is a course attached to our Small Business Accounting certificate (CE859) and Small Business Payroll Accounting certificate (CE860). This course should also be an elective in the Accounting Concentration program. ACC 19, ACC 19L, ACC 40, and ACC 68 are all recently developed and approved courses that need to be attached to the Accounting Concentration degree and certificate. ACC 67 was adopted into RCC inventory and needs to be associated with the Accounting Concentration degree and certificate.	
BUS	Business Administration: Marketing Concentration	☐ ☐ ☒
Rationale:	Change of name of MKT 25 from current name “Marketing for Professionals” to new name “Marketing for Workplace Success”.	
HCA	Anesthesia Technology	☐ ☐ ☒
Rationale:	This is modification to an existing certificate/degree as the units needed to be increased to be in compliance with the new SAAM. HCA-5 and HCA-6 are increasing from 4.5 units to 5 units (256 hours to 270 hours). Regulation for AT programs requires a minimum of 500 clinical hours in the program and, therefore, the only solution was to increase the hours of the course.	
THE	Acting	☐ ☐ ☒
Rationale:	Changing from a Certificate program to an AA in Acting.	
THE	Musical Theatre	☐ ☐ ☒
Rationale:	Program is being updated to remove course that are no longer in the inventory. Adding an additional music course option. Adding a degree counterpart.	
WEL	Welding Technology	☐ ☐ ☒
Rationale:	The removal of WEL-200 reflects its deletion from the catalog and ensures program requirements remain accurate and up to date. The addition of AIR-200 as an elective will expand student options, enhance flexibility in course selection, timely completion of the certificate/degree. These adjustments strengthen program accessibility while maintaining alignment with industry needs and leaving core learning outcomes unchanged.	

Non-Credit Certificate

ESL	Advanced American College English	☐ ☐ ☒
Rationale:	The discipline has expanded access to our community of language learners by providing reading, oral skills and special topics courses in non-credit mirrored formats. Along with that change, this noncredit certificate will expand the variety of courses students can benefit from while allowing them to target their individual language acquisition needs as they take courses at RCC.	

Programs

Program Modifications

M N R Discussion

Non-Credit Certificate

ESL [Beginning American College English](#) ☐ ☐ ☒

Rationale: The discipline has expanded access to our community of language learners by providing reading, oral skills and special topics courses in non-credit mirrored formats. Along with that change, this noncredit certificate will expand the variety of courses students can benefit from while allowing them to target their individual language acquisition needs as they take courses at RCC.

PDS [Enterprise Communication](#) ☒ ☐ ☐

Rationale: Removal of one non credit elective course PDS-805. Did not impact program.

PDS [Successful Career Transitions](#) ☒ ☐ ☐

Rationale: Removal of one non credit course and modified the program total hours.

RCCD

**RIVERSIDE COMMUNITY
COLLEGE DISTRICT**

DISTRICT CURRICULUM COMMITTEE

Program Documentation for November 13, 2025

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

Program Outline

Title: Nutrition and Dietetics

Originator: Stephen Wagner

Date 10/3/2024

Department: Sciences

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

TOPs Code: 1306.00 Nutrition, Foods and Culinary Arts
and Wellness Studies, General.

CIP Code: 19.0501 Foods, Nutrition

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

(Please note: ADTs are college specific. If multiple colleges wish to adopt this program, a separate proposal and college specific supporting documents are required.)

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

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

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

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

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

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

Rationale:

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

To increase the number of ADT's offered at Moreno Valley College. To offer students another ADT option at Moreno Valley College.

Required Documentation:

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

All new and modified ADTs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

The Associate Degree for Transfer in Nutrition and Dietetics prepares students for success in a baccalaureate degree in Nutrition and Dietetics with the lower division course work required to transfer into the CSU system. Students completing the Associate Degree for Transfer in Nutrition and Dietetics will be prepared to transfer to a CSU as juniors and pursue a baccalaureate degree in Nutrition and Dietetics. Students transferring to a non-CSU campus should consult the catalog and determine the specific requirements of the campus to which they are applying.

The study of Nutrition provides a broad foundation in a practical and personally applicable exposure to a variety of scientific areas of nutrition, such as Chemistry, Microbiology, Anatomy Physiology and Biology. Students in the program learn how the scientific method and process contributes to nutritional requirements and how nutrients function from a cellular to a more practical level and then apply this knowledge to their own health. This program will help the student understand the relationship of nutrition and disease prevention throughout the lifecycle.

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 Degree for Transfer in Nutrition and Dietetics prepares students for success in a baccalaureate degree in Nutrition and Dietetics with the lower division course work required to transfer into the CSU system. Students completing the Associate Degree for Transfer in Nutrition and Dietetics will be prepared to transfer to a CSU as juniors and pursue a baccalaureate degree in Nutrition and Dietetics. Students transferring to a non-CSU campus should consult the catalog and determine the specific requirements of the campus to which they are applying.

The study of Nutrition provides a broad foundation in a practical and personally applicable exposure to a variety of scientific areas of nutrition, such as Chemistry, Microbiology, Anatomy Physiology and Biology. Students in the program learn how the scientific method and process contributes to nutritional requirements and how nutrients function from a cellular to a more practical level and then apply this knowledge to their own health. This program will help the student understand the relationship of nutrition and disease prevention throughout the lifecycle.

Program Learning Outcomes

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

1. Evaluate scientific concepts of nutrition related to the functioning of the nutrients in the basic life process and apply these concepts to determine the effects of nutrients on the human body.

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

- Outline the process by which the human body ingests, digests, absorbs, transports, utilizes and excretes food substances.
- List and describe the basic chemical structures of the six classes of nutrients, their action, interaction and balance in relation to health and disease.

Required Courses: 22-26 units

Required Core: (15 Units)

Course	Title	Units
KIN-4	Nutrition	3
PSYC-C1000/ PSYC-C1000H	Introduction to Psychology/ Introduction to Psychology - Honors	3
CHE-1A/CHE-1AH	General Chemistry, I/ Honors General Chemistry, I	5
BIO-55	Microbiology	4

Elective – List A:

Select ONE of the following options: 4-8 Units

Course	Title	Units
<u>Option 1:</u> BIO-50A AND BIO -50B	Anatomy and Physiology I AND Anatomy and Physiology II	4 4
<u>Option 2:</u> *CHE-1B/ (*2 nd Semester)	General Chemistry, II	5
<u>Option 3:</u> CHE-12A	Organic Chemistry, I	5
<u>Option 4:</u> STAT-C1000 / STAT-C1000H OR PSYC-48/ SOC-48	Introduction to Statistics / Introduction to Statistics - Honors OR Statistics for the Behavioral Sciences	4 4

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

Elective – List B:

Select one course – 3 Units

Course	Title	Units
HES-1	Health Science	3
KIN-35	Foundation for Fitness and Wellness	3
KIN-36	Wellness: Lifestyle Choices	3

Total Units: 22-26

ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE

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

Program Outline

Title: Bachelor of Science in Emergency Management

Originator: Charles Wilhite

Date 11/7/2025

Department: School of Public Safety

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

☒ **Moreno Valley College**

☐ **Norco College**

☐ **Riverside City College**

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

TOPs Code: 2199.00

CIP Code: 43.0302

Type of Baccalaureate Degree:

☒ Bachelor of Science

This is a: ☒ New degree*

☐ Modification to an existing degree

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

☒ Yes, minutes attached

☐ Approval Pending

☐ No Capital or Budgetary Impacts

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

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

Rationale:

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

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

Program Outline of Record – Baccalaureate Degree

demonstrated need both regionally and statewide for Emergency Management professionals, and this degree will fill that need, leading to high paying jobs.

Required Documentation

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

All new or modified degrees:

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

In addition, all new degrees require the following:

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

Program Narrative

Item 1. Program Goals and Objectives

Must address unmet workforce needs and may address transfer preparation.

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

Item 2. Administrative Plan

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

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

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

Program Outline of Record – Baccalaureate Degree

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

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

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

Item 3. Expertise, Resources, and Student Interest

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

Faculty:

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

Staff:

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

Administration:

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

Student Interest:

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

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

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

Item 4. Catalog Description

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

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

1. Program Requirements and Prerequisite Skills

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

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

- Academic degree as defined above.
- Grade-point average in relevant coursework.
- Any relevant work or volunteer experience.
- Professional licensing and/or state/national certification.
- Portfolio review for identification for Credit for Prior Learning.
- Life experiences or special circumstances of an applicant, including, but not necessarily limited to, the following experiences or circumstances: disability, low family income, first generation of family to attend college, need to work, disadvantages social or educational environment, extenuating circumstances, refugee, or veteran status.
- Proficient or advanced level coursework in languages other than English.

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

and Services, and students who are California Work Opportunity and Responsibility to children recipients.

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

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

2. Admission Requirements and/or Enrollment Limitations

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

1. Completion with a “C” or better at least 60 lower division semester units, including:
 - a. Either the RCCD or Cal-GETC general education pattern, as listed in the college catalog.
 - b. HLS-1/PSF-1 Introduction to Homeland Security and Terrorism (3) and
HLS-101/PSF-101 Introduction to Emergency Management (3)
 - c. At least 15 additional units from:
 - HLS-2/PSF-2 Preparedness for Emergencies, Disasters & Homeland Security Incidents (3)
 - HLS-3/PSF-3 Response to Emergencies, Disasters and Homeland Security Incidents (3)
 - HLS-4/PSF-4 Recovery in Emergencies, Disasters and Homeland Security Incidents (3)
 - GEG-8 Introduction to Geographic Information Systems, with Lab (3)
 - BUS-77A Introduction to Project Management (4)
 - PSF-8 Public Policy and Administration for Public Safety Leaders (3)
 - SOC- 1/SOC-1H Introduction to Sociology/Honors Introduction to Sociology (3)
 - PSYC-C1000 PSYC-C1000H Introduction to Psychology/Honors Introduction to Psychology (3)
 - One of the following:
 - STAT-C1000/ STAT-C1000H Introduction to Statistics/Introduction to Statistics - Honors (4)
 - or
 - PSYC- 48 Statistics for the Behavioral Sciences (4)
 - or
 - SOC-48 Statistics for the Behavioral Sciences (4)
2. Submission of an online application to Moreno Valley College
3. Submission of a letter of application stating the student’s interests and goals.

Program Outline of Record – Baccalaureate Degree

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

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

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

Item 5. Program Requirements

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

Lower Division Required Courses: 35 units

Course	Title	Units	Sequencing
HLS-1/ PSF-1	Introduction to Homeland Security and Terrorism	3	1*
HLS-101/ PSF-101	Introduction to Emergency Management	3	1*
HLS-2/ PSF-2	Preparedness for Emergencies, Disasters & Homeland Security Incidents	3	1/2
HLS-3/ PSF-3	Response to Emergencies, Disasters and Homeland Security Incidents	3	1/2**
HLS-4/ PSF-4	Recovery in Emergencies, Disasters and Homeland Security Incidents	3	1/2 **
PSYCH 1000/ C1000H	Introduction to Psychology/ Honors Introduction to Psychology	3	1/2**
SOC-1/ SOC-1H	Introduction to Sociology/Honors Introduction to Sociology	3	1/2 **
STAT-C1000/ STAT-C1000H PSYC-48/ SOC-48	Introduction to Statistics/Introduction to Statistics - Honors Statistics for the Behavioral Sciences	4	1/2**
GEG-8	Introduction to Geographic Information Systems, with Lab	3	1/2**
BUS-77A	Introduction to Project Management	4	1/2**
PSF-8	Public Policy and Administration for Public Safety Leaders	3	1/2**

*Required prior to admission to Bachelor's Degree Program

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

Lower Division Elective Courses: 0 units

Course	Title	Units	Sequencing
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Program Outline of Record – Baccalaureate Degree

Upper Division General Education Courses: 9 units

Course	Title	Units	Sequencing
GEG-305	Science of Natural Disasters	3	3
ENGL-304	Writing for Government	3	1
PSYC-306	Psychology of Disaster	3	4

Upper Division Required Courses: 30 units

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

Upper Division Elective Courses: 3 units

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

Degree Units	
Lower Division Major Units	35
Upper Division Major Units	42
Double Counted Units	10
General Education	36
Electives	17
Total Degree Units	120

Faculty
Dean Phil Rawlings, M.S. Dean Rawlings is the Dean of Instruction at the Moreno Valley College School of Public Safety, overseeing EMS, Fire, Emergency Management and Administration of Justice programs for the Riverside Community College District, Moreno Valley College. Before joining MVC, Dean Rawlings had a career in Fire and Rescue Services, Emergency Medical Service (EMS), Emergency Services Management and service to the public that spanned 36 years, beginning in 1988. He served for four years on CAL FIRE Incident Management Team 6 (IMT6), one of 6 type 1 IMT's in the State of California. Chief Rawlings ended his 25-year career with CAL FIRE as Division Chief of Support Services at the Ben Clark Training Center in Riverside, California with five operational Bureaus and approximately 150 personnel under his direct supervision. Dean Rawlings holds an Associate of Science Degree in EMS, a Bachelor of Science Degree in Emergency Medical Care with a minor in Education and a Master of Science Degree in Emergency Services Management. He is also an accredited Chief EMS Officer through the Center for Public Safety Excellence. Mr. Rawlings currently serves on numerous working groups at the local and state level related to EMS, Emergency Management and Fire programs. Associate Professor Charles K. Wilhite, J.D., Ph.D. Dr. Charles Wilhite is the Program Director for Homeland Security and Emergency Management at Moreno Valley College School of Public Safety. He has over 30 years of experience as a university and community college instructor, including 8 years as tenure track faculty. Prior to joining the School of Public Safety full-time, Dr. Wilhite was a Captain with the Riverside County Sheriff's Department, retiring following a 30-year career. At the time of his retirement, he was a senior member of the Sheriff's Emergency Response Team, responsible for all-hazard Emergency Management for one of California's largest law enforcement agencies. Dr. Wilhite holds a Ph.D. and M.A. Degrees in Psychology, a Juris Doctorate, a B.S. in Political Science and Criminal Justice and an Associate's Degree in Administration of Justice. He is also a licensed attorney. Dr.

Wilhite is a member of the International Emergency Managers Association and the California Emergency Services Association.

Professor Robert Fontaine, M.A.

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

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

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

Assistant Professor Emily Craig, M.A.

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

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

Adjunct Professor Sherry Colgan-Stone, Ed.D.

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

She earned a bachelor's degree in Social Sciences, master's degree in Educational Administration and Doctorate of Education (Ed.D.) in Organizational leadership. She holds both a California Single-Subject Teaching Credential and an Administrative Services Credential. With a certificate in Grant Writing and Management, Dr. Stone has developed successful federal, state and local grant applications.

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

Adjunct Professor Joseph Duncan, Ph.D.(c)

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

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

Adjunct Professor Zuzzette Bricker, Ph.D(c)

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

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

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

Facilities

The Emergency Management program is housed at Moreno Valley College's School of Public Safety (SOPS). SOPS includes Administration of Justice, Fire Technology, Emergency Medical Services, Homeland Security and Emergency Management disciplines, in addition to the general education courses necessary for SOPS students to complete their degrees. SOPS is located at the Ben Clark Public Safety Training Center, a collaborative partnership between Moreno Valley College, the Riverside County Sheriff's Department, the California Department of Forestry and Fire Protection (CalFire), the California Highway Patrol, and the Riverside County Probation Department. Moreno Valley College recently completed a 17,500 SF classroom and administration building that includes modern classrooms equipped with technology that allows for in-person and remote learning. Additionally, voters recently approved a bond measure that will help add a second building which will double the college's available classroom space.

SOPS already has state of the art simulation labs used in its existing programs and those resources will be available to baccalaureate students. Additionally, because of the collaborative nature of the Ben Clark Training Center, MVC students not only have access to MVC's classroom and simulation lab space to

complete their entire degree, they also have access to the advanced training facilities of the center's law enforcement and fire service partners to allow for real-world scenario training.

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

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

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

Item 6. Master Planning

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

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

Item 7. Enrollment and Completer Projections

Projection of number of students to earn degree annually.

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

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

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

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

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

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

Item 8. Place of Program in Curriculum/Similar Programs

How it fits in college's existing program inventory.

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

Item 9. Similar Programs at Other Colleges in Service Area

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

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

Program Outline

Title: Design Agency Experience

Originator: Patrick Scullin

Date 2/4/2025

Department: Applied Digital Media and Printing

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: 0614

CIP Code: 090702

Type of Program:

☒ Certificate of Achievement only

☐ Locally approved certificate (8-units or less) only

☐ Associate Degree only

☐ Certificate of Achievement and Degree

Type of Associate Degree:

☐ Associate of Arts

☐ Associate of Science

This is a:

☒ New certificate/degree*

☐ Modification to an existing certificate/degree

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

☐ Yes, minutes attached

☐ Approval Pending

☒ No Capital or Budgetary Impacts

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

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

Rationale:

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

Design agency experience is a valuable and marketable skill for students whose professional paths should lead them to the graphic design, graphic/visual communication, and illustration industries.

This new Design Agency Experience certificate will greatly equip our students with advanced graphic design skillsets that are critical to real client projects and interaction.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

The Design Agency Experience certificate, offered by the Applied Digital Media and Printing program, provides prospective learners from a diverse community with hands-on training in the fields of graphic art and design. Successful completion of this career-technical program will equip students with foundational skills and practical knowledge in all phases of design elements, design principles, project design, project production and promotion. Possible career outcomes for this program include: graphic artist, production artist, graphic design assistant, layout designer, graphic designer, digital designer, digital artist, production assistant, content creator, and creative associate. Relevancy of this program is maintained via annual input from an advisory committee and industry feedback.

Item 2. Catalog Description

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

This certificate prepares students for entry level careers in the Graphic Arts with an emphasis on practical design agency and real client project experiences. This includes skill building instruction in graphic design, digital media, motion graphics, electronic publication, illustration, and client projects. Classes are structured in a studio style environment to give strong academic and hands-on experience in graphic design and production techniques using the latest equipment and software available.

Program Learning Outcomes

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

- Create a document with alternate layouts that utilizes interactivity and electronic navigation and combines multimedia content to provide an effective user experience.
- Demonstrate understanding of current web development concepts, theories, trends, and their influences/applications.
- Create an advanced graphic design project that demonstrates professional print production workflow.
- Demonstrate the proper use of branding graphics appropriate for marketing and advertising campaigns.
- Produce a print and digital portfolio of student work suitable for job application.

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.

Item 3. Program Requirements:

Required Courses (18 units)		Units
ADM-63B	Design for Electronic Publication	3
ADM-71B	Adobe Photoshop, Advanced	3
ADM-74B	Web Design II	3
ADM-77B	Adobe Illustrator for Graphic Art, Advanced	3
ADM-69B	Motion Graphics and Special Effects, Advanced	3
ADM-70	Project Production and Portfolio	3

Sample Degree Pattern:

Course	Title	Units	Sequence
ADM 63B	Design for Electronic Publication	3	1 st Semester
ADM 71B	Adobe Photoshop, Advanced	3	
ADM 74B	Web Design II	3	
ADM 69B	Motion Graphics and Special Effects, Advanced	3	2 nd Semester
ADM 77B	Adobe Illustrator for Graphic Art, Advanced	3	
ADM 70	Project Production and Portfolio	3	
	Total	18 Units	

Total Program Units: 18 units

Item 4. Master Planning

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

The Applied Digital Media and Printing Program (ADM) is part of the Applied Technology Department, a division of CTE at Riverside City College (RCC). The ADM program prepares a diverse population of students to become professionals and entrepreneurs in graphic communications. This includes technical instruction, hands-on training, software competency and visual communication skills that prepare students for productive careers in design, printing and multimedia communication while providing a pathway for further academic achievement. Originally founded in 1921 as part of an early printing vocational training program, ADM has continued to evolve year after year to meet the training needs of the graphic communication industry.

The Applied Digital Media and Printing program is a PrintED accredited. PrintED accreditation is a national accreditation program administered by the Graphic Arts Education and Research Foundation (GAERF®). PrintED certifies that the ADM program meets industry specific standards for instruction in key skills competency areas. These include: digital file preparation and output, digital production printing, graphic design, introduction to graphic communications, offset press operations, bindery and finishing, and screen printing. These industry standards are integrated into the current ADM program

learning outcomes (PLOs) and into the course specific student learning outcomes (SLOs) of the curriculum.

The ADM program offers a state-approved two-year associate's degree and program certificate in addition to four, one-year completion certificates. The degree and certificate provide a comprehensive program of study while the completion certificates focus on technical training in specific career areas. The degrees and certificates are listed as follows:

- Graphic Design and Printing Degree/Certificate (AS653/CE653) 34 Units + GE Units
- Graphic Design and Digital Media Degree/Certificate (AS950/CE950) 36 Units + GE Units
- Basic Graphic Design Certificate (CE823) 17 Units
- Basic Graphic Communication Certificate (CE822) 17 Units
- Electronic Publishing and Design Certificate (CE862) 17 Units
- Motion Graphics and 3D Animation Certificate (CE821) 17 Units
- Packaging Design and Printing Certificate () 17 Units
- Graphic Art and Visual Storytelling Certificate () 18 Units

Item 5. Enrollment and Completer Projections

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

Applied Digital Media and Printing program required courses are offered every semester to assist student completion rates. The majority of the scheduled courses satisfy degree requirements for multiple certificates. This provides ADM students with a variety of available pathways to completion. The target completion rate for the Design Agency Experience Certificate is 25 students annually.

Design Agency Experience Certificate Required Courses Enrollment Totals

Course	Title	Annual # Sections	Section Enrollment	Annual Enrollment Total
ADM 63B	Design for Electronic Publication	1	35	35
ADM 71B	Adobe Photoshop, Advanced	1	35	35
ADM 74B	Web Design II	1	35	35
ADM 77B	Adobe Illustrator for Graphic Art, Advanced	1	35	35
ADM 69B	Motion Graphic and Special Effects, Advanced	1	24	24
ADM 70	Project Production and Portfolio	2	24	48

Item 6. Place of Program in Curriculum/Similar Programs

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

This completion certificate is part of the existing Applied Digital Media and Printing program at Riverside City College. ADM is the primary graphic communications training program in the district and does not duplicate or conflict with any other college or district program offerings.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Applied Digital Media and Printing is the only graphic communications program in the Riverside Community College District. While there are many graphic design and digital media programs throughout the state of California, ADM is uniquely positioned as one of the only programs that also includes the equipment and facility necessary to offer commercial printing and production skills training and certificates.

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: Global Studies

Originator: Jeff Rhyne

Date Click or tap to enter a date.

Department: English Studies

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

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

TOPs Code: 2210.00

CIP Code: 450901

Type of Program:

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

Type of Associate Degree:

☐ Associate of Arts ☐ Associate of Science

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

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

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

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

Rationale:

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

The Global Studies Certificate of Achievement is a high-impact, equity-minded initiative that leverages existing general education offerings to provide students with a coherent, transcript-noted credential in global learning. It supports transfer, enhances career readiness, demonstrates students' acquisition of skills such as cross-cultural communication and adaptability, and aligns with RCCD's mission to serve the educational and workforce needs of its diverse student population while preparing graduates to navigate and contribute to an interconnected world.

By rewarding students with a certificate to recognize their interest and success in internationalized courses, the program expands equitable access to global education to all students in the district. Finally, the certificate distinguishes RCCD as a leader in internationalizing the curriculum.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

- To provide a structured pathway for RCCD students to demonstrate readiness for transfer and to distinguish themselves in competitive admissions processes.
- For RCCD students seeking career readiness pathways, to signal to employers that students have intentionally cultivated knowledge and understanding of global issues, enhancing their employability in sectors such as business, healthcare, education, public service, and technology.
- To prepare students to engage as informed, responsible citizens in their local communities and in the broader global society.

Item 2. Catalog Description

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

Program Description:

The Global Studies Certificate of Achievement is a program to recognize students who complete 15 units of multidisciplinary courses with an international, global, or non-U.S.-focus. Through this program, students explore world cultures, global development and global social inequalities, and international perspectives. Appearing on students' transcripts upon completion, the program highlights student commitment to and acquisition of global awareness, intercultural understanding, and critical thinking about worldwide challenges.

The certificate is open to students from all majors and pathways and can be earned alongside an associate degree, certificate, or transfer pathway. By completing globally focused coursework, students gain the knowledge and perspectives needed to thrive in an interconnected world.

Program Learning Outcomes:

Upon successful completion of the Global Studies Certificate of Achievement, students will be able to:

1. Analyze global systems (e.g., political, economic, cultural, ecological, arts, histories) and explain how local and international issues are interconnected.
2. Discuss the history, art, culture, politics, religions, etc., of (an)other country(ies).
3. Articulate how international cultural perspectives shape human experiences, values, and decision-making.

4. Evaluate major global challenges (such as climate change, migration, health, inequality, or technology) using evidence-based reasoning and interdisciplinary approaches.
5. Communicate effectively across cultural or global contexts, demonstrating sensitivity to diverse audiences and perspectives.
6. Reflect on the responsibilities of global citizenship and propose ways individuals and communities can contribute to equitable and sustainable solutions.

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.

Program Requirement:

- Must take at least one course from a minimum of four groups.
- All courses must be completed with a grade of “C” or higher or equivalent.

Required Courses: 15 units

Please select a minimum of **15 units** from at least **four** groups below.

Group 1 - Arts

Course	Title	Units	Sequencing
AHS-1	History of Western Art: Prehistoric, Ancient, and Medieval	3	Any semester
AHS-1H	Honors History of Western Art: Prehistoric, Ancient, and Medieval	3	Any semester
AHS-2	History of Western Art: Renaissance through Contemporary	3	Any semester
AHS-2H	Honors History of Western Art: Renaissance through Contemporary	3	Any semester
AHS-3	Islamic Art History	3	Any semester
AHS-5	Arts of Africa, Oceania, and Indigenous North America	3	Any semester
AHS-9	African Art History	3	Any semester
AHS-12	Asian Art History	3	Any semester
AHS-13	Pre-Columbian Art History	3	Any semester
AHS-14	Latin American Art: Colonial to the Present	3	Any semester
AHS-15	Rome: The Ancient City	3	Any semester
AHS-20	Mexican Art History	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

FST-3	Introduction to International Cinema	3	Any semester
MUS-19	Music Appreciation	3	Any semester
MUS-19H	Honors Music Appreciation	3	Any semester
MUS-22	Survey of Music Literature	3	Any semester
THE-3	Introduction to the Theater	3	Any semester
THE-9	Dramatic Literature-Script Analysis	3	Any semester
THE-34	Scene Study in Various Theatrical Styles	3	Any semester
THE-35	Classical Acting with Emphasis in Shakespearean Verse	3	Any semester

Group 2 – Natural, Behavioral, and Social Sciences

Course	Title	Units	Sequencing
ANT-2	Cultural Anthropology	3	Any semester
ANT-2H	Honors Cultural Anthropology	3	Any semester
ANT-5	Cultures of Ancient Mexico	3	Any semester
ANT-6	Introduction to Archaeology	3	Any semester
ANT-7	Anthropology of Religion	3	Any semester
ANT-8	Language and Culture	3	Any semester
BIO-19	Environmental Science	3	Any semester
CHE-17	Introduction to the Development of Modern Science	3	Any semester
ECO-6	Introduction To Political Economy	3	Any semester
GEG-1	Physical Geography	3	Any semester
GEG-1H	Honors Physical Geography	3	Any semester
GEG-2	Human Geography	3	Any semester
GEG-3	World Regional Geography	3	Any semester
POLS-2	Comparative Politics	3	Any semester
POLS-2H	Honors Comparative Politics	3	Any semester
POLS-4	Introduction to World Politics	3	Any semester
POLS-4H	Honors Introduction to World Politics	3	Any semester
POLS-6	Introduction To Political Economy	3	Any semester
POLS-10	International Organizations	3	Any semester
POLS-11	Political Theory	3	Any semester
POLS-13	Introduction American Foreign Policy	3	Any semester
POLS-17	Politics of Developing Countries	3	Any semester
POLS-20	Latin American Politics	3	Any semester
POLS-22	Politics of the Middle East	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

Group 3 – Business Administration

Course	Title	Units	Sequencing
BUS-40	Introduction to Global Business	3	Any semester
BUS-43	Global Marketing	3	Any semester
BUS-46	Global Trade	3	Any semester
BUS-48	Global Management	3	Any semester

Group 4 – World Languages

Course	Title	Units	Sequencing
ARA-1	Arabic 1	5	Any semester
ARA-2	Arabic 2	5	Any semester
ARA-3	Arabic 3	5	Any semester
ARA-8	Arabic Intermediate Conversation	3	Any semester
ARA-11	Arabic Culture & Civilization	3	Any semester
ARA-11H	Honors Arabic Culture & Civilization	3	Any semester
CHI-1	Chinese 1	5	Any semester
CHI-2	Chinese 2	5	Any semester
CHI-11	Chinese Culture & Civilization	3	Any semester
FRE-1	French 1	5	Any semester
FRE-2	French 2	5	Any semester
FRE-3	French 3	5	Any semester
FRE-11	French Culture & Civilization	3	Any semester
ITA-1	Italian 1	5	Any semester
ITA-2	Italian 2	5	Any semester
ITA-11	Italian Culture & Civilization	3	Any semester
JPN-1	Japanese 1	5	Any semester
JPN-2	Japanese 2	5	Any semester

Program Outline of Record – Credit Degrees and Certificates

JPN-3	Japanese 3	5	Any semester
JPN-4	Japanese 4	5	Any semester
JPN-11	Japanese Culture & Civilization	3	Any semester
RUS-1	Russian 1	5	Any semester
RUS-2	Russian 2	5	Any semester
RUS-3	Russian 3	5	Any semester
RUS-11	Russian Culture & Civilization	5	Any semester
SPA-1	Spanish 1	5	Any semester
SPA-2	Spanish 2	5	Any semester
SPA-2H	Honors Spanish 2	5	Any semester
SPA-3	Spanish 3	5	Any semester
SPA-4	Spanish 4	5	Any semester
SPA-8	Spanish Intermediate Conversation	3	Any semester
SPA-11	Spanish Culture & Civilization	3	Any semester
SPA-12	Latin American Culture & Civilization	3	Any semester
SPA-51	Introductory Listening Comprehension	2	Any semester

Group 5 – English, Humanities, and Philosophy

Course	Title	Units	Sequencing
ENGL-6	British Literature I: Anglo-Saxon through Eighteenth Century	3	Any semester
ENGL-7	British Literature II: Romanticism through Modernism/Post- Modernism	3	Any semester
ENGL-8	Introduction to Mythology	3	Any semester
ENGL-9	Introduction to Shakespeare	3	Any semester
ENGL-34	Literature by Women	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

ENGL-40	World Literature I: From Ancient Literatures to Seventeenth Century	3	Any semester
ENGL-41	World Literature II: Seventeenth Century Through the Present	3	Any semester
ENGL-45	Modern Drama	3	Any semester
HUM-4	Arts and Ideas: Ancient World Through the Late Medieval Period	3	Any semester
HUM-4H	Honors Arts and Ideas: Ancient World through the Late Medieval Period	3	Any semester
HUM-5	Arts & Ideas: Renaissance through the Modern Era	3	Any semester
HUM-5H	Honors Arts & Ideas: Renaissance through the Modern Era	3	Any semester
HUM-8	Introduction to Mythology	3	Any semester
HUM-10	World Religions	3	Any semester
HUM-10H	Honors World Religions	3	Any semester
HUM-35	Philosophy of Religion	3	Any semester
PHI-14	Survey of Black Thought	3	Any semester
PHI-33	Introduction to Social and Political Philosophy	3	Any semester
PHI-36	Asian Philosophy	3	Any semester
ETS-13	Survey of Black Thought		Any semester

Group 6 - History

Course	Title	Units	Sequencing
HIS-1	World History to 1500	3	Any semester
HIS-2	World History since 1500	3	Any semester
HIS-2H	Honors World History since 1500	3	Any semester
HIS-16	African History to 1800	3	Any semester
HIS-17	African History from 1800 to Present	3	Any semester
HIS-18	Modern European History	3	Any semester
HIS-19	Modern Russian History	3	Any semester
HIS-25	History of Mexico	3	Any semester
HIS-32	History of Early Latin America	3	Any semester
HIS-33	History of Modern Latin America	3	Any semester
HIS-35	History of Britain	3	Any semester
HIS-42	History of East Asia	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

HIS-60	U.S. History from a Chicana/o/x Perspective: Pre-Columbian to 1848	3	Any semester
HIS-61	US History from a Chicana/o/x Perspective: 1848 to Present Day	3	Any semester

Group 7

Course	Title	Units	Sequencing
Any course taken while participating in an RCCD Study Abroad Program.			

Total Program Units: 15 units

Item 4. Master Planning

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

The Global Studies Certificate does not require any new investment of resources. It simply allows students at RCCD to demonstrate specialized knowledge and skills in international education that may be attractive to employers and to transfer institutions. Since any student can complete the certificate, it is a fair and equitable way for students who may not be able to participate in education abroad opportunities to demonstrate their academic interest and excellence in international-themed courses which provide understanding of global issues, diverse national perspectives, and histories politics, arts, culture, norms of other countries.

National studies show that students who participate in Study Abroad have better educational outcomes and average higher salary upon completion of their degrees leading to employment. Lone Star College in Texas has extensive data that students who complete their local Global Studies Certificate (similar to this one) transfer at higher rates and have higher GPAs than those who do not.

Item 5. Enrollment and Completer Projections

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

Moreno Valley College projects 20-40 students

Item 6. Place of Program in Curriculum/Similar Programs

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

All courses are existing RCCD courses.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

No other local college offers this kind of certificate. However, some area colleges offer AA degrees in related fields. For example, SBVCC offers an AA-T in Global Studies, and Mt. Sac offers a language focused AA degree in "World Languages & Global Studies." Citrus College also offers an ADT in Global Studies, which is also more narrowly focused than this certificate of achievement.

Item 8. Transfer Preparation Information (if applicable)

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

n/a

Program Outline

Title: Global Studies

Originator: Dan Reade

Date Click or tap to enter a date.

Department: Communications Department

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

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

TOPs Code: 2210.00

CIP Code: 450901

Type of Program:

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

Type of Associate Degree:

☐ Associate of Arts ☐ Associate of Science

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

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

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

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

Rationale:

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

The Global Studies Certificate of Achievement is a high-impact, equity-minded initiative that leverages existing general education offerings to provide students with a coherent, transcript-noted credential in global learning. It supports transfer, enhances career readiness, demonstrates students' acquisition of skills such as cross-cultural communication and adaptability, and aligns with RCCD's mission to serve the educational and workforce needs of its diverse student population while preparing graduates to navigate and contribute to an interconnected world.

By rewarding students with a certificate to recognize their interest and success in internationalized courses, the program expands equitable access to global education to all students in the district. Finally, the certificate distinguishes RCCD as a leader in internationalizing the curriculum.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

- To provide a structured pathway for RCCD students to demonstrate readiness for transfer and to distinguish themselves in competitive admissions processes.
- For RCCD students seeking career readiness pathways, to signal to employers that students have intentionally cultivated knowledge and understanding of global issues, enhancing their employability in sectors such as business, healthcare, education, public service, and technology.
- To prepare students to engage as informed, responsible citizens in their local communities and in the broader global society.

Item 2. Catalog Description

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

Program Description:

The Global Studies Certificate of Achievement is a program to recognize students who complete 15 units of multidisciplinary courses with an international, global, or non-U.S.-focus. Through this program, students explore world cultures, global development and global social inequalities, and international perspectives. Appearing on students' transcripts upon completion, the program highlights student commitment to and acquisition of global awareness, intercultural understanding, and critical thinking about worldwide challenges.

The certificate is open to students from all majors and pathways and can be earned alongside an associate degree, certificate, or transfer pathway. By completing globally focused coursework, students gain the knowledge and perspectives needed to thrive in an interconnected world.

Program Learning Outcomes:

Upon successful completion of the Global Studies Certificate of Achievement, students will be able to:

1. Analyze global systems (e.g., political, economic, cultural, ecological, arts, histories) and explain how local and international issues are interconnected.
2. Discuss the history, art, culture, politics, religions, etc., of (an)other country(ies).
3. Articulate how international cultural perspectives shape human experiences, values, and decision-making.
4. Evaluate major global challenges (such as climate change, migration, health, inequality, or technology) using evidence-based reasoning and interdisciplinary approaches.

5. Communicate effectively across cultural or global contexts, demonstrating sensitivity to diverse audiences and perspectives.
6. Reflect on the responsibilities of global citizenship and propose ways individuals and communities can contribute to equitable and sustainable solutions.

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.

Program Requirement:

- Must take at least one course from a minimum of four groups.
- All courses must be completed with a grade of “C” or higher or equivalent.

Required Courses: 15 units

Please select a minimum of **15 units** from at least **four** groups below.

Group 1 - Arts

Course	Title	Units	Sequencing
AHS-1	History of Western Art: Prehistoric, Ancient, and Medieval	3	Any semester
AHS-1H	Honors History of Western Art: Prehistoric, Ancient, and Medieval	3	Any semester
AHS-2	History of Western Art: Renaissance through Contemporary	3	Any semester
AHS-2H	Honors History of Western Art: Renaissance through Contemporary	3	Any semester
AHS-3	Islamic Art History	3	Any semester
AHS-5	Arts of Africa, Oceania, and Indigenous North America	3	Any semester
AHS-9	African Art History	3	Any semester
AHS-12	Asian Art History	3	Any semester
AHS-13	Pre-Columbian Art History	3	Any semester
AHS-14	Latin American Art: Colonial to the Present	3	Any semester
AHS-15	Rome: The Ancient City	3	Any semester
AHS-20	Mexican Art History	3	Any semester
FST-3	Introduction to International Cinema	3	Any semester
MUS-19	Music Appreciation	3	Any semester
MUS-19H	Honors Music Appreciation	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

MUS-22	Survey of Music Literature	3	Any semester
THE-3	Introduction to the Theater	3	Any semester
THE-9	Dramatic Literature-Script Analysis	3	Any semester
THE-34	Scene Study in Various Theatrical Styles	3	Any semester
THE-35	Classical Acting with Emphasis in Shakespearean Verse	3	Any semester

Group 2 – Natural, Behavioral, and Social Sciences

Course	Title	Units	Sequencing
ANT-2	Cultural Anthropology	3	Any semester
ANT-2H	Honors Cultural Anthropology	3	Any semester
ANT-5	Cultures of Ancient Mexico	3	Any semester
ANT-6	Introduction to Archaeology	3	Any semester
ANT-7	Anthropology of Religion	3	Any semester
ANT-8	Language and Culture	3	Any semester
BIO-19	Environmental Science	3	Any semester
CHE-17	Introduction to the Development of Modern Science	3	Any semester
ECO-6	Introduction To Political Economy	3	Any semester
GEG-1	Physical Geography	3	Any semester
GEG-1H	Honors Physical Geography	3	Any semester
GEG-2	Human Geography	3	Any semester
GEG-3	World Regional Geography	3	Any semester
POLS-2	Comparative Politics	3	Any semester
POLS-2H	Honors Comparative Politics	3	Any semester
POLS-4	Introduction to World Politics	3	Any semester
POLS-4H	Honors Introduction to World Politics	3	Any semester
POLS-6	Introduction To Political Economy	3	Any semester
POLS-10	International Organizations	3	Any semester
POLS-11	Political Theory	3	Any semester
POLS-13	Introduction American Foreign Policy	3	Any semester
POLS-17	Politics of Developing Countries	3	Any semester
POLS-20	Latin American Politics	3	Any semester
POLS-22	Politics of the Middle East	3	Any semester

Group 3 – Business Administration

Course	Title	Units	Sequencing
BUS-40	Introduction to Global Business	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

BUS-43	Global Marketing	3	Any semester
BUS-46	Global Trade	3	Any semester
BUS-48	Global Management	3	Any semester

Group 4 – World Languages

Course	Title	Units	Sequencing
ARA-1	Arabic 1	5	Any semester
ARA-2	Arabic 2	5	Any semester
ARA-3	Arabic 3	5	Any semester
ARA-8	Arabic Intermediate Conversation	3	Any semester
ARA-11	Arabic Culture & Civilization	3	Any semester
ARA-11H	Honors Arabic Culture & Civilization	3	Any semester
CHI-1	Chinese 1	5	Any semester
CHI-2	Chinese 2	5	Any semester
CHI-11	Chinese Culture & Civilization	3	Any semester
FRE-1	French 1	5	Any semester
FRE-2	French 2	5	Any semester
FRE-3	French 3	5	Any semester
FRE-11	French Culture & Civilization	3	Any semester
ITA-1	Italian 1	5	Any semester
ITA-2	Italian 2	5	Any semester
ITA-11	Italian Culture & Civilization	3	Any semester
JPN-1	Japanese 1	5	Any semester
JPN-2	Japanese 2	5	Any semester
JPN-3	Japanese 3	5	Any semester
JPN-4	Japanese 4	5	Any semester

Program Outline of Record – Credit Degrees and Certificates

JPN-11	Japanese Culture & Civilization	3	Any semester
RUS-1	Russian 1	5	Any semester
RUS-2	Russian 2	5	Any semester
RUS-3	Russian 3	5	Any semester
RUS-11	Russian Culture & Civilization	5	Any semester
SPA-1	Spanish 1	5	Any semester
SPA-2	Spanish 2	5	Any semester
SPA-2H	Honors Spanish 2	5	Any semester
SPA-3	Spanish 3	5	Any semester
SPA-4	Spanish 4	5	Any semester
SPA-8	Spanish Intermediate Conversation	3	Any semester
SPA-11	Spanish Culture & Civilization	3	Any semester
SPA-12	Latin American Culture & Civilization	3	Any semester
SPA-51	Introductory Listening Comprehension	2	Any semester

Group 5 – English, Humanities, and Philosophy

Course	Title	Units	Sequencing
ENGL-6	British Literature I: Anglo-Saxon through Eighteenth Century	3	Any semester
ENGL-7	British Literature II: Romanticism through Modernism/Post- Modernism	3	Any semester
ENGL-8	Introduction to Mythology	3	Any semester
ENGL-9	Introduction to Shakespeare	3	Any semester
ENGL-34	Literature by Women	3	Any semester
ENGL-40	World Literature I: From Ancient Literatures to Seventeenth Century	3	Any semester
ENGL-41	World Literature II: Seventeenth Century Through the Present	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

ENGL-45	Modern Drama	3	Any semester
HUM-4	Arts and Ideas: Ancient World Through the Late Medieval Period	3	Any semester
HUM-4H	Honors Arts and Ideas: Ancient World through the Late Medieval Period	3	Any semester
HUM-5	Arts & Ideas: Renaissance through the Modern Era	3	Any semester
HUM-5H	Honors Arts & Ideas: Renaissance through the Modern Era	3	Any semester
HUM-8	Introduction to Mythology	3	Any semester
HUM-10	World Religions	3	Any semester
HUM-10H	Honors World Religions	3	Any semester
HUM-35	Philosophy of Religion	3	Any semester
PHI-14	Survey of Black Thought	3	Any semester
PHI-33	Introduction to Social and Political Philosophy	3	Any semester
PHI-36	Asian Philosophy	3	Any semester
ETS-13	Survey of Black Thought		Any semester

Group 6 - History

Course	Title	Units	Sequencing
HIS-1	World History to 1500	3	Any semester
HIS-2	World History since 1500	3	Any semester
HIS-2H	Honors World History since 1500	3	Any semester
HIS-16	African History to 1800	3	Any semester
HIS-17	African History from 1800 to Present	3	Any semester
HIS-18	Modern European History	3	Any semester
HIS-19	Modern Russian History	3	Any semester
HIS-25	History of Mexico	3	Any semester
HIS-32	History of Early Latin America	3	Any semester
HIS-33	History of Modern Latin America	3	Any semester
HIS-35	History of Britain	3	Any semester
HIS-42	History of East Asia	3	Any semester
HIS-60	U.S. History from a Chicana/o/x Perspective: Pre-Columbian to 1848	3	Any semester
HIS-61	US History from a Chicana/o/x Perspective: 1848 to Present Day	3	Any semester

Group 7

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

Program Outline of Record – Credit Degrees and Certificates

Course	Title	Units	Sequencing
Any course taken while participating in an RCCD Study Abroad Program.			

Total Program Units: 15 units

Item 4. Master Planning

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

The Global Studies Certificate does not require any new investment of resources. It simply allows students at RCCD to demonstrate specialized knowledge and skills in international education that may be attractive to employers and to transfer institutions. Since any student can complete the certificate, it is a fair and equitable way for students who may not be able to participate in education abroad opportunities to demonstrate their academic interest and excellence in international-themed courses which provide understanding of global issues, diverse national perspectives, and histories politics, arts, culture, norms of other countries.

National studies show that students who participate in Study Abroad have better educational outcomes and average higher salary upon completion of their degrees leading to employment. Lone Star College in Texas has extensive data that students who complete their local Global Studies Certificate (similar to this one) transfer at higher rates and have higher GPAs than those who do not.

Item 5. Enrollment and Completer Projections

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

Norco College projects 20-40 students

Item 6. Place of Program in Curriculum/Similar Programs

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

All courses are existing RCCD courses.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

No other local college offers this kind of certificate. However, some area colleges offer AA degrees in related fields. For example, SBVCC offers an AA-T in Global Studies, and Mt. Sac offers a language focused AA degree in "World Languages & Global Studies." Citrus College also offers an ADT in Global Studies, which is also more narrowly focused than this certificate of achievement.

Item 8. Transfer Preparation Information (if applicable)

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

n/a

Program Outline

Title: Global Studies

Originator: Kelly Douglass

Date Click or tap to enter a date.

Department: English and Media Studies Department

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

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

TOPs Code: 2210.00

CIP Code: 450901

Type of Program:

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

Type of Associate Degree:

☐ Associate of Arts ☐ Associate of Science

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

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

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

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

Rationale:

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

The Global Studies Certificate of Achievement is a high-impact, equity-minded initiative that leverages existing general education offerings to provide students with a coherent, transcript-noted credential in global learning. It supports transfer, enhances career readiness, demonstrates students' acquisition of skills such as cross-cultural communication and adaptability, and aligns with RCCD's mission to serve the educational and workforce needs of its diverse student population while preparing graduates to navigate and contribute to an interconnected world.

By rewarding students with a certificate to recognize their interest and success in internationalized courses, the program expands equitable access to global education to all students in the district. Finally, the certificate distinguishes RCCD as a leader in internationalizing the curriculum.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

- To provide a structured pathway for RCCD students to demonstrate readiness for transfer and to distinguish themselves in competitive admissions processes.
- For RCCD students seeking career readiness pathways, to signal to employers that students have intentionally cultivated knowledge and understanding of global issues, enhancing their employability in sectors such as business, healthcare, education, public service, and technology.
- To prepare students to engage as informed, responsible citizens in their local communities and in the broader global society.

Item 2. Catalog Description

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

Program Description:

The Global Studies Certificate of Achievement is a program to recognize students who complete 15 units of multidisciplinary courses with an international, global, or non-U.S.-focus. Through this program, students explore world cultures, global development and global social inequalities, and international perspectives. Appearing on students' transcripts upon completion, the program highlights student commitment to and acquisition of global awareness, intercultural understanding, and critical thinking about worldwide challenges.

The certificate is open to students from all majors and pathways and can be earned alongside an associate degree, certificate, or transfer pathway. By completing globally focused coursework, students gain the knowledge and perspectives needed to thrive in an interconnected world.

Program Learning Outcomes:

Upon successful completion of the Global Studies Certificate of Achievement, students will be able to:

1. Analyze global systems (e.g., political, economic, cultural, ecological, arts, histories) and explain how local and international issues are interconnected.
2. Discuss the history, art, culture, politics, religions, etc., of (an)other country(ies).
3. Articulate how international cultural perspectives shape human experiences, values, and decision-making.

4. Evaluate major global challenges (such as climate change, migration, health, inequality, or technology) using evidence-based reasoning and interdisciplinary approaches.
5. Communicate effectively across cultural or global contexts, demonstrating sensitivity to diverse audiences and perspectives.
6. Reflect on the responsibilities of global citizenship and propose ways individuals and communities can contribute to equitable and sustainable solutions.

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.

Program Requirement:

- Must take at least one course from a minimum of four groups.
- All courses must be completed with a grade of “C” or higher or equivalent.

Required Courses: 15 units

Please select a minimum of **15 units** from at least **four** groups below.

Group 1 - Arts

Course	Title	Units	Sequencing
AHS-1	History of Western Art: Prehistoric, Ancient, and Medieval	3	Any semester
AHS-1H	Honors History of Western Art: Prehistoric, Ancient, and Medieval	3	Any semester
AHS-2	History of Western Art: Renaissance through Contemporary	3	Any semester
AHS-2H	Honors History of Western Art: Renaissance through Contemporary	3	Any semester
AHS-3	Islamic Art History	3	Any semester
AHS-5	Arts of Africa, Oceania, and Indigenous North America	3	Any semester
AHS-9	African Art History	3	Any semester
AHS-12	Asian Art History	3	Any semester
AHS-13	Pre-Columbian Art History	3	Any semester
AHS-14	Latin American Art: Colonial to the Present	3	Any semester
AHS-15	Rome: The Ancient City	3	Any semester
AHS-20	Mexican Art History	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

FST-3	Introduction to International Cinema	3	Any semester
MUS-19	Music Appreciation	3	Any semester
MUS-19H	Honors Music Appreciation	3	Any semester
MUS-22	Survey of Music Literature	3	Any semester
THE-3	Introduction to the Theater	3	Any semester
THE-9	Dramatic Literature-Script Analysis	3	Any semester
THE-34	Scene Study in Various Theatrical Styles	3	Any semester
THE-35	Classical Acting with Emphasis in Shakespearean Verse	3	Any semester

Group 2 – Natural, Behavioral, and Social Sciences

Course	Title	Units	Sequencing
ANT-2	Cultural Anthropology	3	Any semester
ANT-2H	Honors Cultural Anthropology	3	Any semester
ANT-5	Cultures of Ancient Mexico	3	Any semester
ANT-6	Introduction to Archaeology	3	Any semester
ANT-7	Anthropology of Religion	3	Any semester
ANT-8	Language and Culture	3	Any semester
BIO-19	Environmental Science	3	Any semester
CHE-17	Introduction to the Development of Modern Science	3	Any semester
ECO-6	Introduction To Political Economy	3	Any semester
GEG-1	Physical Geography	3	Any semester
GEG-1H	Honors Physical Geography	3	Any semester
GEG-2	Human Geography	3	Any semester
GEG-3	World Regional Geography	3	Any semester
POLS-2	Comparative Politics	3	Any semester
POLS-2H	Honors Comparative Politics	3	Any semester
POLS-4	Introduction to World Politics	3	Any semester
POLS-4H	Honors Introduction to World Politics	3	Any semester
POLS-6	Introduction To Political Economy	3	Any semester
POLS-10	International Organizations	3	Any semester
POLS-11	Political Theory	3	Any semester
POLS-13	Introduction American Foreign Policy	3	Any semester
POLS-17	Politics of Developing Countries	3	Any semester
POLS-20	Latin American Politics	3	Any semester
POLS-22	Politics of the Middle East	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

Group 3 – Business Administration

Course	Title	Units	Sequencing
BUS-40	Introduction to Global Business	3	Any semester
BUS-43	Global Marketing	3	Any semester
BUS-46	Global Trade	3	Any semester
BUS-48	Global Management	3	Any semester

Group 4 – World Languages

Course	Title	Units	Sequencing
ARA-1	Arabic 1	5	Any semester
ARA-2	Arabic 2	5	Any semester
ARA-3	Arabic 3	5	Any semester
ARA-8	Arabic Intermediate Conversation	3	Any semester
ARA-11	Arabic Culture & Civilization	3	Any semester
ARA-11H	Honors Arabic Culture & Civilization	3	Any semester
CHI-1	Chinese 1	5	Any semester
CHI-2	Chinese 2	5	Any semester
CHI-11	Chinese Culture & Civilization	3	Any semester
FRE-1	French 1	5	Any semester
FRE-2	French 2	5	Any semester
FRE-3	French 3	5	Any semester
FRE-11	French Culture & Civilization	3	Any semester
ITA-1	Italian 1	5	Any semester
ITA-2	Italian 2	5	Any semester
ITA-11	Italian Culture & Civilization	3	Any semester
JPN-1	Japanese 1	5	Any semester
JPN-2	Japanese 2	5	Any semester

Program Outline of Record – Credit Degrees and Certificates

JPN-3	Japanese 3	5	Any semester
JPN-4	Japanese 4	5	Any semester
JPN-11	Japanese Culture & Civilization	3	Any semester
RUS-1	Russian 1	5	Any semester
RUS-2	Russian 2	5	Any semester
RUS-3	Russian 3	5	Any semester
RUS-11	Russian Culture & Civilization	5	Any semester
SPA-1	Spanish 1	5	Any semester
SPA-2	Spanish 2	5	Any semester
SPA-2H	Honors Spanish 2	5	Any semester
SPA-3	Spanish 3	5	Any semester
SPA-4	Spanish 4	5	Any semester
SPA-8	Spanish Intermediate Conversation	3	Any semester
SPA-11	Spanish Culture & Civilization	3	Any semester
SPA-12	Latin American Culture & Civilization	3	Any semester
SPA-51	Introductory Listening Comprehension	2	Any semester

Group 5 – English, Humanities, and Philosophy

Course	Title	Units	Sequencing
ENGL-6	British Literature I: Anglo-Saxon through Eighteenth Century	3	Any semester
ENGL-7	British Literature II: Romanticism through Modernism/Post-Modernism	3	Any semester
ENGL-8	Introduction to Mythology	3	Any semester
ENGL-9	Introduction to Shakespeare	3	Any semester
ENGL-34	Literature by Women	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

ENGL-40	World Literature I: From Ancient Literatures to Seventeenth Century	3	Any semester
ENGL-41	World Literature II: Seventeenth Century Through the Present	3	Any semester
ENGL-45	Modern Drama	3	Any semester
HUM-4	Arts and Ideas: Ancient World Through the Late Medieval Period	3	Any semester
HUM-4H	Honors Arts and Ideas: Ancient World through the Late Medieval Period	3	Any semester
HUM-5	Arts & Ideas: Renaissance through the Modern Era	3	Any semester
HUM-5H	Honors Arts & Ideas: Renaissance through the Modern Era	3	Any semester
HUM-8	Introduction to Mythology	3	Any semester
HUM-10	World Religions	3	Any semester
HUM-10H	Honors World Religions	3	Any semester
HUM-35	Philosophy of Religion	3	Any semester
PHI-14	Survey of Black Thought	3	Any semester
PHI-33	Introduction to Social and Political Philosophy	3	Any semester
PHI-36	Asian Philosophy	3	Any semester
ETS-13	Survey of Black Thought		Any semester

Group 6 - History

Course	Title	Units	Sequencing
HIS-1	World History to 1500	3	Any semester
HIS-2	World History since 1500	3	Any semester
HIS-2H	Honors World History since 1500	3	Any semester
HIS-16	African History to 1800	3	Any semester
HIS-17	African History from 1800 to Present	3	Any semester
HIS-18	Modern European History	3	Any semester
HIS-19	Modern Russian History	3	Any semester
HIS-25	History of Mexico	3	Any semester
HIS-32	History of Early Latin America	3	Any semester
HIS-33	History of Modern Latin America	3	Any semester
HIS-35	History of Britain	3	Any semester
HIS-42	History of East Asia	3	Any semester

Program Outline of Record – Credit Degrees and Certificates

HIS-60	U.S. History from a Chicana/o/x Perspective: Pre-Columbian to 1848	3	Any semester
HIS-61	US History from a Chicana/o/x Perspective: 1848 to Present Day	3	Any semester

Group 7

Course	Title	Units	Sequencing
Any course taken while participating in an RCCD Study Abroad Program.			

Total Program Units: 15 units

Item 4. Master Planning

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

The Global Studies Certificate does not require any new investment of resources. It simply allows students at RCCD to demonstrate specialized knowledge and skills in international education that may be attractive to employers and to transfer institutions. Since any student can complete the certificate, it is a fair and equitable way for students who may not be able to participate in education abroad opportunities to demonstrate their academic interest and excellence in international-themed courses which provide understanding of global issues, diverse national perspectives, and histories politics, arts, culture, norms of other countries.

National studies show that students who participate in Study Abroad have better educational outcomes and average higher salary upon completion of their degrees leading to employment. Lone Star College in Texas has extensive data that students who complete their local Global Studies Certificate (similar to this one) transfer at higher rates and have higher GPAs than those who do not.

Item 5. Enrollment and Completer Projections

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

Riverside City College projects 40-60 students

Item 6. Place of Program in Curriculum/Similar Programs

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

All courses are existing RCCD courses.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

No other local college offers this kind of certificate. However, some area colleges offer AA degrees in related fields. For example, SBVCC offers an AA-T in Global Studies, and Mt. Sac offers a language focused AA degree in "World Languages & Global Studies." Citrus College also offers an ADT in Global Studies, which is also more narrowly focused than this certificate of achievement.

Item 8. Transfer Preparation Information (if applicable)

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

n/a

Program Outline

Title: Advanced Collision Repair

Originator: Skyler Murdock

Date 10/21/2025

Department: Automotive Body Technology

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

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

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

TOPs Code: 0949.00* - Automotive Collision Repair

CIP Code: 47.0603 -Autobody/Collision and Repair Technology/Technician

Type of Program:

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

Type of Associate Degree:

- ☐ Associate of Arts ☒ Associate of Science

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

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

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

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

Rationale:

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

With changes in industry demand for skilled workers trained in new technologies and repair strategies, the RCC Collision Department has acquired industry-standard equipment and technology to support updated training. At the recommendation of the advisory committee, this new certificate aims to address a current gap in the industry for entry-level technicians with up-to-date skills. In conjunction with three new collision repair courses, AUB-50 *Introduction to Collision Repair* and multiple electives have been aligned to create this new CE/AS pathway.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

The goal of the Advanced Collision Repair program is to prepare students for skilled employment in the automotive collision and refinishing industry through advanced, hands-on technical training aligned with current industry standards. The program's objectives are to equip students with the knowledge and competencies required to perform modern repair, refinishing, and powder coating techniques using contemporary tools and materials. By integrating updated technology and industry-recommended practices, the program addresses the regional demand for qualified entry-level technicians capable of meeting evolving workforce needs. This pathway supports workforce preparation by providing students with marketable skills that lead directly to employment and career advancement in the automotive repair sector.

Item 2. Catalog Description

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

The Advanced Collision Repair program provides students with specialized training in modern collision repair, refinishing, and powder coating processes. The program requires completion of 20 units, including core courses such as AUB-50 Introduction to Collision Repair, AUB-81 Advanced Collision Repair Techniques, AUB-82 Introduction to Powder Coating, and AUB-83 Advanced Powder Coating Techniques, along with elective options in paint, upholstery, or automotive systems. There are no prerequisite skills or enrollment limitations beyond standard college admission requirements. Upon completion, students will be able to demonstrate proficiency in advanced collision repair methods, apply industry safety and environmental standards, perform high-quality refinishing using current materials and equipment, and integrate diagnostic and repair strategies consistent with manufacturer specifications. These outcomes directly support the program's goal of workforce preparation by producing graduates who are job-ready and aligned with regional employer needs.

Program Learning Outcomes

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

1. Demonstrate proficiency in advanced collision repair methods, including structural and non-structural repairs, consistent with manufacturer specifications and industry standards.
2. Prepare, refinish, and detail automotive surfaces using contemporary coatings, materials, and equipment to achieve high-quality, industry-accepted results.
3. Safely and effectively apply powder coating techniques, from surface preparation to curing, in accordance with environmental and quality control standards.
4. Identify, assess, and resolve complex repair and refinishing challenges using modern diagnostic tools and critical thinking strategies.
5. Adhere to OSHA and EPA standards by maintaining safe work practices, proper hazardous material handling, and environmentally responsible procedures.

6. Demonstrate effective communication, teamwork, and professionalism in a simulated or real-world collision repair environment, reflecting readiness for employment in the automotive industry.

Item 3. Program Requirements

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

Required Courses: 16 units

Course	Title	Units	Sequencing
AUB-50	Introduction to Collision Repair	4	Semester 1, Fall
AUB-81	Advanced Collision Repair Techniques	4	Semester 1, Fall
AUB-82	Introduction to Powder Coating	4	Semester 1, Fall
AUB-83	Advanced Powder Coating Techniques	4	Semester 2, Spring

Elective Courses: 4 units

Course	Title	Units	Sequencing
AUB-52	Automotive Paint and Refinishing	4	Semester 2, Spring
AUB-56	Automotive Technology for the Automotive Collision Specialist	4	Semester 2, Spring
AUB-60	Automotive Trim and Upholstery I	4	Semester 2, Spring

Total Program Units: 20 units

Item 4. Master Planning

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

The Advanced Collision Repair Degree and Certificate align with the College Mission statement by providing technical training and career preparation for students to enter the automotive refinishing and collision repair industry.

Item 5. Enrollment and Completer Projections

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

The program averages 11 combined CE/AS completers annually. We project an initial increase of roughly 10% in the coming year (12–13 completers), with the expectation that completions may continue to grow modestly over time as student interest and access expand.

Item 6. Place of Program in Curriculum/Similar Programs

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

The proposed Collision Repair CE/AS pathway complements RCC's existing Automotive Technology program by offering a focused track in advanced body repair, refinishing, and modern collision technologies. It fills a current gap in the curriculum by providing specialized training for entry-level technicians that reflects current industry standards and employer needs. No similar program currently

exists at RCC or regionally, making this pathway a distinct and valuable addition to the college's Applied Technology offerings.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

There are no comparable advanced collision repair programs offered regionally, creating a clear need for this CE/AS pathway. Local employers have expressed difficulty finding entry-level technicians trained on current industry equipment and repair technologies. This program will address that gap by providing students with up-to-date, industry-aligned skills, supporting workforce development and meeting the growing demand for qualified collision repair professionals in the region.

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: Noncredit Intermediate American College English

Originator: Carla Reible

Date 10/2/2025

Department: English & Media Studies

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

College: ☒ Moreno Valley College ☒ Norco College ☒ Riverside City College

(Please note: Programs are college specific. If multiple colleges wish to include this program, a separate proposal and college specific supporting documents are required.)

TOPs Code: 4930.87

CIP Code: 16.1701

Certificate is being proposed as:

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

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

Please specify non-credit category:

☐ Short-Term Vocational

☐ Workforce Preparation

☒ English as a Second Language

☐ Elementary and Secondary Basic Skills

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

Please specify non-credit category:

☐ Citizenship for Immigrants

☐ Health and Safety

☐ Parenting

☐ Courses for Persons with Substantial Disabilities

☐ Home Economics

☐ Courses for Older Adults

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

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

☐ Yes, minutes attached

☐ Approval Pending

☒ No Capital or Budgetary Impacts

If this is a modification to an existing non-credit certificate, please specify the changes being made:

(Please be specific! Indicate any changes to title, description, learning outcomes, courses, contact hour values, etc.)

The discipline has moved the supporting courses in reading/vocabulary, listening/speaking, and special topics to mirrored noncredit courses. In order to provide students more comprehensive and flexible learning to meet their varied needs, we have included these courses into the revised noncredit certificate patterns.

Rationale:

The discipline has expanded access to our community of language learners by providing reading, oral skills and special topics courses in non-credit mirrored formats. Along with that change, this noncredit certificate will expand the variety of courses students can benefit from while allowing them to target their individual language acquisition needs as they take courses at RCC.

Required Documentation

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

All new and modified programs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

Item 2. Catalog Description

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

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

Program Learning Objectives:

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

Item 3. Program Requirements

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

Required Courses: 90 hours

Course	Title	Hours	Sequencing
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ESL 849	High-Intermediate American College English	90	Semester 2
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Elective Courses: 36 hours

Course	Title	Hours	Sequencing
ESL 848	Intermediate American College English	90	Semester 1
ESL 872	Basic Reading and Vocabulary	72	Semester 2
ESL 892	Oral Skills I: Beginning Oral Communication	54	Semester 1
ESL 895	Pronunciation and Accent Reduction	54	Semester 2
ESL 890 D	Special Topics in ESL: Verb Tense Review	36	Semester 2
ESL 890 L	Special Topics in ESL: Punctuation of Phrases and Clauses	36	Semester 2
ESL 890 M	Special Topics in ESL: Articles and Prepositions	36	Semester 2
ESL 890 P	Special Topics in ESL: Mastering Academic Vocabulary	36	Semester 2

Total Program Hours: 126 hours

Item 4. Master Planning

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

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

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

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

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

applicants feel more comfortable applying. RCC is one of several colleges in the state piloting this new application.

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

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

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

1. More than 50% of RCCD region households speak another language than English at home.
 2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
 3. RCCD region has lower educational attainment levels. (125)
- **Addressing the Equity Gap**--Providing mirrored courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students, and improve RCCD's adult education services.

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

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

Finally, providing non-credit courses will increase enrollment in credit course. Students who start in non-credit classes can switch to the credit track when they start a new course. This means that if a student places in ESL 46, he or she can take the first two courses as non-credit, then decide to

take 48 as a credit class to take advantage of the transfer options, creating a low-barrier entry for students.

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

Why is the ESL Discipline advocating for certificates?

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

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

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

Sources:

Bryan Reece, et. al. *Strengths, Weaknesses, Opportunities, and Threats Analysis for Riverside Community College District*, August 29, 2018.

<https://www.rccd.edu/administration/educationalservices/ieffectiveness/Documents/DSPC/Team%20C%20SWOT%20Analysis.pdf>

BW Research Partnership. *Riverside ABout Students Consortium Report*, January 2019.

<https://caladulted.org/DownloadFile/763>

Public Policy Institute of California--Olga Rodriguez, Sarah Bohn, Laura Hill, and Bonnie Brooks.
English as a Second Language in California's Community Colleges, April 2019.

<https://www.ppic.org/wp-content/uploads/english-as-a-second-language-in-californias-community-colleges.pdf>

Program Outline of Record – Non-Credit Certificates

Program Outline

Title: Medical Terminology for English Language Learners

Originator: Carla Reible

Date 9/11/2024

Department: English & Media Studies

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

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

(Please note: Programs are college specific. If multiple colleges wish to include this program, a separate proposal and college specific supporting documents are required.)

TOPs Code: 4930.87

CIP Code: 32.0108

Certificate is being proposed as:

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

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

Please specify non-credit category:

☐ Short-Term Vocational

☐ Workforce Preparation

☒ English as a Second Language

☐ Elementary and Secondary Basic Skills

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

Please specify non-credit category:

☐ Citizenship for Immigrants

☐ Health and Safety

☐ Parenting

☐ Courses for Persons with Substantial Disabilities

☐ Home Economics

☐ Courses for Older Adults

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

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

☐ Yes, minutes attached

☐ Approval Pending

☒ No Capital or Budgetary Impacts

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

Rationale:

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

English language learners who want to function and communicate in the healthcare field and medical environments often find the greatest obstacle is language used with medical terminology. The purpose of this certificate is to reduce those barriers by allowing students to practice with the specific language to help them function better within the healthcare system and/or prior to entering healthcare content classes. These ESL courses will increase language learners' ability to advocate for themselves and their

families as they navigate through the medical system while also improving access to employment in the healthcare field.

Required Documentation

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

All new and modified programs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

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

ESL students interested in healthcare professions need to develop both receptive and expressive language skills using medical terminology to enter the field. Students completing this pattern of study will have a beginning level of fluency with medical terminology.

Program Learning Outcomes:

- Communicate using appropriate basic medical terminology in written and oral English with the goal of entering the healthcare field.

Item 2. Catalog Description

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

ESL students interested in healthcare professions need to develop both receptive and expressive language skills using medical terminology to enter the field. Students completing this pattern of study will have a beginning level of fluency with medical terminology.

Program Learning Outcomes:

- Communicate using appropriate basic medical terminology in written and oral English with the goal of entering the healthcare field.

Item 3. Program Requirements

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

Required Courses: 72 hours

Course	Title	Hours	Sequencing
ESL 820	Medical Terminology I for English Language Learners	36	
ESL 821	Medical Terminology II for English	36	

Program Outline of Record – Non-Credit Certificates

	Language Learners		

Elective Courses: ____ hours

Course	Title	Hours	Sequencing

Total Program Hours: 72 hours

Item 4. Master Planning

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

English language learners who want to enter the healthcare profession often find the greatest obstacle is the medical terminology and ability to communicate effectively in the healthcare field. The purpose of this certificate is to reduce that language barrier by allowing students to practice with the specific language for the field prior to entering content classes. This will increase language learner's access to the healthcare field.

In addition, students who have not lived in California for a year and a day must pay non-resident fees \$258 (\$304 total per unit). The cost of credit courses is unaffordable for many students. For undocumented prospective students, even the resident rate is not achievable. Since noncredit courses have low or no tuition, they allow students to access a college education. In addition to providing an inexpensive entry point, non-credit courses allow students to save financial aid for their credit courses.

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

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

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

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

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 2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
 3. RCCD region has lower educational attainment levels. (125)
- **Addressing the Equity Gap**--Providing non-credit courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students and improve RCCD's adult education services.

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

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

Finally, providing non-credit courses will increase enrollment in credit courses. Students who start in non-credit classes are more likely to continue and be successful in CTE entry-level courses.

- **Qualifications of Instructors**— Instructors of these ESL non-credit courses will have to meet the same minimum qualifications as those in credit courses.

Sources:

Al Shamsi H, Almutairi AG, Al Mashrafi S, Al Kalbani T. *Implications of Language Barriers for Healthcare: A Systematic Review*. Oman Med J. 2020 Apr 30;35(2):e122. doi: 10.5001/omj.2020.40. PMID: 32411417; PMCID: PMC7201401.

Bryan Reece, et. al. *Strengths, Weaknesses, Opportunities, and Threats Analysis for Riverside Community College District*, August 29, 2018.

<https://www.rccd.edu/administration/educatoralservices/ieffectiveness/Documents/DSPC/Team%20C%20SWOT%20Analysis.pdf>

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

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

Program Outline

Title: Law, Public Policy, and Society

Originator: Charles Wilhite

Date 9/27/2025

Department: School of Public Safety

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

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

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

(Please note: ADTs are college specific. If multiple colleges wish to adopt this program, a separate proposal and college specific supporting documents are required.)

Type of ADT: ☒ Associate in Arts for Transfer
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.)

Political Science discipline at Moreno Valley submitting Course Exclusion of the following courses and will need to modify this program and remove them TMC and Program Narrative. Does not affect the units:

POLS-2H

POLS-3

POLS-4H

Rationale:

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

Course Exclusion proposal submitted, and will require to remove them from the program, does not affect the program.

Required Documentation:

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

All new and modified ADTs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

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

1. Evaluate current legal and social issues by applying the relevant judicial framework.
2. Analyze issues by applying relevant rules of law, ethical standards, and social mores.
3. Produce and evaluate arguments based on appropriate legal concepts and evidence.
4. Understand the impact of the law and legal system on traditionally marginalized or minoritized communities and individuals.

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.

This interdisciplinary degree highlights coursework that is appropriate for a student considering law school as it emphasizes the development of logical, analytical and communication skills, introduces students to the legal field, and provides preparation of further study in a variety of majors such as Philosophy, Economics, Political Science, Communication Studies, History, or Social and Behavioral Sciences. Students who opt to pursue this course of study are encouraged to engage in further exploration of one or more specific majors as they select electives for degree completion.

Program Learning Outcomes

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

1. Evaluate current legal and social issues by applying the relevant judicial framework.
2. Analyze issues by applying relevant rules of law, ethical standards, and social mores.
3. Produce and evaluate arguments based on appropriate legal concepts and evidence.
4. Understand the impact of the law and legal system on traditionally marginalized or minoritized communities and individuals.

Required Courses: 26-27 units

Course	Title	Units
PHI-12	Introduction to Ethics	3
ENGL-C1000/ ENGL-C1000H	Academic Reading and Writing/ Academic Reading and Writing - Honors	4
Select one of the following:		

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

ADJ-1/ ADJ-1H	Introduction to the Administration of Justice/Honors Introduction to the Administration of Justice	3
ADJ-3 / ADJ-3H	Concepts of Criminal Law/Honors Concepts of Criminal Law	3
ADJ-2	Principles and Procedures of the Justice System	3
BUS-18A	Business Law I	3
Select one of the following:		
COMM-C1000/COMM-C1000H	Introduction to Public Speaking / Introduction to Statistics - Honors	3
COMM-3	Critical Thinking Argumentative Writing, and Debate	3
COMM-6	Small Group Communication	3
Select one of the following: (If courses have not been used above)		
COMM-2	Introduction to Persuasion	3
COMM-3	Critical Thinking Argumentative Writing, and Debate	3
ENGL-C1003/ ENGL-C1003H	Critical Thinking and Writing through Literature/ Critical Thinking and Writing through Literature - Honors	4
Select one of the following:		
STAT-C1000/STAT-C1000H	Introduction to Statistics / Introduction to Statistics - Honors	4
OR	OR	
PSYC-48/SOC- 48	Statistics for the Behavioral Sciences	4
Select one of the following:		
HIST-C1001/ HIST-C1001H	United States History to 1877/ United States History to 1877 - Honors	3
HIST-C1002/ HIST-C1002H	United States History since 1865/ United States History since 1865 - Honors	3
POLS-C1000/ POLS-C1000H	American Government and Politics / American Government and Politics - Honors	3

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

List A : Select two Courses: 6 units (NOTE: One of the two courses must be ADJ-9/ADJ-9H)

Select the course below:

Course	Title	Units
ADJ-9/ADJ-9H	Law In American Society/Honors Law in American Society	

**AND select one of the following courses from the Areas below:
(NOTE: Courses must not have been used above.)**

Course	Title	Units
Area 1: Administrative of Justice/Criminal Justice/Criminology		
ADJ-1/ADJ-1H	Introduction to the Administration of Justice/Honors Introduction to the Administration of Justice	3
ADJ-2	Principles and Procedures of the Justice System	3
ADJ-3/ ADJ-3H	Concepts of Criminal Law/ Honors Concepts of Criminal Law	3
ADJ-4	Legal Aspects of Evidence	3
ADJ-5	Community Relations	3
ADJ-20	Introduction to Corrections	3
ADJ-8	Juvenile Law and Procedures	3
SOC-20	Introduction To Criminology	3
Area 2: Business		
BUS-18A	Business Law I	3
Area 2: Economics		
ECON-C2001/ ECON-C2001H	Principles of Microeconomics/Principles of Microeconomics - Honors	3
ECON-C2002/ ECON-C2002H	Principles of Macroeconomics/ Principles of Macroeconomics - Honors	3
Area 4: Political Science		
POLS-11	Political Theory	3
POLS- 2	Comparative Politics	3
POLS-4	Introduction to World Politics	3
Area 5: Diversity		
ANT-2/ANT-2H	Cultural Anthropology/Honors Cultural Anthropology	3
COMM-12	Intercultural Communication	3
GEG-2	Human Geography	3
SOC-10/ SOC-10H	Race and Ethnic Relations/Honors Race and Ethnic Relations	3

Area 6: College Success		
GUI-48	College Success Strategies	3

TOTAL UNITS: 32-33

ASSOCIATE IN ARTS FOR TRANSFER DEGREE

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

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

Program Outline

Title: Business Administration 2.0

Originator: Laura Dunphy

Date 10/23/2025

Department: Business

College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services Engagement Center

TOPs Code 0505.00* Business Administration CIP Code: 52.0201 Business Administration and Management, General.

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

(Please note: ADTs are college specific. If multiple colleges wish to adopt this program, a separate proposal and college specific supporting documents are required.)

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

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

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

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

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

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

Course Exclusion proposals were submitted for BUS-10H, BUS-24 and MAT-1AH at MVC, removed courses from program. Does not affect the program, students still have options.

Rationale:

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

Modified program, removed courses that were excluded, does not affect the program, students still have 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
- ☐ College discipline minutes showing approval

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

This degree is designed to facilitate the student's passage from Moreno Valley College to the California State University System with an Associate in Science in Business Administration 2.0 for Transfer degree. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Business Administration at CSU. With this degree the student will be prepared for transfer to the university upper division level.

Program Learning Outcomes

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

1. Demonstrate use of technology and application software to analyze and solve business decisions.
2. Demonstrate mathematical and accounting procedures used for business specific calculations and decisions.
3. Demonstrate the application of economic and business theories to develop effective business processes.

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.

Required Courses: 26 units

Course	Title	Units
ACC-1A	Principles of Accounting I	3
ACC-1B	Principles of Accounting II	3
BUS-18A	Business Law I	3
ECON-C2001/ ECON-C2001H	Principles of Microeconomics/ Principles of Microeconomics - Honors	3
ECON-C2002/ ECON-C2002H	Principles of Macroeconomics / Principles of Macroeconomics - Honors	3
MAT-5	Calculus for Business and Life Science	4
OR	OR	
MATH-C2210	Calculus I: Early Transcendentals	4
STAT-C1000* / STAT- C1000H*	Introduction to Statistics* / Introduction to Statistics – Honors*	4

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

OR PSYC-48 / SOC-48	OR Statistics for the Behavioral Sciences	4
BUS-10	Introduction to Business	3

*PSYC/SOC-48 is an approved course substitution for STAT-C1000/C1000H and may be used to satisfy the ADT statistics requirement. However, STAT-C1000/C1000H is the recommended statistics course for this program since it is more widely accepted for the Business Administration major across the CSU campuses.

ASSOCIATE IN SCIENCE] FOR TRANSFER DEGREE

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

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

Program Outline

Title: Elementary Teacher Education: Integrated Programs

Originator: Melissa Thompson

Date 10/15/2025

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
Studies.

CIP Code: 24.0101 Liberal Arts and Sciences/Liberal

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.)

Recently submitted program modification with the updated Cal-GETC template, in addition, this new modification proposal will be removing one elective course GEO-4 from List A, will not impact the program.

Rationale:

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

Removing one elective course, GEO-4, will not impact the program.

Required Documentation:

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

All new and modified ADTs must include the following:

☒ Evidence of district-wide discipline communication

☒ College discipline minutes showing approval

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

The Associate 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.

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

Required Courses: 27-28 units

Course	Title	Units
EDU-1	Introduction to Elementary Classroom Teaching	4
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
HIST- C1001/HIST- C100H	United States History to 1877 / United States History to 1877- Honors	3
EAR-20	Child Growth and Development	3
BIO-1/ BIO-1H	General Biology/Honors General Biology	4
Select one course: 3-4 units		
HIST-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: 7 units

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

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:

List C: up to 12 Additional Units (0-12)

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
HIST-26	History of California	3

Total Units: 37-50

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).

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

Program Outline

Title: Economics

Originator: Tahmina Morshed

Date 10/23/2025

Department: Humanities, Education, Social and Behavioral Sciences

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

TOPs Code: 2204.00 Economics

CIP Code: 45.0601 Economics, 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.)

There is a course exclusion of BUS-24 at MVC, and will remove it as an option from List A electives, entered and added another course option of BUS-18A.

Rationale:

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

Change course option to List A, did not impact the program.

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 – N/A

☒ Department minutes showing approval

☒ Narrative *(See next page)*

☐ C-ID or Assist Articulation Information, and the most current TMC Template (*Work with your Articulation Officer to obtain this documentation*)

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

Economics is widely recognized as a solid background for a career in business, government, law, teaching and research. The Associate in Arts in Economics for Transfer degree (ADT) will provide an introductory foundation for the field of Economics through the study of scarcity, comparative advantage, markets, cost theory, monetary system and economic growth. The program will provide students with an introduction to the principal concepts of macro- and microeconomics, contemporary economic issues, and the global economy in order to give them the background knowledge needed by undergraduate economics majors. Students completing this course will learn how individuals and societies choose to use limited resources for production of goods and services and how they distribute them for current and future consumption.

The Associate in Arts in Economics for Transfer degree prepares students for transfer into the California State Universities (CSU) system to complete a baccalaureate degree in Economics or a similar major. The ADT requirements will fulfill the lower division major requirements at many CSUs. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. In all cases, students are advised to consult with a counselor to assess the course requirements for more information on university admission and transfer requirements.

Program Learning Outcomes

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

1. Apply economic theories and economic reasoning to real world situations using the concepts of scarcity, opportunity cost, and supply and demand for individual (micro) and collective (macro) decision-making.
2. Identify current governmental policies to remedy economics problems and assess the effectiveness of these policies.
3. Utilize creative and critical thinking strategies in solving complex problems through the application of economics using mathematical equations, graphs and technical skill.

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.

Economics is widely recognized as a solid background for a career in business, government, law, teaching and research. The Associate in Arts in Economics for Transfer degree (ADT) will provide an introductory foundation for the field of Economics through the study of scarcity, comparative advantage, markets, cost theory, monetary system and economic growth. The program will provide

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

students with an introduction to the principal concepts of macro- and microeconomics, contemporary economic issues, and the global economy in order to give them the background knowledge needed by undergraduate economics majors. Students completing this course will learn how individuals and societies choose to use limited resources for production of goods and services and how they distribute them for current and future consumption.

The Associate in Arts in Economics for Transfer degree prepares students for transfer into the California State Universities (CSU) system to complete a baccalaureate degree in Economics or a similar major. The ADT requirements will fulfill the lower division major requirements at many CSUs. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. In all cases, students are advised to consult with a counselor to assess the course requirements for more information on university admission and transfer requirements.

Program Learning Outcomes

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

1. Apply economic theories and economic reasoning to real world situations using the concepts of scarcity, opportunity cost, and supply and demand for individual (micro) and collective (macro) decision-making.
2. Identify current governmental policies to remedy economics problems and assess the effectiveness of these policies.
3. Utilize creative and critical thinking strategies in solving complex problems through the application of economics using mathematical equations, graphs and technical skill.

Required Courses: 14 units

Course	Title	Units
ECON-C2002 / ECON-C2002H	Principles of Macroeconomics / Principles of Macroeconomics – Honors	3
ECON-C2001/ ECON-C2001H	Principles of Microeconomics/ Principles of Microeconomics - Honors	3
STAT-C1000/ STAT-C1000H	Introduction to Statistics/ Introduction to Statistics – Honors	4
OR	OR	4
PSY-48/SOC-48	Statistics for the Behavioral Sciences	
MATH-C2210	Calculus I: Early Transcendentals	4
OR	OR	
MATH-5	Calculus for Business and Life Science	4

List A:

Elective Courses: 3-4 units

Select **one** course:

Course	Title	Units
ACC-1A	Principles of Accounting I	3
ACC-1B	Principles of Accounting II	3
BUS-18A	Business Law I	3
MAT-1B	Calculus II	4

List B:

Elective Courses: 3-4 units

: Any **LIST A** course not already used.

Course	Title	Units
ECON-4	Introduction to Economics	3
ECON-5	Economics of the Environment	3
MATH-1C	Calculus III	4
MATH-3	Linear Algebra	3
SOC-1	Introduction to Sociology	3
ECON-6/ POLS-6	Introduction To Political Economy	3
OR	OR	
POLS- C1000/POLS- C1000H	American Government and Politics/ American Government and Politics – Honors	3
OR	Or	
PSYC- C1000/PSYC- C1000H	Introduction to Psychology/ Introduction to Psychology - Honors	3

TOTAL UNITS: 20-22

ASSOCIATE IN [ARTS] FOR TRANSFER DEGREE

The Associate in [Arts] in Economics for Transfer degree will be awarded upon completion of 60

California

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

State University (CSU) transferable units including the above major requirements and the California General Education Transfer Curriculum (Cal-GETC) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of “C” or better (or a “P” if taken as Pass/No Pass).

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

Program Outline

Title: POLS ADT RCC

Originator: Parissa Clark

Date 10/16/2025

Department:

College/Learning Pathway/Engagement Center: Riverside - Social and Behavioral Sciences

TOPs Code:

CIP Code:

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

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

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

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

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

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

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

Rationale:

Removal of POLS 20 and 22 which have been exempted.

Required Documentation:

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

All new and modified ADTs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

POLS 20 and 22 are not offered at RCC and have been exempted. This is the only program change to this ADT.

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.

Required Courses: _____ units

Course	Title	Units
EXM-1	Example Course 1	3
EXM-2	Example Course 2	3

Elective Courses: _____ units

Course	Title	Units

ASSOCIATE IN [ARTS/SCIENCE] FOR TRANSFER DEGREE

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

Program Outline

Title: Behavioral Therapist

☒ **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: 2104.00: Human Services **CIP Code:** 44.0000 **Degree:** N/A **Cert code:** MCE904

Type of Program:

☒ Certificate of Achievement only ☐ Associate's Degree only ☐ Certificate and Degree

Type of Associate Degree:

☐ Associate of Arts ☐ Associate of Science

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

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

The reason for requested program modification is to align with CAADE accreditation requirements.

Rationale:

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

The reason for requested program modification is to align with CAADE accreditation requirements.

Required Documentation

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

All Degrees and Certificates

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

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

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

- ☒ Labor Market Information and Analysis *(required for new programs and modifications; also be recent, within 2 years). Was informed this can be submitted after narratives are launched and still make BOT meeting in December-*
- ☒ 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)*

**While certificates between 8 and less than 16 units can be approved locally and are not required to be submitted to the State Chancellor's Office for approval, certificates that have not been approved by the State Chancellor's Office cannot appear on student transcripts and the college cannot receive apportionment for program completions.*

Additionally, any certificate of less than 8 units can only be approved locally. These certificates also cannot appear on student transcripts and colleges cannot receive apportionment for completion.

Program Narrative

Item 1. Program Goals and Objectives

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

The Behavioral Therapist Certificate of Achievement prepares students for various paraprofessional positions providing behavior-analytic therapy and behavior-analytic interventions. Graduates of the program will be prepared to work as entry-level employees in a variety of settings including agencies hiring behavioral therapists, behavior interventionists and ABA (Applied Behavioral Analysis) therapists.

PROGRAM LEARNING OUTCOMES

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

- Demonstrate knowledge and skills needed to prepare for an entry-level paraprofessional position in behavioral therapy.
 - Course Student Learning Outcome
 - HMS 200: Develop effective and appropriate workplace skills including: communication, problem solving, personal behavior and specific tasks as required.
 - HMS 200: Demonstrate the ability to develop job related goals and formulate a plan to achieve them.
 - HMS 5: Demonstrate proficiency in the techniques of active listening in evaluation and counseling.
 - HMS 6: Assess client needs and create a list of appropriate referral sources.
 - HMS 36: Recognize, define, and analyze the terms of counseling families with special needs youth.
 - HMS 39: Recognize, define, and analyze the terms of the Individualized Education Program.
- Apply Applied Behavioral Analysis techniques when working with children and families.
 - Course Student Learning Outcome
 - HMS 5: Demonstrate proficiency in the techniques of active listening in evaluation and counseling.
 - HMS 6: Assess client needs and create a list of appropriate referral sources.
 - HMS 36: Demonstrate knowledge of counseling families with special needs youth through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 39: Demonstrate knowledge of working in the school system and processing the IEP (Individualized Education Program) through processing case vignettes, role plays, documentation and/or assessment procedures.
- Identify diagnostic criteria, skill deficits, needs and targeted behaviors exhibited by clients.
 - Course Student Learning Outcome
 - HMS 5: Demonstrate proficiency in the techniques of active listening in evaluation and counseling.
 - HMS 6: Assess client needs and create a list of appropriate referral sources.
 - HMS 200: Develop effective and appropriate workplace skills including: communication, problem solving, personal behavior and specific tasks as required.
 - HMS 200: Demonstrate the ability to develop job related goals and formulate a plan to achieve them.

- HMS 36: Demonstrate knowledge of counseling families with special needs youth through processing case vignettes, role plays, documentation and/or assessment procedures.
- HMS 36: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
- HMS 39: Demonstrate knowledge of working in the school system and processing the IEP (Individualized Education Program) through processing case vignettes, role plays, documentation and/or assessment procedures.
- HMS 39: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
- Assist consumers and family members in matching needs with available community resources.
 - Course Student Learning Outcome
 - HMS 200: Develop effective and appropriate workplace skills including: communication, problem solving, personal behavior and specific tasks as required.
 - HMS 36: Demonstrate knowledge of counseling families with special needs youth through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 36: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
 - HMS 39: Demonstrate knowledge of working in the school system and processing the IEP (Individualized Education Program) through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 39: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
- Demonstrate an understanding of the IEP (Individualized Education Program) process.
 - Course Student Learning Outcome
 - HMS 5: Demonstrate proficiency in the techniques of active listening in evaluation and counseling.
 - HMS 6: Assess client needs and create a list of appropriate referral sources.
 - HMS 39: Recognize, define, and analyze the terms of the Individualized Education Program.
 - HMS 39: Recognize the role of ethics when formulating the Individualized Education Program.
 - HMS 39: Demonstrate knowledge of working in the school system and processing the IEP (Individualized Education Program) through processing case vignettes, role plays, documentation and/or assessment procedures.
- Participate in role-play application scenarios applying principles of behavioral therapy.
 - Course Student Learning Outcome
 - HMS 5: Demonstrate proficiency in the techniques of active listening in evaluation and counseling.
 - HMS 6: Assess client needs and create a list of appropriate referral sources.
 - HMS 36: Recognize the role of ethics when counseling families with special needs youth.
 - HMS 36: Demonstrate knowledge of counseling families with special needs youth through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 39: Demonstrate knowledge of working in the school system and processing the IEP (Individualized Education Program) through processing case vignettes, role plays, documentation and/or assessment procedures.

- Discuss, analyze and explain the ethical standards that guide behavioral therapy.
 - Course Student Learning Outcome
 - HMS 200: Develop effective and appropriate workplace skills including: communication, problem solving, personal behavior and specific tasks as required.
 - HMS 36: Recognize the role of ethics when counseling families with special needs youth.
 - HMS 39: Recognize the role of ethics when formulating the Individualized Education Program.
- Complete and reflect upon service-based learning experience.
 - Course Student Learning Outcome
 - HMS 200: Develop effective and appropriate workplace skills including: communication, problem solving, personal behavior and specific tasks as required.
 - HMS 200: Demonstrate the ability to develop job related goals and formulate a plan to achieve them.
 - HMS 36: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
 - HMS 39: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
 - WKX 200: Develop effective and appropriate workplace skills including: communication, problem solving, personal behavior and specific tasks as required.
 - WKX 200: Demonstrate the ability to develop job related goals and formulate a plan to achieve them.

Item 2. Catalog Description

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

Upon completion of the course requirements and elective units identified in Item 3., students will earn a Behavioral Therapist certificate.

Catalog Description:

The Behavioral Therapist Certificate of Achievement prepares students for various paraprofessional positions providing behavior-analytic therapy and behavior-analytic interventions. Graduates of the program will be prepared to work as entry-level employees in a variety of settings including agencies hiring behavioral therapists, behavior interventionists and ABA (Applied Behavioral Analysis) therapists.

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.

Upon completion of the course requirements and elective units identified in Item 3., students will earn a Behavioral Therapist certificate.

Required Courses: 13 - 16 units

Course	Title	Units	Sequencing
HMS 5	Introduction to Evaluation and Counseling	3	Semester 1 or 2 Fall/Spring
HMS 6	Introduction to Case Management	3	Semester 1 or 2 Fall/Spring
HMS 36	Counseling Families of Special Needs Youth	3	Semester 1 or 2 Fall/Spring

Program Outline of Record – Credit Degrees and Certificates

HMS 39	Introduction to Special Education and the IEP (Individualized Education Program)	3	Semester 1 or 2 Fall/Spring
HMS 200/ WKX 200	Human Services Work Experience	1-2-3-4	Semester 1 or 2 Fall/Spring

Elective Courses: 3 units

Course	Title	Units	Sequencing
HMS-4	Introduction to Human Services	3	Semester 1 or 2 Fall/Spring
HMS 7	Psychosocial Rehabilitation	3	Semester 1 or 2 Fall/Spring
HMS-8	Intro to Group Process	3	Semester 1 or 2 Fall/Spring
HMS 13	Employment Support Strategies	3	Semester 1 or 2 Fall/Spring
HMS-16	Public Assistance and Benefits	1	Semester 1 or 2 Fall/Spring
HMS 17	Introduction to Community Mental Health	3	Semester 1 or 2 Fall/Spring
HMS 18	Introduction to Social Work	3	Semester 1 or 2 Fall/Spring
HMS 19	Generalist Practices of Social Work	3	Semester 1 or 2 Fall/Spring
HMS 20	Medical Social Work	3	Semester 1 or 2 Fall/Spring
HMS 21	Social Justice in the Criminal Justice System	3	Semester 1 or 2 Fall/Spring
HMS 22	Human Behavior and the Social Environment	3	Semester 1 or 2 Fall/Spring
HMS 23	Law and Ethics in Social Work, Human Services, & Counseling Practices	3	Semester 1 or 2 Fall/Spring
HMS 24	Creative Arts Therapies and Self-Care for Helping Professionals	3	Semester 1 or 2 Fall/Spring
HMS 25	Crisis-Intervention Management	3	Semester 1 or 2 Fall/Spring
HMS 26	Trauma-Focused Counseling	3	Semester 1 or 2 Fall/Spring
HMS 27	Introduction to Multicultural Counseling		Semester 1 or 2 Fall/Spring
HMS 28	Military Social Work	3	Semester 1 or 2 Fall/Spring
HMS 29	Introduction to Careers in Social Work	3	Semester 1 or 2 Fall/Spring
HMS 30	Counseling of African Americans	3	Semester 1 or 2 Fall/Spring
HMS 31	Counseling of Latina and Latino Americans	3	Semester 1 or 2 Fall/Spring
HMS 32	Counseling of Asian Americans	3	Semester 1 or 2 Fall/Spring
HMS 33	Counseling of Native Americans	3	Semester 1 or 2 Fall/Spring
HMS 41	Counseling and Resources for Survivors of Domestic Violence	3	Semester 1 or 2 Fall/Spring
HMS 42	Counseling and Resources for Families in the Child Welfare System	3	Semester 1 or 2 Fall/Spring
HMS 43	Counseling and Resources for Older Adults and Their Families	3	Semester 1 or 2 Fall/Spring
HMS 44	Counseling Youth in Gangs	3	Semester 1 or 2 Fall/Spring
HMS 46	Intro to Resources and Counseling Individuals on Probation or Parole	3	Semester 1 or 2 Fall/Spring
HMS 47	Counseling of Residential Treatment Clients	3	Semester 1 or 2 Fall/Spring
HMS 48	Counseling and Case Management in Corrections	3	Semester 1 or 2 Fall/Spring
HMS 50	Introduction to African American Families and Populations	3	Semester 1 or 2 Fall/Spring
HMS 51	Introduction to Latina and Latino American Families and Populations	3	Semester 1 or 2 Fall/Spring
HMS 52	Introduction to Asian American Families and Populations	3	Semester 1 or 2 Fall/Spring
HMS 53	Introduction to Native American Families and Populations	3	Semester 1 or 2 Fall/Spring

Program Outline of Record – Credit Degrees and Certificates

HMS-60	Introduction to Drugs and Alcohol	3	Semester 1 or 2 Fall/Spring
HMS 61	Evaluation of Narcotics and Controlled Substances	3	Semester 1 or 2 Fall/Spring
HMS 62	Introduction to the Diagnostic and Statistical Manual of Mental Disorders	3	Semester 1 or 2 Fall/Spring
HMS 71	Grant Writing Essentials	3	Semester 1 or 2 Fall/Spring

Total Program Units: 16 - 19 units

Item 4. Master Planning

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

Mission of Moreno Valley College: *Moreno Valley College is committed to educating and empowering our students, providing equitable access to education, and serving our communities. Moreno Valley College's core mission can be expressed in four words: Education, Empowerment, Equity, Service*

The Child Welfare & Family Studies Certificate of Achievement paves a pathway for students interested in pursuing training in providing services to children and their families. This certificate promotes social work, human services, and counseling practices career growth and educational advancement in the Inland Empire/Desert Region. It provides an educational platform for students to expand skillsets through training that can potentially improve their opportunities for career, pursuing certifications, and impact on the regional and national workforce.

Service-based learning is integral to the program which will allow for continued and active community service in the Inland/Empire Desert Region.

Education: Students will develop paraprofessional skills and knowledge in child welfare.
Empowerment: Students will be empowered as they identify personal strengths which have helped them realize the completion of a certificate.

Equity: All course-work is taught through an equity-lens, including an emphasis on social justice and a respect for working with people of all ethnic and cultural backgrounds.

Item 5. Enrollment and Completer Projections

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

Enrollment projections for courses are as followed:

Required Courses:

HMS-5; 30 students
HMS-6; 30 students
HMS-36; 32 students
HMS-39; 32 students
HMS-200: 40 students

Elective Courses:

HMS-4; 32 students
HMS-7: 32 students

HMS-8: 32 students
HMS-13: 32 students
HMS-16; 30 students
HMS-17: 32 students
HMS-18; 45 students
HMS-19; 32 students
HMS-20; 45 students
HMS-21: 32 students
HMS-22: 32 students
HMS-23; 20 students
HMS-24; 32 students
HMS-25: 32 students
HMS-26: 32 students
HMS-27: 32 students
HMS-28: 32 students
HMS-29; 45 students
HMS-30; 32 students
HMS-31; 32 students
HMS-32; 32 students
HMS-33; 32 students
HMS-36; 20 students
HMS-39; 20 students
HMS-41; new course; no enrollment data available
HMS-42: 32 students
HMS-43: new course; no enrollment data available
HMS-44; new course; no enrollment data available
HMS-47; new course; no enrollment data available
HMS-50; no enrollment data available
HMS-51; no enrollment data available
HMS-52; no enrollment data available
HMS-53; no enrollment data available
HMS-60; 40 students
HMS-61; new course; no enrollment data available
HMS-62: new course; no enrollment data available
HMS-71: new course; no enrollment data available

HMS-4, HMS-5, HMS-6, HMS-7, HMS-8, HMS-13, HMS-16, HMS-17, HMS-18, HMS-19, HMS-20, HMS-21, HMS-22, HMS-23, HMS-24, HMS-25, HMS-26, HMS-27, HMS-28, HMS-29, HMS-30, HMS-31, HMS-32, HMS-33, HMS-36, HMS-39, HMS-41, HMS-42, HMS-43, HMS-44, HMS-46, HMS-47, HMS-48, HMS-50, HMS-51, HMS-52, HMS-53, HMS-60, HMS-61, HMS-62, HMS-71, and WKX-200/HMS-200 are actively available in Moreno Valley College inventory. These have been approved by the BOT and are documented in the catalog. All courses are approved for transfer to the CSU.

The certificate program expects to have 20 – 25 students completing this certificate annually beginning in September 2022.

Item 6. Place of Program in Curriculum/Similar Programs

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

The college has no similar degree option and related certificate options are within the same discipline.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Within the Riverside Community College district, Moreno Valley College is the only college in the district that is currently offering all of these courses within the certificate program. No college in the area has alike or a similar program.

Item 8. Transfer Preparation Information (if applicable)

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

Not applicable as courses are already articulated UC and/or CSU

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Acute Care Nursing Assistant

Originator: Amy Vermillion

Date 10/22/2025

Department: Nursing

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

☐ Moreno Valley College ☐ Norco College ☒ Riverside City College

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

TOPs Code: 1230.30

CIP Code: 513902

Type of Program:

☒ Certificate of Achievement only

☒ Locally approved certificate (8-units or less) only

☐ Associate Degree only

☐ Certificate of Achievement and Degree

Type of Associate Degree:

☐ Associate of Arts

☐ Associate of Science

This is a:

☐ New certificate/degree*

☒ Modification to an existing certificate/degree

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

☐ Yes, minutes attached

☐ Approval Pending

☒ No Capital or Budgetary Impacts

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

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

Rationale:

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

Update course hours/units for new SAAM regulation. NNA-86 remains at 2 units, but the lecture and lab hours had to be adjusted. This certificate is being revised as NNA-80 has gone from 5 to 5.5 units as a result of SAAM.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Increase the number of Acute Care Nurse Assistants to meet the needs of the local community. Allows certified nursing assistants to specialize in the delivery of care in acute care hospitals.

Item 2. Catalog Description

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

Prepares the student to function in the acute care settings including hospitals and sub-acute facilities. Designed to assist Certified Nurse Assistants in adapting their nursing skills to the requirements of clients in acute care settings, including communication, patient assessment, observation, reporting and reinforcement of basic skills and procedures. Includes demonstration of required skills and supervised practice in acute care clinical settings.

Program Learning Outcomes

1. Provide quality, safe, patient-centered care as an acute care nursing assistant designed by the state-mandated theory and clinical modules.
2. Demonstrates appropriate ethical, legal and professional principles while implementing the acute care nursing assistant role.
3. Performs the duties of the acute care nursing assistant under the leadership of the licensed vocational or registered nurse.
4. Demonstrates caring behaviors through acute care nursing assistant skills that positively influence health outcomes and displays sensitivity to the values of others.
5. Maintains collaborative relationships with other members of the healthcare team.
6. Uses critical thinking principles as an acute care nursing assistant to recognize and report impending emergencies in the acute care setting.
7. Utilizes technology to perform designated tasks and skills.

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.

Program Outline of Record – Credit Degrees and Certificates

Required Courses: 7.5 - 11 units

Course	Title	Units	Sequencing
NNA-80	Nursing Assistant Training Program (NATP)	5.5	Term 1 if selected
OR NRN-11 AND NRN-11A	Foundations of Nursing Practice Across the Lifespan	8.5 AND 0.5	Term 1 if selected
NNA-86	Nursing Learning Laboratory Acute Care Nurse Assistant	2	Intersession

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 7.5 -11 units

Item 4. Master Planning

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

Mission of Riverside City College: Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills, and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

The mission of the RCC School of Nursing: The RCC School of Nursing provides excellence in education to a diverse student population to meet the healthcare needs of our community members by engaging in professional nursing practice.

The nursing program contributes to the mission of the college by offering a career pathway towards a nursing assistant certificate to meet the healthcare needs of the local community.

Item 5. Enrollment and Completer Projections

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

Approximately 70-80 students complete these requirements to earn a certificate annually. A variety of enrollment options have been implemented, which will likely increase annual completion.

Item 6. Place of Program in Curriculum/Similar Programs

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

NNA-86 is already offered as part of the Nursing program.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

1. Rio Hondo College
2. Chaffey College
3. Crafton Hills

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Home Health Aide

Originator: Amy Vermillion

Date 10/22/2025

Department: Nursing

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

☐ Moreno Valley College ☐ Norco College ☒ Riverside City College

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

TOPs Code: 1230.80

CIP Code: 512602

Type of Program:

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

Type of Associate Degree:

- ☐ Associate of Arts ☐ Associate of Science

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

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

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

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

Rationale:

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

Update course hours/units for new SAAM regulation. NNA-81 increased from 1 unit to 1.5 units (20 lecture hours, 21 lab hours). This certificate is also being revised as NNA-80 has gone from 5 to 5.5 units because of SAAM.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Increase the number of Home Health Aides to meet the needs of the local community. Allows certified nursing assistants to specialize in the delivery of care in patient homes.

Item 2. Catalog Description

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

Provides overview of home health care agencies. Focuses on the roles and responsibilities of Certified Home Health Aides. Includes discussion of federal & state regulations, guidelines for provision of direct care in home settings, and supervised clinical practice in home or long-term care settings.

Program Learning Outcomes

1. Provide quality, safe, patient-centered care as a home health aide designed by the state-mandated theory and clinical modules.
2. Demonstrates appropriate ethical, legal and professional principles while implementing the home health aide (HHA) role.
3. Performs the duties of the home health aide (HHA) under the leadership of the licensed vocational or registered nurse.
4. Demonstrates caring behaviors through home health aide skills that positively influence health outcomes and displays sensitivity to the values of others.
5. Maintains collaborative relationships with other members of the healthcare team.
6. Uses critical thinking principles as a home health aide to recognize and report impending emergencies in the home care setting.
7. Utilizes technology to perform designated tasks and skills.

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.

Program Outline of Record – Credit Degrees and Certificates

Required Courses: 7-10.5 units

Course	Title	Units	Sequencing
NNA-80	Nursing Assistant Training Program (NATP)	5.5	Term 1 if selected
OR NRN-11 AND NRN-11A NNA-81	Foundations of Nursing Practice Across the Lifespan Nursing Learning Laboratory Home Health Aide	8.5 AND 0.5 1.5	Term 1 if selected Intersession

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 7-10.5 units

Item 4. Master Planning

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

Mission of Riverside City College: Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills, and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

The mission of the RCC School of Nursing: The RCC School of Nursing provides excellence in education to a diverse student population to meet the healthcare needs of our community members by engaging in professional nursing practice.

The nursing program contributes to the mission of the college by offering a career pathway towards a nursing assistant certificate to meet the healthcare needs of the local community.

Item 5. Enrollment and Completer Projections

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

Approximately 20-40 students complete these requirements to earn a certificate annually. A variety of enrollment options have been implemented, which will likely increase annual completion.

Item 6. Place of Program in Curriculum/Similar Programs

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

NNA-86 is already offered as part of the Nursing program.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

1. Rio Hondo College
2. Chaffey College
3. Crafton Hills

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: Crime and Intelligence Analysis

Originator: Nancy Aguirre

Date 10/23/2025

Department: EMS, Fire and Law

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

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

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

TOPs Code: 2105.40* Forensics, Evidence, and Investigation **CIP Code:** 43.0402 Criminalistics and Criminal Science.

Type of Program:

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

Type of Associate Degree:

- ☐ Associate of Arts ☒ Associate of Science

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

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

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

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

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

Removal of CAT-65 and CIS-65 course is being deleted from college curriculum. Removal of elective courses, will not impact the programs.

Rationale:

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

Removal of elective courses, will not impact the programs.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

The goal of this program is to prepare the student with advanced technology and investigative techniques to analyze crime trends and patterns. Students will develop analytical skills to further pursue a career in Crime and Intelligence Analysis.

Item 2. Catalog Description

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

The Crime and Intelligence Analysis program prepares students for the Crime Analysis career. The program coursework includes hands-on practices in advanced analytical computer programs, such as ESRI ArcGIS Pro and IBM Analyst's Notebook. Students will learn to use progressions in technology to plan, collect, collate, analyze and disseminate information and intelligence regarding crime incidents. The program curriculum prepares students to attain the role of a Crime Analyst in teachings on strategical, tactical, intelligence and administrative analysis. Students who successfully complete the program will be excellent candidates in the field of Crime and Intelligence Analysis.

The goal of this program is to prepare the student with advanced technology and investigative techniques to analyze crime trends and patterns. Students will develop analytical skills to further pursue a career in Crime and Intelligence Analysis.

Program Learning Outcomes

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

1. Apply tools and techniques utilized to analyze crime, evaluate current events and collect intelligence to support law enforcement personnel and/or the private sector.
2. Analyze and identify crime patterns, trends and series.
3. Develop and identify elements of the crime using criminal behavior and intelligence analysis techniques.
4. Develop and create summaries and/or assessments, crime maps, timelines, link charts and telephone toll analysis.

Item 3. Program Requirements

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

Required Courses: 28-29 units

Course	Title	Units	Sequencing
ADJ-1/ ADJ-1H	Introduction to the Administration of Justice / Honors Introduction to the Administration of Justice	3	Semester 1, Fall

Program Outline of Record – Credit Degrees and Certificates

ADJ-3/ ADJ-3H	Concepts of Criminal Law/ Honors Concepts of Criminal Law	3	Semester 2, Fall
ADJ-40	Law Enforcement Crime Analysis	3	Semester 1, Fall
ADJ-41	Technology & Investigative Analysis	3	Semester 1, Spring
ADJ-42	Criminal Behavior and Intelligence Analysis	3	Semester 1, Spring
ADJ-43	Criminal Behavior and Intelligence Analysis	3	Semester 1, Spring
GEG-8	Introduction to Geographic Information Systems, with Lab	3	Semester 1, Spring
STAT- C1000/ STAT- C1000H OR PSYC-48 / SOC-48	Introduction to Statistics/ Introduction to Statistics – Honors OR Statistics for the Behavioral Sciences	4 4	Semester 1, Fall Or Semester 1, Fall
SOC-50 OR PSYC-50	Introduction to Social Research Methods OR Research Methods in Psychology	3 4	Semester 2, Spring

Elective Courses: 1.50-3.00 Units

Select one from the following:

Course	Title	Units	Sequencing
CIS-61 / CSC- 61	Introduction to Database Theory	3	Semester 1, Fall
CIS-98A / CAT-98A	Introduction to Excel	1.50	Semester 2, Fall

*Note: ENG-1B / ENG-1BH course is recommended.

Total Program Units: 29.50-32 units

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

Minimum Degree Units		Maximum Degree Units	
Minimum Major Units	29.5	Maximum Major Units	32
Double Counted Units	6	Double Counted Units	6
Local GE Required Units	24	CSUGE Required Units	39
Electives	6.5	Electives	0
Total Minimum Degree Units	60	Total Maximum Degree Units	65

Item 4. Master Planning

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

This associate degree program goals to increase the diversity in the Inland Empire workforce by providing technical training emphasis in Career Technical Education. This program supports the Guided Pathway to direct students in achieving a career in Crime and Intelligence Analysis. The associate degree will increase student population, diversifying the career. The growth of the program addresses the necessity to expand special populations in the Crime and Intelligence Analysis careers; potentially increasing the population of female, Hispanic, African American students and professionals. The program is expected to have a consistent growth with program promotional outreach to local high schools and community centers.

Item 5. Enrollment and Completer Projections

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

This program is expected to have 35 to 80 students.

Item 6. Place of Program in Curriculum/Similar Programs

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

Within the Riverside Community College district, Moreno Valley College would be the only campus with the Crime and Intelligence Analysis Program.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

No other colleges in the Southern California area offer a similar program other than the University of Riverside Extension Center, whom offers a Certificate. Cal State San Bernardino offers a four-year college degree.

Item 8. Transfer Preparation Information (if applicable)

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

Courses in this program are aligned to curriculum with Intersegmental General Education Transfer Curriculum for transfer to CSU and UC.

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Nursing Assistant (Nursing Assistant Training Program)

Originator: Amy Vermillion

Date 10/22/2025

Department: Nursing

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

☐ **Moreno Valley College**

☐ **Norco College**

☒ **Riverside City College**

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

TOPs Code: 1230.30

CIP Code: 513902

Type of Program:

☒ Certificate of Achievement only

☒ Locally approved certificate (8-units or less) only

☐ Associate Degree only

☐ Certificate of Achievement and Degree

Type of Associate Degree:

☐ Associate of Arts

☐ Associate of Science

This is a:

☐ New certificate/degree*

☒ Modification to an existing certificate/degree

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

☐ Yes, minutes attached

☐ Approval Pending

☒ No Capital or Budgetary Impacts

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

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

Rationale:

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

Update course hours/units for new SAAM regulation. Course units have been adjusted from 5 units (60 hours lecture, 100 hours lab) to 5.5 units (60 hours lecture, 117 hours lab). According to CDPH, students must have a minimum of 100 hours direct patient care and thus approved this change. This will still ensure compliance with Title IV Department of Education 34 CFR 668.14(b)(26)(ii).

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

The goals and program objectives are to prepare students with the knowledge, skills, and abilities to become a certified nurse assistant. Nursing assistants provide based nursing care to patients in hospitals or long-term care facilities under the direction of nursing or medical staff. The state-mandated curriculum is regulated by California Department of Public Health.

Item 2. Catalog Description

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

Provides theoretical and clinical laboratory components of state-mandated curriculum required to take the state certification examination for nursing assistants. Complies with federal regulations for preparing healthcare workers in long-term care settings. Focuses on the role, performance and responsibilities of nursing assistants (NAs) as members of the healthcare team. Requires evaluation of clinical performance through demonstrated competence on identified skills.

Program Learning Outcomes

1. Provide quality, safe, patient-centered care as designed by the state-mandated theory and clinical modules.
2. Demonstrate appropriate ethical, legal and professional principles while implementing the nursing assistant (NA) role.
3. Perform the duties of the certified nursing assistant under the leadership of a licensed vocational or registered nurse.
4. Demonstrate caring behaviors through nursing assistant skills that positively influence health outcomes and displays sensitivity to the values of others.
5. Maintain collaborative relationships with other members of the healthcare team.
6. Begin to use critical thinking principles to recognize and report impending emergencies in the role of the nursing assistant.
7. Utilize technology to perform designated tasks and skills.

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.

Program Outline of Record – Credit Degrees and Certificates

Required Courses: 5.5-9 units

Course	Title	Units	Sequencing
NNA-80	Nursing Assistant Training Program (NATP)	5.5	Term 1 if selected
OR NRN-11	Foundations of Nursing Practice Across the Lifespan	8.5	Term 1 if selected
AND		AND	
NRN-11A	Nursing Learning Laboratory	0.5	

Elective Courses: ____ units

Course	Title	Units	Sequencing

Total Program Units: 5.5-9 units

Item 4. Master Planning

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

Mission of Riverside City College: Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills, and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

The mission of the RCC School of Nursing: The RCC School of Nursing provides excellence in education to a diverse student population to meet the healthcare needs of our community members by engaging in professional nursing practice.

The nursing program contributes to the mission of the college by offering a career pathway towards a nursing assistant certificate to meet the healthcare needs of the local community.

Item 5. Enrollment and Completer Projections

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

Approximately 500 students complete this certificate annually.

Item 6. Place of Program in Curriculum/Similar Programs

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

Certificate is already offered as part of the Nursing program. No additional resources are needed.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

1. College of the Desert
2. Copper Mountain College
3. Palo Verde College
4. Chaffey College

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: Business Administration: Accounting Concentration

Originator: Laura Dunphy

Date 10/20/2025

Department: Business

College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services Engagement Center

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

TOPs Code: 0502.00* Accounting **CIP Code:** 52.0302 Accounting Technology/Technician and Bookkeeping.

Type of Program:

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

Type of Associate Degree:

- ☐ Associate of Arts ☒ Associate of Science

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

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

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

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

Removal the following courses, launched as Course Exclusion: BUS-24, CAT-3 and CIS-3, as options. Including removal of BUS-10H -Honors course only.

Rationale:

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

Courses were removed as options and did not impact the program.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Program Learning Outcomes

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

- Use technology to analyze business decisions and to enhance business communications.
- Apply basic business and accounting calculations and analyses. Have an understanding of legal practices relating to business.
- Apply sound management practices.

In addition to outcomes for the Businesses Administration certificate, on successful completion of the Accounting concentration, students should be able to accomplish at least three of the following eight tasks:

- Apply accounting principles related to a variety of accounting specialties, such as payroll accounting, cost accounting, income tax accounting, and computerized accounting.
- Analyze and solve accounting issues and problems for a variety of business entities.
- Analyze and interpret data and reports for a variety of business entities.
- Develop and apply principles of moral judgment and ethical behavior to business situations.

Item 2. Catalog Description

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

This program prepares individuals to practice the profession of accounting and to perform related business functions. This includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and applications to specific for-profit, public, and non-profit organizations.

Program Learning Outcomes

In addition to outcomes for the Businesses Administration certificate, on successful completion of the Upon successful completion of this program, students should be able to:

1. Use technology to analyze business decisions and to enhance business communications.
2. Apply basic business and accounting calculations and analyses.
3. Have an understanding of legal practices relating to business.
4. Apply sound management practices.
5. Apply accounting principles related to a variety of accounting specialties, such as payroll accounting, cost accounting, income tax accounting, and computerized accounting.
6. Analyze and solve accounting issues and problems for a variety of business entities.
7. Analyze and interpret data and reports for a variety of business entities.

Develop and apply principles of moral judgment and ethical behavior to business situations.

Item 3. Program Requirements

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

Course titles and unit values must be exact.

Required Courses: 21 units

Course	Title	Units	Sequencing
ACC-1A	Principles of Accounting I	3	Term 2
BUS-10	Introduction to Business	3	Term 1
BUS-18A	Business Law I	3	Term 3
BUS-20	Business Mathematics	3	Term 1
BUS-22	Management Communications	3	Term 1
CIS-1A	Introduction to Computer Information Systems	3	Term 2
ACC-1B	Principles of Accounting II	3	Term 3

Elective Courses: 9 units

Course	Title	Units	Sequencing
ACC-62	Payroll Accounting	3	Term 3 or 4 if selected
ACC-63	Income Tax Accounting	3	Term 2, 3 or 4 if selected
ACC-65	QuickBooks Accounting	3	Term 3 or 4 if selected
ACC-200	Accounting Work Experience	1-4	Term 2 or 3 if selected
BUS 47/ MAG-47	Applied Business and Management Ethics	3	Term 2, 3 or 4 if selected

Total Program Units: 30 units

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

Minimum Degree Units		Maximum Degree Units	
Minimum Major Units	30	Maximum Major Units	30
Double Counted Units	0	Double Counted Units	0
Local GE Required Units	24	CSUGE Required Units	39
Electives	0	Electives	0
Total Minimum Degree Units	60	Total Maximum Degree Units	69

Item 4. Master Planning

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

This certificate/degree is currently part of the Business Department's Curriculum

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.

This certificate and degree are currently offered as part of the Colleges Business Department.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

- San Bernardino Valley College
- Crafton Hills College
- Chaffey College
- Victor Valley College
- Citrus College:
- Mt. San Antonio College

Item 8. Transfer Preparation Information (if applicable)

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

N/A

Program Outline

**Title: Business Administration: Accounting Concentration – Associate of Science Degree
and Certificate of Achievement NAS523/NCE523**

Originator: Dana White

Date 10/6/2025

Department: School of Business and Management

College/Learning Pathway/Engagement Center: School of Business and Management

☐ **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: 0502.00

CIP Code: 52.0302

Type of Program:

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

Type of Associate Degree:

☐ Associate of Arts ☒ Associate of Science

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

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

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

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

We are requesting the following changes to the Business Administration: Accounting Concentration – Associate of Science Degree and Certificate of Achievement:

Current program electives:

Elective Courses - Concentration		Units: 9.00
COURSE	TITLE	UNITS
Select 9 units from the following:		9.00
ACC-61	Cost Accounting	3.00
ACC-62	Payroll Accounting	3.00
ACC-63	Income Tax Accounting	3.00
ACC-65	QuickBooks Accounting	3.00
ACC-66	Governmental and Non-Profit Accounting	3.00
ACC-200	Accounting Work Experience	1.00-4.00
BUS-47 - Applied Business and Management Ethics		
MAG-47 - Applied Business and Management Ethics		

Program modifications requested:

- Delete ACC 61, Cost Accounting
- Add ACC 19, Volunteer Income Tax Assistance Training
- Add ACC 19L, Volunteer Income Tax Assistance Tax Preparation
- Add ACC 40, Accounting for Managers
- Add ACC 55/CAT 55, Applied Accounting/Bookkeeping
- Add ACC 67, U.S. & California Income Tax Preparation
- Add ACC 68, Taxation of Business Entities and Fiduciaries

Rationale:

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

This program modification accomplishes attaching all accounting courses to the Business Administration: Accounting Concentration – Associate of Science Degree and Certificate of Achievement.

Course Deletion: The material in the course that we are deleting, ACC 61 – Cost Accounting is already covered by one of the required courses for this program, Principles of Accounting II (ACC 1B).

Course Additions:

- ACC 55 is a course attached to our Small Business Accounting certificate (CE859) and Small Business Payroll Accounting certificate (CE860). This course should also be an elective in the Accounting Concentration program.
- ACC 19, ACC 19L, ACC 40, and ACC 68 are all recently developed and approved courses that need to be attached to the Accounting Concentration degree and certificate.
- ACC 67 was adopted into RCC inventory and needs to be associated with the Accounting Concentration degree and certificate.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

This program prepares individuals to practice the profession of accounting and to perform related business functions. This includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and applications to specific for-profit, public, and non-profit organizations.

Program Learning Outcomes

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

1. Use technology to analyze business decisions and to enhance business communications.
2. Apply basic business and accounting calculations and analyses. Have an understanding of legal practices relating to business
3. Apply sound management practices.
4. Apply accounting principles related to a variety of accounting specialties, such as payroll accounting, cost accounting, income tax accounting, and computerized accounting.
5. Analyze and solve accounting issues and problems for a variety of business entities.
6. Analyze and interpret data and reports for a variety of business entities.
7. Develop and apply principles of moral judgment and ethical behavior to business situations.

Item 2. Catalog Description

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

This program prepares individuals to practice the profession of accounting and to perform related business functions. This includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and applications to specific for-profit, public, and non-profit organizations.

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: 21 units

Course	Title	Units	Sequencing
ACC-1A	Principles of Accounting	3	Semester 2, Spring
BUS-10/10H	Introduction to Business	3	Semester 1, Fall
BUS-18A	Business Law I	3	Semester 2, Spring
BUS-20	Business Mathematics	3	Semester 1, Fall
BUS-22	Management Communications	3	Semester 2, Spring

Program Outline of Record – Credit Degrees and Certificates

BUS-24	OR Business Communication	3	Semester 2, Spring
CIS-1A	Introduction to Computer Information Systems	3	Semester 3, Fall
CIS/CAT-3	OR Computer Applications for Business	3	Semester 3, Fall
ACC-1B	Principles of Accounting II	3	Semester 4, Spring

Elective Courses: 9 units

Course	Title	Units	Sequencing
ACC-40	Accounting for Managers	3	Semester 1, Fall
ACC-55/CAT-55	Applied Accounting/Bookkeeping	3	Semester 1, Fall
ACC-62	Payroll Accounting	3	Semester 4, Spring
ACC-63	Income Tax Accounting	3	Semester 4, Spring
ACC-65	QuickBooks Accounting	3	Semester 4, Spring
ACC-66	Governmental and Non-Profit Accounting	3	Semester 3, Fall
ACC-67	U.S. and California Income Tax Preparation	3	Semester 4, Spring
ACC-68	Taxation of Business Entities and Fiduciaries	3	Semester 4, Spring
ACC-200	Accounting Work Experience	1-4	Semester 4, Spring

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.

Aligns with college mission to offer career opportunity and training for students.

Item 5. Enrollment and Completer Projections

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

Based on the following data, we project a 10% increase yearly in the number of students completing the accounting program.

Program Code	2019-20	2020-21	2021-22	2022-23	2023-24
NAS523	9	6	12	9	6
NCE523	12	6	14	15	7

Item 6. Place of Program in Curriculum/Similar Programs

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

Currently existing program.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

San Bernardino Valley College: Accounting Associate of Arts Degree; Accounting Certificate of Achievement

College of the Canyons: Accounting Associate of Science Degree; Accounting Certificate of Achievement

Crafton Hills College: Accounting Associate of Arts Degree

Chaffey College: Accounting Associate of Science Degree; Accounting Certificate of Achievement

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: Business Administration: Accounting Concentration – Associate of Science Degree and Certificate of Achievement AS523/AS523C/CE523

Originator: Jennifer Corr

Date 9/8/2025

Department: Business, Law, and Computer Information Systems

College/Learning Pathway/Engagement Center: Riverside - Business, Information Systems, and Technology

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

TOPs Code: 0502.00

CIP Code: 52.0301

Type of Program:

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

Type of Associate Degree:

☐ Associate of Arts ☒ Associate of Science

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

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

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

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

We are requesting the following changes to the Business Administration: Accounting Concentration – Associate of Science Degree and Certificate of Achievement:

Current program electives:

Elective Courses - Concentration		Units: 9.00
COURSE	TITLE	UNITS
Select 9 units from the following:		9.00
ACC-61	Cost Accounting	3.00
ACC-62	Payroll Accounting	3.00
ACC-63	Income Tax Accounting	3.00
ACC-65	QuickBooks Accounting	3.00
ACC-66	Governmental and Non-Profit Accounting	3.00
ACC-200	Accounting Work Experience	1.00-4.00

Program modifications requested:

- Delete ACC 61, Cost Accounting
- Add ACC 19, Volunteer Income Tax Assistance Training
- Add ACC 19L, Volunteer Income Tax Assistance Tax Preparation
- Add ACC 40, Accounting for Managers
- Add ACC 55/CAT 55, Applied Accounting/Bookkeeping
- Add ACC 67, U.S. & California Income Tax Preparation
- Add ACC 68, Taxation of Business Entities and Fiduciaries

Rationale:

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

This program modification accomplishes attaching all accounting courses to the Business Administration: Accounting Concentration – Associate of Science Degree and Certificate of Achievement.

Course Deletion: The material in the course that we are deleting, ACC 61 – Cost Accounting is already covered by one of the required courses for this program, Principles of Accounting II (ACC 1B).

Course Additions:

- ACC 55 is a course attached to our Small Business Accounting certificate (CE859) and Small Business Payroll Accounting certificate (CE860). This course should also be an elective in the Accounting Concentration program.
- ACC 19, ACC 19L, ACC 40, and ACC 68 are all recently developed and approved courses that need to be attached to the Accounting Concentration degree and certificate.
- ACC 67 was adopted into RCC inventory and needs to be associated with the Accounting Concentration degree and certificate.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

This program prepares individuals to practice the profession of accounting and to perform related business functions. This includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and applications to specific for-profit, public, and non-profit organizations.

Item 2. Catalog Description

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

This program prepares individuals to practice the profession of accounting and to perform related business functions. This includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and applications to specific for-profit, public, and non-profit organizations.

Program Learning Outcomes

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

1. Use technology to analyze business decisions and to enhance business communications.
2. Apply basic business and accounting calculations and analyses. Have an understanding of legal practices relating to business
3. Apply sound management practices.
4. Apply accounting principles related to a variety of accounting specialties, such as payroll accounting, cost accounting, income tax accounting, and computerized accounting.
5. Analyze and solve accounting issues and problems for a variety of business entities.
6. Analyze and interpret data and reports for a variety of business entities.
7. Develop and apply principles of moral judgment and ethical behavior to business situations.

Item 3. Program Requirements

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

Program Outline of Record – Credit Degrees and Certificates

Required Courses: 21 units

Course	Title	Units	Sequencing
ACC-1A	Principles of Accounting	3	Semester 2, Spring
BUS-10/10H	Introduction to Business	3	Semester 1, Fall
BUS-18A	Business Law I	3	Semester 2, Spring
BUS-20	Business Mathematics	3	Semester 1, Fall
BUS-22	Management Communications	3	Semester 2, Spring
BUS-24	OR Business Communication	3	Semester 2, Spring
CIS-1A	Introduction to Computer Information Systems	3	Semester 3, Fall
CIS/CAT-3	OR Computer Applications for Business	3	Semester 3, Fall
ACC-1B	Principles of Accounting II	3	Semester 4, Spring

Elective Courses: 9 units

Course	Title	Units	Sequencing
ACC-40	Accounting for Managers	3	Semester 1, Fall
ACC-55/CAT-55	Applied Accounting/Bookkeeping	3	Semester 1, Fall
ACC-62	Payroll Accounting	3	Semester 4, Spring
ACC-63	Income Tax Accounting	3	Semester 4, Spring
ACC-65	QuickBooks Accounting	3	Semester 4, Spring
ACC-66	Governmental and Non-Profit Accounting	3	Semester 3, Fall
ACC-67	U.S. and California Income Tax Preparation	3	Semester 4, Spring
ACC-68	Taxation of Business Entities and Fiduciaries	3	Semester 4, Spring
ACC-200	Accounting Work Experience	1-4	Semester 4, Spring

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.

Aligns with college mission to offer career opportunity and training for students.

Item 5. Enrollment and Completer Projections

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

Based on the following data, we project a 10% increase yearly in the number of students completing the accounting program.

Program Code	2019-20	2020-21	2021-22	2022-23	2023-24
AS523	9	9	10	16	17

CE523	14	15	13	21	20
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Item 6. Place of Program in Curriculum/Similar Programs

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

Currently existing program.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

San Bernardino Valley College: Accounting Associate of Arts Degree; Accounting Certificate of Achievement

College of the Canyons: Accounting Associate of Science Degree; Accounting Certificate of Achievement

Crafton Hills College: Accounting Associate of Arts Degree

Chaffey College: Accounting Associate of Science Degree; Accounting Certificate of Achievement

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: Business Administration: General Business Concentration

Originator: Laura Dunphy

Date 10/20/2025

Department: Business

College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services Engagement Center

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

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

TOPs Code: 0501.00* Business and Commerce, General

CIP Code: 52.0101 Business/Commerce, General.

Type of Program:

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

Type of Associate Degree:

- ☐ Associate of Arts ☒ Associate of Science

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

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

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

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

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

Removal the following courses, launched as Course Exclusion: BUS-24, CAT-3 and CIS-3, as options. Including removal of BUS-10H -Honors course only.

Rationale:

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

Courses were removed as options and did not impact the program.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Business Core learning outcomes:

- Use technology to analyze business decisions and to enhance business communications.
- Apply basic business and accounting calculations and analyses. Have an understanding of legal practices relating to business.
- Apply sound management practices.

Program Learning Outcomes

In addition to outcomes for the Businesses Administration certificate, on successful completion of the General Business concentration, students should be able to:

- Explain the managerial applications of accounting reports and ratios to the business enterprise.
- Analyze the law as it pertains to business organizations and to determine the legal management of the various forms of law.
- Analyze the business elements that comprise the logistics function.
- Develop and apply principles of moral judgment and ethical behavior to business situations.
- Anticipate and pose problems relative to understanding and supervising personnel. Identify and analyze human relations techniques appropriate to a managerial role.
- Explain and develop the marketing mix, including an analysis of the marketing mix variables—product, place, price, and promotion.

Item 2. Catalog Description

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

This program focuses on the general study of business, including domestic, international and electronic, and the important ways in which business impacts our daily lives. The program will prepare individuals to apply business principles and techniques in various career settings and to gain an understanding of business situations that affect their personal and working lives. This includes the buying, selling and production of goods and services, understanding business organizations, general management, and employee motivation strategies, basic accounting principles, the economy, and marketing.

Program Learning Outcomes

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

1. Use technology to analyze business decisions and to enhance business communications.
2. Apply basic business and accounting calculations and analyses.
3. Have an understanding of legal practices relating to business.
4. Apply sound management practices.
5. Explain the managerial applications of accounting reports and ratios to the business enterprise.
6. Analyze the law as it pertains to business organizations and determine the legal management of the various forms of law.
7. Analyze the business elements that comprise the logistics function.
8. Develop and apply principles of moral judgment and ethical behavior to business situations.
9. Anticipate and pose problems relative to understanding and supervising personnel.
10. Identify and analyze human relations techniques appropriate to a managerial role.
11. Explain and develop the marketing mix, including an analysis of the marketing mix variables—product, place, price, and promotion.

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: 18 units

Course	Title	Units	Sequencing
ACC-1A	Principles of Accounting I	3	Term 2
BUS-10	Introduction to Business	3	Term 1
BUS-18A	Business Law I	3	Term 3
BUS-20	Business Mathematics	3	Term 1
BUS-22	Management Communications	3	Term 1
CIS-1A	Introduction to Computer Information Systems	3	Term 2

Elective Courses: 12 units

Course	Title	Units	Sequencing
ACC-1B	Principles of Accounting II	3	Term 3 if selected
BUS-18B	Business Law II	3	Term 4 if selected
BUS-40	Introduction to Global Business	3	Term 1 if selected
BUS-47/ MAG-47	Applied Business and Management Ethics	3	Term 2 or 3 if selected
BUS-80	Principles of Logistics	3	Term 2 or 3 if selected
BUS-200	Business Administration Work Experience	1-4	Any term if selected.
MAG-51	Elements of Supervision	3	Term 2, 3 or 4 if selected
MAG-53	Human Relations	3	Term 2, 3 or 4 if selected
MKT-20	Principles of Marketing	3	Term 2 if selected

Total Program Units: 30 units

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

Minimum Degree Units		Maximum Degree Units	
Minimum Major Units	30	Maximum Major Units	30
Double Counted Units	0	Double Counted Units	0
Local GE Required Units	24	CSUGE Required Units	39
Electives	6	Electives	0
Total Minimum Degree Units	60	Total Maximum Degree Units	69

Item 4. Master Planning

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

The Business Administration General Business Concentration certificate and degree align with the College's mission statement by offering career and technical courses that prepare them for the workforce.

Item 5. Enrollment and Completer Projections

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

It is projected that 25 students will complete this certificate annually, with a 2-3% increase annually.

Item 6. Place of Program in Curriculum/Similar Programs

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

This certificate and degree are currently offered as part of the College's Business Department.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

- San Bernardino Valley College
- Crafton Hills College
- Chaffey College
- Victor Valley College
- Citrus College
- Mt. San Antonio College

Item 8. Transfer Preparation Information (if applicable)

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

N/A

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Business Administration: Logistics Concentration

Originator: Laura Dunphy

Date 10/20/2025

Department: Business

College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services
Engagement Center

☒ **Moreno Valley College**

☐ **Norco College**

☐ **Riverside City College**

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

TOPs Code: 0510.00* Logistics and Materials Transportation **CIP Code:** 52.0203 Logistics, Materials, and Supply Chain Management.

Type of Program:

☐ Certificate of Achievement only

☐ Locally approved certificate (8-units or less) only

☐ Associate Degree only

☒ Certificate of Achievement and Degree

Type of Associate Degree:

☐ Associate of Arts

☐ Associate of Science

This is a:

☐ New certificate/degree*

☒ Modification to an existing certificate/degree

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

☐ Yes, minutes attached

☐ Approval Pending

☐ No Capital or Budgetary Impacts

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

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

Removal the following courses, launched as Course Exclusion: BUS-24, CAT/CIS-3. Including removal of BUS-10H -Honors course only.

Rationale:

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

Courses were removed as options and did not impact the program.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

This program prepares students for entry into or career growth within the logistics industry, and ongoing study of the field. The focus is on integrated logistics, a necessity for management of effective and efficient supply chains. Logistics disciplines covered include warehousing, transportation, service contracting, purchasing, global logistics, etc. Business Core Learning Outcomes

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

- Use technology to analyze business decisions and to enhance business communications.
- Apply basic business and accounting calculations and analyses.
- Have an understanding of legal practices relating to business.
- Apply sound management practices.

Logistics Concentration learning Outcomes:

- Compare roles and objectives of the logistics disciplines
- Understand how logistics functions can interact to efficiently use total personnel, facilities and equipment.
- Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations
 - Analyze, prepare, file and process claims when unavoidable freight disputes arise
 - Explain how the overall flow of goods, services and information can be optimized to satisfy customer and business goals
- Identify 3rd party logistics provider and client needs in negotiations, bidding and contracts, as well as legal and regulatory constraints to integrated logistics
- Describe roles and value added by global logistics intermediaries

Item 2. Catalog Description

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

This program prepares students for entry into or career growth within the logistics industry, and ongoing study of the field. The focus is on integrated logistics, a necessity for management of effective and efficient supply chains. Logistics disciplines covered include warehousing, transportation, service contracting, purchasing, global logistics, etc.

Program Learning Outcomes

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

1. Compare roles and objectives of the logistics disciplines.
2. Understand how logistics functions can interact to efficiently use total personnel, facilities and equipment.

3. Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations.
4. Analyze, prepare, file and process claims when unavoidable freight disputes arise.
5. Explain how the overall flow of goods, services and information can be optimized to satisfy customer and business goals.
6. Identify 3rd party logistics provider and client needs in negotiations, bidding and contracts, as well as legal and regulatory constraints to integrated logistics.
7. Describe roles and value added by global logistics intermediaries.

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: 21 units

Course	Title	Units	Sequencing
ACC-1A	Principles of Accounting I	3	Term 2
BUS-10	Introduction to Business	3	Term 1
BUS-18A	Business Law I	3	Term 3
BUS-20	Business Mathematics	3	Term 1
BUS-22	Management Communications	3	Term 1
CIS-1A	Introduction to Computer Information Systems	3	Term 2
BUS-80	Principles of Logistics	3	Term 1

Elective Courses: 9 units

Course	Title	Units	Sequencing
BUS-82	Freight Claims	1.50	Term 2 if selected
BUS-83	Contracts	1.50	Term 3 if selected
BUS-85	Warehouse Management	3	Term 2 if selected
BUS-86	Transportation and Traffic Management	3	Term 2 if selected
BUS-87	Purchasing and Supply Management	1-4	Any term if selected
BUS-90	International Logistics	3	Any term if selected

Total Program Units: 30 units

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

Minimum Degree Units		Maximum Degree Units	
Minimum Major Units	30	Maximum Major Units	30
Double Counted Units	0	Double Counted Units	0
Local GE Required Units	24	CSUGE Required Units	39
Electives	0	Electives	0
Total Minimum Degree Units	60	Total Maximum Degree Units	69

Item 4. Master Planning

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

The Business Administration: Logistics Management Concentration program align with the College's mission statement by offering career and technical courses that prepare them for the workforce.

Item 5. Enrollment and Completer Projections

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

It is projected that 25 students will complete this program annually, with a 2-3% increase annually

Item 6. Place of Program in Curriculum/Similar Programs

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

This program is currently offered as part of the Norco College.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

- Norco College
- Victor Valley College
- San Bernardino Valley College

Logistics occupational group is expected to have 1,640 annual job openings and increase employment by 16% over the next five years, providing a wage that exceeds the hourly self-sustainable standard of \$24.36 per hour after completing the program.

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: Business Administration: Management Concentration

Originator: Laura Dunphy

Date 10/20/2025

Department: Business

College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services Engagement Center

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

TOPs Code: 0506.00* Business Management **CIP Code:** 52.0201 Business Administration and Management, General.

Type of Program:

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

Type of Associate Degree:

☐ Associate of Arts ☐ Associate of Science

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

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

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

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

Removal the following courses, launched as Course Exclusion: BUS-24, CAT-3 and CIS-3, as options. Including removal of BUS-10H -Honors course only.

Rationale:

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

Courses were removed as options and did not impact the program.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Program Learning Outcomes

In addition to outcomes for the Businesses Administration program, on successful completion of the Management concentration, students should be able to:

- Apply sound management practices.
- Analyze and apply appropriate managerial practices in one or more areas of ethics, human resources, quality management, operations, motivation, etc.

Item 2. Catalog Description

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

This program generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization with an emphasis on people as the most important asset of a business. This program will prepare individuals seeking management positions to be better candidates for promotion, and those already in management positions to improve their management skills and effectiveness. This includes instruction in management practice and theory, human resources management and behavior, interpersonal communications in a business setting, marketing management, and business decision making.

Program Learning Outcomes

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

1. Use technology to analyze business decisions and to enhance business communications.
2. Apply basic business and accounting calculations and analyses.
3. Have an understanding of legal practices relating to business.
4. Apply sound management practices.
5. Analyze and apply appropriate managerial practices in one or more areas of ethics, human resources, quality management, operations, motivation, etc.

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: 21 units

Course	Title	Units	Sequencing
ACC-1A	Principles of Accounting I	3	Term 2
BUS-10	Introduction to Business	3	Term 1
BUS-18A	Business Law I	3	Term 3
BUS-20	Business Mathematics	3	Term 1
BUS-22	Management Communications	3	Term 1
CIS-1A	Introduction to Computer Information Systems	3	Term 2
MAG-44	Principles of Management	3	Term 1

Elective Courses: 9 units

Course	Title	Units	Sequencing
BUS/MAG-47	Applied Business and Management Ethics	3	Any term if selected
BUS-48	Global Management	3	Any term if selected
MAG-53	Human Relations	3	Any term if selected
MAG-56	HRM: Human Resources Management	3	Any term if selected
MAG-60	Introduction to Hospitality Management	3	Any term if selected
MAG-200	Management Work Experience	1-4	Any term if selected

Total Program Units: 30 units

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

Minimum Degree Units		Maximum Degree Units	
Minimum Major Units	30	Maximum Major Units	30
Double Counted Units	0	Double Counted Units	0
Local GE Required Units	24	CSUGE Required Units	39
Electives	0	Electives	0
Total Minimum Degree Units	60	Total Maximum Degree Units	69

Item 4. Master Planning

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

The Business Administration Management degree align with the College's mission statement by offering career and technical courses that prepare them for the workforce.

Item 5. Enrollment and Completer Projections

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

Associate of Science for Transfer (A.S.-T) Degree – 59 completions in 2019 – 2020, Associate of Science for Transfer (A.S.-T) Degree - 12 completions in 2019 – 2020

Item 6. Place of Program in Curriculum/Similar Programs

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

This degree is currently offered as part of the Colleges Business Department.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

There are other colleges in the service area that offer a similar program but the demand for this program is high enough to justify this program.

Item 8. Transfer Preparation Information (if applicable)

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

N/A

Program Outline

Title: Business Administration: Marketing Concentration

Originator: Laura Dunphy

Date 10/20/2025

Department: Business

**College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services
Engagement Center**

☒ **Moreno Valley College**

☐ **Norco College**

☐ **Riverside City College**

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

TOPs Code: 0509.00* Marketing and Distribution **CIP Code:** 52.1801 Sales, Distribution, and Marketing Operations, General.

Type of Program:

☐ Certificate of Achievement only

☐ Locally approved certificate (8-units or less) only

☐ Associate Degree only

☒ Certificate of Achievement and Degree

Type of Associate Degree:

☐ Associate of Arts

☐ Associate of Science

This is a:

☐ New certificate/degree*

☒ Modification to an existing certificate/degree

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

☐ Yes, minutes attached

☐ Approval Pending

☐ No Capital or Budgetary Impacts

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

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

Removal the following courses, launched as Course Exclusion: BUS-24, BUS-51, CAT-3, CIS-3, and MKT-42 as options. Including removal of BUS-10H -Honors course only.

Rationale:

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

Courses were removed as options and did not impact the program.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Business Core learning outcomes:

- Use technology to analyze business decisions and to enhance business communications.
- Apply basic business and accounting calculations and analyses. Have an understanding of legal practices relating to business.
- Apply sound management practices.

Marketing Concentration learning outcomes

- Develop and implement marketing strategies.
- Develop a comprehensive marketing plan.
- Construct and implement a promotional program.
- Research and analyze consumer decision parameters.

Item 2. Catalog Description

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

This program prepares individuals to undertake and manage the process of developing both consumer and business markets, and communicating product benefits to targeted market segments. This includes instruction in buyer behavior and dynamics, sales promotions, building customer relationships, effective pricing, marketing campaigns, principles of marketing research, strategic market planning, advertising methods, customer service, retailing, and applications for specific products and markets.

Program Learning Outcomes

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

- Use technology to analyze business decisions and to enhance business communications.
- Apply basic business and accounting calculations and analyses.
- Have an understanding of legal practices relating to business.
- Apply sound management practices.
- Develop and implement marketing strategies.
- Develop a comprehensive marketing plan.
- Construct and implement a promotional program.
- Research and analyze consumer decision parameters.

Item 3. Program Requirements

Program Outline of Record – Credit Degrees and Certificates

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: 21 units

Course	Title	Units	Sequencing
ACC-1A	Principles of Accounting I	3	Term 2
BUS-10	Introduction to Business	3	Term 1
BUS-18A	Business Law I	3	Term 3
BUS-20	Business Mathematics	3	Term 1
BUS-22	Management Communications	3	Term 1
CIS-1A	Introduction to Computer Information Systems	3	Term 2
MKT-20	Principles of Marketing	3	Term 1

Elective Courses: 9 units

Course	Title	Units	Sequencing
BUS-43	Global Marketing	3	Term 2 if selected
BUS-80	Principles of Logistics	3	Term 3 if selected
MTK-40	Advertising	3	Term 2 if selected
MKT-41	Techniques of Selling	3	Term 2 if selected
MKT-200	Marketing Work Experience	1-4	Any term if selected

Total Program Units: 30 units

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

Minimum Degree Units		Maximum Degree Units	
Minimum Major Units	30	Maximum Major Units	30
Double Counted Units	0	Double Counted Units	0
Local GE Required Units	24	CSUGE Required Units	39
Electives	0	Electives	0
Total Minimum Degree Units	60	Total Maximum Degree Units	69

Item 4. Master Planning

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

The Business Administration Marketing Concentration certificate and degree align with the College's mission statement by offering career and technical courses that prepare them for the workforce.

Item 5. Enrollment and Completer Projections

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

It is projected that 25 students will complete this certificate annually, with a 2-3% increase annually.

Item 6. Place of Program in Curriculum/Similar Programs

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

This certificate and degree are currently offered as part of the College's Business Department.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

- San Bernardino Valley College
- Crafton Hills College
- Chaffey College
- Victor Valley College
- Citrus College
- Mt. San Antonio College

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Business Administration: Marketing Concentration

Originator: Chie Ishihara

Date 6/4/2025

Department: Business & Law and CIS

College/Learning Pathway/Engagement Center: Riverside - Business, Information Systems, and Technology

☐ Moreno Valley College ☐ Norco College ☒ Riverside City College

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

TOPs Code:

CIP Code:

Type of Program:

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

Type of Associate Degree:

- ☐ Associate of Arts ☐ Associate of Science

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

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

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

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

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

Change of name of MKT 25 with in the program from current name “Marketing for Professionals” to new name “Marketing for Workplace Success”.

Applies to both Degree (AS521/AS521C) and Certificate (CE521)

Rationale:

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

Based on the enrollment numbers, the Business Discipline believe that the course name of “Marketing for Professionals” is interpreted by students as course that is geared only towards those who are already professionals in the marketing field. The course is designed to be similar to MKT 20 Principles of Marketing, but with the specific outcome of preparing students for Professional Certified Marketer’s industry certification. Changing the name to “Marketing for Workplace Success” will suggest the course to be geared towards students who have marketing as their intended career choice.

Course name change within the Business Administration: Marketing Concentration:

Current	Change to
BUS 10 or BUS 10H	same
MKT 40	same
MKT 43	same
BUS 43, MKT 41, or MKT 42	same
MKT 25 Marketing for Professionals	MKT 25 Marketing for Workplace Success

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

- Use technology to analyze marketing strategy and decisions and to enhance business.
- Have an understanding of legal practices relating to business practices, including intellectual properties rights.
- Apply sound management practices.
- Analyze the business elements that comprise the logistics function.
- Develop and apply principles of moral judgment and ethical behavior to business situations.
- Anticipate and pose problems relative to understanding and supervising personnel. Identify and analyze human relations techniques appropriate to a managerial role.
- Explain and develop the marketing mix, including an analysis of the marketing mix variables—product, place, price, and promotion.

Item 2. Catalog Description

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

This program prepares individuals to strategize business goals into product offerings that consumer and business markets perceive as value. The program introduces the major areas of marketing including marketing management, strategy formulation, brand positioning, target market selection, consumer behavior, promotional mix, digital marketing, retail management, and sales for domestic and global markets.

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: 30 units

Course	Title	Units	Sequencing
ACC-1A	Principles of Accounting	3	Semester 1, Fall
BUS-10/10H	Introduction to Business	3	Semester 1, Fall
BUS-18A	Business Law I	3	Semester 1, Fall
BUS-20	Business Mathematics	3	Semester 2, Spring
BUS-22	Management Communications	3	Semester 2, Spring
BUS-24	OR Business Communication	3	Semester 2, Spring
CIS-1A	Introduction to Computer Information Systems	3	Semester 3, Fall
MKT-25	Marketing for Workplace Success	3	Semester 3, Fall
MKT-20	OR Principles of Marketing	3	Semester 3, Fall
MKT-40	Advertising	3	Semester 3, Fall

Program Outline of Record – Credit Degrees and Certificates

MKT-43	Digital Marketing	3	Semester 4, Spring
MKT-41	Techniques of Selling	3	Semester 4, Spring
MKT-42	OR Retail Management	3	Semester 4, Spring
BUS-43	OR Global Marketing	3	Semester 4, Spring

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.

Aligns with college mission to offer career opportunities and training for students.

Item 5. Enrollment and Completer Projections

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

Projected Associate Degree Business Administration Marketing Concentration = 15

Item 6. Place of Program in Curriculum/Similar Programs

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

Currently existing program.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

- Mt San Antonio Community College
- Chaffey Community College
- Citrus Community College
- Santa Ana Community College
- Rio Hondo Community College
- Orange Coast Community College
- Pasadena Community College

Item 8. Transfer Preparation Information (if applicable)

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

N/A

Program Outline

Title: Business Administration: Real Estate Concentration

Originator: Laura Dunphy

Date 10/20/2025

Department: Business

College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services Engagement Center

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

TOPs Code: 0511.00* Real Estate **CIP Code:** 52.1501 Real Estate.

Type of Program:

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

Type of Associate Degree:

- ☐ Associate of Arts ☒ Associate of Science

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

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

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

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

Removal the following courses, launched as Course Exclusion: BUS-24, CAT-3 and CIS-3, as options. Including removal of BUS-10H -Honors course only.

Rationale:

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

Courses were removed as options and did not impact the program.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

Business Core learning outcomes:

- Use technology to analyze business decisions and to enhance business communications.
- Apply basic business and accounting calculations and analyses. Have an understanding of legal practices relating to business.
- Apply sound management practices.

Real Estate Concentration learning outcomes:

- Demonstrate the ability to analyze ethical and procedural problems that arise in residential real estate sales transactions from the prospective of buyers, sellers, brokers, appraisers, lenders, and escrow officers.
- Discuss and evaluate real estate marketing and sales techniques.
- Discuss and calculate real estate taxes and solve basic real estate mathematics problems. Explain and evaluate methods of financing real estate purchases and securing loans with real estate.
- Demonstrate the ability to analyze the factors that affect real estate values. Discuss and evaluate real estate markets and trends.

Item 2. Catalog Description

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

Business Administration: Real Estate Concentration

This program prepares individuals to develop, buy, sell, appraise, and manage real property. This includes instruction in land use development policy, real estate law, real estate marketing procedures, agency management, brokerage, property inspection and appraisal, real estate investing, leased and rental properties, commercial real estate, and property management.

Program Learning Outcomes In addition to outcomes for the Businesses Administration certificate, on successful completion of the Real Estate concentration, students should be able to:

- Use technology to analyze business decisions and to enhance business communications.
- Apply basic business and accounting calculations and analyses. Have an understanding of legal practices relating to business.
- Apply sound management practices.
- Demonstrate the ability to analyze ethical and procedural problems that arise in residential real estate sales transactions from the prospective of buyers, sellers, brokers, appraisers, lenders, and escrow officers.

- Discuss and evaluate real estate marketing and sales techniques.
- Discuss and calculate real estate taxes and solve basic real estate mathematics problems. Explain and evaluate methods of financing real estate purchases and securing loans with real estate.
- Demonstrate the ability to analyze the factors that affect real estate values. Discuss and evaluate real estate markets and trends.

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: 18 units

Course	Title	Units	Sequencing
ACC-1A	Principles of Accounting I	3	Term 2
BUS-10	Introduction to Business	3	Term 1
BUS-18A	Business Law I	3	Term 3
BUS-20	Business Mathematics	3	Term 1
BUS-22	Management Communications	3	Term 1
CIS-1A	Introduction to Computer Information Systems	3	Term 2

Elective Courses: 12 units

Course	Title	Units	Sequencing
RLE-80	Real Estate Principles	3	Term 1
RLE-81	Real Estate Practices	3	Term 2 or 3 if selected
RLE-82	Legal Aspects of Real Estate	3	Term 2 or 3 if selected
RLE-83	Real Estate Finance	3	Term 2 or 3 if selected
RLE-84	Real Estate Appraisal	3	Term 2 or 3 if selected
RLE-85	Real Estate Economics	3	Term 2 or 3 if selected
RLE-86	Escrow Procedures I	3	Term 2 or 3 if selected
RLE-200	Real Estate Work Experience	1-4	Any term if selected

Total Program Units: 30 units

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

Program Outline of Record – Credit Degrees and Certificates

Minimum Degree Units		Maximum Degree Units	
Minimum Major Units	30	Maximum Major Units	30
Double Counted Units	0	Double Counted Units	0
Local GE Required Units	24	CSUGE Required Units	39
Electives	0	Electives	0
Total Minimum Degree Units	60	Total Maximum Degree Units	69

Item 4. Master Planning

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

The Business Administration Real Estate certificate and degree align with the College's mission statement by offering career and technical courses that prepare them for the workforce.

Item 5. Enrollment and Completer Projections

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

It is projected that 25 students will complete this certificate annually, with a 2-3% increase annually.

Item 6. Place of Program in Curriculum/Similar Programs

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

This certificate and degree are currently offered as part of the Colleges Business Department.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

- San Bernardino Valley College
- Crafton Hills College
- Chaffey College
- Victor Valley College
- Citrus College:
- Mt. San Antonio College

Item 8. Transfer Preparation Information (if applicable)

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

N/A

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Anesthesia Technology

Originator: Amy Vermillion

Date 10/22/2025

Department: Nursing

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

☐ Moreno Valley College ☐ Norco College ☒ Riverside City College

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

TOPs Code: 1201.0

CIP Code:

Type of Program:

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

Type of Associate Degree:

- ☐ Associate of Arts ☒ Associate of Science

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

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

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

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

Rationale:

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

This is modification to an existing certificate/degree as the units needed to be increased to be in compliance with the new SAAM. HCA-5 and HCA-6 are increasing from 4.5 units to 5 units (256 hours to 270 hours). Regulation for AT programs requires a minimum of 500 clinical hours in the program and, therefore, the only solution was to increase the hours of the 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 Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

The Anesthesia Technology program is sequential didactic and clinical curriculum that prepares the student to be an integral member of the perioperative surgical and anesthesia patient care team. Emphasis is on fundamental and advanced didactic theories and clinical experiences that enable the student to assist anesthesia care providers in the perioperative delivery of anesthesia care to a variety of surgical patients. This experience will occur in a variety of clinical settings including: in-patient surgery, interventional and diagnostic radiology, post anesthesia care unit, intensive care unit, cardiac catheterization lab, emergency room, endoscopy suite, dental suites, and ambulatory surgery centers.

Student responsibilities include experience with hemodynamic monitoring and anesthesia equipment in the following areas: cleaning, sterilizing, assembling, calibrating, testing, troubleshooting, and recording of inspections and maintenance. Students will assist anesthesia providers with perioperative patient care including preoperative assessment, application of hemodynamic monitoring modalities, induction, airway management, patient positioning, maintenance, and emergence of anesthesia. Students will assist in post operative care of surgical patients in the post anesthesia care units. Students will gain experience in the insertion of peripheral IV's, and assist the anesthesia care provider in the preparation, insertion, and maintenance of invasive lines.

Item 2. Catalog Description

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

This program prepares students to become a Certified Anesthesia Technologist in the preparation necessary to become an integral member of the anesthesia patient care team. The program emphasizes the fundamental and advanced clinical procedures to assist licensed anesthesia providers in the acquisition, preparation, and application of various equipment required for the delivery of anesthesia care.

Prerequisites: None.

PROGRAM LEARNING OUTCOMES

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

1. Collaborate with the multi-disciplinary anesthesia care team, in the development of an anesthesia plan of care for patients in areas to which they are assigned.
2. Assist the anesthesia provider in a variety of current anesthesia techniques, and use of equipment for providing anesthesia.
3. Provide support for anesthesia services to all patients and types of anesthesia, including trauma and emergency cases.
4. Maintain vigilance and patient safety throughout the peri anesthetic continuum, by actively protecting patients from iatrogenic complications, and utilizes appropriate precautions in infection control.
5. Conduct a comprehensive, appropriate equipment check, identifies and takes appropriate action when confronted with anesthetic equipment-related malfunctions and maintains.

Program Outline of Record – Credit Degrees and Certificates

6. Use critical thinking skills in assisting the anesthesia provider with patients of all types, ages and physical conditions for a variety of surgical and medically related procedures.
7. Set up, and calibrate non-invasive and invasive monitoring equipment, and understands data obtained from these modalities.
8. In collaboration with the anesthesia provider recognize and appropriately respond to anesthetic complications that occur during the perioperative period.

Goal: Successfully pass the Anesthesia Technology National Certification Examination (AT NCE).

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: 30 units

Course	Title	Units	Sequencing
HCA-1	Professional Aspects of Anesthesia Technology	3	Semester 1, Summer
HCA-2	Basic Principles of Anesthesia Technology/Lab	4	Semester 1, Summer
NNA-79	Medical Terminology for Healthcare Professionals	3	Semester 1, Summer
HCA-3	Advanced Principles of Anesthesia Technology/Lab	4	Semester 2, Fall
HCA-4	Pharmacology for Anesthesia Technology	3	Semester 2, Fall
HCA-5	Clinical Practicum I	5	Semester 2, Fall
HCA-6	Anesthesia Technology Capstone & National Certification Exam Review	5	Semester 3, Spring
HCA-7	Clinical Practicum II	3	Semester 3, Spring

Elective Courses: 0 units

Course	Title	Units	Sequencing

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.

The Anesthesia Technology program reflects the mission of Riverside City College by educating a diverse community of learners by offering certificate, degree, and pathway programs providing nationally certified safe graduates to the community, assisting students in achieving their educational and career goals. Thus, the anesthesia technology program strives to improve the social and economic mobility of its students to improve anesthesia care delivery to the community. Courses are aligned with the Commission on Accreditation of Allied Health Programs (caahep.org) Standards of Accreditation of Anesthesia Technology Education Program.

Item 5. Enrollment and Completer Projections

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

20 – 40 students/year

Item 6. Place of Program in Curriculum/Similar Programs

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

Healthcare agency partners need various healthcare technicians in the workforce to support licensed healthcare professionals in our region. This program aligns with Guided Pathways and the Nursing & Health-Related Sciences Pathway. The School of Nursing is proposing a new Anesthesia Technology program that will be housed under the proposed discipline. Currently, Pasadena City College is the only community college that is offering this program. Locally, Kaiser Permanente, Riverside Community Hospital, Eisenhower, Desert Regional, and Loma Linda University Medical Center are using Anesthesia Technologist in their perioperative inpatient and outpatient areas.

In addition, the SON has developed a new course for non-nursing professionals who may desire to transition and advance place into the ADN (RN) program which enables students to continue on an educational pathway.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Pasadena City College is the only community college in Southern California offering an anesthesia technology program.

Item 8. Transfer Preparation Information (if applicable)

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

Subject: Re: AA DEGREE'S

Date: Tuesday, October 21, 2025 at 3:20:53 PM Pacific Daylight Time

From: McNaughton, Barry

To: Faux, Todd, Kamerin, Kim, Keene, Bryan, Nemecek, Kristin, Julian, Jodi, Buuck, Jason, Frazier, Rosa, Haines, Mark

CC: Greene, Casandra

Approve

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From: Faux, Todd <Todd.Faux@rccd.edu>

Sent: Tuesday, October 21, 2025 2:54:50 PM

To: Kamerin, Kim <Kim.Kamerin@norcocollege.edu>; Keene, Bryan <Bryan.Keene@rcc.edu>; Nemecek, Kristin <Kristin.Nemecek@rcc.edu>; Julian, Jodi <Jodi.Julian@rcc.edu>; Buuck, Jason <Jason.Buuck@rcc.edu>; Frazier, Rosa <Rosa.Frazier@rccd.edu>; Haines, Mark <Mark.Haines@rcc.edu>; McNaughton, Barry <Barry.McNaughton@mvc.edu>

Cc: Greene, Casandra <Casandra.Greene@rcc.edu>

Subject: Re: AA DEGREE'S

Approve and huzzah!

Todd



Theatre Design and Technology
Riverside City College

From: Kamerin, Kim <Kim.Kamerin@norcocollege.edu>

Date: Tuesday, October 21, 2025 at 2:38 PM

To: Keene, Bryan <Bryan.Keene@rcc.edu>, Nemecek, Kristin <Kristin.Nemecek@rcc.edu>, Julian, Jodi <Jodi.Julian@rcc.edu>, Buuck, Jason <Jason.Buuck@rcc.edu>, Faux, Todd <Todd.Faux@rccd.edu>, Frazier, Rosa <Rosa.Frazier@rccd.edu>, Haines, Mark <Mark.Haines@rcc.edu>, McNaughton, Barry <Barry.McNaughton@mvc.edu>

Cc: Greene, Casandra <Casandra.Greene@rcc.edu>

Subject: Re: AA DEGREE'S

Approve.

Kim K. Kamerin, M.M.

(he, him, his)

Department Chair - Visual and Performing Arts (VAPA)

Associate Professor of Music and Music Industry Studies

Director of Music

Avid Certified Pro Tools Instructor

Norco College
2001 Third Street
Norco, CA 92860
Office Number: 951-738-7703
Office: ATEC 214

Norco Music: Creating – Collaborating - Innovating
www.norcomusic.com

From: Keene, Bryan <Bryan.Keene@rcc.edu>
Date: Tuesday, October 21, 2025 at 2:20 PM
To: Nemecek, Kristin <Kristin.Nemecek@rcc.edu>, Julian, Jodi <Jodi.Julian@rcc.edu>, Buuck, Jason <Jason.Buuck@rcc.edu>, Faux, Todd <Todd.Faux@rccd.edu>, Frazier, Rosa <Rosa.Frazier@rccd.edu>, Haines, Mark <Mark.Haines@rcc.edu>, McNaughton, Barry <Barry.McNaughton@mvc.edu>, Kamerin, Kim <Kim.Kamerin@norcocollege.edu>
Cc: Greene, Casandra <Casandra.Greene@rcc.edu>
Subject: Re: AA DEGREE'S

Approved.

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From: Nemecek, Kristin <Kristin.Nemecek@rcc.edu>
Sent: Tuesday, October 21, 2025 1:20:49 PM
To: Julian, Jodi <Jodi.Julian@rcc.edu>; Buuck, Jason <Jason.Buuck@rcc.edu>; Keene, Bryan <Bryan.Keene@rcc.edu>; Faux, Todd <Todd.Faux@rccd.edu>; Frazier, Rosa <Rosa.Frazier@rccd.edu>; Haines, Mark <Mark.Haines@rcc.edu>; McNaughton, Barry <Barry.McNaughton@mvc.edu>; Kamerin, Kim <Kim.Kamerin@norcocollege.edu>
Cc: Greene, Casandra <Casandra.Greene@rcc.edu>
Subject: Re: AA DEGREE'S

Approved!

From: Julian, Jodi <Jodi.Julian@rcc.edu>
Sent: Tuesday, October 21, 2025 1:17 PM
To: Julian, Jodi <Jodi.Julian@rcc.edu>; Buuck, Jason <Jason.Buuck@rcc.edu>; Nemecek, Kristin <Kristin.Nemecek@rcc.edu>; Keene, Bryan <Bryan.Keene@rcc.edu>; Faux, Todd <Todd.Faux@rccd.edu>; Frazier, Rosa <Rosa.Frazier@rccd.edu>; Haines, Mark <Mark.Haines@rcc.edu>; McNaughton, Barry <Barry.McNaughton@mvc.edu>; Kamerin, Kim <Kim.Kamerin@norcocollege.edu>
Cc: Greene, Casandra <Casandra.Greene@rcc.edu>
Subject: AA DEGREE'S

CAN YOU PLEASE VOTE FOR MUSICAL THEATRE AND ACTING PROGRAMS SWITCHING FROM A CERTIFICATE ONLY PROGRAM TO A THEATRE ARTS AA WITH AN EMPHASIS IN THE FOLLOWING:

I NEED TO GET TO CASSANDRA AND TECH REVIEW BY TODAY IF POSSIBLE.

AA THEATRE- ACTING EMPHASIS
AA THEATRE – MUSICAL THEATRE EMPHASIS

PLEASE RESPOND TO THIS EMAIL ASAP!
AS PER CASSANDRA GREENE.

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: AA THEATRE -MUSICAL THEATRE EMPHASIS

Originator: JODI JULIAN

Date 10/21/2025

Department: THEATRE

College/Learning Pathway/Engagement Center: Riverside - Visual, Performing and Creative Arts

☐ Moreno Valley College ☐ Norco College ☒ Riverside City College

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

TOPs Code:

CIP Code:

Type of Program:

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

Type of Associate Degree:

- ☒ Associate of Arts ☐ Associate of Science

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

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

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

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

Rationale:

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

CHANGE FROM A CERTIFICATE TO AN AA THEATRE-MUSICAL THEATRE EMPHASIS

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

The Musical Theatre Program is a dynamic training experience for students who seek a professional career in Musical Theatre. The curriculum is fundamentally craft-based, offering rich and intensive courses in singing, acting, music, and dancing. We also have a commitment to bringing in guest artists and other visiting professionals to complement our existing curriculum. Our comprehensive course of study requires that students who successfully complete the program must be motivated, committed, hard-workers, as well as gifted. Students must demonstrate continued progress and development and pass ongoing faculty evaluations in order to remain in the program. Performance opportunities include Performance Riverside, a semi-professional theatre located on the campus of Riverside City College, which is home to a season of three productions each year, and, our flexible black box space which produces 1-2 productions each year.

Item 2. Catalog Description

The Musical Theatre Program is a dynamic training experience for students who seek a professional career in Musical Theatre. The curriculum is fundamentally craft-based, offering rich and intensive courses in singing, acting, music, and dancing. We also have a commitment to bringing in guest artists and other visiting professionals to complement our existing curriculum. Our comprehensive course of study requires that students who successfully complete the program must be motivated, committed, hard-workers, as well as gifted. Students must demonstrate continued progress and development and pass ongoing faculty evaluations in order to remain in the program. Performance opportunities include Performance Riverside, a semi-professional theatre located on the campus of Riverside City College, which is home to a season of three productions each year, and, our flexible black box space which produces 1-2 productions each year.

Item 3. Program Requirements

Musical Theatre (12 units)

Course Title Units Sequencing
THE-37 Musical Theatre Techniques 3 Term 1
THE-55 Beginning Musical Theatre I 3 Term 1
THE-56 Beginning Musical Theatre II 3 Term 2
THE-57 Intermediate Musical Theatre I 3 Term 1 or 3
THE-58 Intermediate Musical Theatre II 3 Term 2 or 4

Musical Theatre Practicum (3 units)

Course Title Units Sequencing
THE-5 Theater Practicum 3 Term 1
THE-6 Advanced Theater Practicum 3 Term 1 or 2

Dance Technique (3 units)

Course Title Units Sequencing
DAN-D60 Musical Theatre Dance 1 Term 1
DAN-D21 Ballet, Beginning 1 Any term
DAN-D22 Ballet, Intermediate 1 Any term
DAN-D23 Ballet, Advanced 1 Any term
DAN-D43 Tap, Beginning 1 Any term
DAN-D44 Tap, Intermediate 1 Any term

Music (1-4 units)

Course Title Units Sequencing
MUS-3 Fundamentals of Music 4 Any term
MUS-32A Class Piano I 1 Term 1 if selected
MUS-32B Class Piano II 1 Term 2 if selected
MUS-32C Class Piano III 1 Term 3 if selected
MUS-32D Class Piano IV 1 Term 4 if selected

Applied Music (2-4 units)

Course Title Units Sequencing

MUS-38 Beginning Applied Music, I 2 Term 2

MUS-78 Beginning Applied Music II 2 Term 2 or 3

Item 4. Master Planning

As a community college preparing students for BFA programs in Musical Theatre as a Discipline (along with the integration of Performance Riverside, our Discipline Musical Theatre Summer Conservatory, and multiple area productions and theme parks presenting musical theatre) it is imperative we explore an AA degree so that students can successfully transfer into a BA degree in Musical Theatre

Total Program Units: 18-22 units

Item 5. Enrollment and Completer Projections

It is estimated that 20-30 students will complete this program 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

This degree is in many 4 year institutions .

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: Welding Technology

Originator: Michael Herrera

Date 10/15/2025

Department: Welding Technology

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

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

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

TOPs Code: 0956.50* - Welding Technology

CIP Code: 48.0506 – Sheet Metal Technology/Sheetworking

Type of Program:

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

Type of Associate Degree:

- ☐ Associate of Arts ☒ Associate of Science

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

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

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

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

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

No changes have been made to the title, description, core learning outcomes, or unit values. WEL-200 was removed due to course deletion. AIR-200 will take the place of WEL-200.

Rationale:

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

The removal of WEL-200 reflects its deletion from the catalog and ensures program requirements remain accurate and up to date. The addition of AIR-200 as an elective will expand student options, enhance flexibility in course selection, timely completion of the certificate/degree. These adjustments strengthen program accessibility while maintaining alignment with industry needs and leaving core learning outcomes unchanged.

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

This program prepares individuals to apply technical knowledge and skills for joining and cutting metallic materials. This includes instruction in SMAW, FCAW, GMAW, GTAW welding processes; oxyacetylene, and plasma cutting of ferrous and non-ferrous materials. Includes, welding metallurgy, structural welding safety, and applicable codes and standards. These skills prepare students for the following careers: ironworker trade, steelworker trade, construction trades, pile driver trades, and glazing trades.

Item 2. Catalog Description

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

This program prepares individuals to apply technical knowledge and skills for joining and cutting metallic materials. This includes instruction in SMAW, FCAW, GMAW, GTAW welding processes; oxyacetylene, and plasma cutting of ferrous and non-ferrous materials. Includes, welding metallurgy, structural welding safety, and applicable codes and standards. These skills prepare students for the following careers: ironworker trade, steelworker trade, construction trades, pile driver trades, and glazing trades.

Item 3. Program Requirements

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

Required Courses: 23 units

Course	Title	Units	Sequencing
WEL-20	Blueprint Reading for Welders	2	Semester 2, Spring
WEL-65A	Beginning Shielded Metal Arc Welding	3	Semester 1, Fall
WEL-65B	Advanced Shielded Metal Arc Welding	3	Semester 2, Spring
WEL-75A	Gas Metal Arc Welding	3	Semester 1, Fall
WEL-75B	Flux Cored Arc Welding (FCAW)	3	Semester 2, Spring
WEL-85A	American Welding Society/Los Angeles City Welding I	3	Semester 1, Fall
WEL-95A	Introduction to Gas Tungsten Arc Welding	3	Semester 1, Fall
WEL-115A	SMAW/GMAW Pipe Welding Fundamentals	3	Semester 3, Spring

Elective Courses: 5 units

Course	Title	Units	Sequencing
WEL-22	Plate and Structural Layout	2	Semester 2, Fall
WEL-24	Pipe Fitting for the Trades	2	Semester 2, Spring
WEL-26	Pipe Layout	2	Semester 2, Fall
WEL-85B	American Welding Society/Los Angeles City Welding II	3	Semester 2, Fall
WEL-95B	Advanced Gas Tungsten Arc Welding (GTAW)	3	Semester 2, Spring
WEL-200	Welding Work Experience	1-4	Not sure what to put here

Total Program Units: 28 units

Item 4. Master Planning

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

The Welding Technology Degree and Certificate align with the College Mission statement by providing technical training and career preparation for students to enter the welding industry.

Item 5. Enrollment and Completer Projections

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

The program averages 26 combined CE/AS completers annually. We project an initial increase of roughly 15% in the coming year (30–31 completers), with the expectation that completions may continue to grow modestly over time as student interest and access expand.

Item 6. Place of Program in Curriculum/Similar Programs

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

This is already an existing CE/AS pattern.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

This certificate/degree addresses a documented labor market demand in Riverside County and the Inland Empire, ensuring students have access to local, affordable training that leads directly to employment. The program complements, rather than duplicates, existing offerings by focusing on industry-validated skills needed by regional employers.

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: Noncredit Advanced American College English

Originator: Carla Reible

Date 10/2/2025

Department: English & Media Studies

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

College: ☒ Moreno Valley College ☒ Norco College ☒ Riverside City College

(Please note: Programs are college specific. If multiple colleges wish to include this program, a separate proposal and college specific supporting documents are required.)

TOPs Code: 4930.87

CIP Code: 16.1701

Certificate is being proposed as:

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

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

Please specify non-credit category:

☐ Short-Term Vocational

☐ Workforce Preparation

☒ English as a Second Language

☐ Elementary and Secondary Basic Skills

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

Please specify non-credit category:

☐ Citizenship for Immigrants

☐ Health and Safety

☐ Parenting

☐ Courses for Persons with Substantial Disabilities

☐ Home Economics

☐ Courses for Older Adults

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

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

☐ Yes, minutes attached

☐ Approval Pending

☒ No Capital or Budgetary Impacts

If this is a modification to an existing non-credit certificate, please specify the changes being made:

(Please be specific! Indicate any changes to title, description, learning outcomes, courses, contact hour values, etc.)

The discipline has moved the supporting courses in reading/vocabulary, listening/speaking, and special topics to mirrored noncredit courses. In order to provide students more comprehensive and flexible learning to meet their varied needs, we have included these courses into the revised noncredit certificate.

Rationale:

The discipline has expanded access to our community of language learners by providing reading, oral skills and special topics courses in non-credit mirrored formats. Along with that change, this noncredit certificate will expand the variety of courses students can benefit from while allowing them to target their individual language acquisition needs as they take courses at RCC.

Required Documentation

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

All new and modified programs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

Item 2. Catalog Description

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

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

Program Learning Objectives:

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

Item 3. Program Requirements

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

Required Courses: 90 hours

Course	Title	Hours	Sequencing
ESL 850	Advanced American College English	90	Semester 2

Elective Courses: 36 hours

Course	Title	Hours	Sequencing
ESL 849	High-Intermediate American College English	90	Semester 1
ESL 873	Basic Reading and Vocabulary	72	Semester 2
ESL 893	Oral Skills I: Beginning Oral Communication	54	Semester 2
ESL 895	Pronunciation and Accent Reduction	54	Semester 1
ESL 890 D	Special Topics in ESL: Verb Tense Review	36	Semester 1
ESL 890 L	Special Topics in ESL: Punctuation of Phrases and Clauses	36	Semester 1
ESL 890 M	Special Topics in ESL: Articles and Prepositions	36	Semester 1
ESL 890P	Special Topics in ESL: Mastering Academic Vocabulary	36	Semester 1

Total Program Hours: 126 hours

Item 4. Master Planning

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

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

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

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

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

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

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

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

1. More than 50% of RCCD region households speak another language than English at home.
 2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
 3. RCCD region has lower educational attainment levels. (125)
- **Addressing the Equity Gap**--Providing mirrored courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students, and improve RCCD's adult education services.

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

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

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

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

Why is the ESL Discipline advocating for certificates?

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

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

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

Sources:

Bryan Reece, et. al. *Strengths, Weaknesses, Opportunities, and Threats Analysis for Riverside Community College District*, August 29, 2018.

<https://www.rccd.edu/administration/educationalservices/ieffectiveness/Documents/DSPC/Team%20C%20SWOT%20Analysis.pdf>

BW Research Partnership. *Riverside About Students Consortium Report*, January 2019.

<https://caladulted.org/DownloadFile/763>

Public Policy Institute of California--Olga Rodriguez, Sarah Bohn, Laura Hill, and Bonnie Brooks.

English

as a Second Language in California's Community Colleges, April 2019. <https://www.ppic.org/wp-content/uploads/english-as-a-second-language-in-californias-community-colleges.pdf>

Program Outline

Title: Noncredit Beginning American College English

Originator: Carla Reible

Date 10/2/2025

Department: English & Media Studies

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

College: ☒ Moreno Valley College ☒ Norco College ☒ Riverside City College

(Please note: Programs are college specific. If multiple colleges wish to include this program, a separate proposal and college specific supporting documents are required.)

TOPs Code: 4930.87

CIP Code: 16.1701

Certificate is being proposed as:

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

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

Please specify non-credit category:

☐ Short-Term Vocational

☐ Workforce Preparation

☒ English as a Second Language

☐ Elementary and Secondary Basic Skills

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

Please specify non-credit category:

☐ Citizenship for Immigrants

☐ Health and Safety

☐ Parenting

☐ Courses for Persons with Substantial Disabilities

☐ Home Economics

☐ Courses for Older Adults

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

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

☐ Yes, minutes attached

☐ Approval Pending

☒ No Capital or Budgetary Impacts

If this is a modification to an existing non-credit certificate, please specify the changes being made:

(Please be specific! Indicate any changes to title, description, learning outcomes, courses, contact hour values, etc.)

The discipline has moved the supporting courses in reading/vocabulary, listening/speaking, and special topics to mirrored noncredit courses. In order to provide students more comprehensive and flexible learning to meet their varied needs, we have included these courses into the revised noncredit certificate patterns.

Rationale:

The discipline has expanded access to our community of language learners by providing reading, oral skills and special topics courses in non-credit mirrored formats. Along with that change, this noncredit certificate will expand the variety of courses students can benefit from while allowing them to target their individual language acquisition needs as they take courses at RCC.

Required Documentation

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

All new and modified programs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

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

The program goal is to increase student fluency in productive and receptive English at a beginning level moving toward fluency. Students completing this pattern of study will have a basic level of fluency (CEFR A2-B1) in the English language which will help them be successful in social situations, introductory courses, or general employment.

Item 2. Catalog Description

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

Description: ESL students are placed within the sequence of courses in the Beginning American College English Certificate according to their English fluency. Students completing this pattern of study will have a proficient level of fluency in the English language which will help them be successful interacting in social situations, participating in introductory courses, and functioning in general employment.

Program Learning Objectives:

- Produce writing such as basic academic paragraphs in English at a low-intermediate level.
- Communicate in English so that students can function with native speakers at a basic academic level or business contexts.
- Demonstrate a general awareness of patterns and expectations of United States culture, especially in social and familiar situations.

Item 3. Program Requirements

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

Required Courses: 90 hours

Course	Title	Hours	Sequencing
ESL 847	Low Intermediate American College English	90	Semester 2

Elective Courses: 36 hours

Course	Title	Hours	Sequencing
ESL 846	Beginning American College English	90	Semester 1
ESL 871	Basic Reading and Vocabulary	72	Semester 2
ESL 891	Oral Skills I: Beginning Oral Communication	54	Semester 1
ESL 895	Pronunciation and Accent Reduction	54	Semester 2
ESL 890 D	Special Topics in ESL: Verb Tense Review	36	Semester 2
ESL 890 L	Special Topics in ESL: Punctuation of Phrases and Clauses	36	Semester 2
ESL 890 M	Special Topics in ESL: Articles and Prepositions	36	Semester 2
ESL 890 P	Special Topics in ESL: Mastering Academic Vocabulary	36	Semester 2

Total Program Hours: 126 hours

Item 4. Master Planning

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

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

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

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

- **Noncredit CCC Apply-** Assembly Bill 3101 (AB 3101) mandates that students seeking to enroll exclusively in career development, college preparation, and other non-credit courses be exempt from residency classification requirements. At the state level, noncredit is identified as the primary way to make college accessible to undocumented adult learners. This is especially relevant for our ESL students. In response to AB 3101, the Chancellor's Office is designing a

new

noncredit application that does not include questions on residency so that undocumented applicants feel more comfortable applying. RCC is one of several colleges in the state piloting this new application.

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

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

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

1. More than 50% of RCCD region households speak another language than English at home.
 2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
 3. RCCD region has lower educational attainment levels. (125)
- **Addressing the Equity Gap**--Providing mirrored courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students, and improve RCCD's adult education services.

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

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

Finally, providing non-credit courses will increase enrollment in credit course. Students who start in non-credit classes can switch to the credit track when they start a new course. This means that

if a

student places in ESL 46, he or she can take the first two courses as non-credit, then decide to take 48 as a credit class to take advantage of the transfer options, creating a low-barrier entry for students.

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

Why is the ESL Discipline advocating for certificates?

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

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

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

Sources:

Bryan Reece, et. al. *Strengths, Weaknesses, Opportunities, and Threats Analysis for Riverside Community College District*, August 29, 2018.

<https://www.rccd.edu/administration/educationalservices/ieffectiveness/Documents/DSPC/Team%20C%20SWOT%20Analysis.pdf>

BW Research Partnership. *Riverside ABout Students Consortium Report*, January 2019.

<https://caladulted.org/DownloadFile/763>

Public Policy Institute of California--Olga Rodriguez, Sarah Bohn, Laura Hill, and Bonnie Brooks.
English as a Second Language in California's Community Colleges, April 2019.

<https://www.ppic.org/wp-content/uploads/english-as-a-second-language-in-californias-community-colleges.pdf>

Program Outline

Title: Enterprise Communication

Originator: Laura Dunphy

Date 10/23/2025

Department: Business

College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services Engagement Center

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

(Please note: Programs are college specific. If multiple colleges wish to include this program, a separate proposal and college specific supporting documents are required.)

TOPs Code: 0599.00* Other Business and Management

CIP Code: 52.9999 Business, Management, Marketing, and Related Support Services, Other.

Certificate is being proposed as:

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

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

Please specify non-credit category:

☐ Short-Term Vocational

☒ Workforce Preparation

☐ English as a Second Language

☐ Elementary and Secondary Basic Skills

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

Please specify non-credit category:

☐ Citizenship for Immigrants

☐ Health and Safety

☐ Parenting

☐ Courses for Persons with Substantial Disabilities

☐ Home Economics

☐ Courses for Older Adults

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

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

☐ Yes, minutes attached

☐ Approval Pending

☐ No Capital or Budgetary Impacts

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

Removal of one non credit elective course PDS-805. Did not impact program.

Rationale:

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

Removal of one non credit elective course. Did not impact program.

Required Documentation

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

All new and modified programs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

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

The Enterprise Communication Certificate enables students to develop strategic communication techniques and skills necessary to succeed in the workplace. Students will demonstrate oral and written workplace communication skills, including learning constructive business writing concepts. This certificate is also a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

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

1. Describe and apply different strategic communication techniques to a workplace scenario.
2. Identify your professional EI strengths and limitations. Develop a plan using behavioral techniques to increase your EI competencies.
3. Apply business writing concepts to writing letters and emails using complete sentences with sentence variety, clarity with pronouns, proper punctuation, paragraphing and clear organization of ideas.

Item 2. Catalog Description

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

The Enterprise Communication Certificate enables students to develop strategic communication techniques and skills necessary to succeed in the workplace. Students will demonstrate oral and written workplace communication skills, including learning constructive business writing concepts. This certificate is also a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

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

1. Describe and apply different strategic communication techniques to a workplace scenario.
2. Identify your professional EI strengths and limitations. Develop a plan using behavioral techniques to increase your EI competencies.

3. Apply business writing concepts to writing letters and emails using complete sentences with sentence variety, clarity with pronouns, proper punctuation, paragraphing and clear organization of ideas

Item 3. Program Requirements

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

Required Courses: 24 hours

Course	Title	Hours	Sequencing
PDS-809	Business Writing in a Technological World	12	
PDS-812	Workplace Communication Strategies	12	

Elective Courses: 24 hours

Choose 2:

Course	Title	Hours	Sequencing
PDS-806	Difficult Conversation	12	
PDS-807	The Art of Negotiating and Collaborating	12	
PDS-813	Personality Styles and Difficult Relationships	12	

Total Program Hours: 48 hours

Item 4. Master Planning

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

The Mission Statement of Riverside Community College District:

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

The goal of this program is to provide a diverse population of adult learners with the opportunity to build their understanding of Enterprise Communications, which is essential for most jobs in the marketplace today. The ability to communicate clearly and concisely is a skill that employers consistently ask that our students acquire. The ability to demonstrate both oral and written workplace communication skills is important both for those entering the workplace, and those with extensive experience. This certificate can serve as a gateway into other noncredit and credit programs.

The development of this CDCP certificate is consistent with the Riverside Community College District's Mission Statement and master plan, as it provides a pathway to the workplace, additional noncredit certificates, or credit certificates or degrees.

Labor market data for enterprise communications is extensive. One could say that all occupations have a need to communicate better in the workplace. These skills are not limited to one occupational group or industry. In order to provide labor market data you would need to look at a variety of occupations such as, but not limited to:

<u>Occupation</u>	<u>Percentage change 2014-2024</u>
Management Occupations	17.2% (11,510 jobs)
Business and Financial Operations Occupations	16.5% (7,540 jobs)
Community and Social Service Occupations	16.7% (3,170 jobs)
Legal Occupations	7.6% (470 jobs)
Education, Training, and Library Occupations	12% (11,600 jobs)
Healthcare Practitioners and Technical Occupations	18.7% (12,800 jobs)
Healthcare Support Occupations	23.8 % (7,740 jobs)
Protective Service Occupations	12.8 % (4,360 jobs)
Food Preparation and Serving Related Occupations	27.5 % (35,610 jobs)
Personal Care and Service Occupations	26.7% (23,000 jobs)
Sales and Related Occupations	10.8% (25,879 jobs)
Office and Administrative Support Occupations	11.3 % (22,520 jobs)

The list of jobs is not inclusive of all of the potential employees who may need enterprise communication training as it is a projection of the openings by 2024. To adequately assess the need, you would have to look at individuals currently employed in these industries as they may also be potential students for the classes provided in the certificate.

Currently, there is no certificate at RCCD that is specifically geared toward building a student's understanding of Enterprise Communication. This certificate is constructed to fill that gap and allow adult learners to build the specific knowledge necessary to meet their goals in the workplace. This certificate will allow students further exploration and development of this vital skill. Credit courses in communications are provided by the District, but not those that are specifically geared towards those going into industry. There is not another similar noncredit program offered at a nearby college.

The colleges expect to offer all of the courses in this certificate three times a year, and each class will be offered to 30 students with a total of 1,080 seats available to students, with 270 completers each academic year.

Curriculum Standards

PROGRAM LEARNING OUTCOMES

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

1. Describe and apply different strategic communication techniques to a workplace scenario.
2. Identify your professional EI strengths and limitations. Develop a plan using behavioral techniques to increase your EI competencies.

3. Apply business writing concepts to writing letters and emails using complete sentences with sentence variety, clarity with pronouns, proper punctuation, paragraphing and clear organization of ideas.

Required Courses		Hours
-------------------------	--	--------------

PDS– 812	Workplace Communication Strategies	12
PDS– 809	Business Writing in a Technological World	12

Elective Courses		Hours
-------------------------	--	--------------

PDS– 805	Difficult Conversations	12
PDS– 806	The Art of Negotiating and Collaborating	12
PDS– 813	Best Practices in Customer Service	12
PDS– 807	Personality Styles and Difficult Relationships	12

Total Hours: 48

Program Outline

Title: Successful Career Transitions

Originator: Laura Dunphy

Date 10/23/2025

Department: Business

College/Learning Pathway/Engagement Center: Moreno Valley - Business, Health and Human Services Engagement Center

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

TOPs Code: 0599.00* Other Business and Management

CIP Code: 52.9999 Business, Management, Marketing, and Related Support Services, Other.

Certificate is being proposed as:

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

Please specify non-credit category:

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

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

Please specify non-credit category:

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

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

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

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

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

Removal of one non credit course PDS-818. Hours changed to the total program hours.

Rationale:

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

Removal of one non credit course and modified the program total hours.

Required Documentation

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

All new and modified programs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

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

The Successful Career Transitions certificate will provide students with the skills they need to successfully seek and obtain a new job. Students will learn to evaluate the job market and their own workplace skills, conduct a strategic job search, effectively network, write a persuasive cover letter and resume, and employ effective interview techniques.

Program Learning Objectives:

- Conduct market research and search for jobs in a chosen field using a variety of methods
- Tailor a resume and cover letter to meet the expectations of employers in their chosen field
- Interact professionally with employers, including during a job interview
- Understand professional communication expectations in the workplace

Item 2. Catalog Description

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

The Successful Career Transitions certificate will provide students with the skills they need to successfully seek and obtain a new job. Students will learn to evaluate the job market and their own workplace skills, conduct a strategic job search, effectively network, write a persuasive cover letter and resume, and employ effective interview techniques.

Program Learning Outcomes

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

- Conduct market research and search for jobs in a chosen field using a variety of methods
- Tailor a resume and cover letter to meet the expectations of employers in their chosen field
- Interact professionally with employers, including during a job interview

- Understand professional communication expectations in the workplace

Item 3. Program Requirements

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

Required Courses: 24 hours

Course	Title	Hours	Sequencing
PDS-809	Business Writing in a Technological World	12	Semester 1, Fall
PDS-812	Workplace Communication Strategies	12	Semester 2, Spring

Total Program Hours: 24 hours

Item 4. Master Planning

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

The goal of most students is to leverage their education into a rewarding career that suites their interests and goals. Finding and securing the right job requires a skillset beyond the technical training for the job. A student's ability to securing employment will also depend on their ability to identify appropriate job opportunities and communicate their qualifications to future employers through cover letters, resumes, and interviews. Students enrolled in this certificate will learn how to conduct a successful job search, including important written and verbal communication strategies.

The Mission Statement of Riverside Community College District:

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

Successfully transitioning students from our colleges to the workplace is one of the most important measures of student success and key to the District's role in promoting the economic development in the region. The development of this CDCP certificate is thus consistent with the Riverside Community College District's Mission Statement and master plan.

While RCCD offers credit courses that incorporate job search strategies into their course content, there are no noncredit courses or certificates focused on helping prepare students to conduct a successful job search. Since noncredit courses have lower barriers to enrollment and are thus accessible to a wider population, including adult learners, this certificate fills a gap in the district's curricular offerings.

Adequate Resources:

No additional resources will be needed as the colleges currently have the appropriate faculty, staff, software, and library resources to offer this program.