

## District Technical Review Committee Meeting Agenda

**Tuesday, October 5, 2021**

**2:30-4:00pm**

**CAADO 209/Zoom**

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

### **Zoom Information**

<https://cccconfer.zoom.us/j/91710559452>

+1 669 900 6833 (US Toll)

Meeting ID: 917 1055 9452

### **Agenda and Minutes**

1. Approval of Agenda
2. Approval of Minutes - September 21, 2021

### **Action Items**

1. Curriculum Proposals
2. AB 361 Approval

### **Discussion Items**

1. GE Catalog Update
2. Honors Contract Courses
3. Removing Cross Listed Courses Discussion – Ellen Brown-Drinkwater
4. Non-Credit Outside of Class Hours – Kelly Douglass
5. Meta Updates – Bryan Nicol
  - a. Cross Discipline, Programs by Discipline, Extensive Prep Lab

## **Program Documentation**

1. New Programs
  - a. Social Justice Studies: Gender Studies
  - b. Law, Public Policy, and Society
  - c. Social Justice Studies
  - d. Digital Forensic Investigation
  - e. Data Analytics
  - f. Foundational Culinary Arts
  - g. Sustainability in Science and Technology
  - h. Sustainability in Economics and Society
  - i. Data Science
  - j. Administration of Justice
  - k. Non-Credit Global Industry
2. Program Modifications
  - a. Administration of Justice (Norco ADT)
  - b. Crime Scene Investigation (Norco)
  - c. Crime Scene Investigation (Riverside)
  - d. Computer Numerical Control Programming

## **RCCD Plan A Update**

- Courses highlighted in **Green** were on the original list and faculty have confirmed they should remain.
- Courses highlighted in **Blue** are faculty requests for additions made to the original itemized list, and faculty have submitted the GE inclusion form and minutes.
- Courses highlighted in **Yellow** are faculty requests for additions made to the original itemized list, but faculty have not submitted the GE inclusion form and/or minutes.
- Courses highlighted in **Red** are faculty requests for removals from the original itemized list.

## **PLAN A**

### **RCCD General Education**

#### **A. Natural Sciences (3 units)**

Any course for which the student is eligible in anatomy and physiology, Anthropology 1 or 1H, astronomy, biology, (except BIO-35), chemistry, Geography 1 or 1H, or 5/Physical Science 5, geology, microbiology, oceanography, physical science, physics and Psychology 2. Waiver for this requirement will be granted for Cosmetology 60C and Electronics 21.

Anthropology: 1, 1H

Astronomy: 1A, 1B

Biology: 1, 1H, 2, 2A, 2B, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 18, 19, 20, 21, 31A, 31B, 31C, 31D, 31E, 40, 45, 50A, 50B, 55, 60, 60H, 61, 85

Chemistry: 1A, 1AH, 1B, 1BH, 2A, 2B, 3, 10, 12A, 12B, 17

Geography: 1, 1H, 1L, 5

Geology: 1, 1B, 1L, 2, 3, 4, 5, 30A, 30B, 31, 32

Oceanography: 1, 1L

Physical Science: 1, 5

Physics: 2A, 2B, 4A, 4B, 4C, 4D, 10, 11

Psychology: 2

#### **B. Social and Behavioral Sciences (6 units)**

1. American Institutions (3 units) Ethnic Studies 2, 15, 28, 29 or History 6 or 6H, 7 or 7H, 15, 26, 28, 29, 31, 34 or Political Science 1 or 1H, 5

AND

2. Social and Behavioral Sciences (3 units)

Any course for which the student is eligible in American Sign Language 22, anthropology (except Anthropology 1 or 1H), Communications 9, 9H, 12, 13, 20, Early Childhood Education 20, economics, Ethnic Studies 14, 21, 23, 27, 44, geography (except Geography 1/1H and 5), history (except as listed in one above), human services, military science, political science (except as listed in one above), psychology (except Psychology 2), and sociology.

B1

Ethnic Studies: 2, 15, 28, 29

History: 6, 6H, 7, 7H, 14, 15, 26, 28, 29, 31, 34

Political Science: 1, 1H, 5

B2

Administration of Justice: 1, 3, 9

American Sign Language: 22

Anthropology: 1L, 2, 2H, 3, 4, 5, 6, 7, 8, 10, 16

Arabic: 11, 11H

Chemistry: 17

Chinese: 11

Communications: 6, 9, 9H, 12, 13, 20

Early Childhood Education: 20

Economics: 4, 5, 6, 7, 7H, 8, 8H, 9, 9H, 10

Ethnic Studies: 14, 21, 23, 27, 44

French: 11

Geography: 2, 3, 4, 6, 7, 8, 30A, 30B, 30C, 30D

History: 1, 2, 2H, 4, 5, 11, 12, 14, 19, 21, 22, 25, 32, 33, 35, 42, 44

Human Services: 4, 5, 6, 7, 8, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 60, 61, 62, 69, 70, 71, 72, 73, 74, 200

Italian: 11

Japanese: 11

Military Science: 1, 2

Political Science: 2, 2H, 3, 4, 4H, 6, 7A, 7B, 7C, 7D, 8, 10, 10A, 10B, 10C, 11, 12, 13, 14, 17, 20, 21, 22, 23

Psychology: 1, 1H, 8, 9, 10, 33, 35, 35H, 48, 50

Russian: 11

Sociology: 1, 1H, 2, 3, 10, 10H, 12, 15, 20, 23, 25, 48, 50

Spanish: 11, 12

### C. Humanities (3 units)

Any course for which the student is eligible in American Sign Language 1, Architecture 36, Art, Communication Studies 7, 11, Dance 6, 6H, 7, 8, 9, English, Ethnic Studies 13, 18, 20, 24, 25, foreign languages, Game Development 2, History 1, 2, 2H, 4, 5, humanities, music, philosophy (except Philosophy 11 and 32), Photography 8, theater arts, and film, television and video.

Architecture: 36

Art: 6, 6H, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25A, 25B, 26, 27, 28A, 28B, 30A, 30B, 34, 35A, 35B, 36A, 36B, 38, 39, 40A, 40B, 41A, 41B, 42A, 42B, 43A, 43B, 44A, 44B, 44C, 45, 46, 47, 48A, 48B, 49A, 49B, 50A, 50B, 51A, 51B, 200

Art History: 1, 1H, 2, 2H, 3, 4, 5, 6, 6H, 7, 8, 9, 10, 11, 12, 13, 14, 15

Communication Studies: 7, 11, 12

Dance: 6, 6H, 7, 8, 9

English: 1A, 1AH, 1B, 1BH, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17A, 17B, 17C, 18, 20, 23, 24, 25, 30, 34, 35, 38, 38A, 38B, 38C, 39, 40, 41, 44, 45, 48, 50, 90B, 90BH

Ethnic Studies: 13, 18, 20, 24, 25

Film Studies: 1, 2, 3, 4, 5

Film, Television, and Video: 12, 38A, 38B, 41, 42, 43, 44A, 45A, 46, 48, 51A, 51B, 52, 53, 64A, 65, 66, 67, 68, 72, 74, 76, 77, 79

World Languages:

American Sign Language: 1, 2, 3, 4

Arabic: 1, 2, 3, 8, 11, 11H

Chinese: 1, 2, 11

French: 1, 2, 3, 8, 11

Italian: 1, 2, 3, 11

Japanese: 1, 2, 3, 4, 11

Portuguese: 1, 2

Russian: 1, 2, 3, 11

Spanish: 1, 2, 2H, 3, 3N, 4, 8, 11, 12, 13, 51

Game Development: 2

History: 1, 2, 2H, 4, 5

Humanities: 4, 4H, 5, 5H, 8, 9, 10, 10H, 11, 16, 18, 20A, 20B, 20C, 23, 35

Music: 1, 3, 4, 5, 6, 8A, 8B, 9, 10, 11, P11, 12, P12, 19, 19H, 20, 21, 22, 23, 25, 26, P27, 28, P28, 29, 30, 31, 32A, 32B, 32C, 32D, P32A, 33, 35, 36, P36, 37, 38, 39, 40, 41, 42, 43A, 43B, 43C, 44, P44, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69, 70, P70, 71, 72, 73, 74, 75, 76, P76, 77, P77, 78, 79, 80, 81, 82, 83, 84, P84, 85, 86, 87, 88, 89, 89H, 92, 93, 94, 95, 97, 98, 101, 200

Philosophy: 10, 10H, 12, 13, 14, 15, 19, 22, 33, 34, 35, 36

Photography: 8

Theater Arts: 2, 3, 4, 5, 6, 9, 25, 26, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 41, 44, 46, 48, 49, 54, 55, 56, 57, 58, 200

### D. Language and Rationality (10 units)

1. English composition (4 units)

Courses fulfilling the written composition requirement include both expository and argumentative writing. The English composition requirement may be met by English 1A or English 1AH, with a grade of "C" or better.

2. Communication and analytical thinking (6-8 units)

Courses fulfilling this requirement include oral communication, mathematics, logic, statistics, computer languages and programming. Students must complete one course from two of the following areas

Communication Studies 1, or 1H or 9 or 9H

Computer Information Systems 1A through 30

Computer Science 1A through 30

English 1B or 1BH

Mathematics 1-36

Philosophy 11, 32

Philosophy/Math 32

Reading 4

D1:

English: 1A, 1AH

D2:

Academic Literacy and Reading: 4

Communication Studies: 1, 1H, 2, 3, 6, 9, 9H

Computer Information Systems: 1A, 5, 7, 14A, 17A, 18A, 30A, 1B, 2, 3, 4, 8, 11, 12, 14B, 17B, 17C, 18B, 18C, 20, 21, 21A, 21B, 21C, 22, 25, 26A, 26B, 26C, 26D, 26F, 27, 27A, 27B, 27C, 28A, 30B, 30C, 30D, 30E

Computer Science: 5, 7, 14A, 17A, 18A, 2, 6, 8, 11, 12, 17B, 17C, 18B, 18C, 20, 21, 21A, 25, 27, 27A, 28A

English: 1B, 1BH

Mathematics: 1A, 1B, 1C, 2, 3, 5, 10, 11, 12, 12H, 15, 23, 25, 26, 32, 35, 36, 53

Philosophy: 11, 32

Psychology: 48, 50

Sociology: 48, 50

### E. Health Education and Self Development (5 units)

1. Health Education (3 units) Biology 35/HealthScience 1

NOTE: Students are exempt from the Health Education requirement when they complete the Dental Hygiene program, the EMS program, or the Registered or Vocational Nursing program.

2. Self Development (2 or 3 units)

Option 1- Kinesiology (two activities courses)

Any course with an A or V, or any Dance class with D is considered an activity class. The following classes have a laboratory component and may be counted as one of the two activity courses required.

Kinesiology 6, 29, 42, 47, Music 48, 59, 60, 61 OR

Option 2 - Fitness and Wellness (3 units)

Guidance 47, 48, Kinesiology 4, 30, 35, 36, 38, Reading 3

NOTE: Students are exempt from the Self Development requirement when they complete the Cosmetology program, the Registered or Vocational Nursing program, the Basic Peace Officer Training Academy, the Firefighter Academy, or the EMS program.

E1:

Biology: 35

Health Education: 1

E2:

Option 1:

Dance: D5, D8, D9, D10, D12, D13, D14, D15, D16, D17, D19, D20, D21, D22, D23, D25, D26, D29, D30A, D30B, D30C, D31, D31B, D32, D33, D34, D35, D37, D38, D39, D43, D44, D46, D47, D48, D49, D50, D51, D60

Kinesiology: A03, A04, A07, A11, A12, A13, A20, A21, A28, A29, A30, A31A, A31B, A31C, A40, A41, A43, A44, A46, A47, A54A, A54B, A55, A57A, A57B, A57C, A62, A64, A64A, A64B, A64C, A67, A68, A69, A71, A75A, A75B, A77A, A77B, A77C, A81, A81A, A81B, A81C, A82, A83, A86, A87, A88, A89A, A89B, A89C, A90A, A90B, A90C, V01, V02, V04, V05, V06, V07, V08, V09, V10, V11, V12, V14, V18, V19, V21, V22, V23, V24, V25, V26, V27, V33, V34, V50, V51, V52, V53, V60, V61, V70, V71, V78, V92, V94, V95

or

Kinesiology: 6, 23, 27, 28, 29, 33, 34, 42, 47

Music: 48, 49, 59, 60, 61, 66

Option 2:

Guidance: 47, 48

Kinesiology: 4, 12, 30, 35, 36, 38

Academic Literacy and Reading: 3

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### Disciplines Pending:

Architecture

Art

Art History

Dance

Early Childhood Education

Economics

Ethnic Studies

Game Development

Human Services

Military Science

Photography

Received since last review:

ALR, FTV, GUI, BIO/HES, COM, CIS, CSC, KIN, POL, HIS, PSY, SOC

# Technical Review - Curriculum Proposals

Proposals for 10/05/2021

## Courses

### Course Deletions

		M	N	R	Notes
ADJ A46A	Background Investigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A8A	Field Training Officer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A9A	Field Training Officer Update	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AUT 30	Ford Minor Services and Shop Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 40	Ford Electrical Systems - MLR (Maintenance and Light Repair)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 41	Ford Advanced Electronics MLR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 42	Ford Heating and Air Conditioning MLR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 43	Ford Automotive Brakes MLR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 44	Ford Alignment, Steering and Suspension MLR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 45	Ford Automotive Chassis Systems MLR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 58	Automotive Diesel Mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 99	Auto Technology Internship	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H</b> CAT 3	<b>Computer Applications for Business</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Holding for further clarification on if faculty intend to move forward with the deletion. Norco approval also did not appear to be present.				
<b>H</b> CAT 54A	<b>Introduction to Flash</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Minutes are from 2011. Appears in two Moreno Valley programs: Computer Applications and Simulation and Gaming.				
<b>H</b> CAT 84	<b>Word Processing: WordPerfect for Windows</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	MOV has obtained minutes for program modification and will launch soon.				
<b>H</b> CIS 3	<b>Computer Applications for Business</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Holding for further clarification on if faculty intend to move forward with the deletion. Norco approval also did not appear to be present.				
<b>H</b> CIS 84	<b>Word Processing: WordPerfect for Windows</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	MOV has obtained minutes for program modification and will launch soon.				

### Course Inclusions

		M	N	R	Notes
ADJ 24	Interview and Interrogation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ADJ 31	Cybercrime and Digital Forensics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

## Courses

### Course Inclusions

		M	N	R	Notes
ADJ 9H	Law in American Society Honors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
CIS 30A	Introduction to Python Programming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
CIS 30B	Python Programming in Networking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
CIS 30C	Python Programming in Cybersecurity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
CIS 30D	Python Programming for Internet of Things (IoT)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
CIS 30E	Advanced Python Programming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ETS 1	Introduction to Ethnic Studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ETS 3	Introduction to African American Studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ETS 7	Women of Color in the United States	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ETS 8	Introduction to Black Feminism	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

### Course Major Modifications

		M	N	R	Notes
ADJ 10	Introduction to Security	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 42	Criminal Behavior and Intelligence Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ 43	Criminal Intelligence Analyst Simulations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A5A	Bicycle Patrol	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ C2A	Adult Correctional Officer Supplemental Core Course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ P4A	PC 832 Arrest, Search and Seizure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BUS 20	Business Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
EMS 59	Paramedic Preparation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIT DO1A	Fire Apparatus Driver/Operator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIT DO1B	Pumping Apparatus Driver/Operator 1B (2017)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIT R10	Rapid Intervention Crews and Tactics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIT R1A	Rescue Systems 1: Basic Rescue Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIT R2A	Confined Space Rescue, Awareness Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIT R3	Vehicle Extrication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIT R4	Low Angle Rope Rescue Operational	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Courses

### Course Major Modifications

M N R Notes

FIT R7	Trench Rescue Technician	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MAG 44	Principles of Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
MAG 51	Elements of Supervision	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
MAG 52	Employee Training & Development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
MAG 56	HRM: Human Resources Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
MAG 60	Introduction to Hospitality Management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
MAG 62	Restaurant and Hotel Management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
MAG 70	Introduction to Organization Development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
MUS 11	Studio Recording Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
MUS P11	Live Sound Techniques I	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Course Minor Modifications

M N R Notes

ADJ 12	Introduction to Criminalistics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 13	Criminal Investigation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 14	Advanced Criminal Investigation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 19	Introduction to Policing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 2	Principles and Procedures of the Justice System	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 24	Interviewing & Interrogation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 3	Concepts of Criminal Law	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 4	Legal Aspects of Evidence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 40	Law Enforcement Crime Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ 6	Patrol Procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ADJ 8	Juvenile Law and Procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ 9	Law In American Society	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ADJ A10A	Vice Operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A11A	Effective Writing for Law Enforcement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A13A	Drug Use Recognition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



## Courses

### Course Minor Modifications

M N R Notes

ADJ A14A	Search Warrant Preparation Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A14B	Search Warrant Execution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A29A	Courtroom Testimony/Demeanor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A31A	Civil Procedures, Advanced (POST)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A3A	Child Abuse Investigations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A42A	Crime Scene Inv./video taping, Advanced	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A44A	Laser Operator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ A48A	Basic Criminal Investigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ B1A	Intro to Wellness and Physical Conditioning in Prep for Law Enforcement and Correctional Academies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ B1B	Basic Peace Officer Training Academy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ B3A	Basic Community Service Officer Academy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ D1A	Basic Public Safety Dispatch Course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ D1B	Dispatcher Update, Public Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ D1C	Communications Training Officer Course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ D3A	Dispatcher Update - Handling the Rising Tide of Suicide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ D4A	Dispatcher Role Critical Incidents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ D4B	Dispatcher Role in Critical Incidents Advanced	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ D5A	Dispatcher Public Safety Advanced	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ D6A	Dispatcher, Crisis Negotiations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ D7A	Dispatcher Domestic Violence and Sexual Assault	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ S1A	Supervisory Course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ T1A	Traffic Collision Investigation: Basic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ T1B	Intermediate Traffic Collision Investigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ T1C	Traffic Collision Investigation, Advanced	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ T1D	Traffic Collision Reconstruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADJ T2A	Radar Operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Courses

### Course Minor Modifications

M N R Notes

ADJ W10A	PC 832 Firearms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AIR 30	Residential System Installation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 61A	Beginning Air Conditioning and Refrigeration 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 61B	Advanced Air Conditioning and Refrigeration II	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 64A	Beginning Air Conditioning and Refrigeration Electricity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 64B	Advanced Air Conditioning and Refrigeration Electricity II	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 76	Facilities Maintenance/Chillers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 77	Energy Conservation Methods for HVACR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 78	Safe Refrigerant Handling & Management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 80	Gas Heating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 83	All Weather Heating & Cooling System	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 84	Boiler and Hydronic Heating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 90	Building Automation Fundamentals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AIR 91	Advanced Building Control Networks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 801	ASE Test Preparation- Engine Repair	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 802	ASE Test Preparation- Automatic Transmission/ Transaxle	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 803	ASE Test Preparation- Manual Drive Train and Axles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 804	ASE Test Preparation - Suspension and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 805	ASE Test Preparation- Brakes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 806	ASE Test Preparation- Electrical/Electronic Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 807	ASE Test Preparation- Heating and Air Conditioning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 808	ASE Test Preparation- Engine Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
AUT 811	ASE Test Preparation- Advanced Engine Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
COS 10A	Level I Hairstyling Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
COS 10B	Level II Hairstyling Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
COS 10C	Level III Hairstyling Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## Courses

### Course Minor Modifications

M N R Notes

COS 1A Introduction to Cosmetology Level I

COS 1B Introduction to Cosmetology Level II

COS 1C Cosmetology Business Concepts

COS 20A Level I Chemical Texture Concepts

COS 20B Level II Chemical Texture Concepts

COS 30A Level I Haircutting Concepts

COS 30B Level II Haircutting Concepts

COS 30C Level III Haircutting Concepts

COS 30D Level IV Haircutting Barbering Concepts

COS 40A Level I Haircoloring and Bleaching Concepts

COS 40B Level II Haircoloring and Bleaching Concepts

COS 57A Level I Skin Care Concepts

COS 57B Level II Skin Care Concepts

COS 57C Level III Skin Care Concepts

COS 60A Beginning Cosmetology Concepts

COS 60B Level II Cosmetology Concepts

COS 60C Level III Cosmetology Concepts

COS 60D Level IV Cosmetology Concepts

COS 60E Level V Cosmetology Concepts

COS 60E1 Level V Cosmetology Concepts

COS 60E2 Level V Cosmetology Concepts

COS 61A Level I Cosmetology Instructor Concepts A

COS 61B Lev II Cosmetology Instructor Concepts B

COS 62A Level I Esthetician Concepts

COS 62B Level II Esthetician Concepts

COS 64A Manicuring and Pedicuring

COS 64B Level II: Manicuring and Pedicuring

## Courses

### Course Minor Modifications

M N R Notes

COS 67A New Trends and Techniques in Hairdressing A

COS 67B New Trends and Techniques in Hairdressing B

COS 67C New Trends and Techniques in Hairdressing C

COS 67D New Trends and Techniques in Hairdressing D

COS 68A Principles and Practices of Competition Hairstyling

COS 68B Special Artistic Effects Used in Competition Hairstyling

COS 69A Mens Hair Design A

COS 69B Mens Hair Design B

COS 69C Mens Hair Designs C

COS 70A Level I Makeup and Hair Removal Concepts

COS 70B Level II Makeup and Hair Removal Concepts

COS 801 Level VI Cosmetology Concepts

COS 80A Level I Nail Care Concepts

COS 80B Level II Nail Care Concepts

COS 811 Cosmetology Teacher Training

COS 812 Level II Esthetician Concepts

COS 90A Level I Clinic Floor Concepts

COS 90B Level II Clinic Floor Concepts

COS 90C Level III Clinic Floor Concepts

COS 95A Hairstyling Theory Exam Readiness

COS 95B Hairstyling Practical Exam Readiness

COS 96A Barbering Theory Exam Readiness Concepts

COS 96B Barbering Practical Exam Readiness Concepts

COS 97A Cosmetology Theory Exam Readiness Concepts

COS 97B Cosmetology Practical Exam Readiness Concepts

COS 98A Esthetics Theory Exam Readiness Concepts

COS 98B Esthetics Practical Exam Readiness Concepts

## Courses

### Course Minor Modifications

M N R Notes

COS 99A	Manicure Theory Exam Readiness Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
COS 99B	Manicure Practical Exam Readiness Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 46	Fundamentals of Baking and Pastry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 47	Advanced Baking and Pastry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 50	ServSafe Food Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 824	The Art Of Garde Manger	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 825	Menu Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 826	Food Cost Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 827	Culinary Purchasing and Receiving	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 828A	Culinary Food Preparation I	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 828B	Culinary Food Preparation II	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 842	International Cuisine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 850	ServSafe Food Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 875	Introduction to Math for Baking Professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 876	Introduction to Cost Control for Professional Bakers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 877	Baker's Percentages and Recipe Conversion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CUL 878	Cost Control for Baking & Pastry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
DEA 20	Infection Control for Dental Assistants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEA 21	Introduction to Radiology for Dental Assistants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEA 22	Introduction to Supervised Externships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEA 23	Introduction to Dental Sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEA 24	Dental Materials for the Dental Assistant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEA 30	Intermediate Chairside Dental Assisting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEA 31	Radiology for Dental Assistants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEA 32	Intermediate Supervised Externships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEA 40A	Advanced Chairside Surgical Dental Assistant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEA 40B	Advanced Chairside Orthodontic Dental Assistant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Courses

### Course Minor Modifications

M N R Notes

DEA 40C	Advanced Chairside Restorative Dental Assistant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 40	Emergency Medical Technician Continuing Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 41	Emergency Medical Responder	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 50	Emergency Medical Technician	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 51	Emergency Medical Services-Basic Clinical/Field	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 60	Patient Assessment and Airway Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 61	Introduction to Medical Pathophysiology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 62	Emergency Pharmacology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 63	Cardiology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 70	Trauma Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 71	Clinical Medical Specialty I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 80	Medical Emergencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 81	Special Populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 82	Special Topics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 83	Clinical Medical Specialty II	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 90	Assessment Based Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMS 91	Paramedic Field Internship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EST 10	Industrial Calculations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EST 15	Zero Net Energy Building Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EST 20	California Energy Codes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EST 22	California Mechanical Codes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EST 23	California Plumbing Codes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EST 24	California Electrical Codes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EST 25	California Residential Codes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EST 26	California Fire Codes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EST 30	Architectural Blueprint Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EST 32	Architectural Practice I	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## Courses

### Course Minor Modifications

M N R Notes

EST 33 Materials of Construction

### Distance Education

M N R Notes

BIO 16DE Human Reproduction and Sexual Behavior

BIO 20DE Plants and Human Affairs

BIO 5DE General Botany

BIO 7DE Marine Biology

BIO 8DE Principles of Ecology

EST 15DE Zero Net Energy Building Science

PAL 82DE Immigration Law, Practice and Procedures

PAL 84DE Criminal Law and Procedure

### New Courses

M N R Notes

ADJ 201 Crime & Intelligence Analysis Work Experience

ADJ 27 Forensic & Crime Scene Photography

CIS 27F Cyber Threat Intelligence & Automated Response

**H** CIS 48A Introduction to Cloud Computing     
Held for verification of hours against 848A.

**H** CIS 70A Foundations of Data Science     
Holding for crosslisted MAT-70A.

**H** CIS 848A Cloud Computing Fundamentals     
Holding for verification of hours against 48A.

CUL 48 Dietary Baking

FIT 16 Biddle Physical Ability Test

MUS P52A Songwriting I

PAL 65 Law Office Technology

SOC 21 Introduction to Deviance

## Programs

### New Programs

M N R Notes

#### ADT

ETS Social Justice Studies: Gender Studies

PAL Law, Public Policy, and Society

SOC Social Justice Studies

#### Certificate

ADJ Digital Forensic Investigation

**H** CIS Data Analytics     
Held for CIS/MAT-70A.

CUL Foundational Culinary Arts

#### Degree

BIO Sustainability in Science and Technology

BIO Sustainability in Economics and Society

**H** CIS Data Science     
Held for MAT/CIS-70A.

#### Degree & Certificate

ADJ Administration of Justice

#### Non-Credit Certificate

BUS Non-Credit Global Industry

### Program Modifications

M N R Notes

#### ADT

ADJ Administration of Justice

#### Certificate

ADJ Crime Scene Investigation

ADJ Crime Scene Investigation

#### Degree & Certificate

MAN Computer Numerical Control Programming



# Technical Review Committee

Proposals for Review for Meeting: 10/05/2021

## Courses

### Course Deletions

		M	N	R	Discussion	Action
<b>ADJ A46A</b>	<b>Background Investigation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Our partner, Riverside County Sheriff has determined that this course will no longer be taught with the college.					
<b>ADJ A8A</b>	<b>Field Training Officer</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Our partner, Riverside County Sheriff has determined that this course will no longer be taught with the college.					
<b>ADJ A9A</b>	<b>Field Training Officer Update</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Our partner, Riverside County Sheriff has determined that this course will no longer be taught with the college.					
<b>AUT 30</b>	<b>Ford Minor Services and Shop Practices</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Course has not been offered in over 5 years. Program has closed.					
<b>AUT 40</b>	<b>Ford Electrical Systems - MLR (Maintenance and Light Repair)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	This course has not been offered in at least 5 years.					
<b>AUT 41</b>	<b>Ford Advanced Electronics MLR</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	This course has not been offered in at least 5 years.					
<b>AUT 42</b>	<b>Ford Heating and Air Conditioning MLR</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	This course has not been offered in at least 5 years.					
<b>AUT 43</b>	<b>Ford Automotive Brakes MLR</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	This course has not been offered in at least 5 years.					
<b>AUT 44</b>	<b>Ford Alignment, Steering and Suspension MLR</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	This course has not been offered in at least 5 years.					
<b>AUT 45</b>	<b>Ford Automotive Chassis Systems MLR</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Course is no longer being taught.					
<b>AUT 58</b>	<b>Automotive Diesel Mechanics</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Course is not being taught.					
<b>AUT 99</b>	<b>Auto Technology Internship</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	This course has not been offered in at least 5 years.					

## Courses

### Course Deletions

		M	N	R	Discussion	Action
<b>H</b>	<b>CAT 3</b> Rationale: <b>Computer Applications for Business</b> Revision of every component of this COR was completed as a part of the district discipline CTE 2 Year Curriculum Review Cycle (2/2020)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Holding for further clarification on if faculty intend to move forward with the deletion. Norco approval also did not appear to be present.	
<b>H</b>	<b>CAT 54A</b> Rationale: <b>Introduction to Flash</b> Update to COR.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Minutes are from 2011. Appears in two Moreno Valley programs: Computer Applications and Simulation and Gaming.	
<b>H</b>	<b>CAT 84</b> Rationale: <b>Word Processing: WordPerfect for Windows</b> Course is being deleted from the Riverside Course inventory.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MOV has obtained minutes for program modification and will launch soon.	
<b>H</b>	<b>CIS 3</b> Rationale: <b>Computer Applications for Business</b> Revision of every component of this COR was completed as a part of the district discipline CTE 2 Year Curriculum Review Cycle (beg. 12/2016)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Holding for further clarification on if faculty intend to move forward with the deletion. Norco approval also did not appear to be present.	
<b>H</b>	<b>CIS 84</b> Rationale: <b>Word Processing: WordPerfect for Windows</b> Course is being deleted from the Riverside Course inventory.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MOV has obtained minutes for program modification and will launch soon.	

### Course Inclusions

		M	N	R	Discussion	Action
	<b>ADJ 24</b> Rationale: <b>Interview and Interrogation</b> Our industry advisors have recommended that our CSI certificate be modified to meet state and industry standards and include ADJ-24 Interview and Interrogation as part of its overall curriculum to make our students more marketable in the industry. The discipline also recommends that it be added to the ADT as an elective. Both RCC and MVC offer the course within their program but Norco College does not have it in their catalog. To better meet the needs of our students and to maintain consistency across the district, ADJ-24 should be offered at Norco College and included in our catalog as part of the ADJ program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

# Courses

## Course Inclusions

M N R Discussion

Action

**ADJ 31**      **Cybercrime and Digital Forensics**     

Rationale: Our industry advisors have recommended that our CSI certificate be modified to meet state standards and include ADJ-31 Cyber Crime and Digital Forensics as part of its curriculum. RCC offers the course within their program but Norco College does not have it in their catalog. To better meet the needs of our students, ADJ-31 should be offered at Norco College and included in our catalog as part of the ADJ program.

**ADJ 9H**      **Law in American Society Honors**     

Rationale: ADJ-9, Law in American Society, is currently offered at Norco College as part of the ADJ program and as a GE course under Social and Behavioral Sciences intended as an introduction to the American Legal System. ADJ-9H was developed in 2020 in an effort to take the curriculum to greater depth and provide a more rigorous and enriched experience for accelerated students but is currently offered only at RCC. ADJ-9H can make a significant difference for our students at Norco College, especially those looking at prelaw. It also supports one of our guided pathways within the discipline. ADJ-9H's overall curriculum can make our students more marketable in the industry and those planning to attend law school. RCC offers the course within their program but Norco College does not have it in their catalog. To better meet the needs of our students and to maintain consistency across the district, ADJ-9H should be offered at Norco College and included in our catalog as part of the ADJ program.

**CIS 30A**      **Introduction to Python Programming**     

Rationale: CIS-30A is an introductory course in Python and lays the foundations for Python programming. It is intended as the first in a series of courses that will enable students to expand their knowledge base and potentially receive certificates in Python programming. This course path expands the programming skills for existing computer science and Information Technology students. Python programming remains one of the most highly demanded skills in the programming and cybersecurity field. The Python course series, including CIS-30A, provides an education platform for students to potentially improve their opportunities for pursuing career or industry certifications in Python programming that will impact regional and national workforce.

## Courses

### Course Inclusions

M N R Discussion

Action

**CIS 30B**      **Python Programming in Networking**     

Rationale: CIS-30B builds on the concepts introduced in CIS-30A and provides an emphasis on the use of Python programming in network administration. It is one of the required courses that will potentially enable students to receive a certificate in Python Programming. This course path expands the programming skills for existing computer science and Information Technology students. Python programming remains one of the most highly demanded skills in the programming and cybersecurity field. The Python course series, including CIS-30B, provides an education platform for students to potentially improve their opportunities for pursuing career or industry certifications in Python programming that will impact regional and national workforce.

**CIS 30C**      **Python Programming in Cybersecurity**     

Rationale: CIS-30C teaches programming concepts for security assessment and system investigation using Python programming language. It is one of the required courses that will enable students to potentially receive a certificate in Python Programming. The Python programming course path expands the programming skills for existing computer science and Information Technology students. Python programming remains one of the most highly demanded skills in the programming and cybersecurity field. The Python course series, including CIS-30C, provides an education platform for students to potentially improve their opportunities for pursuing career or industry certifications in Python programming that will impact regional and national workforce.

**CIS 30D**      **Python Programming for Internet of Things (IoT)**     

Rationale: CIS-30D builds on the concepts introduced in CIS-30A and teaches students how to use Python and MicroPython to write programs in embedded systems and micro-controllers. It is one of the required courses that will enable students to potentially receive certificates in Python programming. This course path expands the programming skills for existing computer science and Information Technology students. Python programming remains one of the most highly demanded skills in the programming and cybersecurity field. The Python course series, including CIS-30D, provides an education platform for students to potentially improve their opportunities for pursuing career or industry certifications in Python programming that will impact regional and national workforce.

# Courses

## Course Inclusions

M N R Discussion

Action

**CIS 30E**      **Advanced Python Programming**     

Rationale: CIS-30E builds on the concepts introduced in CIS-30A and teaches students how to apply the principles of Python programming to import and manipulate data sets. It is one of the required courses that will allow students to potentially receive certificates in Python programming. This course path expands the programming skills for existing computer science and Information Technology students. Python programming remains one of the most highly demanded skills in the programming and cybersecurity field. The Python course series, including CIS-30E, provides an education platform for students to potentially improve their opportunities for pursuing career or industry certifications in Python programming that will impact regional and national workforce.

**ETS 1**      **Introduction to Ethnic Studies**     

Rationale: In order to build our Ethnic Studies Discipline, both to fulfill the CSU Area F requirement and to offer a modern, broader range of dedicated Ethnic Studies courses, we need to add these courses to our Catalog to begin offering them. These course additions are critical to our new Social Justice ADT proposal as well as our hope for a future ADT in Ethnic Studies.

**ETS 3**      **Introduction to African American Studies**     

Rationale: In order to build our Ethnic Studies Discipline, both to fulfill the CSU Area F requirement and to offer a modern, broader range of dedicated Ethnic Studies courses, we need to add these courses to our Catalog to begin offering them. These course additions are critical to our new Social Justice ADT proposal as well as our hope for a future ADT in Ethnic Studies.

**ETS 7**      **Women of Color in the United States**     

Rationale: In order to build our Ethnic Studies Discipline, both to fulfill the CSU Area F requirement and to offer a modern, broader range of dedicated Ethnic Studies courses, we need to add these courses to our Catalog to begin offering them. These course additions are critical to our new Social Justice ADT proposal as well as our hope for a future ADT in Ethnic Studies.

**ETS 8**      **Introduction to Black Feminism**     

Rationale: In order to build our Ethnic Studies Discipline, both to fulfill the CSU Area F requirement and to offer a modern, broader range of dedicated Ethnic Studies courses, we need to add these courses to our Catalog to begin offering them. These course additions are critical to our new Social Justice ADT proposal as well as our hope for a future ADT in Ethnic Studies.

## Courses

### Course Major Modifications

		M	N	R	Discussion	Action
<b>ADJ 10</b>	<b>Introduction to Security</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	The course requires a major modification as it has not been reviewed or updated for a few years.					
<b>ADJ 42</b>	<b>Criminal Behavior and Intelligence Analysis</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Major Modification: Decreased lab hours 09/22/21.					
<b>ADJ 43</b>	<b>Criminal Intelligence Analyst Simulations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Major Modification: Decrease lab hours 09/22/21.					
<b>ADJ A5A</b>	<b>Bicycle Patrol</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ C2A</b>	<b>Adult Correctional Officer Supplemental Core Course</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	STC has changed the required curriculum for this course. This modification aligns the curriculum with the state mandates.					
<b>ADJ P4A</b>	<b>PC 832 Arrest, Search and Seizure</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>BUS 20</b>	<b>Business Mathematics</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	The desire of the Business Discipline is to add a diversity student learning outcome (SLO) that links to General Education SLO.					
<b>EMS 59</b>	<b>Paramedic Preparation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is an entrance class for the paramedic program. This class has been moved from a letter grade to a Pass/No pass class.					
<b>FIT DO1A</b>	<b>Fire Apparatus Driver/Operator</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course is essential for safe fire apparatus operation and career progression for professional firefighters.					
<b>FIT DO1B</b>	<b>Pumping Apparatus Driver/Operator 1B (2017)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Course required for Fire Service personnel to safely operate a fire apparatus and pump water in a variety of applications. This course facilitates the need for certification and professional development of firefighters within RCCD.					

# Courses

## Course Major Modifications

M N R Discussion

Action

**FIT R10**      **Rapid Intervention Crews and Tactics**     

Rationale: Course meets train requirements needed by local Fire Service agencies to help them support the local community.

**FIT R1A**      **Rescue Systems 1: Basic Rescue Skills**     

Rationale: Course required for professional Firefighters located in agencies within RCCD's jurisdiction. Offering this course supports the community by ensuring these personnel are trained and competent to assist the local population during an emergency.

**FIT R2A**      **Confined Space Rescue, Awareness Level**     

Rationale: This course is essential for students to be marketable for a career in the Fire Service. Additionally, this course meets/enhances training requirements for professional firefighters in the jurisdiction of RCCD.

**FIT R3**      **Vehicle Extrication**     

Rationale: Course supports the training and education of professional firefighters enabling them to support the local community during an emergency situation requiring this skill-set.

**FIT R4**      **Low Angle Rope Rescue Operational**     

Rationale: Course is required by local Fire Department's to conduct training to support communities with the RCCD purview.

**FIT R7**      **Trench Rescue Technician**     

Rationale: Supports local firefighter training enabling them to better support the community during an emergency involving trench rescue.

**MAG 44**      **Principles of Management**     

Rationale: Including our new Diversity SLO.

**MAG 51**      **Elements of Supervision**     

Rationale: Including our new Diversity SLO.

**MAG 52**      **Employee Training & Development**     

Rationale: Including a new Diversity SLO.

**MAG 56**      **HRM: Human Resources Management**     

Rationale: Adding a new Diversity SLO.

## Courses

### Course Major Modifications

		M	N	R	Discussion	Action
<b>MAG 60</b>	<b>Introduction to Hospitality Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Adding a new Diversity SLO.					
<b>MAG 62</b>	<b>Restaurant and Hotel Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Adding new Diversity SLO.					
<b>MAG 70</b>	<b>Introduction to Organization Development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Adding a new Diversity SLO.					
<b>MUS 11</b>	<b>Studio Recording Techniques</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Modify prerequisite.					
<b>MUS P11</b>	<b>Live Sound Techniques I</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	New course in demand by many music technology students. Will become part of a future additional music technology certificate.					

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>ADJ 12</b>	<b>Introduction to Criminalistics</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Minor Modification: 09.17.21 Textbook Update					
<b>ADJ 13</b>	<b>Criminal Investigation</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Minor Modification: 09.17.21 Textbook Update					
<b>ADJ 14</b>	<b>Advanced Criminal Investigation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Minor Modification: 09.17.21 Textbook Update					
<b>ADJ 19</b>	<b>Introduction to Policing</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Minor Modification: 09.17.21 Textbook Update					
<b>ADJ 2</b>	<b>Principles and Procedures of the Justice System</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Course updates including textbook updates.					
<b>ADJ 24</b>	<b>Interviewing &amp; Interrogation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Minor Modification: 09.17.21 Textbook Update					
<b>ADJ 3</b>	<b>Concepts of Criminal Law</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Course updates including adding and updating textbooks.					



## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>ADJ 4</b>	<b>Legal Aspects of Evidence</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Minor Modification: 09.18.21 Textbook Update					
<b>ADJ 40</b>	<b>Law Enforcement Crime Analysis</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Minor Modification 09/20/21: changed "presentation" to "paper" in methods of evaluation.					
<b>ADJ 6</b>	<b>Patrol Procedures</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Books updated.					
<b>ADJ 8</b>	<b>Juvenile Law and Procedures</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Minor Modification: 09.17.21 Textbook Update					
<b>ADJ 9</b>	<b>Law In American Society</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Course update - Adding and updating textbooks.					
<b>ADJ A10A</b>	<b>Vice Operations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ A11A</b>	<b>Effective Writing for Law Enforcement</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ A13A</b>	<b>Drug Use Recognition</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ A14A</b>	<b>Search Warrant Preparation Workshop</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ A14B</b>	<b>Search Warrant Execution</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ A29A</b>	<b>Courtroom Testimony/Demeanor</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					

## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>ADJ A31A</b>	<b>Civil Procedures, Advanced (POST)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ A3A</b>	<b>Child Abuse Investigations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ A42A</b>	<b>Crime Scene Inv./video taping, Advanced</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ A44A</b>	<b>Laser Operator</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ A48A</b>	<b>Basic Criminal Investigation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ B1A</b>	<b>Intro to Wellness and Physical Conditioning in Prep for Law Enforcement and Correctional Academies</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ B1B</b>	<b>Basic Peace Officer Training Academy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ B3A</b>	<b>Basic Community Service Officer Academy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ D1A</b>	<b>Basic Public Safety Dispatch Course</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ D1B</b>	<b>Dispatcher Update, Public Safety</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					

## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>ADJ D1C</b>	<b>Communications Training Officer Course</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ D3A</b>	<b>Dispatcher Update - Handling the Rising Tide of Suicide</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ D4A</b>	<b>Dispatcher Role Critical Incidents</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ D4B</b>	<b>Dispatcher Role in Critical Incidents Advanced</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ D5A</b>	<b>Dispatcher Public Safety Advanced</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ D6A</b>	<b>Dispatcher, Crisis Negotiations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ D7A</b>	<b>Dispatcher Domestic Violence and Sexual Assault</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ S1A</b>	<b>Supervisory Course</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ T1A</b>	<b>Traffic Collision Investigation: Basic</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ T1B</b>	<b>Intermediate Traffic Collision Investigation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					

## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>ADJ T1C</b>	<b>Traffic Collision Investigation, Advanced</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ T1D</b>	<b>Traffic Collision Reconstruction</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ T2A</b>	<b>Radar Operations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>ADJ W10A</b>	<b>PC 832 Firearms</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This curriculum needs to be reviewed and updated every 2 years per CTE requirements.					
<b>AIR 30</b>	<b>Residential System Installation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>AIR 61A</b>	<b>Beginning Air Conditioning and Refrigeration 1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>AIR 61B</b>	<b>Advanced Air Conditioning and Refrigeration II</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>AIR 64A</b>	<b>Beginning Air Conditioning and Refrigeration Electricity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>AIR 64B</b>	<b>Advanced Air Conditioning and Refrigeration Electricity II</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>AIR 76</b>	<b>Facilities Maintenance/Chillers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>AIR 77</b>	<b>Energy Conservation Methods for HVACR</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>AIR 78</b>	<b>Safe Refrigerant Handling &amp; Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					

## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>AIR 80</b>	<b>Gas Heating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>AIR 83</b>	<b>All Weather Heating &amp; Cooling System</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>AIR 84</b>	<b>Boiler and Hydronic Heating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>AIR 90</b>	<b>Building Automation Fundamentals</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>AIR 91</b>	<b>Advanced Building Control Networks</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>AUT 801</b>	<b>ASE Test Preparation- Engine Repair</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	CTE 2 year review					
<b>AUT 802</b>	<b>ASE Test Preparation- Automatic Transmission/ Transaxle</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	2 year CTE Review					
<b>AUT 803</b>	<b>ASE Test Preparation- Manual Drive Train and Axles</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	2 year CTE review					
<b>AUT 804</b>	<b>ASE Test Preparation - Suspension and Steering</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	2 year CTE review					
<b>AUT 805</b>	<b>ASE Test Preparation- Brakes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	2 year CTE review					
<b>AUT 806</b>	<b>ASE Test Preparation- Electrical/Electronic Systems</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	2 year CTE review					
<b>AUT 807</b>	<b>ASE Test Preparation- Heating and Air Conditioning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	CTE 2 year review					
<b>AUT 808</b>	<b>ASE Test Preparation- Engine Performance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	CTE 2 year review					
<b>AUT 811</b>	<b>ASE Test Preparation- Advanced Engine Performance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	CTE 2 year review					

## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>COS 10A</b>	<b>Level I Hairstyling Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Occupational two year review. No changes needed.					
<b>COS 10B</b>	<b>Level II Hairstyling Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Occupational two year review. No changes needed.					
<b>COS 10C</b>	<b>Level III Hairstyling Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Occupational two year review. No changes needed.					
<b>COS 1A</b>	<b>Introduction to Cosmetology Level I</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Occupational two year review. No changes needed.					
<b>COS 1B</b>	<b>Introduction to Cosmetology Level II</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Occupational two year review. No changes needed.					
<b>COS 1C</b>	<b>Cosmetology Business Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Occupational two year review. No changes needed.					
<b>COS 20A</b>	<b>Level I Chemical Texture Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No change needed.					
<b>COS 20B</b>	<b>Level II Chemical Texture Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes needed.					
<b>COS 30A</b>	<b>Level I Haircutting Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes needed.					
<b>COS 30B</b>	<b>Level II Haircutting Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes needed.					
<b>COS 30C</b>	<b>Level III Haircutting Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes needed.					
<b>COS 30D</b>	<b>Level IV Haircutting Barbering Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes needed.					
<b>COS 40A</b>	<b>Level I Haircoloring and Bleaching Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes needed.					
<b>COS 40B</b>	<b>Level II Haircoloring and Bleaching Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					

## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>COS 57A</b>	<b>Level I Skin Care Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 57B</b>	<b>Level II Skin Care Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 57C</b>	<b>Level III Skin Care Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 60A</b>	<b>Beginning Cosmetology Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 60B</b>	<b>Level II Cosmetology Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 60C</b>	<b>Level III Cosmetology Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 60D</b>	<b>Level IV Cosmetology Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 60E</b>	<b>Level V Cosmetology Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 60E1</b>	<b>Level V Cosmetology Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 60E2</b>	<b>Level V Cosmetology Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 61A</b>	<b>Level I Cosmetology Instructor Concepts A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 61B</b>	<b>Lev II Cosmetology Instructor Concepts B</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 62A</b>	<b>Level I Esthetician Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 62B</b>	<b>Level II Esthetician Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					

## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>COS 64A</b>	<b>Manicuring and Pedicuring</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 64B</b>	<b>Level II: Manicuring and Pedicuring</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 67A</b>	<b>New Trends and Techniques in Hairdressing A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 67B</b>	<b>New Trends and Techniques in Hairdressing B</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 67C</b>	<b>New Trends and Techniques in Hairdressing C</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 67D</b>	<b>New Trends and Techniques in Hairdressing D</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 68A</b>	<b>Principles and Practices of Competition Hairstyling</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 68B</b>	<b>Special Artistic Effects Used in Competition Hairstyling</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 69A</b>	<b>Mens Hair Design A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 69B</b>	<b>Mens Hair Design B</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 69C</b>	<b>Mens Hair Designs C</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 70A</b>	<b>Level I Makeup and Hair Removal Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 70B</b>	<b>Level II Makeup and Hair Removal Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 801</b>	<b>Level VI Cosmetology Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					



## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>COS 80A</b>	<b>Level I Nail Care Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 80B</b>	<b>Level II Nail Care Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 811</b>	<b>Cosmetology Teacher Training</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 812</b>	<b>Level II Esthetician Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 90A</b>	<b>Level I Clinic Floor Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 90B</b>	<b>Level II Clinic Floor Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 90C</b>	<b>Level III Clinic Floor Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 95A</b>	<b>Hairstyling Theory Exam Readiness</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 95B</b>	<b>Hairstyling Practical Exam Readiness</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 96A</b>	<b>Barbering Theory Exam Readiness Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 96B</b>	<b>Barbering Practical Exam Readiness Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 97A</b>	<b>Cosmetology Theory Exam Readiness Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 97B</b>	<b>Cosmetology Practical Exam Readiness Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 98A</b>	<b>Esthetics Theory Exam Readiness Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					

# Courses

## Course Minor Modifications

		M	N	R	Discussion	Action
<b>COS 98B</b>	<b>Esthetics Practical Exam Readiness Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 99A</b>	<b>Manicure Theory Exam Readiness Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>COS 99B</b>	<b>Manicure Practical Exam Readiness Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>CUL 46</b>	<b>Fundamentals of Baking and Pastry</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Required 2-year review.					
<b>CUL 47</b>	<b>Advanced Baking and Pastry</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Required 2-year review.					
<b>CUL 50</b>	<b>ServSafe Food Safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Required 2-year review. No additional changes at this time.					
<b>CUL 824</b>	<b>The Art Of Garde Manger</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>CUL 825</b>	<b>Menu Planning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>CUL 826</b>	<b>Food Cost Accounting</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>CUL 827</b>	<b>Culinary Purchasing and Receiving</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>CUL 828A</b>	<b>Culinary Food Preparation I</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>CUL 828B</b>	<b>Culinary Food Preparation II</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>CUL 842</b>	<b>International Cuisine</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE review. No changes are needed.					
<b>CUL 850</b>	<b>ServSafe Food Safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Required 2-year review. No additional changes at this time.					

## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>CUL 875</b>	<b>Introduction to Math for Baking Professionals</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Required 2-year review. No additional changes at this time.					
<b>CUL 876</b>	<b>Introduction to Cost Control for Professional Bakers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Required 2-year review. No additional changes at this time.					
<b>CUL 877</b>	<b>Baker's Percentages and Recipe Conversion</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Required 2-year review. No additional changes at this time.					
<b>CUL 878</b>	<b>Cost Control for Baking &amp; Pastry</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Required 2-year review. No additional changes at this time.					
<b>DEA 20</b>	<b>Infection Control for Dental Assistants</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course was reviewed for currency and the textbooks were updated.					
<b>DEA 21</b>	<b>Introduction to Radiology for Dental Assistants</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course was reviewed for currency and had the textbook updated.					
<b>DEA 22</b>	<b>Introduction to Supervised Externships</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course is being updated for currency and course materials.					
<b>DEA 23</b>	<b>Introduction to Dental Sciences</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course is being updated for currency and course materials.					
<b>DEA 24</b>	<b>Dental Materials for the Dental Assistant</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	The program is updating this course for currency as a CTE course and course materials.					
<b>DEA 30</b>	<b>Intermediate Chairside Dental Assisting</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course is being updated for currency and updating of course materials.					
<b>DEA 31</b>	<b>Radiology for Dental Assistants</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course is being updated for currency and course materials.					
<b>DEA 32</b>	<b>Intermediate Supervised Externships</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Periodic CTE course update for currency.					
<b>DEA 40A</b>	<b>Advanced Chairside Surgical Dental Assistant</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course is being updated for currency and course materials.					
<b>DEA 40B</b>	<b>Advanced Chairside Orthodontic Dental Assistant</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course is being updated for currency and course materials.					

Technical Review Proposals for 10/05/21

*Proposals marked with a red "H" were held at a previous Tech Review meeting.*

*Documents in the Programs section without an underline have not yet been received by the Tech Review Committee.*

# Courses

## Course Minor Modifications

		M	N	R	Discussion	Action
<b>DEA 40C</b>	<b>Advanced Chairside Restorative Dental Assistant</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This course is being updated for currency and course materials.					
<b>EMS 40</b>	<b>Emergency Medical Technician Continuing Education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Need for students to enter the EMS profession and prepares them for EMS 50 and EMS 51 - reducing attrition and improving graduation numbers					
<b>EMS 41</b>	<b>Emergency Medical Responder</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	To better prepare students to meet the rigors of EMS 50 and EMS 50 by decreasing the attrition rate and increasing the graduation rate					
<b>EMS 50</b>	<b>Emergency Medical Technician</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Creating entry-level professionals in Emergency Medical Services who are competent, compassionate and results driven professionals in the emergency medicine profession.					
<b>EMS 51</b>	<b>Emergency Medical Services-Basic Clinical/Field</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Create entry-level health care professionals that are competent, compassionate and able to perform in a dynamic and dangerous environment while delivering quality medical care.					
<b>EMS 60</b>	<b>Patient Assessment and Airway Management</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of four required courses for this semester.					
<b>EMS 61</b>	<b>Introduction to Medical Pathophysiology</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of four required courses for this semester.					
<b>EMS 62</b>	<b>Emergency Pharmacology</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of four required courses for this semester.					
<b>EMS 63</b>	<b>Cardiology</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of four required courses for this semester.					
<b>EMS 70</b>	<b>Trauma Management</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of two required courses for this semester.					
<b>EMS 71</b>	<b>Clinical Medical Specialty I</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of two required courses for this semester.					
<b>EMS 80</b>	<b>Medical Emergencies</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of four classes required for the semester.					

# Courses

## Course Minor Modifications

		M	N	R	Discussion	Action
<b>EMS 81</b>	<b>Special Populations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of four required courses for this semester.					
<b>EMS 82</b>	<b>Special Topics</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of four required courses for this semester.					
<b>EMS 83</b>	<b>Clinical Medical Specialty II</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of four required courses for this semester.					
<b>EMS 90</b>	<b>Assessment Based Management</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of two required courses for this semester.					
<b>EMS 91</b>	<b>Paramedic Field Internship</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	This is one of two required courses for this semester.					
<b>EST 10</b>	<b>Industrial Calculations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>EST 15</b>	<b>Zero Net Energy Building Science</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>EST 20</b>	<b>California Energy Codes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>EST 22</b>	<b>California Mechanical Codes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>EST 23</b>	<b>California Plumbing Codes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>EST 24</b>	<b>California Electrical Codes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>EST 25</b>	<b>California Residential Codes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>EST 26</b>	<b>California Fire Codes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					
<b>EST 30</b>	<b>Architectural Blueprint Reading</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Two-year CTE Review. No changes are needed.					

## Courses

### Course Minor Modifications

M N R Discussion Action

**EST 32**      **Architectural Practice I**     

Rationale:      Two-year CTE Review. No changes are needed.

**EST 33**      **Materials of Construction**     

Rationale:      Two-year CTE Review. No changes are needed.

### Distance Education

M N R Discussion Action

**BIO 16DE**      **Human Reproduction and Sexual Behavior**     

Rationale:

**BIO 20DE**      **Plants and Human Affairs**     

Rationale:

**BIO 5DE**      **General Botany**     

Rationale:

**BIO 7DE**      **Marine Biology**     

Rationale:

**BIO 8DE**      **Principles of Ecology**     

Rationale:

**EST 15DE**      **Zero Net Energy Building Science**     

Rationale:

**PAL 82DE**      **Immigration Law, Practice and Procedures**     

Rationale:

**PAL 84DE**      **Criminal Law and Procedure**     

Rationale:

### New Courses

M N R Discussion Action

**ADJ 201**      **Crime & Intelligence Analysis Work Experience**     

Rationale:      In support of the student pathway, professional development and employability within the Crime and Intelligence Analysis profession.

## Courses

### New Courses

		M	N	R	Discussion	Action
	<b>ADJ 27</b>					
	<b>Forensic &amp; Crime Scene Photography</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	This course, an interdisciplinary partnership between the ADJ and Photography departments, will meet a significant need within the industry to provide quality training and skill-building in photography specific to forensic and crime scene environments; this new course is also being introduced within the major modification to the Crime Scene Investigation certificate in the ADJ program.					
	<b>CIS 27F</b>					
	<b>Cyber Threat Intelligence &amp; Automated Response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Course required for cyberpreneurship program grant.					
<b>H</b>	<b>CIS 48A</b>					
	<b>Introduction to Cloud Computing</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Held for verification of hours against 848A.
Rationale:	This course is part of the Cloud Administration certificate, which aims to develop technical skills for students who are interested in pursuing cloud-based support positions in the IT industry. With the increasing demands for cloud services, cloud security is an essential area of cloud computing as it emphasizes asset protection and maintenance. The obtained skills will help individuals in seeking employment and improve their social-economic status while elevate Inland Empire technical workforce.					
<b>H</b>	<b>CIS 70A</b>					
	<b>Foundations of Data Science</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Holding for crosslisted MAT-70A.
Rationale:	Foundations of Data Science will attract students to the Data Science Certificate and Program. They will be exposed to an industry-leading programming language and statistical inference for data driven decision-making. This course will prepare students to be successful in Statistics for STEM and Introduction to Python. The Data Analytics Certificate and Associates Degree in Data Science prepares students for Junior Data Analyst positions. The U.S. Bureau of Labor Statistics reports that the demand for data science skills will drive a 27.9 percent rise in employment in the field through 2026. Data Scientist make businesses grow better and are the backbone of data-intensive companies.					
<b>H</b>	<b>CIS 848A</b>					
	<b>Cloud Computing Fundamentals</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Holding for verification of hours against 48A.
Rationale:	This course mirrors another credit course that is part of the Cloud Administration certificate, which aims to develop technical skills for students who are interested in pursuing cloud-based support positions in the IT industry. With the increasing demands for cloud services, cloud security is an essential area of cloud computing as it emphasizes asset protection and maintenance. The obtained skills will help individuals in seeking employment and improve their social-economic status while elevate Inland Empire technical workforce.					

Technical Review Proposals for 10/05/21

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## Courses

### New Courses

M N R Discussion

Action

**CUL 48**      **Dietary Baking**     

Rationale:      Many students express interest in healthful alternatives, and how to manipulate recipes they're currently using. Vegan baking has become a topic of interest with almost every baking course offered, and only an overview of the topic is discussed within Fundamentals of Baking and Pastry.

**FIT 16**      **Biddle Physical Ability Test**     

Rationale:      The Biddle PAT is widely accepted as an industry standard for fitness by Fire Departments in the State of California. This test is a pre-requisite for FIT S3. It is appropriate that MVC provides an opportunity for students to participate in this test locally so they can be successful in FIT S3 Fire Academy AND be marketable for a career in the Fire Service.

**MUS P52A**      **Songwriting I**     

Rationale:      We have a large population of students with skills and the desire to study songwriting, but we do not have the coursework to help them along that pathway. This will be the first in a series of courses leading to a new singer-songwriter certificate, and will become part of a larger, new AA in Music Industry & Technology. Most local CSUs have at least one lower-division 2-unit songwriting class, some have two. The goal is to make this course transferable to commercial music / music industry studies programs at these local CSUs.

**PAL 65**      **Law Office Technology**     

Rationale:      An additional elective for the Associate in Science Degree in Paralegal Studies. Course will also assist students law office technology suites in the legal environment.

**SOC 21**      **Introduction to Deviance**     

Rationale:      The new class will give RCC majors more choices and enhance their experience at RCC. Also, our sociology majors will also be able to explore more areas of their discipline of choice.



# Programs

## New Programs

M N R Discussion

Action

### ADT

**ETS**      **Social Justice Studies: Gender Studies**     

Rationale: This degree is designed to facilitate the student's passage from Riverside City College to the California State University (CSU) System with an Associate in Arts in Social Justice Studies – Gender Studies. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Social Justice Studies – Gender Studies at a CSU. With this degree the student will be prepared for transfer to the university upper division level. Additionally, the intent of an associate degree for transfer is to assist students in seamlessly transferring to a CSU.

Documents: [Narrative](#)    [TMC](#)

**PAL**      **Law, Public Policy, and Society**     

Rationale:

Documents: [Narrative](#)    [TMC](#)

**SOC**      **Social Justice Studies**     

Rationale: This degree is designed to facilitate the student's passage from Riverside City College to the California State University (CSU) System with an Associate in Arts in Social Justice Studies. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Social Justice Studies at a CSU. With this degree the student will be prepared for transfer to the university upper division level. Additionally, the intent of an associate degree for transfer is to assist students in seamlessly transferring to a CSU.

Documents: [Narrative](#)    [TMC](#)

### Certificate

**ADJ**      **Digital Forensic Investigation**     

Rationale: This is a new program to address the employment needs to Digital Forensics Investigation.

Documents: [Narrative](#)    [LMI](#)    [Advisory Committee](#)    [Regional Consortium](#)

# Programs

## New Programs

M N R Discussion

Action

### Certificate

**H** **CIS** **Data Analytics**    Held for CIS/MAT-70A.

Rationale: This program addresses industry's continuing demands for professionals to test and build tools to meet the data quality validation needs for a cloud platform-based application and building enterprise analytics of large data volume. Based on Inland Empire/Desert region Labor Market Information report, the data-analysis occupation is projected to have 189 annual job openings, increasing employment by 8% through 2024. The 10th percentile hourly wage for data analysis related occupations exceeds the Family Needs Calculator self-sustainability rate, indicating that approximately the top 90% of workers in this occupation earn self-sufficient hourly wages. The courses in this program will also align with university courses, which will permit students to transfer to further develop skills and knowledge in the areas of Data Science.

Documents: [Narrative](#) [LMI](#) [Advisory Committee](#) [Regional Consortium](#)

**CUL** **Foundational Culinary Arts**

Rationale: To create a certificate program that includes Culinary 36, 37, & 38 only. We currently have an Associates degree / Certificate program with these courses, but it also requires Cul. 20 (Baking), Kin 4 and Mag 56. We wish to have a certificate program that only offers culinary 36, 37 & 38. The rationale for this is to address students desire to only pursue culinary arts and not the baking and management courses. We have found that some students will take the first 3 courses, but not Cul. 20, Kin 4 and Mag 56 and therefore, forgo their certificate. We still feel the need to offer Cul. 20, Kin 4 and Mag 56, which explains the rational for having both programs.

Documents: [Narrative](#) [LMI](#) [Advisory Committee](#) [Regional Consortium](#)

# Programs

## New Programs

M N R Discussion

Action

### Degree

**BIO**      **Sustainability in Science and Technology**     

Rationale: In accordance with RCCD Board Policy 5775 item 6 (“Encouragement of curriculum in environmental sustainability”), and District Strategic Plan 2019-24 Objective 6.1 (“Establish and expand relationships with regional educational institutions”), an Associate of Science degree in Sustainability is proposed at RCC. A survey of local schools found that while many universities offer higher degrees in Sustainability, no Associate Degree programs appear to be available in our area to prepare students for transfer. The degree is designed to fulfill IGETC requirements as well as basic requirements for the University of California, Riverside B.S. in Environment and Sustainability Studies and for Sustainability degrees at other institutions of higher education. While the courses will ensure that RCC students are well-prepared to transfer and complete a Sustainability degree at any university, courses were specifically chosen to create a smooth and efficient pipeline for Sustainability students to UCR, since this is where many of our students will choose to transfer. RCC faculty communicated closely with UCR faculty during the mapping of this associate degree. As was made clear by the recent Resolution of the Board of Governors, California Community Colleges (No. 2019-11), sustainability must be a priority for the CCCs and this includes the need to provide valuable education to our students. According to a recent report, the global green technology and sustainability market size is set to grow from \$11.2 billion in 2020 to \$36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations. A Sustainability degree will help lead our students to a fulfilling job and a more stable future.

Documents: [Narrative](#)

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# Programs

## New Programs

M N R Discussion

Action

### Degree

<b>BIO</b>	<b>Sustainability in Economics and Society</b>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Rationale:	<p>In accordance with RCCD Board Policy 5775 item 6 (“Encouragement of curriculum in environmental sustainability”), and District Strategic Plan 2019-24 Objective 6.1 (“Establish and expand relationships with regional educational institutions”), an Associate of Arts degree in Sustainability is proposed at RCC. A survey of local schools found that while many universities offer higher degrees in Sustainability, no Associate Degree programs appear to be available in our area to prepare students for transfer. The degree is designed to fulfill IGETC requirements as well as basic requirements for the University of California, Riverside B.A. in Environment and Sustainability Studies and for Sustainability degrees at other institutions of higher education. While the courses will ensure thatRCC students are well-prepared to transfer and complete a Sustainability degree at any university, courses were specifically chosen to create a smooth and efficient pipeline for Sustainability students to UCR, since this is where many of our students will choose to transfer. RCC faculty communicated closely with UCR faculty during the mapping of this associate degree.As was made clear by the recent Resolution of the Board of Governors, California Community Colleges (No. 2019-11), sustainability must be a priority for the CCCs and this includes the need to provide valuable education to our students. According to a recent report, the global green technology and sustainability market size is set to grow from \$11.2 billion in 2020 to \$36.6 billion by 2025. And,According to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations. A Sustainability degree will help lead our students to a fulfilling job and a more stable future.</p>	

Documents: [Narrative](#)

# Programs

## New Programs

M N R Discussion

Action

### Degree

**H** **CIS** **Data Science**    Held for MAT/CIS-70A.

Rationale: This program addresses industry's continuing demands for professionals to test and build tools to meet the data quality validation needs for a cloud platform-based application and building enterprise analytics of large data volume. Based on Inland Empire/Desert region Labor Market Information report, the data-analysis occupation is projected to have 189 annual job openings, increasing employment by 8% through 2024. The 10th percentile hourly wage for data analysis related occupations exceeds the Family Needs Calculator self-sustainability rate, indicating that approximately the top 90% of workers in this occupation earn self-sufficient hourly wages. The courses in this program will also align with university courses, which will permit students to transfer to further develop skills and knowledge in the areas of Data Science.

Documents: [Narrative](#) [LMI](#) [Advisory Committee](#) [Regional Consortium](#)

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### Degree & Certificate

**ADJ** **Administration of Justice**

Rationale: Norco College is the only college in the district without an AS degree in Administration of Justice. The AS degree was removed from NC's catalog after the 2008 recession when NC did not have a full-time faculty in the discipline. Today, this AS degree will assist our students to attain an AS degree in ADJ which in turn can increase wage earnings by 2.5% throughout the industry without any continued education at a 4-year institution. This AS degree also supports five guided pathways within public safety. The Certificate of Achievement will allow those new or already in the field without a degree or college credits to earn college credits towards their professional development requirements to navigate through the salary structure within their departments. It will also allow students to earn college credits towards the Public Safety pathway wherein they may not want to earn an actual degree. This will prepare our students for jobs in high demand within our industry and earn a livable wage.

Documents: [Narrative](#) [LMI](#) [Advisory Committee](#) [Regional Consortium](#)

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### Non-Credit Certificate

**BUS** **Non-Credit Global Industry**

Rationale: This certificate will prepare students for business in a global market.

Documents: [Narrative](#) [Employment Potential](#)

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Technical Review Proposals for 10/05/21

Proposals marked with a red "H" were held at a previous Tech Review meeting.

Documents in the Programs section without an underline have not yet been received by the Tech Review Committee.

# Programs

## Program Modifications

M N R Discussion

Action

### ADT

**ADJ**      **Administration of Justice**     

Rationale: Six guided pathways have been identified within the ADJ program. Students should have the opportunity to take a variety of courses that fit within the guided pathway they are seeking to learn more about and enter into as a career. Adding the additional courses will afford our students more opportunity to professionally develop themselves in their specific field of study and prepare them for jobs in our high-demand industries.

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### Certificate

**ADJ**      **Crime Scene Investigation**     

Rationale: Norco College's current certificate in CSI is only a locally approved 15 credit certificate program. Over the course of the last two years, Dr. Matuszak conducted a thorough review of the program, its offerings, its courses, and industry and employer needs. This information was brought forth in discipline meetings and was then discussed in length at our Advisory Board meetings wherein they agreed that an overall modification was necessary.

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**ADJ**      **Crime Scene Investigation**     

Rationale: This necessary modification takes a locally approved certificate that does not meet any known employer needs or industry standards and transforms it into a state approved certificate that provides opportunities for students who complete it to meet entry-level criteria for over 85% of job postings within the region and state. The Criminalistics Learning Laboratory on campus, located in QD16.

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### Degree & Certificate

**MAN**      **Computer Numerical Control Programming**     

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

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**Riverside Community College District**  
**Technical Review Committee**

Program Documentation for October 5, 2021

**Program Outline**

**Title: Associate Degree for Transfer in Social Justice Studies: Gender Studies**

**College:**  Moreno Valley College  Norco College  Riverside City College

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

**TOPs Code:**

**CIP Code:**

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

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

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

**Rationale:**

**Required Documentation:**

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

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

- Discipline and Department minutes showing approval
- Narrative *(See next page)*
- Completed Chancellor's Office Template (TMC) *(Must be most current version available)*
- C-ID or ASSIST Articulation Information, as required by the TMC *(Work with your Articulation Officer to obtain this documentation)*



**Program Narrative**

**Item 1. Program Goals and Objectives**

This degree is designed to facilitate the student’s passage from Riverside City College to the California State University (CSU) System with an Associate in Arts in Social Justice Studies – Gender Studies. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor’s Degree in Social Justice Studies – Gender Studies at a CSU. With this degree the student will be prepared for transfer to the university upper division level. Additionally, the intent of an associate degree for transfer is to assist students in seamlessly transferring to a CSU.

**Item 2. Catalog Description**

The Associate in Arts for Transfer in Social Justice Studies – Gender Studies is designed to provide a clear pathway to a CSU major and baccalaureate programs in Women’s Studies, Gender Studies, and Women and Gender Studies. Women and Gender Studies offers students breadth of knowledge through a set of introductory courses addressing gender, sexuality, race, ethnicity, and class, and depth of knowledge courses that focus on women’s experiences from an intersectional feminist perspective. Coursework aims to understand and dismantle not only sexism, but also racism, homophobia/heterosexism, classism, ableism, ageism, transphobia, and other forms of institutionalized oppression. The AA-T prepares students who wish to transfer and pursue a baccalaureate degree in a field related to Social Justice, particularly at the California State University campuses. Related fields include Women and Gender Studies, Feminist Studies, Sexuality Studies, Ethnic Studies, Critical Race Studies, or any of a number of other CSU majors in this “area of emphasis.” California Community College students who are awarded an ADT are guaranteed admission with junior standing somewhere in the CSU system. This priority does not guarantee admission to specific majors or campuses.

**Program Student Learning Outcomes:**

Upon successful completion of this program, the student will be able to:

1. Utilize feminist theory along with queer and trans theory to explore and analyze conceptions of power and oppression
2. Employ the principles of Women, Gender, & Sexuality Studies to identify, explore, and analyze examples of prejudice, discrimination, or oppression in historical or cultural frameworks
3. Examine the process of gender socialization
4. Analyze women’s experiences, gender politics, and/or feminism across cultures
5. Engage critical thinking and communication skills with a focus on cultural and global awareness
6. Use statistics or research methods in the behavioral and social sciences to better analyze issues related to Women and Gender Studies
7. Analyze issues across multiple disciplines through the lens of gender.

Total Units: 18 units

Required Core: 9 units

Course	Title	Units
SOCI 150/SOC 10/10H or SJS 110/ETS 1	Race and Ethnic Relations/Honors OR Introduction to Ethnic Studies	3 3
SJS 120/SOC 15	Introduction to Women’s Studies	3
SOCI 140/SOC 25	Introduction to the Sociology of Sex and Gender	3

Elective Courses: Choose 3 courses from at least two areas:

Area 1 – History or Government:

Course	Title	Units
HIS 34	History of Women in the United States	3
POL 21/ETS 21	Latinx Politics	3

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

POL 23/ETS 23	Race, Ethnicity, and Politics in America	3
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AREA 2 – Arts and Humanities:

Course	Title	Units
AHS 7	Women Artists in History	3
ENG 34	Literature by Women	3
ETS 7	Women of Color in the United States	3
ETS 8	Introduction to Black Feminism	3
PHI 34	Philosophical Survey of Sex, Gender, and Sexuality	3

Area 3 – Social Science:

Course	Title	Units
COM 13	Gender and Communication	3
ECO 9/9H	Economics of Poverty and Discrimination/Honors	3
SOCI 120/SOC 50	Introduction to Social Research Methods	3

Area 4 – Quantitative Reasoning and Research Methods:

Course	Title	Units
MAT 12/12H or	Introduction to Statistics/Honors	4
PSY 48/SOC 48	Introduction to Statistics for the Behavioral Sciences	3

Area 5 – Major Preparation:

Course	Title	Units
AHS 7	Women Artists in History	3
COM 13	Gender and Communication	3
ENG 34	Literature by Women	3
ETS 7	Women of Color in the United States	3
ETS 8	Introduction to Black Feminism	3
HIS 34	History of Women in the United States	3
PHI 34	Philosophical Survey of Sex, Gender, and Sexuality	3

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

**ASSOCIATE IN Arts FOR TRANSFER DEGREE**

The Associate in Arts in Social Justice Studies will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of “C” or better (or a “P” if taken as Pass/No Pass).

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

### Program Outline

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

**College:**  Moreno Valley College       Norco College       Riverside City College

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

**TOPs Code:** 1401.00      **CIP Code:** 22.0000

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

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

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

**Rationale:**

#### Required Documentation:

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

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

- Discipline and Department minutes showing approval
- Narrative *(See next page)*
- Completed Chancellor's Office Template (TMC) *(Must be most current version available)*
- C-ID or ASSIST Articulation Information, as required by the TMC *(Work with your Articulation Officer to obtain this documentation)*

**Program Narrative**

**Item 1. Program Goals and Objectives**

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

**Item 2. Catalog Description**

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

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

Required Courses: 31-34 units

Course	Title	Units
ENG 1A/1AH	English Composition/Honors	4
PHI 12	Introduction to Ethics	3
POL 1/1H	American Politics/Honors	3

Select 1 Course:

Course	Title	Units
ADJ 1 or ADJ 2 or ADJ 3	Introduction to the Administration of Justice Principles and Procedures of the Justice System Concepts of Criminal Law	3 3 3

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

Select 1 Course:

Course	Title	Units
COM1/1H or COM 6	Public Speaking/Honors Dynamics of Small Group Communication	3 3

Select 1 Course:

Course	Title	Units
ENG 1B/1BH or COM 2 or COM 3	Critical Thinking and Writing/Honors Introduction to Persuasion Argumentation and Debate	4 3 3

Select 1 course:

Course	Title	Units
MAT 12/12H	Statistics/Honors	4
PSY/SOC 48	Statistics for the Behavioral Sciences	3

Select 1 course:

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

List A: Select two courses below from two different areas (must not have been used previously).

*Area 1: Administrative of Justice/Criminal Justice/Criminology*

ADJ 1	Introduction to the Administration of Justice	3
ADJ 2	Principles and Procedures of the Justice System	3
ADJ 3	Concepts of Criminal Law	3
ADJ 4	Legal Aspects of Evidence	3
ADJ 5	Community Relations	3
ADJ 8	Juvenile Law and Procedures	3
ADJ 20	Introduction to Corrections	3
SOC 20	Introduction to Criminology	3

*Area 2: Business*

BUS 18 A	Business Law I	3
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*Area 3: Economics*

ECO 7/7H	Principles of Macroeconomics/Honors	3
ECO 8/8H	Principles of Microeconomics/Honors	3

*Area 4: Political Science*

POL 2/2H	Comparative Politics/Honors	3
POL 3	Introduction to Politics	3
POL 4/4H	Introduction to World Politics/Honors	3
POL 11	Political Theory	3

*Area 5: Public Policy*

ETS 1	Introduction to Ethnic Studies	3
SOC 2	American Social Problems	3
ADJ 9/9H	Law in American Society/Honors	3

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

*Area 6: Diversity*

ANT 2/ 2H	Cultural Anthropology/Honors	3
COM 12	Intercultural Communication	3
GEG 2	Human Geography	3
SOC 10/10H	Race and Ethnic Relations/Honors	3
SOC 25	Introduction to the Sociology of Sex and Gender	3

*Area 7: College Success*

GUI 48	College Success Strategies	3
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*Area 8: Internships/Fieldwork*

ADJ 200	Administration of Justice Work Experience	1-4
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**ASSOCIATE IN Science FOR TRANSFER DEGREE**

The Associate in Science in Law, Public Policy, and Society transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of “C” or better.

**Program Outline**

**Title: Associate Degree for Transfer in Social Justice Studies**

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

**TOPs Code:**

**CIP Code:**

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

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

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

**Rationale:**

This degree is designed to facilitate the student's passage from Riverside City College to the California State University (CSU) System with an Associate in Arts in Social Justice Studies. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Social Justice Studies at a CSU. With this degree the student will be prepared for transfer to the university upper division level. Additionally, the intent of an associate degree for transfer is to assist students in seamlessly transferring to a CSU.

**Required Documentation:**

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

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

- Discipline and Department minutes showing approval
- Narrative *(See next page)*
- Completed Chancellor's Office Template (TMC) *(Must be most current version available)*
- C-ID or ASSIST Articulation Information, as required by the TMC *(Work with your Articulation Officer to obtain this documentation)*

**Program Narrative**

**Item 1. Program Goals and Objectives**

This degree is designed to facilitate the student’s passage from Riverside City College to the California State University (CSU) System with an Associate in Arts in Social Justice Studies. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor’s Degree in Social Justice Studies at a CSU. With this degree the student will be prepared for transfer to the university upper division level. Additionally, the intent of an associate degree for transfer is to assist students in seamlessly transferring to a CSU.

**Item 2. Catalog Description**

The Associate in Arts for Transfer in Social Justice Studies is designed to provide a clear pathway to a CSU major and baccalaureate programs in Social Justice, Ethnic Studies, Women, Gender, or Sexuality Studies, or to programs focused on ethnic groups such as Chicano/Latino Studies, African American Studies, Asian American Studies, or Native American Studies. Social Justice Studies explores the experiences of individuals from various groups, focusing on race, ethnicity, gender, and sexuality, and the complex relations and phenomena of culture, power, oppression, equity, and equality. California Community College students who are awarded an ADT are guaranteed admission with junior standing somewhere in the CSU system. This priority does not guarantee admission to specific majors or campuses.

Upon successful completion of this program, the student will be able to:

1. Utilize theoretical perspectives as they relate to structures and systems of power and oppression including critical ethnic studies, Critical Race Theory (CRT), feminist theory, or queer and trans theory
2. Employ the principles of Social Justice Studies, Ethnic Studies, or Women, Gender, & Sexuality Studies to identify, explore, and analyze examples of prejudice, discrimination, or oppression in historical or cultural frameworks
3. Engage critical thinking and communication skills with a focus on cultural and global awareness
4. Use statistics or research methods in the behavioral and social sciences to better analyze issues related to Social Justice Studies
5. Analyze issues across multiple disciplines through a social justice lens.

Total Units: 18 units

Required Core: 9 units

Course	Title	Units
SOC 10/10H or ETS 1	Race and Ethnic Relations/Honors Introduction to Ethnic Studies	3 3
SOC 15	Introduction to Women’s Studies	3
SOC 25	Introduction to the Sociology of Sex and Gender	3

Elective Courses: Choose 3 courses from at least two areas:

Area 1 – History or Government:

Course	Title	Units
HIS 14/ETS 14	African American History I	3
HIS 15/ETS 15	African American History II	3
HIS 28/ETS 28	Native American History I: Early Contact Period	3
HIS 29/ETS 29	Native American History II: Contemporary Society	3
HIS 31/ETS 2	Introduction to Chicana/o/x Studies	3
HIS 34	History of Women in the United States	3
HIS 44/ETS 44	Asian American History	3
POL 21/ETS 21	Latinx Politics	3



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

POL 23/ETS 23	Race, Ethnicity, and Politics in America	3
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AREA 2 – Arts and Humanities:

Course	Title	Units
ENG 18/ETS 18	Survey of Native American Literature	3
ENG 20/ETS 20	Survey of African American Literature	3
ENG 24/ETS 24	Survey of Asian American Literature	3
ENG 25/ETS 25	Latinx Literature of the United States	3
ENG 34	Literature by Women	3
ETS 1	Introduction to Ethnic Studies	3
ETS 3	Introduction to African American Studies	3
ETS 7	Women of Color in the United States	3
ETS 8	Introduction to Black Feminism	3
HUM 9	American Voices	3
HUM 16	Arts and Ideas: American Culture	3
PHI 14/ETS 13	Survey of Black Thought	3
PHI 34	Philosophical Survey of Sex, Gender, and Sexuality	3

Area 3 – Social Science:

Course	Title	Units
ANT 4/ETS 27	Native American Cultures	3
COM 13	Gender and Communication	3
ECO 9/9H	Economics of Poverty and Discrimination/Honors	3
SOC 2	American Social Problems	3
SOC 3	Social Inequality	3
SOC 50	Introduction to Social Research Methods	3

Area 4 – Quantitative Reasoning and Research Methods:

Course	Title	Units
MAT 12/12H	Introduction to Statistics/Honors	4
PSY 48/SOC 48	Introduction to Statistics for the Behavioral Sciences	3

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

### ASSOCIATE IN Arts FOR TRANSFER DEGREE

The Associate in Arts in Social Justice Studies will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of “C” or better (or a “P” if taken as Pass/No Pass).

**Program Outline**

**Title: Digital Forensic Investigations Certificate**

**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:** 4301.06                      Forensic Science and Technology

**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

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

N/A. This is a new certificate proposal, not a modification.

**Rationale:**

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

As a community college, Riverside Community College District should strive to assist individuals within the region in obtaining educational knowledge and skills, whether through liberal arts or career and technical training. A significant and topical societal concern is the cost and burden of education; the ever-rising cost of tuition in America and the important discussions of student loan debt, returns on the investment, and degree oversaturation are vital issues. In 2020, the student loan debt reached its highest point to date nationwide, with \$1.7 trillion owed by over 45.5 million Americans, with a 102% increase in student loan debt incurred just since 2010. (Bustamonte, 2020; Johnson Hess, 2020). There is also debate over the exact average of student debt, but current estimates place the average debt, per undergraduate student, between \$26,000 through \$38,792. (Friedman, 2020; Stolba, 2021). Further, the COVID pandemic and related factors have contributed to the student loan forbearance rate doubling, despite federal legislation pausing federally-funded student loan payments. The discussion of the costs of higher education are likely to continue to dominate in certain environments: an aging population and dropping birth rate suggests that the student population in general may drop in upcoming years. This, combined with the ever-increasing tuition rates, fees, and costs associated with being a student, will continue to put a greater burden on those individuals who do attend colleges. Further, inflation and higher costs of living, will continue to intensify the student debt crisis and the myriad of lifestyle issues that student debt impacts.

Student loans and student loan debt are difficult discussions for college graduates and the millions of Americans working to pay them, but the conversations can become even more challenging for high school students, new students, or individuals considering attending a college, university, or trade/career school. This is not unusual or unexpected – for individuals who are beginning to take steps toward obtaining a college degree or grade, the focus tends to be on the future and taking the first few steps

toward obtaining their goals. This can make it even more challenging to focus on both the immediate and long-term aspects of financing that education.

Speaking broadly, the cost of obtaining a college education is becoming more and more prohibitive and concerning for a large population of families, whether the aspiring college student just graduated high school or for the older adult looking to go back to school to obtain their degree, and continued research shows that tuition costs and other fees associated with attending school is the primary decision-making nexus for aspiring or interested students and their families. (Davis et al., 2019; DesJardins and Toutkoushian, 2005; Hemelt and Marcotte, 2011; Johnson, 2019; Johnson et al., 2019; Morris, 2017; Poutré et al., 2018; Wolniak et al., 2019).

Community Colleges are specifically designated and expected to serve all of these needs by providing quality education and skill-building opportunities for students, at low-cost tuition, in order to assist with employment placement and meeting employment/economic needs of employers and communities within their districts. RCCD is a district serving a historically underserved population, and the creation of academic certificate programming assists in establishing equity-based opportunities, with lower tuition and fee costs that may result in student employment with a higher ROI. Further, certificate programs generally require 30 credits or less to complete, can be obtained in a year or less, and typically are designed specifically to provide skills and experience in fields with high employment probability and salary expectations that meet or exceed cost-of-living estimates.

Within the professions of both public safety and computer science, the specialized knowledge required to properly investigate criminal acts occurring through or within the assistance of digital mediums, has reached a premium. Nationwide, it is well recognized within public safety and law enforcement agencies that technical computer science knowledge has become a necessary skill in modern criminal investigation, but it is not a skillset covered or taught in most criminal justice degree programs or training organizations (including police academies). Many law enforcement agencies find themselves struggling to find qualified employees that have both forensic digital investigative skill and computer science skills, and this often results in agencies attempting to hire computer science graduates. This is not necessarily preferable, as salary ranges in public safety organizations rarely meet the salary ranges for computer science professionals, and it also requires the agencies to provide specialized training after hire to computer science professionals on investigative techniques, criminal law, procedural and evidence law, case law, Constitutional law, evidence collection and packaging standards, legal aspects of evidence, chain of custody requirements, and applicable state and federal statutes.

In some agencies, the subject matter of some digital investigations, such as ICAC (Internet Crimes Against Children) Task Forces typically require that the forensic investigation be completed by sworn law enforcement officer, who then require extensive and expensive training to learn the computer-based technical and skill knowledge required for the job responsibilities. The future of competent and professional criminal investigations is hinged on the ability of public safety agencies to provide state of the art training and awareness on digital technology and the ability to utilize forensic technology to investigate and prosecute criminal acts occurring with the use of digital platforms.

The State of California Department of Justice has also recently established an eCrimes Unit, which focuses upon large-scale digital technology theft and it also provides support to the five regional High Technology Theft Apprehension and Prosecution (HTTAP) Programs, including the Southern California High Tech Task Force (SCHTTF). At the state level, the focus of these task forces is primarily cybercrime, including extortion, denial of service attacks, counterfeiting, piracy, cyberstalking, intellectual property theft, identity theft, phishing/doxxing, cyberterrorism, and violent crimes aided or abetted by technology. Federal task forces also exist in the similar framework.

Beyond public safety, the private sector also provides ample opportunity for professionals within the cybersecurity and digital investigation fields, whether it be identity theft, fraud investigations, intellectual property theft, corporate espionage, and cybersecurity. The skills and industry knowledge students in this certificate program would be exposed to within the classes would allow them to pursue

## Program Outline of Record Credit Degrees and Certificates

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entry level opportunities in both public and private sectors, as well as the opportunity to pursue industry certification opportunities, further increasing competitiveness and employability.

### **Required Documentation**

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

### **All Degrees and Certificates**

- Discipline and 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 modifications*)
- 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.*

This certificate program is designed to address the valid workforce preparation necessary in both computer information systems and criminal justice systems, for the need in skillfully trained practitioners with knowledge of both basic computer science technical skills and criminal law and procedural knowledge.

The Technical Working Group for Education and Training in Digital Forensics, a group funded through the National Institute of Justice and the West Virginia University Forensic Science Initiative, published a best practice for digital forensics education programs, including specific recommendations for academic certificate programs and degree curricula; these recommendations included:

- Courses in introduction to criminal justice/criminal investigation
- Evidence handling, rules of evidence, chain of custody issues
- Basic computer forensics with laboratory component
- Courses or modules involving:
  - Personal device and cell phone forensics
  - Live network forensics
  - LINUX, Mac, and Windows OS forensics
  - Internet trace evidence analysis
  - Network forensics (Wireless, LANs, WANs, and PANs)
  - Data concealment (cryptography, obfuscation, alternate data streams)
  - Multi-media analysis (video, audio, video surveillance, image and video signal processing)

In reviewing these best practices and industry recommendations through the National Institute of Justice and Technical Working Group for Education & Training in Digital Forensics, the courses chosen for this certificate meet or exceed these standards, reinforcing the strong technical and academic knowledge students pursuing this certificate would receive.

**Item 2. Catalog Description**

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

Certificate Title: Digital Forensic Investigations

Certificate Description: This certificate is designed to provide a basic introductory pattern of coursework to prepare participants to enter the professional field with academic and technical knowledge and skill in criminal investigations involving the collection and analysis of digital evidence. The successful participant will gain sufficient skill and understanding of criminal investigative procedure, criminal and procedural law, legal aspects of evidence and cybercrime, how digital machines and data are used in criminal actions, and proper evidence collection and handling procedures.

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

## Program Outline of Record Credit Degrees and Certificates

- Understand, analyze, and demonstrate a proficient level of knowledge in criminal law, criminal procedure, Constitutional criminal law, rules of evidence, and chain of custody issues both general to criminal investigations and specific to digital evidence.
- Demonstrate technique and skill in basic evidence identification, collection, handling, packaging, storage, and analysis, with a specific focus in digital hardware and data.
- Understand and demonstrate a proficient skillset and knowledge in basic operating systems, including Windows and Mac OS systems.
- Understand and demonstrate a proficient skillset and knowledge in forensic digital analysis software programs and platforms.

### 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
CIS-1A	Introduction to Computer Information Systems	3	Semester 1
CIS-21	Introduction to Operating Systems	3	Semester 2
CIS27-A	Computer Forensics Fundamentals	3	Semester 2
ADJ-2	Principles & Procedures of the Justice System	3	Semester 1
ADJ-13	Criminal Investigation	3	Semester 1
ADJ-31	Cybercrime & Digital Forensics	3	Semester 2

Elective Courses: N/A units

Course	Title	Units	Sequencing

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 Mission, Vision, Values, & Strategic Themes of the Riverside Community College District includes a Mission Statement that states the mission “is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that promote access, success, and equity” (Steinback et al., 2018, p. 2).

This certificate addresses a significant need, in both computer information and criminal justice professions, to build an interdisciplinary approach to the complexity of cybercrime and the use of digital materials and equipment to cause harm and damage to communities, by establishing a best practices

educational model of technical and theoretical skill to allow aspiring professionals and practitioners the ability to effectively combat criminal activity in both public and private spheres.

This certificate is designed to be successfully completed within a year, within two disciplines (CIS and ADJ) that can provide cutting-edge curriculum and training, to make graduates knowledgeable and competitive in a workforce and industry that historically and consistently allows for not just employability but upward economic mobility and opportunity.

**Item 5. Enrollment and Completer Projections**

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

If the certificate program is enacted for the 2022-2023 academic year, there will be no graduates/completing students for at least 8-12 months; a conservative estimate would be to expect 10-15 students on average within the first year. The ADJ program, to assist with this, already has markers in place to build internships with community partners to increase both student opportunity and interest, with a conservative estimate of 10% growth per year. If RCC provides support and marketing, the program could grow at a much quicker rate each year.

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

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

The ADJ Program has undergone significant changes at every level in the past 5 years, including a revamp of the CTE/Certificate programs within the discipline, continually reasserting its drive and mission to provide the absolute best quality of academic and practical education for justice students, to create the next generation of ethical legal professionals. This certificate is brand new and does not match any other offering within Behavioral Sciences, as the ADJ program remains the only program that offers certificate programs. This interdisciplinary approach between CIS and ADJ is also revolutionary, as outside of CTE, there are few academic disciplines that are as committed to interdisciplinary relationship-building to strengthen course offerings, discipline offerings, and educational experiences for students.

The closest program within the existing inventory, while not related but similar in focus, would be Professor Skip Berry’s Cybersecurity program and offerings within CIS, which have a similar mission to provide world class educational opportunities that are designed to directly connect students to employers and opportunities.

Further, this certificate is designed to assist students in preparation for obtaining industry certification within digital forensic investigations, to further compliment their skills and assist in making them even more competitive and employable.

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

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

There are 22 community colleges within 50 miles of Riverside City College (not including Norco and Moreno Valley Colleges); a review of the curriculum at each community college reveals that there are no community colleges that offer a comparable certificate option, and of the 22, only 4 offer a similar certificate or specialization option.

Cypress College, within their Computer Information Systems discipline, offers an 18-unit certificate in Computer Forensics:

Course	Name	Units
CIS 277 C	Digital Forensics	3 Units
CIS 278 C	Cyber Crime	3 Units

## Program Outline of Record Credit Degrees and Certificates

CIS 279 C	Computer Forensics Legal Aspects	3 Units
CIS 280 C	Analysis of Digital Media	3 Units
CIS 281 C	Computer Forensics Capstone	3 Units
CIS	Choose 1 Elective: CIS 271 C Computer Forensics in Practice CIS 272 C Computer Forensics – Challenges CIS 273 C Computer Forensic Tools CIS 276 C Computer Forensics I	3 Units
<b>Total Units:</b>		<b>18 Units</b>

Coastline Community College, within their Computer Networking & Cybersecurity discipline, offers both a 27-unit certificate and 60-unit Associate degree in Digital Forensics and Incident Response:

Course	Name	Units
CIS C157	Introduction to Python Programming	3 Units
CST C128	Network+	3 Units
CST C158	Server+	3 Units
CYBR C150	Introduction to Digital Forensics	3 Units
CYBR C160	Introduction to Incident Response	3 Units
CYBR C170	Cybercrime and CSIRT Coordination	3 Units
CYBR C250	Intermediate Digital Forensics	3 Units
CYBR C260	Intermediate Incident Response	3 Units
<b>Total Units:</b>		<b>27 Units</b>

Mt. San Jacinto College, within their Administration of Justice discipline, offers a 13-unit “Concentration” in Computer Forensics Employment:

Course	Name	Units
AJ 103	Criminal Evidence	3 Units
AJ 105	Tactical Communication & Writing for Law Enforcement	3 Units
CSIS 580	Computer Hardware- Level 1	3 Units
CSIS 282	Computer Forensics	3 Units
<b>Total Units:</b>		<b>12 Units</b>

San Bernardino Valley College, within their Computer Information Technology discipline, offers an 18-unit Certificate in Digital Forensics:

Course	Name	Units
CIT 091	Computer Network Fundamentals	3 Units
CIT 101	Introduction to Computer Literacy	3 Units
CIT 127	Introduction to Computer Forensics	3 Units
CIT 128	Introduction to Linux OS	3 Units
CIT 155	Systems and Network Administration	3 Units
CIT 160	Introduction to Information Systems Security	3 Units
<b>Total Units:</b>		<b>18 Units</b>

Of these 4 programs, only 2 are located within the Inland Empire (San Bernardino Valley and Mt. San Jacinto). Mt. San Jacinto’s offering is not a certificate, but an “employment concentration” that



consists of only 13 units, and San Bernardino Valley's certificate is not interdisciplinary, but housed solely within their Computer Information Technology department.

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

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

N/A.

DRAFT

**Program Outline**

**Title: Data Analytics**

**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:** 070730

**CIP Code:** 11.0501

**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  
 New Local certificate                       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.)*

**Rationale:**

*This program addresses industry’s continuing demands for professionals to test and build tools to meet the data quality validation needs for a cloud platform-based application and building enterprise analytics of large data volume. Based on Inland Empire/Desert region Labor Market Information report, the data-analysis occupation is projected to have 189 annual job openings, increasing employment by 8% through 2024. The 10th percentile hourly wage for data analysis related occupations exceeds the Family Needs Calculator self-sustainability rate, indicating that approximately the top 90% of workers in this occupation earn self-sufficient hourly wages. The courses in this program will also align with university courses, which will permit students to transfer to further develop skills and knowledge in the areas of Data Science.*

**Required Documentation**

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

**All Degrees and Certificates**

- 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).*-
- 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**

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

**Program Learning Outcomes:**

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

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

**Item 2. Catalog Description**

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

**Program Requirement:**

Before entering this program, students must complete MAT-35 and MAT-10 or MAT-23 or qualifying placement level in mathematics to be successful in courses in the program.

**Program Learning Outcomes:**

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

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

Required Courses: 30 units

Course	Title	Units	Sequencing
CIS-1A	Introduction to Computer Information Systems	3	Semester 1
MAT-70A/CIS-70A	Foundations of Data Science	3	Semester 1
CIS/CSC-61	Introduction to Database Theory	3	Semester 1
CIS-30A	Introduction to Python Programming	3	Semester 1

or CSC-8	or Programming Concepts: Python		
MAT-70B	Statistics for STEM	4	Semester 2
MAT-1A	Calculus I	4	Semester 2
CIS/CSC-63	Introduction to Structured Query Language (SQL)	3	Semester 2
MAT-1B	Calculus II	4	Semester 3
CIS-30E	Advanced Python Programming	3	Semester 3

Elective Courses:   3   units

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

Total Program Units:   33   units

### Item 3. Program Requirements

Required Courses:   30   units

Course	Title	Units	Sequencing
CIS-1A	Introduction to Computer Information Systems	3	Semester 1
MAT-70A/CIS-70A	Foundations of Data Science	3	Semester 1
CIS/CSC-61	Introduction to Database Theory	3	Semester 1
CIS-30A or CSC-8	Introduction to Python Programming or Programming Concepts: Python	3	Semester 1
MAT-70B	Statistics for STEM	4	Semester 2
MAT-1A	Calculus I	4	Semester 2
CIS/CSC-63	Introduction to Structured Query Language	3	Semester 2
MAT-1B	Calculus II	4	Semester 3
CIS-30E	Advanced Python Programming	3	Semester 3

Elective Courses:   3   units

Course	Title	Units	Sequencing
CIS-68A or	Introduction to Machine Learning	3	Semester 3
CIS-68B or	Big Data Fundamentals	3	Semester 3
CIS/CSC-2 or	Fundamental of System Analysis	3	Semester 3
CIS/CSC-20	Systems Analysis and Design	3	Semester 3

Total Program Units:   33   units

The **Certificate of Achievement in Data Analytics** will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

#### **Item 4. Master Planning**

This cross-discipline certificate will increase the diversity in Inland Empire workforce by providing technical training emphasis in Career Technical Education. This program will increase the diversity of student population in STEM, Computer Information Systems and Mathematics, aligning with Guided Pathway to support student success. The growth of the program will also address to need to improve special populations in STEM, such as potentially increasing the population of female students and professionals in the areas of STEM. The program is expected to have a steady growth after the initial year with program promotional outreach to local high schools and community centers.

#### **Item 5. Enrollment and Completer Projections**

Enrollment Projects for courses are as followed:

Required courses:

- CIS-1A: 49 students
- MAT-27B: 49 students
- CIS/CSC-61: 49 students
- CIS-30A or CSC-8: 49 students
- CIS-68A/MAT27A: 49 students
- CIS-68B: 49 students

Electives:

- CIS-68C: 49 students
- CIS-2: 49 students
- CIS-20: 49 students

This program is expected to have 50 to 100 students by Spring 2023.

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

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

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

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

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

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

**Record –  
Credit Degrees and Certificates**

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**Program Outline**

**Title: Foundational Culinary Arts**

**Originator: David Avalos**

**Date 9/16/2021**

**Department:**

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

**TOPs Code:** 1306.30

**CIP Code: 12.0500**

**Type of Program:**

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

**Type of Associate Degree:**

Associate of Arts                                       Associate of Science

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

**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.)*

To create a certificate program that includes Culinary 36, 37, & 38 only. We currently have an Associates degree / Certificate program with these courses, but it also requires Cul. 20 (Baking), Kin 4 and Mag 56. We wish to have a certificate program that only offers culinary 36 , 37 & 38. The rationale for this is to address students desire to only pursue culinary arts and not the baking and management courses. We have found that some students will take the first 3 courses, but not Cul. 20, Kin 4 and Mag 56 and therefore, forgo their certificate. We still feel the need to offer Cul. 20, Kin 4 and Mag 56, which explains the rational for having both programs.

**Required Documentation**

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

**All Degrees and Certificates**

Evidence of district-wide discipline communication  
 Department minutes showing approval  
 Narrative *(see following page)*

**Record –  
Credit Degrees and Certificates**

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

**Item 2. Catalog Description**

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

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

- Demonstrate learned customer service, wait staffing and point of sale system knowledge in a working dining room setting.
- Employ proper safety and sanitation principles to the receiving, storage, preparation, and service of food.



**Record –  
 Credit Degrees and Certificates**

- Formulate menus utilizing menu design techniques, conversion of written recipes, and calculations of food costing and menu pricing.
- Demonstrate practical and theoretical knowledge of classical and contemporary cooking methods for both hot food and baking/pastry arts.
- Demonstrate practical knowledge of classical knife cuts. Apply learned cooking methods to international cuisines.
- Demonstrate proficiency in piping skills, mold usage, plate presentation, and other artistic techniques used in the garde manger kitchen as well as hot food, cold food, and pastry presentation.

**Item 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: 24 units

Course	Title	Units	Sequencing
CUL 36	Introduction to Culinary Arts	8	Semester 1, Winter, Spring, Fall
CUL 37	Intermediate Culinary Arts	8	Semester 2 , Winter, Spring, Fall
CUL 38	Advanced Culinary Arts	8	Semester 3, Winter, Spring, Fall

Elective Courses:      units

Course	Title	Units	Sequencing

Total Program Units: 24 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.*

Culinary is a current program in the RCC curriculum. No additional resources are needed for this modification.

**Item 5. Enrollment and Completer Projections**

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

It is projected that 75 students complete this program annually.

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

**Record –  
Credit Degrees and Certificates**

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

Culinary is a current program in the RCC curriculum.

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

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

Mt. San Jacinto

**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: Sustainability in Economics and Society**

**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:** 0301.00

**CIP Code:** 030104

**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 (IGETC only)                       Associate of Science

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

**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:** In accordance with RCCD Board Policy 5775 item 6 (“Encouragement of curriculum in environmental sustainability”), and District Strategic Plan 2019-24 Objective 6.1 (“Establish and expand relationships with regional educational institutions”), an Associate of Arts degree in Sustainability is proposed at RCC. A survey of local schools found that while many universities offer higher degrees in Sustainability, no Associate Degree programs appear to be available in our area to prepare students for transfer. The degree is designed to fulfill IGETC requirements as well as basic requirements for the University of California, Riverside B.A. in Environment and Sustainability Studies and for Sustainability degrees at other institutions of higher education. While the courses will ensure that RCC students are well-prepared to transfer and complete a Sustainability degree at any university, courses were specifically chosen to create a smooth and efficient pipeline for Sustainability students to UCR, since this is where many of our students will choose to transfer. RCC faculty communicated closely with UCR faculty during the mapping of this associate degree.

As was made clear by the recent Resolution of the Board of Governors, California Community Colleges (No. 2019-11), sustainability must be a priority for the CCCs and this includes the need to provide valuable education to our students. According to a recent report, the global green technology and sustainability market size is set to grow from \$11.2 billion in 2020 to \$36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations. A Sustainability degree will help lead our students to a fulfilling job and a more stable future.

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

**Required Documentation**

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

**All Degrees and Certificates**

- Evidence of district-wide discipline communication
- 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 A.A. Sustainability degree is designed to provide a smooth transfer pathway to the B.A. degree in Environment and Sustainability Studies at UCR as well as prepare students to efficiently transfer into most any Sustainability degree at another institution of higher education. Examples of California institutions besides UCR with degrees in Sustainability include USC, Cal Baptist, National University, CSU Fullerton, UC Davis, UC Berkeley, CSUSB, and CSUF.

According to a recent report, the global green technology and sustainability market size is set to grow from \$11.2 billion in 2020 to \$36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations. Also, according to the Organization for Economic Cooperation and Development, as companies work to recover from the COVID-19 pandemic, many are focusing on “measures that can drive sustainability while boosting jobs, income and growth”.

Program Learning Outcomes:

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

- Define sustainability and identify major sustainability challenges
- Apply critical thinking skills, appropriate methodological and analytical tools, and diverse concepts of sustainable development to address sustainability challenges in a global context
- Demonstrate an understanding of complex relationships among ecological issues, economic growth, and social justice
- Demonstrate the ability to understand environmental changes, challenges, and solutions from a social and/or economic perspective

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

The Associate of Arts in Sustainability offers lower-division coursework that provides an introduction to issues, policies, and practices of sustainability, with an emphasis on a social or economic perspective. Students will build a foundation appropriate for entry into advanced study in sustainability including public policy, environmental justice, social research, and interdisciplinary approaches to complex environmental issues.

This degree is designed to facilitate students transferring to the University of California, Riverside with an Associate of Arts Degree in Sustainability. With this degree, the student will be prepared to enter into the Environment and Sustainability Studies B.A. program. Such a degree will typically lead to careers in environmental education, natural resource management, public policy, and sustainability planning and communication.

Program Learning Outcomes:

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

- Define sustainability and identify major sustainability challenges
- Apply critical thinking skills, appropriate methodological and analytical tools, and diverse concepts of sustainable development to address sustainability challenges in a global context
- Demonstrate an understanding of complex relationships among ecological issues, economic growth, and social justice
- Demonstrate the ability to understand environmental changes, challenges, and solutions from a social and/or economic perspective

**Item 3. Program Requirements**

Required Courses: 18 units

Course	Title	Units	Sequencing
BIO-19	Environmental Science	3	
ECO-5	Economics of the Environment	3	
OCE-1	Intro to Oceanography	3	
SOC-3	Social Inequality	3	
SOC/PSY-48	Statistics for Behavioral Sciences	3	
SOC-50	Intro to Social Research Methods	3	

Elective Courses:      units

Course	Title	Units	Sequencing

Total Program Units: 18 units

**Item 4. Master Planning**

An associate degree in sustainability that establishes a smooth pipeline to a bachelor’s degree at UCR supports RCCD Board Policy 5775 item 6 (“Encouragement of curriculum in environmental sustainability”), and District Strategic Plan 2019-24 Objective 6.1 (“Establish and expand relationships with regional educational institutions”).

Additionally, with reference to RCC’s mission (“...The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.”), a degree in sustainability will prepare our students to enter jobs in the high-demand and expanding green economy. And, since one of the pillars of sustainability is social equity, students who pursue this major will learn about, participate in, and promote equity-focused solutions to environmental issues on our campus, in our community, and in the broader world.

**Item 5. Enrollment and Completer Projections**

The Sustainability Studies major at UCR has shown incredible growth, starting with 12 students in 2015 and expanding to more than 100 students per year in recent years. We expect a similar trend at RCC, with an estimated 5-10 majors during the first year and at least 2% growth annually as the program becomes more well-known.

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

This will be the first degree on the RCC campus that takes an interdisciplinary approach to environmental issues. There is currently a degree in Environmental Science offered through the Life Sciences department. While that degree emphasizes the study of local environmental issues through biology, chemistry, physics, and other sciences, a degree in sustainability will add a more global perspective and a focus on things like economics, social equity, business, communication, health, etc.

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

There is clear need for an Associate Degree program in Sustainability in our region. Despite the fact that many universities offer higher degrees in Sustainability (including UCR, USC, Cal Baptist, National University, CSU Fullerton, UC Davis, UC Berkeley, CSUSB, and CSUF), there is very little offered at

the community college level that would specifically prepare students for those programs. In a survey of local community college offerings, the following programs were noted:

Irvine Valley College – Sustainability and Resource Management (certificate only – no associate degree offered)

Mira Costa College – associate degrees in Sustainable Agriculture or Sustainable Landscape only

Saddleback College - “Occupational Skills Award” (no associate degree offered)

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

The A.A. in Sustainability is designed to prepare students to transfer into the B.A. program in Environment and Sustainability at UCR while also fulfilling IGETC requirements. The courses listed as “required” above will fulfill components of IGETC as well as be accepted to fulfill several of the lower-division requirements of the B.A. degree at UCR.

**Program Outline**

**Title: Sustainability in Science 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:** 0301.00    **CIP Code:** 030104

**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 (IGETC only)

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

**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:** In accordance with RCCD Board Policy 5775 item 6 (“Encouragement of curriculum in environmental sustainability”), and District Strategic Plan 2019-24 Objective 6.1 (“Establish and expand relationships with regional educational institutions”), an Associate of Science degree in Sustainability is proposed at RCC. A survey of local schools found that while many universities offer higher degrees in Sustainability, no Associate Degree programs appear to be available in our area to prepare students for transfer. The degree is designed to fulfill IGETC requirements as well as basic requirements for the University of California, Riverside B.S. in Environment and Sustainability Studies and for Sustainability degrees at other institutions of higher education. While the courses will ensure that RCC students are well-prepared to transfer and complete a Sustainability degree at any university, courses were specifically chosen to create a smooth and efficient pipeline for Sustainability students to UCR, since this is where many of our students will choose to transfer. RCC faculty communicated closely with UCR faculty during the mapping of this associate degree.

As was made clear by the recent Resolution of the Board of Governors, California Community Colleges (No. 2019-11), sustainability must be a priority for the CCCs and this includes the need to provide valuable education to our students. According to a recent report, the global green technology and sustainability market size is set to grow from \$11.2 billion in 2020 to \$36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations. A Sustainability degree will help lead our students to a fulfilling job and a more stable future.  
*(Please note: This information will be presented to the Board of Trustees.)*

**Required Documentation**

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



**All Degrees and Certificates**

- Evidence of district-wide discipline communication
- 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 A.S. Sustainability degree is designed to provide a smooth transfer pathway to the B.S. degree in Environment and Sustainability Studies at UCR as well as prepare students to efficiently transfer into most any Sustainability degree at another institution of higher education. Examples of California institutions besides UCR with degrees in Sustainability include USC, Cal Baptist, National University, CSU Fullerton, UC Davis, UC Berkeley, CSUSB, and CSUF.

According to a recent report, the global green technology and sustainability market size is set to grow from \$11.2 billion in 2020 to \$36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations. Also, according to the Organization for Economic Cooperation and Development, as companies work to recover from the COVID-19 pandemic, many are focusing on “measures that can drive sustainability while boosting jobs, income and growth”.

Program Learning Outcomes:

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

- Define sustainability and identify major sustainability challenges
- Apply critical thinking skills, appropriate methodological and analytical tools, and diverse concepts of sustainable development to address sustainability challenges in a global context
- Demonstrate an understanding of complex relationships among ecological issues, economic growth, and social justice
- Demonstrate the ability to understand environmental changes, challenges, and solutions from a scientific perspective

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

The Associate of Science in Sustainability offers lower-division coursework that provides an introduction to issues, policies, and practices of sustainability, with an emphasis on a scientific perspective. Students will build a foundation appropriate for entry into advanced study in sustainability including public policy, environmental justice, scientific research, and interdisciplinary approaches to complex environmental issues.

This degree is designed to facilitate students transferring to the University of California, Riverside with an Associate of Science Degree in Sustainability. With this degree, the student will be prepared to enter into the Environment and Sustainability Studies B.S. program. Such a degree will typically lead to careers in agriculture and food systems, ecological conservation and restoration, environmental research and consulting, environmental engineering, urban planning, and natural resource management.

Program Learning Outcomes:

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

- Define sustainability and identify major sustainability challenges
- Apply critical thinking skills, appropriate methodological and analytical tools, and diverse concepts of sustainable development to address sustainability challenges in a global context
- Demonstrate an understanding of complex relationships among ecological issues, economic growth, and social justice
- Demonstrate the ability to understand environmental changes, challenges, and solutions from a scientific perspective

**Item 3. Program Requirements**

Required Courses: 37 units

Course	Title	Units	Sequencing
BIO-19	Environmental Science	3	
BIO-60	Intro to Molecular and Cellular Bio	5	
BIO-61	Intro to Organismal and Population Bio	5	
ECO-5	Economics of the Environment	3	
MAT-12	Statistics	4	
OCE-1	Intro to Oceanography	3	
PHY-2A	General Physics I	4	
PHY-2B	General Physics II	4	
SOC-3	Social Inequality	3	
SOC-50	Intro to Social Research Methods	3	

Elective Courses:      units

Course	Title	Units	Sequencing

Total Program Units: 37 units

**Item 4. Master Planning**

An associate degree in sustainability that establishes a smooth pipeline to a bachelor’s degree at UCR supports RCCD Board Policy 5775 item 6 (“Encouragement of curriculum in environmental sustainability”), and District Strategic Plan 2019-24 Objective 6.1 (“Establish and expand relationships with regional educational institutions”).

Additionally, with reference to RCC’s mission (“...The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.”), a degree in sustainability will prepare our students to enter jobs in the high-demand and expanding green economy. And, since one of the pillars of sustainability is social equity, students who pursue this major will learn about, participate in, and promote equity-focused solutions to environmental issues on our campus, in our community, and in the broader world.

**Item 5. Enrollment and Completer Projections**

The Sustainability Studies major at UCR has shown incredible growth, starting with 12 students in 2015 and expanding to more than 100 students per year in recent years. We expect a similar trend at RCC, with an estimated 5-10 majors during the first year and at least 2% growth annually as the program becomes more well-known.

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

This will be the first degree on the RCC campus that takes an interdisciplinary approach to environmental issues. There is currently a degree in Environmental Science offered through the Life Sciences department. While that degree emphasizes the study of local environmental issues through biology, chemistry, physics, and other sciences, a degree in sustainability will add a more global perspective and a focus on things like economics, social equity, business, communication, health, etc.

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

There is clear need for an Associate Degree program in Sustainability in our region. Despite the fact that many universities offer higher degrees in Sustainability (including UCR, USC, Cal Baptist, National University, CSU Fullerton, UC Davis, UC Berkeley, CSUSB, and CSUF), there is very little offered at the community college level that would specifically prepare students for those programs. In a survey of local community college offerings, the following programs were noted:

Irvine Valley College – Sustainability and Resource Management (certificate only – no associate degree offered)

Mira Costa College – associate degrees in Sustainable Agriculture or Sustainable Landscape only

Saddleback College - “Occupational Skills Award” (no associate degree offered)

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

The A.S. in Sustainability is designed to prepare students to transfer into the B.S. program in Environment and Sustainability at UCR while also fulfilling IGETC requirements. The courses listed as “required” above will fulfill components of IGETC as well as be accepted to fulfill several of the prerequisites and lower-division requirements of the B.S. degree at UCR.

**Program Outline**

**Title: Data Science**

**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:** 070730                      **CIP Code:** 11.0501

**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  
                                          New Local certificate                       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.)*

**Rationale:**

This program addresses industry’s continuing demands for professionals to test and build tools to meet the data quality validation needs for a cloud platform-based application and building enterprise analytics of large data volume. Based on Inland Empire/Desert region Labor Market Information report, the data-analysis occupation is projected to have 189 annual job openings, increasing employment by 8% through 2024. The 10th percentile hourly wage for data analysis related occupations exceeds the Family Needs Calculator self-sustainability rate, indicating that approximately the top 90% of workers in this occupation earn self-sufficient hourly wages. The courses in this program will also align with university courses, which will permit students to transfer to further develop skills and knowledge in the areas of Data Science.

**Required Documentation**

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

**All Degrees and Certificates**

- 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).*-
- 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**

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

***Program Learning Outcomes:***

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

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

**Item 2. Catalog Description**

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

**Program Requirement:**

Before entering this program, student must complete MAT – 35 and MAT-10 or MAT-23 or qualifying placement level in mathematics to be successful in courses in the program.

**Program Learning Outcomes:**

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

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

Required Courses:   37   units

Course	Title	Units	Sequencing
CIS-1A	Introduction to Computer Information Systems	3	Semester 1
MAT-70A/CIS-70A	Foundations of Data Science	3	Semester 1
CIS/CSC-61	Introduction to Database Theory	3	Semester 1
CIS-30A or	Introduction to Python Programming or	3	Semester 1

CSC-8	Programming Concepts: Python		
MAT-70B	Statistics for STEM	4	Semester 2
MAT-1A	Calculus I	4	Semester 2
CIS/CSC-63	Introduction to Structured Query Language (SQL)	3	Semester 2
MAT-1B	Calculus II	4	Semester 3
CIS-30E	Advanced Python Programming	3	Semester 3
MAT-1C	Calculus III	4	Semester 4
MAT-3	Linear Algebra	3	Semester 4

Elective Courses:   3   units

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

Total Program Units:   40   units

### Item 3. Program Requirements

Required Courses:   37   units

Course	Title	Units	Sequencing
CIS-1A	Introduction to Computer Information Systems	3	Semester 1
MAT-70A/CIS-70A	Foundations of Data Science	3	Semester 1
CIS/CSC-61	Introduction to Database Theory	3	Semester 1
CIS-30A or CSC-8	Introduction to Python Programming or Programming Concepts: Python	3	Semester 1
MAT-70B	Statistics for STEM	4	Semester 2
MAT-1A	Calculus I	4	Semester 2
CIS/CSC-63	Introduction to Structured Query Language (SQL)	3	Semester 2
MAT-1B	Calculus II	4	Semester 3
CIS-30E	Advanced Python Programming	3	Semester 3
MAT-1C	Calculus III	4	Semester 4
MAT-3	Linear Algebra	3	Semester 4

Elective Courses:   3   units

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

Total Program Units:   40   units



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

Minimum Degree Units		Maximum Degree Units	
Minimum Required Units	40	Maximum Required Units	40
Minimum Elective Units	3	Maximum Elective Units	3
Local GE Required Units	27	CSUGE Required Units	39
Double Counted Units	3	Double Counted Units	15
<b>Total Minimum Degree Units</b>	<b>67</b>	<b>Total Maximum Degree Units</b>	<b>67</b>

**Item 4. Master Planning**

This degree will increase the diversity in Inland Empire workforce by providing technical training emphasis in Career Technical Education. This program will increase the diversity of student population in STEM, Computer Information Systems and Mathematics. It will allow student to transfer to UC or CSU to pursue a bachelor’s degree in Data Science or related areas. The program will also improve the growth in special populations in STEM education, such as potentially increasing the population of female students and under-represented populations in the areas of STEM. The program is expected to have a steady growth after the initial year with program promotional outreach to local high schools and community centers.

**Item 5. Enrollment and Completer Projections**

Enrollment Projects for courses are as followed:

Required courses:

- CIS-1A: 49 students
- MAT-70A/CIS-70A: 49 students
- MAT-20B: 49 students
- CIS/CSC-61: 49 students
- CIS/CSC-63: 49 students
- CIS-30A or CSC-8: 49 students
- CIS-68B: 49 students

Electives:

- CIS-68A: 49 students
- CIS-68B: 49 students
- CIS-2: 49 students
- CIS-20: 49 students

This program is expected to have 50 to 100 students by Fall 2023.

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

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

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

No other college in the region offers similar program. This program offers opportunities for students to acquire technical training that will help them build careers and contribute to Inland Empire social-

economic improvement. It also provides local organizations access to a growing workforce and training resources for their incumbent workers.

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

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

**Program Outline**

**Title: Administration of Justice**

**Originator: Dr. Sigrid Williams**

**Date 9/16/2021**

**Department: BEIT**

**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: 210500                      CIP Code: 43.0107**

**Type of Program:**

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

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

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

**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:**

*Norco College is the only college in the district without an AS degree in Administration of Justice. The AS degree was removed from NC's catalog after the 2008 recession when NC did not have a full-time faculty in the discipline. Today, this AS degree will assist our students to attain an AS degree in ADJ which in turn can increase wage earnings by 2.5% throughout the industry without any continued education at a 4-year institution. This AS degree also supports five guided pathways within public safety.*

*The Certificate of Achievement will allow those new or already in the field without a degree or college credits to earn college credits towards their professional development requirements to navigate through the salary structure within their departments. It will also allow students to earn college credits towards the Public Safety pathway wherein they may not want to earn an actual degree. This will prepare our students for jobs in high demand within our industry and earn a livable wage.*

**Required Documentation**

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

**All Degrees and Certificates**

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

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

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

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

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

**Program Narrative**

**Item 1. Program Goals and Objectives**

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

Certificate Program

PROGRAM LEARNING OUTCOMES

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

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

**Item 2. Catalog Description**

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

Certificate Program

PROGRAM LEARNING OUTCOMES

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

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

**Item 3. Program Requirements**

Required Courses: 18 units

Course	Title	Units	Sequencing
ADJ-1	Introduction to the Administration of Justice	3	Semester 1, Fall
ADJ-2	Principles and Procedures of the Justice System	3	Semester 1, Fall
ADJ-3	Concepts of Criminal Law	3	Semester 2, Spring
ADJ-4	Legal Aspects of Evidence	3	Semester 2, Spring
ADJ-5	Community Relations	3	Semester 3, Fall
ADJ-9	Law in American Society	3	Semester 4, Spring

Elective Courses: 9 units

Course	Title	Units	Sequencing
Electives	Choose from any elective courses in the discipline	3-9	
OR			
POL-5	The Law and Politics	3	
SOC-20	Introduction to Criminology	3	

Total Program Units: 27 units

**Associate of Science Degree**

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

**Item 4. Master Planning**

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

**Item 5. Enrollment and Completer Projections**

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

Program Awards Summary Report - Data & Format Area				
Report Area				
Program Awards Summary				
	Annual 2017-2018 Award Count	Annual 2018-2019 Award Count	Annual 2019-2020 Award Count	Annual 2020-2021 Award Count
<input type="checkbox"/> Norco College Total	9	31	40	47
Associate in Science for Transfer (A.S.-T) Degree	5	22	31	36
Associate of Science (A.S.) degree	1			1
Certificate requiring 18 to < 30 semester units	1			
Certificate requiring 16 to fewer than 30 semester units				1
Certificate requiring 6 to < 18 semester units	2	9	9	9

California Community Colleges Chancellor's Office  
 Credit Course Retention/Success Rate Summary Report

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

Report Run Date As Of : 9/16/2021 2:09:53 PM

*Students identifying ADJ as their program of study:*

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

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

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

*All courses are currently available in the Norco College inventory.*

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

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

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

*N/A*

**Additional Information**

**Labor Market Information and Analysis** *(required for new programs and modifications)*

*According to the Employment Development Department (EDD) Labor Market Information Division, occupational projections of employment for California and the Inland Empire are as follows:*

*Occupational Projections of Employment for Police and Sheriff Patrol Officers (SOC Code 33-3051)*

<b>Police and Sheriff Patrol Officers Estimated Employment and Projected Growth</b>					
<b>Geographic Area (Estimated Year-Projected Year)</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Numeric Change</b>	<b>Percent Change</b>	<b>Job Openings</b>
California (2016-2026)	69,700	73,200	3,500	5.0	48,600
Inland Empire Area (2016-2026)	4,820	5,050	230	4.8	3,350

*Occupational Projections of Employment for Detectives and Criminal Investigators (SOC Code 33-3021)*

<b>Detectives and Criminal Investigators Estimated Employment and Projected Growth</b>					
<b>Geographic Area (Estimated Year-Projected Year)</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Numeric Change</b>	<b>Percent Change</b>	<b>Job Openings</b>
California (2016-2026)	12,400	13,000	600	4.8	8,500
Inland Empire Area (2016-2026)	990	1,040	50	5.1	680

*Occupational Projections of Employment for Correctional Officers and Jailers (SOC Code 33-3012)*

<b>Correctional Officers and Jailers Estimated Employment and Projected Growth</b>					
<b>Geographic Area (Estimated Year-Projected Year)</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Numeric Change</b>	<b>Percent Change</b>	<b>Job Openings</b>
California (2016-2026)	37,200	33,700	-3,500	-9.4	24,900
Inland Empire Area (2016-2026)	4,270	3,940	-330	-7.7	2,970



*Occupational Projections of Employment for Probation Officers and Treatment Specialists (SOC Code 21-1092)*

<b>Probation Officers and Treatment Specialists Estimated Employment and Projected Growth</b>					
<b>Geographic Area (Estimated Year-Projected Year)</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Numeric Change</b>	<b>Percent Change</b>	<b>Job Openings</b>
California (2016-2026)	11,600	12,100	500	4.3	10,400
Inland Empire Area (2016-2026)	990	1,030	40	4.0	880

*Occupational Projections of Employment for Public Safety Dispatchers (SOC Code 43-5031)*

<b>Public Safety Dispatchers Estimated Employment and Projected Growth</b>					
<b>Geographic Area (Estimated Year-Projected Year)</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Numeric Change</b>	<b>Percent Change</b>	<b>Job Openings</b>
California (2016-2026)	6,700	7,200	500	7.5	6,700
Inland Empire Area (2016-2026)	600	650	50	8.3	620

*Occupational Projections of Employment for Arbitrators, Mediators, and Conciliators (SOC Code 23-1022)*

<b>Arbitrators, Mediators, and Conciliators Estimated Employment and Projected Growth</b>					
<b>Geographic Area (Estimated Year-Projected Year)</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Numeric Change</b>	<b>Percent Change</b>	<b>Job Openings</b>
California (2016-2026)	1,100	1,200	100	9.1	600
Inland Empire Area (2016-2026)	No Data Available for Area				

*Occupational Projections of Employment for Lawyers (SOC Code 23-1011)*

<b>Lawyers Estimated Employment and Projected Growth</b>					
<b>Geographic Area (Estimated Year-Projected Year)</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Numeric Change</b>	<b>Percent Change</b>	<b>Job Openings</b>
California (2016-2026)	97,400	108,000	10,600	10.9	53,300
Inland Empire Area (2016-2026)	3,330	3,790	460	13.8	1,940

*Occupational Projections of Employment for Security Guards (SOC Code 33-9032)*

<b>Security Guards Estimated Employment and Projected Growth</b>					
<b>Geographic Area (Estimated Year-Projected Year)</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Numeric Change</b>	<b>Percent Change</b>	<b>Job Openings</b>
California (2016-2026)	149,500	164,900	15,400	10.3	219,500
Inland Empire Area (2016-2026)	14,830	17,780	2,950	19.9	24,120

**Advisory Committee Recommendation**

*A district wide (RCCD) advisory committee voted unanimously to develop an Associate of Science Degree in Administration of Justice for all three colleges.*

**Record –  
Non-Credit Certificates**

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**Program Outline**

**Title: Non-Credit Global Industry**

**Originator: Chie Ishihara**  
**Department: Business**

**Date 9/28/2021**

**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:** 0508.00    **CIP Code:**

**Certificate is being proposed as:**

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

*Please specify non-credit category:*

- |                                                           |                                                                |
|-----------------------------------------------------------|----------------------------------------------------------------|
| <input checked="" type="checkbox"/> Short-Term Vocational | <input type="checkbox"/> Workforce Preparation                 |
| <input type="checkbox"/> English as a Second Language     | <input type="checkbox"/> Elementary and Secondary Basic Skills |

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

*Please specify non-credit category:*

- |                                                     |                                                                            |
|-----------------------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> Citizenship for Immigrants | <input type="checkbox"/> Health and Safety                                 |
| <input type="checkbox"/> Parenting                  | <input type="checkbox"/> Courses for Persons with Substantial Disabilities |
| <input type="checkbox"/> Home Economics             | <input type="checkbox"/> Courses for Older Adults                          |

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

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

**Rationale:**

*(Please note: This information will be presented to the Board of Trustees.) This certificate will prepare students for business in a global market.*

**Required Documentation**

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

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

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

**Record –  
 Non-Credit Certificates**

**Program Narrative**

**Item 1. Program Goals and Objectives**

Prepares individuals to be able to understand how global business operates in the areas of management, marketing and trade. Prepare individuals for professions in the field of global business.

**Item 2. Catalog Description**

Prepares individuals to be able to understand how global business operates in the areas of management, marketing and trade. Prepare individuals for professions in the field of global business.

- Apply knowledge in the four delineation of global business, namely principle of global business, global management, global marketing, and global trade to explain the role of global business as integral function in the global economy.
- Demonstrate the importance, responsibility, and contribution to the growth of global economy and sustainability.
- Apply knowledge to prepare for global industry certification, Certified Global Business Professional.

**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: 208 hours

Course	Title	Hours	Sequencing
BUS 840	Introduction to Global Business	54	Fall term
BUS 843	Global Marketing	54	Spring Term
BUS 846	Global Trade	54	Spring Term
BUS 848	Global Management	54	Fall Term

Elective Courses:      hours

Course	Title	Hours	Sequencing

Total Program Hours:      hours

**Item 4. Master Planning**

As Riverside City College values inclusivity and opportunity, a non-credit certificate in Global Business fosters knowledge, understanding and employability in the business field that values the world’s connectivity to generate improvement in global economy and unity that comes from global goals.

**Program Outline**

**Title: Associate in Science in Administration of Justice for Transfer**

**Originator: Dr. Sigrid Williams**  
**Department: BEIT**

**Date 9/23/2021**

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

**TOPs Code:** 210500      **CIP Code:** 43.0107

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

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

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

*The addition of ADJ-19, ADJ-24, ADJ-31, BUS 18A, and POL-5 as electives in List B. All 5 classes are valued at 3 units each. Current CORs are active.*

*ADJ-200 course title to match current course outline.*

**Rationale:**

*Six guided pathways have been identified within the ADJ program. Students should have the opportunity to take a variety of courses that fit within the guided pathway they are seeking to learn more about and enter into as a career. Adding the additional courses will afford our students more opportunity to professionally develop themselves in their specific field of study and prepare them for jobs in our high-demand industries.*

**Required Documentation:**

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

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

- Evidence of district-wide discipline communication
- Department minutes showing approval
- Narrative *(See next page)*
- Completed Chancellor’s Office Template (TMC) *(Must be most current version available)*
- C-ID or ASSIST Articulation Information, as required by the TMC *(Work with your Articulation Officer to obtain this documentation)*

**Program Narrative**

**Item 1. Program Goals and Objectives**

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

- Demonstrate an applicable knowledge of the many facets of the American Justice System and the interrelationship of functions among them.
- Demonstrate a working knowledge of the theory and practice of law enforcement, community policing, criminal law, judicial procedure, criminal investigation, and corrections within the American Justice System.
- Demonstrate the ability to interact with the public and members of the American Justice System in a manner to reflect professionalism in speaking, reading, writing, and the ability to compile, integrate, and disseminate diverse information.

**Item 2. Catalog Description**

This degree is designed to facilitate the student’s passage from Norco College to the California State University system with an Associate in Science in Administration of Justice for Transfer degree. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor’s Degree in Criminal Justice at a CSU. With this degree the student will be prepared to enter the American Justice system as an entry level professional in numerous areas.

Required Courses:18-19 units

Course	Title	Units
ADJ-1*	Introduction to the Administration of Justice	3
ADJ-3*	Concepts of Criminal Law	3
List A	Choose from the list below	6
List B	Choose from the list below	6-7

Elective Courses: List A (Choose two courses from the following (6 units):

Course	Title	Units
ADJ-2	Principles and Procedures of the Justice System	3
ADJ-4	Legal Aspects of Evidence	3
ADJ-5	Community Relations	3
ADJ-8	Juvenile Law and Procedures	3
ADJ-12	Introduction to Criminalistics	3
ADJ-13	Criminal Investigation	3
ADJ-20	Introduction to Corrections	3

Elective Courses: List B (Choose two courses from the following (6-7 units):

Course	Title	Units
	<b>Any List A course not already used</b>	
ADJ-9/9H*	Law in American Society	3
ADJ-14	Advanced Criminal Investigation	3
<b>ADJ-19</b>	<b>Introduction to Policing</b>	<b>3</b>
<b>ADJ-24</b>	<b>Interview and Interrogation</b>	<b>3</b>
<b>ADJ-31</b>	<b>Cybercrime and Digital Forensics</b>	<b>3</b>
ADJ-200	Work Experience	1-3
POL-1/1H*	American Politics/Honors	3
PSY-1/1H*	General Psychology/Honors	3

SOC-1/1H*	Introduction to Sociology/Honors	3
SOC-20*	Introduction to Criminology	3
MAT-12/12H*	Statistics/Honors	3
or		
PSY/SOC-48*	Statistics for the Behavioral Sciences	3

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

ASSOCIATE IN **[SCIENCE]** FOR TRANSFER DEGREE

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

**Program Outline**

**Title: Crime Scene Investigations**

**Originator: Dr. Sigrid Williams**

**Date 9/17/2021**

**Department: BEIT**

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

**TOPs Code: 2105.40                      CIP Code: 43.0406**

**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

**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 existing CSI Certificate is only a locally approved certificate program that was created to consist of 5 classes; it is unknown the rationale or logic that was used in determining these courses. The existing certificate program (prior to 2019), which is 15 credits, consists of the following classes:

ADJ-2	Principles & Procedures of the Justice System	3 Units
ADJ-3	Criminal Law	3 Units
ADJ-13	Criminal Investigation	3 Units
ADJ-14	Advanced Criminal Investigation	3 Units
ANT-10	Forensic Anthropology	3 Units

In 2019, a minor modification was made to the certificate by including an option for students to take ADJ-12 “Criminalistics” in lieu of ANT-10, which our advisory board deemed a more industry-applicable course. This small modification was made where ANT-10 was not excluded, but instead ADJ-12 Criminalistics was added as an option for students (making the certificate offer an elective for students between ANT-10 or ADJ-12).

This modification was not nearly enough for this program to provide students the opportunities needed to be competitive within the industry or to even seek out employment opportunities within the discipline. The revised certificate proposal both adds courses and removes ANT-10 from the required course listing.

**Rationale:**

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



In 2009, the National Research Council, Committee on Identifying the Needs of the Forensic Sciences Community published the landmark “Strengthening Forensic Science in the United States: A Path Forward.” This report included both deficiencies and potential solutions for a myriad of problems in the forensic science arena. In specifically addressing education programs, the National Research Council (2009) stated:

“To correct some of the existing deficiencies, the starting place must be better undergraduate and graduate programs, as well as increased opportunities for continuing education. Legitimizing practices in the forensic science disciplines must be based on established scientific knowledge, principles, and practices, which are best learned through formal education and training and the proper conduct of research” (p. 217).

The report also addressed the recognition that “demand for more and better-skilled forensic science practitioners is rising at both macro and micro levels” (National Research Council, 2009, p. 218). A fundamental aspect of the report is the National Research Council’s (2009) establishment that forensic science education in the United States is notably problematic: “The overarching challenges facing forensic science education, since its inception, have been inconsistent quality and insufficient funding. Commentators have noted repeatedly the deficiencies of forensic science education programs...If forensic science education programs had sufficient rigor in science, law, and forensics, crime laboratories would have to spend less time and money for training” (p. 224). Further still, false or misleading forensic evidence is a contributory factor in a large percentage of investigations and convictions that are later found to have been mishandled; the Innocence Project claims 46% of false convictions are the result of poor forensic evidence; LaPorte (2017) questioned some of the data analysis provided by the Innocence Project, as well as identifying that a large portion of false convictions due to bad forensic evidence, occurred prior to 2006 – however, it is still acknowledged that the weight of forensic evidence and its importance in an equitable justice system cannot be ignored or downplayed. The data also reveals that malfeasance or intentional malicious actions by forensic scientists or justice professionals only accounts for a small percentage of these errors, which places the lens back toward training and education.

Since 2009, there have no remarkable efforts made to address these issues within educational programs or curricula; the perceived public appeal of crime scene investigation programs has led to an increase in offerings, but no notable or assessable increase in the quality or applicability of these offerings. Norco College’s current certificate in CSI is only a locally approved 15 credit certificate program. Over the course of the last two years, Dr. Matuszak conducted a thorough review of the program, its offerings, its courses, and industry and employer needs. This information was brought forth in discipline meetings and was then discussed in length at our Advisory Board meetings wherein they agreed that an overall was necessary.

Dr. Matuszak compiled over 110 formal job descriptions from local and state agencies for entry-level crime scene investigation positions (excluding positions that also required sworn peace officer status); the following was observed:

- 78.18% (n=86) of the positions have crime scene response and field work listed as a job responsibility/duty.

- 44.54% (n=49) of all entry-level job postings for crime scene investigation positions only required a high school diploma for education levels. (However, all stated further education was preferred).
- 37.27% (n=41) of all entry-level job postings for crime scene investigation positions required an associate degree in Administration of Justice or related fields.
- In reviewing experience, 21.81% (n=24) of entry-level positions did not specify any requirement for field experience.
- 56.36% (n=62) of entry level positions specified that between 1-3 years of experience was a requirement.
- Also, in reviewing the 110 job descriptions, 10.0% (n=11) specified a requirement for a specific amount of earned college credit in photography

Obtaining updated labor market data on the field was also identified as necessary: The California Employment Development Department (2020) and U.S. Bureau of Labor Statistics (2020) provided the following data:

*Occupation: Forensic Science Technician*

Wage Ranges		Job Growth (2016-2026)	Jobs Added (2016-2026)
California	\$65,935 - \$112,809	+ 15.0%	2,800
Inland Empire	\$65,546 - \$91,726	+ 15.8%	260
Median Wage: California		\$83,830	
Median Wage: Inland Empire		\$76,966	
Future Expectations:		Expected to grow faster than average growth rate for all occupations; expected to increase by 15.8% in the Inland Empire between 2016-2026.	
Nationwide 2019 Median Pay:		\$59,150	
Nationwide 2019 Number of Jobs:		17,200	
Job Outlook 2019-2029:		+ 14.0% (Much Faster than Average). Nationwide, California has the highest employment numbers for this occupation, as well as the highest paying positions for this occupation.	

*Occupation: Investigators & Detectives*

Wage Ranges		Job Growth (2016-2026)	Jobs Added (2016-2026)
California	\$91,902 - \$136,741	+ 4.8%	8,500
Inland Empire	\$96,950 - \$128,315	+ 5.1%	680
Median Wage: California		\$104,428	
Median Wage: Inland Empire		\$104,778	
Future Expectations:		Expected to grow slower than average growth rate for all occupations; expected increase statewide by 4.8%, 5.1% in the Inland Empire.	
Nationwide 2019 Median Pay:		\$65,170	
Nationwide 2019 Number of Jobs:		813,500	
Job Outlook 2019-2029:		+ 5.0% (Average).	

Both job descriptions and labor market data does not include the occupation of law enforcement officer, as many agencies hire civilians to work within this arena. However many of our law enforcement agencies have promotional opportunities within detective bureaus wherein the follow-up investigations take place.

Of the 110 regional and state job descriptions, the job responsibilities and duties were reviewed to determine the effectiveness and benefits of the existing curriculum in the CSI certificate. The first issue identified was that none of the entry-level positions within crime scene investigation specified a knowledge of osteology or forensic anthropology, so the inclusion of this course as a required course does not seem to have any benefit to students or employers within this specific certificate offering. Typically, when an investigation involves the need of a forensic anthropologist, a doctorate-level professional in forensic anthropology is consulted.

### **Required Documentation**

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

#### **All Degrees and Certificates**

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

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

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

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

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

### **Program Narrative**

#### **Item 1. Program Goals and Objectives**

This certificate program modification is designed to provide students with a state-approved certificate offering that also provides a strong evidence-based and industry-required set of technical skill and academic knowledge in criminal, forensic, crime scene investigation, and professionalism. The inclusion of courses with both fundamental and cutting-edge technical skill and workforce preparation systems will result in graduates of this program being skillful and trained legal and ethical professionals.

**Item 2. Catalog Description**

**Certificate Title:** Crime Scene Investigations

**Certificate Description:** This certificate is designed to provide a strong academic and skill building pattern of coursework to prepare participants to enter the professional field with the academic and technical knowledge and skills in the forensic and criminal investigative techniques used within crime scene investigations. The successful participant will gain sufficient skills and understanding of criminal investigative procedures, criminal and procedural law, legal aspects of evidence, criminalistics and forensic science, criminal investigations, professional communications, criminal justice report writing and legal analysis, and proper forensic evidence collection and handling procedures.

**Program Learning Outcomes:**

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

- Demonstrate advanced knowledge in the components of criminal law and the criminal justice system.
- Understand, analyze, and demonstrate advanced knowledge in Constitutional criminal law, civil rights, and the rules and legal aspects of criminal investigations, including rules of evidence, criminal procedure, and related case law.
- Demonstrate a proficient level of knowledge in evidence identification, collection, preservation, handling, custody, and chain of custody.
- Understand, analyze, and demonstrate a proficient skillset in professional communication, written and verbal, to meet industry needs for criminal justice professionals.
- Understand basic and intermediate forensic science principles and techniques and the relationship between proper field work and scientific 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: 21 units

Course	Title	Units	Sequencing
ADJ-2	Principles & Procedures of the Justice System	3	Fall/Spring (Winter/Summer)
ADJ-3	Criminal law	3	Fall/Spring
ADJ-4	Evidence	3	Fall/Spring (Winter/Summer)
ADJ-12	Criminalistics **	3	Spring
ADJ-13	Criminal Investigation	3	Fall/Spring/Summer
ADJ-14	Advanced Criminal Investigations **	3	Fall
ADJ-27 or	Forensic and Crime Scene Photography ****	3	Unknown
PHO-27	Forensic and Crime Scene Photography		Unknown

Elective Courses: 3 units

Course	Title	Units	Sequencing
ADJ-24	Interviewing and Interrogation	3	Unknown
ADJ-31	Cybercrime and Digital Forensics **	3	Unknown
CIS-27A	Computer Forensics Fundamentals ***	3	Fall/Spring

\*\* = Lab Courses (12 Hours Each)

\*\*\* = Lab Courses (18 Hours)

\*\*\*\* = Lab Course (54 Hours)

Total Program Units: 24 units

#### **Item 4. Master Planning**

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

In expanding and modifying our CSI Certificate, it would allow our student graduates to meet the knowledge and skills requirements for 88.18% (n=97) of 110 regional and state job descriptions.

We have one goal in mind: How to plan and manage curricula within our programs to best benefit our students and provide them with the necessary academic, technical, and employable skills to transition into higher than livable-wage careers and post-secondary education. This modification will also accompany submission to Curriculum for the certificate to receive state approval as well, which is a vital next step to legitimize our program.

This necessary modification takes a locally approved certificate that does not meet any known employer needs or industry standards and transforms it into a state approved certificate that provides opportunities for students who complete it to meet entry-level criteria for over 85% of job postings within the region and state.

#### **Item 5. Enrollment and Completer Projections**

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

The CSI Certificate program, as it currently exists, has never had a dedicated marketing/advertising plan in place and without any advertisement or marketing beyond a listing in the college catalog and on the website. With this, the program has still amassed students interested in the profession, despite the certificate only being locally approved and not designed to meet current industry needs at entry-level positions. With these modifications, there can now be a dedicated marketing to this program that advises students and potential students of the quality programming available within the CSI Certificate housed within the ADJ discipline.

Once the modification has gained approval and state recognition, the ADJ program can advertise a program that provides benefit to both students and employers, with an estimated growth rate of 3% within the first year, up to 5% in the next couple years.

Current data available showing students identifying ADJ as their program of study shows a gradual increase since 2016.

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

**Program Awards Summary Report - Data & Format Area**

Report Area	Program Awards Summary			
	Annual 2017-2018 Award Count	Annual 2018-2019 Award Count	Annual 2019-2020 Award Count	Annual 2020-2021 Award Count
<input checked="" type="checkbox"/> Norco College Total	9	31	40	47
Associate in Science for Transfer (A.S.-T) Degree	5	22	31	36
Associate of Science (A.S.) degree	1			1
Certificate requiring 18 to < 30 semester units	1			
Certificate requiring 16 to fewer than 30 semester units				1
Certificate requiring 6 to < 18 semester units	2	9	9	9

Our student interest in Crime Scene Investigations has doubled since last year. This semester, we added a second section of ADJ-13 in the Fall semester to meet student demands.

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

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

This certificate program already exists at Norco College. This proposal is to modify the program to meet and exceed local and regional industry needs. This modification will join the rest of the ADJ program offerings as a state-approved, research-backed, and cutting-edge educational offering.

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

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

There are over 24 community colleges located within 50 miles of Norco College. A review of the curriculum and program offerings at each reveals that there are five of these 24 colleges that offer a similar certificate or specialization option in crime scene investigation: Riverside City College, Fullerton

College, Victor Valley College, East LA College, and Long Beach City College. Riverside City College being the only college in our region.

The modification of the CSI Certificate places Norco College in a position to be the regional leader in ADJ education and competitiveness. Modifying to a state approved certificate with the additional course will validate our program and allow us to market the program in a more appropriate manner. It is also supported by the college having received a dedicated space for classroom and labs this past year with the anticipation that we will be growing in our ADJ 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. All ADJ courses (except the proposed ADJ-27) are already articulated individually to transfer to the CSU System and ADJ-3 transfers to the UC system as well.

**Program Outline**

**Title:**           **Crime Scene Investigation**

**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:**     43.0406                      Forensic Science and Technology

**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

**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 existing CSI Certificate is only a locally approved certificate program that was created to consist of 5 classes; it is unknown the rationale or logic used in determining these courses. The existing certificate program, which is 15 credits, consists of the following classes:

ADJ-2	Principles & Procedures of the Justice System	3 Units
ADJ-3	Criminal Law	3 Units
ADJ-13	Criminal Investigation	3 Units
ADJ-14	Advanced Criminal Investigation	3 Units
ANT-10	Forensic Anthropology	3 Units

In 2019, a minor modification was made to the certificate after discussion over the unnecessary inclusion of ANT-10 while other, more industry-applicable courses, were not included. This small modification was made where ANT-10 was not excluded, but instead ADJ-12 Criminalistics was added as an option for students (making the certificate offer an elective for students between ANT-10 or ADJ-12).

This modification is not nearly enough for this program to provide students the opportunities needed to be competitive within the industry or to even seek out employment opportunities within the discipline. The new certificate proposal both adds courses and removes ANT-10 from the required course listing.

**Rationale:**

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

In 2009, the National Research Council - Committee on Identifying the Needs of the Forensic Science Community published the landmark “Strengthening Forensic Science in the United States: A Path Forward.” This report included both deficiencies and potential solutions for a myriad of problems in the forensic science arena. In specifically addressing education programs, the National Research Council (2009) states:

Training should move away from reliance on the apprentice-like transmittal of practices to education at the college level and beyond that is based on scientifically valid principles...Forensic science education and training must provide the tools needed to understand the probabilities and the limits of decision making under conditions of uncertainty. To correct some of the existing deficiencies, the starting place must be



better undergraduate and graduate programs, as well as increased opportunities for continuing education. Legitimizing practices in the forensic science disciplines must be based on established scientific knowledge, principles, and practices, which are best learned through formal education and training and the proper conduct of research. (p. 217).

Further, the report also addresses the recognition that “demand for more and better-skilled forensic science practitioners is rising at both macro and micro levels” (National Research Council, 2009, p. 218). A fundamental aspect of the report is the National Research Council’s (2009) establishment that forensic science education in the United States is notably problematic: “The overarching challenges facing forensic science education, since its inception, have been inconsistent quality and insufficient funding. Commentators have noted repeatedly the deficiencies of forensic science education programs...If forensic science education programs had sufficient rigor in science, law, and forensics, crime laboratories would have to spend less time and money for training” (p. 224). Further still, false or misleading forensic evidence is a contributory factor in a large percentage of investigations and convictions that are later found to have been mishandled; the Innocence Project claims 46% of false convictions are the result of poor forensic evidence; LaPorte (2017) questions some of the data analysis provided by the Innocence Project, as well as identifying that a large portion of false convictions due to bad forensic evidence, occurred prior to 2006 – however, it is still acknowledged that the weight of forensic evidence and its importance in an equitable justice system cannot be ignored or downplayed. The data also reveals that malfeasance or intentional malicious actions by forensic scientists or justice professionals only accounts for a small percentage of these errors, which places the lens back toward training and education.

And yet, since 2009, there have no remarkable efforts made to address these issues within educational programs or curricula; the perceived public appeal of crime scene investigation programs has led to an increase in offerings, but no notable or assessable increase in the quality or applicability of these offerings. RCC’s current certificate in CSI is only a locally approved 15 credit certificate program; it was past time to conduct a thorough review of the program, its offerings, its courses, and industry and employer needs. Dr. Matuszak compiled over 110 formal job descriptions from local and state agencies for entry-level crime scene investigation positions (excluding positions that also required sworn peace officer status); the following was observed:

- 78.18% (n=86) of the positions have crime scene response and field world listed as a job responsibility/duty.
- 44.54% (n=49) of all entry-level job postings for crime scene investigation positions only required a high school diploma for education. (However, all (100%) stated further education was preferred).
- 37.27% (n=41) of all entry-level job postings for crime scene investigation positions required an associate degree in Administration of Justice or related fields.
- 14.67% (n=16) of all entry-level job postings for CSI positions required a bachelor’s degree in Administration of Justice or related fields.
  - Only 6.36% (n=7) of positions required a college major in a natural science and not ADJ.
- In reviewing experience, 21.81% (n=24) of entry-level positions did not specify any requirement for field experience.
- 56.36% (n=62) of entry-level positions specified that between 1-3 years of experience was a requirement.
- 11.92% (n=13) of entry-level positions required between 4-6 years of experience.
- 0.90% (n=1) of the positions required over 7 years of experience.
- 10.0% (n=11) had a specific requirement for earned college credit in photography.

Obtaining updated labor market data within the industry was also vital in the review; the California Employment Development Department (2020) and the U.S. Bureau of Labor Statistics (2020) provided the following data:

Occupation: Forensic Science Technician			
	Wage Ranges	Job Growth (2016-2026)	Jobs Added (2016-2026)
California	\$65,935 - \$112,809	+ 15.0%	2,800
Inland Empire	\$65,546 - \$91,726	+ 15.8%	260

## Program Outline of Record Credit Degrees and Certificates

Median Wage: California	\$83,830
Median Wage: Inland Empire	\$76,966
Future Expectations:	Expected to grow faster than average growth rate for all occupations; expected to increase by 15.8% in the Inland Empire between 2016-2026.
Nationwide 2019 Median Pay:	\$59,150
Nationwide 2019 Number of Jobs:	17,200
Job Outlook 2019-2029:	+ 14.0% (Much Faster than Average). Nationwide, California has the highest employment numbers for this occupation, as well as the highest paying positions for this occupation.

Occupation: Investigators & Detectives			
	Wage Ranges	Job Growth (2016-2026)	Jobs Added (2016-2026)
California	\$91,902 - \$136,741	+ 4.8%	8,500
Inland Empire	\$96,950 - \$128,315	+ 5.1%	680
Median Wage: California	\$104,428		
Median Wage: Inland Empire	\$104,778		
Future Expectations:	Expected to grow slower than average growth rate for all occupations; expected increase statewide by 4.8%, 5.1% in the Inland Empire.		
Nationwide 2019 Median Pay:	\$65,170		
Nationwide 2019 Number of Jobs:	813,500		
Job Outlook 2019-2029:	+ 5.0% (Average).		

This data collection (both job description and labor market data) did not include the occupation of sworn peace officer/law enforcement officer, as many agencies hire civilian positions to work within crime scene investigation; however, not all agencies do, and many also provide for experience/education substitutions for professionals with prior law enforcement experience. However, including these datasets would not provide clarity for this specific proposal, although the reader should be aware this is another avenue of professional opportunity for students that is just not included in this proposal.

Of the 110 regional and state job descriptions, all job responsibilities and duties were reviewed to determine the effectiveness and benefits of the existing curriculum in the CSI certificate. The first issue identified was that none of the entry-level positions specified a need for knowledge of osteology or forensic anthropology, so the inclusion of ANT-10 as a course does not seem to have any direct benefit to students or employers. It was determined through this review that a more applicable and effective Crime Scene Investigation certificate would include additional course loads to expand knowledge and technical training opportunities and further increasing student employability and competitiveness by meeting or exceeding entry-level requirements. This also needed to be coupled with a course selection that provides for industry-identified and research-supported skills and knowledge necessary for professionals within the field.

### **Required Documentation**

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

### **All Degrees and Certificates**

- Discipline and 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 modifications*)
- 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.*

DRAFT

**Program Narrative**

**Item 1. Program Goals and Objectives**

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

This certificate program modification is designed to provide students with a state-approved certificate offering that also provides a strong evidence-based and industry-required set of technical skill and academic knowledge in criminal, forensic, and crime scene investigation and professionalism. The inclusion of courses with both fundamental and cutting-edge technical skill and workforce preparation systems will result in graduates of this program being skillful and trained legal and ethical professionals.

**Item 2. Catalog Description**

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

Certificate Title: Crime Scene Investigation

Certificate Description: This certificate is designed to provide a strong academic and skill-building pattern of coursework to prepare participants to enter the professional field with academic and technical knowledge and skill in the forensic and criminal investigative techniques used within crime scene investigations. The successful participant will gain sufficient skill and understanding of criminal investigative procedure, criminal and procedural law, legal aspects of evidence, criminalistics and forensic science, criminal investigations, professional communications and criminal justice report writing and legal analysis, and proper forensic evidence collection and handling procedures.

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

- Demonstrate advanced knowledge in the components of criminal law and the criminal justice system.
- Understand, analyze, and demonstrate advanced knowledge in Constitutional criminal law, civil rights, and the rules and legal aspects of criminal investigations, including rules of evidence, criminal procedure, and related case law.
- Demonstrate a proficient level of knowledge in evidence identification, collection, preservation, handling, custody, and chain of custody.
- Understand, analyze, and demonstrate a proficient skillset in professional communication, written and verbal, to meet industry needs for criminal justice professionals.
- Understand basic and intermediate forensic science principles and techniques and the relationship between proper field work and scientific 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: 21 units

Course	Title	Units	Sequencing
ADJ-2	Principles & Procedures of the Justice System	3 Units	Fall/Spring (Winter/Summer)
ADJ-3	Criminal Law	3 Units	Fall/Spring
ADJ-4	Legal Aspects of Evidence	3 Units	Fall/Spring (Winter/Summer)
ADJ-12	Criminalistics	3 Units	Fall
ADJ-13	Criminal Investigations	3 Units	Fall/Spring
ADJ-14	Advanced Criminal Investigations	3 Units	Spring
PHO-XX or ADJ-XX	Forensic & Crime Scene Photography	3 Units	Unknown

Elective Courses: 3 units (Students will select one of the following options):

Course	Title	Units	Sequencing
ADJ-24	Interviewing & Interrogation	3 Units	Unknown
ADJ-31	Cybercrime & Digital Forensics	3 Units	Unknown
CIS-27A	Computer Forensics Fundamentals	3 Units	Fall/Spring

Total Program Units: 24 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 Mission, Vision, Values, & Strategic Themes of the Riverside Community College District includes a Mission Statement of serving and enriching “our diverse communities by providing a comprehensive program of educational opportunities that promote access, success, and equity.” (Steinback et al., 2018, p. 2).

This necessary modification takes a locally approved certificate that does not meet any known employer needs or industry standards and transforms it into a state approved certificate that provides opportunities for students who complete it to meet entry-level criteria for over 85% of job postings within the region and state. The Criminalistics Learning Laboratory on campus, located in QD16,

**Item 5. Enrollment and Completer Projections**

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

The CSI Certificate program, as it currently exists, has never had a dedicated marketing/advertising plan in place and without any advertisement or marketing beyond a listing in the college catalog and on the website. With this, the program has still amassed students interested in the profession, despite the certificate only being locally approved and not designed to meet current industry needs at entry-level positions. With these modifications, there can now be a dedicated marketing to this program that advises students and potential students of the quality programming available within the CSI Certificate housed within the ADJ discipline.

Further, the lack of a formal structure to the certificate has led to LHSS and Behavioral Sciences in particular not providing more options for courses to assist with the pathway of the certificate; limited class sections have played a large role in the completion rates of students within this certificate, alongside the changes within the past 18 months due to COVID and pandemic-related changes. Data on the students within the program has been piecemeal as well, due to the certificate remaining a locally approved certificate not tracked like other programs through Institutional Effectiveness; the last data provided to ADJ on the certificate advised over 200 students were enrolled in the current CSI certificate offering (circa 2019). Once the modification has gained approval and state recognition, the ADJ program can begin finally advertising a program that provides benefit to both students and employers, with an estimated growth rate of 3% within the first year, up to 5% in the next couple years. These modifications and state approval will also provide for RCC to begin finally tracking data in a more complete manner for students enrolled in this program to look at success, completion, and retention rates.

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

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

This certificate program already exists at RCC and has existed for over 10 years as an offering; this proposal is to modify the program to meet and exceed local and regional industry needs. This modification will join the rest of the ADJ program offerings as a state-approved, research-backed, and cutting-edge educational offering.

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

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

There are over 22 community colleges located within 50 miles of RCC (not including Norco College and Moreno Valley College). A review of the curriculum and program offerings at each reveals that there are four of these 22 that offer a similar certificate or specialization option in crime scene investigation: Fullerton College, Victor Valley College, East LA College, and Long Beach City College.

Fullerton College offers a certificate in Crime Scene Investigation Skills, consisting of 16.5 units:

Course	Name	Units
AJ 092 F	Crime Scene Investigation	1
AJ 093 F	DNA Genetic Fingerprinting	0.5
AJ 151 F	Police Report Writing	3
AJ 222 F	Rules of Evidence	3
AJ 223 F	Criminal Investigation	3
AJ 230 F	Crime Scene Techniques	3
PHOT 111 F	Introduction to Photography-Analog to Digital	3
<b>Total Units:</b>		<b>16.5</b>

Victor Valley College offers a Certificate of Career Preparation in Forensic Specialist, consisting of 3.5 units:

Course	Name	Units
CJ 67	Crime Scene Investigation	3.5
<b>Total Units:</b>		<b>3.5</b>

## Program Outline of Record Credit Degrees and Certificates

Victor Valley College also offers a 15.5-unit Certificate of Career Preparation in Police Technician Specialist, which they market as preparation for students looking to work as a Forensic Specialist or Evidence Technician:

Course	Name	Units
CJ 67	Crime Scene Investigation	3.5
CJ 92	Writing for Criminal Justice	3.0
CJ 93	Traffic Enforcement & Investigation	3.0
CJ 103	Criminal Law	3.0
CJ 201	Community & the Justice System	3.0
<b>Total Units:</b>		<b>15.5</b>

East Los Angeles College offers a 17-unit certificate in Forensic Crime Scene Investigation:

Course	Name	Units
ADM JUS 005	Criminal Investigation	3.0
ADM JUS 172	Criminalistics I	3.0
ADM JUS 173	Criminalistics II	3.0
ADM JUS 174	Offender Profiling in Criminal Investigations	3.0
ADM JUS 285	Directed Studies in ADJ	2.0
ADM JUS 428	Ethics in Forensic Science	3.0
<b>Total Units:</b>		<b>17.0</b>

Long Beach City College offers a 15-unit certificate in Criminal Forensics:

Course	Name	Units
ADJUS 6	Introduction to Evidence	3.0
ADJUS 8	Introduction to Investigation	3.0
ADJUS 19	Fingerprint Classification & Identification	3.0
ADJUS 255	Introduction to Forensics	3.0
In addition, complete one (1) course from the following:		
ADJUS 3	Criminal Procedures	3.0
ADJUS 4	Criminal Law	3.0
ADJUS 10	Writing for Criminal Justice	3.0
ADJUS 17	Computer Usage in Criminal Justice	3.0
<b>Total Units:</b>		<b>15.0</b>

In reviewing the similar offerings within 50 miles of RCC, it is clear that many other offerings include unnecessary courses (taking up student time and money with no clear ROI); further, none of the programs provide any information on employment or community partnerships or internship opportunities within these programs, and it is unknown whether these offerings are locally-approved or state-approved certificate offerings. The modification of the CSI Certificate to this proposal places RCC in the position to again be the regional leader in ADJ education and competitiveness, and also allows the program to be marketed to potential students and employers as such as well.

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

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

N/A. All ADJ courses (except the proposed ADJ-27) are already articulated individually to transfer to the CSU System (and ADJ-1 and ADJ-3 transfer to the UC system as well).

DRAFT



**Program Outline**

**Title: Computer Numerical Control Programming**

**Originator: Paul Van Hulle**

**Date 9/23/2021**

**Department:**

**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**

**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

**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:**

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

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

**Required Documentation**

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

**All Degrees and Certificates**

- Evidence of district-wide discipline communication  
Manufacturing is a single school/subject discipline.
- Department minutes showing approval
- Narrative (see following page)
- Transfer preparation documentation (only if applicable)

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

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

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

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

## Program Narrative

### Item 1. Program Goals and Objectives

Program Learning Outcomes

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

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

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

### Item 2. Catalog Description

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

CNC programmers—also referred to as numerical tool and process control programmers—develop the programs

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

**Item 3. Program Requirements**

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

Required Courses: \_\_\_\_\_ units

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

Total Program Units: 26-29 units

**Associate of Science Degree**

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

Minimum Degree Units		Maximum Degree Units	
Minimum Required Units	26.00	Maximum Required Units	29.00
Minimum Elective Units	0.00	Maximum Elective Units	0.00
Minimum GE Required Units	27.00	Maximum GE Required Units	39.00
Double Counted Units	0.00	Double Counted Units	0.00

Minimum Degree Units		Maximum Degree Units	
<b>Total Minimum Degree Units</b>	60.00	<b>Total Maximum Degree Units</b>	68.00

**Item 4. Master Planning**

This certificate has been offered for years at Norco College.

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

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

**Item 5. Enrollment and Completer Projections**

20-25 enrollments and 10-20 each year

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

Other certificate in the manufacturing program include:

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

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

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

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

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