

District Technical Review Committee Meeting Agenda

Tuesday, September 6, 2022 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"/> Susan Mills (Co-Chair, VC Ed. Services) | <input type="checkbox"/> Bryan Medina (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://rccd-edu.zoom.us/j/81658659020?pwd=aHhIUUhONEVacFBpeGkyandLK1pIldz09>
 +1 669 900 6833 US
 Meeting ID: 816 5865 9020
 Passcode: 226071

Agenda and Minutes

1. Approval of Agenda
2. Approval of Minutes – May 17, 2022

Action Items

1. Curriculum Proposals

Discussion Items

1. DE Addenda Modifications to Include Synchronous/Asynchronous/Hyflex – Ann Pfeifle
2. Listing OER Texts in Meta (Date, ISBN) and Encouraging Faculty to Use OER – Ann Pfeifle
3. Identifying Pathways/Schools for New Programs – Kelly Douglass and Ellen Brown-Drinkwater
4. PSY-48 Unit Change Proposal – Steven Schmidt
5. Communications Studies 2.0 ADT – Bryan Medina
6. Meta Updates – Bryan Medina

Program Documentation

1. New Programs
 - a. Norco - Python Programming
 - b. Norco - Data Analytics
 - c. Riverside - Acting
 - d. Norco - Data Science
 - e. Moreno Valley - Entrepreneurship
2. Program Modifications
 - a. Moreno Valley – Music ADT
 - b. Humanities, Philosophy, and Art AOE
 - c. Math and Science AOE
 - d. Riverside - General Business
 - e. Riverside - Management

Technical Review - Curriculum Proposals

Proposals for Review for 09/06/2022

Courses

Course Deletions

M N R Notes

HIS 4 History of Western Civilization I

HIS 5 History of Western Civilization II

Course Exclusions

M N R Notes

CIS 4 Practical Computer Security

Course Major Modifications

M N R Notes

ANT 1 Physical Anthropology

ANT 1H Honors Physical Anthropology

ANT 2H Honors Cultural Anthropology

ARE 24 Revit I-Architectural Drafting

BIO 1 General Biology

BIO 10 Life Science Principles

BIO 18 Human Genetics

BIO 19 Environmental Science

BIO 21 California Naturalist

BIO 3 Field Botany

BIO 35 Health Science

BIO 4 Human Biology

BIO 40 Biometrics

BIO 5 General Botany

BIO 60 Introduction to Molecular and Cellular Biology

BIO 61 Introduction to Organismal and Population Biology

BIO 7 Marine Biology

BIO 8 Principles of Ecology

CUL 20 Fundamentals of Baking I

Courses

Course Major Modifications

| | | M | N | R | Notes |
|----------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------|
| DAN 13 | Pilates Methodology | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| DAN 14 | Internship in Pilates Education and Teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| H ETS 2 | Introduction to Chicax and Latinx Studies Held to await crosslisted HIS 31 (now HIS 61). | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| HES 1 | Health Science | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| H HMS 50 | Introduction to African American Families and Populati Held for crosslisted ETS partner. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| H HMS 51 | Introduction to Latina and Latino American Families an Held for crosslisted ETS partner. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| H HMS 52 | Introduction to Asian American Families and Population Held for crosslisted ETS partner. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| H HMS 53 | Introduction to Native American Families and Populatio Held for crosslisted ETS partner. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| KIN 28 | Basketball Theory | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A20 | Golf, Beginning | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A21 | Golf, Intermediate | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A57A | Basketball, Beginning | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A57B | Basketball, Intermediate | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A57C | Basketball, Advanced | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A89A | Beginning Body Sculpting | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A89B | Intermediate Body Sculpting | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A89C | Advanced Body Sculpting | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MAT 125 | Corequisite Support for MAT-25 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MAT 25 | Mathematics for the Liberal Arts Student | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS 37 | Class Guitar | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS 56 | Intersession Concert Band | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS 68 | Community Symphony | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS 73 | Vocal Jazz Singers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS 76 | Advanced Instrumental Chamber Ensembles | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS 81 | Consort Singers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |

Courses

Course Major Modifications

| | | M | N | R | Notes |
|----------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------|
| MUS 82 | Wind Symphony | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS 84 | Jazz Orchestra | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS 85 | Intersession Chamber Ensembles | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS 86 | Intersession Jazz Ensemble | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MUS P77 | Advanced Guitar Ensemble | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| PSY 33 | Theories of Personality | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| PSY 50 | Research Methods in Psychology | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| PSY 8 | Social Psychology | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| H RLE 81 | Real Estate Practices | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | For RLE courses, various revisions to content needed. | | | | |
| H RLE 82 | Legal Aspects of Real Estate | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| H RLE 83 | Real Estate Finance | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| H RLE 84 | Real Estate Appraisal | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| H RLE 85 | Real Estate Economics | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| H RLE 86 | Escrow Procedures I | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

Course Minor Modifications

| | | M | N | R | Notes |
|---------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------|
| CAT 1A | Business Etiquette | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 30 | Business English | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 30A | Business English 30A | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 31 | Business Communication Fundamentals | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 34A | Introduction to Word | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 36A | Legal Office Procedures I | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 36B | Legal Office Procedures II | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 37 | Legal Terminology | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 38 | Legal Word Processing and Forms | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 50 | Beginning Computer Keyboarding | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 51 | Intermediate Keyboarding/Document Formatting | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |

Courses

Course Minor Modifications

| | | M | N | R | Notes |
|------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------|
| CAT 53 | Keyboarding Fundamentals | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 55 | Applied Accounting/Bookkeeping | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 61 | Professional Office Procedures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 62 | Records Management | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 65 | Introduction to Microsoft PowerPoint | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 80 | Word Processing: Microsoft Word for Windows | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 90 | Microsoft Outlook | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 91 | Microsoft Project | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 93 | Computers for Beginners | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 98A | Introduction to Excel | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| CAT 98B | Advanced Excel | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN 27 | Football Theory | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN 33 | Baseball Theory | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN 45 | Group Fitness Instructor | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A11 | Tennis, Beginning | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A12 | Tennis, Intermediate | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A13 | Tennis, Advanced | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A67 | Volleyball, Beginning | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A68 | Volleyball, Intermediate | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN A69 | Volleyball, Advanced | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| KIN V05 | Baseball, Varsity, Men | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| H PDS 808 | Critical Thinking, Problem Solving and Decision Making | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Holding for CAT crosslisting. |
| H PDS 810 | Time Management | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Holding for CAT crosslisting. |
| H PDS 811 | High Impact Presentations and Proposals for the Work | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Holding for CAT crosslisting. |
| H PDS 812 | Workplace Communication Strategies | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Holding for CAT crosslisting. |

Courses

Course Minor Modifications

| | | M | N | R | Notes |
|---|----------|---|---|-------------------------------------|---|
| H | WEL 115A | | | <input checked="" type="checkbox"/> | SMAW/GMAW Pipe welding fundamentals For all WEL courses, many sample assignments are textbook only and they include dates that do not match the course materials. Holding for clarification from faculty. |
| H | WEL 20 | | | <input checked="" type="checkbox"/> | Blueprint Reading for Welders |
| H | WEL 22 | | | <input checked="" type="checkbox"/> | Plate and Structural Layout |
| H | WEL 24 | | | <input checked="" type="checkbox"/> | Pipe Fitting for the trades. |
| H | WEL 26 | | | <input checked="" type="checkbox"/> | Pipe Layout |
| H | WEL 65A | | | <input checked="" type="checkbox"/> | Beginning Shielded Metal Arc Welding |
| H | WEL 65B | | | <input checked="" type="checkbox"/> | Advanced Shielded Metal Arc Welding |
| H | WEL 75A | | | <input checked="" type="checkbox"/> | Gas Metal Arc Welding |
| H | WEL 75B | | | <input checked="" type="checkbox"/> | Flux Cored Arc Welding (FCAW) |
| H | WEL 85A | | | <input checked="" type="checkbox"/> | American Welding Society/Los Angeles City Welding I |
| H | WEL 85B | | | <input checked="" type="checkbox"/> | American Welding Society/Los Angeles City Welding II |
| H | WEL 95A | | | <input checked="" type="checkbox"/> | Introduction to Gas Tungsten Arc Welding |
| H | WEL 95B | | | <input checked="" type="checkbox"/> | Advanced Gas Tungsten Arc Welding (GTAW) |

Distance Education

| | | M | N | R | Notes |
|---|----------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| | ARE 63DE | | | <input type="checkbox"/> | 3D Tour, Virtual, Mixed, Augmented and Extended Reality |
| H | GEG 1HDE | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Honors Physical Geography Honors committee members need to be included for any Honors DE proposals. Holding to confirm with honors council that the DE proposal is appropriate. |
| | SOC 21DE | | | <input type="checkbox"/> | Introduction to Deviance |

New Courses

| | | M | N | R | Notes |
|---|---------|-------------------------------------|-------------------------------------|--------------------------|---|
| H | ENE 35B | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dynamics Some formatting fixes needed. No entrance skills. Course content may be light. Course number may need to be changed. |
| H | ENE 35C | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Strength of Materials Some formatting fixes needed. No entrance skills. Course content may be light. Course number may need to be changed. |
| | IAT 20 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Industrial Electrical and Motors 1 |
| | IAT 21 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Industrial Electrical and Motors 2 |

Courses

New Courses

| | | M | N | R | Notes |
|---------|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------|
| MUS P87 | Applied Music Training II | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |

General Education

General Education Modifications

| | | M | N | R | Notes |
|---|--|-------------------------------------|-------------------------------------|-------------------------------------|-------|
| H MUS 98 | Careers and Entrepreneurship in Music and the Arts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Holding for further discussion. Course is also being re-evaluated at the state level. | | | | | |

Programs

New Programs

| | | M | N | R | Notes |
|--|--------------------|--------------------------|-------------------------------------|-------------------------------------|-------|
| Certificate | | | | | |
| CIS | Python Programming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| H CIS | Data Analytics | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Holding for regional consortium, advisory recommendation, and LMI. | | | | | |
| THE | Acting | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

Degree

| | | | | | |
|--|------------------|-------------------------------------|-------------------------------------|--------------------------|--|
| H CIS | Data Science | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Holding for regional consortium, advisory recommendation, and LMI. | | | | | |
| ENP | Entrepreneurship | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Program Modifications

| | | M | N | R | Notes |
|--------------------|------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------|
| ADT | | | | | |
| MUS | Music | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| AOE | | | | | |
| HUM | Humanities, Philosophy and Art | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| MAT | Math and Science | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Certificate | | | | | |
| BUS | General Business | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| BUS | Management | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| H HMS | Careers in Social Work | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| H HMS | Social Work Administration Studies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Technical Review - Curriculum Proposals

Proposals for Review for 09/06/2022

Courses

Course Deletions

M N R Discussion

Action

HIS 4 **History of Western Civilization I**
Rationale: Due to faculty retirements and shifts in the CSU/UC transfer requirements, we are deleting History of Western Civilization courses and directing students to take World History courses instead.

HIS 5 **History of Western Civilization II**
Rationale: Due to faculty retirements and shifts in the CSU/UC transfer requirements, we are deleting History of Western Civilization courses and directing students to take World History courses instead.

Course Exclusions

M N R Discussion

Action

CIS 4 **Practical Computer Security**
Rationale: This course has not been offered at RCC and faculty do not intend to offer it in the future.

Course Major Modifications

M N R Discussion

Action

ANT 1 **Physical Anthropology**
Rationale: SLOs need refinement, textbooks need updating and this course needs modernizing to include current understandings of modern human variation and the social impacts of those understandings. In addition, the interactions between culture and biology with respect to viral mutation must feature more heavily in the COR.

ANT 1H **Honors Physical Anthropology**
Rationale: This course provides the student an opportunity to master in depth reading and writing skills while focusing on the materials of ANT 1. The course fits into the broader Honor's Program as a whole and follows the same designs for in-depth discussion and writing skill mastery.

ANT 2H **Honors Cultural Anthropology**
Rationale: Update textbook options for the course

Courses

Course Major Modifications

M N R Discussion

Action

ARE 24 **Revit I-Architectural Drafting**

Rationale: Due to last updates of the course changing software to Revit (instead of CAD) there is no need for pre-requisites. As result:1. Requisites changed to advisory.2. SLO's link to general education is removed. (Not needed in the first place)3. Course materials are updated with the latest editions of the same books.

BIO 1 **General Biology**

Rationale: To update course as part of program review.

BIO 10 **Life Science Principles**

Rationale: Add Objectives, refine SLOs, update texts.

BIO 18 **Human Genetics**

Rationale: Course Objectives are being added, along with some updates to SLOs. Textbooks have also been updated to bring materials into 5-year compliance.

BIO 19 **Environmental Science**

Rationale: Add Objectives, refine SLOs, update texts

BIO 21 **California Naturalist**

Rationale: Update missing components in Curricunet.

BIO 3 **Field Botany**

Rationale: Inclusion of Objectives, update of SLOs, relocate appropriate course content to Additional Laboratory Content, update texts

BIO 35 **Health Science**

Rationale: Add Objectives, refine SLOs, update texts.

BIO 4 **Human Biology**

Rationale: Add Objectives, update texts

BIO 40 **Biometrics**

Rationale: Prerequisites are being updated, since former prerequisite for MAT-35 has been removed from the catalogue. Textbook has also been updated to bring materials into 5-year compliance.

BIO 5 **General Botany**

Rationale: Include Objectives. Refine SLOs. Update texts. Relocate appropriate course content to Additional Laboratory Content.

Courses

Course Major Modifications

| | | M | N | R | Discussion | Action |
|------------|---|-------------------------------------|-------------------------------------|-------------------------------------|--|--------|
| | BIO 60 Introduction to Molecular and Cellular Biology | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Advisories are being updated, since MAT-35, ENG-50, and ENG-80 have been removed from the catalogue. Course Objectives are also being added, along with some updates to Course Material and SLOs. Textbooks have also been updated to bring materials into 5-year compliance. | | | | | |
| | BIO 61 Introduction to Organismal and Population Biology | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Add Objectives and update texts. | | | | | |
| | BIO 7 Marine Biology | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Add objectives and refine SLO's as well as update Text | | | | | |
| | BIO 8 Principles of Ecology | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Add Objectives, refine SLOs, update texts, relocate appropriate course content to Additional Laboratory Content. | | | | | |
| | CUL 20 Fundamentals of Baking I | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | This modification will bring the course material to a level that matches C-ID HOSP 180. Additionally, the publisher has recently revised the textbook edition to keep with current industry standards. | | | | | |
| | DAN 13 Pilates Methodology | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Updating textbooks. | | | | | |
| | DAN 14 Internship in Pilates Education and Teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Updating textbooks. | | | | | |
| H | ETS 2 Introduction to Chicana and Latinx Studies | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Held to await crosslisted HIS 31 (now HIS 61). | |
| Rationale: | Per AB1460, this Ethnic Studies course is designed to fulfill the CSU Area F GE Breadth graduation requirement. | | | | | |
| | HES 1 Health Science | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Add Objectives, refine SLOs, update texts | | | | | |
| H | HMS 50 Introduction to African American Families and Populations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Held for crosslisted ETS partner. | |
| Rationale: | Revised the five SLOs as provided by the California State University Council on Ethnic Studies Core Competencies for Ethnic Studies System-wide Graduation Requirement, updated course content | | | | | |

Courses

Course Major Modifications

| | | M | N | R | Discussion | Action |
|----------|--|-------------------------------------|--------------------------|-------------------------------------|-----------------------------------|--------|
| H | HMS 51 Rationale: Introduction to Latina and Latino American Families and Populations Revised the five SLOs as provided by the California State University Council on Ethnic Studies Core Competencies for Ethnic Studies System-wide Graduation Requirement, updated course content | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Held for crosslisted ETS partner. | |
| H | HMS 52 Rationale: Introduction to Asian American Families and Populations Revised the five SLOs as provided by the California State University Council on Ethnic Studies Core Competencies for Ethnic Studies System-wide Graduation Requirement, updated course content | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Held for crosslisted ETS partner. | |
| H | HMS 53 Rationale: Introduction to Native American Families and Populations Revised the five SLOs as provided by the California State University Council on Ethnic Studies Core Competencies for Ethnic Studies System-wide Graduation Requirement, updated course content | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Held for crosslisted ETS partner. | |
| | KIN 28 Rationale: Basketball Theory Updating Sample Assignments and updating course materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A20 Rationale: Golf, Beginning Update Grading Methods, sample assignments, and course materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A21 Rationale: Golf, Intermediate Update sample assignments and course materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A57A Rationale: Basketball, Beginning Update the grading methods, course description, sample assignments, course materials, and add course objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A57B Rationale: Basketball, Intermediate Update the grading methods, course description, sample assignments, course materials, and add course objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A57C Rationale: Basketball, Advanced Update the grading methods, course description, sample assignments, course materials, and add course objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A89A Rationale: Beginning Body Sculpting Update course materials, update grading options, update course description (took out Pass/No Pass), and update sample assignments. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |

Courses

Course Major Modifications

| | | M | N | R | Discussion | Action |
|-----------------|---|-------------------------------------|-------------------------------------|-------------------------------------|------------|--------|
| KIN A89B | Intermediate Body Sculpting | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Update course description, change grading methods, update course materials, and update sample assignments. | | | | | |
| KIN A89C | Advanced Body Sculpting | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Update course description (took off Pass/No Pass), change grading method, update course materials, and update sample assignments. | | | | | |
| MAT 125 | Corequisite Support for MAT-25 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Need to update the course outline to reflect new prerequisite language and update course materials. | | | | | |
| MAT 25 | Mathematics for the Liberal Arts Student | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Need to update the course outline to reflect the new prerequisite language and update course materials. | | | | | |
| MUS 37 | Class Guitar | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Add objectives, update SLOs, update textbooks, and minor cleanup. | | | | | |
| MUS 56 | Intersession Concert Band | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Minor edits to course content. | | | | | |
| MUS 68 | Community Symphony | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Minor edits to course content. | | | | | |
| MUS 73 | Vocal Jazz Singers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Minor edits to course content. | | | | | |
| MUS 76 | Advanced Instrumental Chamber Ensembles | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Update course description and minor cleanup. | | | | | |
| MUS 81 | Consort Singers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Minor cleanup. | | | | | |
| MUS 82 | Wind Symphony | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Minor edits to course content. | | | | | |
| MUS 84 | Jazz Orchestra | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Minor edits to course content. | | | | | |
| MUS 85 | Intersession Chamber Ensembles | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Minor cleanup. | | | | | |

Courses

Course Major Modifications

| | | M | N | R | Discussion | Action |
|----------|--|-------------------------------------|-------------------------------------|-------------------------------------|---|--------|
| | MUS 86 Intersession Jazz Ensemble | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Update course materials and minor cleanup. | | | | | |
| | MUS P77 Advanced Guitar Ensemble | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Minor edits to course content. | | | | | |
| | PSY 33 Theories of Personality | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Modifications being made to an existing course (e.g., adding Course Objectives, updating textbook section, etc.). | | | | | |
| | PSY 50 Research Methods in Psychology | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: This course is required for an Associates degree for Transfer to Cal State University system and has been successfully taught at RCC for many years. | | | | | |
| | PSY 8 Social Psychology | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: This major modification is required to add course objectives, revise course content, and update methods of instruction and evaluation, sample assignments, and textbooks. | | | | | |
| H | RLE 81 Real Estate Practices | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | For RLE courses, various revisions to content needed. | |
| | Rationale: This course is being updated as a major modification to include current and relevant SLOs, detailed course content, detailed assignments and updated textbook information. | | | | | |
| H | RLE 82 Legal Aspects of Real Estate | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: This course is being updated as a major modification to include current and relevant SLOs, detailed course content, detailed assignments and updated textbook information. | | | | | |
| H | RLE 83 Real Estate Finance | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: This course is being updated as a major modification to include current and relevant SLOs, detailed course content, detailed assignments and updated textbook information. | | | | | |
| H | RLE 84 Real Estate Appraisal | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: This course is being updated as a major modification to include current and relevant SLOs, detailed course content, detailed assignments and updated textbook information. | | | | | |

Courses

Course Major Modifications

| | | M | N | R | Discussion | Action |
|----------|--|-------------------------------------|-------------------------------------|-------------------------------------|------------|--------|
| H | RLE 85 Real Estate Economics | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: This course is being updated as a major modification to include current and relevant SLOs, detailed course content, detailed assignments and updated textbook information. | | | | | |
| H | RLE 86 Escrow Procedures I | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: This course is being updated as a major modification to include current and relevant SLOs, detailed course content, detailed assignments and updated textbook information. | | | | | |

Course Minor Modifications

| | | M | N | R | Discussion | Action |
|--|--|-------------------------------------|-------------------------------------|-------------------------------------|------------|--------|
| | CAT 1A Business Etiquette | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Two year CTE review - no changes | | | | | |
| | CAT 30 Business English | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Two year CTE review - no changes. | | | | | |
| | CAT 30A Business English 30A | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Two year CTE review - no changes. | | | | | |
| | CAT 31 Business Communication Fundamentals | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Two year CTE review - no changes. | | | | | |
| | CAT 34A Introduction to Word | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Two year CTE review - no changes. | | | | | |
| | CAT 36A Legal Office Procedures I | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: two year CTE review - no changes | | | | | |
| | CAT 36B Legal Office Procedures II | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: two year CTE review - no changes | | | | | |
| | CAT 37 Legal Terminology | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Two year CTE review - no changes. | | | | | |
| | CAT 38 Legal Word Processing and Forms | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Two year CTE review - no changes. | | | | | |
| | CAT 50 Beginning Computer Keyboarding | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | Rationale: Two year CTE review - no changes. | | | | | |

Technical Review Proposals for 09/06/2022

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 |
|----------------|---|-------------------------------------|-------------------------------------|-------------------------------------|------------|--------|
| CAT 51 | Intermediate Keyboarding/Document Formatting | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 53 | Keyboarding Fundamentals | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 55 | Applied Accounting/Bookkeeping | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 61 | Professional Office Procedures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 62 | Records Management | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two Year CTE Review - update text | | | | | |
| CAT 65 | Introduction to Microsoft PowerPoint | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 80 | Word Processing: Microsoft Word for Windows | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 90 | Microsoft Outlook | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 91 | Microsoft Project | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 93 | Computers for Beginners | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 98A | Introduction to Excel | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| CAT 98B | Advanced Excel | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Two year CTE review - no changes. | | | | | |
| KIN 27 | Football Theory | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Update course materials. | | | | | |
| KIN 33 | Baseball Theory | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Rationale: | Update course materials. | | | | | |

Courses

Course Minor Modifications

| | | M | N | R | Discussion | Action |
|----------|---|-------------------------------------|-------------------------------------|-------------------------------------|---|--------|
| | KIN 45 Group Fitness Instructor Rationale: Update Course Materials | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A11 Tennis, Beginning Rationale: Update Courses Materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A12 Tennis, Intermediate Rationale: Update Course Materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A13 Tennis, Advanced Rationale: Update Course Materials | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A67 Volleyball, Beginning Rationale: Update Course Materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A68 Volleyball, Intermediate Rationale: Update Course Materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN A69 Volleyball, Advanced Rationale: Update Course Materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| | KIN V05 Baseball, Varsity, Men Rationale: Update course materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| H | PDS 808 Critical Thinking, Problem Solving and Decision Making Rationale: Two year CTE review. No changes needed. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Holding for CAT crosslisting. | |
| H | PDS 810 Time Management Rationale: Two year CTE review. No changes needed. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Holding for CAT crosslisting. | |
| H | PDS 811 High Impact Presentations and Proposals for the Work Place Rationale: Two year CTE review. No changes needed. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Holding for CAT crosslisting. | |
| H | PDS 812 Workplace Communication Strategies Rationale: Two year CTE review. No changes needed. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Holding for CAT crosslisting. | |
| H | WEL 115A SMAW/GMAW Pipe welding fundamentals Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | For all WEL courses, many sample assignments are textbook only and they include dates that do not match the course materials. Holding for clarification from faculty. | |

Courses

Course Minor Modifications

| | | M | N | R | Discussion | Action |
|---|--|---|---|-------------------------------------|------------|--------|
| H | WEL 20 Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. | | | <input checked="" type="checkbox"/> | | |
| H | WEL 22 Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. | | | <input checked="" type="checkbox"/> | | |
| H | WEL 24 Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary. | | | <input checked="" type="checkbox"/> | | |
| H | WEL 26 Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary. | | | <input checked="" type="checkbox"/> | | |
| H | WEL 65A Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary. | | | <input checked="" type="checkbox"/> | | |
| H | WEL 65B Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary. | | | <input checked="" type="checkbox"/> | | |
| H | WEL 75A Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary. | | | <input checked="" type="checkbox"/> | | |
| H | WEL 75B Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary. | | | <input checked="" type="checkbox"/> | | |
| H | WEL 85A Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary. | | | <input checked="" type="checkbox"/> | | |
| H | WEL 85B Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary. | | | <input checked="" type="checkbox"/> | | |

Courses

Course Minor Modifications

M N R

Discussion

Action

H **WEL 95A** **Introduction to Gas Tungsten Arc Welding**
 Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary.

H **WEL 95B** **Advanced Gas Tungsten Arc Welding (GTAW)**
 Rationale: Course review to meet the obligations of the CTE 2-year cycle for the state. The course is up to date with current industry standards. No changes are necessary.

Distance Education

M N R

Discussion

Action

ARE 63DE **3D Tour, Virtual, Mixed, Augmented and Extended Reality**
 Rationale:

H **GEG 1HDE** **Honors Physical Geography** Honors committee members need to be included for any Honors DE proposals. Holding to confirm with honors council that the DE proposal is appropriate.

SOC 21DE **Introduction to Deviance**
 Rationale:

New Courses

M N R

Discussion

Action

H **ENE 35B** **Dynamics** Some formatting fixes needed. No entrance skills. Course content may be light. Course number may need to be changed.
 Rationale: The course is needed to support transfer student needs for multiple engineering majors. The course is an extension of ENE 35 statics which Norco College currently offers.

H **ENE 35C** **Strength of Materials** Some formatting fixes needed. No entrance skills. Course content may be light. Course number may need to be changed.
 Rationale: The course is needed to support engineering transfer students prepare and satisfy transfer requirements.

IAT 20 **Industrial Electrical and Motors 1**
 Rationale: The skills acquired from the course can help students enter industrial automation workforce.

Courses

New Courses

M N R Discussion Action

IAT 21 [Industrial Electrical and Motors 2](#)
Rationale: The skills acquired from the course can help students enter industrial automation workforce.

MUS P87 [Applied Music Training II](#)
Rationale: Creates intersession instruction option for advanced music students.

General Education

General Education Modifications

M N R Discussion Action

H MUS 98 [Careers and Entrepreneurship in Music and the Arts](#) Holding for further discussion. Course is also being re-evaluated at the state level.
Rationale: Proposal to include MUS 98 Careers in Music in RCCD GE Area E 2

Programs

New Programs

M N R Discussion Action

Certificate

CIS [Python Programming](#)
Rationale: The goal of this program is to increase diversity in the technical workforce by providing an education platform for entry-level Python Programming jobs. This program aims to develop the quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region. Students will gain soft and technical skills necessary to become entry-level computer programmers, software developers, web developers, and digital interface designers.
Documents: [Narrative](#) [LMI](#) [Advisory Committee](#) [Regional Consortium](#)

Programs

New Programs

M N R

Discussion

Action

Certificate

H

CIS

Data Analytics

Holding for regional consortium, advisory recommendation, and LMI.

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](#)

THE

Acting

Rationale:

The Acting Program at Riverside City College is an engaging program designed to prepare highly talented students for work in both professional and educational theatre. In addition to the core of required theatre courses, this comprehensive curriculum includes a sequence of courses in acting, voice, movement, and specialized styles, as well as required participation in campus productions both on and backstage. This balance of course work and production experience prepares students to persevere in the demanding world of professional theatre. Students must exhibit continued progress and artists growth and pass ongoing faculty evaluation in order to remain in the program. Performance opportunities include Performance Riverside, a semiprofessional theatre located on the campus of Riverside City College, which is home to a season of three productions each year, and, our flexible black box space which produces 1-2 productions each year.

Documents:

[Narrative](#)

Programs

New Programs

M N R

Discussion

Action

Degree

H

CIS

[Data Science](#)

Holding for regional consortium, advisory recommendation, and LMI.

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](#)

ENP

[Entrepreneurship](#)

Rationale:

After MVC recently launched the Entrepreneurship certificates, we have found an increasing number of students taking Entrepreneurship courses. Continuing the Entrepreneurship courses would allow students to earn an Associate Degree of Science in Entrepreneurship. The entrepreneurship program provides students broad, intellectual, practical skills that demonstrate the ability to apply knowledge and concepts related to identifying business opportunities, evaluating ideas, assessing the markets, and exploring risks and rewards. Additionally, students will develop a business model canvas and pitch their business idea. Through a series of courses that include hands-on and experiential learning, students develop knowledge and skills that serve as a springboard to start, run, and grow their own business.

Documents:

[Narrative](#)

[LMI](#)

[Advisory Committee](#)

[Regional Consortium](#)

Programs

Program Modifications

M N R Discussion

Action

ADT

MUS **Music**

Rationale: The state requirements for the ADT have changed to allow for a more diverse array of courses. MVC's ADT should be modified to reflect the new Area A elective category as shown above as well as the removal of courses which are no longer being offered at MVC. MUS-31 and MUS-71 have not been offered at Moreno Valley College since Spring of 2015. MVC currently has two vocal ensembles, one dedicated to the study of concert and chamber music (Concert Choir-MUS-29 / Advanced Chamber Choir MUS-83) and one dedicated to the study and performance of Gospel Music (Gospel Singers – MUS-57 / Gospel Choir – MUS-58). MVC does not have the student interest or vocal faculty leadership at this time (or for the foreseeable future) to support a third choir therefore, College Choir MUS-31 and College Chorus MUS-71 should be excluded from the college catalog.

AOE

HUM **Humanities, Philosophy and Art**

Rationale: Updating AOE to reflect curricular changes in ENG courses: Existing courses (ENG 38 and 39) have been deleted from District curriculum holdings and a new sequenced course (ENG 38 ABC) has replaced deleted courses.

MAT **Math and Science**

Rationale: Adding BIO-21 to electives to expand course options.

Certificate

BUS **General Business**

Rationale: Replacing MAG-51: Elements of Supervision for MAG-40: AMA Certified Professional in Management. MAG-40: AMA Certified Professional in Management class will prepare students to sit in for the AMA Certification exam upon completion of the course. The AMA Certification is industry recognized and will better prepare students for management positions in the workforce.

BUS **Management**

Rationale: Replacing MAG-44: Principles of Management for MAG-40: AMA Certified Professional in Management. MAG-40: AMA Certified Professional in Management class will prepare students to sit in for the AMA Certification exam upon completion of the course. The AMA Certification is industry recognized and will better prepare students for management positions in the workforce.

Programs

Program Modifications

M N R Discussion

Action

Certificate

| | | | | | | |
|----------|------------|--|-------------------------------------|--------------------------|--------------------------|--|
| H | HMS | Careers in Social Work | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Rationale: | | | | | |
| H | HMS | Social Work Administration Studies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Rationale: | | | | | |

Riverside Community College District
Technical Review Committee

Program Documentation for September 6, 2022

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM OUTLINE OF RECORD

College R__M__N✓
TOP's Code: 0707.10
CIP Code: 11.0299

Python Programming Certificate

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION OF PROGRAM:

The Python Programming Certificate will provide students with proficiency in the development principles, which emphasize planning, designing, writing, testing programs to solve problems in systems and networks using Python programming languages.

PROGRAM LEARNING OUTCOMES:

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

1. Solve programming problems by using common built-in Python modules, tools and template.
2. Utilize development modules, packages and tools to create programs for network services, communication and system administration.
3. Perform security assessment using Python scripts and its features.
4. Create Python programs for Internet of Things (IoT) such as smart devices, embedded systems, micro-boards.
5. Plan, design and write versatile, scalable, high performance Python programs with interfaces and data structure using packages, libraries and extensions.

The certificate program requires the completion of 5 core classes, for a total of 15 units.

| <u>Required Courses</u> | | <u>Units</u> |
|-------------------------|---|--------------|
| CIS-30A | Introduction to Python Programming | 3 |
| CIS-30B | Python Programming in Networking | 3 |
| CIS-30C | Python Programming in Cybersecurity | 3 |
| CIS-30D | Python Programming for Internet of Things | 3 |
| CIS-30E | Advanced Python Programming | 3 |
| Total Units | | 15 |

NORCO COLLEGE

PROGRAM: Python Programming

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives

Mission of Norco College: *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.*

The goal of this program is to increase diversity in the technical workforce by providing an education platform for entry-level Python Programming jobs. This program aims to develop the quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region. Students will gain soft and technical skills necessary to become entry-level computer programmers, software developers, web developers, and digital interface designers.

2. Catalog description

The Python Programming Certificate will provide students with proficiency in the areas of system development, software programming, Internet of Things (IoT) development, web development, cybersecurity analyst, computer cybersecurity professionals, and system administration.

The Certificate Program Learning Outcomes are:

- Solve programming problems by using common built-in Python modules, tools and template.
- Utilize development modules, packages and tools to create programs for network services, communication and system administration.
- Perform security assessment using Python scripts and its features.
- Create Python programs for Internet of Things (IoT) such as smart devices, embedded systems, micro-boards.
- Plan, design and write versatile, scalable, high performance Python programs with interfaces and data structure using packages, libraries and extensions.

3. Program Requirements

The certificate program requires the completion of 5 core classes for a total of 15 units.

| <u>Required Courses</u> | | <u>Units</u> |
|--------------------------------|---|---------------------|
| CIS-30A | Introduction to Python Programming | 3 |
| CIS-30B | Python Programming in Networking | 3 |
| CIS-30C | Python Programming in Cybersecurity | 3 |
| CIS-30D | Python Programming for Internet of Things | 3 |
| CIS-30E | Advanced Python Programming | 3 |
| Total Units | | 15 |

4. Background and Rationale

This certificate expands the programming skills for existing computer science, data analyst, and cybersecurity students. Python programming remains one of the most highly demanded skills in the programming and cybersecurity field. This certificate provides an education platform for students to improve their opportunities for pursuing career or industry certifications in Python programming, such as PCAP – Certified Associate in Python Programming that will impact regional and national workforce.

Criteria B. Need

5. Enrollment and Completer Projections

Enrollment projections for courses are as followed:

| | |
|---------|-------------|
| CIS-30A | 40 students |
| CIS-30B | 40 students |
| CIS-30C | 40 students |
| CIS-30D | 40 students |
| CIS-30E | 40 students |

The certificate program expects to have 40 to 80 students completing this certificate annually beginning in the Fall 2023 semester.

6. Place of Program in Curriculum/Similar Programs

The district has adopted this certificate at Moreno Valley College. No similar certificate exists at Norco College.

7. Similar Programs at Other Colleges in Service Area

Moreno Valley College and Mt. SAC offer similar Python Programming Certificates.

8. Labor Market

Completion of this program provides graduates with the principles and practices to pursue entry level positions in computer programming, software development, web development and digital interface designers. This program includes the use of computer hardware and software, operating systems and appliances to plan, design, and develop computer programs for networks, Internet of Things (IoT), security analysis to investigate and assess system risks.

Employment for the computer programming occupational group is expected to increase 9% between 2020 and 2025 in the Inland Empire/Desert Region. A total of 8,273 job openings, or 758 annual openings will be available over the five-year timeframe. The entry-level wage for each of the computer programming occupations is above the hourly self-sustainability standard of \$24.36 per hour for a single adult living in the Inland Empire/Desert Region. The median hourly earnings is estimated as \$28.26.

There appears to be an opportunity for program growth based on the average annual number of program completions versus openings in the region. The average annual number of program completions from community college programs in the region is 104, with an additional 127 from postsecondary education providers for a total of 232 total annual awards in programs related to computer programming. The openings for computer programming occupations in the local region is 758 average annual openings for new and replacement jobs.

The Inland Empire/ Desert Centers of Excellence recommend Computer Programming program expansion to meet the need for more workers in the region.

9. Employer Survey

Python programming is a general-purpose programming language used for developing both desktop and web applications. Python programming can be used for many different applications such as web and internet development, scientific and numeric computing, education, desktop GUIs, software development, and business applications.

A job posting search for “python programming” in the region yielded 239 job postings on Indeed.com. Based on the regional Labor Market Information report, the top employers who are seeking Python programmers include ESRI, Anthem Blue Cross, Danaher Corporation, CrowdStrike, and IDIQ.

10. Explanation of Employer relationship.

Employers provide guidance for future student employment, internship and mentorship. They also provide feedback on curriculum, certificate update to parallel with industry certification and workforce demands. Faculty members meet with local employers both formally and informally throughout the academic year.

11. List members of Advisory committee

- **Evan Kuryllo** - Software Engineer, Broken Circle Studios

- **Ken Muckey**- PMP Enterprise Implementation Project Manager, Accredited by Google For Data Analysis, LBM Data Science Certified, Company: Toshiba America Business Solutions
- **Caleb Neal** - Systems Administrator/ Tier 3 Support, Company: Infinity Software
- **Minh Phan** - Principal Engineer, Observability at Twilio
- **Jessiah Ruiz** – Associate Professor, Computer Science at Norco College
- **Patrick Stanley** - Research Manager at Data Science Innovation, a Child Care Resource Center in Chatsworth California

12. Recommendations of Advisory Committee

Asynchronous Advisory Committee meetings were conducted in May 2022.

A summary of the key insights from the Asynchronous Advisory Committee Meetings follows:

- Companies generally prefer 4-year degrees in Data Science and Python Programming jobs, but due to high demand and low supply, applicants with AS degree or certifications would be considered. It's about the qualifications more than the degree.
- Python is a high demand skill set. SQL demand is decreasing.
- Data Science and Statistical Analysis are skill sets that are in demand
- Internships are difficult to find. Most companies are not offering them at this time.
- MS Office and particularly Excel skills are in demand

All members reviewed course descriptions and proposed sequences and recommend the creation of the Python Programming certificate.

C. Curriculum Standards

13. Display of Proposed Sequence

The sequence of courses presented here for the certificate program:

Semester 1

CIS-30A

Semester 2

CIS-30B

CIS-30C

Semester 3

CIS-30D

15. Library and/or Learning Resources Plan

The Library and/or Learning Resources are adequate to support this program.

16. Facilities and Equipment Plan

The facilities and equipment are adequate to support this program.

17. Financial Support Plan

Resources are adequate to support this program.

18. Faculty Qualifications and Availability

Norco College has one full-time Associate Professor who will teach the Python Programming courses. Adjunct faculty are available if needed. Python training for faculty is scheduled for fall 2022.

- **COVERDALE, JOHN** Professor Computer Information Systems, MS Applied Computer Science, Azusa Pacific University. At Riverside Community College District since 1998
- **FINLEY, JAMES** Associate Professor Multimedia, MS Software Engineering, Cal State Fullerton, MFA Game Design, Laguna College of Art and Design. At Riverside Community College District since 2012
- **PERRY, JUDY** Professor Computer Information Systems, MS Industrial and Systems Engineering, University of Southern California. At Riverside Community College District since 1994
- **RUIZ, JESSIAH** Associate Professor, Computer Information Systems, M.S. Software Engineering, California State University Fullerton, MFA Laguna College of Art and Design, Riverside Community College District since 2020

19. Based on model curriculum

This is based on the model curriculum.

20. Licensing or Accreditation Standards

N/A

21. Student Selection and Fees

Students will be allowed to self-select for the program. Norco College is an open access institution. There are no additional requirements for entrance into this program or additional fees other than textbook requirements.

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. 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 or MAT-1AH | Calculus I / Honors 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

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.

Program Outline

Title: RCCD Theatre Arts – Acting Certificate

Originator: Jason Buuck

Date: 5/20/2022

Department: Department of Theatre

Moreno Valley College Norco College Riverside City College

TOPs Code: 1007 **CIP Code:** 50.0501

Type of Program:

X 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

Required Documentation

All Degrees and Certificates
X Evidence of district-wide discipline communication
X Department minutes showing approval
X Narrative
X Transfer preparation documentation

Program Goals and Objectives

The **Acting Program** at Riverside City College is an engaging program designed to prepare highly talented students for work in both professional and educational theatre. In addition to the core of required theatre courses, this comprehensive curriculum includes a sequence of courses in acting, voice, movement, and specialized styles, as well as required participation in campus productions both on and backstage. This balance of course work and production experience prepares students to persevere in the demanding world of professional theatre. Students must exhibit continued progress and artists growth and pass ongoing faculty evaluation in order to remain in the program. Performance opportunities include Performance Riverside, a semi-professional theatre located on the campus of Riverside City College, which is home to a season of three productions each year, and, our flexible black box space which produces 1-2 productions each year.

Catalog Description

- Perform and/or design material appropriate to their area of emphasis as individuals in productions.
- Demonstrate identify, and work conceptually with all elements and styles of theatre.
- Experience the process of audition, rehearsal and performance through various forms of theatrical literature.

Program Requirements

Required Courses: 9 units

| Course | Title | Units | Sequencing |
|---------|------------------------------|-------|--------------------|
| THE 30 | Voice and Movement | 2 | Semester 1, Fall |
| THE 32 | Beginning Acting | 3 | Semester 1, Fall |
| THE 38 | Auditioning for the Stage | 1 | Semester 2, Spring |
| THE 5/6 | Theatre Production Practicum | 3 | Semester 4, Spring |

Elective Courses: 9 units

| Course | Title | Units | Sequencing |
|--------|---------------------------------------|-------|--------------------|
| THE 33 | Scene Acting: Creating a Role | 3 | Semester 3, Fall |
| THE 34 | Scene Study Various Theatrical Styles | 3 | Semester 3, Fall |
| THE 35 | Shakespeare with Emphasis in Verse | 3 | Semester 4, Spring |
| THE 36 | Improvisation | 3 | Semester 3, Fall |
| THE 39 | Acting for the Camera | 3 | Semester 4, Spring |

Total Program Units: 18 units

Master Planning

The proposed Acting Certificate fits within the mission of the RCC theatre dept, endeavoring to create, with and for its students, a learning environment that is inclusive and representative of its community. The Acting Certificate will encourage students to develop their artistic expression in preparation for their continuing education and future careers, prepare the students for auditions or portfolio submissions. Our hope is to challenge and channel students' talents into having an equitable, local, and global impact as artists, technicians, educators, audience members, and supporters of the arts. All curriculum for the proposed Acting Certificate is already written and this is to supplement a certificate program in acting.

Enrollment and Completer Projections

At this time, there are a projected 20 students

Place of Program in Curriculum/Similar Programs

All courses, within the certificate, already exist within the curriculum. There are no new classes needed to complete the Acting Certificate.

Similar Programs at Other Colleges in Service Area

Fullerton College

Glendale Community College

Santa Barbara City College

Cypress College

Los Angeles City College

Transfer Preparation Information

Some courses, within the curriculum, do transfer to a 4-year school, but the certificate WILL NOT transfer.

Program Outline

Title: Data Science

Originator: Caroline Hutchings

Date 3/9/2022

Department: School of Science, Technology, Engineering, and Mathematics

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

TOPs Code: 0707.30 CIP Code: 11.0501

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:

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. 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

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 CSC-8 | Introduction to Python Programming or Programming Concepts: Python | 3 | Semester 1 |
| MAT-70B | Statistics for STEM | 4 | Semester 2 |
| MAT-1A or MAT-1AH | Calculus I / Honors 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 | 3 | Semester 2 |

| | | | |
|---------|-----------------------------|---|------------|
| | Language (SQL) | | |
| 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

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 | 7 | Double Counted Units | 3 |
| Total Minimum Degree Units | 60 | Total Maximum Degree Units | 76 |

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-70B: 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: Entrepreneurship

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

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

TOPs Code: 0506.00

CIP Code: 52.0701

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:

After MVC recently launched the Entrepreneurship certificates, we have found an increasing number of students taking Entrepreneurship courses. Continuing the Entrepreneurship courses would allow students to earn an Associate Degree of Science in Entrepreneurship.

The entrepreneurship program provides students broad, intellectual, practical skills that demonstrate the ability to apply knowledge and concepts related to identifying business opportunities, evaluating ideas, assessing the markets, and exploring risks and rewards. Additionally, students will develop a business model canvas and pitch their business idea. Through a series of courses that include hands-on and experiential learning, students develop knowledge and skills that serve as a springboard to start, run, and grow their own business.

Required Documentation

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

All Degrees and Certificates

- 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 goal of this program is to increase diversity in the field of Entrepreneurship while providing students a transfer pathway to a university, such as California State San Bernardino, in which students can further pursue their education and training in the field of Entrepreneurship.

Program Learning Outcomes

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

- Student will be able to develop a comprehensive business plan outlining the viability and sustainability of their idea using appropriate resources and techniques.
- Student will be able to create a value proposition and test market assumptions for a business idea and offer a feasible solution.
- Student will be able to apply standard accounting practices in a business and able to recognize and evaluate finance opportunities
- Student will be able to apply standard accounting practices in a business and able to recognize and evaluate finance opportunities.
- Student will be able to create a Business Model Canvas showcasing its main components and be able to produce and deliver a compelling presentation.
- Student will be able to demonstrate the principles of the Gig Economy and recognize the different types of entrepreneurial categories.

Item 2. Catalog Description

Associate of Science Degree in Entrepreneurship prepares individuals to start and successfully operate their own businesses. The program focuses on the assessment of the market need, and the necessary skills for successful entry, operation and exit. It prepares individuals to develop an original business plan, a marketing plan and to evaluate their competitiveness in the market and includes the initial analysis of a business idea to determine feasibility and start-up requirements. The program prepares individuals to perform the duties of planning, overseeing and directing business operations and employees as well as collecting, and analyzing data/information to identify potential product or service demand. Potential occupations include small business or franchise owner, economic developer, small business development specialist, or independent artist, trades worker, consultant, professional and contract outsource labor.

Program Learning Outcomes

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

- Student will be able to develop a comprehensive business plan outlining the viability and sustainability of their idea using appropriate resources and techniques.
- Student will be able to create a value proposition and test market assumptions for a business idea and offer a feasible solution.
- Student will be able to apply standard accounting practices in a business and able to recognize and evaluate finance opportunities
- Student will be able to apply standard accounting practices in a business and able to recognize and evaluate finance opportunities.
- Student will be able to create a Business Model Canvas showcasing its main components and be able to produce and deliver a compelling presentation.

Program Outline of Record – Credit Degrees and Certificates

- Student will be able to demonstrate the principles of the Gig Economy and recognize the different types of entrepreneurial categories.

Required Courses: 24 units

| Course | Title | Units | Sequencing |
|--------|---|-------|-------------------------------------|
| ENP 50 | Introduction to Entrepreneurship | 3 | Semester 1, Fall & Spring |
| ENP 51 | Entrepreneurship Basics | 3 | Semester 1, Fall & Spring |
| ENP 52 | Starting a Business with Limited Resources | 3 | Semester 1, Fall & Spring or Summer |
| ENP 53 | Money, Finance and Accounting for Entrepreneurs | 3 | Semester 1, Fall & Spring or Summer |
| ENP 54 | Business Model Canvas and Presentations for Entrepreneurs | 3 | Semester 2, Spring |
| ENP 55 | Entrepreneurial Simulation - Capstone | 3 | Semester 2, Spring |
| ENP 70 | Building an Entrepreneurial Team | 3 | Semester 3, Fall |
| ENP 71 | Solopreneurship | 3 | Semester 3, Fall |

Total Program Units: 24 units

(This Program Pathway will allow a full-time student to complete this program in 18 months).

The **Associate of Science Degree in Entrepreneurship** 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 | 24 | Maximum Required Units | 24 |
| Minimum Elective Units | 0 | Maximum Elective Units | 0 |
| Local GE Required Units | 27 | CSUGE Required Units | 39 |
| Double Counted Units | 0 | Double Counted Units | 0 |
| Total Minimum Degree Units | 60 | Total Maximum Degree Units | 63 |

Item 3. Program Requirements

Required Courses: 24 units

| Course | Title | Units | Sequencing |
|--------|---|-------|-------------------------------------|
| ENP 50 | Introduction to Entrepreneurship | 3 | Semester 1, Fall & Spring |
| ENP 51 | Entrepreneurship Basics | 3 | Semester 1, Fall & Spring |
| ENP 52 | Starting a Business with Limited Resources | 3 | Semester 1, Fall & Spring or Summer |
| ENP 53 | Money, Finance and Accounting for Entrepreneurs | 3 | Semester 1, Fall & Spring or Summer |
| ENP 54 | Business Model Canvas and Presentations for Entrepreneurs | 3 | Semester 2, Spring |

| | | | |
|--------|---------------------------------------|---|--------------------|
| ENP 55 | Entrepreneurial Simulation - Capstone | 3 | Semester 2, Spring |
| ENP 70 | Building an Entrepreneurial Team | 3 | Semester 3, Fall |
| ENP 71 | Solopreneurship | 3 | Semester 3, Fall |

Total Program Units: 24 units

The **Associate of Science Degree in Entrepreneurship** 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 associate degree program fits into the Moreno’s College’s mission in allowing students that are interested in becoming entrepreneurs to receive the educational knowledge which will help them move closer to becoming business owners. This program is also in line with the college’s master planning in offering students a variety of associate degree within the Business discipline. This program aims to increase the diversity in the Inland Empire workforce by providing entrepreneurship resources in Career Technical Education. The entrepreneurship curriculum is designed to provide equitable access to education to our diverse student population to provide students, knowledge and skills that serve as a springboard to start, run, and grow their own business.

Item 5. Enrollment and Completer Projections

The Entrepreneurship program is expected to have 50 – 100 students by Spring 2025

Required Courses:

| | | |
|--------|---|----------------|
| ENP 50 | Introduction to Entrepreneurship | 35-40 Students |
| ENP 51 | Entrepreneurship Basics | 35-40 Students |
| ENP 52 | Starting a Business with Limited Resources | 35-40 Students |
| ENP 53 | Money, Finance, and Accounting for Entrepreneurs | 35-40 Students |
| ENP 54 | Business Model Canvas and Presentations for Entrepreneurs | 35-40 Students |
| ENP 55 | Entrepreneurial Simulation- Capstone | 35-40 Students |
| ENP 70 | Building an Entrepreneurial Team | 35-40 Students |
| ENP 71 | Solopreneurship | 35-40 Students |

Item 6. Place of Program in Curriculum/Similar Programs

Within the Riverside Community College district, Riverside City College offers similar Associate Degree. The above required and elective courses in this program are actively available at Moreno Valley College. Students only earn certificates at this time with the Entrepreneurship courses.

Item 7. Similar Programs at Other Colleges in Service Area

Riverside City College currently offers a similar associate degree program in Entrepreneurship. Cal State San Bernardino, San Bernardino Valley College, College of the Canyons, and Crafton Hills College offer the following courses:

- Small Business Management
- New Venture Opportunity Analysis
- New Venture Development
- New Venture Resource Requirements

- Small Business Management/Entrepreneurship
- Small Business Entrepreneur
- Business Entrepreneurship
- Principles of Entrepreneurship
- Entrepreneurship and Small Business Management
- Small Business/Entrepreneurship

Cal State San Bernardino offers a bachelor's degree in Entrepreneurship.

Item 8. Transfer Preparation Information (if applicable)

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

Program Outline

Title: The Associate in Arts in Music for Transfer Degree

Originator: Barry McNaughton
Department: SVPA (Music Discipline)

Date 5/9/2022

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: 1004.00

CIP Code: 50.0901

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

This is a: New ADT Modification to an existing ADT

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

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

Addition of the following elective courses in the new Area A elective category:

- **MUS 6 – Theory III (formerly listed as a core requirement, now re-categorized an elective)**
- **MUS 32A – Class Piano**
- **MUS 101 – Music Technology**
- **MUS 22 – Survey of Music Literature**

Removal of the following courses:

- **MUS-31 College Choir**
- **MUS-71 College Chorus**

Rationale:

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

The state requirements for the ADT have changed to allow for a more diverse array of courses. MVC's ADT should be modified to reflect the new Area A elective category as shown above as well as the removal of courses which are no longer being offered at MVC.

MUS-31 and MUS-71 have not been offered at Moreno Valley College since Spring of 2015. MVC currently has two vocal ensembles, one dedicated to the study of concert and chamber music (Concert Choir-MUS-29 / Advanced Chamber Choir MUS-83) and one dedicated to the study and performance of Gospel Music (Gospel Singers – MUS-57 / Gospel Choir – MUS-58). MVC does not have the student interest or vocal faculty leadership at this time (or for the foreseeable future) to support a third choir therefore, College Choir MUS-31 and College Chorus MUS-71 should be excluded from the college catalog.

Required Documentation:

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

All new and modified ADTs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

The Associate in Arts in Music for Transfer Degree is designed to prepare the student for transfer to four-year institutions of higher education and specifically intended to satisfy the lower division requirements for the Baccalaureate in Arts in Music at the California State University.

Goals:

1. To enhance transfer opportunities for community college students.
2. Upon entry as juniors, students will be able to demonstrate competence and discipline in the study of music theory, music analysis, music composition, and musicianship skills, and to demonstrate proficiency in ensemble skills and solo performance skills. Completion of this curriculum will demonstrate commitment to the serious study of Music in practice and in theory and provide comprehensive preparation for upper-division work.

Item 2. Catalog Description

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

The Associate in Arts in Music for Transfer Degree is designed to prepare the student for transfer to four-year institutions of higher education and specifically intended to satisfy the lower division requirements for the Baccalaureate in Arts in Music at the California State University. This degree is designed to prepare students to demonstrate competence and discipline in the study of music theory, music analysis, music composition, and musicianship skills, and demonstrate proficiency in ensemble skills and solo performance skills. Completion of this curriculum will demonstrate commitment to the serious study of Music in practice and in theory and provide comprehensive preparation for upper division work.

PROGRAM LEARNING OUTCOMES

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

- Demonstrate ensemble specific performance practices and professional standards of conduct expected of ensemble participants.
- Perform solo literature with an accompanist (if appropriate) using stylistically accurate rhythm, pitch, diction (or articulation) and musical expression.
- Demonstrate the ability to “audiate” a musical score by sight reading and performing complex rhythms and by sight singing chromatic, modulating, and post-tonal melodies.
- Demonstrate the ability to recognize patterns and musical function by aurally identifying and transcribing scales, modes, post-tonal melodies, and complex harmonic progressions.
- Analyze chromatic harmonic progressions that include modulation using 20th century techniques.
- Write, analyze, and compose music using 20th century techniques, such as tone rows, set theory, augmented sixth chords, pan diatonicism and polytonalism.
- Demonstrate keyboard proficiency at the level required to perform theoretical concepts studied in music theory courses.

Required Courses: (20-24) units

| Course | Title | Units |
|---|----------------------------------|-------|
| Music Theory: Total Units (8-12 units) | | |
| MUS-3 | Fundamentals of Music | 4 |
| MUS-4 | Music Theory I | 4 |
| MUS-5 | Music Theory II | 4 |
| Applied Music: 1 unit per semester for a total of 4 units | | 4 |
| MUS-87 | Applied Music Training | 1 |
| Ensemble: 1 unit per semester for a total of 4 units; choose from the following: | | 4 |
| MUS-29 | Concert Choir | 1 |
| MUS-83 | Advanced Chamber Choir | 1 |
| MUS-70 | Guitar Lab Ensemble | 1 |
| MUS-P70 | Guitar Lab Ensemble II | 1 |
| MUS-57 | Gospel Singers | 1 |
| MUS-58 | Gospel Choir | 1 |
| Area A: Elective Courses (4 Units) | | |
| MUS-6 | Music Theory III | 4 |
| MUS 32A | Class Piano I | 1 |
| MUS 101 | Introduction to Music Technology | 3 |
| MUS 22 | Survey of Music Literature | 3 |

A blanket substitution can be made with MUS 87 and MUS 38, 78, however, these are 2 unit courses and still need 4 semesters of classes even if you choose to take the 2 unit courses. Additionally, a substitution for ensemble credit can be made through taking MUS 36, however this is a 1.5 unit course and still requires 4 semesters of completion.

ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate in Arts in Music 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).

Modification – Area of Emphasis Degree

Modified Requirements

Area of Emphasis Title: Humanities, Philosophy and Arts

(If proposing a modification to multiple AOE's, please submit an individual proposal for each degree.)

Originator: Tammy Kearn

Date 4/22/2022

Department: English and Media Studies

Rationale for Modification: Updating AOE to reflect curricular changes in ENG courses: Existing courses (ENG 38 and 39) have been deleted from District curriculum holdings and a new sequenced course (ENG 38 ABC) has replaced deleted courses.

(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. Please do not submit your proposal until all of the documentation below is complete.

All new and modified AOE proposals must include the following:

- Discipline minutes showing approval
- Department minutes from all colleges showing approval

Though AOE's are degrees offered at each college with district-wide curriculum, not all courses included in an AOE are offered at each college. The following are general guidelines for courses under consideration for inclusion in an existing AOE:

- The course is not related directly to a college-specific program.
- The course aligns to program level SLOs.
- The course is transferable.

Synopsis of Proposed Changes:

Required Courses:

| Courses to Be Added | Courses to Be Removed |
|---------------------|-----------------------|
| | |
| | |
| | |
| | |
| | |

Elective Courses:

| Courses to Be Added | Courses to Be Removed |
|---------------------|-----------------------|
| ENG 38A | ENG 38 |
| ENG 38B | ENG 39 |
| ENG 38C | |
| | |
| | |

Modification – Area of Emphasis Degree

Modified Requirements

Area of Emphasis Title: District AOE: Math and Science
(If proposing a modification to multiple AOE's, please submit an individual proposal for each degree.)

Originator: Teresa J. Friedrich Finnern **Date** 4/18/2022

Department: Biology Discipline in Department of Science and Kinesiology (NC & MVC) or Department of Life Sciences (RCC)

Rationale for Modification: Add new course to Electives
(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. Please do not submit your proposal until all of the documentation below is complete.

All new and modified AOE proposals must include the following:

- Discipline minutes showing approval
- Department minutes from all colleges showing approval

Though AOE's are degrees offered at each college with district-wide curriculum, not all courses included in an AOE are offered at each college. The following are general guidelines for courses under consideration for inclusion in an existing AOE:

- The course is not related directly to a college-specific program.
- The course aligns to program level SLOs.
- The course is transferable.

Synopsis of Proposed Changes:

Required Courses:

| Courses to Be Added | Courses to Be Removed |
|---------------------|-----------------------|
| | |
| | |
| | |
| | |
| | |

Elective Courses:

| Courses to Be Added | Courses to Be Removed |
|------------------------------|-----------------------|
| BIO-21 California Naturalist | |
| | |
| | |
| | |
| | |

**Record –
Credit Degrees and Certificates**

Program Outline

Title: General Business Certificate

Originator: Kinnari Bhavsar

Date 5/24/2022

Department: BIST

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: 050100 **CIP Code:** 52.0101

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.)

Replacing MAG-51: Elements of Supervision for MAG-40: AMA Certified Professional in Management

Rationale:

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

MAG-40: AMA Certified Professional in Management class will prepare students to sit in for the AMA Certification exam upon completion of the course. The AMA Certification is industry recognized and will better prepare students for management positions in the workforce.

Required Documentation

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

All Degrees and Certificates

- 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.*

**Record –
 Credit Degrees and Certificates**

- 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.

- Explain the managerial applications of accounting reports and ratios to the business enterprise.
- Analyze the law as it pertains to business organizations, and to determine the legal management of the various forms of laws.
- Analyze the business elements that compromise the logistics function.
- Develop and apply principles of moral judgement and ethical behavior to business situations.
- Anticipate and pose problems relative to understanding and supervising personnel.
- Identify and analyze human relations techniques appropriate to a managerial role.
- Explain and develop the marketing mix, including an analysis of the marketing mix variables – product, place, price, and promotion.

Item 2. Catalog Description

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

The program will prepare individuals to apply business principles and techniques in various career settings and to gain an understanding of business situations that affect their personal and working lives. Fulfills a portion of the Associate of Science degree in Business with a Major Concentration in General Business.

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: 15 units

| Course | Title | Units | Sequencing |
|------------|--|-------|--------------------|
| BUS-10/10H | Introduction to Business | 3 | Semester 1, Fall |
| BUS-48 | International Management | 3 | Semester 1, Fall |
| MAG/BUS-47 | Applied Business and Management Ethics | 3 | Semester 2, Spring |
| MKT-20 | Principles of Marketing | 3 | Semester 2, Spring |

**Record –
 Credit Degrees and Certificates**

| | | | |
|--------|--|---|------------------|
| MAG-40 | AMA Certified Professional in Management | 3 | Semester 3, Fall |
|--------|--|---|------------------|

Elective Courses: _____ units

| Course | Title | Units | Sequencing |
|--------|-------|-------|------------|
| | | | |
| | | | |
| | | | |

Total Program Units: 15 units

Item 4. Master Planning

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

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

Item 5. Enrollment and Completer Projections

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

General Business Certificates awarded in 2020-2021 (COVID) = 20

Projection based on 10% growth = 22

Item 6. Place of Program in Curriculum/Similar Programs

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

Currently existing program.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

- San Bernardino Valley College - Business Administration Certificate
- College of the Canyons – Business Certificates in Accounting, E-Commerce/Business, Entrepreneurship & Small Business Management, Human Resources Management, Finance, Marketing, and Retail Management
- Crafton Hills College - Business Management Certificate of Achievement
- Barstow Community College: Certificate of Achievement in: Accounting, Entrepreneurship and Innovation, Management, and Management Information Systems
- Mt. San Jacinto College: Certificate of Achievement in: Accounting, Business Administration, Management/Supervision, Small Business/ Entrepreneurship and Real Estate
- Chaffey College: Certificate of Achievement in: Accounting, Arts Business Management, Facilities Management, General Business, Hospitality Management: Food Service, Hospitality Management: Hotel Management, International Business, Management, Marketing, Real Estate, Retail Management, Small Business Entrepreneur, and Supervision.
- College of the Desert: Certificates in: General Business, Small Business, and Retail Management
- Victor Valley College: Certificates in: Basic Business Real Estate, Management, Construction Management, and Restaurant Management.
- Palo Verde College: Certificate of Achievement in: Business Management

Item 8. Transfer Preparation Information (if applicable)

**Record –
Credit Degrees and Certificates**

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

N/A

**Record –
Credit Degrees and Certificates**

Program Outline

Title: Management Certificate

Originator: Kinnari Bhavsar

Date 5/24/2022

Department: BIST

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

TOPs Code: 0506.00 **CIP Code:** 52.0600

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.)

Replacing MAG-44: Principles of Management for MAG-40: AMA Certified Professional in Management

Rationale:

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

MAG-40: AMA Certified Professional in Management class will prepare students to sit in for the AMA Certification exam upon completion of the course. The AMA Certification is industry recognized and will better prepare students for management positions in the workforce.

Required Documentation

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

All Degrees and Certificates

- 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.*

**Record –
 Credit Degrees and Certificates**

- 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.

- Apply sound management practices.
- Analyze and apply appropriate managerial practices in one or more areas of ethics, human resources, quality management, operations, motivation, etc.
- Application of the various management and leadership skills.

Item 2. Catalog Description

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

This program will prepare individuals seeking management positions to be better candidates for promotion, and those already in management positions to improve their management skills and effectiveness. Fulfills a portion of the Associate of Science Degree in Business with a Major Concentration in Management.

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: 15 units

| Course | Title | Units | Sequencing |
|------------|--|-------|--------------------|
| BUS-10/10H | Introduction to Business | 3 | Semester 1, Fall |
| BUS-48 | Global Management | 3 | Semester 1, Fall |
| BUS-22 | Management Communications | 3 | Semester 1, Spring |
| MAG/BUS-47 | Applied Business and Management Ethics | 3 | Semester 1, Spring |
| MAG-40 | AMA Certified Professional in Management | 3 | Semester 3, Fall |

Elective Courses: units

| Course | Title | Units | Sequencing |
|--------|-------|-------|------------|
| | | | |

**Record –
 Credit Degrees and Certificates**

| | | | |
|--|--|--|--|
| | | | |
| | | | |

Total Program Units: 15 units

Item 4. Master Planning

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

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

Item 5. Enrollment and Completer Projections

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

Management Certificates awarded in 2020-2021 (COVID) = 12

Projection based on 10% growth = 13

Item 6. Place of Program in Curriculum/Similar Programs

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

Currently existing program.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

- San Bernardino Valley College - Business Administration Certificate
- College of the Canyons – Business Certificates in Accounting, E-Commerce/Business, Entrepreneurship & Small Business Management, Human Resources Management, Finance, Marketing, and Retail Management
- Crafton Hills College - Business Management Certificate of Achievement
- Barstow Community College: Certificate of Achievement in: Accounting, Entrepreneurship and Innovation, Management, and Management Information Systems
- Mt. San Jacinto College: Certificate of Achievement in: Accounting, Business Administration, Management/Supervision, Small Business/ Entrepreneurship and Real Estate
- Chaffey College: Certificate of Achievement in: Accounting, Arts Business Management, Facilities Management, General Business, Hospitality Management: Food Service, Hospitality Management: Hotel Management, International Business, Management, Marketing, Real Estate, Retail Management, Small Business Entrepreneur, and Supervision.
- College of the Desert: Certificates in: General Business, Small Business, and Retail Management
- Victor Valley College: Certificates in: Basic Business Real Estate, Management, Construction Management, and Restaurant Management.
- Palo Verde College: Certificate of Achievement in: Business Management

Item 8. Transfer Preparation Information (if applicable)

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

N/A