

District Technical Review Committee Meeting Agenda

Tuesday, February 20, 2024

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"/> Nick Sinigaglia (PHI, MOV)
<input type="checkbox"/> Kelly Douglass (ENG, RCC)	<input type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input type="checkbox"/> Brian Johnson (MAT, NOR)	<input type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)
<input type="checkbox"/> Ann Pfeifle (HIS, MVC)	<input type="checkbox"/> Nick Franco (AO, NOR)
	<input type="checkbox"/> Jeanne Howard (AO, MVC)
	<input type="checkbox"/> Sabina Fernandez (CPRO, MVC)
	<input type="checkbox"/> Casandra Greene (CPRO, RCC)
	<input type="checkbox"/> Nicole Brown (CPRO, NOR)
Additional Guests:	

Zoom Information

<https://rccd-edu.zoom.us/j/86555446612?pwd=R0dDakVkSzNZQitZZEN0Zm1TTIYvQT09>

+1 669 900 6833 US

Meeting ID: 865 5544 6612

Passcode: 627472

Call to Order:

Agenda and Minutes

1. Approval of Agenda
The agenda will be reviewed, discussed, and considered for approval.
2. Approval of Minutes – December 5, 2023
The minutes will be reviewed, discussed, and considered for approval.

Action Items

1. Curriculum Proposals
Curriculum proposals will be reviewed, discussed, and considered for forwarding to the College Curriculum Committees.
2. 24-25 RCCD Curriculum Calendar
The 24-25 curriculum calendar will be reviewed, discussed, and considered for approval.

Discussion Items and Public Comment

1. CalGETC & ADT Submission Memo – Kelly Douglass
2. Experimental Courses – Susan Mills
3. Courses with Work Based Learning Activities – Bryan Medina

4. Open Forum
5. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

Technical Review - Curriculum Proposals

Proposals for Review for 02/20/2024

Courses

Course Deletions

		M	N	R	Notes
H	CIS 28A			<input checked="" type="checkbox"/>	MS Access Programming Awaiting MOV Computer Applications Program.
H	CSC 28A			<input checked="" type="checkbox"/>	MS Access Programming Awaiting MOV Computer Applications Program.
	MAT 136	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Corequisite Support for MAT-36
	MAT 136DX	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Corequisite Support for MAT-36
	MAT 35	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Intermediate Algebra
	MAT 35DE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Intermediate Algebra
	MAT 52	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Elementary Algebra
	MAT 52DE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Elementary Algebra
	MAT 53	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	College Geometry
	MAT 53DX	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	College Geometry
	MAT 98DX			<input checked="" type="checkbox"/>	Academic Excellence Seminar
H	SPA 3N			<input checked="" type="checkbox"/>	Spanish for Spanish Speakers In the RCC SPA ADT.

Course Exclusions

		M	N	R	Notes
H	ADJ 31		<input checked="" type="checkbox"/>		Cybercrime & Digital Forensics Minutes do not show a vote to exclude. Course is found in ADJ ADT.

Course Major Modifications

		M	N	R	Notes
H	ENP 50	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Introduction to Entrepreneurship No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.
H	ENP 51	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Entrepreneurship Basics No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.
H	ENP 52	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Starting a Business with Limited Resources No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.
H	ENP 801	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Facebook for Business No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.

Courses

Course Major Modifications

		M	N	R	Notes
H ENP 802	Pinterest and Instagram for Business	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.					
H ENP 803	YouTube for Business	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.					
H ENP 804	Twitter for Business	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.					
H ENP 805	LinkedIn for Business	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.					
H ENP 850	Introduction to Entrepreneurship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.					
H ENP 851	Entrepreneurship Basics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.					
H ENP 852	Starting a Business with Limited Resources	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.					
HMS 200	Human Services Work Experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H PSY 48	Statistics for the Behavioral Sciences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
An addendum has been developed by SOC and PSY and they are seeking department approval soon. This will expand the content specifically regarding the technology component of the course.					
H SOC 48	Statistics for the Behavioral Sciences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
An addendum has been developed by SOC and PSY and they are seeking department approval soon. This will expand the content specifically regarding the technology component of the course.					

Course Minor Modifications

		M	N	R	Notes
PDS 804	Motivating Yourself and Others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
H PHI 12	Introduction to Ethics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Refers to distance ed in methods of instructions. We may be able to allow some language like this in the future as every course has a Canvas shell. However, is this problematic for anything related to articulation? Historically this has been kept out of CORs to avoid problems with articulation. Content is only one level, but this update is only to textbooks. The one-level of content was not caught on the previous modification. We have admitted mistakes with minor mods in the past.					

Courses

Distance Education

M N R Notes

ENG 66DE [Queer Voices: A Survey of LGBTQIA2+ Literature](#)

New Courses

M N R Notes

H AHS 60 [Special Topics in Art & Visual Culture](#)

List unlimited repeatability. Unclear how AHS 60 is different from ART 4 and 6. No sample assignments. One unit listed with no hours.

H AHS 61 [Directed Study in Art & Visual Culture](#)

Needs clarity on how this is different from an independent study course.

H PSY 60 [Independent Study in Psychology](#)

Board Policy is currently with legal waiting to go to the faculty association.

General Education

General Education Modifications

M N R Notes

ADM 1 [Introduction to Applied Digital Media and Printing](#)

ADM 62 [Typography and Graphic Design](#)

ADM 63A [Design For Print Publication](#)

ADM 71A [Adobe Photoshop for Image Manipulation](#)

ADM 74A [Web Design](#)

ADM 77A [Adobe Illustrator for Graphic Art](#)

ADM 84A [Screen Printing](#)

ADM 85A [Commercial Printing](#)

H MAT 70A [Foundations of Data Science](#)

Course is crosslisted with CIS 70A, which would also need to come forward for review. Brian will work with faculty.

Programs

New Programs

M N R Notes

Certificate

H SCA [Automation Technician I](#)

Catalog description cannot reference associate degree. Unit values for SCA-1 and SCA-10 need to be verified.

H SCA [Automation Technician II](#)

Catalog description cannot reference associate degree. Unit values for SCA-1 and SCA-10 need to be verified.

Programs

New Programs

M N R Notes

Certificate

H SCA [Automation Technician III](#)

Catalog description cannot reference associate degree.

Program Modifications

M N R Notes

ADT

SPA [Spanish](#)

Certificate

H HMS [Drug and Alcohol Studies](#)

Holding to clarify WKX/HMS-200.

Technical Review - Curriculum Proposals

Proposals for Review for 02/20/2024

Courses

Course Deletions

		M	N	R	Discussion	Action
H	CIS 28A Rationale: <u>MS Access Programming</u> Course is no longer part of any programs and has not been offered in over 5-years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Awaiting MOV Computer Applications Program.	
H	CSC 28A Rationale: <u>MS Access Programming</u> This RIV-Only course is standalone and has not been offered in several years since the deletion of the Relational Database program over 7-years ago.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Awaiting MOV Computer Applications Program.	
	MAT 136 Rationale: <u>Corequisite Support for MAT-36</u> With MAT 9 and MAT 109, RCCD will no longer be offering MAT 136	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	MAT 136DX Rationale: <u>Corequisite Support for MAT-36</u> With MAT 9 and MAT 109, RCCD will no longer be offering MAT 136	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	MAT 35 Rationale: <u>Intermediate Algebra</u> Due to AB 705, MAT 35 is no longer offered at RCCD.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	MAT 35DE Rationale: <u>Intermediate Algebra</u> Due to AB 705, MAT 35 is no longer offered at RCCD	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	MAT 52 Rationale: <u>Elementary Algebra</u> Due to AB 705, MAT 52 is no longer offered in RCCD	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	MAT 52DE Rationale: <u>Elementary Algebra</u> Due to AB 705, MAT 52 is no longer offered in RCCD	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	MAT 53 Rationale: <u>College Geometry</u> Due to AB 705, MAT 53 is no longer offered at RCCD.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	MAT 53DX Rationale: <u>College Geometry</u> Due to AB 705, MAT 53 is no longer offered at RCCD.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	MAT 98DX Rationale: <u>Academic Excellence Seminar</u> MAT 98 was deleted in May 2021. This is an Emergency Distance Education proposal for MAT 98. Since MAT 98 is deleted, MAT 98DX must also be deleted as this course is no longer recognized.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

Courses

Course Deletions

M N R Discussion Action

H	SPA 3N	Spanish for Spanish Speakers	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	In the RCC SPA ADT.
	Rationale:	Spanish 3N has not been offered at RCC for quite some time. Since the course is currently only offered at RCC, the best course of action is to launch a course deletion.		

Course Exclusions

M N R Discussion Action

H	ADJ 31	Cybercrime & Digital Forensics	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Minutes do not show a vote to exclude. Course is found in ADJ ADT.
	Rationale:	This course has not been offered at Norco College since its original inclusion. It is an elective course that does not affect any of our AS/ADT degrees or certificates. Other courses are more pertinent to our program, students and the region.		

Course Major Modifications

M N R Discussion Action

H	ENP 50	Introduction to Entrepreneurship	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.
	Rationale:	An equity SLO is being added to this curriculum.		

H	ENP 51	Entrepreneurship Basics	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.
	Rationale:	An equity SLO is being added to this curriculum. Course materials are being updated.		

H	ENP 52	Starting a Business with Limited Resources	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.
	Rationale:	An equity SLO is being added to this curriculum.		

H	ENP 801	Facebook for Business	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.
	Rationale:	An equity SLO is being added to this curriculum.		

H	ENP 802	Pinterest and Instagram for Business	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.
	Rationale:	An equity SLO is being added to this curriculum.		

Courses

Course Major Modifications

		M	N	R	Discussion	Action
H	ENP 803 Rationale: An equity SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.	
H	ENP 804 Rationale: An equity based SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.	
H	ENP 805 Rationale: An equity based SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.	
H	ENP 850 Rationale: An equity SLO is being added to this curriculum. Courses materials are being updated.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.	
H	ENP 851 Rationale: An equity SLO us being added to this curriculum. Course materials are being updated.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.	
H	ENP 852 Rationale: An equity SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No Riverside minutes, approved as Minor Mods by Norco only. Added an equity of SLO without any content for the SLO.	
	HMS 200 Rationale: The HMS 200 major modification is completed in alignment with state regulatory work experience requirements (See 5 Cal. Code Regs. § 52010). The HMS discipline is updating the HMS 200 course with the purposes of adding to the Drug and Alcohol Studies certificate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Courses

Course Major Modifications

M N R

Discussion

Action

H **PSY 48** **Statistics for the Behavioral Sciences**
 Rationale: PSY/SOC-48 is modified to be a 4-credit instead of a 3-credit hour course. UCs (e.g., UCR) and CSUs (e.g., CSUSB) devote more credit hours for their behavioral science statistics courses than their other (non-methods) psychology/sociology courses. The content of the PSY/SOC-48 COR was originally designed, in part, to reflect the behavioral science statistics courses offered in UCs and CSUs. The course is more likely to be transferable to these schools if it is increased from 3 to 4 units. Course materials and advisories have also been updated.

An addendum has been developed by SOC and PSY and they are seeking department approval soon. This will expand the content specifically regarding the technology component of the course.

H **SOC 48** **Statistics for the Behavioral Sciences**
 Rationale: PSY/SOC-48 is modified to be a 4-credit instead of a 3-credit hour course. UCs (e.g., UCR) and CSUs (e.g., CSUSB) devote more credit hours for their behavioral science statistics courses than their other (non-methods) psychology/sociology courses. The content of the PSY/SOC-48 COR was originally designed, in part, to reflect the behavioral science statistics courses offered in UCs and CSUs. The course is more likely to be transferable to these schools if it is increased from 3 to 4 units. Course materials and advisories have also been updated.

An addendum has been developed by SOC and PSY and they are seeking department approval soon. This will expand the content specifically regarding the technology component of the course.

Course Minor Modifications

M N R

Discussion

Action

PDS 804 **Motivating Yourself and Others**
 Rationale: Two year CTE review. No changes needed.

H **PHI 12** **Introduction to Ethics**
 Rationale: Updating course materials per curriculum requirements. Other COR elements reviewed by discipline and left unchanged/approved.

Refers to distance ed in methods of instructions. We may be able to allow some language like this in the future as every course has a Canvas shell. However, is this problematic for anything related to articulation? Historically this has been kept out of CORs to avoid problems with articulation. Content is only one level, but this update is only to textbooks. The one-level of content was not caught on the previous modification. We have admitted mistakes with minor mods in the past.

Courses

Distance Education

M N R Discussion

Action

ENG 66DE **Queer Voices: A Survey of LGBTQIA2+ Literature**

Rationale:

New Courses

M N R Discussion

Action

H AHS 60 **Special Topics in Art & Visual Culture**

List unlimited repeatability. Unclear how AHS 60 is different from ART 4 and 6. No sample assignments. One unit listed with no hours.

Rationale: Art history and visual culture are constantly evolving; a rotating, special themed class enables faculty to continually craft the classroom experience and curriculum to foreground new critical perspectives, areas of research and scholarship, and emerging trends. A special themed class also provides a venue for faculty to share their own areas of particular expertise, research, and other professional talents with students. The content of the course is by design flexible; it will be selected and approved by the department. The direction of the course will be determined by current needs and interests of students and faculty. The organization of the course and material will vary from semester to semester, and instructor to instructor.

H AHS 61 **Directed Study in Art & Visual Culture**

Needs clarity on how this is different from an independent study course.

Rationale: To provide students with the opportunity to complete research projects and/or other scholastic/creativity in art history, as a means to further advance their academic and/or career goals.

H PSY 60 **Independent Study in Psychology**

Board Policy is currently with legal waiting to go to the faculty association.

Rationale: Psychology majors want to gain experience in performing research studies.

General Education

General Education Modifications

M N R Discussion

Action

ADM 1	Introduction to Applied Digital Media and Printing	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Rationale:	<p>Proposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner's life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.</p>	

General Education

General Education Modifications

M N R Discussion

Action

ADM 62 **Typography and Graphic Design**

Rationale: Proposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner’s life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.

General Education

General Education Modifications

M N R Discussion

Action

ADM 63A **Design For Print Publication**

Rationale: Proposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner’s life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.

General Education

General Education Modifications

M N R Discussion

Action

ADM 71A **Adobe Photoshop for Image Manipulation**

Rationale: Proposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner's life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.

General Education

General Education Modifications

M N R Discussion

Action

ADM 74A **Web Design**

Rationale: Proposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner's life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.

General Education

General Education Modifications

M N R Discussion

Action

ADM 77A	Adobe Illustrator for Graphic Art	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Rationale:	<p>Proposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner's life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.</p>	

General Education

General Education Modifications

M N R Discussion

Action

ADM 84A **Screen Printing**

Rationale: PProposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner’s life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.

General Education

General Education Modifications

M N R Discussion

Action

ADM 85A **Commercial Printing**

Rationale: Proposal to add course to Area 3: Humanities. ADM courses are designed to equip students with entrepreneurial skills for both career and gig opportunities. Students are guided through a comprehensive design-learning cycle that introduces problem identification, ideation, prototyping, critique & analysis, production, and marketing stages. Design entrepreneurship, the focus of our ADM classes, is accessible to all students who want to transform their creativity into commercially measurable and sustainable economic opportunity. Human-centricity and user experience are not only crucial to the design process, but they are empathetically beneficial in our collective human interaction and experiences. ADM courses are designed to equip students with good design thinking process, critical problem solving techniques, and meaningful user experience in our project development. These skills, though primarily useful in commercial design, can also be impactful and transferable in other journeys of the learner's life. If fine art is synonymous to art galleries, then graphic design is ubiquitously present in all aspects of our everyday life. Every logo we see, every packaging we receive, every brands we identify, every printed shirt we put on, every websites we visit, and every user interface we interact with on our mobile phones are all fine examples of graphic design. ADM courses are designed to introduce to student the quintessential influence of design over our shared culture and collective human experience.

H **MAT 70A** **Foundations of Data Science** Course is crosslisted with CIS 70A, which would also need to come forward for review. Brian will work with faculty.

Rationale: The Math Discipline has developed courses to serve students wanting to pursue a path to Data Science. In addition, new courses were added to the STEM and Elementary Teacher Preparation Pathways.

Programs

New Programs

M N R Discussion

Action

Certificate

H **SCA** **Automation Technician I** Catalog description cannot reference associate degree. Unit values for SCA-1 and SCA-10 need to be verified.

Rationale:

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

Programs

New Programs

M N R

Discussion

Action

Certificate

H SCA [Automation Technician II](#) Catalog description cannot reference associate degree. Unit values for SCA-1 and SCA-10 need to be verified.
Rationale:
Documents: [Narrative](#) [LMI](#) [Advisory Committee](#) [Regional Consortium](#)

H SCA [Automation Technician III](#) Catalog description cannot reference associate degree.
Rationale:
Documents: [Narrative](#) [LMI](#) [Advisory Committee](#) [Regional Consortium](#)

Program Modifications

M N R

Discussion

Action

ADT

SPA [Spanish](#)
Rationale: To align Associate in Arts in Spanish for Transfer degree with curriculum modifications – new courses and course deletions.

Certificate

H HMS [Drug and Alcohol Studies](#) Holding to clarify WKX/HMS-200.
Rationale: Per the recommendation of the Social Work, Human Services, & Counseling Practices Discipline and Department approval, this modification is proposed to align with the Certified Addiction Treatment Counselor (CATC) 1 pathway.

2024-2025 Riverside Community College District Curriculum Calendar

July 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July	
4	Legal Holiday/Day of Observation

August	
27	College Curriculum Meeting

September	
2	Legal Holiday/Day of Observation
3	Technical Review & District Curriculum
10	College Curriculum Meeting
17	Technical Review & District Curriculum
24	College Curriculum Meeting
27	Originator - Final Day to Launch

October	
1	Technical Review & District Curriculum
4	Facilitator and Chair Approval Deadline
8	College Curriculum Meeting
15	Technical Review Penultimate Approval
22	College Curriculum Penultimate Approval
25	Program Submission to TR E-mail Deadline
29	Admin Review Deadline

November	
5	Technical Review Last Possible Approval
11	Legal Holiday/Day of Observation
12	College Curriculum Last Possible Approval
19	DCC Last Possible
20	Ed Services Prepares Proposals for Cabinet
25	Executive Cabinet Last Possible Approval

December	
3	Technical Review & District Curriculum
3	Committee on Teaching & Learning Last Possible
9-13	Finals Week
10	Board of Trustees Last Possible Approval

January 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January	
1	Legal Holiday/Day of Observation
20	Legal Holiday/Day of Observation

February	
14	Legal Holiday/Day of Observation
17	Legal Holiday/Day of Observation
25	College Curriculum Meeting

March	
4	Technical Review & District Curriculum
11	College Curriculum Meeting
18	Technical Review & District Curriculum
25	College Curriculum Meeting
31	Legal Holiday/Day of Observation

April	
1	Technical Review & District Curriculum
8	College Curriculum Meeting
14-18	Spring Break
22	College Curriculum Meeting
28	CORs Effctv. for 25-26 Become Active in Meta

May	
6	Technical Review & District Curriculum
13	College Curriculum Meeting
20	Technical Review & District Curriculum
27	College Curriculum Meeting
26	Legal Holiday/Day of Observation

June	
3	Technical Review & District Curriculum
9-13	Finals Week



TO: Chief Executive Officers
Chief Instructional Officers
Academic Senate Presidents
Curriculum Chairs
Articulation Officers

FROM: Dr. John Stankas, Vice Chancellor of Academic Affairs, Office of Equitable Student Learning, Experience, and Impact

Cheryl Aschenbach, President, Academic Senate for the California Community Colleges

RE: ADT Compliance with Assembly Bill 928 and CalGETC Curriculum Submission Guidance

Background

The Student Transfer Achievement Reform Act of 2021, Assembly Bill 928 (Berman), requires the establishment of a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California, on or before May 31, 2023. Per the legislation, in May 2023, the Intersegmental Committee of the Academic Senates (ICAS) approved the new general education pattern known as CalGETC. In addition, the bill requires implementation of the singular lower division general education pathway for all associate degrees for transfer (ADTs) by the fall term of the 2025–2026 academic year.

Guidelines

The purpose of this memorandum is to provide curriculum submission guidance for the Associate Degrees for Transfer (ADTs) specific to AB 928 and CalGETC. Cognizant of the current workload of the colleges and Chancellor's Office staff and the additional requirements of AB 928 and other legislation that will require colleges to resubmit curriculum in the near future, the Chancellor's Office has created a streamlined process for embedding ADTs with the new CalGETC pattern. This process has been established to ensure colleges have the time and energy to concentrate their efforts on those degrees that will not meet requirements or may require changes and allows colleges to submit a certification letter of compliance to the Chancellor's Office by June 1, 2025.

Requested Actions

- Colleges will need to update the narrative for each ADT in their course catalog so that it refers to CalGETC by Fall 2025.
- Colleges will need to update all Transfer Model Curriculum (TMC) template forms for their ADTs with the new general education pattern, CalGETC.
 - The update will include updating the double count and elective unit fields
 - Updated TMC [template forms](#) are currently available on the [Chancellor's Office website](#).
- If the only update being made to a specific ADT is the alignment with the new general education pattern, CalGETC, on the TMC form and in the catalog description within the narrative, then the college **will not** have to resubmit each program to the Chancellor's Office Curriculum Inventory System (COCI). The only update would be to the college's local inventory system (eLumen, CurriQunet, etc.).
 - The Chancellor's Office requires that the Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair certify that the ADTs are updated with CalGETC (*the update will include updating the double count, elective unit field and narrative*) **with no additional updates made**.
 - A certification form is provided and is due by June 1, 2025.
 - Only one certification form per college is required. On the certification form, colleges will indicate which ADTs fall under the certification. Only include those ADTs which have no additional updates or changes.
- If the college determines that **any** additional updates must be made to an ADT, specifically to the required course lists determined through intersegmental faculty agreements, the college must submit that ADT through the regular submission process.
- ADTs in Chemistry and/or Environmental Science presently follow the IGETC for STEM pattern as designed and agreed upon by discipline faculty. That course pattern allows for greater general education flexibility as is needed to effectively scaffold major prep for these STEM degrees. At this time, those degrees should remain unchanged pending further guidance regarding AB928 implementation, under which STEM general education unit requirements are being discussed and reconsidered.
- ADTs in Elementary Teacher Education also follow a specialized course pattern that does not align with the CalGETC requirements due to specialized curricular design. Discipline faculty are reviewing the Elementary Teacher Education for CalGETC alignment. At this time, those degrees should remain unchanged pending further guidance.

SUMMARY

This is a one-time process specific to the general education update. Future legislative mandates will require additional curriculum updates and re-submission. Failure to submit the CalGETC Certification Form will result in the auto-approval of curriculum (detailed in the Annual Certification Form) being denied for your college, resulting in all curriculum being submitted being reviewed by the Chancellor's Office staff.

Suggested Process/Considerations

For ADT alignment with CalGETC, it may be useful for colleges to consider assigning the person generally responsible for ensuring accurate double counting, often the college articulation officer, to fill in the updated TMC template form for each degree without changing any listed course in the college's ADTs. The group of ADTs that have met the certification requirements could then be processed as a batch for one approval action by the local curriculum committee and board of trustees.

References

[Double Count Sample](#)

[ICAS Approved CalGETC Crosswalk](#)

Contact

Please contact Raul Arambula, Dean in Educational Services and Support, at rarambula@cccoco.edu or (916) 322-1440, should you have any questions or concerns.

Attachment:

Assembly Bill 928 CalGETC Certification Form

cc: Dr. Sonya Christian, Chancellor
Dr. Daisy Gonzales, Deputy Chancellor
Dr. Aisha Lowe, Executive Vice Chancellor, ESLEI
Raul Arambula, Dean, ESS
Articulation Officers



California Community Colleges

Assembly Bill 928 (Berman)

CalGETC Certification Form

Due Date of this form June 1st, 2025

By signing this document, I certify as the Chief Instructional Officer of

(College Name)

That the list check marked below of ADTs are in alignment with CalGETC and have been updated and the three statements below are true:

updated the double count updated elective unit fields updated narrative **NO** additional updates were made.

Chief Executive Officer *(Print Name)*

(Signature)

Date

Chief Instructional Officer *(Print Name)*

(Signature)

Date

Academic Senate President *(Print Name)*

(Signature)

Date

Curriculum Chair *(Print Name)*

(Signature)

Date

- | | | | |
|----------------------------------|--|--|--------------------------------|
| Administration of Justice | Early Childhood Education | Nutrition and Dietetics | Social Work and Human Services |
| Agriculture Animal Sciences | Economics | Philosophy | Sociology |
| Agriculture Business | Elementary Teacher Education | Physics | Spanish |
| Agriculture Plant Science | English | Political Science | Studio Arts |
| Anthropology | Environmental Science | Psychology | Theatre Arts |
| Art History | Film, Television, and Electronic Media | Public Health | |
| Biology | Geography | Public Health Science | |
| Business Administration | Geology | Social Justice: African American Studies | |
| Business Administration 2.0 | Global Studies | Social Justice: Asian American Studies | |
| Chemistry | History | Social Justice: Chicano Studies | |
| Child and Adolescent Development | Hospitality Management | Social Justice: Ethnic Studies | |
| Communication Studies | Journalism | Social Justice: Gender Studies | |
| Communication Studies 2.0 | Kinesiology | Social Justice Studies | |
| Computer Science | Law, Public Policy, and Society | Social Justice: LGBTQ Studies | |
| | Mathematics | Social Justice: Native American Studies | |
| | Music | | |

Proposal Vote Report

Complete the form below and attach it with the corresponding minutes to your curriculum proposals in Meta.

Originator Name:

Proposal Type: Choose an item.

Proposal Details:

[For all courses covered by this form, include subject, course number. For all programs, include program title.]

Discipline Vote

Date of vote: Click to enter a date.

Method of vote: Choose method.

Was the vote a unanimous approval of the proposal?

Yes No *(If no, enter vote totals below)*

Yes

No

Abstain

Enter value.

Enter value.

Enter value.

Originating Department Vote

Date of vote: Click to enter a date.

Method of vote: Choose method.

Was the vote a unanimous approval of the proposal?

Yes No *(If no, enter vote totals below)*

Yes

No

Abstain

Enter value.

Enter value.

Enter value.

Honors Council Vote

For new honors courses only

Date of vote: Click to enter a date.

Method of vote: Choose method.

Was the vote a unanimous approval of the proposal?

Yes No *(If no, enter vote totals below)*

Yes

No

Abstain

Enter value.

Enter value.

Enter value.

Program Outline

Title: Automation Technician I

Originator: Paul Van Hulle and Jesus Vela

Date 2/23/2023

Department: BEIT/Manufacturing

**College/Learning Pathway/Engagement Center: Norco - School of Science, Technology,
Engineering & Mathematics**

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

TOPs Code: 0935.00

CIP Code: ??

Type of Program:

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

Type of Associate Degree:

Associate of Arts Associate of Science

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

**This is a modification to the Industrial Automation Certificate numbered
NAS737/NAS737B/NAS737C/NCE737**

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

Yes, minutes attached Approval Pending
 No Capital or Budgetary Impacts

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

Rationale:

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

- Demonstrate knowledge of tools and testing methods for maintenance techniques.
- Apply maintenance fundamentals to simulated and actual workplace applications.
- Recognize, identify, and describe the functions of hand and power tools.
- Troubleshoot and repair a given, complex configuration of maintenance equipment

Item 2. Catalog Description

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

The Associate in Science in the Industrial Automation program prepares students for jobs such as entry-level facility maintenance technician, field service technician, industrial maintenance technician, maintenance mechanic, or maintenance repair mechanic.

The Industrial Automation part 1 certificate covers skills in: tools and testing methods for the automation industry, safety standards, robotic operation, and programming.

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: 13 units

Course	Title	Units	Sequencing
SCA 1	Introduction to Automated Warehousing	3	Fall 1
MAN 61	Robotics for Manufacturing	3	Fall 1
MAN/ELE 64	Programmable Logic Controllers	3	Fall 1
ELE 10	Survey of Electronics	4	Spring 1

Total Program Units: 13 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.

Item 5. Enrollment and Completer Projections

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

During the 2018-21 academic years we had 9 students CCC Annual average credentials at Norco College. By making changes to the certificate and splitting up the proposed certificate into three parts we are hoping to increase the number of students in the industrial automation program. Shown below is a graphic from the Centers of Excellence for labor market research five-year projections for the mechatronics occupational group there is a 7% change for new jobs. 23% of workers related to the profession are over 55 in our area. “In 2020, there were 1,762 total mechatronics jobs in the region. Employment for the community college-level mechatronics occupational group is projected to increase by 6% through 2025, with 58 combined annual job openings expected annually.”

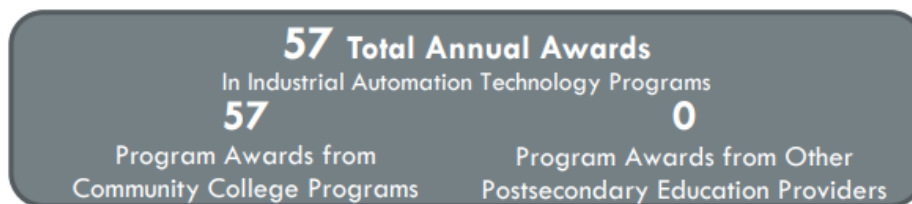
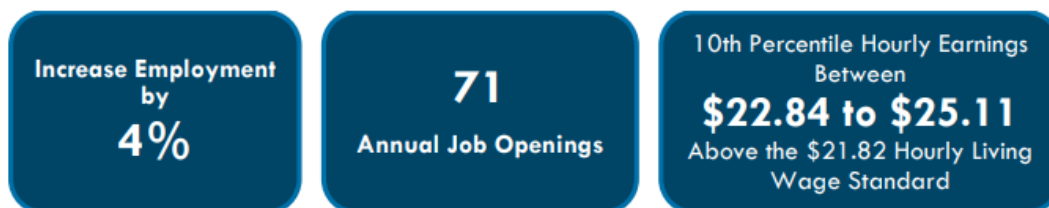
Industrial Automation Technology

Inland Empire/Desert Region (Riverside and San Bernardino counties)

Summary



Over the next five years (2021-2026), employment for community college-level industrial automation occupations is projected to



The Inland Empire/Desert Centers of Excellence
Recommends
 Industrial Automation Program Expansion
 to meet the need for more workers in the region

Job Counts and Projections

In 2021, there were 776 jobs in the industrial automation occupational group in the region. Regional employment for the industrial automation occupational group is projected to increase by 4% through 2026; 71 job openings are projected annually. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers aged 55 years and greater in the region.

Exhibit 1. Five-year projections for the industrial automation occupational group, Inland Empire/Desert Region, 2021-2026

Occupation	2021 Jobs	2026 Jobs	5-Yr % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Electrical and Electronics Repairers, Commercial and Industrial Equipment	648	683	5%	294	59	17%
Electro-Mechanical and Mechatronics Technologists and Technicians	127	126	(1%)	59	12	29%
Total	776	810	4%	354	71	19%

Source: Lightcast 2022.4

Exhibit 2. Job ads and time to fill, California, February 2022 through January 2023

Occupation	Job Ads	Median Posting Duration (Days)
Electro-Mechanical and Mechatronics Technologists and Technicians	265	29
Electrical and Electronics Repairers, Commercial and Industrial Equipment	1	N/A
Total	266	29

Source: Lightcast 2022.4

Item 6. Place of Program in Curriculum/Similar Programs

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

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

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

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Examining the two graphics shown below from the Centers of excellence for labor market research Chaffey has a successful program in mechatronics, electrical systems, and power transmission technology

with 32 annual average credentials for the academic years 2018-2021. The two programs at Chaffey college are divided into 3-4 levels like what we are proposing.

Student Completions and Programs Outcomes

Three regional community colleges currently use four program codes in their programs related to industrial automation technology. Combined, regional community college industrial automation technology programs have issued 57 awards annually over the last three academic years, 2019-2022. Exhibit 10 displays each regional industrial automation technology programs and award types students earn upon program completion.

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

College	TOP Program (TOP Code)	Local Program Title	Award
Chaffey	Electrical Systems and Power Transmission (0934.40)	Industrial Electrical Technology	Associate Degree
		Industrial Electrical Technology Level I	Certificate
		Industrial Electrical Technology Level II	Certificate
		Industrial Electrical Technology Level III	Certificate
	Electro-Mechanical Technology (0935.00)	Mechatronics	A.S. Degree
		Mechatronics Level I	Certificate
		Mechatronics Level II	Certificate
Norco	Manufacturing and Industrial Technology (0956.00)	Industrial Automation	Associate Degree/Certificate
		Supply Chain Automation	Associate Degree/Certificate
	San Bernardino Valley	Industrial System Technology and Maintenance (0945.00)	Industrial Automation

Source: COCI, 2022-23 Community College Catalogs

Exhibits 11 – 14 display student completions for electrical systems and power transmission (TOP 0934.40), electro-mechanical technology (0935.00), industrial systems technology and maintenance (0945.00), and manufacturing and industrial technology (0956.00) programs related to industrial automation technology over the last three academic years, 2019-2022. In the previous three academic years, Chaffey College issued three awards annually in electro-mechanical technology programs and 44 awards in electrical systems and power transmission programs. San Bernardino Valley College issued one award annually in its industrial systems technology and maintenance program. Norco College issued an annual average of nine awards over the last three academic years in manufacturing and industrial technology programs related to industrial automation. Program completion and student outcome methodologies can be found in the appendix.

Exhibit 11: Annual average community college awards for electrical systems and power transmission programs related to industrial automation technology, Inland Empire/Desert Region, Academic Years 2019-2022

TOP 0934.40 – Electrical Systems and Power Transmission (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
Chaffey (Industrial Electrical Technology/Industrial Electrical Technology Level I/II/III)				44
Associate Degree	8	6	16	10
Certificate 16 < 30-semester units	35	12	14	20
Certificate 30 < 60-semester units	10	10	19	13
Certificate 6 < 18-semester units	2	1	0	1
Total	55	29	49	44

Source: MIS Data Mart, COCI

Exhibit 12: Annual average community college awards for electro-mechanical technology programs related to industrial automation technology, Inland Empire/Desert Region, Academic Years 2019-2022

TOP 0935.00 – Electro-Mechanical Technology (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
Chaffey (Electromechanical Technology//Mechatronics/ Mechatronics Level I & II)				3
Associate Degree	0	0	3	1
Certificate 16 < 30-semester units	0	2	1	1
Certificate 8 < 16-semester units	0	2	2	1
Total	0	4	6	3

Source: MIS Data Mart, COCI

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

TOP 0945.00 – Industrial Systems Technology and Maintenance (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
San Bernardino Valley (Industrial Automation)				1
Certificate 30 < 60-semester units	0	1	1	1
Total	0	1	1	1

Source: MIS Data Mart, COCI

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

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

Source: MIS Data Mart, COCI

California program outcome data may provide useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibits 15 – 18.

Item 8. Transfer Preparation Information (if applicable)

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

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

**Record –
Credit Degrees and Certificates**

Program Outline

Title: Automation Technician II

Originator: Paul Van Hulle and Jesus Vela

Date 2/23/2023

Department: BEIT/Manufacturing

**College/Learning Pathway/Engagement Center: Norco - School of Science, Technology,
Engineering & Mathematics**

Moreno Valley College

Norco College

Riverside City College

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

TOPs Code: 0935.00

CIP Code: ??

Type of Program:

Certificate of Achievement only

Locally approved certificate (8-units or less) only

Associate Degree only

Certificate of Achievement and Degree

Type of Associate Degree:

Associate of Arts

Associate of Science

This is a:

New certificate/degree*

Modification to an existing certificate/degree

**This is a modification to the Industrial Automation Certificate numbered
NAS737/NAS737B/NAS737C/NCE737**

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

Yes, minutes attached

Approval Pending

No Capital or Budgetary Impacts

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

Rationale:

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

**Record –
Credit Degrees and Certificates**

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

**Record –
 Credit Degrees and Certificates**

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.

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

- Demonstrate knowledge of tools and testing methods for maintenance techniques.
- Apply maintenance fundamentals to simulated and actual workplace applications.
- Recognize, identify, and describe the functions of hand and power tools.
- Troubleshoot and repair a given, complex configuration of maintenance equipment

Item 2. Catalog Description

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

The Associate in Science in the Industrial Automation program prepares students for jobs such as entry-level facility maintenance technician, field service technician, industrial maintenance technician, maintenance mechanic, or maintenance repair mechanic.

The Industrial Automation part 1 certificate covers skills in: tools and testing methods for the automation industry, safety standards, robotic operation, and programming.

Item 3. Program Requirements

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

Required Courses: 28 units

Course	Title	Units	Sequencing
SCA 1	Introduction to Automated Warehousing	3	Fall 1
MAN 61	Robotics for Manufacturing	3	Fall 1
ELE 10	Survey of Electronics	4	Spring 1
ELE/ELC/MAN 77	Electrical Theory for Electricians	3	Spring 1
SCA 10	Industrial Automation 1	4	Spring 1
ELE/ELC/MAN 74	Industrial Wiring and Controls	4	Fall 2
MAN/ELE 64	Programmable Logic Controllers	3	Fall 1
MAN/ELE 67	Programmable logic controllers using Siemens	3	Spring 2

Total Program Units: 27 units

**Record –
Credit Degrees and Certificates**

Item 4. Master Planning

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

Item 5. Enrollment and Completer Projections

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

During the 2018-21 academic years we had 9 students CCC Annual average credentials at Norco College. By making changes to the certificate and splitting up the proposed certificate into three parts we are hoping to increase the number of students in the industrial automation program. Shown below is a graphic from the Centers of Excellence for labor market research five-year projections for the mechatronics occupational group there is a 7% change for new jobs. 23% of workers related to the profession are over 55 in our area. “In 2020, there were 1,762 total mechatronics jobs in the region. Employment for the community college-level mechatronics occupational group is projected to increase by 6% through 2025, with 58 combined annual job openings expected annually.”

**Record –
 Credit Degrees and Certificates**

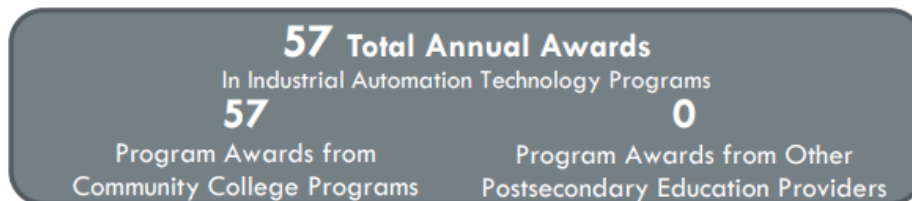
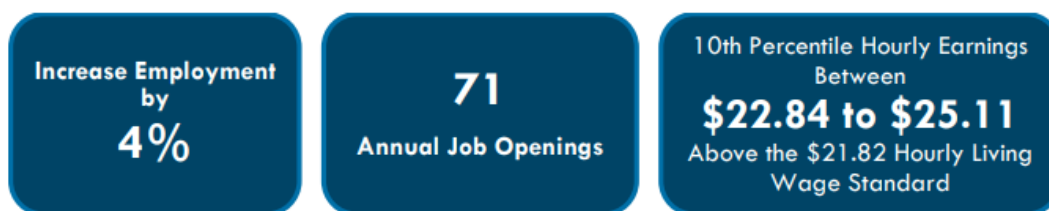
Industrial Automation Technology

Inland Empire/Desert Region (Riverside and San Bernardino counties)

Summary



Over the next five years (2021-2026), employment for community college-level industrial automation occupations is projected to



The Inland Empire/Desert Centers of Excellence
Recommends
 Industrial Automation Program Expansion to meet the need for more workers in the region

**Record –
 Credit Degrees and Certificates**

Job Counts and Projections

In 2021, there were 776 jobs in the industrial automation occupational group in the region. Regional employment for the industrial automation occupational group is projected to increase by 4% through 2026; 71 job openings are projected annually. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers aged 55 years and greater in the region.

Exhibit 1. Five-year projections for the industrial automation occupational group, Inland Empire/Desert Region, 2021-2026

Occupation	2021 Jobs	2026 Jobs	5-Yr % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Electrical and Electronics Repairers, Commercial and Industrial Equipment	648	683	5%	294	59	17%
Electro-Mechanical and Mechatronics Technologists and Technicians	127	126	(1%)	59	12	29%
Total	776	810	4%	354	71	19%

Source: Lightcast 2022.4

Exhibit 2. Job ads and time to fill, California, February 2022 through January 2023

Occupation	Job Ads	Median Posting Duration (Days)
Electro-Mechanical and Mechatronics Technologists and Technicians	265	29
Electrical and Electronics Repairers, Commercial and Industrial Equipment	1	N/A
Total	266	29

Source: Lightcast 2022.4

Item 6. Place of Program in Curriculum/Similar Programs

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

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

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

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Examining the two graphics shown below from the Centers of excellence for labor market research

Chaffey

**Record –
 Credit Degrees and Certificates**

has a successful program in mechatronics, electrical systems, and power transmission technology with 32 annual average credentials for the academic years 2018-2021. The two programs at Chaffey college are divided into 3-4 levels like what we are proposing.

Student Completions and Programs Outcomes

Three regional community colleges currently use four program codes in their programs related to industrial automation technology. Combined, regional community college industrial automation technology programs have issued 57 awards annually over the last three academic years, 2019-2022. Exhibit 10 displays each regional industrial automation technology programs and award types students earn upon program completion.

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

College	TOP Program (TOP Code)	Local Program Title	Award
Chaffey	Electrical Systems and Power Transmission (0934.40)	Industrial Electrical Technology	Associate Degree
		Industrial Electrical Technology Level I	Certificate
		Industrial Electrical Technology Level II	Certificate
		Industrial Electrical Technology Level III	Certificate
	Electro-Mechanical Technology (0935.00)	Mechatronics	A.S. Degree
		Mechatronics Level I	Certificate
		Mechatronics Level II	Certificate
Norco	Manufacturing and Industrial Technology (0956.00)	Electromechanical Technology	Certificate
		Industrial Automation	Associate Degree/Certificate
		Supply Chain Automation	Associate Degree/Certificate
San Bernardino Valley	Industrial System Technology and Maintenance (0945.00)	Industrial Automation	Certificate

Source: COCI, 2022-23 Community College Catalogs

**Record –
 Credit Degrees and Certificates**

Exhibits 11 – 14 display student completions for electrical systems and power transmission (TOP 0934.40), electro-mechanical technology (0935.00), industrial systems technology and maintenance (0945.00), and manufacturing and industrial technology (0956.00) programs related to industrial automation technology over the last three academic years, 2019-2022. In the previous three academic years, Chaffey College issued three awards annually in electro-mechanical technology programs and 44 awards in electrical systems and power transmission programs. San Bernardino Valley College issued one award annually in its industrial systems technology and maintenance program. Norco College issued an annual average of nine awards over the last three academic years in manufacturing and industrial technology programs related to industrial automation. Program completion and student outcome methodologies can be found in the appendix.

Exhibit 11: Annual average community college awards for electrical systems and power transmission programs related to industrial automation technology, Inland Empire/Desert Region, Academic Years 2019-2022

TOP 0934.40 – Electrical Systems and Power Transmission (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
Chaffey (Industrial Electrical Technology/Industrial Electrical Technology Level I/II/III)				44
Associate Degree	8	6	16	10
Certificate 16 < 30-semester units	35	12	14	20
Certificate 30 < 60-semester units	10	10	19	13
Certificate 6 < 18-semester units	2	1	0	1
Total	55	29	49	44

Source: MIS Data Mart, COCI

**Record –
 Credit Degrees and Certificates**

Exhibit 12: Annual average community college awards for electro-mechanical technology programs related to industrial automation technology, Inland Empire/Desert Region, Academic Years 2019-2022

TOP 0935.00 – Electro-Mechanical Technology (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
Chaffey (Electromechanical Technology/Mechatronics/ Mechatronics Level I & II)				3
Associate Degree	0	0	3	1
Certificate 16 < 30-semester units	0	2	1	1
Certificate 8 < 16-semester units	0	2	2	1
Total	0	4	6	3

Source: MIS Data Mart, COCI

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

TOP 0945.00 – Industrial Systems Technology and Maintenance (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
San Bernardino Valley (Industrial Automation)				1
Certificate 30 < 60-semester units	0	1	1	1
Total	0	1	1	1

Source: MIS Data Mart, COCI

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

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

Source: MIS Data Mart, COCI

California program outcome data may provide useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibits 15 – 18.

Item 8. Transfer Preparation Information (if applicable)

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

**Record –
Credit Degrees and Certificates**

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

Program Outline

Title: Automation Technician III

Originator: Paul Van Hulle and Jesus Vela

Date 2/23/2023

Department: BEIT/Manufacturing

College/Learning Pathway/Engagement Center: Norco - School of Science, Technology, Engineering & Mathematics

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

TOPs Code: 0935.00

CIP Code: ??

Type of Program:

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

Type of Associate Degree:

Associate of Arts Associate of Science

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

**This is a modification to the Industrial Automation Certificate numbered
NAS737/NAS737B/NAS737C/NCE737**

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

Yes, minutes attached Approval Pending
 No Capital or Budgetary Impacts

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

Rationale:

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

Required Documentation

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

All Degrees and Certificates

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

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

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

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

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

- Demonstrate knowledge of tools and testing methods for maintenance techniques.
- Apply maintenance fundamentals to simulated and actual workplace applications.
- Recognize, identify, and describe the functions of hand and power tools.
- Troubleshoot and repair a given, complex configuration of maintenance equipment

Item 2. Catalog Description

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

The Associate in Science in the Industrial Automation program prepares students for jobs such as entry-level facility maintenance technician, field service technician, industrial maintenance technician, maintenance mechanic, or maintenance repair mechanic.

The Industrial Automation part 1 certificate covers skills in: tools and testing methods for the automation industry, safety standards, robotic operation, and programming.

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: 43 units

Course	Title	Units	Sequencing
SCA 1	Introduction to Automated Warehousing	3	Fall 1
MAN 61	Robotics for Manufacturing	3	Fall 1
ELE 10	Survey of Electronics	4	Spring 1
ELE/ELC/MAN 77	Electrical Theory for Electricians	3	Spring 1
SCA 10	Industrial Automation 1	4	Spring 1
ELE/ELC/MAN 74	Industrial Wiring and Controls	4	Fall 2
MAN/ELE 64	Programmable Logic Controllers	3	Fall 1
SCA 12	Introduction to Automation Networking	4	Fall 2
ELE/ELC 75	Solid State Devices and Lighting Controls	3	Spring 2

MAN/ELE 67	Programmable logic controllers using Siemens	3	Spring 2
MAN 60	Hydraulic and Pneumatic Systems	4	Spring 2
ELE/ELC/MAN 73	Electric Motors and Transformers	4	Fall 2

Total Program Units: 42 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.

Item 5. Enrollment and Completer Projections

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

During the 2018-21 academic years we had 9 students CCC Annual average credentials at Norco College. By making changes to the certificate and splitting up the proposed certificate into three parts we are hoping to increase the number of students in the industrial automation program. Shown below is a graphic from the Centers of Excellence for labor market research five-year projections for the mechatronics occupational group there is a 7% change for new jobs. 23% of workers related to the profession are over 55 in our area. “In 2020, there were 1,762 total mechatronics jobs in the region. Employment for the community college-level mechatronics occupational group is projected to increase by 6% through 2025, with 58 combined annual job openings expected annually.”

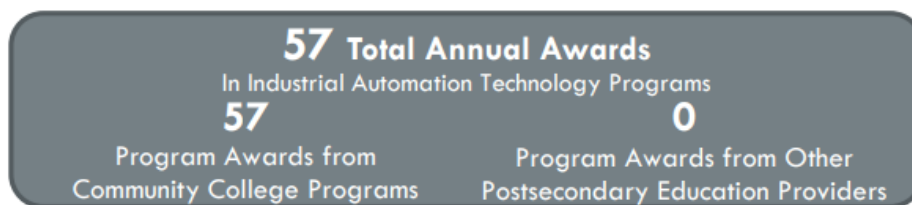
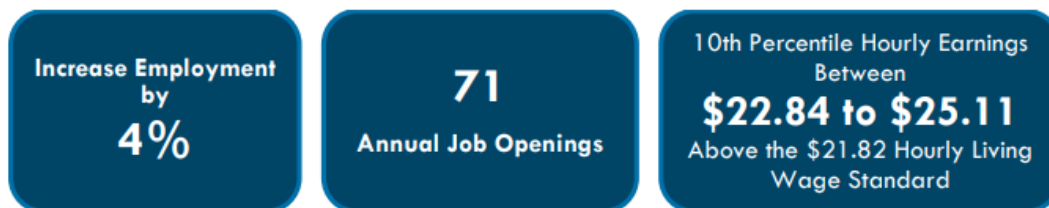
Industrial Automation Technology

Inland Empire/Desert Region (Riverside and San Bernardino counties)

Summary



Over the next five years (2021-2026), employment for community college-level industrial automation occupations is projected to



The Inland Empire/Desert Centers of Excellence
Recommends
 Industrial Automation Program Expansion
 to meet the need for more workers in the region

Job Counts and Projections

In 2021, there were 776 jobs in the industrial automation occupational group in the region. Regional employment for the industrial automation occupational group is projected to increase by 4% through 2026; 71 job openings are projected annually. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers aged 55 years and greater in the region.

Exhibit 1. Five-year projections for the industrial automation occupational group, Inland Empire/Desert Region, 2021-2026

Occupation	2021 Jobs	2026 Jobs	5-Yr % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Electrical and Electronics Repairers, Commercial and Industrial Equipment	648	683	5%	294	59	17%
Electro-Mechanical and Mechatronics Technologists and Technicians	127	126	(1%)	59	12	29%
Total	776	810	4%	354	71	19%

Source: Lightcast 2022.4

Exhibit 2. Job ads and time to fill, California, February 2022 through January 2023

Occupation	Job Ads	Median Posting Duration (Days)
Electro-Mechanical and Mechatronics Technologists and Technicians	265	29
Electrical and Electronics Repairers, Commercial and Industrial Equipment	1	N/A
Total	266	29

Source: Lightcast 2022.4

Item 6. Place of Program in Curriculum/Similar Programs

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

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

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

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Examining the two graphics shown below from the Centers of excellence for labor market research Chaffey has a successful program in mechatronics, electrical systems, and power transmission technology with 32 annual average credentials for the academic years 2018-2021. The two programs at Chaffey college are divided into 3-4 levels like what we are proposing.

Student Completions and Programs Outcomes

Three regional community colleges currently use four program codes in their programs related to industrial automation technology. Combined, regional community college industrial automation technology programs have issued 57 awards annually over the last three academic years, 2019-2022. Exhibit 10 displays each regional industrial automation technology programs and award types students earn upon program completion.

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

College	TOP Program (TOP Code)	Local Program Title	Award
Chaffey	Electrical Systems and Power Transmission (0934.40)	Industrial Electrical Technology	Associate Degree
		Industrial Electrical Technology Level I	Certificate
		Industrial Electrical Technology Level II	Certificate
		Industrial Electrical Technology Level III	Certificate
	Electro-Mechanical Technology (0935.00)	Mechatronics	A.S. Degree
		Mechatronics Level I	Certificate
		Mechatronics Level II	Certificate
Norco	Manufacturing and Industrial Technology (0956.00)	Electromechanical Technology	Certificate
		Industrial Automation	Associate Degree/Certificate
		Supply Chain Automation	Associate Degree/Certificate
San Bernardino Valley	Industrial System Technology and Maintenance (0945.00)	Industrial Automation	Certificate

Source: COCI, 2022-23 Community College Catalogs

Exhibits 11 – 14 display student completions for electrical systems and power transmission (TOP 0934.40), electro-mechanical technology (0935.00), industrial systems technology and maintenance (0945.00), and manufacturing and industrial technology (0956.00) programs related to industrial automation technology over the last three academic years, 2019-2022. In the previous three academic years, Chaffey College issued three awards annually in electro-mechanical technology programs and 44 awards in electrical systems and power transmission programs. San Bernardino Valley College issued one award annually in its industrial systems technology and maintenance program. Norco College issued an annual average of nine awards over the last three academic years in manufacturing and industrial technology programs related to industrial automation. Program completion and student outcome methodologies can be found in the appendix.

Exhibit 11: Annual average community college awards for electrical systems and power transmission programs related to industrial automation technology, Inland Empire/Desert Region, Academic Years 2019-2022

TOP 0934.40 – Electrical Systems and Power Transmission (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
Chaffey (Industrial Electrical Technology/Industrial Electrical Technology Level I/II/III)				44
Associate Degree	8	6	16	10
Certificate 16 < 30-semester units	35	12	14	20
Certificate 30 < 60-semester units	10	10	19	13
Certificate 6 < 18-semester units	2	1	0	1
Total	55	29	49	44

Source: MIS Data Mart, COCI

Program Outline of Record – Credit Degrees and Certificates

Exhibit 12: Annual average community college awards for electro-mechanical technology programs related to industrial automation technology, Inland Empire/Desert Region, Academic Years 2019-2022

TOP 0935.00 – Electro-Mechanical Technology (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
Chaffey (Electromechanical Technology//Mechatronics/ Mechatronics Level I & II)				3
Associate Degree	0	0	3	1
Certificate 16 < 30-semester units	0	2	1	1
Certificate 8 < 16-semester units	0	2	2	1
Total	0	4	6	3

Source: MIS Data Mart, COCI

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

TOP 0945.00 – Industrial Systems Technology and Maintenance (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
San Bernardino Valley (Industrial Automation)				1
Certificate 30 < 60-semester units	0	1	1	1
Total	0	1	1	1

Source: MIS Data Mart, COCI

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

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

Source: MIS Data Mart, COCI

California program outcome data may provide useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibits 15 – 18.

Item 8. Transfer Preparation Information (if applicable)

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

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

Program Outline

Title: Spanish

Originator: Araceli Calderon

Date 11/30/2023

Department: World Languages

College/Learning Pathway/Engagement Center: LHSS

TOPs Code: 1105.00

CIP Code: 16.0905

College: Moreno Valley College Norco College Riverside City College

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

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

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

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

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

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

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

Adding 2 courses (ETS 1 and SOC 25) to options when testing out of Spanish and deleting SPA-3N which was deleted from curriculum inventory for 24.25.

Rationale:

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

To align Associate in Arts in Spanish for Transfer degree with curriculum modifications – new courses and course deletions.

Required Documentation:

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

All new and modified ADTs must include the following:

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

Program Narrative

Item 1. Program Goals and Objectives

The Associate in Arts in Spanish for Transfer degree provides transfer majors with a strong foundation not only in the four basic language skills (listening comprehension, reading comprehension, speaking and writing), but also in the civilization and cultures of Spain and Latin America. The degree emphasizes the acquisition of communicative competence and the development of intercultural awareness, appreciation and understanding. Additionally, the Spanish courses align well with preparation for transfer majors in related fields such as liberal arts, language arts and linguistics, and complement majors in international relations, political science, business, education, sociology and other areas of study at UC, CSU, and private colleges and universities. This degree aligns with the approved Transfer Model Curriculum (TMC) in Spanish. The intent of this degree is to assist students in seamlessly transferring to a CSU.

PROGRAM LEARNING OUTCOMES

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

- Demonstrate critical thinking skills in Spanish by interpreting and articulating ideas, questions, opinions and information at the high-intermediate level, both orally and in writing.
- Analyze the practices, products and perspectives of the Spanish-speaking countries and peoples throughout the world through a comparison of Hispanic cultures and their own.

Item 2. Catalog Description

The Associate in Arts in Spanish for Transfer provides transfer majors with a strong foundation not only in the four basic language skills (listening comprehension, reading comprehension, speaking and writing), but also in the civilization and cultures of Spain and Latin America. The degree emphasizes the acquisition of communicative competence and the development of intercultural awareness, appreciation and understanding. Additionally, the Spanish courses align well with preparation for transfer majors in related fields such as liberal arts, language arts and linguistics, and complement majors in international relations, political science, business, education, sociology and other areas of study at UC, CSU, and private colleges and universities.

PROGRAM LEARNING OUTCOMES

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

- Demonstrate critical thinking skills in Spanish by interpreting and articulating ideas, questions, opinions and information at the high-intermediate level, both orally and in writing.
- Analyze the practices, products and perspectives of the Spanish-speaking countries and peoples throughout the world through a comparison of Hispanic cultures and their o

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

Required Courses: 20 units

Course	Title	Units
SPA-1*	Spanish 1	5
SPA-2*	Spanish 2	5
SPA-3*	Spanish 3	5
SPA-4*	Spanish 4	5

List A: Select a minimum of one course (3 units)

SPA-8*	Intermediate Conversation	3
SPA-11*	Spanish Culture and Civilization	3
SPA-12*	Latin American Culture and Civilization	3
Total Units: 23		

*Courses may be also be used to fulfill general education requirements for the CSUGE or IGETC pattern.

If a student has taken the AP Spanish Literature and Culture exam and obtained a score of 3, 4, or 5, three units of credit can be applied under List A.

Note: If a student places out of any required courses and is not awarded units for that course, the student will have to take additional units to compensate for the course/units needed to reach at least 18 total units in the major (per Title 5 regulations). Appropriate course substitutions may be chosen from List A or the courses listed below. Any other course substitution must be approved by the Spanish faculty of World Languages.

ANT-2*	Cultural Anthropology	CSU Area D /IGETC 4
AND-2H*	Honors Cultural Anthropology	CSU Area D /IGETC 4
ANT-5*	Cultures of Ancient Mexico	CSU Area D /IGETC 4
ANT-8*	Language and Culture	CSU Area D /IGETC 4
AHS-13*	Pre-Columbian Art History	CSU Area C1 /IGETC 3A
AHS-14*	Latin-American Art: Colonial to Present	CSU Area C1 /IGETC 3A
COM-12*	Intercultural Communication	CSU Area C2 or D /IGETC 3B or 4
ENG-25*	Latinx Literature of the United States	CSU Area C2 /IGETC 3B
ETS 1*	Introduction to Ethnic Studies	CSU Area C2/D/F /IGETC 4/7
GEG-2*	Human Geography	CSU Area D /IGETC 4
HIS-25*	History of Mexico	CSU Area C2 or D /IGETC 3B or 4
HIS-31*	Introduction to Chicanx and Latinx Studies	CSU Area C2 or D /IGETC 3B or 4
SOC-1*	Introduction to Sociology	CSU Area D /IGETC 4
SOC-1H*	Honors Introduction to Sociology	CSU Area D/IGETC 4
SOC-10*	Race and Ethnic Relations	CSU Area D /IGETC 4
SOC-10H*	Honors Race and Ethnic Relations	CSU Area D/IGETC 4
SOC-25*	Introduction to the Sociology of Sex and Gender	CSU Area D/IGETC 4

ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate Arts in Spanish for Transfer degree will be awarded upon completion of coursework totaling 60 California State University (CSU) transferable units including a minimum of 18 semester units or 27 quarter units in a major area of emphasis, as determined by the community college district, and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of “C” or better (or a “P” if taken as Pass/No Pass).

Program Outline

Title: Drug and Alcohol Studies

Originator: Rachel Dyer

Date 9/28/2023

Department: Human an Health Services

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

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

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

TOPs Code: 2104.00 **CIP Code:** 44.0000

Type of Program:

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

Type of Associate Degree: Associate of Arts Associate of Science

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

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

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

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

Modification requesting the following changes be made:

- Add and omit courses based on accreditation standards and to prepare students to take the CA State test for AOD certification
- Addition of all remaining HMS courses as elective options.

Rationale:

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

Per the recommendation of the Social Work, Human Services, & Counseling Practices Discipline and Department approval, this modification is proposed to align with the Certified Addiction Treatment Counselor (CATC) 1 pathway.

Required Documentation

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

All Degrees and Certificates

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

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.*)-*At State*
- Regional Consortium Recommendation (*Required for new programs only.*) -*At State*

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

Program Narrative

Item 1. Program Goals and Objectives

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

PROGRAM LEARNING OUTCOMES

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

- Demonstrate knowledge and skills needed to prepare for an entry-level paraprofessional position in drug and alcohol studies.
 - Course Student Learning Outcome
 - HMS 23: Recognize, define, and analyze the terms of law and ethics.
 - HMS 23: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
 - HMS 24: Recognize, define, and analyze the terms of self-care in human services/social work.
 - HMS 24: Demonstrate knowledge of self-care through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 24: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
 - HMS 5: Demonstrate proficiency in the techniques of active listening in evaluation and counseling.
 - HMS 5: Recognize and discuss client strengths, accomplishments and available supports.
 - HMS 5: Articulate self-generated options and approaches to dealing with ethical dilemmas.
 - HMS 6: List and describe the basic elements of case management.
 - HMS 6: List and describe the basic skills and personal characteristics desirable of a case manager.
 - HMS 6: Assess client needs and create a list of appropriate referral sources.
 - HMS 6: Formulate goals, objectives, priorities and action plans with clients.
 - HMS 6: Evaluate and address situations covered by mandated reporting laws.
 - HMS 60: Recognize, define, and analyze the terms of the course: Introduction to Alcohol and Drugs.
 - HMS 60: Recognize the role of ethics when working as a practitioner with clients who use alcohol and drugs.
 - HMS 60: Demonstrate knowledge of alcohol and drugs through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 60: Contribution of volunteer experience in the career pathway of human services during service-based learning.
 - HMS 64: Describe the role of the drug and alcohol counselor as it relates to the roles of other medical professionals as members of the recovery team, as assessed by exams and written assignments
 - HMS 64: Explain the biological impact of alcoholism and other drug dependencies, and their impact on the recovery process, as assessed by exams and written assignments.

Program Outline of Record – Credit Degrees and Certificates

- HMS 64: Identify, define, and analyze key terms associated with physiology and pharmacology.
 - ~~HMS 65: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.~~
 - ~~HMS 65: Prepare professional documents including resumes, cover letters, and other written communications~~
 - ~~HMS 65: Develop two learning objectives based on work-related duties in order to improve work performance and/or achieve new or expanded learning.~~
 - ~~HMS 66: Formulate and demonstrate human relations, decision-making, and communication skills, related to the practice of the drug and alcohol counselor.~~
 - ~~HMS 66: Develop two learning objectives based on work-related duties in order to improve work performance and/or achieve new or expanded learning.~~
 - ~~HMS 66: Develop career awareness utilizing skills assessments and interest inventories, research occupational and educational career requirements and develop career goals related to drug and alcohol counseling.~~
 - WKX-HMS-200: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.
 - WKX-HMS-200: Prepare professional documents including resumes, cover letters, and other written communications
 - WKX-HMS-200: Develop two learning objectives based on work-related duties in order to improve work performance and/or achieve new or expanded learning.
 - WKX-HMS-200: Formulate and demonstrate human relations, decision-making, and communication skills, related to the practice of the drug and alcohol counselor.
 - WKX-HMS-200: Develop two learning objectives based on work-related duties in order to improve work performance and/or achieve new or expanded learning.
 - WKX-HMS-200: Develop career awareness utilizing skills assessments and interest inventories, research occupational and educational career requirements and develop career goals related to drug and alcohol counseling.
- Articulate a theoretical understanding of substance use, abuse, misuse and addictions, and how these phenomena affect individuals, families, groups, and communities.
 - Course Student Learning Outcome
 - HMS 23: Recognize, define, and analyze the terms of law and ethics.
 - HMS 23: Demonstrate knowledge of law and ethics through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 24: Recognize, define, and analyze the terms of self-care in human services/social work.
 - HMS 24: Demonstrate knowledge of self-care through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 5: Recognize and discuss client strengths, accomplishments and available supports.
 - HMS 6: List and describe the basic elements of case management.
 - HMS 6: List and describe the basic skills and personal characteristics desirable of a case manager.
 - HMS 60: Recognize, define, and analyze the terms of the course: Introduction to Alcohol and Drugs.

- HMS 60: Demonstrate knowledge of alcohol and drugs through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 64: Describe the role of the drug and alcohol counselor as it relates to the roles of other medical professionals as members of the recovery team, as assessed by exams and written assignments
 - HMS 64: Identify, define, and analyze key terms associated with physiology and pharmacology.
 - ~~▪ HMS 66: Formulate and demonstrate human relations, decision-making, and communication skills, related to the practice of the drug and alcohol counselor.~~
 - ~~▪ HMS 66: Develop career awareness utilizing skills assessments and interest inventories, research occupational and educational career requirements and develop career goals related to drug and alcohol counseling.~~
 - WKX-HMS-200: Formulate and demonstrate human relations, decision-making, and communication skills, related to the practice of the drug and alcohol counselor.
 - WKX-HMS-200: Develop career awareness utilizing skills assessments and interest inventories, research occupational and educational career requirements and develop career goals related to drug and alcohol counseling.
- Engage clients at various stages of change using motivational interviewing techniques.
 - Course Student Learning Outcome
 - HMS 23: Demonstrate knowledge of law and ethics through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 24: Demonstrate knowledge of self-care through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 5: Demonstrate proficiency in the techniques of active listening in evaluation and counseling.
 - HMS 5: Recognize and discuss client strengths, accomplishments and available supports.
 - HMS 6: Formulate goals, objectives, priorities and action plans with clients.
 - HMS 64: Explain the biological impact of alcoholism and other drug dependencies, and their impact on the recovery process, as assessed by exams and written assignments.
 - ~~▪ HMS 65: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.~~
 - ~~▪ HMS 66: Formulate and demonstrate human relations, decision-making, and communication skills, related to the practice of the drug and alcohol counselor.~~
 - WKX-HMS-200: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.
 - WKX-HMS-200: Formulate and demonstrate human relations, decision-making, and communication skills, related to the practice of the drug and alcohol counselor.
- Demonstrate, at a beginning level, screening and assessment skills to determine if problems related to alcohol, other drugs, and addictions (AODAs) exist.
 - Course Student Learning Outcome
 - HMS 23: Demonstrate knowledge of law and ethics through processing case vignettes, role plays, documentation and/or assessment procedures.

Program Outline of Record – Credit Degrees and Certificates

- HMS 5: Demonstrate proficiency in the techniques of active listening in evaluation and counseling.
 - HMS 6: Assess client needs and create a list of appropriate referral sources.
 - HMS 64: Describe the role of the drug and alcohol counselor as it relates to the roles of other medical professionals as members of the recovery team, as assessed by exams and written assignments
 - ~~HMS 65: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.~~
 - ~~HMS 66: Formulate and demonstrate human relations, decision-making, and communication skills, related to the practice of the drug and alcohol counselor.~~
 - ~~HMS 66: Develop career awareness utilizing skills assessments and interest inventories, research occupational and educational career requirements and develop career goals related to drug and alcohol counseling.~~
 - WKX-HMS-200: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.
 - WKX-HMS-200: Formulate and demonstrate human relations, decision-making, and communication skills, related to the practice of the drug and alcohol counselor.
 - WKX-HMS-200: Develop career awareness utilizing skills assessments and interest inventories, research occupational and educational career requirements and develop career goals related to drug and alcohol counseling.
- Assess for tolerance, psychological dependence, and physical dependence.
 - Course Student Learning Outcome
 - HMS 60: Demonstrate knowledge of alcohol and drugs through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 64: Describe the role of the drug and alcohol counselor as it relates to the roles of other medical professionals as members of the recovery team, as assessed by exams and written assignments
 - HMS 64: Explain the biological impact of alcoholism and other drug dependencies, and their impact on the recovery process, as assessed by exams and written assignments.
 - HMS 64: Identify, define, and analyze key terms associated with physiology and pharmacology.
- Differentiate between intervention needs of diverse populations affected by AODAs.
 - Course Student Learning Outcome
 - HMS 23: Recognize the role of ethics in the human services/social work career pathway.
 - HMS 23: Demonstrate knowledge of law and ethics through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 5: Recognize and discuss client strengths, accomplishments and available supports.
 - HMS 6: List and describe the basic elements of case management.
 - HMS 6: Assess client needs and create a list of appropriate referral sources.
 - HMS 60: Recognize the role of ethics when working as a practitioner with clients who use alcohol and drugs.

- Develop, at a beginning level, intervention strategies and skills to assist in prevention, engagement, intervention, and follow-up with individuals, families, and communities affected by AODAs.
 - Course Student Learning Outcome
 - HMS 23: Demonstrate knowledge of law and ethics through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 23: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
 - HMS 24: Demonstrate knowledge of self-care through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 60: Demonstrate knowledge of alcohol and drugs through processing case vignettes, role plays, documentation and/or assessment procedures.
 - ~~HMS 65: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.~~
 - ~~HMS 66: Formulate and demonstrate human relations, decision making, and communication skills, related to the practice of the drug and alcohol counselor.~~
 - WKX-HMS-200: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.
 - WKX-HMS-200: Formulate and demonstrate human relations, decision-making, and communication skills, related to the practice of the drug and alcohol counselor.

- Assist consumers and family members in matching needs with available community resources.
 - Course Student Learning Outcome
 - HMS 23: Demonstrate knowledge of law and ethics through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 5: Recognize and discuss client strengths, accomplishments and available supports.
 - HMS 6: Formulate goals, objectives, priorities and action plans with clients.
 - HMS 60: Demonstrate knowledge of alcohol and drugs through processing case vignettes, role plays, documentation and/or assessment procedures.
 - ~~HMS 65: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.~~
 - WKX-HMS 200: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.

- Expand knowledge, skills, and attitudes required in the effective treatment of AODAs.
 - Course Student Learning Outcome
 - HMS 5: Demonstrate proficiency in the techniques of active listening in evaluation and counseling.
 - HMS 6: List and describe the basic skills and personal characteristics desirable of a case manager.
 - HMS 60: Demonstrate knowledge of alcohol and drugs through processing case vignettes, role plays, documentation and/or assessment procedures.
 - HMS 60: Contribution of volunteer experience in the career pathway of human services during service-based learning.

Item 2. Catalog Description

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

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

Catalog Description:

The Drug and Alcohol Studies Certificate of Achievement prepares students to build strong competencies in drug and alcohol addiction and to prepare for various paraprofessional positions. Graduates of the program will develop the necessary knowledge, skills and attitudes required to be effective in the treatment of alcohol and other drug dependency and abuse in a variety of treatment settings. This certificate will overview direct provision of substance abuse specific services, provision of other support services, early detection, assessment, referral/linkage, mobilization of self-help, advocacy, community development, education, case management, and research. Graduates will be prepared to work as entry-level employees in a variety of settings under the direct supervision of social workers and other human services professionals in public and non-profit social service agencies.

PROGRAM LEARNING OUTCOMES

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

- Demonstrate knowledge and skills needed to prepare for an entry-level paraprofessional position in drug and alcohol studies.
- Articulate a theoretical understanding of substance use, abuse, misuse and addictions, and how these phenomena affect individuals, families, groups, and communities.
- Engage clients at various stages of change using motivational interviewing techniques.
- Demonstrate, at a beginning level, screening and assessment skills to determine if problems related to alcohol, other drugs, and addictions (AODAs) exist.
- Assess for tolerance, psychological dependence, and physical dependence.
- Differentiate between intervention needs of diverse populations affected by AODAs.
- Develop, at a beginning level, intervention strategies and skills to assist in prevention, engagement, intervention, and follow-up with individuals, families, and communities affected by AODAs.
- Assist consumers and family members in matching needs with available community resources.
- Expand knowledge, skills, and attitudes required in the effective treatment of AODAs.
- Complete and reflect upon service-based learning experience.

Item 3. Program Requirements

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

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

Required Courses: **19 – 22 units**

Course	Title	Units	Sequencing
HMS 5	Intro to Evaluation and Counseling	3	Semester 1 or 2 Fall/Spring
HMS 6	Introduction to Case Management	3	Semester 1 or 2 Fall/Spring
HMS 23	Law and Ethics in Social Work, Human Services, & Counseling Practices	3	Semester 1 or 2 Fall/Spring
HMS 24	Creative Arts Therapies and Self-Care for Helping Professionals	3	Semester 1 or 2 Fall/Spring
HMS 60	Introduction to Drugs and Alcohol	3	Semester 1 or 2 Fall/Spring
HMS 64	Physiology and Pharmacology Related to Addictions	3	Semester 1 or 2 Fall/Spring
HMS 65	Supervised Practicum	3	Semester 1 or 2 Fall/Spring
HMS 66	Clinically Supervised Experience	5.5	Semester 1 or 2 Fall/Spring
WKC HMS 200	Human Services Work Experience	1-2-3-4	Semester 1 or 2 Fall/Spring

Elective Courses: **12 units**

Course	Title	Units	Sequencing
HMS-4	Introduction to Human Services	3	Semester 1 or 2 Fall/Spring
HMS-5	Introduction to Evaluation and Counseling	3	Semester 1 or 2 Fall/Spring
HMS-6	Introduction to Case Management	3	Semester 1 or 2 Fall/Spring
HMS 7	Psychosocial Rehabilitation	3	Semester 1 or 2 Fall/Spring
HMS-8	Intro to Group Process	3	Semester 1 or 2 Fall/Spring
HMS 13	Employment Support Strategies	3	Semester 1 or 2 Fall/Spring
HMS 14	Job Development	3	Semester 1 or 2 Fall/Spring
HMS-16	Public Assistance and Benefits	1	Semester 1 or 2 Fall/Spring
HMS 17	Introduction to Community Mental Health	3	Semester 1 or 2 Fall/Spring
HMS 18	Introduction to Social Work	3	Semester 1 or 2 Fall/Spring
HMS 19	Generalist Practices of Social Work	3	Semester 1 or 2 Fall/Spring
HMS 20	Medical Social Work	3	Semester 1 or 2 Fall/Spring
HMS 21	Social Justice in the Criminal Justice System	3	Semester 1 or 2 Fall/Spring
HMS 22	Human Behavior and the Social Environment	3	Semester 1 or 2 Fall/Spring
HMS 23	Law and Ethics in Social Work, Human Services, & Counseling Practices	3	Semester 1 or 2 Fall/Spring
HMS 24	Creative Arts Therapies and Self-Care for Helping Professionals	3	Semester 1 or 2 Fall/Spring
HMS 25	Crisis-Intervention Management	3	Semester 1 or 2 Fall/Spring
HMS 26	Trauma-Focused Counseling	3	Semester 1 or 2 Fall/Spring
HMS 27	Introduction to Multicultural Counseling	3	Semester 1 or 2 Fall/Spring

Program Outline of Record – Credit Degrees and Certificates

HMS 28	Military Social Work	3	Semester 1 or 2 Fall/Spring
HMS 29	Introduction to Careers in Social Work	3	Semester 1 or 2 Fall/Spring
HMS 30	Counseling of African Americans	3	Semester 1 or 2 Fall/Spring
HMS 31	Counseling of Latina and Latino Americans	3	Semester 1 or 2 Fall/Spring
HMS 32	Counseling of Asian Americans	3	Semester 1 or 2 Fall/Spring
HMS 33	Counseling of Native Americans	3	Semester 1 or 2 Fall/Spring
HMS 34	Counseling Emotionally Disabled Students	3	Semester 1 or 2 Fall/Spring
HMS 35	Counseling Students with a Learning Disability	3	Semester 1 or 2 Fall/Spring
HMS 36	Counseling Families of Special Needs Youth	3	Semester 1 or 2 Fall/Spring
HMS 37	Counseling of Clients with Disabilities	3	Semester 1 or 2 Fall/Spring
HMS 38	Introduction to Applied Behavioral Analysis	3	Semester 1 or 2 Fall/Spring
HMS 39	Introduction to Special Education and the IEP (Individualized Education Program)	3	Semester 1 or 2 Fall/Spring
HMS 40	Counseling Youth and Adolescents	3	Semester 1 or 2 Fall/Spring
HMS 41	Counseling and Resources for Survivors of Domestic Violence	3	Semester 1 or 2 Fall/Spring
HMS 42	Counseling and Resources for Families in the Child Welfare System	3	Semester 1 or 2 Fall/Spring
HMS 43	Counseling and Resources for Older Adults and Their Families	3	Semester 1 or 2 Fall/Spring
HMS 44	Counseling Youth in Gangs	3	Semester 1 or 2 Fall/Spring
HMS 45	Counseling Youth on Probation	3	Semester 1 or 2 Fall/Spring
HMS 46	Intro to Resources and Counseling Individuals on Probation or Parole	3	Semester 1 or 2 Fall/Spring
HMS 47	Counseling of Residential Treatment Clients	3	Semester 1 or 2 Fall/Spring
HMS 48	Counseling and Case Management in Corrections	3	Semester 1 or 2 Fall/Spring
HMS 49	Counseling Athletes	3	Semester 1 or 2 Fall/Spring
HMS 61	Evaluation of Narcotics and Controlled Substances	3	Semester 1 or 2 Fall/Spring
HMS 62	Introduction to the Diagnostic and Statistical Manual of Mental Disorders	3	Semester 1 or 2 Fall/Spring
HMS 70	Non-Profit Organizations	3	Semester 1 or 2 Fall/Spring
HMS 71	Grant Writing Essentials	3	Semester 1 or 2 Fall/Spring
HMS 72	Social Welfare Policy	3	Semester 1 or 2 Fall/Spring
HMS 73	Administration in Social Work	3	Semester 1 or 2 Fall/Spring
HMS 74	Social Work Administration Studies	3	Semester 1 or 2 Fall/Spring

Total Program Units: 31 – 34 units

Item 4. Master Planning

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

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

The Drug and Alcohol Studies Certificate paves a pathway for students interested in pursuing training and competency for fields related to responding to the needs of families and individuals addicted to drugs and alcohol. Students are provided with an educational foundation in understanding how to provide counseling services to diverse populations. The rationale is to assist with preparing students to take the State test for AOD certification. This certificate promotes social work, human services, and counseling practices career growth and educational advancement in the Inland Empire/Desert Region. It provides an educational platform for students to expand skillsets through training that can potentially improve their opportunities for career, pursuing certifications, and impact on the regional and national workforce.

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

Education: Students will develop knowledge in ethnic studies and multicultural counseling.

Empowerment: Students will be empowered as they identify personal strengths which have helped them realize the completion of a certificate.

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

Service: Students will be required to complete service-based learning (with virtual option) which includes volunteer service to the community.

Item 5. Enrollment and Completer Projections

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

Enrollment projections for courses are as followed:

Required Courses:

HMS-5; 30 students

HMS-6; 30 students

HMS-23: 32 students

HMS-24: new course; no enrollment data available

HMS-60: new course; no enrollment data available

HMS-64: new course; no enrollment data available

~~HMS-65: new course; no enrollment data available~~

~~HMS-66: new course; no enrollment data available~~

WKX-HMS-200: 30 students

Elective Courses:

HMS-4; 32 students

HMS-7; 32 students

HMS-8; 32 students

HMS-13; 32 students

HMS-14; 32 students

HMS-17; 32 students

HMS-18; 45 students

HMS-19; 32 students
 HMS-20; 45 students
 HMS-21; 32 students
 HMS-22; 32 students
 HMS-25; 32 students
 HMS-26; 32 students
 HMS-27; 32 students
 HMS-28; new course; no enrollment data available
 HMS-29; 45 students
 HMS-34; new course; no enrollment data available
 HMS-35; new course; no enrollment data available
 HMS-36; 20 students
 HMS-37; new course; no enrollment data available
 HMS-38; new course; no enrollment data available
 HMS-39; 20 students
 HMS-40; new course; no enrollment data available
 HMS-41; new course; no enrollment data available
 HMS-42; 32 students
 HMS-43; new course; no enrollment data available
 HMS-44; new course; no enrollment data available
 HMS-45; new course; no enrollment data available
 HMS-46; new course; no enrollment data available
 HMS-47; new course; no enrollment data available
 HMS-48; new course; no enrollment data available
 HMS-49; new course; no enrollment data available
 HMS-60; 40 students
 HMS-61; new course; no enrollment data available
 HMS-62; new course; no enrollment data available
 HMS-69; new course; no enrollment data available
 HMS-70; new course; no enrollment data available
 HMS-71; new course; no enrollment data available
 HMS-72; new course; no enrollment data available
 HMS-73; new course; no enrollment data available

HMS-4, HMS-5, HMS-6, HMS-7, HMS-8, HMS-13, HMS-14, HMS-16, HMS-17, HMS-18, HMS-19, HMS-20, HMS-21, HMS-22, HMS-23, HMS-24, HMS-25, HMS-26, HMS-27, HMS-28, HMS-29, HMS-30, HMS-31, HMS-32, HMS-33, HMS-34, HMS-35, HMS-36, HMS-37, HMS-38, HMS-39, HMS-40, HMS-41, HMS-42, HMS-43, HMS-44, HMS-45, HMS-46, HMS-47, HMS-48, HMS-49, HMS-60, HMS-61, HMS-62, HMS-69, HMS-70, HMS-71, HMS-72, HMS-73, and WKX-200/HMS-200 are actively available in Moreno Valley College inventory. These have been approved by the BOT and are documented in the catalog. All courses are approved for transfer to the CSU.

The certificate program expects to have 15 – 20 students completing this certificate annually beginning in September 2022.

Item 6. Place of Program in Curriculum/Similar Programs

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

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

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

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

Item 8. Transfer Preparation Information (if applicable)

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

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