

District Technical Review Committee Meeting Agenda

Tuesday, March 5, 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 – February 20, 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.

Discussion Items and Public Comment

1. Meta/Form Updates – Bryan Medina
2. Open Forum
3. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

Technical Review - Curriculum Proposals

Proposals for Review for 03/05/2024

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.				

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				
	Equity SLO without content for the SLO.				
H	ENP 51	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Entrepreneurship Basics				
	Equity SLO without 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				
	Equity SLO without content for the SLO.				
H	ENP 801	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Facebook for Business				
	Equity SLO without content for the SLO.				
H	ENP 802	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pinterest and Instagram for Business				
	Equity SLO without content for the SLO.				
H	ENP 803	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	YouTube for Business				
	Equity SLO without content for the SLO.				
H	ENP 804	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Twitter for Business				
	Equity SLO without content for the SLO.				
H	ENP 805	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	LinkedIn for Business				
	Equity SLO without content for the SLO.				
H	ENP 850	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Introduction to Entrepreneurship				
	Equity SLO without content for the SLO.				
H	ENP 851	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Entrepreneurship Basics				
	Equity SLO without content for the SLO.				
H	ENP 852	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Starting a Business with Limited Resources				
	Equity SLO without content for the SLO.				
H	HMS 200	<input checked="" type="checkbox"/>			
	Human Services Work Experience				
	Course is now HMS specific. The hours do not match the new requirements for work experience courses (54 hours per unit). Minutes may need to be clarified.				

Courses

New Courses

		M	N	R	Notes
H	AHS 60		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Special Topics in Art & Visual Culture
	<p>Course content appears that it is a course on public art and history of public art, not a special topics course for Art. The updates to content are very modified. Title may need to be updated if this is no longer a special topics course. With the changes, Riverside and Moreno Valley may also want to review. They may want to go back to District Discipline. GESLOs could be reduced.</p>				
H	AHS 61		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Directed Study in Art & Visual Culture
	<p>Unclear if this is an independent study course, practicum, or other. Is there a definition for "directed study"? Could also be based on some existing music lab classes, where the work is directed by faculty but students are working on different projects.</p>				
H	PSY 60	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Study in Psychology
	<p>Board Policy is currently with the faculty association. Will bring forward current version of BP/AP to next Tech Review to review along with course content.</p>				

General Education

General Education Modifications

		M	N	R	Notes
H	ADM 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Introduction to Applied Digital Media and Printing
	<p>For the ADM proposals, it is the same proposal for all eight classes stating that ADM courses should be Arts and Humanities general education. It should show how the courses relate to the Title 5 definitions for general education as well as how they relate to the GESLOs. ADM 63A and 85A also appear to be practical application courses. Department minutes are needed.</p>				
H	ADM 62	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Typography and Graphic Design
H	ADM 63A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Design For Print Publication
H	ADM 71A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Adobe Photoshop for Image Manipulation
H	ADM 74A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Web Design
H	ADM 77A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Adobe Illustrator for Graphic Art
H	ADM 84A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Screen Printing
H	ADM 85A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Commercial Printing
H	MAT 70A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Foundations of Data Science
	<p>Course is crosslisted with CIS 70A, which would also need to come forward for review. Brian will work with faculty.</p>				

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.

H SCA **Automation Technician III**
Catalog description cannot reference associate degree.

Program Modifications

M N R Notes

Certificate

ADJ **Administration of Justice/Basic Public Safety Dispatch**

H HMS **Drug and Alcohol Studies**
Holding to clarify WKX/HMS-200.

Technical Review - Curriculum Proposals

Proposals for Review for 03/05/2024

Courses

Course Deletions

		M	N	R	Discussion	Action
H	CIS 28A Rationale: MS Access Programming 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: MS Access Programming 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.	

Course Exclusions

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

Course Major Modifications

		M	N	R	Discussion	Action
H	ENP 50 Rationale: Introduction to Entrepreneurship An equity SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Equity SLO without content for the SLO.	
H	ENP 51 Rationale: Entrepreneurship Basics An equity SLO is being added to this curriculum. Course materials are being updated.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Equity SLO without content for the SLO.	
H	ENP 52 Rationale: Starting a Business with Limited Resources An equity SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Equity SLO without content for the SLO.	
H	ENP 801 Rationale: Facebook for Business An equity SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Equity SLO without content for the SLO.	
H	ENP 802 Rationale: Pinterest and Instagram for Business An equity SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Equity SLO without content for the SLO.	
H	ENP 803 Rationale: YouTube for Business An equity SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Equity SLO without content for the SLO.	

Courses

Course Major Modifications

		M	N	R	Discussion	Action
H	ENP 804 Rationale: Twitter for Business An equity based SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Equity SLO without content for the SLO.	
H	ENP 805 Rationale: LinkedIn for Business An equity based SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Equity SLO without content for the SLO.	
H	ENP 850 Rationale: Introduction to Entrepreneurship 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"/>	Equity SLO without content for the SLO.	
H	ENP 851 Rationale: Entrepreneurship Basics 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"/>	Equity SLO without content for the SLO.	
H	ENP 852 Rationale: Starting a Business with Limited Resources An equity SLO is being added to this curriculum.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Equity SLO without content for the SLO.	
H	HMS 200 Rationale: Human Services Work Experience 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"/>	Course is now HMS specific. The hours do not match the new requirements for work experience courses (54 hours per unit). Minutes may need to be clarified.	

New Courses

		M	N	R	Discussion	Action
H	AHS 60 Rationale: Special Topics in Art & Visual Culture 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Course content appears that it is a course on public art and history of public art, not a special topics course for Art. The updates to content are very modified. Title may need to be updated if this is no longer a special topics course. With the changes, Riverside and Moreno Valley may also want to review. They may want to go back to District Discipline. GESLOs could be reduced.	

Courses

New Courses

		M	N	R	Discussion	Action
H	AHS 61 Rationale: Directed Study in Art & Visual Culture 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Unclear if this is an independent study course, practicum, or other. Is there a definition for "directed study"? Could also be based on some existing music lab classes, where the work is directed by faculty but students are working on different projects.	
H	PSY 60 Rationale: Independent Study in Psychology Psychology majors want to gain experience in performing research studies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Board Policy is currently with the faculty association. Will bring forward current version of BP/AP to next Tech Review to review along with course content.	

General Education

General Education Modifications

		M	N	R	Discussion	Action
H	ADM 1 Rationale: Introduction to Applied Digital Media and Printing 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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	For the ADM proposals, it is the same proposal for all eight classes stating that ADM courses should be Arts and Humanities general education. It should show how the courses relate to the Title 5 definitions for general education as well as how they relate to the GESLOs. ADM 63A and 85A also appear to be practical application courses. Department minutes are needed.	

General Education

General Education Modifications

M N R Discussion

Action

H ADM 62 Rationale:	Typography and Graphic Design <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 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.
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General Education

General Education Modifications

M N R Discussion

Action

H ADM 63A Rationale:	Design For Print Publication <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 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.
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General Education

General Education Modifications

M N R Discussion

Action

H ADM 71A Rationale:	Adobe Photoshop for Image Manipulation <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 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.
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General Education

General Education Modifications

M N R Discussion

Action

H	ADM 74A	Web Design	<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> <hr/>		

General Education

General Education Modifications

M N R Discussion

Action

H	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

H	ADM 84A	Screen 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> <hr/>		

General Education

General Education Modifications

M N R

Discussion

Action

H	ADM 85A	Commercial 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>		

H	MAT 70A	Foundations of Data Science	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Course is crosslisted with CIS 70A, which would also need to come forward for review. Brian will work with faculty.
Rationale:	<p>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.</p>			

Programs

New Programs

M N R

Discussion

Action

Certificate

H	SCA	Automation Technician I	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	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

Certificate

ADJ **Administration of Justice/Basic Public Safety Dispatch**
 Rationale: POST (Peace Officer Standings of Training) added 40 additional hours of lecture to the course, ADJ-D1A. (specially added areas for Mental Health, Human Trafficking, and Terrorism). The COR has been modified and based on hours of lecture 146 and lab 14 the class is now 8 units. Moreno Valley College is requesting to update this certificate of achievement. This course will be the only required course to obtain the certificate of achievement.

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.

Program Outline

**Title: ADMINISTRATION OF JUSTICE/BASIC PUBLIC SAFETY DISPATCH
(MCE940)**

Originator: Kristy Paine

Date 2/25/2024

Department: School of Public Safety - ADJ

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

TOPs Code: 2105.20 CIP Code: 43.0199

Type of Program:

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

Type of Associate Degree:

Associate of Arts Associate of Science

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

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

POST (Peace Officer Standings of Training) added 40 additional hours of lecture to the course. (specially added areas for Mental Health, Human Trafficking, and Terrorism). In the COR submitted there were slight changes to other Content areas. See the following numbers for small changes to Content areas: 6b; 12a 1,2,3. Content areas added per the requirements of POST- see Content areas 15, 16 and 17.

This Course (ADJ 1DA) is now 8 units instead of 6. I am removing all the additional courses needed for the certificate of achievement, and this one course will be the utilized for the certificate of achievement,

Rationale:

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

POST (Peace Officer Standings of Training) added 40 additional hours of lecture to the course. (specially added areas for Mental Health, Human Trafficking, and Terrorism). The COR has been modified and based on hours of lecture 146 and lab 14 the class is now 8 units. Moreno Valley College is requesting to update this certificate of achievement. This will course will be the only required course to obtain the certificate of achievement.

Required Documentation

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

All Degrees and Certificates

- Evidence of district-wide discipline communication
- Department minutes showing approval

- Narrative (*see following page*)
- Transfer preparation documentation (*only if applicable*)

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

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

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

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

Program Narrative

Item 1. Program Goals and Objectives

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

The Administration of Justice/Basic Public Safety Dispatch Certificate of achievement is designed to provide students with the skills required to function in the capacity of a public safety dispatcher. The students will learn how to answer emergency and non-emergency calls from the public, techniques for obtaining information/providing information to the public during emergency situations and non-emergency situations, dispatch via the radio during emergency and non-emergency situations and track multiple units/incidents via the radio system and learn appropriate protocols for specific incidents.

This 8-unit Certificate of Achievement consists of the course (ADJ 1DA) that is required by the California Peace Officer Standards and Training for employment as a public safety dispatcher in the State of California.

Item 2. Catalog Description

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

The Administration of Justice/Basic Public Safety Dispatch Certificate of achievement is designed to provide students with the skills required to function in the capacity of a public safety dispatcher. The students will learn how to answer emergency and non-emergency calls from the public, techniques for obtaining information/providing information to the public during emergency situations and non-emergency situations, dispatch via the radio during emergency and non-emergency situations and track multiple units/incidents via the radio system and learn appropriate protocols for specific incidents.

This program provides basic skills and knowledge in emergency and non-emergency situations for proper telephone etiquette, customary protocols, accessing local emergency service systems, and individual stress management.

Item 3. Program Requirements

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

PROGRAM PREREQUISITE: None

Limitations on enrollment include the following: Must be a minimum of 18 years old, have no felony convictions, have no misdemeanor convictions involving weapons or acts of violence, and have a valid driver’s license or ID card.

Program Learning Outcomes

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

- Demonstrate proper skills and etiquette on the telephone.
- Demonstrate usual and customary radio protocols.
- Explain how to access local emergency service systems.
- Discuss individual stress management skills.
- Demonstrate effective communications skills in handling complex situations.

Required Courses: 8 units

For the Certificate of Achievement the following course is required. This certificate can be completed in one semester.

Course	Title	Units	Sequencing
ADJ D1A	Basic Public Safety Dispatch	8.0	1 st Semester

Total Program Units: 8 units

Item 4. Master Planning

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

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

NEEDS

REGIONAL EMPLOYMENT PROJECTION DATA

According to the Employment Development Department (EDD) Labor Market Information Division, Public Safety Dispatchers occupational group is expected to increase by 9% through 2023; 88 annual openings will be available in the Inland Empire/Desert Region.

The Public Safety Dispatch Certificate will be run in conjunction with our partner, The Riverside County Sheriff's Department. We currently have a state approved certificate of achievement for the Public Safety Dispatch Course (ADJ D1A) and are requesting a state certificate with the indicated course noted in section 3. As indicated by the labor market information, there is a definite need for our certificate program.

Item 5. Enrollment and Completer Projections

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

Currently, this course is offered 4 times a year. This course (ADJ D1A) averages 20 students each session for a total of 80 students a year.

Item 6. Place of Program in Curriculum/Similar Programs

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

This course is available in the Moreno Valley College Inventory.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

Currently there are no similar programs in the Inland Empire/Desert Region. According to the Employment Development Department (EDD) the only other program in the state is in Napa, California.

Item 8. Transfer Preparation Information (if applicable)

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

N/A

Program Outline

Title: 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.

- 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.

Program Outline of Record – Credit Degrees and Certificates

- ~~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 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: 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 career awareness utilizing skills assessments and interest inventories, research occupational and educational career requirements and develop career goals related to drug and alcohol counseling.
- Complete and reflect upon service-based learning experience.
 - Course Student Learning Outcome
 - HMS 23: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
 - HMS 24: Contribution of volunteer experience in the career pathway of human services/social work during service-based learning.
 - HMS 6: List and describe the basic skills and personal characteristics desirable of a case manager.
 - ~~HMS 65: Demonstrate the connection between drug and alcohol studies theory to the application of workplace skills.~~
 - ~~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: 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.

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