

District Technical Review Committee Meeting Agenda

Tuesday, May 7, 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"/> Deanna Murrell (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 – April 2, 2024
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. PSY/SOC-48 and Program Updates – Casandra Greene
2. Distance Education and Accreditation – Casandra Greene
3. PSY-60 and Independent Study AP Updates from Senate and Next Steps – Kelly Douglass
4. Title 5 ENG/MAT C/D Grades – Kelly Douglass
5. Anesthesiology for Local Degree Area 7 – Kelly Douglass
6. Hyflex Courses in Curriculum Process – Kelly Douglass

7. Open Forum
8. Public Comment for all items on or not otherwise on the agenda.

Adjournment:

Technical Review - Curriculum Proposals

Proposals for Review for 05/07/2024

Courses

Course Deletions

		M	N	R	Notes
H	CIS 28A			<input checked="" type="checkbox"/>	
	MS Access Programming			<input checked="" type="checkbox"/>	
	Awaiting MOV Computer Applications Program.				
H	CSC 28A			<input checked="" type="checkbox"/>	
	MS Access Programming			<input checked="" type="checkbox"/>	
	Awaiting MOV Computer Applications Program.				

Course Major Modifications

		M	N	R	Notes
	AHS 13	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pre-Columbian Art History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	AHS 14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Latin American Art: Colonial to the Present	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
H	HMS 200	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Human Services Work Experience	<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.				
	NVN 43			<input checked="" type="checkbox"/>	
	Intermediate Concepts of Vocational Nursing - Maternity and Pediatrics			<input checked="" type="checkbox"/>	

Distance Education

		M	N	R	Notes
	ELE 23DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Electronic Devices and Circuits		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 25DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Digital Techniques		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 26DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Microcontrollers		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 28DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	MultiSim CAD & PCB Design/Fab		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 76DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Low Voltage Wiring and Alternate Energy Generation		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 77DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Electrical Theory for Electricians		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 811DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	DC Electronics		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 813DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	AC Electronics		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 823DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Electronic Devices and Circuits		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 825DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Digital Techniques		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	ELE 828DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	MultiSim CAD & PCB Design/Fab		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	PHI 32DE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Introduction to Symbolic Logic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Distance Education Modifications

		M	N	R	Notes
	ELE 11DE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	DC Electronics		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Courses

Distance Education Modifications

M N R Notes

ELE 13DE

[AC Electronics](#)

New Courses

M N R Notes

AHS 60

[Special Topics in Art History & Visual Culture](#)

AHS 61

[Independent Study](#)

H ELE 811

[DC Electronics](#)

Units listed, no objectives, SLO format not correct. No course content for the lab. No methods of instruction, no materials. Grading method selected is "no grade". ELE-11 does not have objectives and also needs to be updated.

H ELE 813

[AC Electronics](#)

Units, SLOs and objectives may be flipped (but this matches credit version), no materials.

H ELE 823

[Electronic Devices and Circuits](#)

Units, objectives formatting, no SLOs, no materials.

H ELE 825

[Digital Techniques](#)

Description may be incomplete, SLOs, objective formatting

H ELE 828

[MultiSim CAD & PCB Design/Fab](#)

SLOs, objective formatting

H ELE 876

[Low Voltage Wiring and Alternate Energy Generation](#)

Activity hours listed.

H ELE 877

[Electrical Theory for Electricians](#)

SLOs, objective formatting

H EMS 95

[Mobile Intensive Care Nurse \(MICN\)](#)

Has GESLOs, formatting issues, unlimited repeatability, SAM code needs to be changed, outside of class hours not correct.

H MAN 66

[Pneumatic Fluid Power Systems](#)

Outside of class hours should be 54; has a limitation on enrollment for algebra

H MAN 78

[Hydraulic Fluid Power Systems](#)

Outside of class hours missing. Has an advisory of MAT-52. Course content should be revised.

Disciplines

Discipline Modifications

M N R Notes

H EAR

[Child Development and Teacher Preparation](#)

Unclear what the intent is of the proposal. A district-wide discipline cannot be modified for a single college.

General Education

General Education Modifications

M N R Notes

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

Holding for revised proposal.

H ADM 84A [Screen Printing](#)

Holding for revised proposal.

H ADM 85A [Commercial Printing](#)

Holding for revised proposal.

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

ADT

PUB [Public Health](#)

Certificate

MAN [Robotics Specialist](#)

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

H HMS [Drug and Alcohol Studies](#)

Holding to clarify WKX/HMS-200.

Degree & Certificate

NVN [Vocational Nursing](#)

Technical Review - Curriculum Proposals

Proposals for Review for 05/07/2024

Courses

Course Deletions

M N R Discussion Action

H **CIS 28A** **[MS Access Programming](#)** Awaiting MOV Computer Applications Program.
Rationale: Course is no longer part of any programs and has not been offered in over 5-years.

H **CSC 28A** **[MS Access Programming](#)** Awaiting MOV Computer Applications Program.
Rationale: 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.

Course Major Modifications

M N R Discussion Action

AHS 13 **[Pre-Columbian Art History](#)**
Rationale: Adding objectives.

AHS 14 **[Latin American Art: Colonial to the Present](#)**
Rationale: Adding objectives.

H **HMS 200** **[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.
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.

NVN 43 **[Intermediate Concepts of Vocational Nursing - Maternity and Pediatrics](#)**
Rationale: Per Title IV Department of Education 34 CFR 668.14(b)(26)(ii), programs must align with regulatory board minimum hours, which is 1,530 hours (California Code Regulation, Title 16, section 2532) according to Board of Vocational Nursing & Psychiatric Technicians in order for students to receive Title IV funding. The RCC VN program is currently at 1,548 hours. Therefore, 18 hours need to be removed in order to be in compliance. This change is required by July 1, 2024. Due to a decrease in OB and pediatric clinical sites, it is most reasonable to remove the 18 hours from the lab portion of this course, which in turn, will decrease the course by 0.5 units. There is no needed change in course SLOs, objectives, or course content.

Courses

Distance Education

M N R Discussion Action

ELE 23DE **Electronic Devices and Circuits**

Rationale:

ELE 25DE **Digital Techniques**

Rationale:

ELE 26DE **Microcontrollers**

Rationale:

ELE 28DE **MultiSim CAD & PCB Design/Fab**

Rationale:

ELE 76DE **Low Voltage Wiring and Alternate Energy Generation**

Rationale:

ELE 77DE **Electrical Theory for Electricians**

Rationale:

ELE 811DE **DC Electronics**

Rationale:

ELE 813DE **AC Electronics**

Rationale:

ELE 823DE **Electronic Devices and Circuits**

Rationale:

ELE 825DE **Digital Techniques**

Rationale:

ELE 828DE **MultiSim CAD & PCB Design/Fab**

Rationale:

PHI 32DE **Introduction to Symbolic Logic**

Rationale:

Distance Education Modifications

M N R Discussion Action

ELE 11DE **DC Electronics**

Rationale:

ELE 13DE **AC Electronics**

Rationale:

Technical Review Proposals for 05/07/2024

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

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

Courses

New Courses

		M	N	R	Discussion	Action	
	AHS 60	Special Topics in Art History & Visual Culture		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	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.					
	AHS 61	Independent Study		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Rationale:	To provide students with an opportunity to complete independent research projects and/or other scholastic/creativity in art history, as a way to gain first-hand experience in the field and advance their academic and/or career goals.					
H	ELE 811	DC Electronics		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Units listed, no objectives, SLO format not correct. No course content for the lab. No methods of instruction, no materials. Grading method selected is "no grade". ELE-11 does not have objectives and also needs to be updated.
	Rationale:	Creating an 800 level course so that students can have the option to take Credit/Non Credit					
H	ELE 813	AC Electronics		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Units, SLOs and objectives may be flipped (but this matches credit version), no materials.
	Rationale:	Creating an 800-level course so that students can have the option to take credit/Non credit					
H	ELE 823	Electronic Devices and Circuits		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Units, objectives formatting, no SLOs, no materials.
	Rationale:	Creating an 800-level course so that students can have the option to take Credit/Non Credit					
H	ELE 825	Digital Techniques		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Description may be incomplete, SLOs, objective formatting
	Rationale:	Creating an 800-level course so that students can have the option to take Credit/Non Credit					
H	ELE 828	MultiSim CAD & PCB Design/Fab		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SLOs, objective formatting
	Rationale:	creating an 800 level course so that students can have option to take Credit/non Credit					

Courses

New Courses

		M	N	R	Discussion	Action
H	ELE 876 Rationale: Creating an 800 level course so that students can have the option to take Credit/Non Credit		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Activity hours listed.	
H	ELE 877 Rationale: Creating an 800 level course so that students can have the option to take Credit/Non Credit		<input checked="" type="checkbox"/>	<input type="checkbox"/>	SLOs, objective formatting	
H	EMS 95 Rationale: Paramedics are trained in all areas of the pre-hospital setting. They provide care and treatment based on local protocols. This course trains experience Emergency Department RNs the protocols that are implemented in Riverside County. The course trains them on the local protocols and provides an overview of the paramedic scope of practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has GESLOs, formatting issues, unlimited repeatability, SAM code needs to be changed, outside of class hours not correct.	
H	MAN 66 Rationale: This proposal is to split up the MAN-60 so that pnumatics or hydraulics can be offered to help the students get through the program faster. We will also be changing the certificates in which the MAN 60 course is specified as an or. MAN 60, MAN 78 or MAN 66		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outside of class hours should be 54; has a limitation on enrollment for algebra	
H	MAN 78 Rationale: This proposal is to split up the MAN-60 so that pnumatics or hydraulics can be offered to help the students get through the program faster. We will also be changing the certificates in which the MAN 60 course is specified as an or. MAN 60, MAN 78 or MAN 66		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outside of class hours missing. Has an advisory of MAT-52. Course content should be revised.	

Disciplines

Discipline Modifications

M N R

Discussion

Action

H **EAR** **Child Development and Teacher Preparation**

Unclear what the intent is of the proposal. A district-wide discipline cannot be modified for a single college.

Rationale:

1. As we relocate our program to Stokoe Elementary Innovative Learning Center, we want to make sure that students are aware that our certificates and degrees can lead to many career pathways working with children (hence the shift to Child Development), while also making it clear that our program supports students pursuing careers as teachers. The language of teacher preparation aligns with terminology used in the CSU system when students go on to earn their teaching credentials.

2. With the upcoming requirement that courses be identified with the C-ID identifier, we want to be prepared for our acronym to change to CDEV.

General Education

General Education Modifications

M N R

Discussion

Action

H ADM 63A **Design For Print Publication**
Rationale: Proposal to add course to Area 3: Humanities.

Holding for revised proposal.

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

H	ADM 84A	Screen Printing	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Holding for revised proposal.	
	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 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.

Holding for revised proposal.

H **MAT 70A** **Foundations of Data Science**

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.

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 Discussion

Action

ADT

PUB [Public Health](#)

Rationale: To offer a complementary pathway to students who either want to earn a dual degree in Public Health and Nursing or an additional healthcare pathway to a transferring university. The prerequisites for Public Health ADT, Nursing, and other healthcare pathways are similar and this new pathway can provide students with a declared nursing major or an additional healthcare pathway while either awaiting admission or for those who determine nursing may not be their desired educational goal. The COVID-19 pandemic illuminated the critical need for employability in the public health sector.

Documents: [Narrative](#) [TMC](#)

Certificate

MAN [Robotics Specialist](#)

Rationale: This program is based on SACA certifications. SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.

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

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](#)

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](#)

Technical Review Proposals for 05/07/2024

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

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

Programs

Program Modifications

M N R Discussion

Action

Certificate

H	HMS	Drug and Alcohol Studies	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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.		

Degree & Certificate

	NVN	Vocational Nursing	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
	Rationale:	Per Title IV Department of Education 34 CFR 668.14(b)(26)(ii), programs must align with regulatory board minimum hours, which is 1,530 hours (California Code Regulation, Title 16, section 2532) according to Board of Vocational Nursing & Psychiatric Technicians in order for students to receive Title IV funding. The RCC VN program is currently at 1,548 hours. Therefore, 18 hours need to be removed in order to be in compliance. This change is required by July 1, 2024. Due to a decrease in OB and pediatric clinical sites, it is most reasonable to remove the 18 hours from the lab portion of NVN-43, which in turn, will decrease the course by 0.5 units. There is no needed change in course SLOs, objectives, or course content.		

Program Outline

Title: Public Health

Originator: Amy Vermillion

Date 9/29/2024

Department: Nursing

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

TOPs Code: 1201.00

CIP Code: 51.2201

College: Moreno Valley College Norco College Riverside City College

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

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

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

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

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

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

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

Rationale:

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

To offer a complementary pathway to students who either want to earn a dual degree in Public Health and Nursing or an additional healthcare pathway to a transferring university. The prerequisites for Public Health ADT, Nursing, and other healthcare pathways are similar and this new pathway can provide students with a declared nursing major an additional healthcare pathway while either awaiting admission or for those who determine nursing may not be their desired educational goal. The COVID-19 pandemic illuminated the critical need for employability in the public health sector.

Required Documentation:

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

All new and modified ADTs must include the following:

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

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

Program Narrative

Item 1. Program Goals and Objectives

Must address a valid transfer preparation purpose.

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

1. Assess the burden of disease on the health of populations, including the impact of environmental exposures and use data to support evidence based practices.
2. Develop and deliver health programs and interventions that are based on behavior frameworks, and evaluate health programs and initiatives for effectiveness.
3. Describe the interplay between health determinants and inequities, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
4. Analyze current public health issues and describe how they affect societal well-being among specific populations of age, gender, sexual orientation/preference, ethnicity, marginalization, education and socioeconomic status.
5. Recognize the challenges and opportunities of public health in the 21st century and beyond.

Item 2. Catalog Description

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

The Associate in Science in Public Health for Transfer focuses on an understanding of the health of populations. This degree is designed to prepare students in the study of public health and provide comprehensive preparation for upper-division work. Students choosing this degree program will study a range of topics related to human health and disease including: core functions and disciplines of public health; human anatomy and physiology; diseases and their causes, including risk factor; distributions of diseases; primary prevention strategies; and behavior-change theory and application. Students will be gain understanding of the biopsychosocial basis for health and healthy populations. Further they will be able to understand and assess the burden of disease on the health of populations, including the impact of environmental exposures; use of data to support evidence-based practices; develop and deliver health programs and interventions that are based on behavior frameworks; and evaluate health programs and initiatives for effectiveness. Public Health bridges the gap between scientific discoveries and the application of this knowledge to improve the quality of life.

Required Courses: 14 units

Course	Title	Units
KIN-36	Wellness: Lifestyle Choices	3
PUB-1	Introduction to Public Health	3
MAT 12/12H	Statistics or Honors Statistics	4
OR	OR	
PSY/SOC 48	Statistics for the Behavioral Sciences	4
BIO-1/1H	General Biology or Honors Biology	4

List A: Select one of the following (4-8 units)

CHE 1A/1AH	General Chemistry I or Honors General Chemistry I	5
OR	Or	
BIO 50A	Anatomy and Physiology I	4
AND	AND	
BIO 50B	Anatomy and Physiology II	4
OR	OR	
BIO 55	BIO 55	4

List B: Select one of the following (3 units)

PSY-1/1H	General Psychology or Honors General Psychology	3
SOC-1/1H	Introduction to Sociology or Honors Introduction to Sociology	3
KIN-4	Nutrition	3
HES-1 or BIO-35	Health Science	3

List C: Select one of the following (3 units)

KIN-38	Stress Management	3
PSY-11	Psychology of Human Sexuality	3
	TOTAL	24-28

ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE

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

Program Outline

Title: Robotics Specialist

Originator: Paul Van Hulle

Date 4/18/2023

Department: BEIT/Manufacturing

College/Learning Pathway/Engagement Center: Applied Technologies and Apprenticeships

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

TOPs Code: 0956.00

CIP Code: 15.0405

Type of Program:

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

Type of Associate Degree:

Associate of Arts Associate of Science

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

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

Yes, minutes attached Approval Pending
 No Capital or Budgetary Impacts

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

Rationale:

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

This course/program is based on SACA certifications. SACA industry certifications are described below:

SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.

<https://www.saca.org/smart-automation-certifications/#:~:text=SACA%20certifications%20are%20industry%2Ddriven,4.0%20technologies%20throughout%20the%20world.>

Experts from well-known industry leaders, such as Rockwell Automation, FANUC, Ashley Furniture, Kohler, Foxconn, Boeing, and Hershey, were instrumental in making sure SACA’s Industry 4.0 certifications reflect the competencies that industry needs. A list of companies that SACA and Amatrol worked with to develop the certification is included on this website: <https://www.saca.org/about-us-smart-automation-certification-alliance/acknowledgments/>

SACA sits at the forefront of the effort to certify students and workers who demonstrate the required knowledge and hands-on smart automation skills employers so desperately need. SACA’s certifications were developed in conjunction with industry partners who could speak from experience about their needs when it comes to workers able to work alongside a variety of advanced automation technologies.

SACA offers a wide variety of certifications in popular industrial skill areas, including certifications at the Associate, Specialist, and Professional level. For those wishing to focus on building a strong foundation of skills employers need, SACA also offers many micro-credentials that allow students and workers to add certifications as they master new areas.

For workers, SACA certifications can help market their smart automation skills to potential employers. For those employers, SACA certifications represent confirmation that a worker has the skills to hit the ground running in the workplace. To learn more about Industry 4.0 certifications and how SACA can help both future workers and industrial employers begin the task of bridging the Industry 4.0 skills gap, contact SACA for more information.

<https://www.saca.org/2024/02/08/saca-endresshauser-see-experts-for-technical-work-group/>

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 robotics used in industry and manufacturing environments.
- Apply maintenance fundamentals to simulated and actual workplace applications.
- Recognize, identify, and describe the functions of robotics and robotic related activities
- Troubleshoot and repair basic robotic functions.

1A) student learning outcomes (skills)

Students will install, program, test, interface and maintain industrial robot systems in work cells.

Item 2. Catalog Description

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

Welcome to "Inspiring Innovators: Journey into Robotics," where you will embark on an exciting exploration of technology and creativity. In this program, you will delve into the fascinating world of robotics, discovering how robots are revolutionizing industries, improving lives, and shaping our future.

The certificate in Robotics Specialist in the Advanced Manufacturing program prepares students for jobs in entry-level maintenance technician, field service technician, industrial maintenance technician, maintenance mechanic, or maintenance repair mechanic as it pertains to robotics.

Participants will roll up their sleeves and get hands-on with robotics. Through engaging activities and projects, you will apply their newfound knowledge to build and program robots typically used in industry. As you hone your skills you will face real-world challenges.

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.

Courses: 14 units

Course	Title	Units	Sequencing
MAN 10	Manufacturing Basic Operations	4	Fall 1
MAN 11	Manufacturing Advanced Operations	4	Spring 1
MAN 12	Robot System Operations	3	Winter 1
MAN 13	Robot Systems Advanced Operations	2	Summer 1

MAN 15	Industry 4.0 Total Productive Maintenance	2	Winter 1
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Total Program Units: 14 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 2017-20 we had 24 students receive awards for manufacturing and industrial technology programs related to robotics in the Inland Empire/Desert region. By creating this certificate 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 Manufacturing and industrial technology strong workforce program outcomes for 0956.00. It should also be noted from the graphics below that there is a great demand for robotics technicians in our area.

Exhibit 10: 0956.00 – Manufacturing and industrial technology strong workforce program outcomes

Strong Workforce Program Metrics: 0956.00 – Manufacturing and Industrial Technology Academic Year 2018-19, unless noted otherwise	Inland Empire/Desert Region	California
Unduplicated count of enrolled students (2019-20)	101	5,647
Completed 9+ career education units in one year (2019-20)	40%	41%
Perkins Economically disadvantaged students	73%	60%
Students who attained a noncredit workforce milestone in a year (2019-20)	-	59%
Students who earned a degree, certificate, or attained apprenticeship (2019-20)	12	342
Transferred to a four-year institution (transfers)	-	102
Job closely related to the field of study (2017-18)	75%	78%
Median annual earnings (all exiters)	\$42,198	\$54,660
Median change in earnings (all exiters)	35%	53%
Attained a living wage (completers and skills-builders)	68%	71%

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Employers, Skills, Education, Work Experience, and Certifications

Exhibit 5 displays the employers that posted five or more job ads for electro-mechanical and mechatronics technologists and technicians in California over the last 12 months. Showing employer names provides insight into where students may find employment after completing a program. Johnson & Johnson and Amazon posted the most job ads for electro-mechanical and mechatronics technologists and technicians in California over the last 12 months. Most of the job postings for XPO Logistics were located in the local region.

Exhibit 5: Employers posting the most job ads

Top Employers	Job Ads
Johnson & Johnson	19
Amazon	19
XPO Logistics	16
Applied Industrial Technologies	8
Space Exploration Technologies Corp.	6
Nuro Incorporated	6
Beamcut Systems	6
Relativity Space	5
OhmniLabs, Inc.	5
Flory Group Incorporated	5
All other employers	280
Total	375

Source: Burning Glass – Labor Insights

Summary and Recommendation

Community college manufacturing and industrial technology (TOP 0956.00) programs prepare students for employment in robotics. Training in this program leads to the electro-mechanical and mechatronics technologists and technicians occupation (SOC 17-3024), which installs, tests, or maintains robotic equipment or related automated production systems, among other work activities.

In 2020, there were 47 electro-mechanical and mechatronics technologist and technician jobs in the region. While employment for this occupation is projected to grow by 9% through 2025, only five annual job openings are expected. Job openings include new job growth and replacement job needs. This indicates that job opportunities in the region may be scarce. The hourly earnings for the electro-mechanical and mechatronics technologists and technicians surpass the regional self-sustainability standard at the 25th percentile (\$25.98 per hour), indicating that the top 75% of workers earn a self-sustainable hourly wage.

Three regional community colleges offer robotics programs across three TOP codes, but only one college has reported award counts. Norco College's industrial automation and supply chain automation program issued 24 awards annually over the last three academic years. About 75% of students exiting manufacturing and industrial technology programs reported working in their field of study. The median annual earnings from all exiters was \$42,198, and 68% attained a living wage. Other colleges with robotics programs have not reported award counts.

The Centers of Excellence cautiously recommends expanding programs related to robotics. While the wages for electro-mechanical and mechatronics technologists and technicians are strong, the regional demand for these workers is low. Colleges considering this program should partner with applicable employers and establish direct connections to robotics jobs for exiting students. Colleges should also document employer demand for robotics workers and the skills needed for students to secure employment in this field.

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.

Regional robotics training is also offered at Chaffey College and San Bernardino Valley College. Chaffey's mechatronics training programs are coded as electro-mechanical technology (TOP 0935.00) programs and prepare students to work with industrial robotics (Chaffey College, 2021). There were no awards conferred in Chaffey's mechatronics program over the last three academic years. San Bernardino Valley's industrial automation program is coded as an industrial systems technology and maintenance (TOP 0945.00) program and prepares students for employment related to programmable logic controllers, supervisory control, and data acquisition (SCADA), and robotics (San Bernardino Valley College, 2021). There were no known awards conferred in this program over the last three academic years. Please note that San Bernardino Valley offers another training program with the same TOP code as their robotics program.

The Classification of Instructional Programs (CIP) robotics technology/technician (CIP 15.0405) program prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing and using robots. Includes instruction in the principles of robotics, design and operational testing, system maintenance and repair procedures, robot computer systems and control language, specific system types and applications to specific industrial tasks, and report preparation (CIP, 2021). There are no known robotics technology/technician programs in the region.

Item 8. Transfer Preparation Information (if applicable)

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

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

Program Outline

Title: Licensed Vocational Nursing

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

TOPs Code: 1230.20 **CIP Code: 513901**

Type of Program:

Certificate of Achievement only Associate’s Degree only Certificate and Degree

Type of Associate Degree:

Associate of Arts Associate of Science

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

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

Per Title IV Department of Education 34 CFR 668.14(b)(26)(ii), programs must align with regulatory board minimum hours, which is 1,530 hours (California Code Regulation, Title 16, section 2532) according to Board of Vocational Nursing & Psychiatric Technicians in order for students to receive Title IV funding. The RCC VN program is currently at 1,548 hours. Therefore, 18 hours need to be removed in order to be in compliance. This change is required by July 1, 2024. Due to a decrease in OB and pediatric clinical sites, it is most reasonable to remove the 18 hours from the lab portion of NVN-43, which in turn, will decrease the course by 0.5 units. There is no needed change in course SLOs, objectives, or course content.

Upon completion of the RCC Vocational Nursing program, the graduate will:

1. Provide quality, safe, patient-centered basic nursing care using evidence-based practices, as a competent, entry-level vocational nurse, under the direct supervision of a licensed physician or registered nurse.
2. Function as a competent entry-level, vocational nurse accepting accountability and responsibility for the ethical and legal principles defined in the vocational nursing code of ethics and practice act.
3. Function as a leader, assimilating leadership principles in a variety of health care settings for diverse patient populations as a competent, entry-level vocational nurse.
4. Exemplify caring through behaviors that support relationship-centered care and demonstrate respect and sensitivity to others as a competent, entry-level vocational nurse.
5. Assimilate collaborative relationships through communication with the interprofessional health care team for the purpose of providing and improving patient outcomes as a competent, entry-level vocational nurse.
6. Assimilate critical thinking principles using clinical reasoning to make sound clinical judgments necessary for providing safe patient care and contributing to quality improvement as a competent, entry-level vocational nurse.

7. Integrate nursing informatics and technology to effectively communicate, enhance knowledge, manage and analyze data, prevent errors, and support decision-making as a competent, entry-level vocational nurse.

Rationale:

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

Per Title IV Department of Education 34 CFR 668.14(b)(26)(ii), programs must align with regulatory board minimum hours, which is 1,530 hours (California Code Regulation, Title 16, section 2532) according to Board of Vocational Nursing & Psychiatric Technicians in order for students to receive Title IV funding. The RCC VN program is currently at 1,548 hours. Therefore, 18 hours need to be removed in order to be in compliance. This change is required by July 1, 2024. Due to a decrease in OB and pediatric clinical sites, it is most reasonable to remove the 18 hours from the lab portion of NVN-43, which in turn, will decrease the course by 0.5 units. There is no needed change in course SLOs, objectives, or course content.

Required Documentation

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

All Degrees and Certificates

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

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

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

- Labor Market Information and Analysis *(required for new programs and modifications)*
 - Licensed practical and licensed vocational nurse jobs are expected to increase by **11% between 2017 and 2022** in the Inland Empire/Desert Region. A total of **3,679 job openings** will be available over the five-year timeframe.
 - The entry-level wage for licensed practical and licensed vocational nurses is **above the MIT Living Wage estimate of \$12.30 per hour** for a single adult living in the Inland Empire/Desert Region.
 - Occupational demand appears to be met by educational supply based on the average annual number of program completers for the selected community college program (**164 community college credentials, 552 other educational institution credentials, 716 annual average total**), and the annual openings for licensed practical and licensed vocational nurses in the region (**736 annual job openings**). It is recommended the colleges contact local employers to understand their future employment needs.

(See attachment)

- Advisory Committee Recommendation *(required for new programs and modifications)*
- Regional Consortium Recommendation *(required for new programs only)*

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

Program Narrative

Item 1. Program Goals and Objectives

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

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

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

The nursing program contributes to the mission of the college by offering a career pathway towards an associate of science degree vocational nursing or a certificate to meet the healthcare needs of the local community.

Item 2. Catalog Description

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

The School of Nursing is a vital component of Riverside City College (RCC) and embraces the mission, values, and traditions of both the RCC District and the College. The School of Nursing prepares quality nursing healthcare providers using a student-centered approach through teaching excellence in an environment conducive to learning. The Vocational Nursing (VN) program prepares individuals to provide general nursing care under the direction of a registered nurse, physician or dentist, including the collaboration with other professionals and consumers in the delivery of holistic healthcare.

PROGRAM LEARNING OUTCOMES

Upon completion of the RCC Vocational Nursing program, the graduate will:

1. Provide quality, safe, patient-centered basic nursing care using evidence-based practices, as a competent, entry-level vocational nurse, under the direct supervision of a licensed physician or registered nurse.
2. Function as a competent entry-level, vocational nurse accepting accountability and responsibility for the ethical and legal principles defined in the vocational nursing code of ethics and practice act.
3. Function as a leader, assimilating leadership principles in a variety of health care settings for diverse patient populations as a competent, entry-level vocational nurse.

4. Exemplify caring through behaviors that support relationship-centered care and demonstrate respect and sensitivity to others as a competent, entry-level vocational nurse.
5. Assimilate collaborative relationships through communication with the interprofessional health care team for the purpose of providing and improving patient outcomes as a competent, entry-level vocational nurse.
6. Assimilate critical thinking principles using clinical reasoning to make sound clinical judgments necessary for providing safe patient care and contributing to quality improvement as a competent, entry-level vocational nurse.
7. Integrate nursing informatics and technology to effectively communicate, enhance knowledge, manage and analyze data, prevent errors, and support decision-making as a competent, entry-level vocational nurse.

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: 49.5-54.5 units

Course	Course Name	Units
BIO-45	Survey of Human Anatomy and Physiology	3
OR	OR	OR
BIO-50A AND BIO-50B	Anatomy and Physiology, I and Anatomy and Physiology II	4 and 4
NVN-55A	Vocational Nursing Practice and Nutrition Across the Lifespan	3
NVN-55B	Principles of Pathophysiology	2
PSY-9	Developmental Psychology	3
NVN-42	Introductory Concepts of Vocational Nursing- Fundamentals and Mental Health	13
NVN-42A	Nursing Learning Laboratory	0.5
NVN-43	Intermediate Concepts of Vocational Nursing- Maternity and Pediatrics	5.5
NVN-44	Intermediate Concepts of Vocational Nursing- Medical/Surgical	13
NVN-44A	Nursing Learning Laboratory	0.5
NVN-45	Advanced Concepts of Vocational Nursing- Medical/Surgical	6
	Total Program Units	49.5-54.5 units

Elective Courses: 0 units

Course	Title	Units	Sequencing

Total Program Units: 49.5-54.5 units

Minimum Degree Units		Maximum Degree Units	
Minimum Required Units	50	Maximum Required Units	55
Minimum Elective Units	0	Maximum Elective Units	0
Local GE Required Units	27	CSUGE Required Units	39
Double Counted Units	0	Double Counted Units	0
Total Minimum Degree Units	77	Total Maximum Degree Units	94

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.

Facilities

The college has the facilities and resources to maintain the courses at the level of quality described in this proposal. All courses are already active and offered on a regular basis at Riverside City College

Program Costs.

1. Students pay Health Services (\$25), parking (\$150), Student Services Fees (\$30) and tuition (\$46) per unit each semester. The cost is approximately \$2,000.00 for 12 months.
2. Students furnish their own uniforms. The cost is approximately \$250.
3. The costs of supply bag, iPad, testing platform and other required supplies are approximately \$600 for a year.
4. Physical examination/lab work costs are approximately \$98 - \$600.
5. Background checks/CPR costs approximately \$220.
6. It is recommended that students carry personal health and accident insurance including hospitalization. Policies are available to college students at reasonable rates. The college provides liability insurance at no cost to the student.
7. Students are required to purchase ATI PN Supreme package (digital textbooks, skills modules, video case studies, standardized assessments, web-based tutorials, NCLEX-PN preparation, case studies, and remediation resources) for use during the program. Estimated cost is \$1,650.00.

Item 5. Enrollment and Completer Projections

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

The VN program graduates 70 students annually.

Item 6. Place of Program in Curriculum/Similar Programs

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

This program is already in place at Riverside City College. The modification is the revision of Program Learning Outcomes

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

The following community colleges also have VN programs in the Inland Empire:

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

Item 8. Transfer Preparation Information (if applicable)

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