

## DISTRICT TECHNICAL REVIEW COMMITTEE

### Meeting Agenda

Tuesday, March 3, 2026

2:30-4:00pm

CAADO 209/Zoom

Committee Members	Guests
<input type="checkbox"/> Steven Schmidt (Chair, MUS)	<input type="checkbox"/> Lijuan Zhai (AVC ES&IE, RCCD)
<input type="checkbox"/> Star Rivera-Lacey (Co-Chair, Deputy Chancellor & Provost)	<input type="checkbox"/> Casandra Greene (CPRO, RCCD)
<input type="checkbox"/> Kelly Douglass (ENGL, RCC)	<input type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input type="checkbox"/> Brian Johnson (MAT, NOR)	<input type="checkbox"/> Nicole Banerjee (AO, RCC)
<input type="checkbox"/> Nick Sinigaglia (PHI, MVC)	<input type="checkbox"/> Nick Franco (AO, NOR)
	<input type="checkbox"/> Deanna Murrell (AO, MVC)
	<input type="checkbox"/> Nicole Brown (CPRO, NOR)
	<input type="checkbox"/> Sabina Fernandez (CPRO, MVC)
Additional Guests:	

#### Zoom Information

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

+1 669 900 6833 US

Meeting ID: 865 5544 6612

Passcode: 627472

#### Call to Order:

#### Agenda and Minutes

1. Approval of Agenda  
*The agenda will be reviewed, discussed, and considered for approval.*
2. Approval of Minutes – December 2, 2025  
*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. Title 5 COR Updates and Curriquet – Bryan Medina
2. TOP/CIP Transition – Casandra Greene and Bryan Medina
3. DE/DX Form Update Discussion – Steven Schmidt
4. Returning Proposals to Draft – Bryan Medina
  - a. Consideration to return proposals to draft before Tech Review if they are missing the following elements:
    - i. Missing Entrance Skills/Links when a course has a requisite (or courses that have entrance skills/links but do not have a requisite), objectives, GESLOs if the

course is GE, course content, lab content if the course is Lecture/Lab and TBA, hours, MOI, MOE, sample assignments (reading, writing, and outside-of-class ~~unless the course is noncredit~~), minutes (old/missing).

5. FSA Annual Exception List Update – Kelly Douglass
6. Activity Category – Kelly Douglass
7. Clerically Adding Honors Courses to Programs – Nicole Brown
8. CCN Phase 2B and Phase 3 Implementation – Bryan Medina
9. Open Forum
10. Public Comment for all items on or not otherwise on the agenda.

**Adjournment:**



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers  
Academic Senate Presidents

**FROM:** James E. Todd, Vice Chancellor of Academic Affairs  
Terrence Willett, Assistant Vice Chancellor of Research, Data, and Analytics

**RE:** TOP to CIP Transition – Implementation Guidance

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## Purpose

In January 2026, the California Community Colleges system will begin the transition from the system-only use of the Taxonomy of Programs (TOP) codes to the nationally recognized Classification of Instructional Programs (CIP) codes, in alignment with the Fall 2027 transition deadline (outlined in memo [ESS 25-72](#)). This transition represents significant and time-intensive work for colleges and districts; however, it is intended to streamline reporting over time, reduce duplicative coding requirements, and strengthen the quality and comparability of systemwide data. This memo provides implementation guidance, timelines, and resources to support the knowledge-building and coordination required for a successful transition.

## Background

To align with national data standards, reduce dual reporting requirements, and provide consistent, meaningful information for planning and decision-making, California Community Colleges are transitioning from TOP codes to nationally tracked CIP codes for instructional programs and courses. Changes in Title 5 related to equity-focused curriculum and assessment, objectives and outcomes, and discipline assignment, along with the passage of AB 1111 (Berman, 2011) requiring alignment with Common Course Numbering (CCN), also present an opportunity to fully adopt and embed CIP codes across the system.

General information about CIP codes is available through the National Center for Education Statistics (NCES), including the CIP FAQs on our [website](#) and the [full list of current CIP codes](#).

CIP code descriptions include standardized language that identifies program type:

- “program that prepares individuals to” (CTE)
- “program that focuses on” (non-CTE)
- “this CIP code is not valid for IPEDS reporting” (noncredit)

CIP codes are updated nationally every ten years, with the next revision scheduled for 2030. The Centers of Excellence reviewed and revised the TOP-to-CIP Crosswalk originally developed in 2021, using IPEDS data and system awards.

Both TOP and CIP are six-digit coding systems (first two digits indicate discipline, first four digits indicate sub-discipline, and all six digits indicate programmatic area). Because most TOP codes historically relied on only the first five digits, a single TOP code may align with multiple CIP codes. As a result, colleges will often encounter a one-to-many relationship when selecting CIP codes.

The revised TOP-to-CIP Crosswalk identifies a recommended CIP code along with additional aligned options and indicates which codes are CTE and noncredit. The Chancellor’s Office Curriculum Inventory (COCI) connected interface tool with drop-down CIP selections will further support evaluation and selection.

### **Moving Away from TOP Codes**

Over many years, California Community Colleges have used TOP codes to track certain noninstructional or administrative activities. As part of this transition, instructional coding reported federally will be clearly separated from noninstructional activities, improving clarity and consistency across reporting systems. CIP codes may only be assigned to instructional programs (credit and noncredit).

Other current uses of TOP codes (e.g., facilities, human resources, finance) will transition to non-CIP categories. In many cases, numeric codes will remain the same but will carry a new classification or label. The label “TOP codes” will be fully phased out.

### **Phased Approach To CIP: Starting with Curriculum**

The transition from TOP to CIP will be implemented in phases, with full operationalization targeted for September 2027. The foundational step is for colleges to **select and submit appropriate CIP codes for all instructional programs and courses (credit and noncredit) into the COCI by Dec. 31, 2026**. Accurate instructional coding in COCI is essential for all subsequent transitions, including activity codes and fiscal processes.

To reduce administrative burden during this period, the Chancellor’s Office has established expedited processes. Between now and Dec. 31, 2026, submission of CIP codes replacing TOP

## **TOP to CIP Transition – Implementation Guidance**

January 22, 2026

codes will not trigger a new control number in COCI. After that date, changes may require a new control number.

While colleges must submit CIP codes by Dec. 31, 2026, MIS reporting will continue to require both TOP and CIP codes through spring 2027. Reporting for summer 2027 and subsequent terms will accept CIP codes only. The Chancellor’s Office is committed to keeping the dual-reporting period as brief as possible while ensuring accurate, validated reporting.

### **Local Implementation Team and Process**

Districts and colleges are encouraged to establish a local TOP-to-CIP process to identify and prioritize tasks associated with changes to curriculum systems, databases, policies, reports, websites, third-party vendors, and other impacted areas. As described in memo [ESS 25-72](#), establishing a local, cross-functional team can support efficiency, shared understanding, and coordinated implementation across the areas of Academic Affairs (including faculty senate leadership and curriculum chairs), Student Services, Fiscal Services, Data, Human Resources, Facilities, IT, and others.

### **Data Integrity**

Foundational to all aspects of this work is ensuring accuracy, consistency, and reliability of instructional data. Colleges are encouraged to embed data integrity protocols and validation checks—both human and technological—into all impacted tracking and reporting systems. These practices will support successful systemwide adoption and long-term reporting improvements.

### **Support and Resources**

Detailed process guidance will be shared during the [Chancellor’s Office System Webinar on Feb. 4, 2026, at 9 a.m.](#) Webinar details are provided on the TOP-to-CIP Transition Website. Additional supports include the Chancellor’s Office [TOP-to-CIP Transition website](#) with FAQs, regularly scheduled Office Hours, and ongoing collaboration with Academic Senate for the California Community Colleges (ASCCC), the Chief Instructional Officers (CIO) Executive Board, Workforce and Economic Development Division (WEDD), noncredit programs, the Fiscal Standards and Accountability Committee, and other system partners. A [timeline of steps one and two](#) is on the TOP-to-CIP website.

The Chancellor’s Office interface tool will be released in the coming weeks and will include a drop-down list of recommended instructional CIP codes for colleges and districts to evaluate and submit through COCI. Questions or requests for individual guidance may be directed to [TOP2CIP@CCCCO.edu](mailto:TOP2CIP@CCCCO.edu).

## **Non-Instructional and Administrative Codes**

TOP codes previously used for tracking non-instructional or administrative activities will transition to other classification categories locally and systemwide between now and fall 2027. Questions regarding administrative code transitions should be directed to the Chancellor’s Office College Finance and Facilities Planning Division or to [TOP2CIP@CCCCO.edu](mailto:TOP2CIP@CCCCO.edu).

## **Noncredit Programs**

Noncredit program personnel should review noncredit-specific CIP guidance available on the TOP-to-CIP Transition website, including the [Noncredit TOP-to-CIP Map](#). CIP codes designated for noncredit programs fall within two-digit series 32–37. Career Development and College Preparation (CDCP) programs eligible for enhanced funding are classified under CIP code 32.xxxx (Basic Skills and Developmental/Remedial Education).

A **[Noncredit Open Office Hour](#)** will be held on **Feb. 10, 2026, at 1 p.m.** Details are provided on the TOP-to-CIP Transition Website.

## **Actions Required and Next Steps for Colleges**

The following actions are required to support a coordinated and accurate transition. The Chancellor’s Office recognizes the substantial effort involved and appreciates the expertise, coordination, and time required across colleges and districts to complete this work. Colleges are encouraged to approach the transition collaboratively and strategically.

- **Establish a local TOP-to-CIP implementation team and/or process** to outline priorities, track milestones, and coordinate changes across curriculum, technology systems, databases, policies, documents, and communications.
- **Coordinate with Academic Senates and Curriculum Committees** to evaluate instructional programs and courses using the COCI Interface Tool and select appropriate CIP codes. Colleges must submit instructional CIP codes by Dec. 31, 2026. During this period, CIP changes will not trigger new control numbers. ADTs and CCN will be assigned common CIP codes by the Chancellor’s Office in collaboration with ASCCC and C-ID.
- **Use CCN funding** to support TOP-to-CIP transition activities, including classified professional overtime, faculty stipends, temporary staffing, and consultant support for system updates.
- **Expedite processes where feasible**, such as batch approvals or uploads, while maintaining data integrity standards.
- **Coordinate with Chief Business Officers** to ensure instructional activity codes are accurately classified and that budget development for 2026-27 is aligned with CIP-based instructional coding.

## TOP to CIP Transition – Implementation Guidance

January 22, 2026

- **Communicate with local boards of trustees and external partners** regarding the purpose, scope, and outcomes of the transition.

### Contacts

Questions or requests for individual guidance may be directed to [TOP2CIP@CCCCO.edu](mailto:TOP2CIP@CCCCO.edu).

### Linked Resources

- [TOP-to-CIP Transition Website](#)
- [National Center for Education Statistics \(NCES\) CIP Code List](#)
- [NCES CIP FAQs](#)

cc: Sonya Christian, Chancellor  
Rowena Tomaneng, Deputy Chancellor  
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives  
John Hetts, Executive Vice Chancellor of Research, Data, and Analytics  
Anthony Cordova, Vice Chancellor of Workforce and Economic Development  
Stacey Shears, Vice Chancellor of Student Services

## **Proposal for annual exceptions to regular Curricunet originator roles:**

### **Current Origination permissions rules:**

- Full-time faculty hired into a discipline have origination rights to that discipline.
- If there are no full-time faculty in a discipline, faculty with the secondary FSA may originate in that discipline.
- Originators can add co-contributors at their discretion.
- **[Still under review at DCC]:** Where a college has no full-time faculty hired into a discipline or faculty with the secondary FSA, the chair of the department housing the discipline may launch [inclusion?] exclusion and deletion proposals for the discipline.

### **Exceptions that require various consultations or approvals:**

- Disciplines in which the full-time faculty hired in the discipline want to give origination permissions to faculty not hired in that discipline have two avenues:
  - o For work on a specific proposal(s), the full-time hired-in-the-discipline originator can grant full access to the secondary FSA holder by adding that person as a co-contributor. If there are any difficulties with this, the Tech Review Chair or District Curriculum Analyst can help set up.
  - o For the faculty member with the secondary FSA to be given blanket origination permissions outside their hire discipline(s), the full-time district faculty hired in the discipline must vote to approve that origination permission and provide that to Tech Review for implementation for the academic year. This needs to be renewed annually.

# Technical Review - Curriculum Proposals

Proposals for Review for 03/03/2026

## Courses

### Course Deletions

		M	N	R	Notes
	<b>CAT 65</b>	<b>Introduction to Microsoft PowerPoint</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Nicholas Sinigaglia</i>
	<b>CAT 78B</b>	<b>Advanced Adobe Photoshop</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Nicholas Sinigaglia</i>
	<b>CAT 81</b>	<b>Introduction to Desktop Publishing using Adobe InDesign</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Nicholas Sinigaglia</i>
<b>H</b>	<b>CIS 897A</b>	<b>Windows Operating System and Internet Literacy</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Kasey Nguyen</i>
<b>H</b>	<b>CIS 897B</b>	<b>Linux Operating System and Internet Literacy</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Kasey Nguyen</i>
<b>H</b>	<b>CIS 897C</b>	<b>Mac Operating System and Internet Literacy</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Kasey Nguyen</i>
<b>H</b>	<b>CUL 842</b>	<b>International Cuisine</b>		<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<i>David Avalos</i>
<b>H</b>	<b>EDU 200</b>	<b>Education Work Experience</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<i>Emily Philippsen</i>
	In MOV Education Paraprofessional				
<b>H</b>	<b>ETS 50</b>	<b>Introduction to African American Families and Populations</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Melanie Lindsay</i>
	Need HMS mods to remove the cross-listing.				
<b>H</b>	<b>ETS 51</b>	<b>Introduction to Latina and Latino American Families and Populations</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Melanie Lindsay</i>
	Need HMS mods to remove the cross-listing.				
<b>H</b>	<b>ETS 52</b>	<b>Introduction to Asian American Families and Populations</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Melanie Lindsay</i>
	Need HMS mods to remove the cross-listing.				
<b>H</b>	<b>ETS 53</b>	<b>Introduction to Native American Families and Populations</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Melanie Lindsay</i>
	Need HMS mods to remove the cross-listing.				
<b>H</b>	<b>FTV 200</b>	<b>Telecommunications Work Experience</b>		<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<i>Scott Hernandez</i>
	<b>HMS 38</b>	<b>Introduction to Applied Behavioral Analysis</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Rachel Dyer</i>
	<b>HMS 50</b>	<b>Introduction to African American Families and Populations</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Rachel Dyer</i>
	<b>HMS 51</b>	<b>Introduction to Latina and Latino American Families and Populations</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Rachel Dyer</i>
	<b>HMS 52</b>	<b>Introduction to Asian American Families and Populations</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Rachel Dyer</i>
	<b>HMS 53</b>	<b>Introduction to Native American Families and Populations</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Rachel Dyer</i>

## Courses

### Course Deletions

		M	N	R	Notes
HMS 69	Careers in Social Work- Entry Level Employment & Career Planning in Human Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rachel Dyer

### Course Exclusions

		M	N	R	Notes
H CAT 30	Business English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CAT 78A	Introduction to Adobe Photoshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CAT 79	Introduction to Adobe Illustrator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 56A	Designing Web Graphics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 76B	Introduction to Dreamweaver	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 78A	Introduction to Adobe Photoshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 79	Introduction to Adobe Illustrator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 834	Historical Perspective: Napier to Torvalds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 835	Foundational Approach: Word Problems to Work Flow	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 836	Computational Tools: Calculators to Spreadsheets	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 837	Boolean Formulation: Logic to Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 838	Pseudocode and Flowcharts: Descriptive to Visual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H CIS 839	Tools of the trade: IDE's to Backup	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kasey Nguyen
H PDS 814	Closing Techniques That Win the Sale	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Laura Dunphy
H PDS 815	Winning Sales Scripts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Laura Dunphy
H POLS 20 In two ADTs.	Latin American Politics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Parissa Clark

### Course Inclusions

		M	N	R	Notes
ACC 40	Accounting for Managers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dana White
ACC 68	Taxation of Business Entities and Fiduciaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dana White
CAT 55	Applied Accounting/Bookkeeping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dana White

### Course Major Modifications

		M	N	R	Notes
ADJ 27	Forensic & Crime Scene Photography	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Melissa Matuszak

## Courses

### Course Major Modifications

		M	N	R	Notes
<b>H</b>	<b>ADJ 801</b>		<b>Community Emergency Response Team (CERT)</b>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Charles Wilhite</i> No minutes. Outside of class hours math does not appear to be correct for the variable lecture hours listed. Also, this is a cross-listed ADJ, HLS, PSF course, but they are all also cross-disciplined; if they already have it as a cross-discipline, why also have the cross-listed class?
	<b>ANT 10</b>		<b>Forensic Anthropology</b>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Kanya Godde Chrisco</i>
<b>H</b>	<b>ARE 24</b>		<b>Revit I-Architectural Drafting</b>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Farshid Mirzaei</i> Waiting for mirrored and crosslisted counterparts.
<b>H</b>	<b>ARE 25</b>		<b>Revit II-Advanced Architectural Drafting</b>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Farshid Mirzaei</i> Waiting for mirrored and crosslisted counterparts.
<b>H</b>	<b>CIS 70A</b>		<b>Foundations of Data Science</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<i>Mark Lehr</i> Hold for MAT-70A.
	<b>EMS 40</b>		<b>Emergency Medical Technician Continuing Education</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Robert Fontaine</i>
	<b>EMS 56</b>		<b>Advanced Emergency Medical Technician</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Robert Fontaine</i>
	<b>EMS 57</b>		<b>Advanced Emergency Medical Technician (Clinical)</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Robert Fontaine</i>
	<b>EMS 59</b>		<b>Paramedic Preparation</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Robert Fontaine</i>
	<b>EMS 70</b>		<b>Trauma Management</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Robert Fontaine</i>
	<b>EMS 81</b>		<b>Special Populations</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Robert Fontaine</i>
	<b>EMS 82</b>		<b>Special Topics</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Robert Fontaine</i>
	<b>EMS 91</b>		<b>Paramedic Field Internship</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Robert Fontaine</i>
	<b>EMS 95</b>		<b>Mobile Intensive Care Nurse (MICN)</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Robert Fontaine</i>
<b>H</b>	<b>ENP 871</b>		<b>Solopreneurship</b>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Adam Martin</i> Mirrored to 71, no entry skills, not listed on minutes.
<b>H</b>	<b>FTV 48</b>		<b>Short Film Production</b>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<i>Scott Hernandez</i> Content format issues. Lists a \$160 fees in the materials section, is this appropriate? Is this an instructional cost? SLOs and Objectives are the same.
<b>H</b>	<b>FTV 65</b>		<b>The Director's Art in Filmmaking</b>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<i>Scott Hernandez</i> Content is single level. SLOs and objectives are the same.
	<b>MDA 100</b>		<b>Medical Assisting Externship</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Lisa Hausladen</i>
	<b>MDA 58A</b>		<b>Medical Transcription/Health Documentation</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Lisa Hausladen</i>
	<b>WKX 200</b>		<b>General Work Experience</b>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Kelly Douglass</i>

## Courses

### Course Minor Modifications

		M	N	R	Notes
H	ANT 4				
	<b>Native American Cultures</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Larisa Broyles
	Hold for ETS-27.				
H	ASL 22				
	<b>American Deaf Culture</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Tommy Korn
	Online DE components in methods of instruction.				
H	CHE 10				
	<b>Chemistry for Everyone</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Bobbie Grey
	"Discuss" as an SLO. Needs to be relaunched as a major mod.				
H	PHO 27				
	<b>Forensic &amp; Crime Scene Photography</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	Assignments could be further developed. No MOIs.				

### Distance Education

		M	N	R	Notes
	ACC 68DE				
	<b>Taxation of Business Entities and Fiduciaries</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Marjorie McPike
H	PSYC 9HDE				
	<b>Developmental Psychology Honors</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Sara Yerushalmian

### New Courses

		M	N	R	Notes
H	ALR 803				
	<b>Reading for Academic and Lifelong Literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sonya Nyrop
	States that this meets the requirement for reading, which is not correct. ALR-3 needs to come forward as a major mod.				
H	PHO 24				
	<b>Creative Drone Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	No entrance skill.				
H	PHO 25				
	<b>Drone Photography for Public Service</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	Sample assignment formatting.				
H	PHO 30				
	<b>Storytelling and Composition in Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	Sample assignment formatting.				
H	PHO 31				
	<b>Photography Presentation and Gallery Prep</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	Sample assignment formatting.				
H	PHO 32				
	<b>Practical Visual Effects for Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	Missing entrance skill.				
H	PHO 33				
	<b>Food and Product Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	Sample assignment formatting.				
H	PHO 38				
	<b>Creative Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	No entrance skill. Prereq formatting.				
H	PHO 6				
	<b>Experimental and Alternative Process Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	No entrance skills. Prereq formatting. Description should be revised.				
H	PHO 66				
	<b>Self-Promotion For Photographers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Matthew Brabant
	Sample assignment formatting.				
H	PSYC 9H				
	<b>Developmental Psychology - Honors</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Sara Yerushalmian

## Programs

### New Programs

		M	N	R	Notes
<b>Degree &amp; Certificate</b>					
<b>H</b>	<b>PHO</b>			<input checked="" type="checkbox"/>	<i>Matthew Brabant</i>
	<b>Creative Photography</b>				
<b>H</b>	<b>PHO</b>			<input checked="" type="checkbox"/>	<i>Matthew Brabant</i>
	<b>Drone Photography</b>				

### Program Modifications

		M	N	R	Notes
<b>Certificate</b>					
<b>H</b>	<b>PHO</b>			<input checked="" type="checkbox"/>	<i>Matthew Brabant</i>
	<b>Crime Scene Photography Essentials</b>				
	Hold for minutes.				
<b>Degree &amp; Certificate</b>					
	<b>AIR</b>			<input checked="" type="checkbox"/>	<i>Pierre Ortanez</i>
	<b>HVAC Commercial Technology</b>				
	<b>MDA</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Lisa Hausladen</i>
	<b>Transcriptionist/Health Documentation Specialist</b>				
<b>H</b>	<b>PHO</b>			<input checked="" type="checkbox"/>	<i>Matthew Brabant</i>
	<b>Entrepreneurial Photography</b>				
	Hold for minutes.				
<b>H</b>	<b>PHO</b>			<input checked="" type="checkbox"/>	<i>Matthew Brabant</i>
	<b>Photography</b>				
	Hold for minutes.				

# Technical Review - Curriculum Proposals

Proposals for Review for 03/03/2026

## Courses

### Course Deletions

		M	N	R	Discussion	Action	
	<b>CAT 65</b>	<b>Introduction to Microsoft PowerPoint</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Rationale:	Course has not been offered at MVC in several years. As the discipline has no plans to offer it in the foreseeable future we should remove it from the catalog to ensure the catalog represents our actual offerings.					
	<b>CAT 78B</b>	<b>Advanced Adobe Photoshop</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Rationale:	Course has not been offered at MVC in several years. As the discipline has no plans to offer it in the foreseeable future we should remove it from the catalog to ensure the catalog represents our actual offerings.					
	<b>CAT 81</b>	<b>Introduction to Desktop Publishing using Adobe InDesign</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Rationale:	Course has not been offered at MVC in several years. As the discipline has no plans to offer it in the foreseeable future we should remove it from the catalog to ensure the catalog represents our actual offerings.					
<b>H</b>	<b>CIS 897A</b>	<b>Windows Operating System and Internet Literacy</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Rationale:	Course has not been offered in the last three years. The course is on the sunset list and needs to be deleted.					
<b>H</b>	<b>CIS 897B</b>	<b>Linux Operating System and Internet Literacy</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Rationale:	Course has not been offered in the last three years. The course is on the sunset list and needs to be deleted.					
<b>H</b>	<b>CIS 897C</b>	<b>Mac Operating System and Internet Literacy</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Rationale:	Course has not been offered in the last three years. The course is on the sunset list and needs to be deleted.					
<b>H</b>	<b>CUL 842</b>	<b>International Cuisine</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Rationale:	This course is no longer being offered.					
<b>H</b>	<b>EDU 200</b>	<b>Education Work Experience</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In MOV Education Paraprofessional
	Rationale:	This class is no longer offered, instead will be cross- disciplined with EAR 200					

# Courses

## Course Deletions

		M	N	R	Discussion	Action
<b>H</b>	<b>ETS 50</b> Rationale: Upon review of the Course Outline of Record for ETS 50, we respectfully request that this course be removed from the MVC catalog. At this time, we do not intend to offer ETS 50, as it does not align with the epistemologies, theories, or practices central to Ethnic Studies.	<a href="#">Introduction to African American Families and Populations</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Need HMS mods to remove the cross-listing.
<b>H</b>	<b>ETS 51</b> Rationale: Upon review of the Course Outline of Record for ETS 51, Ethnic Studies faculty request that this course be removed from the MVC catalog. At this time, we do not intend to offer ETS 51, as it does not align with the epistemologies, theories, or practices central to Ethnic Studies.	<a href="#">Introduction to Latina and Latino American Families and Populations</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Need HMS mods to remove the cross-listing.
<b>H</b>	<b>ETS 52</b> Rationale: Upon review of the Course Outline of Record for ETS 52, Ethnic Studies faculty request that this course be removed from the MVC catalog. At this time, we do not intend to offer ETS 52, as it does not align with the epistemologies, theories, or practices central to Ethnic Studies.	<a href="#">Introduction to Asian American Families and Populations</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Need HMS mods to remove the cross-listing.
<b>H</b>	<b>ETS 53</b> Rationale: Upon review of the Course Outline of Record for ETS 53, Ethnic Studies faculty request that this course be removed from the MVC catalog. At this time, we do not intend to offer ETS 53, as it does not align with the epistemologies, theories, or practices central to Ethnic Studies.	<a href="#">Introduction to Native American Families and Populations</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Need HMS mods to remove the cross-listing.
<b>H</b>	<b>FTV 200</b> Rationale: Course not offered in years	<a href="#">Telecommunications Work Experience</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<b>HMS 38</b> Rationale: Sunset list, course deletion; HMS discipline may choose to reactivate at a later time; request to keep historical record on file.	<a href="#">Introduction to Applied Behavioral Analysis</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>HMS 50</b> Rationale: HMS respectfully chooses to sunset the ETS cross-listed courses at the request of MVC ETS faculty.	<a href="#">Introduction to African American Families and Populations</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>HMS 51</b> Rationale: HMS respectfully chooses to sunset the ETS cross-listed courses at the request of MVC ETS faculty.	<a href="#">Introduction to Latina and Latino American Families and Populations</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Courses

### Course Deletions

M N R Discussion

Action

**HMS 52**      **Introduction to Asian American Families and Populations**          
 Rationale: HMS respectfully chooses to sunset the ETS cross-listed courses at the request of MVC ETS faculty.

**HMS 53**      **Introduction to Native American Families and Populations**          
 Rationale: HMS respectfully chooses to sunset the ETS cross-listed courses at the request of MVC ETS faculty.

**HMS 69**      **Careers in Social Work- Entry Level Employment & Career Planning in Human Services**          
 Rationale: Sunset to use at later date.

### Course Exclusions

M N R Discussion

Action

**H CAT 30**      **Business English**          
 Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

**H CAT 78A**      **Introduction to Adobe Photoshop**          
 Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

**H CAT 79**      **Introduction to Adobe Illustrator**          
 Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

**H CIS 56A**      **Designing Web Graphics**          
 Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

## Courses

### Course Exclusions

M N R Discussion

Action

**H** **CIS 76B**      **Introduction to Dreamweaver**          
Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

**H** **CIS 78A**      **Introduction to Adobe Photoshop**          
Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

**H** **CIS 79**      **Introduction to Adobe Illustrator**          
Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

**H** **CIS 834**      **Historical Perspective: Napier to Torvalds**          
Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

**H** **CIS 835**      **Foundational Approach: Word Problems to Work Flow**          
Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

**H** **CIS 836**      **Computational Tools: Calculators to Spreadsheets**          
Rationale: Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.

## Courses

### Course Exclusions

		M	N	R	Discussion	Action
<b>H</b>	<b>CIS 837</b> Rationale:					
	<b>Boolean Formulation: Logic to Relationships</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.					
<b>H</b>	<b>CIS 838</b> Rationale:					
	<b>Pseudocode and Flowcharts: Descriptive to Visual</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.					
<b>H</b>	<b>CIS 839</b> Rationale:					
	<b>Tools of the trade: IDE's to Backup</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Courses have not been offered at MVC in several years or in some cases at all. As the discipline has no plans to offer them in the foreseeable future we should remove them from the catalog to ensure the catalog represents our actual offerings.					
<b>H</b>	<b>PDS 814</b> Rationale:					
	<b>Closing Techniques That Win the Sale</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.					
<b>H</b>	<b>PDS 815</b> Rationale:					
	<b>Winning Sales Scripts</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	These courses have not been offered at MVC for several years (in some cases, not at all), and the department has no plans to offer them in the foreseeable future.					
<b>H</b>	<b>POLS 20</b> Rationale:					
	<b>Latin American Politics</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In two ADTs.	
	At RCC, we feel that POLS 2 (Comparative), offered each semester and taught by our new faculty dedicated to that course, covers these specialized topics. We also don't want students to become confused between POLS 20 Latin American Politics and the high demand POLS 21 Latinx politics. POLS 22, Politics of the Middle East, has never been taught at RCC before. These courses are occasionally taught at MVC and Norco so we need to go the exemption route.					

### Course Inclusions

		M	N	R	Discussion	Action
	<b>ACC 40</b> Rationale:					
	<b>Accounting for Managers</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
	Accounting for Managers is a recently developed and approved course that needs to be added to the Accounting Concentration degree and certificate.					

## Courses

### Course Inclusions

		M	N	R	Discussion	Action
<b>ACC 68</b>	<b>Taxation of Business Entities and Fiduciaries</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Taxation of Business Entities and Fiduciaries is a recently developed and approved course that needs to be attached to the Accounting Concentration degree and certificate.					
<b>CAT 55</b>	<b>Applied Accounting/Bookkeeping</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Applied Accounting/Bookkeeping is a course that will be attached to our Small Business Accounting certificate and Small Business Payroll Accounting certificate. This course should also be an elective in the Accounting Concentration program.					

### Course Major Modifications

		M	N	R	Discussion	Action
<b>ADJ 27</b>	<b>Forensic &amp; Crime Scene Photography</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	Periodic review; no changes.					
<b>H ADJ 801</b>	<b>Community Emergency Response Team (CERT)</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No minutes. Outside of class hours math does not appear to be correct for the variable lecture hours listed. Also, this is a cross-listed ADJ, HLS, PSF course, but they are all also cross-disciplined; if they already have it as a cross-discipline, why also have the cross-listed class?	
Rationale:	Add cross listing to PSF-801					
<b>ANT 10</b>	<b>Forensic Anthropology</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	We are adding course objectives, updating SLOs to work with the course objectives, and modernizing the textbook choices					
<b>H ARE 24</b>	<b>Revit I-Architectural Drafting</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Waiting for mirrored and crosslisted counterparts.	
Rationale:	To update lab hours to 81 hrs, match with the offered 3.0 units.					
<b>H ARE 25</b>	<b>Revit II-Advanced Architectural Drafting</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Waiting for mirrored and crosslisted counterparts.	
Rationale:	To update lab hours to 81, match the offered 3 units.					
<b>H CIS 70A</b>	<b>Foundations of Data Science</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold for MAT-70A.	
Rationale:	SAAM modifications for Lecture/Lab Hours - 54/18 to 45/27					
<b>EMS 40</b>	<b>Emergency Medical Technician Continuing Education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Due to SAAM.					
<b>EMS 56</b>	<b>Advanced Emergency Medical Technician</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Due to change in SAAM.					

# Courses

<u>Course Major Modifications</u>		M	N	R	Discussion	Action
EMS 57	<b>Advanced Emergency Medical Technician (Clinical)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Due to change in SAAM.					
EMS 59	<b>Paramedic Preparation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Due to change to SAAM.					
EMS 70	<b>Trauma Management</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Department review.					
EMS 81	<b>Special Populations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Department review.					
EMS 82	<b>Special Topics</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Department Review					
EMS 91	<b>Paramedic Field Internship</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Due to changes in SAAM, hours needed to be change.					
EMS 95	<b>Mobile Intensive Care Nurse (MICN)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Due to changes in SAAM.					
<b>H</b>	ENP 871 <b>Solopreneurship</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Mirrored to 71, no entry skills, not listed on minutes.	
Rationale:	This proposal is being submitted to add an advisory to the COR.					
<b>H</b>	FTV 48 <b>Short Film Production</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Content format issues. Lists a \$160 fees in the materials section, is this appropriate? Is this an instructional cost? SLOs and Objectives are the same.	
Rationale:	Two year update.					
<b>H</b>	FTV 65 <b>The Director's Art in Filmmaking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Content is single level. SLOs and objectives are the same.	
Rationale:	Needs to year update					
MDA 100	<b>Medical Assisting Externship</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	To update requisites.					
MDA 58A	<b>Medical Transcription/Health Documentation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rationale:	Removal of CAT-30 which is being excluded from the MVC catalog and substituting ENGL-C1000.					
WKX 200	<b>General Work Experience</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Rationale:	This course is being updated per state regulations.					

## Courses

### Course Minor Modifications

		M	N	R	Discussion	Action
<b>H</b>	<b>ANT 4</b> Rationale: <b>Native American Cultures</b> At this time the discipline is doing a minor modification to update the course materials. We will be working with ETS later this year since the course is cross-listed with ETS-27 to discuss updating course content. MVC has hired a new ETS instructor who does have expertise in Native American Studies and I have had some discussion with her about it but she just arrived at MVC so now is not the right time. We will revisit a major modification later in Academic Year 25-26.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold for ETS-27.	
<b>H</b>	<b>ASL 22</b> Rationale: <b>American Deaf Culture</b> ASL 22 has been updated with minor modifications to maintain currency, inclusivity, and alignment with program and transfer goals. The new, updated textbook and supplementary resources support course objectives, while instructional and evaluation methods ensure student engagement and success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Online DE components in methods of instruction.	
<b>H</b>	<b>CHE 10</b> Rationale: <b>Chemistry for Everyone</b> Textbook update.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	"Discuss" as an SLO. Needs to be relaunched as a major mod.	
<b>H</b>	<b>PHO 27</b> Rationale: <b>Forensic &amp; Crime Scene Photography</b> Course reviewed and there are no changes needed at this time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Assignments could be further developed. No MOIs.	

### Distance Education

		M	N	R	Discussion	Action
	<b>ACC 68DE</b> Rationale: <b>Taxation of Business Entities and Fiduciaries</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
<b>H</b>	<b>PSYC 9HDE</b> Rationale: <b>Developmental Psychology Honors</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

### New Courses

		M	N	R	Discussion	Action
<b>H</b>	<b>ALR 803</b> Rationale: <b>Reading for Academic and Lifelong Literacy</b> This course is the noncredit version of ALR 3 and will provide students with an academic support and reading strategies course at no cost.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	States that this meets the requirement for reading, which is not correct. ALR-3 needs to come forward as a major mod.	
<b>H</b>	<b>PHO 24</b> Rationale: <b>Creative Drone Photography</b> This class will teach students to creatively analyze and make creative drone images using professional drone standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	No entrance skill.	

# Courses

## New Courses

		M	N	R	Discussion	Action
H	<b>PHO 25</b> Rationale: This drone photography course will teach students skills and protocols needed for drone photography skills and strategies in public service sectors.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sample assignment formatting.	
H	<b>PHO 30</b> Rationale: This class will teach students how to professionally analyze composition in their photography and add narrative to their images.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sample assignment formatting.	
H	<b>PHO 31</b> Rationale: This course will teach students how to professionally prepare their final images for presentation to the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sample assignment formatting.	
H	<b>PHO 32</b> Rationale: This course will prepare students to use visual effects in their photography to creatively enhance photographs before they reach post production.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Missing entrance skill.	
H	<b>PHO 33</b> Rationale: This course will teach students how to professionally photograph food and products for small businesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sample assignment formatting.	
H	<b>PHO 38</b> Rationale: This course will teach students how to look at the photographic image with a creative approach and a technical background and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	No entrance skill. Prereq formatting.	
H	<b>PHO 6</b> Rationale: This course will teach students professional concepts with problem solving by experimenting with different photographic medias and printing strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	No entrance skills. Prereq formatting. Description should be revised.	
H	<b>PHO 66</b> Rationale: This course will teach students how to professionally promote themselves in the field of photography.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sample assignment formatting.	
H	<b>PSYC 9H</b> Rationale: Expanding honors offerings.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

# Programs

## New Programs

M N R Discussion

Action

### Degree & Certificate

<b>H</b>	<b>PHO</b>	<b>Creative Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Rationale:	This would be a new certificate to provide a professional context and background for students in conjunction with the fortification of photography knowledge and creative photography to prepare the students for transfer. Students will be prepared to start and run a successful photography business as well as participate in photography related professional duties in other fields, as well as be prepared with an advanced level of photographic analysis to transfer to four year institutions.					
Documents:	<a href="#">Narrative</a>	<a href="#">LMI</a>	<a href="#">Advisory Committee</a>	<a href="#">Regional Consortium</a>		

<b>H</b>	<b>PHO</b>	<b>Drone Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Rationale:	This would be a new program to provide professional training in drone photography for students to prove aptitude and skillset to potential employers. Students will become proficient in the core concepts of the camera as well as the ability to fly, operate, and photograph with a drone. Students will gain experience with varying styles of drones from consumer to professional.					
Documents:	<a href="#">Narrative</a>	<a href="#">LMI</a>	<a href="#">Advisory Committee</a>	<a href="#">Regional Consortium</a>		

## Program Modifications

M N R Discussion

Action

### Certificate

<b>H</b>	<b>PHO</b>	<b>Crime Scene Photography Essentials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold for minutes.
Rationale:	This is an updated to Crime Scene Photography Essentials CE 1026 by updating the name of PHO 23 to Introduction to Drone Photography.					

### Degree & Certificate

<b>AIR</b>	<b>HVAC Commercial Technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Rationale:	The EST Program was discontinued. EST-22 is being replaced by the new course AIR-22.				

<b>MDA</b>	<b>Transcriptionist/Health Documentation Specialist</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rationale:	Removal of CAT-30 course from requirement, added ENGL-C1000. Included CIS-1A as elective option to Category A. There was a one unit increase to the requirement and total unit program.				

# Programs

## Program Modifications

M N R Discussion

Action

### Degree & Certificate

**H** PHO Entrepreneurial Photography    Hold for minutes.  
Rationale: This is an update to an existing Entrepreneurial Photography Certificate and degree (AS1037/AS1037B/AS1037C/CE1037) that adds the new class PHO-68 Self-Promotion for Photographers and updates the name of PHO 18 to Photoshop, Lightroom, and Editing for Photographers.

**H** PHO Photography    Hold for minutes.  
Rationale: The Photography department is adding 8 new classes and creating two new certificates. One of the new classes is being added the Photography Certificate/Associates to strengthen the education that students will receive.

**RCCD**

**RIVERSIDE COMMUNITY  
COLLEGE DISTRICT**

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**DISTRICT TECHNICAL REVIEW COMMITTEE**

**Program Documentation for March 3, 2026**

**Program Outline**

**Title: Creative Photography**

**Originator: Matthew Brabant**

**Date 10/3/2025**

**Department: Photography**

**College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades**

**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: 1012.00**

**CIP Code: 10.0201**

**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:**

I am moving PHO 7 from the Photography Certificate and Associates (AS592/AS592B/AS592C/CE592) to this certificate and degree pattern (to the elective list).

*(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 would be a new certificate to provide a professional context and background for students in conjunction with the fortification of photography knowledge and creative photography to prepare the students for transfer. Students will be prepared to start and run a successful photography business as well as participate in photography related professional duties in other fields, as well as be prepared with an advanced level of photographic analysis to transfer to four year institutions.

**Required Documentation**

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

**All Degrees and Certificates**

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

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

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

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

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

**Program Narrative**

**Item 1. Program Goals and Objectives**

This program focuses on the principles and techniques of contemporary photography and the preparation of professional photographic practices. The goal is to prepare individuals for a professional photographic environment, where they will be able to create a photography business, participate in photography related fields, or complete freelance work. All with adding creativity to their workflow, editing, photographing, and final photographs. Students will learn how to create individual creative and professional photographic work, how to identify trends in photography, an analysis of contemporary photography, how to start and manage a photography business, use photographic lighting equipment, professionally edit photographs using Adobe software, and to create a professional level portfolio.

**Item 2. Catalog Description**

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

This program focuses on the final output of creating professional level photographs and expanding creative thought. The goal is to prepare individuals to be independently creative to pursue freelance careers, create gallery exhibitions, and experiment creatively in the field of photography. Students will learn how to photograph with professional cameras in manual settings, work in a digital environment, and create a digital asset management system to manage their photographs. Students may choose to work with all digital photography or a blend of digital and film photography, depending on the courses that they choose. By the time they complete, students will have the opportunity to create a professional level portfolio that they may use to show prospective clients, employers, or galleries.

**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:   12   units

Course	Title	Units	Sequencing
PHO-8 or PHO-20	Introduction to Film Photography Introduction to Digital Photography	3 3	1
PHO-9	Intermediate Photography	3	1
PHO-38	Creative Photography	3	2
PHO-19	Color Correction and the Photographic Portfolio	3	3

Elective Courses:   6   units

Course	Title	Units	Sequencing
PHO-7	Medium and Large Format Film Photography	3	2
PHO 6	Experimental and Alternative Process Photography	3	2
PHO 30	Storytelling and Composition in Photography	3	2

PHO 31	Photography Presentation and Gallery Prep	3	2
PHO 32	Practical Visual Effects for Photography	3	2

Total Program Units:   18   units

**Item 4. Master Planning**

This certificate will become part of the Photography department offered in the CTE Division at Riverside City College.

**Item 5. Enrollment and Completer Projections**

15-20

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

*This certificate will be placed in the Photography program students will be able to complete this degree with the new courses that are being created in order to complete this certificate and degree.*

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

*Cypress college offers a Creative Photo Arts certificate. North Orange County Community College offers a Creative Photo Arts certificate.*

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

*California State University, Fullerton offers a Creative and Experimental Media Bachelor of Fine Arts degree. Many of our graduates will transfer to CSUF for this degree. A Creative Photography certificate would give the students preparation for the four year degree at colleges such as CSUF.*

**Program Outline**

**Title: Drone Photography**

**Originator: Matthew Brabant**

**Date 10/3/2025**

**Department: Photography**

**College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades**

**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: 1012.00**

**CIP Code: 10.0201**

**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:**

I am moving PHO 23 (Drone Photography) from the Photography Certificate and Associates (AS592/AS592B/AS592C/CE592) to this certificate and degree pattern (to the required courses list).  
*(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 would be a new certificate to provide professional training in drone photography for students to prove aptitude and skillset to potential employers. Students will become proficient in the core concepts of the camera as well as the ability to fly, operate, and photograph with a drone. Students will gain experience with varying styles of drones from consumer to professional.

**Required Documentation**

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

**All Degrees and Certificates**

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

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

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

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

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

**Program Narrative**

**Item 1. Program Goals and Objectives**

This program focuses on the preparation and training of drone photography. The goal is to prepare students for the professional drone photography field or supplement their professional photography practice with drone photography skills. More and more photography jobs are looking for or requiring drone photography. Major publications such as The LA Times, National Geographic, and the Orange County Register include drone photographs in every issue. When students join the program, they learn the core information of how to work a camera professionally which leads into the ability to control the camera on the drone. Students will use Adobe software that include Photoshop and Lightroom Classic to maintain a data asset management system to professionally manage a photographic catalog and also edit photographs. Students will also learn how to print on commercial printers. In the end of the program, students will be more marketable to professional employers.

**Program Learning Outcomes**

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

- Fly a drone for professional and creative purposes
- Understand how to use professional editing photography software to edit photos
- Understand how to maintain a consistent photographic style throughout different photographic practices
- Create a creative, consistent, and professional portfolio of drone photographs
- Manage and maintain a photographic digital asset management system
- Analyze contemporary trends in drone photography and understand how to creatively create work for creative and professional use

**Item 2. Catalog Description**

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

The drone photography program focuses on training the future professional drone photographers from first flight, to adding creativity, and preparing students for a field in public service. Individuals are taught how to work a camera professionally in manual mode at the start of the program, which prepares them to fly a drone and create professional quality final images. Drone photography is growing as a field, and students will learn how to become professionals in this field. Students will also learn how to create a digital asset management system and edit in Adobe Photoshop and Lightroom Classic. As students complete the program, they will have the opportunity to complete a professional level portfolio of their work to show to potential clients or employers.

**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:   12   units

Course	Title	Units	Sequencing
PHO-20			1

	Introduction to Digital Photography	3	
PHO-9	Intermediate Photography	3	1
PHO-23	Intro to Drone Photography	3	2
PHO-19	Color Correction and the Photographic Portfolio	3	3

Elective Courses:   6   units

Course	Title	Units	Sequencing
PHO-25	Drone Photography for Public Service	3	2
PHO 24	Creative Drone Photography	3	3

Total Program Units:   18   units

**Item 4. Master Planning**

This certificate will become part of the Photography department offered in the CTE Division at Riverside City College.

**Item 5. Enrollment and Completer Projections**

15-20

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

*This certificate will be placed in the Photography program students will be able to complete this degree with the new courses that are being created in order to complete this certificate and degree.*

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

Glendale Community College, Las Positas College, Orange Coast College, Coastline College, and Santiago Canyon College offer Drone Photography certificates.

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

N/A

**Program Outline**

**Title: Crime Scene Photography Essentials**

**Originator: Matthew Brabant**

**Date 10/3/2025**

**Department: Photography**

**College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades**

**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: 1012.00**

**CIP Code: 10.0201**

**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:**

I am updated the name of PHO 23 to Introduction to Drone Photography.

*(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 is an updated to Crime Scene Photography Essentials CE 1026 by updating the name of PHO 23 to Introduction to Drone Photography.

**Required Documentation**

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

**All Degrees and Certificates**

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

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

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

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

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

**Program Narrative**

**Item 1. Program Goals and Objectives**

This program focuses on the principles and techniques of contemporary photography and the preparation of professional photographic practices. The goal is to prepare individuals for a photographic entrepreneurial environment, where they will be able to create a photography business, participate in photography related fields, or complete freelance work. Students will learn how to create individual creative and professional photographic work, how to identify trends in photography, an analysis of contemporary photography, how to start and manage a photography business, use photographic lighting equipment, professionally edit photographs using Adobe software, use photography as an art form, and to create a professional level portfolio.

**Item 2. Catalog Description**

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

The Crime Scene Photography Essentials certificate provides students with the necessary skills to become a professional special event photographer. They will learn important needed skills from the understanding of how to manually operate a camera in a vast array of lighting situations, how to start and operate a photographic business, how to create a cohesive photographic style, professionally edit photographs, and create a photographic portfolio that is needed to enter the field of photography.

**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:   6 units

Course	Title	Units	Sequencing
ADJ/PHO-27	Crime Scene Photography	3	1
PHO-20	Introduction to Digital Photography	3	1

Elective Courses:   3 units

Course	Title	Units	Sequencing
PHO 9	Intermediate Photography	3	2
PHO 23	Introduction to Drone Photography	3	2

Total Program Units:   9 units

**Item 4. Master Planning**

This certificate will become part of the Photography department offered in the CTE Division at Riverside City College.

**Item 5. Enrollment and Completer Projections**

15-20

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

*This certificate exists in the Photography program students will be able to complete this degree with the new courses that are being created in order to complete this certificate and degree.*

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

*This is an existing certificate and degree in our program.*

Cypress College – Creative Photo Arts Certificate, Digital Photography Certificate, Photography A.A., Photography Certificate, Portrait and Wedding Photography Certificate, UAV/UAS Drone Photography and Video Certificate

Mount San Jacinto – Photography A.S., Photography Certificate

The community colleges listed above offer a variety of different photography certificates and Associates

degrees. The proposed certificate for Riverside City College will set this offering apart from other colleges by bringing the theory and practice of contemporary photography to technical and professional skillsets. Students will be able to take this knowledge and go directly into the photographic professional field of choosing or transfer to four-year institutions. This knowledge will provide a service to students seeking modern and professional photography knowledge in the Inland Empire.

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

*N/A*

**Program Outline**

**Title:** HVAC Commercial Technology

**Originator:** Pierre Ortanez

**Date** 12/2/2025

**Department:** Applied Technology

**College/Learning Pathway/Engagement Center:** Riverside - Advanced Technical Arts and Trades

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:** 0946.00                      **CIP Code:** 15.0501

**Type of Program:**

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

**Type of Associate Degree:**

Associate of Arts                       Associate of Science

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

**\*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.)  
EST-22 being replaced by AIR-22*

**Rationale:**

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

The EST Program was discontinued. EST-22 is being replaced by the new course AIR-22.

**Required Documentation**

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

**All Degrees and Certificates**

- Evidence of district-wide discipline communication
- College discipline minutes showing approval
- 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.*

This degree is being created to align with the mission statement by offering relevant programs in growing industry needs. It will add to the already existing air conditioning program by allowing students to earn more specific training. In addition, this degree is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030. This relates to the mission of the college by providing career and technical education to students in a growing field with industry need.

**Item 2. Catalog Description**

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

This program prepares individuals to apply technical knowledge and skills to repair, install, service, and maintain the operating condition of commercial HVAC systems. This includes instruction in diagnostic techniques, the use of testing equipment, the principles of mechanics, electricity, and electronics as they relate to the repair of commercial HVAC systems.

**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: 36 units

Course	Title	Units	Course Sequencing
AIR-61A	Air Conditioning and Refrigeration, I	3	Semester 1
AIR-61B	Air Conditioning and Refrigeration, II	3	Semester 2
AIR-64A	Air Conditioning and Refrigeration, Electricity I	3	Semester 1
AIR-64B	Air Conditioning and Refrigeration, Electricity II	3	Semester 2
AIR-75	HVACR System Designs	3	Semester 2 or 3
AIR-76	Facilities Maintenance – Chillers	3	Semester 2 or 3

AIR-77	Energy Conservation Methods for HVACR	3	Semester 2 or 3
AIR-78	Safe Refrigerant Handling & Management	3	Semester 1
AIR-83	All Weather Heating & Cooling Systems	3	Semester 3
AIR-84	Boiler and Hydronic Heating	3	Semester 2 or 3
AIR-90	Building Automation Fundamentals	3	Semester 3
AIR-22	California Mechanical Codes	3	Semester 1

Elective Courses:   0   units

Course	Title	Units	Sequencing

Total Program Units:  36  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 HVAC Commercial Technology program is needed to provide students more specialized training in the energy systems technology field. This aligns with the regional movement to increase training in Energy Systems Technology.

**Item 5. Enrollment and Completer Projections**

*Projection of number of students to earn certificate/degree annually.  
 Approximately 15-25 students annually.*

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

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

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

*Justification of need for certificate/degree in the region.*  
 There is a similar program at College of the Desert, and one is in the process of being created at SBVC.

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

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

**Program Outline**

**Title:** Transcriptionist/Health Documentation Specialist

**Originator:** Lisa Hausladen

**Date** 11/24/2025

**Department:** Health and Human 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:** 1202.00\* Hospital and Health Care Administration    **CIP Code:** 51.0708 Medical Transcription/Transcriptionist.

**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? – N/A**

- 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.)*

Removal of CAT-30 course from requirement, added ENGL-C1000. Included CIS-1A as elective option to Category A. There was a one unit increase to the requirement and total unit program.

**Rationale:**

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

CAT-30 has been deleted from the Moreno Valley College by the discipline.

**Required Documentation**

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

**All Degrees and Certificates**

- Evidence of district-wide discipline communication
- College discipline minutes showing approval
- 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 Transcriptionist/Health Documentation Specialist program is goal is to prepare the individual to be a health documentation specialist/transcriptionist who will apply the knowledge of medical terminology, anatomy and physiology, and English language rules to the transcription, proofreading, and editing of medical dictation from various healthcare providers. The program offers courses with minimal prerequisites and provides students with the skills required to be successful in the field. The program supports the mission of the college and district by providing accessible, pre-professional, career preparation in healthcare and promoting lifelong learning. The overall goal of the Medical Documentation/Transcription Specialist program is to graduate competent people who will be prepared to work in today’s ever changing medical environment.

**Item 2. Catalog Description**

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

The Transcriptionist/Health Documentation Specialist program is designed to prepare the individual to be a health documentation specialist/transcriptionist who will apply the knowledge of medical terminology, anatomy and physiology, and English language rules to the transcription, proofreading, and editing of medical dictation from various healthcare providers. The individual will interpret, transcribe and/or edit dictation by physicians and other healthcare professionals regarding patient assessment, therapeutic procedures, and clinical course, to provide a permanent medicolegal record of patient care. This includes preparing the individual to recognize, interpret and evaluate inconsistencies in the grammar of the spoken word and appropriately edit, revise, and clarify it without changing the meaning of the document. The individual will be prepared to demonstrate an understanding of the medicolegal responsibilities and implications related to the transcription and editing of documents in order to protect the patient and the institution/business facility. The operation of designated word processing, dictation and transcription equipment and software will be covered.

**Program Learning Outcomes**

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

- Demonstrate the skills needed in the Medical Transcription profession.

**Item 3. Program Requirements**

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

Required Courses: **15** units

Course	Title	Units	Sequencing
BIO-45	Survey of Human Anatomy and Physiology	3	Semester 1
MDA-10	Medical Terminology	3	Semester 1
MDA-58A	Medical Transcription	5	Semester 2

ENGL-C1000/ ENGL-C1000H	Academic Reading and Writing/ Academic Reading and Writing - Honors	4	Semester 1
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Elective Courses: 5 units (one course from Category A and at least one from Category B)

**Category A**

Course	Title	Units	Sequencing
CIS-1A	Introduction to Computer Information Systems	3	Semester 1
CAT/CIS-3	Computer Applications for Business	3	Semester 1
CAT-50	Keyboarding and Document Processing	3	Semester 1
CAT/CIS-80	Word Processing Microsoft Word for Windows	3	Semester 1

**Category B**

Course	Title	Units	Sequencing
MDA-60	Survey of Human Diseases	2	Semester 1
MDA-61	Pharmacology for Medical Office Personnel	2	Semester 2
MDA-11	Medical Documentation and Terminology	2	Semester 2

Total Program Units: 20 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 Medical Transcription certificate and degree align with the College’s mission statement by offering career and technical courses that prepare them for the workforce.

**Item 5. Enrollment and Completer Projections**

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

Approximately 5+ students annually. We are hoping that with the revisions made to the program that enrollments will increase.

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

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

This certificate and degree is currently offered in the Medical Assisting discipline which is part of the Health and Human Services Department

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

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

No other colleges offer this program in service area.

**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: Entrepreneurial Photography**

**Originator: Matthew Brabant**

**Date 10/3/2025**

**Department: Photography**

**College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades**

**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: 1012.00**

**CIP Code: 10.0201**

**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:**

I am moving PHO 7 from the Photography Certificate and Associates (AS592/AS592B/AS592C/CE592) to this certificate and degree pattern (to the elective list).

*(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 is an update to an existing Entrepreneurial Photography Certificate and degree (AS1037/AS1037B/AS1037C/CE1037) that adds the new class PHO-66 Self-Promotion for Photographers.

**Required Documentation**

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

**All Degrees and Certificates**

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

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

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

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

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

**Program Narrative**

**Item 1. Program Goals and Objectives**

This program focuses on the principles and techniques of contemporary photography and the preparation of professional photographic practices. The goal is to prepare individuals for a photographic entrepreneurial environment, where they will be able to create a photography business, participate in photography related fields, or complete freelance work. Students will learn how to create individual creative and professional photographic work, how to identify trends in photography, an analysis of contemporary photography, how to start and manage a photography business, use photographic lighting equipment, professionally edit photographs using Adobe software, use photography as an art form, and to create a professional level portfolio.

**Item 2. Catalog Description**

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

This program focuses on the principles and techniques of contemporary photography and the preparation of professional photographic practices. The goal is to prepare individuals for a photographic entrepreneurial environment, where they will be able to create a photography business, participate in photography related fields, or complete freelance work. Students will learn how to create individual creative and professional photographic work, how to identify trends in photography, an analysis of contemporary photography, how to start and manage a photography business, use photographic lighting equipment, professionally edit photographs using Adobe software, use photography as an art form, and to create a professional level portfolio.

**Program Learning Outcomes**

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

- Demonstrate the ability to create and run a photography business
- Practice advanced business topics required for a photographic freelance environment
- Understand how to maintain a consistent photographic style throughout professional photography packages to present to clients and to complete assignments
- Create a creative and consistent brand of photography that addresses the geographic need of the photographic market
- Manage photographic lighting such as portable flashes and strobes as appropriate for freelance requirements
- Analyze contemporary trends in photography and understand how to creatively create work that is original and desirable

**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: 12 units

Course	Title	Units	Sequencing
PHO-8	Introduction to Film Photography	3	1

or PHO-20	Introduction to Digital Photography	3	
PHO-9	Intermediate Photography	3	1
PHO-14	Lighting for Photographers	3	3
PHO-19	Color Correction and the Photographic Portfolio	3	3

Elective Courses: 6 units

Course	Title	Units	Sequencing
PHO 15	Wedding and Event Photography	3	2
PHO 18	Photoshop, Lightroom, and Printing for Photographers	3	2
PHO 22	Photography for Social Media	3	2
PHO 67	Business Practices for Photographers	3	2
PHO 66	Self-Promotion for Photographers	3	2

Total Program Units: 18 units

**Item 4. Master Planning**

This certificate will become part of the Photography department offered in the CTE Division at Riverside City College.

**Item 5. Enrollment and Completer Projections**

15-20

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

*This certificate exists in the Photography program students will be able to complete this degree with the new courses that are being created in order to complete this certificate and degree.*

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

*This is an existing certificate and degree in our program.*

Cypress College – Creative Photo Arts Certificate, Digital Photography Certificate, Photography A.A., Photography Certificate, Portrait and Wedding Photography Certificate, UAV/UAS Drone Photography and Video Certificate

Mount San Jacinto – Photography A.S., Photography Certificate

The community colleges listed above offer a variety of different photography certificates and Associates

degrees. The proposed certificate for Riverside City College will set this offering apart from other colleges by bringing the theory and practice of contemporary photography to technical and professional skillsets. Students will be able to take this knowledge and go directly into the photographic professional field of choosing or transfer to four-year institutions. This knowledge will provide a service to students seeking modern and professional photography knowledge in the Inland Empire.

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

N/A

**Program Outline**

**Title: Photography**

**Originator: Matthew Brabant**

**Date 10/3/2025**

**Department: Photography**

**College/Learning Pathway/Engagement Center: Riverside - Advanced Technical Arts and Trades**

**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: 1012.00**

**CIP Code: 10.0201**

**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:**

I am adding PHO 33 Food and Product Photography to the Photography Certificate and Associates (AS592/AS592B/AS592C/CE592). I am moving PHO 23 Introduction to Drone Photography to the Drone Certificate/Associates (also submitted) and PHO 7 Medium and Large Format Film Photography to the new Creative Photography Certificate/Associates.

*(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.)*

Food and Product Photography (PHO 33) is being added to the Photography Certificate/Associates as an elective course to broaden the skillsets of the students completing this Certificate/Associates. Food and Product photography are valuable skills for students to be able to use in their photographic career.

**Required Documentation**

Please submit this form and the documents outlined below to your college's Curriculum Program Coordinator and the District Technical Review committee via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). Please do not

submit your proposal until all of the documentation below is complete.

**All Degrees and Certificates**

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

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

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

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

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

**Program Narrative**

**Item 1. Program Goals and Objectives**

This program focuses on the principles and techniques of contemporary photography and the preparation of professional photographic practices. The goal is to prepare individuals for professional photographic industries, where they will be able to stand out from the competition with cutting-edge contemporary experience and knowledge. Students will learn how to create individual creative and professional photographic work, how to identify trends in photography, an analysis of contemporary photography, use photographic lighting equipment, professionally edit photographs using Adobe software, use photography as an art form, and to create a professional-level portfolio. They will have the chance to explore modern technology such as drones and blend this knowledge with fortifying skills from commercial and advertising photography. Students also have the choice to learn about photojournalism, crime scene photography, or even advanced film photography with alternative processes.

**Item 2. Catalog Description**

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

This program focuses on the principles and techniques of contemporary photography and the preparation of professional photographic practices. The goal is to prepare individuals for professional photographic industries, where they will be able to stand out from the competition with cutting-edge contemporary experience and knowledge. Students will learn how to create individual creative and professional photographic work, how to identify trends in photography, an analysis of contemporary photography, use photographic lighting equipment, professionally edit photographs using Adobe software, use photography as an art form, and to create a professional-level portfolio. They will have the chance to explore modern technology such as drones and blend this knowledge with fortifying skills from commercial and advertising photography. Students also have the choice to learn about photojournalism, crime scene photography, or even advanced film photography with alternative processes.

**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:   12   units

Course	Title	Units	Sequencing
PHO-8 or PHO-20	Introduction to Film Photography Introduction to Digital Photography	3 3	1
PHO-9	Intermediate Photography	3	1
PHO-14	Lighting for Photographers	3	3
PHO-19	Color Correction and the Photographic Portfolio	3	3

Elective Courses:   6   units

Course	Title	Units	Sequencing
PHO 11	Commercial and Advertising Photography	3	2
PHO 12	Photojournalism	3	2
ADJ/PHO-27	Forensic & Crime Scene Photography	3	2
PHO 33	Food and Product Photography	3	2

PHO 7	Medium and Large Format Film	3	
PHO 23	Drone Photography		

Total Program Units:   18   units

**Item 4. Master Planning**

This certificate will become part of the Photography department offered in the CTE Division at Riverside City College.

**Item 5. Enrollment and Completer Projections**

15-20

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

*This certificate exists in the Photography program students will be able to complete this degree with the new courses that are being created in order to complete this certificate and degree.*

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

*This is an existing certificate and degree in our program.*

Mount San Jacinto – Photography A.S., Photography Certificate

The community colleges listed above offer a variety of different photography certificates and Associates

The proposed certificate for Riverside City College will set this offering apart from other colleges by bringing the theory and practice of contemporary photography to technical and professional skillsets. Students will be able to take this knowledge and go directly into the photographic professional field of choosing or transfer to four-year institutions. This knowledge will provide a service to students seeking modern and professional photography knowledge in the Inland Empire.

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

N/A