NORCO COLLEGE | Career Education

Administration of Justice Advisory Committee Meeting Minutes

Date: March 13, 2026

Program Area: Administration of Justice

Location: Norco College-STEM 302

Meeting Type: Industry Advisory Committee Meeting

Advisory Committee Members / Industry & Community Representatives Present

- Casey Hughes
- Katy Mammolito
- Efrain Muniz
- Dawn Boggs-Fatten
- Theron Vines
- Nicole Roby
- Pierre Vieillemargine
- Michael Hughes
- Additional program representatives and participants referenced in the meeting materials included Sigrid Williams, Selena McKay-Davis, and Mike Leese.

College Faculty / Staff Present

- Dr. Sigrid Williams
- Selena McKay-Davis
- Mike Leese.

1. Program Updates and Student Outcomes

The Administration of Justice (ADJ) program reported continued growth despite a broader decline in college enrollment. More than 447 students were identified as having Administration of Justice as their discipline of interest. Program updates included completion of course assessments, with courses meeting or exceeding student learning outcomes; efforts to increase course offerings; and a new full-time faculty hire.

Current pathways and credentials discussed included:

- Associate Degree for Transfer (ADT) in Administration of Justice and a Certificate of Achievement.
- ADT in Law, Public Policy & Society, supporting a pathway to law school.

- Associate of Science (AS) in Modern Policing.
- AS in Administration of Justice: Corrections.
- Certificates in Crime Scene Investigations and Administration of Justice: Corrections.
- Community Emergency Response Team (CERT), offered as a noncredit program.

The presentation also cited occupational outlook estimates for the Inland Empire: policing employment projected to increase by 12% over five years, forensic science by 13%, and corrections by 3%, described as steady, moderate demand.

2. Legislation, Credit for Prior Learning, and Outreach

The committee reviewed legislation affecting education and preparation requirements for peace officers, including AB 89, AB 458, SB 1122, SB 385, and AB 922. The presentation stated that AB 922 extends the educational requirement timeline to January 1, 2031. The discussion emphasized the need for students and current professionals to understand evolving educational pathways and requirements.

Credit for Prior Learning (CPL) was described as college credit awarded for validated college-level skills and knowledge acquired outside a traditional classroom, based on faculty-approved courses and authorized assessment. Participants discussed CPL as a particularly relevant pathway for veterans and current or former military personnel whose occupational training may align with college coursework.

Industry partners recommended earlier outreach to students—before high school students have finalized their postsecondary plans—and better communication with high schools about applications, deadlines, dual enrollment, and career pathways. A partner offered to connect the college with a POST-accredited contact to help clarify communication channels. Partners also invited the program to participate in recurring job and career fairs and noted opportunities to reach job seekers and veterans.

3. Action Item: Certificate in Modern Policing

The committee considered a proposed Certificate in Modern Policing. The presentation noted that the proposed certificate totaled 16 units, while the legislation discussed in the meeting described a professional policing certificate of no more than 15 units with coursework in communications, psychology, writing, ethics, and criminal justice.

Motion: Casey Hughes moved to support the Certificate in Modern Policing. Katy Mammolito seconded the motion.

Discussion: Members asked about connections with corrections pathways, including California Department of Corrections and Rehabilitation (CDCR) training and apprenticeship routes. The discussion noted that certain corrections pathways may require academy completion and prior experience. Members suggested connecting with fraternal organizations, POST-accredited contacts, job fairs, and veteran-serving networks to communicate pathway information. Participants also stressed the importance of introducing career options earlier in students' educational journeys.

Vote: Unanimous approval by the voting members recorded in the meeting materials.

Follow-up consideration: Review the proposed unit total and confirm alignment with applicable requirements before finalizing the certificate.

4. Modernized Equipment, Laboratory Resources, and Crime Scene Training

Faculty emphasized hands-on training so students can practice with equipment commonly used by law enforcement and forensic agencies before entering the field. Equipment and resource needs identified in the presentation included:

- Fuming hood and drying cabinet; five portable fuming hoods; two LiveScan units.
- Forty Chromebooks identified as outdated or unable to update.

- Digital cameras, a FARO 3D camera, comparison microscopes, ballistics imaging/comparison equipment, alternate light sources, and forensic light kits.
- Cybersecurity tools and USB write blockers; terrestrial scanner, Windows-based laptops, digitized light sources, laser measuring devices, macro lenses, and a camera copy stand.
- Perishable supplies for fingerprint development, fuming, casting, DNA and biological evidence kits, ballistic work, and other investigative activities.

The committee discussed the importance of exposing students to emerging tools and practices, including 3D scanning and current photography systems. An industry member noted the shift from DSLR cameras toward mirrorless systems and encouraged the program to consider future equipment replacement planning.

The program also shared plans for a dedicated crime scene training shed where mock scenes can remain in place over time for students to practice scene processing. Donated wall and chain-link fence materials were identified as resources for developing realistic scenarios. Collaboration with Kinesiology was discussed for physical preparation and academy-readiness activities.

5. Proposed A.S. in Forensic Science and Crime Scene Investigations

Selena McKay-Davis presented a proposed associate-level degree combining forensic skills with criminal investigation techniques. The proposal responds to a perceived gap in accessible, hands-on forensic education in the Inland Empire and is intended to prepare students for civilian forensic and investigative support roles as well as to supplement the skills of sworn personnel.

The draft program outline included ADJ coursework in Introduction to Administration of Justice, Legal Aspects of Evidence, Introduction to Criminalistics, Criminal Investigation, Advanced Criminal Investigation, Forensic and Crime Scene Photography, and a proposed capstone focused on mock-scenario investigations. Other elements included ethics, general biology and introductory chemistry for non-science majors, a statistics option, communication and English requirements, and elective choices such as forensic anthropology, forensic and legal psychology, principles and procedures of the justice system, and community relations.

Industry partners discussed desired competencies including constitutional rights and criminal justice principles; criminal investigation strategies; evidence identification, collection, and forensic equipment use; latent print development and identification; impression evidence; biological evidence; crime-scene photography; ammunition and trajectory documentation; scene measurement, sketching, and scanning; report writing and testimony; and computer-based documentation.

Members recommended that mental health, wellness, and healthy coping strategies be included in program preparation. Faculty noted that mental health learning outcomes are being addressed in ADJ 14 course revisions and that collaboration with Kinesiology is underway on physical fitness and mental health-related preparation.

Motion: Casey Hughes moved to support the proposed ADT or AS in Forensic Science. Dawn Boggs-Fatten seconded the motion.

Vote: Unanimous decision among the voting members recorded in the meeting materials.

The proposal was presented as a program under development and not yet approved. A curriculum survey was distributed to industry partners for feedback.

6. Public Safety Employment Preparation and Credit/Noncredit Pathways

The committee discussed a proposed Certificate in Public Safety Employment Preparation offered through mirrored credit and noncredit courses. The goal is to provide accessible, potentially tuition-free pre-employment preparation while allowing students to pursue college credit through the related credit pathway.

Mike Leese described plans for a “mini police academy” experience that would combine physical training, marching and drill practice, interview preparation, background and social-media awareness, communication skills, and mental health resources. The committee discussed developing a physical agility preparation standard with input from academy partners and a potential hands-on link-up day. Kinesiology collaboration may include an obstacle course and related physical training features.

Motion: Katy Mammolito moved to support mirroring the Public Safety Employment Preparation pathway in credit and noncredit formats. Efrain Muniz seconded the motion.

Vote: Unanimous decision among the voting members recorded in the meeting materials.

7. Work-Based Learning, Internships, and Employer-Identified Skills

Industry partners emphasized that technical knowledge must be complemented by practical experience and professional skills. Discussion topics included:

- The value of introductory criminal justice and crime-scene coursework for students interested in DNA and forensic laboratory positions.
- The importance of internships, volunteer assignments, and field exposure to help students gain experience and strengthen applications.
- Employers’ emphasis on communication, interview readiness, attentiveness, professionalism, and the ability to clearly explain skills and experience.
- The need to help students understand realistic job-entry requirements and pathways into law enforcement, corrections, forensic laboratories, and civilian support positions.
- The value of exposing students to gang intelligence, mental health, homelessness, and other issues encountered in the field rather than treating them as isolated or end-of-textbook topics.

The group discussed revising the existing work experience course or developing a dedicated ADJ internship course, potentially with aligned credit and noncredit options. Members noted that an internship completed while students are in college can provide relevant experience and a credentialed record of participation.

Motion: Dawn Boggs-Fatten moved to develop an ADJ internship course in place of, or as a revision to, the current work experience course. Katy Mammolito seconded the motion.

Vote: Unanimous decision among the voting members recorded in the meeting materials.

Follow-up: Review Title 5 implications for the current work experience course and determine an appropriate credit/noncredit structure for an internship offering.

8. Ongoing Program Support and Action Items

The final agenda item invited continued feedback and support for ADJ programming and curriculum. The meeting closed with an emphasis on keeping curriculum responsive to field needs and strengthening communication between Norco College and industry partners.

Summary of Actions and Next Steps

Action Item	Next Step
Modern Policing Certificate	Review the proposed 16-unit structure against the 15-unit maximum described in the meeting presentation and confirm requirements before advancing the curriculum.

Forensic Science / Crime Scene Investigations degree	Continue curriculum development; incorporate industry survey feedback and consider mental health, wellness, and healthy coping strategies.
Public Safety Employment Preparation	Continue planning a mirrored credit/noncredit pathway with physical readiness, interview preparation, communication, and mental health awareness.
ADJ Internship Course	Explore developing an internship course or revising the existing work experience course, including Title 5 considerations and possible credit/noncredit alignment.
Equipment and crime scene training resources	Continue planning for modern forensic equipment and a dedicated mock crime-scene training space; seek industry input on equipment and physical agility standards.
Outreach and employer connections	Strengthen early outreach to middle and high school students, participate in job/career fairs, and use industry and veteran-serving contacts to communicate pathways.

9. Adjournment