



Minutes
Norco Academic Senate Meeting
On September 21, 2026
1:30 - 3:30 PM | CSS-217 & via [Zoom](#)

Meeting called to order at 1:33 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, Kimberly Bell, Darnell Bing, Meghan Chandler, Araceli Covarrubias, Erin Deck, Jake Drainville, Vivian Harris, Marie Hicks, Jeff Mulari, Dan Reade, Timothy Russell, Jim Thomas, Analia Torres, Jody Tyler

Guests: Hayley Ashby, Quinton Bemiller, Charise Allingham, Michael Collins, Ashley Etchison, Monica Green, Tenisha James, Jeff Julius, Arezoo Marashi, Jason Parks, Nancy Quiñones, Kaneesha Tarrant, Daniel Turrubiarres,

2. Approval of [Agenda](#)

- Correct spelling of “September”
- Item #8: Dan Reade instead of Nicole Brown
- Postpone approval of 8/31/26 minutes; Strike #3

M/ J. Alpay, S/J. Drainville

3. Approval of Minutes for [August 31, 2026](#) meeting (Tabled)

4. [Comments from the Public](#)

- No Comments

5. CTA Report (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)

- Newly Ratified 26-29 Contract Overview: Wednesday, 3–4 p.m. and Friday, 10–11 a.m. on Zoom; facilitated by Dr. Green and Rhonda Taube. Both sessions are expected to be recorded.
- Benefits Questions/Concerns: Continue to forward reimbursement and other benefits questions to Edwina Cardenas.
- Accessibility Mandate: Rhonda has discussed the mandate with the Deputy Chancellor; more information to come.

6. Action Item: [Ratification of Senate President Appointments](#) (K.Bell)

M/ J. Alpay, S/L. Adams

Approved by consensus; 1 abstention

7. **Action Item: Noncredit Faculty Coordinator -2nd Read** (P. Worsham)
M/J. Drainville, S/D. Reade; Approved by Consensus
([Senate #7](#))

8. **Action Item: Faculty Professional Development Committee Chair/Co-Chair Responsibilities for AY '26-'27** (D.Reade)

FPDC remains without a chair. Senate chaired the first meeting to identify a chair, but no chair was selected.

Purpose: Establish interim responsibilities so the committee can function and recruit a chair.

- Senate will assume these FPDC duties for 2026–27:
 - Coordinate Fall/Spring Flex (Spring Flex only for 2026–27).
 - Coordinate First Fridays.
 - Evaluate and approve group Flex requests and report them to Classified Senate.
 - Individual Flex requests will continue through faculty/chairs as usual.
- FPDC will retain:
 - Review/approval of professional development travel requests when funding is available.
 - Work with Senate and administration to develop sustainable committee/Chair responsibilities and address reassign time.
 - Reassign time: Chair/Co-Chair position will have 0.1 reassigned time for 2026–27, with 0.1 allocated to support First Fridays. Jessica Dobson has graciously agreed to take on the First Fridays for the time being.
 - Temporary arrangement: Responsibilities and reassigned time apply only through Spring 2027 and will be revisited/renegotiated for 2027–28.
 - Job Description: Current working duties are based on FPDC bylaws. A formal job description is still being reviewed and negotiated with administration; JD is currently with the VPAA.
- Concerns discussed:
 - FPDC did not have an opportunity to formally review the proposal before Senate.
 - Questions remain regarding the existing job description, contractual reassign time, and whether current duties are fully reflected.
 - A district workgroup is reviewing reassign time and stipends.

Senate will advertise the chair position and continue working with FPDC and administration during the academic year.

M/M. Hicks, S/ L. Hernandez: Approve the responsibilities with the understanding that the arrangement ends at the conclusion of Spring 2027. Approved by consensus ([Senate #6](#))

9. **Action Item: New Improved Program Planning and Endorsement Process - 3rd Read** (L. Adams)

- Third read of the revised program planning and endorsement process.

- Motion by J. Drainville, 2nd by M. Adams
- No additional feedback was received since the previous presentation.
- CTE process revision: CTE programs will begin with:
 - Labor Market Information (LMI) process
 - Regional Consortium
 - CTE Advisory Committee
 - The CTE steps will be moved to Phase 1 of the process.
- The process is considered a living document and can be revised as needed based on implementation. ([Senate #4&5](#))

Motion amended to incorporate the CTE process change M/J. Drainville, S/ M. Adams.

Approved by Consensus

10. **Action Item: Selection of Nomination Committee Membership for 2026-27 (D. Reade)**

- The Nomination Committee of the Academic Senate is responsible for coordinating all elections run by the Senate itself. The Nomination Committee handles, among other things, calls for nomination, the sharing of election information, the creation and dispersal of ballots, and the counting of votes.
- The Nomination Committee is composed of the Vice President of the Senate and two other members. Last year, Jake Drainville and John Alpay served on the committee and expressed their interest in serving again.
- Membership of the Nomination Committee is limited to Senators. As a body, we have allowed either Senators or Alternates to fill this role.
- We need a vote from the Senate to confirm two members to the committee.
- M. Hicks is interested in being on the committee.
- Hold for further discussion for next meeting 9/21/26
- We don't have elections to run between now and then
- Motion to nominate John Alpay and Jake Drainville to serve on the Nomination Committee for 26-27 by D. Reade, 2nd by M. Hicks

Approved by consensus ([Senate #7](#))

11. **Officer Reports**

- A. Secretary/Treasurer (Erin Deck)
 - Kim, Dan and I will be attending the ASCCC Fall Plenary from 11/5 - 11/7 in Redwood City, CA.
 - This is an opportunity for us to have a voice in resolutions that can influence state legislation. We will review the upcoming resolutions and reach out if we need input from anyone.
- B. Vice-President (Dan Reade)
 - Thanked FPDC members for their dedication, knowledge, and commitment to the committee.
 - Members are focused on ensuring FPDC is clear, accessible, and equitable for all faculty.
 - Expressed confidence that the next Chair will have a committed and engaged committee ready to make positive changes.

C. President (Kimberly Bell)

- No report
- [BOT Faculty Spotlight](#)
- Scheduled for November; date to be confirmed.
- Opportunity to highlight faculty-driven accomplishments and initiatives at Norco College to the Board, Chancellor, and community.
- Senators are encouraged to nominate themselves or colleagues doing outstanding work.
- Interested faculty should reach out to the Senate for consideration.

12. College Reports

A. Associated Students Senate Representative (Analia Torres)

- AS presidents discussed campus priorities and positions regarding the RTA MOU renewal.
- ASNC presented student feedback regarding the RTA Go Pass to the Board of Trustees, emphasizing accessibility, past deactivations, and continued student involvement in negotiations.
- Assisting with outreach for the Student Trustee Survey and partnering with Institutional Effectiveness on the RTA Student Experience Survey, now available at the campus bus stop.
- Participating in discussions regarding the naming of the new Student Services and Library/Learning Resource Center building.
- Hosted an event providing students with pocket Constitutions/Bill of Rights and voter registration information.
- Upcoming Events:
 - Lowrider Car Show: October 2, 5–9 p.m., lower parking lots.
 - Local Election Candidates Open Forum: October 15

B. President (Monica Green)

- Tomorrow's Norco College Chancellor visit and forum are canceled due to the Chancellor's participation in the Collective Equity Impact Institute.
- CBA trainings scheduled for Wednesday at 3:00 p.m. and Friday at 10:00 a.m.
- The trainings will be recorded and posted on the District Human Resources website.
- The HR website also contains the CBA, all MOUs, and union agreements.

Three helpful documents from the June Board of Trustees meeting:

- Summary of CBA changes
- 2021–24 CBA with strikeouts showing changes
- 2026–29 CBA with new language in bold
- The Office of Institutional Effectiveness reviewed Fall 2025 data for Middle Eastern/North African and American Indian/Alaska Native

students to better understand multi-ethnic identities and potential equity gaps.

- Middle Eastern/North African: 444 enrolled students with at least one MENA identity; 78.6% were classified as White when accounting for multiple identities.
- American Indian/Alaska Native: 327 students with at least one AI/AN identity, representing approximately 2.6% of Fall 2025 headcount; 75.5% were classified as Hispanic/Latino under IPEDS when accounting for multiple identities.
- The next steps are to use expanded race/ethnicity data and qualitative information to better understand student experiences, identify equity gaps, and develop strategies to improve outcomes.
- Campus Safety update: this is a reminder that e-bikes, bicycles, skateboards, scooters, and similar devices must follow campus policies. A campus map showing bike rack locations will be shared.
 - Non-Emergency Campus Safety number to report: 951-222-8171.

C. Interim Vice President of Academic Affairs (Jason Parks)

- Corona Unified School District is one of 3 California school districts participating in the California Early College Demonstration Initiative.
 - Norco College will work closely with CNUSD; a team will travel to Bakersfield at the end of October.
 - The participating high schools are Corona High School, Norco High School, and Lee V. Pollard High School.
 - Additional details to follow.
- State Chancellor's Office is providing Nectar AI free to all California Community College employees.
 - Employees can request access to create AI chatbots and other tools to support classes.
- TOPS/SIP Coding Update:
 - Statewide Academic Senate and Chancellor's Office reached agreement on SIP codes for Phase 2P and Phase 3 Common Course Numbering (CCN).
 - Under the former TOPS system, Child Development and Early Childhood Education shared a CTE TOPS code.
 - Under SIP:
 - Child Development → Human Sciences/Family & Consumer Sciences; no longer CTE
 - Early Childhood Education → remains CTE
- Common Course Numbering – Phase 3:
 - Phase 3 course templates have been sent to four-year universities (CSU/UC) for review.
 - Phase 3 courses may be released gradually rather than all at once.
 - No timeline or specific release dates have been provided.

- Distance Education (DE) Certification:
 - 136 Norco employees currently need DE certification.
 - These employees are teaching online/DE courses and have upcoming certification expiration dates.
 - Faculty should complete certification before expiration to maintain eligibility to teach online courses.

D. Vice President of Planning and Development (Tenisha James)

- No Report

E. Vice President of Student Services (Kaneesha Tarrant)

- Thanks to the faculty who developed recommendations for Norco College's Early Alert System.
 - Recommendations have been shared with VC Blackmore, who is beginning the process of engaging with the college on next steps.
 - Additional information will be provided as it becomes available.
- A faculty representative request will be resent for consideration at the next Senate meeting for participation in the workgroup for the naming of the Library Learning Resource & Student Services Building.
 - Workgroup is tentatively expected to convene during the Fall semester to develop building name recommendations.
 - Recommendations will move through the local and district governance processes.

13. Standing Committees & Liaisons Reports

A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, Library/LRC, Program Review, TLC
 Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, GLSA, DSSC, Guided Pathways, LGBTQ+ Advocates, Prison Education Program, Equity, PGSL

14. Meeting adjourned at 2:56 PM.

Ratification of Senate President Appointments 9.21.26

Marie Hicks - District Safety & Security Committee

Nikki Capps – Student Support Council

Vivian Harris – Student Support Council

John Moore – Student Support Council

Amy Kramer – Student Support Council

Kara Zamiska – AI Council – District

Melissa Wilson – Accessibility Workgroup - District

Noncredit Faculty Coordinator

Working document With Job Descriptions

Note: Red text indicates updates/revisions from reading in Spring 2026

Through a collaborative effort districtwide, noncredit courses have grown. As community colleges acknowledge the reality of our diverse learners and the need to provide flexible, open access to learning so that students can matriculate into certificates and degrees, noncredit has become an effective tool to bridge equity gaps and allow students to start their journey in community college. This is especially important for Riverside Community College District, which includes both BSI and HSI colleges and has a growing number of adult learners who face significant economic challenges impacting their ability to complete traditional programs and degrees. Noncredit provides that low-cost, low-risk introduction to college that many in our community need.

In order to maximize and increase that growth in the coming five years, the noncredit district subcommittee recognizes the need for resources and coordinated **effort and leadership from faculty** at the college level supported by sustained funding. More specifically, two positions are essential to support this effort: a non-credit faculty lead who will collaborate with their home college and district leadership and an Educational Resource Advisor OR student success coordinator who will provide outreach services, educational advising, and transition support to credit programs.

To that end, we are proposing the phased implementation of the following college-level positions **at each college—Moreno Valley College, Norco College and Riverside City College—to grow at an individualized pace.**

- **Phase 1:** 0.2 FTE release time for faculty and a dedicated educational/academic advisor or dedicated time from existing educational advisors for non-credit students.
- **Phase 2:** 0.4 FTE - 0.6 FTE release time for faculty and increased educational advisor time to support expanding student **base based on a Faculty Association negotiated formula including FTES and programmatic growth.**
- **Phase 3:** 1.0 FTE release time for faculty and a full-time Educational Resource Advisor.
- **Phase 4:** 50% college-level administrative and 1.0 FTE release time for faculty

General

We acknowledge that the tasks associated with each position are the primary driver of release time and that increased FTES do not solely reflect increase in responsibilities. We also understand that as this position is paid through the general fund rather than through a grant, a certain threshold of noncredit **FTES or programmatic growth should be met prior to moving from one phase to another. The exact formula for this threshold to move from one phase to the next should be negotiated by the Faculty Association.** Given this, as a general guideline, implementation of phases ought to commence at set thresholds negotiated by district and college.

At this time, we are seeking a faculty coordinator at a 0.2 FTE [categorical or general] reassign in the [Term 202X] semester to continue the work of strengthening and advancing noncredit initiatives. This individual will collaborate with their home college [Specific College] and District faculty. Each college will progress through these phases at their own pace in response to individual colleges' progress.

Noncredit Faculty Coordinator

Job Descriptions

Phase 1: Noncredit Faculty Coordinator- 0.2 FTE Faculty

Reassigned Time Position Reassigned Time for This Position

0.2 FTE Faculty Reassigned Time (Phase 1 Implementation)

Objectives

- Serve as the primary faculty representative for noncredit education at the college.
- Strengthen alignment between college and district noncredit initiatives.
- Support the development, revision, and quality implementation of noncredit courses and certificates.
- Increase faculty awareness and understanding of noncredit policies, procedures, and instructional best practices.

Outcomes / Deliverables

- Active participation and representation on the district noncredit committee.
- ~~Revised, updated, or newly developed noncredit courses and certificates in collaboration with faculty and curriculum committees.~~
- Communication of noncredit regulations and requirements to relevant stakeholders.
- Increased faculty participation in noncredit professional development opportunities.

Timeline / Schedule of Activities

- Ongoing throughout the academic year
- Additional project-based work as needed during winter and summer sessions

Representative Ongoing Duties

- Serve as the college representative on the district noncredit committee.
- Collaborate with faculty, noncredit faculty leads, and curriculum committees to develop and improve noncredit courses and certificates (including technical elements such as CB22 coding).
- Interpret and communicate applicable local, state, and district noncredit policies and regulations.
- Participate in meetings and committees related to noncredit education.

Representative Monthly Duties

- Attend districtwide noncredit meetings and working groups.
- ~~Provide consultation and guidance on noncredit matters to faculty in their noncredit course design, materials development, and instructional strategies.~~
- Identify and share professional development opportunities related to noncredit education.

Representative Periodic Duties

- Attend and serve as a point of contact for local, regional, state, or national noncredit conferences and professional learning events.
 - Coordinate with district marketing teams to ensure noncredit opportunities are shared with appropriate disciplines and faculty.
-

Phase 2: Noncredit Faculty Coordinator – 0.4-0.6 FTE

Faculty Reassigned Time Position Reassigned Time for This

Position

0.4-0.6 FTE Faculty Reassigned Time (Phase 2 Implementation)

Objectives

- Expand coordination and operational support for noncredit programs and scheduling **in collaboration with chairs, deans, staff, and administration.**
- Strengthen collaboration among discipline faculty, department chairs, deans, and district partners.
- Improve enrollment efficiency, course continuity, and responsiveness to community and workforce needs.
- Enhance outreach, marketing, and professional development related to noncredit offerings.

Outcomes / Deliverables

- **Provide information to department chairs who are coordinating course schedules so that offerings reflect community, district, and college needs.**
- Reduce noncredit course cancellations through proactive planning and efficiency mitigation strategies.
- Establish or strengthen external partnerships supporting noncredit programming.
- Increase visibility and enrollment in noncredit programs through coordinated marketing efforts.

Timeline / Schedule of Activities

- Year-round, with increased workload at the start of academic terms
- Additional focused work during off-term periods as noncredit demand requires

Representative Ongoing Duties

- Collaborate with discipline faculty, department chairs, deans, and district colleagues to schedule and coordinate noncredit courses.
- **Communicate with district partners (e.g., adult education providers or local-area businesses) to develop rotational noncredit schedules across colleges and terms as needed.**
- Collaborate with other departments and stakeholders to ensure coordination of noncredit programs across multiple authorities and sites (including off-site locations and community partners).
- Serve as a liaison between the college, district, and external partners.

Representative Monthly Duties

- **In conjunction with chairs and deans, address scheduling changes, cancellations, and requests** from external partners, particularly at the beginning of each term.
- Support outreach and relationship-building efforts with community organizations, libraries, workforce partners, and instructional sites.
- Work with college and district partners to develop and update noncredit marketing materials.
- Provide professional development related to student engagement and success in noncredit courses.

Representative Periodic Duties

- **Assist discipline-area faculty and department leadership to develop noncredit-specific job descriptions for discipline faculty who teach noncredit courses and support staff (e.g., outreach staff, educational advisors) working with noncredit students and participate in hiring process as requested.**
- Support efforts to matriculate noncredit students into credit programs in collaboration with counseling and student services.
- **Facilitate program effectiveness based on data and recommendations provided by department/discipline in the program review process.**

Phase 3: Noncredit Faculty Coordinator– 1.0 FTE Faculty Reassigned Time

Position Reassigned Time for This Position

1.0 FTE Faculty Reassigned Time (Phase 3 Implementation)

Objectives

- Provide comprehensive leadership for noncredit education at the college and district levels.
- Advance student success, access, and equity for noncredit students.
- Strengthen external partnerships, workforce development alignment, and institutional compliance.
- Support the transition toward a hybrid faculty/administrative leadership model as noncredit programs scale.

Outcomes / Deliverables

- Fully coordinated and compliant noncredit programs aligned with district and state requirements.
- Expanded external partnerships supporting workforce development and community needs.
- Integrated student support structures addressing noncredit student service gaps.

Timeline / Schedule of Activities

- Continuous, year-round leadership role
- Includes planning, implementation, and assessment cycles across academic years

Representative Ongoing Duties

- Lead external partnerships and workforce development initiatives related to noncredit education.
- Collaborate with Admissions & Records (with administrative leadership) to support compliance with noncredit requirements.
- Support and implement strategies to enhance noncredit student engagement and success, including access to student services and resources.
- **Work with discipline faculty to identify areas of support to improve student engagement, retention, and success in noncredit courses.**
- Coordinate with college and district leadership on long-term planning and scaling of noncredit programs.

Representative Monthly Duties

- Work with college and district partners to address noncredit student support gaps (e.g., food pantry access, parking passes, student ID cards, student services integration).
- Facilitate cross-functional collaboration among instruction, student services, workforce development, and external partners.

Representative Periodic Duties

- Support district and college initiatives related to noncredit compliance, audit preparation, and reporting.
- Contribute to strategic planning for future phases, including transition to shared administrative and faculty leadership.
- Represent the college and district in regional, state, and national noncredit and workforce development initiatives.

The faculty position may need to include special projects for work required during winter and summer.

Program Planning & Endorsement Process

Initial Discussion | Revised Draft

Laura Adams, Professor of Psychology
Norco College Academic Senate

BACKGROUND

How we got here

Spring 2025

First draft proposed

Faculty initiated a process for developing new programs upstream of curriculum approval.

May–June 2025



Senate feedback

Scope and gatekeeping questions; potential overlap with the RCCD curriculum process; unclear decision authority.

Today



Revised draft addresses those concerns

Restructured around the SPGM governance framework, with a clean separation from curriculum.

This process protects faculty effort.

01

Faculty can develop curriculum for any program they envision.

But a program only launches if the College commits resources, space, staffing, and strategic priority.

02

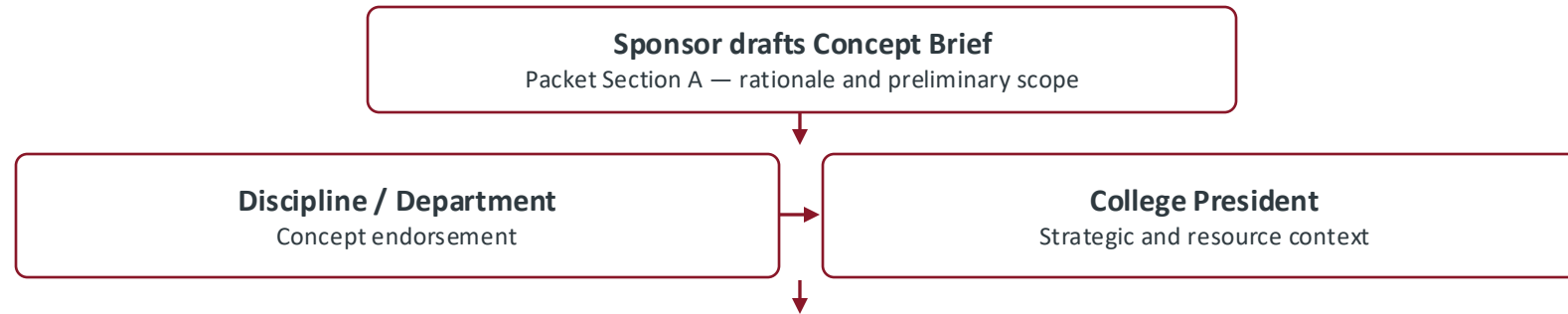
This process surfaces that institutional context up front.

Sponsors learn about strategic fit and resource realities before investing significant time in curriculum work.

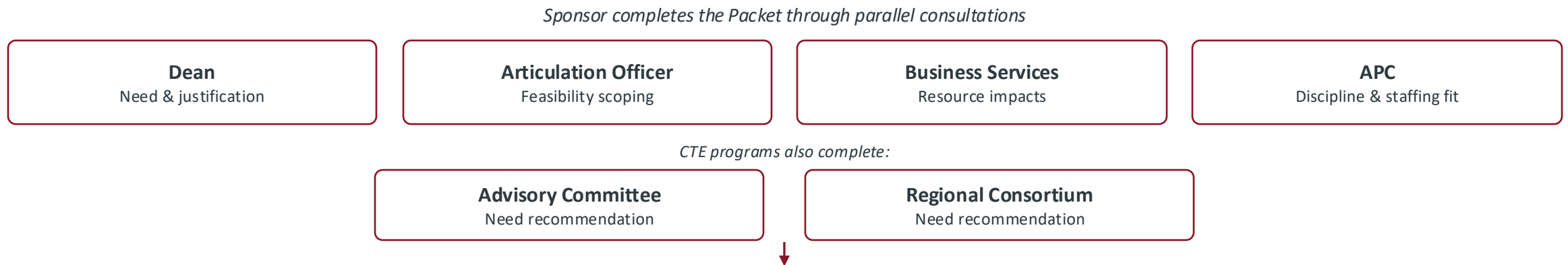
THE PROCESS

Three phases, one decision point

Phase 1 — Concept



Phase 2 — Planning



Phase 3 — Endorsement



This is not a curriculum process.

This process

Should Norco College develop this program?

- Institutional fit and feasibility
- Strategic and resource context
- Discipline, staffing, scheduling
- Need and justification

Curriculum process

What does the program consist of?

- Course outlines of record (CORs)
- Program learning outcomes (PLOs)
- CurricUNET, C-ID submissions
- Articulation agreements

All curriculum work happens downstream through the Curriculum Committee, after Senate endorsement.

How the process is shaped, and why

- 01 One decision point at Academic Senate**
New program approval is 10+1 territory under Title 5 §53200. Academic Council receives an informational report; Senate is the body that endorses.
- 02 The President provides context, not approval**
Faculty learn about strategic fit and resource realities at the concept stage, before investing significant time in curriculum work.
- 03 The faculty sponsor owns the process**
Senate and Council enforce procedural accountability by declining to agendaize incomplete Packets.
- 04 Section E is feasibility scoping, not curriculum**
Anticipated program composition gives Business Services and Articulation enough to advise on feasibility
- 05 Program Review enters after the program launches**
Program Review evaluates programs with students and data.

Program Planning & Endorsement Process

Purpose

This document is an internal guide for developing new programs at Norco College. It is an upstream institutional process that precedes and supports curriculum development.

Faculty can create curriculum for any program they envision, but a program can only launch if the College commits to supporting it with resources, space, staffing, and strategic priority. The Program Planning & Endorsement Process is designed to clarify that institutional context before curriculum work begins, so faculty sponsors can make informed decisions about whether and how to proceed with a new program.

Scope & Boundaries

The Program Planning & Endorsement Process determines institutional fit, feasibility, and strategic alignment. It concludes with an Academic Senate endorsement that authorizes the sponsor to begin curriculum development.

Once endorsed, all curriculum work (course outlines of record, program learning outcomes, course sequencing, C-ID submissions, distance education approvals, and articulation agreements) proceeds through the Norco College Curriculum Committee using existing processes described in the RCCD Curriculum Handbook. This document does not duplicate or replace any work owned by the Curriculum Committee.

Ownership & Accountability

The faculty sponsor owns this process. The sponsor initiates the work, drafts the Program Planning & Endorsement Packet, conducts consultations, and requests placement on Academic Council and Academic Senate agendas. The materials should be comprehensive and clear enough to guide the faculty sponsor through the process.

Procedural accountability is enforced through agenda discipline: Academic Council and Academic Senate will not agendize incomplete Packets. The Consultation Checklist at the end of the Packet documents which consultations have occurred and serves as the basis for that determination.

Phase 1 — Concept

In Phase 1, the sponsor develops a short program concept and shares it with the people whose early input shapes whether and how to proceed. The purpose of Phase 1 is to gather institutional context before investing significant time in a full planning document.

1. Draft Section A of the Packet — Program Concept.

Section A is a one- to two-page description of the proposed program: sponsor information, program name and credential type, rationale, preliminary scope, and a preliminary statement of mission and Educational Master Plan alignment. Section A is the document the sponsor brings to Phase 1 conversations.

2. Consult with discipline and department colleagues.

Share the draft concept with discipline and department members. Discuss the proposed program and request an endorsement of the concept. Document the endorsement — meeting minutes, a department vote, or an email record — in Section B of the Packet.

3. Meet with the College President.

The purpose of this meeting is to learn how the concept aligns with current Educational Master Plan and Strategic Enrollment Management Plan priorities, and what the realistic resource landscape looks like for a program of this kind. The President does not approve or deny the concept at this stage; the conversation is about context, not authorization.

The sponsor documents the conversation in Section B of the Packet — including any strategic or resource considerations the President flags — so that Academic Council and Academic Senate see the same context when they review the proposal in Phase 3. Early visibility into strategic fit and resource realities helps faculty make informed decisions before investing significant time in curriculum development.

Phase 2 — Planning

In Phase 2, the sponsor completes the remainder of the Packet through five consultations. These consultations can occur in any order or in parallel. Each consultation is a working conversation, not an approval vote.

4. Need & Justification — with the Dean of Instruction or Dean of Workforce Development.

Work with the Dean to complete Section C of the Packet. Describe the program and document the need using appropriate data, such as labor market and employer demand data for CTE programs, transfer data and target institution information for ADTs, local demand indicators, and regional access considerations.

5. Anticipated Program Composition — with the Articulation Officer.

Work with the Articulation Officer to complete Section E of the Packet. At this stage, the Articulation Officer advises on whether the anticipated program scope is realistic given existing courses, state transfer patterns, and similar programs at other California community colleges. Formal articulation agreements, transfer mapping, and C-ID submissions come later, in the curriculum process.

6. Facilities & Resource Impacts — with Business Services.

Work with Business Services to complete Section F of the Packet. Identify anticipated facilities, equipment, software, staffing, and ongoing operational costs associated with launching and sustaining the program. Rough estimates are fine; the point is to understand what resources the program will require, not to lock in a final budget.

7. Discipline & Staffing Fit — with the Academic Planning Chairs Committee.

Present the proposed program to the Academic Planning Chairs (APC) Committee to discuss how the program fits within the College's discipline and school structure, and how it interacts with existing departments in terms of staffing, minimum qualifications, and scheduling. APC is a committee of department chairs; its members bring practical insight into the operational realities of housing a new program. Complete Section G of the Packet with APC feedback and a proposed organizational home for the program.

8. CTE programs only — Advisory Committee and Regional Consortium.

Career and technical education programs complete the CTE Addendum in the Packet with a recommendation from the program's local Advisory Committee and the Regional Consortium. These recommendations are also required for state approval of new CTE programs and will travel with the curriculum proposal through the downstream approval process.

When a Phase 2 consultation raises concerns.

The Packet returns to the sponsor with recommendations. The sponsor revises the relevant section and re-consults as needed. There is no expiration on Phase 2, and no limit on the number of revisions. All prior consultation feedback remains in the Packet so that Academic Council and Academic Senate see the full record of institutional dialogue when Phase 3 begins.

Phase 3 — Endorsement

When the Packet is complete — all Phase 1 and Phase 2 consultations documented, all sections filled in, and all consultation feedback addressed — the sponsor requests endorsement.

9. Informational report to Academic Council.

The sponsor requests placement on an Academic Council agenda and presents the completed Packet. Academic Council reviews the program for operational implications related to its responsibilities under ACCJC Standard 2 (program design, delivery, and review) and may record written observations. This is an information item; it is not a vote to approve or deny the program. Academic Council will not agendize incomplete Packets.

10. Endorsement decision by Academic Senate.

The sponsor requests placement on an Academic Senate agenda, with the completed Packet and Academic Council's written observations included in the submission. Academic Senate conducts an initial read at one meeting and votes on endorsement at a subsequent meeting (Title 5 §53200, 0+1). Academic Senate will not agendize incomplete Packets.

After Senate Endorsement — Curriculum Development

Senate endorsement marks the end of the Program Planning & Endorsement Process. The sponsor now enters the RCCD curriculum approval process (course development, district review, Board of Trustees approval, and State Chancellor's Office submission), owned by the Norco College Curriculum Committee and governed by the RCCD Curriculum Handbook. The completed Packet travels with the curriculum proposal to provide institutional context.

Once curriculum is approved at all required levels and the program is published in the Norco College Catalog, it enters the Program Review cycle, with the completed Packet serving as baseline documentation for the program's first comprehensive review.

When Concerns Arise

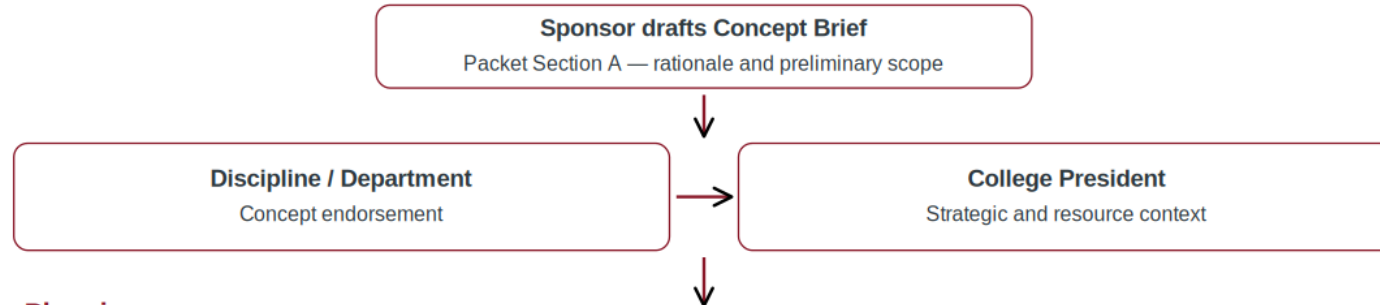
Phase 1 — President's conversation. When the President signals low strategic priority or significant resource barriers, the sponsor decides whether to proceed. The President does not have veto authority at the concept stage. If the sponsor chooses to proceed, the President's feedback is documented in the Packet so that Academic Senate sees the full context when deciding on endorsement.

Phase 2 — Working consultations. When a Dean, Articulation Officer, Business Services, or Academic Planning Chairs consultation raises substantive concerns, the sponsor can revise the Packet in response and reconsult. This can happen as many times as needed; the Packet is a living document until it is submitted to Phase 3.

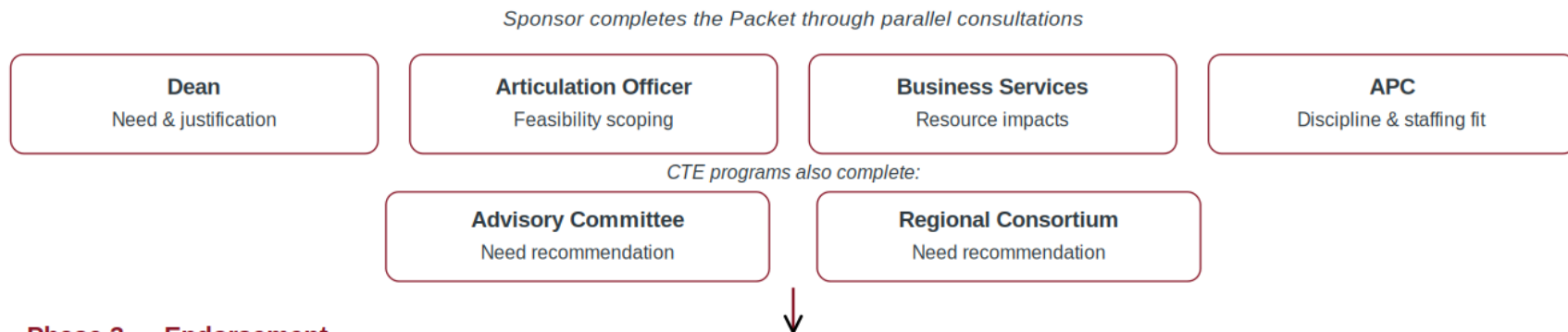
Phase 3 — Senate decision. When Academic Senate declines to endorse a program, the sponsor receives written feedback and may revise and resubmit the Packet later. A declined endorsement does not prevent future proposal development, and the sponsor may return to any prior Phase to address concerns.

Process Map

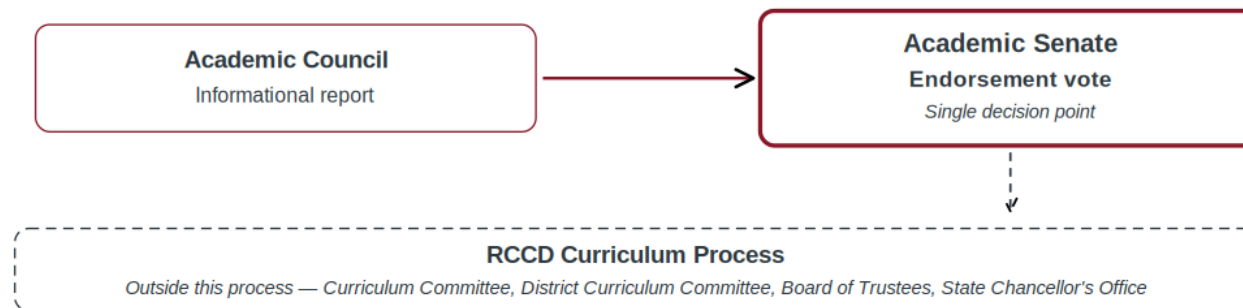
Phase 1 — Concept



Phase 2 — Planning



Phase 3 — Endorsement



Program Planning & Endorsement Packet

Norco College | Faculty Fillable Document | 1st Revised Draft

About This Packet

This packet is the working document for the Program Planning & Endorsement Process. It is an internal planning tool, not a curriculum proposal. Its purpose is to document the institutional work that occurs before curriculum development begins: the rationale for a new program, consultation with campus stakeholders, and alignment with the College's mission and strategic plans.

The sponsor completes this Packet over the course of three phases. Section A is the Concept that the sponsor brings to Phase 1 conversations. Section B records those Phase 1 conversations. Sections C through G are completed in Phase 2 in parallel with campus consultations. The completed Packet is presented to Academic Council for review and to Academic Senate for endorsement in Phase 3.

This Packet does not substitute for the curriculum approval process and does not go to the Curriculum Committee. Curriculum development (course outlines of record, program learning outcomes, course sequencing, C-ID submissions, distance education approvals, articulation agreements) begins after Senate endorsement, through the Curriculum Committee and the RCCD Curriculum Handbook.

Section A | Program Concept

Completed in Phase 1, before any consultations. This section is the document the sponsor brings to discipline and department colleagues, the relevant Dean, and the College President.

Proposed Program Name

Click or tap to enter text.

Sponsor Name(s)

Click or tap to enter text.

Primary Sponsor Contact

Phone: *Click or tap to enter text.*

Email: *Click or tap to enter text.*

Proposed Credential Type

Certificate (local), Associate Degree (local), or Associate Degree for Transfer (ADT).

Choose an item.

Rationale

Describe the proposed program and, in one to two paragraphs, explain why Norco College should develop it. Reference community, workforce, regional, or student needs as relevant.

Click or tap here to enter text.

Preliminary Scope

Briefly describe what the program will include — approximate size, intended student population, modes of delivery, and any distinctive features. This is a preliminary sketch, not a final plan.

Click or tap here to enter text.

Preliminary Mission & EMP Alignment

Describe how the proposed program supports the Norco College mission, vision, and core commitments, and how it aligns with the Educational Master Plan. Detailed strategic plan alignment is completed in Section D; this section is a preliminary pitch.

Click or tap here to enter text.

RCCD Duplication Check

Indicate whether this program is currently offered at another college in the Riverside Community College District. If so, describe the local need at Norco College that justifies duplication (for example, regional demand, access, specialization).

Click or tap here to enter text.

Section B | Phase 1 Consultation Record

Completed in Phase 1, after the sponsor has shared Section A with the discipline and department, notified the relevant Dean, and met with the College President.

B.1 Discipline / Department Endorsement

Date of discipline / department discussion: *Click or tap to enter a date.*

Method of documentation (minutes, email vote, etc.): *Click or tap to enter text.*

Summary of discussion and outcome

Click or tap here to enter text.

B.2 College President — Strategic & Resource Context

The purpose of this conversation is to receive the President's view on strategic alignment and realistic resource context. It is not an approval or endorsement step. Document the substance of the conversation so that Academic Council and Academic Senate see this context when they review the proposal in Phase 3.

Date of meeting with the President: *Click or tap to enter a date.*

Summary of strategic context discussed

How did the President characterize alignment with current EMP and SEM priorities?

Click or tap here to enter text.

Summary of resource context discussed

What did the President indicate about the realistic resource picture — facilities, staffing, funding, timing?

Click or tap here to enter text.

Sponsor's response and intended path forward

Given the context received, will the sponsor proceed to Phase 2? If the President flagged significant concerns and the sponsor intends to proceed, note why here.

Click or tap here to enter text.

Section C | Need & Justification

Before completing this section, consult with the Dean of Instruction (for academic programs) or the Dean of Workforce Development (for CTE programs).

Dean Consulted	<i>Click or tap to enter text.</i>
Date of Consultation	<i>Click or tap to enter a date.</i>

Program Description

Expand on the description from Section A. Describe what the program will do and who it will serve.

Click or tap here to enter text.

Documented Need

Describe the need this program addresses and cite the data that supports it. CTE programs include labor market and employer demand data. ADTs include transfer data and target institution information. All programs include local demand indicators and regional access considerations.

Click or tap here to enter text.

Student Populations Served

Identify which student populations the program is designed to serve. Equity considerations and Student Equity Plan alignment are addressed in Section D.

Click or tap here to enter text.

Section D | Strategic Plan Alignment

Expands on Section A's preliminary alignment with specific references to current strategic plans.

Mission, Vision & Core Commitments

How does the proposed program support the Norco College mission, vision, and core commitments (the N-O-R-C-O values)?

Click or tap here to enter text.

Educational Master Plan (EMP)

Identify the specific EMP goals and objectives this program advances.

Click or tap here to enter text.

Student Equity Plan

Identify alignment with the Norco College Student Equity Plan. Which populations identified in the Plan as disproportionately impacted might this program serve? Are there populations underrepresented in the relevant field whom this program could draw in? How will the program's design and delivery — scheduling, modality, support services, partnerships — support those students' success?

Click or tap here to enter text.

Other Strategic Plans

Identify alignment with any other applicable strategic plans — for example, the Strategic Master Plan (SPGM), Strategic Enrollment Management Plan, or Guided Pathways planning. Include only those that are genuinely relevant.

Click or tap here to enter text.

Section E | Anticipated Program Composition

Before completing this section, consult with the Articulation Officer. At this stage, the Articulation Officer advises on whether the anticipated program scope is realistic given existing courses, state transfer patterns, and similar programs at other California community colleges. Formal articulation agreements, transfer mapping, and C-ID submissions come later, in the curriculum process.

Articulation Officer Consulted	<i>Click or tap to enter text.</i>
Date of Consultation	<i>Click or tap to enter a date.</i>

Anticipated Program Scope

Describe the expected size and shape of the program: approximate number of units or courses, delivery modalities, and any distinctive structural features.

Click or tap here to enter text.

Existing Courses Anticipated to Draw From

List courses that currently exist at Norco College and are expected to be part of the program. This is an anticipated list, not a final course list; the final composition is determined in the curriculum process.

Click or tap here to enter text.

Anticipated Course Gaps

Identify areas where new courses will likely need to be developed. Do not draft curriculum here; that work begins after Senate endorsement.

Click or tap here to enter text.

Transfer Landscape (for ADTs)

Identify anticipated target transfer institutions and note any feasibility considerations the Articulation Officer flagged. Formal articulation agreements are developed later in the curriculum process.

Click or tap here to enter text.

Comparable Programs in the State

Identify similar programs offered elsewhere in the California community college system that informed the anticipated composition.

Click or tap here to enter text.

Section F | Facilities & Resource Impacts

Before completing this section, consult with Business Services. Estimates at this stage are preliminary and intended to surface resource implications, not to finalize a budget.

Business Services Contact	<i>Click or tap to enter text.</i>
Date of Consultation	<i>Click or tap to enter a date.</i>

Space or Buildings

Will the program require new space or buildings? If yes, provide a preliminary estimate and description.

Required: Yes ☐ No ☐

Estimated Cost: *Click or tap to enter text.*

Description

Click or tap here to enter text.

Specialized Equipment or Software

Required: Yes ☐ No ☐

Estimated Cost: *Click or tap to enter text.*

Description

Click or tap here to enter text.

Ongoing Operational Costs

Anticipated: Yes ☐ No ☐

Estimated Cost per Year: *Click or tap to enter text.*

Description

Click or tap here to enter text.

Additional Faculty

Required: Yes ☐ No ☐

Anticipated Count: *Click or tap to enter text.*

Description

Click or tap here to enter text.

Other Resource Considerations

Any additional resource needs identified in consultation with Business Services — for example, classified staffing, technology infrastructure, marketing, student support services.

Click or tap here to enter text.

Section G | Discipline & Staffing Fit

Before completing this section, consult with the Academic Planning Chairs (APC) Committee. APC is a committee of department chairs whose members bring practical insight into the operational realities of housing a new program, including minimum qualifications, faculty capacity, scheduling implications, and how the program interacts with existing departments.

Date of APC consultation: *Click or tap to enter a date.*

Proposed Organizational Home

Identify where this program will be housed within the Norco College discipline and school structure.

Discipline: *Click or tap to enter text.*

School: *Click or tap to enter text.*

Dean: *Click or tap to enter text.*

Staffing & Minimum Qualifications

Identify the minimum qualifications for faculty teaching in this program and describe the current faculty capacity to deliver it. Note any anticipated hiring needs; costs are documented in Section F.

Click or tap here to enter text.

Scheduling & Departmental Impact

Describe how the new program will affect scheduling in the proposed department and how it interacts with existing programs in the area.

Click or tap here to enter text.

APC Feedback Summary

Summarize APC input on discipline fit, staffing, and scheduling, including any concerns raised and how they were addressed.

Click or tap here to enter text.

CTE Addendum | Career & Technical Education Programs Only

Complete this section only for career and technical education programs. Non-CTE programs may leave this section blank.

Advisory Committee

Advisory Committee meeting date: *Click or tap to enter a date.*

Recommendation Summary

Click or tap here to enter text.

Attach the Advisory Committee minutes or formal recommendation letter to this Packet.

Regional Consortium

Regional Consortium review date: *Click or tap to enter a date.*

Recommendation Summary

Click or tap here to enter text.

Attach the Regional Consortium recommendation to this Packet.

Consultation Checklist

This checklist is the visible evidence that all required consultations have occurred. Academic Council and Academic Senate use this checklist to determine whether the Packet is complete and ready to agendaize.

Consultation	Purpose	Documentation	Date
Phase 1 — Concept			
Discipline / Department	Concept endorsement	Minutes, email, or vote record	
College President	Strategic and resource context	Summary of conversation in §B	
Phase 2 — Planning			
Dean of Instruction or Dean of Workforce Development	Need and justification (§C)	Section C complete; Dean named	
Articulation Officer	Anticipated program composition and feasibility (§E)	Section E complete; Articulation Officer named	
Business Services	Facilities and resource impacts (§F)	Section F complete; Business Services contact named	
Academic Planning Chairs Committee	Discipline and staffing fit (§G)	Section G complete; APC consultation documented	
Advisory Committee (CTE only) *	Recommendation on program need	Advisory Committee recommendation attached	
Regional Consortium (CTE only) *	Recommendation on program need	Regional Consortium recommendation attached	
Phase 3 — Endorsement			
Academic Council	Informational report on completed Packet	Council agenda entry and minutes	
Academic Senate	Endorsement decision (initial read + vote)	Senate agenda entries and minutes	

* For CTE programs only.

DRAFT

Senate Spotlight Dates for Fall 2026-Spring 2027

Fall 2026 >> Dates TBD

September—No Spotlight

October

Moreno Valley College

November

Norco College

December

Riverside City College

Spring 2027>> Dates TBD

March

Moreno Valley College

April

Norco College

May

Riverside City College

June – No Spotlight

***Per DAS meeting 8/25/25, it was agreed that September and June are to be avoided due to impacted time for recruitments and additional duties. The order of college presentations above repeats the 2025-26 pattern but can certainly be adjusted.*

Committee Name: Library & Academic Support Committee

Meeting Date: 9-8-26

Update:

I. Library

- a. Fabiola Perez, the new full-time faculty Outreach Librarian, started this semester.
- b. New Signage advertising the library and its services has been placed around the campus.
- c. All student laptops are currently checked out.
- d. The library now opens at 8am (Monday – Friday).
- e. The library website is being redesigned and will likely go live during the current fall 2026 semester.
- f. The library team is still weeding the print book collection. Discarded items may be picked up by the college community (for free) and are available in the library foyer.
- g. We are still working on gathering materials for the library archives. Send any pertinent resources to Vivian Harris.
- h. A scanner is available in the library for student use (free of charge).
- i. Fabiola Perez started a monthly library newsletter series, designed a flyer advertising the library's Saturday operating hours (9am-2pm), and is working on creating a new library video that will be housed on the [library website](#).
- j. The Library/LRC Open House event was a success.

II. Associated Students of Norco College (ASNC)

- a. Annual Big Bear Retreat was held during summer to prepare for the upcoming academic year.
- b. Participated in districtwide training about the Brown Act and college services.
- c. Welcomed students, promoted clubs and campus resources, and hosted activities with prizes during Welcome Week.
- d. Working on renewing the RTA MOU with RCCD.
- e. Participating in the naming of the new Library & Student Services Building.
- f. The Activities Committee will be releasing an event calendar soon.
 - 1. ASNC Senate meetings are held weekly on Friday 10am-12pm
 - 2. ICC meetings are held weekly on Tuesday 12:50-1:50pm
 - 3. Club Rush was held September 9–10 from 12-2pm

III. Learning Resource Center (LRC)

- a. Fall 2026 LRC tutoring started on Monday, August 31st. All schedules and appointment links are updated and active on [the website](#).

- b. The LRC continued to experience significant growth in student engagement during Spring 2026 compared to Fall 2025:
 - 1. 9.31% increase in LRC total visits
 - 2. 58.07% increase in unduplicated number of students served
 - 3. 36.55% increase in students contact hours
- c. Implemented an LRC Pulse Survey to collect qualitative feedback from students about their tutoring experience.
- d. Faculty can [request an in-person or online LRC presentation](#) that can be conducted either in their classroom or at the LRC.

IV. Writing & Reading Center (WRC)

- a. The WRC has extended hours this semester and is open until 7pm or 8pm Monday – Thursday.
- b. The first WRC Advisory Group meeting will be on Friday, October 2nd at 11:30am on Zoom. Contact Nikki Capps if you would like to attend.
- c. The first CHL CAP event was a success, with 18 students and several faculty members. One lucky student won a free iPad!
- d. Nine instructors have already brought their classes to the WRC, which is more than usual. Nikki will continue to send out a survey during the first week of classes to gauge interest.
- e. The first 15 virtual writing workshops have been launched and were sent to all faculty. Let Nikki know if you would like a flyer.
 - 1. Collaborating with honors, scholarship, and transfer centers this semester: 2 scholarship essay-writing workshops on 10/7 and 10/8; online PIQ workshop on 10/14 from 4-6pm on Zoom.

Accreditation Liaison Report – Academic Senate

Date: 09/21/2026 | Liaison: Laura Adams

Progress since our last meeting

- The ISER is posted on the [Norco College accreditation website](#)
- Continuing to support DEC, NAC and Program Review Committee
- Accreditation Action Notes series is continuing this academic year
- **40+ responses from faculty** providing additional evidence of RSI for the ACCJC Peer Review Team

What's coming up next

- Our peer review team will meet in October to finalize their core inquiries and create an initial draft of their report
- **Save the Date:** Accreditation Peer Review Virtual Open Forum is scheduled for Monday, 10/12, 11am-12pm

Where we could use faculty input

- RSI:
 - RSI subcommittee of DEC will continue to plan faculty support opportunities
 - Use the [RSI Support Request form](#) if you need one-on-one or small group help with RSI
- Assessment:
 - NAC will collect data to assess AOE PLOs and GELOs beginning this semester
 - If you need help connecting SLOs in Canvas, collecting data, or reporting, please contact Charise Allingham

FYIs

- Norco's internal Annual RSI Check is on hold until the 27-28 academic year