



**RIVERSIDE COMMUNITY  
COLLEGE DISTRICT**

**CURRICULUM HANDBOOK  
2021 UPDATE**

**PART 1: ROLES, POLICIES, AND PROCESSES  
PART 2: APPLICATION AND HOW-TO GUIDES**

Riverside Community College District Curriculum Committee

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## PART 2: APPLICATION AND HOW-TO GUIDES

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# PART 1: ROLES, POLICIES, AND PROCESSES

## PREFACE

This RCCD Curriculum Handbook has been created as a reference guide for faculty members, administrators, and members of the community who have an interest in the courses and programs offered at the Riverside Community College District and its three colleges. The handbook is intended to help RCCD faculty in the process of curriculum development, such as the creation of new courses, modifying existing courses, proposing or modifying programs, including/excluding courses in the college catalog, as well as the regulations and procedures regarding curriculum. This document is an update to the 2014 RCCD Curriculum Handbook.

## REFERENCES AND RESOURCES

### Curriculum Committee Websites

- Moreno Valley College <http://www.mvc.edu/academicdepts/as/curriculum/index.cfm>
- Norco College <https://www.norcocollege.edu/committees/cc/Pages/index.aspx>
- Riverside City College <https://websites.rcc.edu/curriculum>
- Riverside Community College District [https://www.rccd.edu/admin/ed\\_services/Pages/curriculum.aspx](https://www.rccd.edu/admin/ed_services/Pages/curriculum.aspx)

### Academic Senate Websites

- Moreno Valley College <http://www.mvc.edu/academicdepts/as/>
- Norco College <https://www.norcocollege.edu/as/Pages/index.aspx>
- Riverside City College <http://www.rcc.edu/academic senate/Pages/Academic-Senate-Home.aspx>
- RCCD Academic Senate Constitution <http://www.rccd.edu/faculty/Pages/AcademicSenate-Constitution.aspx>

### Regulations and Policies

- California Educational Code <http://leginfo.legislature.ca.gov>
- Title 5 Regulations <https://govt.westlaw.com/calregs/Browse/Home/California>
- RCCD Board Policies and Administrative Procedures <https://www.rccd.edu/administration/board/Pages/BoardPolicies.aspx>

### Curriculum Development Documents

- [Program Course Approval Handbook 7<sup>th</sup> edition](#)
- The Course Outline of Record: A Curriculum Reference Guide Revisited [https://www.asccc.org/sites/default/files/COR\\_0.pdf](https://www.asccc.org/sites/default/files/COR_0.pdf)
- Effective Practices for Educational Program Development [https://www.asccc.org/sites/default/files/Ed\\_Program\\_Development.pdf](https://www.asccc.org/sites/default/files/Ed_Program_Development.pdf)

### State Websites

- Academic Senate for California Community Colleges (ASCCC) <https://www.asccc.org/>
- California Community Colleges Chancellor's Office (CCCCO) <https://www.cccco.edu/>
- C-ID and TMC <https://c-id.net/>
- ASSIST <https://assist.org/>

# I. RCCD CURRICULUM: INTRODUCTION

## Overview

For the purposes of this Handbook, curriculum is the process that faculty engage in to describe what will be taught, how it will be taught, and how it will be evaluated. Curriculum is the foundation for teaching and learning.

Curriculum at the California community colleges is governed by the California Education Code and Title 5, which outlines the regulations, legal processes, and responsibilities regarding curriculum. The State Chancellor's Office and the California State Senate provide a handbook to assist the California community colleges in course and program approval. They have adopted the Program and Course Approval Handbook (PCAH) as the document which offers the California State Senate's interpretation of Title 5, and best practices in all areas of curriculum.

## References

- California Education Code <http://leginfo.legislature.ca.gov>
- Title 5 Regulations <https://govt.westlaw.com/calregs/Browse/Home/California>
- PCAH 6<sup>th</sup> edition [http://websites.rccd.edu/curriculum/files/2019/08/PCAH\\_6thEdition\\_July\\_FINAL.pdf](http://websites.rccd.edu/curriculum/files/2019/08/PCAH_6thEdition_July_FINAL.pdf)

## RCCD Curriculum Policies and Procedures

While curriculum is governed by Education Code and Title 5 at the State level, the local implementation of those regulations is covered by RCCD Board Policy. All Board Policies (BP) and Administrative Procedures (AP) fall under "academic affairs." Below is the current list of RCCD Board Policies and Administrative Procedures which apply to curriculum.

- 4005 Academic Senates
- 4020 Program, Curriculum, and Course Development
- 4021 Program Discontinuance
- 4022 Course Approval
- 4023 Class Minimum Size
- 4025 Criteria for Associate Degree and General Education
- 4100 Graduation Requirements for Degrees and Certificates
- 4102 Career and Technical Education Programs
- 4103 Work Experience
- 4104 Contract Education
- 4105 Distance Education
- 4222 Basic Skills/Development Education – Remedial Coursework
- 4225 Course Repetition
- 4227 Course Repeatability
- 4228 Course Repetition – Significant Lapse of Time
- 4229 Course Repetition – Variable Units
- 4260 Limitation on Enrollment: Prerequisites, Corequisites, and Advisories

## References

- RCCD Board Policies and Administrative Procedures  
<https://www.rccd.edu/administration/board/Pages/BoardPolicies.aspx>

## Curriculum Authority

Curriculum is a matter upon which the RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate. The Academic Senates fulfill this function through their individual curriculum committees, and ultimately through the District Curriculum Committee and the District Academic Senate. Consequently, all curriculum requires approval by the appropriate curriculum committee, which is then forwarded to the Board of Trustees for final local approval.

### References

- BP 4005 <https://www.rccd.edu/administration/board/New Board Policies/4005BP.pdf>
- BP 4020 <https://www.rccd.edu/administration/board/New Board Policies/4020BPAP.pdf>
- AP 4022 <https://www.rccd.edu/administration/board/New Board Policies/4022AP.pdf>

## Curriculum Maintenance

### Program Review

Curricular updates are included in the Comprehensive Instructional Program Review for each college: a three-year cycle for Norco College and Moreno Valley College, and a five-year cycle for Riverside City College. Career and Technical Education disciplines are mandated to update their curriculum on a two-year cycle (Ed Code section 78016). Each discipline also conducts an annual program review in order to keep curriculum current and in compliance with regulations. Each discipline should complete the following tasks pertaining to their curriculum during the annual review cycle:

- Review and modify course outlines of record and programs that require changes.
- Create new courses and programs (if necessary) to meet the changing needs of the discipline.
- Review distance education addendums.
- Include, exclude, or delete courses from the college catalog if necessary. Ideally, a course should be offered at least once every two years. If not, the discipline should consider the course for exclusion or deletion.

### College Catalog

All course and program offerings of a college reside in the college catalog. Students establish catalog rights based upon the published catalog at the time of their first year of enrollment in the college, and they retain those catalog rights provided they maintain continuous enrollment.

Counselors and others rely on the catalog to advise students regarding the requirements governing their eligibility for certificates and degrees. Consistent updates to courses and programs are essential to ensure an accurate catalog, so counselors and students have accurate information.

### References

- Moreno Valley Program Review <http://www.mvc.edu/spc/pr/>
- Norco Program Review <https://www.norcollege.edu/committees/prc/Pages/index.aspx>
- Riverside Program Review <https://www.rcc.edu/about/president/strategic-planning/Pages/ProgramReview.aspx>

## II. RCCD CURRICULUM: ROLES AND RESPONSIBILITIES

### Overview

Curriculum at RCCD involves various committees, groups, faculty, and staff. The following details their roles and responsibilities in the development, approval, and implementation of curriculum.

### Academic Senate

Title 5 mandates that curriculum falls within the purview of the local academic senates. To carry out this mandate the three college senates place the responsibility for curriculum in the hands of the college curriculum committees, which are standing subcommittees of the senates. Similarly, the District Academic Senate gives curricular responsibility to the District Curriculum Committee.

Under Article II. Section 1 of the RCCD Academic Senate Constitution

*The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to Title 5, Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines."*

*The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-Laws of the College.*

*All curricular matters of relevance to a single College shall be resolved by the curriculum committee at the College affected.*

*All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.*

### References

- BP 4005 <https://www.rccd.edu/administration/board/New Board Policies/4005BP.pdf>
- Title 5 §53200 (<https://govt.westlaw.com/calregs/Browse/Home/California>)
- Moreno Valley College Academic Senate <http://www.mvc.edu/academicdepts/as/>
- Norco College Academic Senate <https://www.norcocollege.edu/as/Pages/index.aspx>
- Riverside City College Academic Senate <http://www.rcc.edu/academicsenate/Pages/Academic-Senate-Home.aspx>
- RCCD Academic Senate Constitution <http://www.rccd.edu/faculty/Pages/AcademicSenate-Constitution.aspx>

## Faculty and Originator

Faculty are primarily responsible for curriculum, which includes making sure that the course outlines and programs offered are current and meet educational standards, transfer requirements, and industry standards (in the case of CTE curriculum). Moreover, the role of the faculty member is to:

- Assist their discipline in keeping courses and programs current.
- Submit curriculum proposals for their discipline.
- Review curriculum within their discipline and department.
- Vote on curriculum at both the discipline and department levels.

Faculty may submit curriculum proposals that fall within their discipline. The faculty member who submits a curriculum proposal is the originator of the proposal. The originator may include other faculty in their discipline as co-contributors to the proposal. The role of the originator is to:

- Create and submit the curriculum proposal with a rationale.
- Receive discipline and department approval for the proposal.
- Edit the proposal in case of technical issues.
- Monitor the proposal through the curriculum process.
- Provide explanation if requested by the curriculum committee.

## Discipline and Discipline Facilitator

The discipline is responsible for all the courses and programs within its discipline. Some disciplines are district-wide while others are college-specific disciplines.

The role of the discipline is to:

- Update course outlines and programs within their colleges' program review cycle.
- Maintain the quality of their course outlines and programs.
- Create new courses and programs to meet the changing needs of the discipline.
- Communicate with all discipline faculty district-wide on curriculum proposals.
- Review and comment on proposals at both the discipline and department levels.
- Vote on proposals at both the discipline and department levels.
- Assign a discipline facilitator for district-wide disciplines.

District-wide disciplines require a discipline facilitator. The role of the discipline facilitator is to:

- Ensure discussion and consensus at the discipline level across the three colleges.
- Approve/deny proposals based on the vote of the district-wide discipline.

## Department and Department Chairs

All disciplines are placed in a department. Some departments house many disciplines while other departments house a single discipline. The department is responsible for the logistical offerings of courses and staffing of faculty to teach the courses. Though there are exceptions, the department generally honors the wishes of the discipline when it comes to curriculum proposals, relying on discipline expertise.

Concerning curriculum proposals, the role of the department is to:

- Review proposals from disciplines within the department.
- Vote on proposals at the department level.

The role the department chair is to approve/deny all proposals affecting its department, reflecting the vote of their department.

## Distance Education Committee

Each college has a Distance Education Committee. The role of the distance education committee pertaining to curriculum is to:

- Develop guidelines and best practices for distance education courses.
- Recommend policies and procedures for distance education training of faculty and students.
- Advise faculty on creating DE proposals if requested.

DE proposals are not required to have DE committee approval to complete the curriculum approval process. However, it is recommended that DE proposals are reviewed by the DE committee prior to submittal.

## Technical Review Committee

The Technical Review Committee (TRC) is a subcommittee of the District Curriculum Committee. Its voting members are the three college curriculum chairs. Nonvoting members include the TRC chair (an appointment made by the three curriculum chairs), an RCCD academic administrator appointed by the RCCD Chancellor, and the district Instructional Support Coordinators. Meetings are on the first and third Tuesday of each month during the Fall and Spring semesters.

The TRC acts as an advisory committee to the three college curriculum committees and the RCCD District Curriculum Committee. The main function of the TRC is to ensure that curricular proposals are complete and ready for review by the curriculum committees. The TRC approves the technical aspects of the curricular proposal, not the curriculum itself. The committee operates on the basis of consensus decision making.

The role of the technical review committee is to:

- Ensure course outlines and curricular proposals are complete and ready for review and approval by the college curriculum committees.
- Ensure that requirements that appear in law, regulation, and/or accreditation standards are adhered to by the curriculum proposal.

- Provide information, training, and support on the curriculum management system and other logistical matters pertaining to the curriculum process.
- Address concerns regarding district-wide curriculum issues.

The duties of the TRC chair include:

- Develop the TRC agenda.
- Chair the TRC meetings.
- Notify/assist faculty with proposal revisions deemed necessary by the committee.

All approved items by the TRC are forwarded to College Curriculum Committees as either action or information items. The TRC determines the initial agenda items for each curriculum committee, but the chair of each curriculum committee has ultimate responsibility for the development of the agenda.

### Basic Review Guidelines of the TRC

When reviewing course proposals, the TRC:

- Confirms the rationale aligns with what is proposed.
- Checks discipline/department supporting documents.
- Verifies the proposal is college specific or multi-college (shared).
- Verifies the hours (lecture/lab) match the proposed number of units.
- Verifies the effective term is appropriate.
- Checks any limitation on enrollment (LOE), prerequisites, corequisites, or advisories are supported by content review.
- Verifies entry skills match exit skills in requisite course(s).
- Verifies transferability and general education (GE) status are correct.
- Reviews textbooks/materials for currency - at least two books/materials that are not more than 5 years old should be included if proposed for transfer.
- Reads any impact reports included (title, unit value, numbering, hours, grade option, deletion, or discontinuance).
- Reviews repeatability status.
- Reviews course student learning outcomes (SLOs) and course objectives.
- Checks GE SLOs are linked to course SLOs (for GE courses).
- Course content includes adequate detail of topics.
- Reviews methods of instruction, methods of evaluation, and sample assignments for specificity to the course.
- Considers any discipline, department, or administrative comments or concerns.

For Distance Education (DE) proposals, the TRC:

- Confirms the rationale aligns with what is proposed.
- Checks discipline/department supporting documents.
- Verifies whether the proposal is for a college-specific or multi-college (shared) course.
- Verifies the type of DE format – hybrid, online, or both.
- Verifies the proposal addresses course Student Learning Outcomes.



- Verifies the proposal addresses how the loss of face-to-face time will be remedied.
- Confirms the proposal adequately addresses Section 508 compliance.
- Confirms the proposal clearly explains how regular and effective contact will take place between the instructor and the student and among students.
- Confirms the proposal adequately addresses the use of publisher applications and websites.

For program proposals, the TRC:

- Confirms the rationale aligns with what is proposed.
- Checks discipline/department supporting documents and narrative are attached.
- Confirms labor market information, regional consortia, and advisory committee documents are attached for CTE programs.
- Checks the courses in the program are updated.
- Verifies the total number of units in the program match the course units.
- Verifies unit count matches local/state approval requirements.
- Compares the program to other similar existing programs in the district.
- Considers any discipline, department, or administrative comments or concerns.

For curriculum proposals that the TRC deems incomplete or does not meet certain standards, the TRC may do one of the following depending on the severity of the issue:

- Correct minor technical errors at the TRC level and forward the proposal to the curriculum committee.
- Hold the proposal until the originator and/or discipline is contacted and has fixed or addressed minor issues.
- Send the proposal back to draft level due to major issues. The originator and/or discipline is contacted and is informed of the issues.
- Hold the proposal if the TRC feels the proposal requires further discipline/department discussion in an attempt to reach consensus.

References

- TRC minutes [https://www.rccd.edu/admin/ed\\_services/Pages/curriculum.aspx](https://www.rccd.edu/admin/ed_services/Pages/curriculum.aspx)

### College Curriculum Committees and Chair

The three colleges within RCCD each have their own separate curriculum committees which have authority over curricular concerns, as mandated by their Academic Senates. Each college curriculum committee has a faculty co-chair and administrative co-chair, with established bylaws which determine its complete membership, voting rights, internal processes, and selection of its committee chair. The curriculum committees meet on the second and fourth Tuesday of each month during the Fall and Spring semesters.

The role of the curriculum committee is to:

- Vote on all curriculum proposals at that college.
- Forward actions to the District Curriculum Committee.
- Forward actions to the other college curriculum committees as “information items.”
- Maintaining the integrity of curriculum in their course catalog.
- Encourage cooperation on curricular matters.

- Maintain curricular standards.
- Offer guidance and training to faculty on curricular matters.
- Report curricular concerns to the Academic Senate and Administration.
- Be knowledgeable of the laws, regulations, and best practices established by
  - California Education Code.
  - Title 5 California Code of Regulations.
  - Accrediting standards of the ACCJC.
  - State Chancellor's Office.

At minimum, voting membership on the curriculum committee will include representation from each department of the college. The role of the department representative is to:

- Vote on curriculum proposals in the interest of their discipline/department.
- Report to their department regarding curriculum proposals and issues.
- Provide assistance on curricular matters to faculty in their department.
- Monitor curriculum proposals originating from their department.

The role of the Curriculum Committee chair is to:

- Create the agenda and chair the curriculum meetings.
- Be the deciding vote in case of a tie.
- Provide assistance and training to the curriculum committee members.
- Report to the local Academic Senate on curricular matters.
- Serve as the faculty liaison to the President's Office on curricular matters.
- Serve on both the Technical Review and the District Curriculum Committee.

#### References

- Moreno Valley College Curriculum Committee Website  
<http://www.mvc.edu/academicdepts/as/curriculum/index.cfm>
- Norco College Curriculum Committee Website  
<https://www.norcocollege.edu/committees/cc/Pages/index.aspx>
- Riverside City College Curriculum Committee Website <https://websites.rcc.edu/curriculum>
- Riverside Community College District Curriculum Committee Website  
[https://www.rccd.edu/admin/ed\\_services/Pages/curriculum.aspx](https://www.rccd.edu/admin/ed_services/Pages/curriculum.aspx)

## District Curriculum Committee

The District Curriculum Committee (DCC) has authority over districtwide curricular matters as mandated by the District Academic Senate. The DCC is comprised of the three chairs of the curriculum committees representing each college. Meetings are held on the first and third Tuesday of each month during the Fall and Spring semesters.

The role of the DCC is to:

- Review and approve curriculum that involves two or more colleges.
- Minimize split-vote decisions between colleges whenever possible.
- Ensure consistency in district-wide curriculum.
- Forward curricular approvals to the Board of Trustees.
- Provide information and expertise to other committees on curricular issues.
- Be knowledgeable of the laws, regulations, and best practices established by
  - California Education Code.
  - Title 5 California Code of Regulations.
  - Accrediting standards of the ACCJC.
  - State Chancellor's Office.

The position of DCC chair is on a yearly rotational basis between the three chairs. The role of the DCC chair is to represent the DCC and report on curricular matters to the District Academic Senate, District Administration, and the RCCD Board of Trustees.

### References

- Riverside Community College District Curriculum Committee Website  
[https://www.rccd.edu/admin/ed\\_services/Pages/curriculum.aspx](https://www.rccd.edu/admin/ed_services/Pages/curriculum.aspx)

## Articulation Officer

Each college has an articulation officer (AO) who oversees the transfer and articulation of courses and programs. In the curriculum process, the role of the articulation officer is to:

- Manage the college's transfer curriculum and changes on the assist.org website.
- Submit proposed courses for UC transferability.
- Submit proposed courses for CSU GE and IGETC consideration.
- Submit proposed courses for course-to-course (Major Preparation) articulation with 4-year colleges/universities.
- Submit appropriate courses for C-ID approval.
- Be a member of the college curriculum committee.
- Assist the committee with issues concerning articulation and transfer.

### References

- BP 4050 <https://www.rccd.edu/administration/board/New Board Policies/4050BPAP.pdf>

## Instructional Program Support Coordinator

Each college has an instructional program support coordinator. In the curriculum process, the role of the support coordinator is to:

- Coordinate and update the college catalog.
- Provide support for the curriculum management system.
- Assist in the review of all college curriculum proposals to ensure compliance with Title 5 regulations and district policy.
- Verify information and assign appropriate local, state, and federal codes to curricular courses and programs.
- Maintain current knowledge of state regulations regarding curriculum issues.
- Assist with agendas, minutes, and supporting documents for college curriculum meetings.
- Maintain curriculum by coordinating and tracking the curriculum-related documents from submission through Board and Chancellor's office approval as required.
- Provide technical information, assistance and training regarding curriculum, program review, and scheduling and components of the curriculum management and student data systems; develops appropriate training materials.
- Attend college curriculum and program review committee meetings and records all official proceedings; files and indexes meeting proceedings.

## Educational Services

District Educational Services (DES), along with the instructional program support coordinators, perform a variety of tasks from course and program submittals to maintaining the college catalogs. The role of DES is to:

- Modify and maintain the master catalog course data files for three colleges, including course equate codes, corequisite course requirements, waitlist capability, course effective dates and status and all course attributes.
- Coordinate and update catalog informational pages.
- Ensure integrity of data in both section and course offerings; audit input of section offerings to ensure compliance with District policies, state regulations and MIS reporting requirements; verify co-requisite course requirements; review and correct information as necessary; make all subsequent additions, cancellations, and modifications as needed.
- Participate in the technical review of all curriculum proposals. Review all curriculum proposals for content, adherence to Title 5 regulations, and curricular integrity.
- Attend Technical Review committee meetings and record official proceedings, prepare agendas, minutes, and supporting documents.
- Maintain the District curriculum by coordinating and tracking the curriculum-related documents from submission through Board and Chancellor's office approval as required; ensure compliance with District policy and state curriculum regulations; verify information and assigns appropriate local, state, and federal codes; maintain current knowledge of state regulations regarding curriculum issues.
- Provide technical information, assistance, and training regarding curriculum and scheduling and components of the curriculum management and student data systems; develop appropriate training materials.
- Attend District curriculum committee meetings and records all official proceedings; prepare agendas for the three colleges; file and index meeting proceedings.

- Compile all new course, course revision, course deletion, and certificate/degree pattern information; prepare and submit reports to Board of Trustees.
- Take a leadership role as questions arise about the curriculum management and student data systems, curriculum and scheduling matters, general procedures, and past practices.

## Board of Trustees

All curriculum must be approved by the Board of Trustees (BOT) before it can be submitted to the State Chancellor’s Office or implemented. Curriculum proposals approved by the college curriculum committees are placed on the BOT agenda for approval.

### References

- California Ed Code section 70901  
[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=70901.&lawCode=EDC](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70901.&lawCode=EDC)

## State Chancellor’s Office

Following Title V regulations, the State Chancellor’s Office reviews and approves curriculum offered at the California community colleges. The role of the Chancellor’s Office includes:

- Approve new and substantial changes to existing credit programs.
- Approve new and revised noncredit programs and courses.
- Review new and revised credit courses.
- Review non-substantial changes to approved credit programs.

Programs and courses that are approved/inventoried by the Chancellor’s Office may be published in the college catalog and offered. The college may award approved degrees and certificates to students, list them on student transcripts, and receive state apportionment for the approved courses and programs. Besides approving curriculum, the State Chancellor’s Office provides documents to assist the community colleges in meeting Title V regulations – the primary document being the Program and Course Approval Handbook (PCAH 6<sup>th</sup> edition).

### References

- [Title 5 §55100 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)
- [Title 5 §55130](#)

### III. COURSES: STANDARDS AND POLICIES

#### Overview

The following section contains standards and policies, established in Title 5 regulations and local policies, that are important in course development.

#### Course Outline of Record (COR)

As defined in Title 5 §55000, a course is “an organized pattern of instruction on a specified subject offered by a community college.” The course outline of record (COR) is the document that clearly lays out the expected content and learning objectives for a course regardless of any faculty member who teaches the course.

- The COR is a legal document that contains required elements outlined in §55002 of Title 5 including elements required by accreditation standards.
- The COR is a legal contract between the faculty, student, and the college.
- The COR establishes the content and rigor of a course and ensures consistency across all offerings of the course.
- The COR serves as the basis for articulation agreements.

To meet the requirements of Title 5 §55002 and accreditation standards, all courses have an official COR with the following components:

- Course title and discipline
- Units/hours
- Grading options
- Description
- Requisites
- Student learning outcomes
- Course objectives
- Course content
- Methods of instruction
- Methods of evaluation
- Reading and writing assignments
- Outside of class assignments
- Course materials

In addition, the State Chancellor’s Office requires the following Management Information System (MIS) data elements when the COR is submitted to the Chancellor’s Office:

- Taxonomy of Programs (TOP) code
- Credit status
- Transfer status
- Basic skills status
- Student Accountability Model (SAM) code (occupational status)
- Course classification code (CB11 – required by SB361 and AB1943)

- Special class status (CB13 – for disabled students Title 5 §56029)
- Prior to college level (CB21 – English/ESL courses prior to college level)
- Funding agency category (CB23 – funding for course development was an Economic Development Grant)
- Program status (CB24 – stand alone or in a program, AB1943)

*\*For detailed guidance on developing a COR, see the [RCCD Curriculum Handbook \(RCCDCH\) Part 2](#).*

## Credit Courses

Credit courses are divided into two categories: degree credit and non-degree credit.

1. A degree credit course is one of the following types:

- All lower division courses accepted toward the baccalaureate degree by UC or CSU.
- Courses accepted for transfer to the UC or CSU systems.
- Courses within a TOP Code designated as vocational, which are part of a state approved CTE program.
- English composition or reading courses not more than one level below the first transfer level course.
- All mathematics courses above and including Elementary Algebra.
- Credit courses in English or mathematics taught in or on behalf of other departments that are at a level comparable to transferable freshman composition or comparable to Elementary Algebra.

2. A non-degree credit course is one of the following types:

- Basic skills courses.
- Courses designed to help students succeed in degree credit courses that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills (e.g., support course for transfer level English and math).
- Pre-collegiate CTE preparation courses designed to provide foundational skills for students preparing for entry into degree-applicable CTE courses or programs.
- Essential career technical instruction for which meeting the standards of an associate degree is neither necessary nor required.
- “Stand alone” courses – not part of a degree, certificate, or GE pattern.

## References

- [Title 5 §55000 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)
- [Title 5 §55002](#)

## Noncredit Courses

Noncredit courses are concerned primarily with skill attainment rather than grades or units. A noncredit course is required to fall within one of the ten instructional areas:

- English as a Second Language (ESL)
- Citizenship
- Basic Skills

- Health and Safety
- Disability
- Parenting
- Home Economics
- Older Adult Education
- Short-term Vocational
- Workforce Preparation

There are two important differences between noncredit and credit courses:

- Noncredit CORs list total contact hours instead of units.
- Noncredit courses are repeatable (unlike most credit courses).

References

- [Title 5 §58007 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)

### Mirrored Courses

Mirrored courses are credit and noncredit courses that have identical CORs, except for credit status. After completion of a noncredit course, a student may seek to receive credit for the objectives achieved by implementing the Credit by Examination local policy.

References

- [Title 5 §55002 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)
- [Title 5 §55050](#)

### Cross-Listed Courses

Cross-listing allows a course to be placed in more than one discipline. If the content of a course falls within the expertise of more than one discipline, then the course may be offered as two separate cross-listed courses (e.g., both PHI-32 and MAT-32 are identical courses on Logic). The following guidelines on cross-listed courses apply:

- Cross-listed courses must have identical course outlines of record (COR).
- Any modification to a cross-listed course must have the approval/collaboration from all disciplines on the cross-listed courses.
- Modifications to cross-listed courses must go through the curriculum process simultaneously in order to maintain identical CORs.
- Cross-listed courses are submitted to the Chancellor's Office Curriculum Inventory (COCI) as separate courses.

### Cross-Discipline Courses

Cross-discipline allows a course to be taught by faculty in more than one discipline. If the content of a course falls within the expertise of more than one discipline, then the COR may list the additional discipline. Not to be confused with cross-listed courses, the cross-discipline course resides in one discipline only. For example, ENG -91 has a cross-discipline with Reading and ESL, so it may be taught by any faculty in those two disciplines, as well as English.



## Honors Courses

The RCCD Honors Advisory Council defines and articulates the academic criteria that make the Honors Program classes distinct from their non-Honors counterparts. The basic criteria for all Honors classes include these elements which should be visible in the course description, methods of instruction, and methods of evaluation:

- Seminar discussion.
- Emphasis on writing.
- Use of primary texts.

Honors courses articulate in the same manner as their non-Honors version. As a result, Honors courses contain the content and objectives as the non-Honors course, but the content and objectives may be enhanced in the Honors course. Honors courses require the recommendation of the Honors Advisory Council prior to curriculum committee approval.

## Experimental Courses

Experimental courses (reinstated as a curricular option as of Spring 2021) are a type of stand-alone course for which full information for approval cannot be determined until the course is actually offered on a pilot basis. An ideal course for an experimental course is one that a student would not need for transfer and that is not intended to be part of a larger program (until it possibly becomes a permanent course). Experimental courses are not:

- Applicable to a degree, certificate, or general education.
- A place holder for a course intended to be transferable or degree applicable.
- Visible on a student's transcript.

Disciplines are limited to one active experimental course at a time. Experimental courses can be offered only two times (two sections, any semester or session, concurrent or subsequent). After an experimental course has been offered at least once and not more than twice, it must move forward in curriculum process for approval as a regular course, or the college must discontinue offering the course as experimental.

## Repeatability

A course is repeatable if students can enroll and receive credit for the course more than once. Noncredit courses are repeatable. Credit courses are generally not repeatable. However, there are three possible exceptions. A credit course may be designated as repeatable if:

- Repeatability of the course is required for transfer. Documentation must be provided showing students are required to repeat the course as part of a comparable academic program at a CSU and/or UC campus. The most common examples are in the fine and performing arts. In such cases a student may receive credit for a maximum of four enrollments.
- Intercollegiate athletics. An intercollegiate athletics course may be repeatable up to 350 hours, although National Collegiate Athletic Association (NCAA) regulations place limits on the amount of repeatability that may be permitted.
- Intercollegiate competition. Courses that support intercollegiate competitions may be designated as repeatable. Examples include Model United Nations and forensics.

## References

- [Title 5 §55041 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)
- AP 4227 <https://www.rccd.edu/administration/board/New Board Policies/4227AP.pdf>

## Leveled Courses

A common solution to courses that are otherwise non-repeatable is “leveling” – when a course is revised into distinct and non-repeatable courses. For example, a course may be split into a beginning, intermediate, advanced, and professional course linked together by prerequisites. Each has a separate course outline with distinct and progressive SLOs and course content, showing an increase in experience and knowledge as a student continues in the sequence of courses.

## Repetition

Course repetition refers to the number of times students are allowed to re-enroll in a course in which they were unsuccessful in completing. Currently, students are allowed to re-enroll in a non-repeatable course only two additional times, for a total of three enrollments. Failing grades and withdrawals from the course count as enrollments. There are very few exceptions to the regulation. Military withdrawal (MW) is one of the few. For detailed information on repetition consult the reference documents below.

## References

- [Title 5 §55042 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)
- AP 4225 <https://www.rccd.edu/administration/board/New Board Policies/4225BPAP.pdf>
- AP 4228 <https://www.rccd.edu/administration/board/New Board Policies/4228AP.pdf>

## Articulation

Articulation is the process by which one college agrees to accept a similar course taught at another college for credit. Many California community college courses are designed to transfer to California’s public four-year universities (CSUs and UCs) as well as to other in-state and out-of-state four-year colleges. Courses may articulate at three different levels:

- As elective credit toward a baccalaureate degree.
- Towards a general education requirement on the CSU-GE and/or IGETC transfer patterns.
- To meet a lower-division major requirement.

Courses intended for transfer and that have gone through the curriculum approval process are not automatically articulated. After curriculum approval, discipline faculty should contact the articulation officer (AO) to request the course be submitted for the appropriate articulation.

## References

- BP 4050 <https://www.rccd.edu/administration/board/New Board Policies/4050BPAP.pdf>
- AP 4050 <https://www.rccd.edu/administration/board/New Board Policies/4050BPAP.pdf>

## Prerequisites, Corequisites, Advisories, and Limitation on Enrollment

Prerequisites or corequisites may be established for a course for only one of the following purposes:

- The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation.
- The prerequisite or corequisite will assure that a student has the skills, concepts, and/or information needed to receive a satisfactory grade for the course.
- The prerequisite or corequisite is needed to protect the health or safety of the student or others.

Briefly, there are two methods (level of scrutiny) for establishing requisites and advisories:

1. Content Review Alone. The requisite is determined to have a significant impact on student success by review of the course outline of record of the requisite course and the target course.
2. Content Review with Statistical Validation. With the assistance from the Office of Institutional Effectiveness, data is obtained verifying the requisite has a significant impact on student success.

A requisite is exempt from verification of its necessity if:

- It is required by statute or regulation;
- It is part of a closely-related lecture-laboratory course pairing within a discipline;
- It is required by four-year institutions.

Cross-disciplinary requisites for courses (e.g., a math prerequisite on an economics course) must be reviewed and recommended by a college committee comprised of a designated discipline representative and a skills expert (English, math, or reading) appointed by the Academic Senate.

A Limitation on Enrollment may be established on a course for one or more of the following reasons:

- Health and safety.
- In cases of intercollegiate competition, honors courses, or public performance courses.
- Allocation of available seats to those students judged most qualified, provided such courses are not core requirements for a major or a general education requirement for which there is no other course available.
- One or more sections of the course are limited to a cohort of students when other sections of the same course are available for open enrollment.

Title 5 regulations require the review of all prerequisites and corequisites at least once every six years and every two years for CTE courses.

### References

- [Title 5 §55003 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)
- AP 4260 <https://www.rccd.edu/administration/board/New Board Policies/4260BPAP.pdf>

## IV. COURSE APPROVAL PROCESSES

### Overview

Any faculty member, or an administrator or community leader working in collaboration with a faculty member, may originate a course proposal. The following course approval processes were developed to allow for each college to have independent curriculum while maintaining uniformity in district-wide curriculum.

### Course Development

Any proposed new course should satisfy the five criteria for curriculum development endorsed by the State Chancellor's Office:

- Be appropriate to the mission of the college.
- Fulfills a need, such as course for a degree, certificate, or transfer.
- Designed to effectively meet the defined objectives and outcomes.
- Adequate resources exist at the college to offer the course.
- Complies with Title 5 regulations and accreditation standards.

Also, the new course should not be too similar to an already existing course in the district.

*\*For detailed guidance on developing a Course Outline of Record (COR), see the [RCCDCH Part 2](#).*

### New Course Approval Process

Steps in the new course approval process:

1. Proposal submission
  - The originator submits the proposal to the discipline for review.
  - Members of the discipline from all the colleges will have the opportunity to view the course proposal and make comments.
  - For Honors courses, the proposal is sent to the honors committee for review.
  - For CTE courses, the appropriate dean or vice president of career-technical education will ensure the appropriate occupational advisory committee has reviewed the proposal.
2. Discipline approval (10-day hold)
  - The vote of the discipline is recorded and attached to the proposal.
  - If the course is a college-specific course (offered at only one college) the proposal only needs the discipline approval from the college offering the course.
  - If the course is a shared course (offered at more than one college) the proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
3. Department approval
  - The vote of the department is recorded and attached to the proposal.
  - If the course is a college-specific course (offered at only one college) the proposal only needs the department approval from the college offering the course. The remaining college department chairs would enter N/A at this level in Curricunet.

4. Administrative review (2-day hold)
  - Administrative review for resource impact.
5. Technical review committee approval
  - If any technical problems are found, the proposal is sent back to the originator for edits.
6. College curriculum committee approval
  - If the course is a college-specific course the proposal is an information item for the other colleges.
  - If the course is a shared course the proposal needs approval from the majority of the colleges offering the course.
  - The proposal is made available to the articulation officer, representative librarian, and Dean of Institutional Reporting.
7. District curriculum committee approval
  - If the course is a college-specific course the proposal is an information item for the district curriculum committee.
  - If the course is a shared course the proposal needs approval from the district curriculum committee.
8. Board of Trustees approval
  - District Education Services submits the proposal to the Board of Trustees for approval.
9. State Chancellor's Office approval
  - The course is entered into COCI and receives a Course Basic (CB) number.
10. Implementation by Educational Services
  - The course may now be placed in the following catalog and scheduled.

### Course Major Modification Approval Process

A major modification to an existing course is a change in the course outline of record to any of the following:

- Course title or number
- Course description
- Number of hours or units
- Requisites or entry skills
- SLOs or objectives
- Course content

Steps in the major modification approval process:

1. Proposal submission
  - The originator submits the proposal to the discipline for review.
  - Members of the discipline from all the colleges will have the opportunity to view the course proposal and make comments.
  - For Honors courses, the proposal is sent to the honors committee for review.
  - For CTE courses, the appropriate dean or vice president of career-technical education will ensure the appropriate occupational advisory committee has reviewed the proposal.
2. Discipline approval (10-day hold)
  - The vote of the discipline is recorded and attached to the proposal.
  - If the course is a college-specific course (offered at only one college) the proposal only needs the discipline approval from the college offering the course.

- If the course is a shared course (offered at more than one college) the proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
3. Department approval
    - The vote of the department is recorded and attached to the proposal.
    - If the course is a college-specific course (offered at only one college) the proposal only needs the department approval from the college offering the course. The remaining college department chairs would enter N/A at this level in Curricunet.
  4. Administrative review (2-day hold)
    - Administrative review for resource impact.
  5. Technical review committee approval
    - If any technical problems are found, the proposal is sent back to the originator for edits.
  6. College curriculum committee approval
    - If the course is a college-specific course the proposal is an information item for the other colleges.
    - If the course is a shared course the proposal needs approval from the majority of the colleges offering the course.
    - The proposal is made available to the articulation officer, representative librarian, and Dean of Institutional Reporting.
  7. District curriculum committee approval
    - If the course is a college-specific course the proposal is an information item for the district curriculum committee.
    - If the course is a shared course the proposal needs approval from the district curriculum committee.
  8. Board of Trustees approval
    - District Education Services submits the proposal to the Board of Trustees for approval.
  9. Implementation by Educational Services
    - The course may now be offered in its modified form.

### Course Minor Modification Approval Process

Unlike major modifications, minor modifications only require approval up to the technical review committee in the curriculum approval process. They are information items for the college and district curriculum committees.

A minor modification to an existing course is a change in the course outline of record to any of the following:

- Methods of instruction
- Methods of evaluation
- Sample assignments
- Course material

Steps in the minor modification approval process:

1. Proposal submission
  - The originator submits the proposal to the discipline for review.
  - Members of the discipline from all the colleges will have the opportunity to view the course proposal and make comments.

- For Honors courses, the proposal is sent to the honors committee for review.
  - For CTE courses, the appropriate dean or vice president of career-technical education will ensure the appropriate occupational advisory committee has reviewed the proposal.
2. Discipline approval (10-day hold)
    - The vote of the discipline is recorded and attached to the proposal.
    - If the course is a college-specific course (offered at only one college) the proposal only needs the discipline approval from the college offering the course.
    - If the course is a shared course (offered at more than one college) the proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
  3. Department approval
    - The vote of the department is recorded and attached to the proposal.
    - If the course is a college-specific course (offered at only one college) the proposal only needs the department approval from the college offering the course. The remaining college department chairs would enter N/A at this level in Curricunet.
  4. Administrative review (2-day hold)
    - Administrative review for resource impact.
  5. Technical review committee approval
    - If any technical problems are found, the proposal is sent back to the originator for edits.
  6. District Education Services Implementation
    - The proposal is forwarded to college and district curriculum committees as an information item.
    - The course may now be offered in its revised form.

TR Approved 03/16/21



## Course Approval Workflows

New course and major modification proposals both have the same Curricunet workflow.

Create Proposal	
<b>Required Consultation Prior to Launch:</b> Discipline Faculty   Department Chair   Department Curriculum Representative <b>Recommended Consultation:</b> Articulation Officer   Librarian   Honors Representative   Distance Education Representative	
<b>Level 01</b> Originator <input checked="" type="checkbox"/>	<b>Originating Faculty Member:</b> Attach Discipline and department minutes. Launch.
<b>Level 02</b> Hold <input checked="" type="checkbox"/> Discipline Faculty R ... <input checked="" type="checkbox"/> District Discipline ... <input checked="" type="checkbox"/>	<b>Hold:</b> 10 days to allow discipline faculty review. <b>District Discipline Facilitator:</b> Required. <b>Discipline Faculty Review:</b> Optional.
<b>Level 03</b> Department Chair MOV <input checked="" type="checkbox"/> Department Review <input checked="" type="checkbox"/> Department Chair RIV <input checked="" type="checkbox"/> Department Chair NOR <input checked="" type="checkbox"/>	<b>Department Chair:</b> Required from MOV, NOR, and RIV chairs (even if not at all 3 colleges.) <b>Department Review:</b> Optional.
<b>Level 04</b> Administrative Review ... <input checked="" type="checkbox"/> District Admin Final ... <input checked="" type="checkbox"/> MIS Review <input checked="" type="checkbox"/> Career & Technical E ... <input checked="" type="checkbox"/> Hold <input checked="" type="checkbox"/>	<b>Hold:</b> 2 days to allow administrative review. <b>District Admin Final Review:</b> Required. <b>Administrative Review:</b> Optional. <b>MIS Review:</b> Optional. <b>CTE Review:</b> Optional.
<b>Level 05</b> Technical Review Chair ... <input type="checkbox"/> Technical Review Committee ... <input type="checkbox"/>	<b>TR Chair:</b> Required. <b>TR Committee:</b> Optional. <b>Significant Changes:</b> 1 to L1 Originator <b>Minor Changes:</b> → hold at TR <b>Approved:</b> ↓ forward to L6 College Curriculum Committee
<b>Level 06</b> Curriculum Chair MOV <input type="checkbox"/> Curriculum Chair NOR <input type="checkbox"/> College Curriculum C ... <input type="checkbox"/> Curriculum Chair RIV <input type="checkbox"/>	<b>College Curriculum Chairs:</b> Required. <b>College Curriculum Committee:</b> Optional. <b>Minor Changes:</b> → hold at L6 College CC <b>Approved:</b> ↓ forward to L7 District CC
<b>Level 07</b> District Curriculum ... <input type="checkbox"/> Curriculum Chair DIS ... <input type="checkbox"/> Articulation Officer <input type="checkbox"/> District Library Res ... <input type="checkbox"/>	<b>District Curriculum Chair:</b> Required. <b>District Curriculum Committee:</b> Optional. <b>Articulation, Library:</b> Optional. <b>Minor Changes:</b> → hold at L7 DCC <b>Approved:</b> ↓ forward to L8 Executive Cabinet
<b>Level 08</b> Executive Cabinet <input type="checkbox"/>	<b>Executive Cabinet:</b> Required.
<b>Level 09</b> Committee on Teaching ... <input type="checkbox"/>	<b>Committee on Teaching and Learning:</b> Required.
<b>Level 10</b> Board of Trustees <input type="checkbox"/>	<b>Board of Trustees:</b> Required.
<b>Level 11</b> Ed Services Submit t ... <input type="checkbox"/>	<b>Ed Services Submit to Chancellor:</b> Required.
<b>Level 12</b> State Chancellor's o ... <input type="checkbox"/>	<b>State Chancellor Approval:</b> Required. <b>Changes Requested:</b> 1 to L11 Ed Services <b>Approved:</b> ↓ forward to L13 Colleague Activation
<b>Level 13</b> Ed Services Colleagu ... <input type="checkbox"/>	<b>Ed Services Colleague Entry:</b> Required.
<b>Level 14</b> District Educational ... <input type="checkbox"/>	<b>Ed Services Implement:</b> Required.



Minor modification proposals have a shorter workflow since they do not require college curriculum approval.

**Create Proposal**  
**Required Consultation Prior to Launch:** Discipline Faculty | Department Chair | Department Curriculum Representative

<p><b>Level 01 (Originator)</b> ⓘ</p> <p>Originator ⓘ</p>	<p><b>Originating Faculty Member:</b> Attach Discipline and department minutes. Launch.</p>
<p><b>Level 02</b> ⓘ</p> <p>Discipline Faculty R ... ⓘ    District Discipline ... ⓘ    Hold ⓘ</p>	<p><b>Hold:</b> 10 days to allow discipline faculty review.  <b>District Discipline Facilitator:</b> Required.  <b>Discipline Faculty Review:</b> Optional.</p>
<p><b>Level 03</b> ⓘ</p> <p>Department Review ⓘ    Department Chair RIV ⓘ    Department Chair NOR ⓘ                  Department Chair MOV ⓘ</p>	<p><b>Department Chair:</b> Required from MOV, NOR, and RIV chairs (even if not at all 3 colleges.)  <b>Department Review:</b> Optional.</p>
<p><b>Level 04</b> ⓘ</p> <p>Career &amp; Technical E ... ⓘ    District Admin Final ... ⓘ    Hold ⓘ</p>	<p><b>Hold:</b> 2 days to allow administrative review.  <b>District Admin Final Review:</b> Required.  <b>CTE Review:</b> Optional.</p>
<p><b>Level 05</b> ⓘ</p> <p>Technical Review Cha ... ⓘ    Technical Review Com ... ⓘ</p>	<p><b>TR Chair:</b> Required.    <b>TR Committee:</b> Optional.  <b>Significant Changes:</b> ↑ proposal deleted; major mod recommended  <b>Minor Changes:</b> → hold at TR  <b>Approved:</b> ↓ forward to L6 District Educational Services</p>
<p><b>Level 06</b> ⓘ</p> <p>District Educational ... ⓘ</p>	<p><b>Ed Services Implement:</b> Required.</p>

TR Approved 03/16/21

## V. PROGRAM STANDARDS AND POLICIES

### Overview

The following section contains standards and policies, established in Title 5 regulations and local policies, that are important in program development.

### Credit Programs

As defined in Title 5, § 55000, a program is “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” The primary goal of the program may be transfer, workforce preparation, basic skills, civic education, or lifelong learning purposes.

RCCD offers credit programs that fall into 3 basic categories:

- Locally approved certificates
- State approved certificates (known as certificates of achievement)
- Associate degrees
  - Local degrees (AA, AS)
  - Associate degrees for transfer (AA-T, AS-T)

Certificate programs are primarily business and technical programs for students desiring education beyond high school, where transfer is not the primary goal. Credit certificates are locally approved or state approved depending on the total number of units in their pattern:

- 16 units and above requires state approval.
- 8 to 15.5 units requires local approval with the option for state approval.
- Below 8 units requires local approval only.

The associate degree requirements are the following:

- 18 semester units or more in a certificate pattern, major, or area of emphasis.
- Completion one of the three General Education patterns (RCCD GE, CSU breadth, or IGETC).
- Possible elective courses and basic skills competency requirements for a minimum of 60 units of college coursework.

Programs that are state approved will appear by name on a student transcript, whereas locally approved programs do not appear on a student transcript.

*\*For detailed guidance on how to create or modify a program, see the [RCCDCH Part 2](#).*

### References

- [Title 5 §55000 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)
- [Title 5 §55063](#)
- [Title 5 §55070](#)
- BP 4025 <https://www.rccd.edu/administration/board/New Board Policies/4025BPAP.pdf>

## Area of Emphasis (AOE)

Areas of Emphasis (AOEs) are associate degrees (Title 5, § 55063) consisting of 18 or more units of coursework in a major or an “area of emphasis” – a broad group of courses in related fields. AOE offer students a wide selection of courses for completion of an associate degree, while also providing lower division preparation for majors which might be pursued at four-year colleges.

Currently, RCCD has eight “Area of Emphasis” associate degrees shared across the three colleges:

- Administration & Information Systems
- American Studies (MOV and RIV only)
- Communications, Media & Languages
- Fine and Applied Arts
- Humanities, Philosophy, and Arts
- Kinesiology, Health and Wellness
- Social and Behavioral Studies
- Math and Science

Though AOE are district-wide programs, not all courses included in an AOE are required to be available at every college in the district. The following are general guidelines for courses under consideration for inclusion in an existing AOE:

- The course is available at two or more colleges.
- The course is not related directly to a college-specific program (e.g., automotive, logistics, dental hygiene).
- The course aligns to program level SLOs.
- The course is transferable.

### References

- [Title 5 §55063 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)

## Associate Degree for Transfer (ADT)

Associate Degree for Transfer degrees (ADTs) are associate degrees (AA-T or AS-T) that fulfill the lower division coursework of a baccalaureate major at a California State University. Required by SB 1440, the main goal of the ADT is to provide a smooth transition from California Community Colleges to CSUs by guaranteeing that students who completed the ADT will be able to transfer to a CSU campus.

The following standards apply to ADTs:

- 60 semester units.
- Minimum 18 units in major or area of emphasis.
- Must use CSU GE breadth or IGETC as general education.
- Must align to the Transfer Model Curriculum (TMC).
- Courses must be Course Identification Numbering System (C-ID) approved.
- No local graduation requirements.

Community colleges may develop an associate degree for transfer by following “transfer model curriculum” (TMC) developed by state-wide discipline faculty. Each TMC is a template of major preparation courses on which to build the degree.

Each course within a TMC has a course identification number (C-ID). All courses in a college ADT must first be submitted to the State Chancellor’s Office (by the articulation officer) for C-ID approval before the ADT can be offered. Courses must have CORs that align with the established C-ID descriptors in order to be C-ID approved.

*\*For detailed guidance on how to create an ADT, see the [RCCDCH Part 2](#).*

#### References

- C-ID and TMC website <https://c-id.net/>

#### Noncredit Programs

Noncredit programs assist students in pursuing academic or career goals at little or no cost. The four types of noncredit programs are:

- Career Development and College Preparation (CDCP) Programs
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Programs

All noncredit programs must be submitted to the Chancellor’s Office for approval prior to being offered at the community college.

#### Career Development and College Preparation (CDCP) Programs

CDCP programs are noncredit programs that prepare students for employment or to be successful in credit courses. Unlike other noncredit programs, State approved noncredit courses within a CDCP program are eligible for enhanced funding.

One of the following certificates may be granted by completing a CDCP program:

- Certificate of Competency - a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a four-year institution.
- Certificate of Completion - a certificate leading to improved employability or job opportunities.
- Adult High School Diploma

Certificates of Competency or Certificates of Completion from a CDCP program are granted in the following four noncredit categories:

- Elementary and secondary basic skills
- Workforce preparation
- Short-term vocational program
- English as a second language and vocational English as a second language

## References

- [Title 5 §55150 \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)
- [Title 5 §55151](#)

## General Education

The purpose of general education is to introduce students to a breadth of study. Students who complete a general education pattern will be able to communicate effectively both orally and in writing, think critically, use mathematics, understand the modes of inquiry of the major disciplines, be globally aware, and develop the capacity for self-understanding.

Under Title 5, § 55063(b) students receiving an associate degree must complete a minimum of 18 units of general education (GE) coursework. To accommodate the various goals of students, Riverside Community College District offers three GE plans:

- Riverside Community College District General Education (RCCD GE) pattern
- California State University General Education (CSUGE) pattern
- Intersegmental General Education Transfer (IGETC) pattern

The RCCD GE pattern consists of courses in five areas:

- A. Natural Sciences (3 units)
- B. Social and Behavioral Sciences (6 units)
- C. Humanities (3 units)
- D. Language and Rationality (10 units)
- E. Health Education and Self-development (5 units)

Courses in the RCCD GE pattern and courses proposed for inclusion in one of the GE areas should satisfy one or more of the following criteria:

- At least one course SLO aligns with a GESLO.
- The course is part of CSU GE or IGETC.
- The course is transferable.
- The course is not program specific (e.g., Physician Assistant, Nursing, Fire Technology).
- The course augments the breadth of the GE area.

Unlike proposals to include/exclude a course from the RCCD GE pattern, proposals to restructure the RCCD GE pattern (such as adding a new area) are forwarded to the Academic Standards committee.

## General Education Student Learning Outcomes

Any course in the RCCD pattern is required to align with at least one general education student learning outcomes (GE SLO):

- Critical Thinking. Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

- Information Competency & Technology Literacy. Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.
- Communication. Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
- Self-Development & Global Awareness. Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.

#### References

- [Title 5 §55063\(b\) \(https://govt.westlaw.com/calregs/Browse/Home/California\)](https://govt.westlaw.com/calregs/Browse/Home/California)
- BP 4025 <https://www.rccd.edu/administration/board/New Board Policies/4025BPAP.pdf>

TR Approved 03/16/21

## VI. PROGRAM APPROVAL PROCESSES

### Overview

Any faculty member, or an administrator or community leader working in collaboration with a faculty member, may originate a new program proposal.

### Program Development Process

Any new program proposal or existing program should meet the following five criteria for curriculum development endorsed by the State Chancellor's Office:

- Appropriateness of Mission - The objectives of the program should align with the college mission.
- Need - There must be local demonstrable need for the program.
- Curriculum Standards - The courses in the program are rigorous, up-to-date, and are sufficient to meet the objectives of the program.
- Adequate resources - The college must be able to provide the necessary resources to offer the program.
- Compliance - The program should not violate any regulations, laws, or requirements.

The development process below applies specifically to new program proposals within a discipline or field of study that does not exist in the district.

- Initial Program Concept Development
  - The faculty originator develops an initial program outline that meets a local demonstrable need and falls within the mission of the college.
  - The initial program outline should include program learning outcomes and a potential list of courses with their unit values.
  - The faculty originator should compile research on comparable programs at other community colleges, as well as lower division major requirements to similar programs at CSUs and UCs.
  - For CTE programs, evidence of labor market need is required.
- Discipline/Department Consultation and Concept Approval
  - The faculty originator presents the initial program outline to the college discipline for consultation and conceptual approval.
  - The program outline is presented to the district-wide discipline for discussion and to determine if there is interest in offering the program at more than one college in the district.
  - The faculty originator finalizes the program outline based on the recommendations of the discipline.
  - Complete course outlines for all courses in the program are developed.
- College/District Strategic Planning Committee Concept Approval
  - The faculty originator presents the program proposal to the College SPC for review and conceptual approval.
  - The SPC considers any impact the program may have on college resources, budget, facilities, and enrollment.
  - Programs requiring new district resources will also require DSPC review and approval.
- College Academic Senate Concept Approval

- The faculty originator presents the program proposal to the college academic senate for review and conceptual approval.
- The senate should not approve the program concept if any significant issues regarding the program are unresolved.

Following completion of the development process, the New Program Development/Concept Approval Form should be completed and attached to the program proposal. The program and the courses that comprise the program then go through the appropriate curriculum approval processes.

#### References

- RCCD New or Revised Program Development Process (2011 Revision)  
[http://academic.rccd.edu/curricunet/Program Development Process\\_2011Revision.pdf](http://academic.rccd.edu/curricunet/Program%20Development%20Process%202011Revision.pdf)

#### Modifications to Existing Programs

A program that has been approved by the State Chancellor's Office may undergo modifications as needed, provided the modifications do not substantially change the essence of the program. Such modifications include changing of course sequencing, changing of program title, and changing of certificate/degree unit totals, etc. If the modifications to an existing program are so substantial that the program can no longer be considered the same, faculty should instead propose a new program and take the old program through the discontinuance process.

Program modifications must proceed through the RCCD program approval process. Modifications to any existing ADT will require the program to be reviewed manually by CCCCCO staff (step 8 of the approval process). Modifications to all other existing programs do not require review by CCCCCO staff. However, all programs are subject to a periodic review by CCCCCO staff to ensure compliance with Title 5 and CCCCCO recommendations.

#### Program Approval Documents

For submission to the State Chancellor's Office, proposals for new programs or modified programs require the following documents:

##### All Programs:

- Narrative, with all completed sections as outlined in the PCAH
- Transfer preparation documentation (transfer programs only)
- TMC template (ADTs only)
- C-ID or ASSIST articulation information (ADTs only)

Proposals for new CTE programs or modifications to existing CTE programs require additional documents:

- Labor market information (LMI) – The labor market information on file with the State Chancellor's Office must always be kept current. For example, if the LMI for a given program covers the years 2020-2025, a new LMI must be obtained and submitted to the State Chancellor's Office in 2025.
- Regional consortia recommendation – Consortia recommendation is required for new programs only and is not needed for modified programs.



- Advisory committee recommendation – Advisory committee recommendations are required for new programs and may be required for modified programs. Faculty should work with their Instructional Programs Support Coordinator to identify if a new advisory committee recommendation is required for a program modification. (If after the modifications the information in the original advisory committee recommendation no longer matches the program information, a new recommendation must be obtained.)

*\*For details on the documents required for program submittal, see the RCCDCH Part2.*

## Program Approval Process

Steps in the new program or modifications to existing program approval process:

1. Proposal conceptual approval
  - For proposals in a discipline/field of study that does not exist in the district, college academic senate and strategic planning committee conceptual approval is required. The new program development/conceptual approval form should be completed and attached to the proposal.
  - For new program proposals composed of existing courses, prior conceptual approval is not required.
2. Proposal discipline and department approval
  - The originator attaches minutes showing the college discipline and department approval.
  - The discipline from the other colleges are consulted/notified of the proposal, but approval from the other colleges is not required.
3. Proposal submittal
  - The originator submits the proposal to the curriculum chair or district educational services.
4. Technical review committee approval
  - Supporting documents should be attached to the proposal.
  - For CTE programs, labor market (LMI) data, advisory committee approval, and regional consortium recommendation documents should be attached to the proposal.
  - If any technical problems are found, the proposal is sent back to the originator for edits.
5. College curriculum committee approval
  - The proposal only needs the approval from the college curriculum committee offering the program. The proposal is an information item for the other colleges.
  - The college academic senate is informed of the new program.
6. District curriculum committee
  - The proposal is forwarded to the district curriculum committee as an information item.
7. Board of Trustees approval.
  - District Educational Services forwards the proposal to the Board of Trustees for approval.
8. State Chancellor’s Office approval
  - If the proposal is for a state approved program, the proposal is submitted to the State Chancellor’s Office for approval.
  - Implementation. The program may now be added to the following catalog and offered.

## AOE/GE Course Inclusion/Exclusion Process

For proposals to include/exclude a course from an AOE or GE:

1. Proposal submission
  - The originator submits the proposal (inclusion/exclusion form) to the discipline for review.
  - Members of the discipline from all the colleges will view the course proposal and make comments.
2. Discipline and department approval
  - The vote of the discipline and department is recorded and attached to the proposal along with a rationale for the proposal.
  - The proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
3. Technical review committee approval
  - Upon discipline and department approval, the proposal is forwarded to the district technical review committee for review.
  - If any technical problems are found, the proposal is sent back to the originator for edits.
4. College curriculum committee approval
  - The proposal is forwarded to the three college curriculums committees and agendaized for a first read.
  - The following meeting the proposal is agendaized as an action item.
5. District curriculum committee approval
  - Upon college curriculum committee approval (at least 2 out of the 3 colleges approve) the proposal is forwarded to the district curriculum committee for action.
6. Board of Trustees approval
  - District educational Services forwards the proposal to the Board of Trustees for approval.
7. Implementation
  - District Educational Services modifies the program.
  - The program may now be offered in the modified form and reflected in the following catalog.

## Program Discontinuance

A program may be considered for discontinuance if one or more of the following criteria are met:

- The goals and objectives of the Program are no longer appropriate to the Mission of California Community Colleges, the college's mission or Educational Master Plan, and/or congruent with the institutional Strategic Plan of the District.
- The Program curriculum no longer aligns with university transfer majors, or General Education requirements of the Program no longer meet industry needs and lack demand in the current job market and the Program's field is not considered an emerging industry or career path.
- The Program does not meet curriculum standards as defined by Title 5 section 55100.
- There are insufficient resources to realistically support the Program at a sufficient level of quality and the Program has experienced either consistent low enrollment (an average of 50% or more below maximum seat load capacity for courses in the Program over four consecutive semesters) or statistically significant declining Program persistence and completion rates each semester for four semesters, as evidenced by reliable, longitudinal data.
- The Program has been determined to be out of compliance with existing state or federal laws (i.e., Title 5, section 55130(d),) or licensing laws in particular occupations.
- There is universal agreement among regular faculty in a Program that it be merged with or was replaced by another related Program.

Proposals to delete a program must follow the Program Viability and Discontinuance process outlined in AP 4021. This policy ensures students the opportunity to complete programs and provides adequate notice to faculty that could be impacted by a program that is discontinued.

### References

- AP 4021 <https://www.rccd.edu/administration/board/New Board Policies/4021AP.pdf>

## Program Approval Workflow

After discipline and department approval, the program proposal along with supporting documents is submitted to the curriculum chair, which is then forward to technical review. In Curricunet, the Program Approval workflow starts at technical review (level 5).

Create Proposal	
<b>Required Consultation Prior to Launch:</b> Discipline Faculty   Department Chair   Department Curriculum Representative <b>Recommended Consultation:</b> Articulation Officer   Librarian   Honors Representative   Distance Education Representative	
<b>Level 01</b>	
Originator	<b>Originating Faculty Member:</b> Attach Discipline and department minutes. Launch.
<b>Level 02</b>	
Hold	<b>Hold:</b> 10 days to allow discipline faculty review. <b>District Discipline Facilitator:</b> Required. <b>Discipline Faculty Review:</b> Optional.
Discipline Faculty R ...	
District Discipline ...	
<b>Level 03</b>	
Department Chair MOV	<b>Department Chair:</b> Required from MOV, NOR, and RIV chairs (even if not at all 3 colleges.) <b>Department Review:</b> Optional.
Department Chair NOR	
Department Review	
Department Chair RIV	
<b>Level 04</b>	
Administrative Review ...	<b>Hold:</b> 2 days to allow administrative review. <b>District Admin Final Review:</b> Required. <b>Administrative Review:</b> Optional. <b>MIS Review:</b> Optional. <b>CTE Review:</b> Optional.
Career & Technical E ...	
District Admin Final ...	
MIS Review	
<b>Level 05</b>	
Technical Review Chair ...	<b>TR Chair:</b> Required. <b>TR Committee:</b> Optional. <b>Significant Changes:</b> ↑ to L1 Originator <b>Minor Changes:</b> → hold at TR <b>Approved:</b> ↓ forward to L6 College Curriculum Committee
Technical Review Committee ...	
<b>Level 06</b>	
Curriculum Chair MOV	<b>College Curriculum Chairs:</b> Required. <b>College Curriculum Committee:</b> Optional. <b>Minor Changes:</b> → hold at L6 College CC <b>Approved:</b> ↓ forward to L7 District CC
Curriculum Chair RIV	
Curriculum Chair NOR	
College Curriculum C ...	
<b>Level 07</b>	
District Curriculum ...	<b>District Curriculum Chair:</b> Required. <b>District Curriculum Committee:</b> Optional. <b>Articulation, Library:</b> Optional. <b>Minor Changes:</b> → hold at L7 DCC <b>Approved:</b> ↓ forward to L8 Executive Cabinet
District Library Res ...	
Curriculum Chair DIS ...	
Articulation Officer	
<b>Level 08</b>	
Executive Cabinet	<b>Executive Cabinet:</b> Required.
<b>Level 09</b>	
Committee on Teaching ...	<b>Committee on Teaching and Learning:</b> Required.
<b>Level 10</b>	
Board of Trustees	<b>Board of Trustees:</b> Required.
<b>Level 11</b>	
Ed Services Submit t ...	<b>Ed Services Submit to Chancellor:</b> Required.
<b>Level 12</b>	
State Chancellor's o ...	<b>State Chancellor Approval:</b> Required. <b>Changes Requested:</b> ↑ to L11 Ed Services <b>Approved:</b> ↓ forward to L13 Colleague Activation
<b>Level 13</b>	
Ed Services Colleague ...	<b>Ed Services Colleague Entry:</b> Required.
<b>Level 14</b>	
District Educational ...	<b>Ed Services Implement:</b> Required.

## VII. DISTANCE EDUCATION

Distance education (DE) is defined in Title 5 §55200 as instruction in which teacher and student are separated by distance and interact through communication technology. At RCCD, DE approved courses are one of the following:

- Online – 100% of instruction is DE.
- Hybrid – A portion of the class is DE and a portion is face-to-face.

Web-enhanced courses are not DE since all class time remains face-to-face, and therefore do not need curriculum approval.

Title 5, §55202 and 55204 requires that DE courses meet the following criteria:

- Include regular effective contact between instructor and students and among students.
- Have the same standards of course quality that are applied to traditional classroom courses.
- Must be Americans with Disabilities Act (ADA) section 508 compliant.

To ensure these standards, RCCD faculty who elect to teach a course as DE are required to have read the “Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education” and the “RCCD Guide to Recommended Best Practices.” These documents state that DE courses require:

- Instructor-initiated regular contact with students

Examples include:

- Threaded discussion forums
- Email/messaging
- Regular announcements
- Timely feedback on student work
- Virtual office hours/chat
- Instructor created online e-lectures
- Assignment deadlines
- Course policies for frequency of contact

- Effective/substantive contact with students

Examples include:

- Instructor introductions
- Daily/weekly assignments
- Questions posted on discussion board
- Regular participation by instructor in discussions
- Monitoring student interactions
- Forum for course content questions
- Asking for student feedback

## DE Addendum Proposals

A course must first be approved for DE through the curriculum process before it can be offered as online or hybrid. DE proposals should explain clearly how instructor-initiated regular and effective contact with students will take place within the course. DE proposals must be reviewed and approved by the curriculum committee as a separate action from the course outline. As a result, DE proposals do not modify the course outline of record.

*\*For detailed guidance on developing a DE addendum proposal, see the [RCCDCH Part 2](#).*

### References

- Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education [http://academic.rccd.edu/curricunet/Distance%20Education%20Summary%20of%20Regulations\\_Regular%20and%20Effective%20Communication\\_Nov2013.pdf](http://academic.rccd.edu/curricunet/Distance%20Education%20Summary%20of%20Regulations_Regular%20and%20Effective%20Communication_Nov2013.pdf)
- RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact for Distance Education [http://academic.rccd.edu/curricunet/RCCD%20Guide%20to%20Recommended%20Best%20Practices\\_DE\\_Nov2013.pdf](http://academic.rccd.edu/curricunet/RCCD%20Guide%20to%20Recommended%20Best%20Practices_DE_Nov2013.pdf)
- AP 4105 [https://www.rccd.edu/administration/board/New Board Policies/4105AP.pdf](https://www.rccd.edu/administration/board/New%20Board%20Policies/4105AP.pdf)
- Title 5 §55200 (<https://govt.westlaw.com/calregs/Browse/Home/California>)
- Title 5 §55202
- Title 5 §55204

## Emergency DE Addendum Proposals

An emergency DE approval allows a course to be taught in a DE format in the case of an emergency situation only, such as a state-ordered campus closure or other emergency situation in which face-to-face instruction at any site is halted (all or in part). Courses that already have standard DE approval do not need emergency DE approval. An emergency DE proposal should be submitted by discipline faculty for courses that are not to be taught in a DE format under normal circumstances, but want the option of offering the course in a DE format in an emergency situation. Similar to the standard DE proposal, an emergency DE proposal must be submitted and approved through the curriculum process.

*\*For detailed guidance on developing an emergency DE addendum proposal, see the [RCCDCH Part 2](#).*

## DE Addendum Approval Process

Steps in the DE addendum approval process:

1. Proposal submission
  - The originator submits the proposal to the discipline for review.
  - Members of the discipline from all the colleges will have the opportunity to view the DE proposal and make comments.
  - The DE committee reviews the proposal and makes recommendations.
2. Discipline approval (10-day hold)
  - The vote of the discipline is recorded and attached to the proposal.

- If the course attached to the DE proposal is a college-specific course (offered at only one college) the proposal only needs the discipline approval from the college offering the course.
  - If the course attached to the DE proposal is a shared course (offered at more than one college) the proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
3. Department approval
    - The vote of the department is recorded and attached to the proposal.
    - If the course attached to the DE proposal is a college-specific course (offered at only one college) the proposal only needs department approval from the college offering the course. The remaining college department chairs would enter N/A at this level in Curricunet.
  4. Disabilities Resource Center (DRC)/Disabilities Support Center (DSS) approval
    - The DRC/DSS reviews the course for 508 compliance.
  5. Administrative review (2-day hold)
    - Administrative review for resource impact.
  6. Technical review committee approval
    - If any technical problems are found, the proposal is sent back to the originator for edits.
  7. College curriculum committee approval
    - If the DE proposal refers to a college-specific course the proposal is an information item for the other colleges.
    - If the DE proposal refers to a shared course the proposal needs approval from the majority of the colleges offering the course.
  8. District curriculum committee approval
    - If the DE proposal refers to a college-specific course the proposal is an information item for the district curriculum committee.
    - If the DE proposal refers to a shared course the proposal needs approval from the district curriculum committee.
  9. Implementation
    - The course may now be scheduled and offered in the distance education mode of delivery.



### Create Proposal

**Required Consultation Prior to Launch:** Discipline Faculty | Department Chair | Department Curriculum Rep | Distance Education Rep  
**Recommended Consultation:** Articulation Officer | Librarian | Honors Representative

#### Level 01 (Originator)

Originator

**Originating Faculty Member:** Attach Discipline and department minutes. Launch.

#### Level 02

Discipline Faculty R ...    District Discipline ...    Hold

**Hold:** 10 days to allow discipline faculty review.  
**District Discipline Facilitator:** Required.  
**Discipline Faculty Review:** Optional.

#### Level 03

Department Chair RIV    Department Chair NOR    Department Chair MOV  
 Department Review

**Department Chair:** Required from MOV, NOR, and RIV chairs (even if not at all 3 colleges.)  
**Department Review:** Optional.

#### Level 04

DSPS

**DRC (formerly DSPS):** Reviews proposal for Section 508 compliance; required.

#### Level 05

Director, Distance E ...    Administrative Revie ...    District Admin Final ...  
 Hold

**Hold:** 2 days to allow administrative review.  
**District Admin Final Review:** Required.  
**Director, Distance Ed Review:** Optional.

#### Level 06

Technical Review Com ...    Technical Review Cha ...

**TR Chair:** Required. **TR Committee:** Optional.  
**Significant Changes:** ↑ to L1 Originator  
**Minor Changes:** → hold at Technical Review  
**Approved:** ↓ forward to L7 College Curriculum Committee

#### Level 07

Curriculum Chair NOR    College Curriculum C ...    Curriculum Chair RIV  
 Curriculum Chair MOV

**College Curriculum Chairs:** Required.  
**College Curriculum Committee:** Optional.  
**Minor Changes:** → hold at L7 College CC  
**Approved:** ↓ forward to L8 District CC

#### Level 08

District Curriculum ...    Curriculum Chair DIS ...

**District Curriculum Chair:** Required.  
**District Curriculum Committee:** Optional.  
**Minor Changes:** → hold at L8 DCC  
**Approved:** ↓ forward to L9 Ed Services

#### Level 09

District Educational ...

**Ed Services Implement:** Required.



## VIII. OTHER APPROVAL PROCESSES

### Course Inclusion, Exclusion, and Deletion

A course inclusion is a proposal by a college discipline to include an existing approved course (from another college in the district) into its curriculum inventory. The course would then be listed in the college catalog.

A course exclusion is a proposal by a college discipline to remove a course from its curriculum inventory. The course would still exist at another college in the district. The course would be removed from the college catalog.

A course deletion is a proposal by a college discipline (or district-wide discipline) to remove a course from its curriculum inventory. As opposed to a course exclusion, the course would no longer exist at any college in the district. The course would be removed from all college catalogs.

### Course Inclusion/Exclusion Process

A course inclusion or exclusion usually affects one or more programs at the college. Modifications to affected programs should go through the curriculum approval process simultaneously with the inclusion/exclusion.

*\*See the [RCCDCH Part 2](#) for a link to the required Course Inclusion/Exclusion form.*

Steps in the process for a course inclusion or course exclusion:

1. Proposal discipline and department approval
  - The originator attaches minutes showing the college discipline and department approval.
  - The discipline from the other colleges should be notified of the inclusion/exclusion but approval from the other colleges is not required.
2. Proposal submittal
  - The originator submits the proposal to the curriculum chair or district educational services.
3. Technical review committee approval
  - Programs affected by the inclusion/exclusion will be reviewed.
  - If any technical problems are found, the proposal is sent back to the originator for corrections.
4. College curriculum committee approval
  - The proposal requires the approval from the college curriculum committee proposing the course inclusion/exclusion. The proposal is an information item for the other colleges.
5. District curriculum committee
  - The proposal is forwarded to the district curriculum committee as an information item.
6. Board of Trustees approval
  - Upon approval by the district curriculum committee, the proposal is forwarded to the Board of Trustees for approval.
7. Submittal to the State Chancellor's Office
  - A course inclusion requires the course to be submitted to COCI and receive a CB number before it can be offered at the college.
  - For a course exclusion, the course is removed from COCI.
8. Implementation
  - District Educational Services modifies the affected catalogs.

## Course Deletion Process

Course deletions require the approval from the district-wide discipline, since a deletion will remove the course from all college inventories. Deletions usually affect one or more programs in the district. Modifications to affected programs should go through the curriculum process simultaneously with the course deletion. Unlike inclusions/exclusion proposals, course deletion proposals do not require a form. Deletions follow the same basic approval process as new course or major modification proposals.

Steps in the course deletion process:

1. Proposal submission
  - The originator submits the proposal to the discipline for review.
  - Members of the discipline from all the colleges will have the opportunity to view the course proposal and make comments.
2. Discipline approval (10-day hold)
  - The vote of the discipline is recorded and attached to the proposal.
  - The proposal must have support from all the colleges offering the course.
3. Department approval
  - The vote of the department from the originator is recorded and attached to the proposal. The remaining college department chairs would enter N/A at this level in Curricunet.
4. Administrative review (2-day hold)
  - Administrative review for resource impact.
5. Technical review committee approval
  - Programs affected by the inclusion/exclusion will be reviewed.
  - If any technical problems are found, the proposal is sent back to the originator for corrections.
6. College curriculum committee approval
  - The proposal requires approval from all the colleges offering the course. The proposal is an information item for the other colleges.
  - The proposal is made available to the articulation officer, representative librarian, and Dean of Institutional Reporting.
7. District curriculum committee approval
  - If the course is a college-specific course the proposal is an information item for the district curriculum committee.
  - If the course is a shared course, the proposal needs approval from the district curriculum committee.
8. Board of Trustees approval
  - District Education Services submits the proposal to the Board of Trustees for approval.
9. Implementation by District Educational Services
  - The course is removed from COCI and applicable college catalogs.

## Discipline Inclusion/Exclusion Approval Process

A state-approved discipline may be added to a college department. The discipline may or may not already exist at another college in the district. Courses and programs can then be created within new discipline. The same process applies for excluding a discipline from a college department.

*\*See the [RCCDCH Part 2](#) for a link to the required Discipline Inclusion/Exclusion form.*

Steps in the approval process to include/exclude a state-approved discipline:

1. Proposal discipline and department approval
  - The originator attaches minutes showing the college discipline and department approval.
  - The discipline from the other colleges should be notified of the inclusion/exclusion but approval from the other colleges is not required.
2. Proposal submittal
  - The originator submits the proposal to the curriculum chair or district educational services.
3. Technical review committee approval
  - Programs affected by the inclusion/exclusion will be reviewed.
  - If any technical problems are found, the proposal is sent back to the originator for corrections.
4. College curriculum committee approval
  - The proposal requires the approval from the college curriculum committee proposing the course inclusion/exclusion. The proposal is an information item for the other colleges.
5. District curriculum committee
  - The proposal is forwarded to the district curriculum committee as an information item.
6. Board of Trustees approval
  - Upon approval by the district curriculum committee, the proposal is forwarded to the Board of Trustees for approval.
7. Implementation
  - The new discipline is entered into the curriculum management system.
  - Courses may now be created in the new discipline.

### Adjudication Process

For proposals that do not receive approval from either the discipline, department, or the college curriculum committee, the originator of the proposal may submit a request for reconsideration to either the college or district curriculum chair.

Steps in the adjudication process:

1. The originator submits all relevant documents/comments regarding the proposal.
2. An adjudication committee will review the appeal. The adjudication committee will consist of a curriculum committee member from each of the colleges (appointed by their College Senate) who will have voting rights, a district administrator who will chair the committee, and the college curriculum administrative co-chair or designee who will serve as an assistant to the originator of the proposal.
3. The adjudication committee will provide a decision in writing within 15 working days. If the appeal is approved, the proposal will move forward in the curriculum process.

## Other Approval Process Workflows

Course deletions follow the same basic Curricunet workflow as new course or major modification proposals. Since course and discipline inclusion/exclusions are submitted by a form, the inclusion/exclusion workflow starts at technical review (level 5).

Create Proposal	
<b>Required Consultation Prior to Launch:</b> Discipline Faculty   Department Chair   Department Curriculum Representative <b>Recommended Consultation:</b> Articulation Officer   Librarian   Honors Representative   Distance Education Representative	
<b>Level 01</b>	
Originator	<b>Originating Faculty Member:</b> Attach Discipline and department minutes. Launch.
<b>Level 02</b>	
Hold	<b>Hold:</b> 10 days to allow discipline faculty review. <b>District Discipline Facilitator:</b> Required. <b>Discipline Faculty Review:</b> Optional.
Discipline Faculty R ...	
District Discipline ...	
<b>Level 03</b>	
Department Chair MOV	<b>Department Chair:</b> Required from MOV, NOR, and RIV chairs (even if not at all 3 colleges.) <b>Department Review:</b> Optional.
Department Review	
Department Chair RIV	
Department Chair NOR	
<b>Level 04</b>	
Administrative Reve ...	<b>Hold:</b> 2 days to allow administrative review. <b>District Admin Final Review:</b> Required. <b>Administrative Review:</b> Optional. <b>MIS Review:</b> Optional. <b>CTE Review:</b> Optional.
District Admin Final ...	
MIS Review	
Career & Technical E ...	
Hold	
<b>Level 05</b>	
Technical Review Cha ...	<b>TR Chair:</b> Required. <b>TR Committee:</b> Optional. <b>Significant Changes:</b> 1 to L1 Originator. <b>Minor Changes:</b> → hold at TR <b>Approved:</b> ↓ forward to L6 College Curriculum Committee
Technical Review Com ...	
<b>Level 06</b>	
Curriculum Chair MOV	<b>College Curriculum Chairs:</b> Required. <b>College Curriculum Committee:</b> Optional. <b>Minor Changes:</b> → hold at L6 College CC <b>Approved:</b> ↓ forward to L7 District CC
Curriculum Chair NOR	
College Curriculum C ...	
Curriculum Chair RIV	
<b>Level 07</b>	
District Curriculum ...	<b>District Curriculum Chair:</b> Required. <b>District Curriculum Committee:</b> Optional. <b>Articulation, Library:</b> Optional. <b>Minor Changes:</b> → hold at L7 DCC <b>Approved:</b> ↓ forward to L8 Executive Cabinet
Curriculum Chair DIS ...	
Articulation Officer	
District Library Res ...	
<b>Level 08</b>	
Executive Cabinet	<b>Executive Cabinet:</b> Required.
<b>Level 09</b>	
Committee on Teachin ...	<b>Committee on Teaching and Learning:</b> Required.
<b>Level 10</b>	
Board of Trustees	<b>Board of Trustees:</b> Required.
<b>Level 11</b>	
Ed Services Submit t ...	<b>Ed Services Submit to Chancellor:</b> Required.
<b>Level 12</b>	
State Chancellor's o ...	<b>State Chancellor Approval:</b> Required. <b>Changes Requested:</b> 1 to L11 Ed Services <b>Approved:</b> ↓ forward to L13 Colleague Activation
<b>Level 13</b>	
Ed Services Colleague ...	<b>Ed Services Colleague Entry:</b> Required.
<b>Level 14</b>	
District Educational ...	<b>Ed Services Implement:</b> Required.



**RIVERSIDE COMMUNITY  
COLLEGE DISTRICT**

**CURRICULUM HANDBOOK  
2021 UPDATE**

**PART 1: ROLES, POLICIES, AND PROCESSES  
PART 2: APPLICATION AND HOW-TO GUIDES**

Riverside Community College District Curriculum Committee

## QUICK LINKS

<b>Curriculum Approval Timeline</b> .....	<a href="http://bit.ly/curriculum_deadlines">http://bit.ly/curriculum_deadlines</a>
<b>Documents, Forms, Help</b> .....	<a href="http://bit.ly/curriculum_resources">http://bit.ly/curriculum_resources</a>
<b>Tutorial Videos</b> .....	<a href="http://bit.ly/metavideos">http://bit.ly/metavideos</a>
<b>FAQs</b> .....	<a href="http://bit.ly/curriculum_fags">http://bit.ly/curriculum_fags</a>

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# SAMPLE COMPLETED INTEGRATED COURSE OUTLINE

Cover

[\[editor window\]](#)[\[video\]](#)

## RIVERSIDE COMMUNITY COLLEGE DISTRICT INTEGRATED COURSE OUTLINE OF RECORD

MUSIC 5

MUS-5 : Music Theory II

**College:** RIV  
 Lecture Hours: 54.000  
 Lab Hours: 54.000  
 Outside-of-Class Hours: 108.000  
 Units: 4.00  
 Letter Grade

### Course Description

**Prerequisite:** MUS-4 or the equivalent.

**Advisory:** MUS-32C or concurrent enrollment in another class piano course.

**Course Credit Recommendation:** Degree Credit

Continued study and application of techniques acquired during Music Theory I. In addition, through guided composition and analysis, Music Theory II includes: Common Practice period voice leading involving four-part chorale writing; diatonic harmony; chromatic harmony; secondary/applied chords; modulation; borrowed chords; the Neapolitan chord; augmented sixth chords; and an introduction to binary and ternary forms. Laboratory includes chromatic sight singing and ear training activities that incorporate melodic, harmonic, and rhythmic dictation. Keyboard activities require the playing of chromatic chord progressions. 54 hours lecture and 54 hours laboratory. (TBA option)

### Short Description for Class Schedule

Principles of diatonic and chromatic voice leading of the Common Practice period.

Requisites

[\[editor\]](#)[\[video\]](#)

Entrance Skills

[\[editor\]](#)[\[video\]](#)

### Entrance Skills:

Before entering the course, students should be able to demonstrate the following skills:

1. **Construct four-voice diatonic music compositions by interpreting a figured bass.**
  - o **MUS-4** - Construct four-voice diatonic music compositions by interpreting a figured bass.
2. **Analyze diatonic music compositions from the Common Practice period.**
  - o **MUS-4** - Analyze diatonic music compositions from the Common Practice period.
3. **Compose original four-voice diatonic music compositions using Common Practice period techniques.**
  - o **MUS-4** - Compose original four-voice diatonic music compositions using Common Practice period techniques.
4. **Sing complex diatonic melodies at sight using solfège syllables.**
  - o **MUS-4** - Sing complex diatonic melodies at sight using solfège syllables.
5. **Notate complex diatonic melodies and chord progressions from aural examples.**
  - o **MUS-4** - Notate complex diatonic melodies and chord progressions from aural examples.
6. **Perform complex diatonic materials using the piano.**
  - o **MUS-4** - Perform complex diatonic materials using the piano.



## Course Objectives

**[editor][video]****Course Objectives:**

Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Write, label, and identify secondary dominant and secondary fully diminished seventh chords in root position and inversion.
2. Write, label, and identify borrowed chords and other mixture chords in root position and inversion.
3. Harmonize a melody using secondary/applied 7th chords and borrowed/mixture chords.
4. Harmonize a melody using diatonic and modulating sequences.
5. Realize a figured bass that uses secondary/applied 7th chords and borrowed/mixture chords.
6. Realize a figured bass that uses diatonic and modulating sequences.
7. Conduct harmonic analysis of music that contains secondary/applied chords and borrowed/mixture chords.
8. Conduct harmonic analysis of music that contains diatonic and modulating sequences.
9. Conduct formal analysis of music that includes binary and ternary forms.
10. Play diatonic chord progressions that include borrowed chords and secondary dominants using the piano.
11. Play diatonic chord progressions that modulate to closely related keys using the piano.
12. Sing melodies that feature chromatic alterations and modulation to closely related keys.
13. Clap, count, and speak rhythmic patterns that feature triplets/duplets and syncopation in simple and compound meters at various tempos.
14. Dictate melodies built within a variety of major and minor keys, tempos, and time signatures that feature triplets/duplets, syncopation, chromatic alterations, and modulation to closely related keys.
15. Dictate chord progressions that include secondary/applied chords and modulations to closely related keys.

## Course SLO

**[editor][video]****Student Learning Outcomes:**

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Construct four-voice chromatic music compositions from a given framework.**
2. **Compose original four-voice chromatic music compositions using Common Practice period techniques.**
  - o **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
3. **Analyze chromatic music compositions from the Common Practice period.**
  - o **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
4. **Sing chromatic melodies at sight using solfège syllables.**
5. **Notate chromatic melodies and chord progressions from aural examples.**
6. **Perform chromatic chord progressions using the piano.**



Course Content

**[editor][video]**

## Course Content:

1. Music Theory I review
  - a. First-species counterpoint
  - b. Diatonic voice leading
  - c. Diatonic harmonic progressions
  - d. Diatonic non-chord tones
  - e. Analysis of non-modulating diatonic compositions
  - f. Part writing using diatonic triads, seventh chords and non-chord tones
2. Secondary dominant chords
  - a. Spelling secondary dominants
  - b. Recognizing secondary dominants
  - c. Secondary dominants in context
3. Secondary leading-tone chords
  - a. Spelling secondary leading-tone chords
  - b. Recognizing secondary leading-tone chords
  - c. Secondary leading-tone chords in context
4. Sequences involving secondary functions
5. Deceptive resolutions of secondary functions
6. Other secondary functions
7. Modulations using diatonic common chords
  - a. Modulation and change of key
  - b. Modulation and tonicization
  - c. Key relationships
  - d. Common-chord modulation
  - e. Analyzing common-chord modulations
8. Other modulation techniques
  - a. Altered chords as common chords
  - b. Sequential modulation
  - c. Modulation by common tone
  - d. Monophonic modulation
  - e. Direct modulation
9. Binary and ternary forms
  - a. Formal terminology
  - b. Binary forms
  - c. Ternary forms
  - d. Rounded binary forms
  - e. 12-Bar blues
10. Other forms with a ternary design
  - a. Sonata form
  - b. Rondo form
11. Mode mixture
  - a. Borrowed chords in minor
  - b. Use of the b6 in major
  - c. Other borrowed chords in major
  - d. Modulations involving mode mixture
12. The Neapolitan chord
13. Augmented sixth chords
  - a. The interval of the augmented sixth
  - b. The Italian augmented sixth
  - c. The French augmented sixth
  - d. The German augmented sixth
  - e. Other bass positions
  - f. Resolutions to other scale degrees
  - g. Resolutions to other chord members
  - h. Other types of augmented sixth chords

### Additional Laboratory Content

1. Piano skills
  - a. Play scales in all major and minor keys, two octaves, hands together.
  - b. Play diatonic chord progressions that include borrowed chords and secondary dominants.
  - c. Play diatonic chord progressions that modulate to closely related keys.
4. Sight singing and rhythm performance
  - a. Sing melodies that feature chromatic alterations and modulation to closely related keys.
  - b. Sing music written in multiple parts (canons, duets, chorales, etc.) appropriate to the topics studied.
  - c. Clap, count, and speak rhythmic patterns that feature triplets/duplets and syncopation in simple and compound meters at various tempos.
  - d. Perform rhythm and sight singing exercises while conducting.

Methods of Instruction

**[editor][video]**

### Methods of Instruction:

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

- In-class demonstrations by the instructor of Common Practice period harmony and voice leading techniques followed by instructor-guided discussion and application.
- In-class presentation of audio recordings and videos that illustrate Common Practice period harmony and voice leading followed by instructor-guided discussion and analysis.
- In-class live performances that illustrate Common Practice period harmony and voice leading followed by instructor-guided discussion and analysis.
- In-class part-writing exercises to practice harmony and voice leading skills.
- Cooperative learning tasks such as small group musical analysis to help students evaluate musical practice, principles and exceptions in Common Practice period harmony.
- Guest lecturers and performers.
- Supplemental handouts.
- In-class sight singing practice.
- In-class rhythm reading practice.
- In-class dictation practice.
- Drills and pattern practice to develop sight singing skills.
- Drills and pattern practice to develop rhythm reading skills.
- Drills and pattern practice to develop keyboard skills.

Methods of Evaluation

**[editor][video]**

### Methods of Evaluation:

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

- Presentations/performances designed to evaluate a student's ability to compose original works that include secondary/applied chords and modulations using techniques of smooth voice leading and doublings in 4-part chorale style found in the Common Practice period.
- Written examinations designed to evaluate a student's ability to interpret a figured bass using secondary/applied chords and modulations in 4-part chorale style and to identify and analyze binary and ternary forms in notated music from the Common Practice period.
- Performance examinations designed to evaluate student progress in keyboard skills, sight singing, rhythmic performance and dictation.

## Sample Assignments

[\[editor\]](#)[\[video\]](#)**Sample Assignments:****Outside-of-Class Reading Assignments**

- Textbook chapters that cover diatonic harmony, chromatic harmony, secondary/applied chords, modulation, borrowed chords, the Neapolitan chord, augmented sixth chords, and binary and ternary forms.
- Handouts that describe voice leading techniques.
- Dictionary entries that define musical terms.

**Outside-of-Class Writing Assignments**

- Example: Realize a two-phrase modulating chorale by adding alto and tenor voices to a given soprano-bass framework. Include an harmonic (roman numeral) analysis and lead-sheet symbols.

## Course Materials

[\[editor\]](#)[\[video\]](#)**Course Materials:**

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

- Benward, B. & Kolosick, J.. *Ear Training, revised*. 7th McGraw-Hill, 2010.
- Berkowitz, S., and Fontrier, G. & Kraft, L.. *A New Approach to Sight Singing*. 5th W.W. Norton & Co., Inc., 2010.
- Clendinning, Jane & Piper, Marvin. *The Musician's Guide to Theory and Analysis: Anthology Recordings*. 2nd W.W. Norton & Co., Inc. , 2010.
- Clendinning, Jane & Piper, Marvin. *The Musician's Guide to Theory and Analysis*. 2nd W.W. Norton & Co., Inc. , 2010.
- Clendinning, Jane & Piper, Marvin. *The Musician's Guide to Theory and Analysis: Workbook*. 2nd W.W. Norton & Co., Inc. , 2010.
- Clendinning, Jane & Piper, Marvin. *The Musician's Guide to Theory and Analysis: Anthology*. 2nd W.W. Norton & Co., Inc. , 2010.
- Connie E. Mayfield. *Theory Essentials*. 2nd Cengage Learning, 2012.
- Connie E. Mayfield. *Student Workbook for Mayfield's Theory Essentials*. 2nd Cengage Learning, 2012.
- Kostka, S. & Payne, D.. *Tonal Harmony*. 8th McGraw-Hill, 2017.
- Kostka, S. & Payne, D.. *Workbook for Tonal Harmony*. 8th McGraw-Hill, 2017.

## Codes/Dates

**Codes/Dates:**

**CB03 TOP Code:** 1004.00 - Music

**CB05 MOV Transfer Status:** Transfers to Both UC/CSU (A)

**CB05 NOR Transfer Status:** Transfers to Both UC/CSU (A)

**CB05 RIV Transfer Status:** Transfers to Both UC/CSU (A)

**C-ID#:** MUS 140 MUS 145

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**Board of Trustees Approval Date:** 11/13/2018

**COR Rev Date:** 11/13/2018

# COURSE: NEW COURSE PROPOSAL

## 1. PROPOSAL DEVELOPMENT

- CSU/UC Articulation (if applicable):** Does this course align with one offered at a CSU or UC?
- C-ID Alignment (if applicable):** Does this course align with a C-ID descriptor?
- CTE Need (if applicable):** Does this course prepare students for a workforce need?
  - Has there been appropriate advisory committee review?

## 2. PROPOSAL JUSTIFICATION [asccc]

Discuss the following with discipline and department and seek approval from department chair:

- Mission:** Appropriate to the mission of the college.
- Need:** Fulfills a need, such as course for a degree, certificate, or transfer.
- Outcomes:** Designed to effectively meet the defined objectives and outcomes.
- Resources:** Adequate resources exist at the college to offer the course.
- Compliance:** Complies with Title V regulations and accreditation standards.

## 3. PREPARATION FOR PROPOSAL

- Course Number:** Contact District Education Services at [curriculum@rccd.edu](mailto:curriculum@rccd.edu) to obtain a Course Number (i.e. ENG 99).
- Honors Course:** If this course is destined to be offered as an Honors course, consult the Honors Committee representative [Tucker.Amidon@rcc.edu](mailto:Tucker.Amidon@rcc.edu).
- Distance Ed:** If this course is destined to be delivered as Distance Education, seek input from your college Distance Education committee.

## 4. CREATE NEW COURSE PROPOSAL

- Click [here](#) to log in to your Curricunet META account. [video]
- Create a New Course proposal. [video]

## 5. NEW COURSE PROPOSAL CHECKLIST

### Cover Tab: Title, Description [asccc] [editor] [video]

- Short Title:** Enter a shortened version of the Course Title (less than 20 characters).
- Course Description:** Enter a paragraph that begins with a descriptive fragment; for example: "An introduction to the principles of life sciences." Do not begin with "This course is" or "In this course."
- Short Description:** Enter a 1-2 sentence version of the Course Description that begins with a descriptive fragment.

### Cover Tab: Rationale [asccc]

- Rationale:** List the reasons for creating the new course.
- Recommended TOPS Code:** Choose the most appropriate entry from the drop-down.
- Campus:** Select the campus(es) where the course will be offered.
- Proposal Information:** Choose the following year and fall semester (unless advised otherwise).
- This Course is Recommended As:** Select the appropriate course and credit type.
- State Transfer Type:** Select the potential transfer type(s).
- How Will This Course Relate To Other Courses Now Being Offered?:** Briefly explain the course's impact on existing course and program offerings.
- Budget Impact:** List budget impact, if any.
- Cross-Listed Discipline:** Select additional disciplines that might deliver the course, if applicable.

### Co-Contributor Tab [editor] [video]

- Select additional Curricunet users that you wish to have access to your draft proposal, if any.

**Cross Listed Tab**

- Check this box only if there is a duplicate, active, cross-listed version of this course.
  - If yes, check the box; then select the cross-listed course.

**Units/Hours Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Course Units/Hours:** Enter the number of lecture hours and/or laboratory hours.
- Min Outside-of-Class Hours:** Use [this calculator](#) to determine outside-of-class hours.
- Repeatability\*:** Select the appropriate number of repeats.
  - If repeatable, enter a justification. *\*Only courses that are repeatable at UC or CSU are eligible for repetition (with very few exceptions). See this [Ed Code description of repeatable courses](#).*

**Course Objectives Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Course Objectives:** Add an entry and enter a declarative sentence for each objective.

**Requisites Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Requisites:** Add an entry for each prerequisite or corequisite course and select:
  - Requisite Type (prerequisite, corequisite, etc.)
  - Type of Requisite (how requisite is related to base course)
  - Subject
  - Requisite Course

**Entrance Skills Tab** [[editor](#)] [[video](#)]

- Entry Skill:** Add an entry skill for each prerequisite or corequisite skill and
  - Entry Skill: Fill in an entry skill that matches a requisite course outcome.
  - Requisite Outcomes: Select the matching requisite outcome.

**Course SLO Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Student Learning Outcomes:** Add an entry for each SLO.
  - If the course is GE applicable, select one or more appropriate GESLOs.

**Course Content Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Course Content Outline:** Type in a detailed outline of the course content.
  - Use the **Insert Ordered List** tool to create a numbered outline.
  - Each level should contain at least two entries.
  - Do not use bullets or punctuation.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists! Watch this [video](#) first!*
- Additional Laboratory Content Outline (for lecture+lab courses only):** Type in a detailed outline of the laboratory content.

**Methods of Instruction Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Methods:** Type in a list of methods of instruction.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*

**Methods of Evaluation Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Methods:** Type in a list of methods of evaluation.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*

**Sample Assignments Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Outside-of-Class Reading Assignments:** Type in a list of reading assignments that are *in addition to textbook reading assignments*.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*
- Outside-of-Class Writing Assignments:** Type in a list of writing assignments.
- Other Outside-of-Class Assignments:** Type in a list of other assignments.

**Course Materials Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Enter listings for textbooks and other course materials that may potentially be used in the course. Be sure that at least one textbook is less than three years old.

**Attached Files Tab** [[editor](#)] [[video](#)]

- Discipline Minutes:** Attach minutes that reflect a vote of approval for the proposal.
- Department Minutes:** Attach minutes that reflect a vote of approval for the proposal.
- Other:** Attach other relevant documents such as articulation and transfer institution information.
- Other:** Attach other relevant documents (advisory committee minutes, labor market research/LMI data, transfer institution information, etc.)

**6. LAUNCH PROPOSAL** [[video](#)]

- Launch:** Preview the completed proposal and check for accuracy. Click **Launch**. [[video](#)]
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the Riverside Community College District Curriculum Handbook (RCCDCH) Part 1 for approval process details.

## REFERENCE

- ➔ ASCCC: Program Course Approval Handbook "PCAH" 7th Edition [[doc](#)]
- ➔ ASCCC: The Course Outline of Record: A Curriculum Reference Guide Revisited [[doc](#)]

# COURSE: MAJOR MODIFICATION PROPOSAL

## 1. JUSTIFICATION FOR PROPOSAL

- CSU/UC Articulation (if applicable):** Does this course align with one offered at a CSU or UC?
- C-ID Alignment (if applicable):** Does this course align with a C-ID descriptor?
- Discuss proposal with discipline and department and seek approval from department chair.

## 2. PREPARATION FOR PROPOSAL

- Honors Course:** If this course is currently (or destined to be) offered as an Honors course, consult the Honors Committee representative Tucker.Amidon@rcc.edu.
- Distance Ed:** If this course is currently (or may be) delivered as Distance Education, seek input from your college Distance Education committee.

## 3. CREATE MAJOR MODIFICATION PROPOSAL

- Click [here](#) to log in to your Curricunet META account. [\[video\]](#)
- Create a Major Modification proposal. [\[video\]](#)

## 4. MAJOR MODIFICATION PROPOSAL CHECKLIST

**Cover Tab: Title, Description** [\[asccc\]](#) [\[editor\]](#) [\[video\]](#)

- Short Title:** Enter a shortened version of the Course Title (less than 20 characters).
- Course Description:** Enter a paragraph that begins with a descriptive fragment; for example: "An introduction to the principles of life sciences." Do not begin with "This course is" or "In this course."
- Short Description:** Enter a 1-2 sentence version of the Course Description that begins with a descriptive fragment.

**Cover Tab: Rationale** [\[asccc\]](#)

- Rationale:** List the reasons for creating the major modification.
- Recommended TOPS Code:** Choose the most appropriate entry from the drop-down.
- Campus:** Select the campus(es) where the course will be offered.
- Proposal Information:** Choose the following year and fall semester (in most cases).
- This Course is Recommended As:** Select the appropriate course and credit type.
- State Transfer Type:** Select the potential transfer type(s).
- How Will This Course Relate To Other Courses Now Being Offered?:** Briefly explain the course's impact on existing course and program offerings.
- Budget Impact:** List budget impact, if any.
- Cross-Listed Discipline:** Select additional disciplines that might deliver the course, if applicable.

**Co-Contributor Tab** [\[editor\]](#) [\[video\]](#)

- Select additional Curricunet users that you wish to have access to your draft proposal, if any.

**Cross Listed Tab**

- Check this box only if there is a duplicate, active, cross-listed version of this course.
  - If yes, check the box; then select the cross-listed course.

**Units/Hours Tab** [\[asccc\]](#) [\[editor\]](#) [\[video\]](#)

- Course Units/Hours:** Enter the number of lecture hours and/or laboratory hours.
- Min Outside-of-Class Hours:** Use [this calculator](#) to determine outside-of-class hours.
- Repeatability\*:** Select the appropriate number of repeats.
  - If repeatable, enter a justification. *\*Only courses that are repeatable at UC or CSU are eligible for repetition (with very few exceptions). See this [Ed Code description of repeatable courses](#).*

**Course Objectives Tab** [asccc] [editor] [video]

- Course Objectives:** Add an entry and enter a declarative sentence for each objective.

**Requisites Tab** [asccc] [editor] [video]

- Requisites:** Add an entry for each prerequisite or corequisite course and select:
  - Requisite Type (prerequisite, corequisite, etc.)
  - Type of Requisite (how requisite is related to base course)
  - Subject
  - Requisite Course

**Entrance Skills Tab** [editor] [video]

- Entry Skill:** Add an entry skill for each prerequisite or corequisite skill and
  - Entry Skill: Fill in an entry skill that matches a requisite course outcome.
  - Requisite Outcomes: Select the matching requisite outcome.

**Course SLO Tab** [asccc] [editor] [video]

- Student Learning Outcomes:** Add an entry for each SLO.
  - If the course is GE applicable, select one or more appropriate GESLOs.

**Course Content Tab** [asccc] [editor] [video]

- Course Content Outline:** Type in a detailed outline of the course content.
  - Use the **Insert Ordered List** tool to create a numbered outline.
  - Each level should contain at least two entries.
  - Do not use bullets or punctuation.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists! Watch this [video](#) first!*
- Additional Laboratory Content Outline (for lecture+lab courses only):** Type in a detailed outline of the laboratory content.

**Methods of Instruction Tab** [asccc] [editor] [video]

- Methods:** Type in a list of methods of instruction.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*

**Methods of Evaluation Tab** [asccc] [editor] [video]

- Methods:** Type in a list of methods of evaluation.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*

**Sample Assignments Tab** [asccc] [editor] [video]

- Outside-of-Class Reading Assignments:** Type in a list of reading assignments that are *in addition to textbook reading assignments*.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*
- Outside-of-Class Writing Assignments:** Type in a list of writing assignments.
- Other Outside-of-Class Assignments:** Type in a list of other assignments.

**Course Materials Tab** [asccc] [editor] [video]

- Enter listings for textbooks and other course materials that may potentially be used in the course. Be sure that at least one textbook is less than three years old.



**Attached Files Tab** [\[editor\]](#) [\[video\]](#)

- Discipline Minutes:** Attach minutes that reflect a vote of approval for the proposal.
- Department Minutes:** Attach minutes that reflect a vote of approval for the proposal.
- Other:** Attach other relevant documents (advisory committee minutes, labor market research/LMI data, transfer institution information, etc.)

**5. LAUNCH PROPOSAL** [\[video\]](#)

- Launch:** Preview the completed proposal and check for accuracy. Click **Launch**.
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE

- ➔ ASCCC: Program Course Approval Handbook "PCAH" 7th Edition [\[doc\]](#)
- ➔ ASCCC: The Course Outline of Record: A Curriculum Reference Guide Revisited [\[doc\]](#)

TR Approved 03/16/21

# COURSE: MINOR MODIFICATION PROPOSAL



DOES YOUR COURSE REQUIRE A **MAJOR MODIFICATION PROPOSAL**\*?  
THE ANSWER IS **YES** IF ANY OF THE FOLLOWING ARE NEEDED [EDITOR]:

- Change to Course Description
- Change to Units, Hours, Repeatability, or Grading Method
- Change to Course Objectives
- Change to Prerequisite, Corequisite, or Advisory Courses
- Change to Entrance Skills and/or Entrance Skills links
- Change to Student Learning Outcomes
- Change to Course Content outline or Course Lab Content outline

\* If any proposed changes would require changes to the catalog, the proposal should be a **major mod**.

## 1. JUSTIFICATION FOR PROPOSAL

- Discuss proposal with discipline and department and seek approval from department chair.

## 2. CREATE MINOR MODIFICATION PROPOSAL

- Click [here](#) to log in to your Curricunet META account. [\[video\]](#)
- Create a Minor Modification proposal. [\[video\]](#)

## 3. MINOR MODIFICATION PROPOSAL CHECKLIST

**Cover Tab: Rationale** [\[asccc\]](#) [\[editor\]](#) [\[video\]](#)

- Rationale:** List the reasons for the minor modification.

**Co-Contributor Tab** [\[editor\]](#) [\[video\]](#)

- Select additional Curricunet users that you wish to have access to your draft proposal, if any.

**Methods of Instruction Tab** [\[asccc\]](#) [\[editor\]](#) [\[video\]](#)

- Methods:** Type in a list of methods of instruction.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists! Watch this [video](#) first!*

**Methods of Evaluation Tab** [\[asccc\]](#) [\[editor\]](#) [\[video\]](#)

- Methods:** Type in a list of methods of evaluation.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*

**Sample Assignments Tab** [\[asccc\]](#) [\[editor\]](#) [\[video\]](#)

- Outside-of-Class Reading Assignments:** Type in a list of reading assignments that are *in addition to textbook reading assignments*.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*
- Outside-of-Class Writing Assignments:** Type in a list of writing assignments.
- Other Outside-of-Class Assignments:** Type in a list of other assignments.

**Course Materials Tab** [[asccc](#)] [[editor](#)] [[video](#)]

Enter listings for textbooks and other course materials that may potentially be used in the course. Be sure that at least one textbook is less than three years old.

**Attached Files Tab** [[editor](#)] [[video](#)]

**Discipline Minutes:** Attach minutes that reflect a vote of approval for the proposal.

**Department Minutes:** Attach minutes that reflect a vote of approval for the proposal.

**Other:** Attach other relevant documents (advisory committee minutes, labor market research/LMI data, transfer institution information, etc.)

**4. LAUNCH PROPOSAL** [[video](#)]

**Launch:** Preview the completed proposal and check for accuracy. Click **Launch**.

**Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE

➡ ASCCC: Program Course Approval Handbook "PCAH" 7th Edition [[doc](#)]

➡ ASCCC: The Course Outline of Record: A Curriculum Reference Guide Revisited [[doc](#)]

## COURSE: EXPERIMENTAL PROPOSAL



ORIGINATORS SHOULD CHECK IN CURRICUNET FOR ANY CURRENT EXPERIMENTAL COURSES IN THEIR DISCIPLINE BEFORE LAUNCHING A NEW EXPERIMENTAL COURSE. DISCIPLINES WILL BE LIMITED TO ONE EXPERIMENTAL COURSE ACTIVATED AT A TIME. THIS WILL ENSURE NO COURSE GETS LOST, ENCOURAGE TIMELY EVALUATION OF THE EXPERIMENT, AND PROMOTE PROGRESS OR CESSATION OF MOVEMENT TOWARD A REGULAR COURSE PROPOSAL AND CATALOG INCLUSION.

### 1. PROPOSAL DEVELOPMENT

- CTE Need (if applicable):** Does this course prepare students for a workforce need?
- CTE Need (if applicable):** Has there been appropriate advisory committee review?

### 2. PROPOSAL JUSTIFICATION [asccc]

Discuss the following with discipline and department and seek approval from department chair:

- Mission:** Appropriate to the mission of the college.
- Need:** Fulfills a need, such as course for a degree, certificate, or transfer.
- Outcomes:** Designed to effectively meet the defined objectives and outcomes.
- Resources:** Adequate resources exist at the college to offer the course.
- Compliance:** Complies with Title V regulations and accreditation standards.

### 3. PREPARATION FOR PROPOSAL

- Course Number:** Contact District Education Services at [curriculum@rccd.edu](mailto:curriculum@rccd.edu) to obtain a Course Number (i.e. ENG X99). An X will be added to the course number to indicate that it is temporary.
- Distance Ed:** If this course is destined to be delivered as Distance Education, seek input from your college Distance Education committee.

### 4. CREATE NEW EXPERIMENTAL COURSE PROPOSAL

- Click [here](#) to log in to your Curricunet META account. [\[video\]](#)
- Create a New Course proposal. [\[video\]](#)

### 5. NEW COURSE PROPOSAL CHECKLIST

**Cover Tab: Title, Description** [\[asccc\]](#) [\[editor\]](#) [\[video\]](#)

- Short Title:** Enter a shortened version of the Course Title (less than 20 characters).
- Course Description:** Enter a paragraph that begins with a descriptive fragment; for example: "An introduction to the principles of life sciences." Do not begin with "This course is" or "In this course."
- Short Description:** Enter a 1-2 sentence version of the Course Description that begins with a descriptive fragment.

**Cover Tab: Rationale** [\[asccc\]](#)

- Rationale:** List the reasons for creating the new course.
- Recommended TOPS Code:** Choose the most appropriate entry from the drop-down.
- Campus:** Select the campus(es) where the course will be offered.
- Proposal Information:** Choose the following year and fall semester (unless advised otherwise).
- This Course is Recommended As:** Select the appropriate course and credit type.
- How Will This Course Relate To Other Courses Now Being Offered?:** Briefly explain the course's impact on existing course and program offerings.
- Budget Impact:** List budget impact, if any.
- Cross-Listed Discipline:** Select additional disciplines that might deliver the course, if applicable.

**Co-Contributor Tab** [editor] [video]

- Select additional Curricunet users that you wish to have access to your draft proposal, if any.

**Cross Listed Tab**

- Check this box only if there is a duplicate, active, cross-listed version of this course.
  - If yes, check the box; then select the cross-listed course.

**Units/Hours Tab** [asccc] [editor] [video]

- Course Units/Hours:** Enter the number of lecture hours and/or laboratory hours.
- Min Outside-of-Class Hours:** Use [this calculator](#) to determine outside-of-class hours.
- Repeatability\*:** Select the appropriate number of repeats.
  - If repeatable, enter a justification. *\*Only courses that are repeatable at UC or CSU are eligible for repetition (with very few exceptions). See this [Ed Code description of repeatable courses](#).*

**Course Objectives Tab** [asccc] [editor] [video]

- Course Objectives:** Add an entry and enter a declarative sentence for each objective.

**Requisites Tab** [asccc] [editor] [video]

- Requisites:** Add an entry for each prerequisite or corequisite course and select:
  - Requisite Type (prerequisite, corequisite, etc.)
  - Type of Requisite (how requisite is related to base course)
  - Subject
  - Requisite Course

**Entrance Skills Tab** [editor] [video]

- Entry Skill:** Add an entry skill for each prerequisite or corequisite skill and
  - Entry Skill: Fill in an entry skill that matches a requisite course outcome.
  - Requisite Outcomes: Select the matching requisite outcome.

**Course SLO Tab** [asccc] [editor] [video]

- Student Learning Outcomes:** Add an entry for each SLO.
  - If the course is GE applicable, select one or more appropriate GESLOs.

**Course Content Tab** [asccc] [editor] [video]

- Course Content Outline:** Type in a detailed outline of the course content.
  - Use the **Insert Ordered List** tool to create a numbered outline.
  - Each level should contain at least two entries.
  - Do not use bullets or punctuation.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists! Watch this [video first!](#)*
- Additional Laboratory Content Outline (for lecture+lab courses only):** Type in a detailed outline of the laboratory content.

**Methods of Instruction Tab** [asccc] [editor] [video]

- Methods:** Type in a list of methods of instruction.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*

**Methods of Evaluation Tab** [asccc] [editor] [video]

- Methods:** Type in a list of methods of evaluation.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*

**Sample Assignments Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Outside-of-Class Reading Assignments:** Type in a list of reading assignments that are *in addition to textbook reading assignments*.
  - Use the **Insert Unordered List** tool to create a single-level bulleted list.
  - Do not create a numbered list.
  - Only paste **unformatted text** ("plain text"). *Do not copy & paste lists!*
- Outside-of-Class Writing Assignments:** Type in a list of writing assignments.
- Other Outside-of-Class Assignments:** Type in a list of other assignments.

**Course Materials Tab** [[asccc](#)] [[editor](#)] [[video](#)]

- Enter listings for textbooks and other course materials that may potentially be used in the course. Be sure that at least one textbook is less than three years old.

**Attached Files Tab** [[editor](#)] [[video](#)]

- Discipline Minutes:** Attach minutes that reflect a vote of approval for the proposal specifically indicating approval of experimental status.
- Department Minutes:** Attach minutes that reflect a vote of approval for the proposal specifically indicating approval of experimental status.
- Dean Support:** The Tech Review committee must see written support from the area Dean to offer a course as experimental (since an experimental course does not go past the Tech Review level and does not receive the scrutiny of college curriculum committee members.)
- Other:** Attach other relevant documents such as articulation and transfer institution information.
- Other:** Attach other relevant documents (advisory committee minutes, labor market research/LMI data, transfer institution information, etc.)

**6. LAUNCH PROPOSAL** [[video](#)]

- Launch:** Preview the completed proposal and check for accuracy. Click **Launch**. [[video](#)]
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the Riverside Community College District Curriculum Handbook (RCCDCH) Part 1 for approval process details\*.
- Transition Out of Experimental Status:** After the experimental period, the discipline and department must submit updated minutes showing the following items. Once updated minutes are attached, the course can move forward from Tech Review (or be reconsidered at Tech Review if changes were made) and continue through the regular curriculum approval process.
  - A review of at least one offering of the experimental class.
  - A discussion regarding feasibility or need.
  - Course approval.

\*Note that experimental courses “sit” at Tech Review during the experimental period. They will be visible on tech review agendas as "experimental courses in progress" and will be labeled with the end dates of their experimental period or the start dates of their planned offering. Experimental courses will be submitted to the Chancellor’s Office curriculum inventory system and receive control numbers in order for the college to claim apportionment. Experimental courses will be entered into Colleague/ERP with sunset dates so that they do not remain in the system past the planned two offerings.

## REFERENCE

- ➡ ASCCC: Program Course Approval Handbook "PCAH" 7th Edition [[doc](#)]
- ➡ ASCCC: The Course Outline of Record: A Curriculum Reference Guide Revisited [[doc](#)]

## COURSE: DELETION PROPOSAL



IN CURRICUNET, ONLY **RATIONALE, PROPOSAL INFORMATION (START YEAR/SEMESTER), AND ATTACHED FILES** TABS NEED TO BE COMPLETED.

### 1. JUSTIFICATION FOR PROPOSAL

- Discuss proposal with discipline and department and seek approval from department chair.

### 2. CREATE COURSE DELETION PROPOSAL

- Click [here](#) to log in to your Curricunet META account. [\[video\]](#)
- Create a Course Deletion proposal. [\[video\]](#)

### 3. COURSE DELETION PROPOSAL CHECKLIST

#### Cover Tab: Rationale [\[video\]](#)

- Rationale:** List the reasons for deleting the course.
- Proposal Information:** Choose the following year and fall semester (in most cases).

#### Attached Files Tab [\[editor\]](#) [\[video\]](#)

- Discipline Minutes:** Attach minutes that reflect a vote of approval for the proposal.
- Department Minutes:** Attach minutes that reflect a vote of approval for the proposal.
- Other:** Attach other relevant documents, if required (advisory committee minutes, etc.)

### 6. LAUNCH PROPOSAL [\[video\]](#)

- Launch:** Preview the completed proposal and check for accuracy. Click **Launch**.
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE

None

## SAMPLE COMPLETED DISTANCE EDUCATION ADDENDUM

# Riverside Community College District Distance Education Addendum

*\*Please send completed form and discipline minutes to [techreview@rccd.edu](mailto:techreview@rccd.edu)\**

This form is used by the RCCD Curriculum Committee to document the proposal and approval of a course to offer sections fully online and/or partially online as a hybrid course. All fields must be completed and relevant curriculum deadlines met for a proposal to be reviewed by the Curriculum Committee.

### RELEVANT TITLE 5 SECTIONS

#### *§ 55202. Course Quality Standards.*

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

#### *§ 55206. Separate Course Approval.*

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- (a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and
- (b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code

#### *§ 55204. Instructor Contact.*

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:



(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. [Note: All RCCD faculty must be prepared to provide evidence of such contact when requested.]

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

I understand the above Title 5 regulations.

## **COURSE INFORMATION**

Date: 6/14/20

Discipline: Music

Originator: Steven Schmidt

Course Number and Title: MUS 5 Music Theory II

First semester planned to be offered via DE: Fall 2020

Format:

Fully Online

Hybrid

Both

## **PREPARATION TO SUBMIT THIS PROPOSAL**

Originators proposing to offer this course through a distance education delivery mode should have knowledge and training, as provided through the Online Canvas Academy certification course, in the following areas.

- RCCD policies and procedures for distance education
- College-adopted Course Management System (CMS)
- Accreditation/Federal requirements for online courses:
  - Regular Effective Contact requirements and options for providing substantive interaction to and among online students
  - Section 504 of federal Rehabilitation Act regarding student access to accommodations and Section 508 of Rehabilitation Act regarding accessibility of course material, instruction, and student services for students with disabilities

- Academic integrity, student authentication, student privacy, and online attendance accounting
- Standards for quality course design and delivery

A careful review of the RCCD Guide to Best Practices in Regular and Substantive Contact and Distance Education section of the Curriculum Handbook is required prior to the completion of this proposal.

I certify that the originators of this proposal have read and understood both the RCCD Guide to Best Practices in Regular and Substantive Contact and Distance Education section of the Curriculum Handbook:

## **VALIDATION THAT COURSE IS APPROPRIATE FOR DISTANCE EDUCATION DELIVERY MODE**

Explain why this course is particularly suited to be offered through distance education. Be sure to reference specific course objectives, core content, and/or student learning outcomes that can be effectively addressed in an online environment and provide examples of online activities or online tools that support the instruction of the specific course objectives and core content.

Course learning outcomes can be achieved online using a combination of asynchronous activities. Music notation applications such as Noteflight and Musition can be integrated into a Learning Management System such as Canvas and can be used to construct four-voice chromatic music compositions from a given framework. Noteflight's record feature allows students to submit recordings of themselves singing chromatic melodies at sight using solfège syllables. Music applications such as Auralia and Artusi can also be integrated into Canvas and provide music dictation activities that ask students to notate chromatic melodies and chord progressions from aural examples. Music dictation activities can also be authored as lessons within most LMS. The video recording capabilities within an LMS such as Canvas allow students to submit performances of chromatic chord progressions using the piano.

Identify how this course fits into an overall plan for distance education development within your department or program. Cite supporting evidence, including course and program data analysis from program review, discussions at discipline or department meetings, minutes from advisory committee meetings, or other sources.

This course fits into the department's and college's overall plan to expand transfer-level courses that will support achievement of certificates, AA degrees, and ADT degrees. Excerpts of music department meeting minutes that support this development are attached.

## **METHODS OF INSTRUCTION AND EVALUATION**

Describe teaching methods, materials, and any other components that may be used to ensure quality instruction in the distance education (DE) delivery mode so that the course's unique course objectives are met and students are able to perform the course student learning outcomes. These methods or materials may include the use of hard copy or digital texts, video, VoiceThread, etc.

Project-based learning can be accomplished using music notation platforms such as Noteflight to complete music part-writing activities. Ear training can be accomplished using platforms such as Artusi, Noteflight, and Auralia. Rhythm tapping can be demonstrated using Musition. Music performance activities such as sight-singing and rhythm reading can be demonstrated synchronously using video conference applications such as Zoom and asynchronously using YouTube videos. Music notation platforms such as Noteflight enable real-time collaboration between students and faculty and also among students.

Describe methods, materials, and any other components that may be used to ensure assessments in your course align with Student Learning Outcomes in the course outline. Describe specific strategies rather than generic approaches.

Music instruction platforms such as Artusi and Musition provide assessment of student progress in four voice part-writing. Music notation platforms such as Noteflight allow students to record their sight-singing and rhythm reading performances and submit them via Canvas for assessment. Music instruction platforms such as Auralia assess students' music dictation abilities. The polling function found in video conference applications such as Zoom can provide real-time assessment of music dictation skills. Additionally, assignments, quizzes, and exams that assess student comprehension of music theory concepts can be built within Canvas.

## **SAMPLE ASSIGNMENTS IN THE DISTANCE EDUCATION DELIVERY MODE**

Provide examples of the types of assignments that will be delivered and assessed in the distance education delivery mode. How will these assignments be administered, and what CMS tools will an instructor use to assess student performance and give feedback?

### **Reading assignments**

Research the procedures for four voice part-writing using secondary dominants and modulation. Assess student comprehension and give feedback during synchronous discussion via video conference applications such as Zoom and/or during asynchronous discussion via Canvas discussions.

### **Writing assignments**

Complete four voice part-writing assignments using secondary dominants and modulation. Student performance can be assessed using traditional grading methods within Canvas. These graded assignments provide asynchronous feedback to students. Additionally, synchronous feedback can be provided via video conference applications such as Zoom.

### **Other assignments**

Laboratory assignments such as music dictation, sight-singing, and rhythm reading can be completed within Canvas (and supported applications such as Auralia, Musition, and Noteflight) and submitted for assessment. These graded assignments provide asynchronous feedback to students. Additionally, synchronous feedback can be provided via video conference applications such as Zoom.

Does the course have a lab component?

- YES  
 NO

If yes, what core content or objectives will be the focus of the lab instruction, and how will they be addressed online?

Music notation platforms such as Noteflight allow students to record their sight-singing and rhythm reading performances and submit them via Canvas for assessment. Music instruction platforms such as Auralia and Musition assess students' rhythm reading and music dictation abilities. The polling function found in video conference applications such as Zoom can provide real-time assessment of music dictation skills.

## ACCESSIBILITY AND UNIVERSAL DESIGN

Per Riverside Community College District AP No. 4105, all Distance Education faculty receive training to ensure courses, documents, videos and other online instructional materials are compliant with Section 508 Amendment to the Rehabilitation Act of 1973. Section 508 requirements also apply to any outside websites which will be used, including publisher content.

Confirm that each of the accessibility requirements below will be used when an instructor designs a section of the course for distance education delivery. Check all boxes that apply.

- Provide an uncluttered interface with consistent layout and navigation.
- Avoid moving or flashing images and self-starting video or audio.
- Ensure access for people with diverse abilities.
- Accommodate a wide range of individual preferences and abilities.
- Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.
- Any images will have alternative text or alternative descriptions to provide access for students with visual impairments.
- Instructional videos will have accurate closed captioning.
- Audio recordings will include transcripts.
- Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
- Hyperlinks will be presented using meaningful link text rather than URLs.
- Content will provide adequate color contrast (such black on white background), font size (such as 12-14), and font style (such Arial or Tahoma) to ensure readability.
- Any PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word prior to saving as PDF).

If you did not check one or more of the confirmation boxes for accessibility, explain below.

Not applicable.

## REGULAR EFFECTIVE CONTACT

The Title 5 term “regular effective contact” means that the instructor regularly initiates interaction with enrolled students and provides regular opportunities for interaction among students. Regarding regular contact, the frequency of instructor-initiated contact should be equivalent to contact in a face-to-face delivery of the course, following the Carnegie Unit. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods as described in RCCD Guide to Best Practices in Regular and Substantive Contact.

Response should focus on proactive methods an ***instructor*** uses to regularly initiate interaction with students and foster student-to-student interaction rather than student-initiated methods to contact the instructor. Check the methods that will be used as documentation of regular effective contact:

- Weekly content-based announcements in the CMS
- Threaded discussions of course content in the CMS with required student-to-student interaction
- Regular instructor participation in threaded discussions within the CMS
- Closed-captioned Instructor-created lectures
- Timely and frequent feedback for student work
- Group or individual meetings
- Class events such as orientations and workshops
- Instructor-initiated contact by CMS inbox, RCCD email, telephone, or chat
- Video conferencing
- Other: Zoom chat

Describe how a combination of the above methods will be used together to provide “regular effective contact.”

Weekly lesson plans will be posted as announcements and within Canvas lesson modules.  
 Threaded discussions covering music theory topics will be initiated by instructors and students and regular participation will be provided by both instructors and students.  
 YouTube videos that cover music theory topics will be close-captioned.  
 Some student assignments will receive real-time assessment within Canvas while others will be graded by the instructor and returned to the student in a timely fashion.  
 Group and individual meetings will be provided via Zoom to discuss music theory topics, practice musicianship activities, and to provide assessment and feedback.  
 Master classes where guest artists discuss and demonstrate music theory and musicianship topics.  
 Video conferencing via Zoom.  
 Instructor-initiated contact using Canvas Inbox and RCCD email.  
 Instructor-to-student and student-to-student interaction via Zoom chat.

## USE OF PUBLISHER or OER APPLICATIONS AND WEBSITES

Distance education courses must be conducted within the college-adopted Course Management System (CMS). If any component of this course will be conducted via a publisher or OER application in the CMS or a website outside of the CMS, this component must meet the college's requirements for accessibility, authentication, and student privacy and must be approved before submitting a DE proposal. If publisher/OER products will be used in a section of a course taught using a distance education delivery mode, whenever possible they should be integrated within the CMS. These materials should be included in the Course Materials section of the course outline of record as a required or optional text/material.

Will any components of this course be conducted via a publisher application in the CMS or a website outside of the CMS?

- YES  
 NO

If yes, list each application/website and explain how its use is essential to meet specific course objectives and student learning outcomes. If no, type "Not Applicable" in the text box below.

Music notation platforms such as Noteflight enable students to complete music notation online and can be integrated into Canvas. Ear training platforms such as Auralia and Musition enable students to complete music dictation and ear training activities online and can be integrated into Canvas.

For any application or website listed above, explain and document how the following requirements are met. Leave blank if not applicable.

**Accessibility:** Provide evidence that this application or website meets Section 508 requirements, including the Technology Specialist for Accessibility and Compliance's written review.

Auralia, Musition, and Noteflight have full keyboard functionality as well as secondary (MIDI keyboard) functionality. All provide both audio and video feedback. Video content is captioned. Text and figures are readable by screen readers.

**Student authentication:** Describe how the website or application meets accreditation standards by requiring that students validate their identity. Examples: individual login, password protected, optional proctored exams by departments/disciplines, optional use of anti-plagiarism software.

Auralia, Musition, and Noteflight are accessed from within each student's password-protected Canvas account and are COPPA compliant.

**Student privacy:** Explain and document how student privacy is safeguarded when students use this application or website. Note: Third-party gradebooks are not recommended, and must provide proof of FERPA compliance.

Auralia, Musition, and Noteflight meet FERPA requirements that protect students' personal privacy. They do not sell information to third parties and do not display advertising.

## REQUIRED INSTRUCTIONAL MATERIAL FEES AND ACCESS CODES

If students are required to purchase materials for a section of this course delivered via distance education, the materials must 1) be added to the Course Materials section of the official Course Outline of Record and 2) comply with Title 5 regulations.

Title 5 §59400(b): Students cannot be required to pay for access to electronic materials “designed primarily for administrative purposes, class management, course management or supervision.”

Title 5 §59400(c): “Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.”

If this course requires students to purchase an access code, license, or any other electronic materials, name those materials below and explain and document how they comply with Title 5 regulations.

Access codes are required for Auralia, Musition, and Noteflight. They all comply with Title 5 regulations by providing:

- The same standards of course quality as those applied to in-person classes.
- Robust assessment and feedback tools.
- Regular and effective contact between students and instructors and among students.

# DISTANCE EDUCATION ("DE") ADDENDUM PROPOSAL (STANDARD AND EMERGENCY-ONLY DISTANCE EDUCATION PROPOSALS)


## 1. JUSTIFICATION FOR ADDENDUM [asccc]

- Discuss addendum with discipline and department and seek approval from department chair.
  - Delivery Method:** Will the course be offered 100% online? Hybrid? Both?
  - Regular Effective Contact:** How will regular effective contact be facilitated?
  - Loss of Face-to-Face Time:** How will loss of face-to-face time be effectively addressed?
  - Section 508 Compliant:** How will the delivery of this course be section 508 compliant?

## 2. PREPARATION FOR ADDENDUM

- Distance Education Committee:** Seek input from your college Distance Education committee.

## 3. CREATE DISTANCE EDUCATION ADDENDUM

-  DE Addendum proposals are currently completed outside of Curricunet using a .docx proposal form.
- Complete the appropriate DE Addendum proposal form.\*
  - \*Proposal forms here: <https://websites.rcc.edu/curriculum/forms>

## 4. DISTANCE EDUCATION ADDENDUM FORM CHECKLIST

### Course Information

- Fill in Date, Discipline, Originator, Base Course Number and Title, and First Semester Planned
- (Emergency-Only) Disciplines may list courses in batches provided:
  - The courses are all in the same discipline, and
  - The courses share similar Distance Education delivery methods
- Select one Delivery Method: Fully Online, Hybrid, or Both

### Preparation

- Review the RCCD Guide to Best Practices in Regular and Substantive Contact and Distance Education section of the Curriculum Handbook and check the certification box.

### Validation

- Suitability:** Explain why this course is particularly suited to be offered through distance education.
  - (Emergency-Only) Since the discipline did not elect to propose standard DE delivery, explain how this course (or batch of courses) can be adapted to distance education in emergency circumstances.
  - Be sure to reference *specific course objectives, core content, and/or student learning outcomes* that can be effectively addressed in an online environment, and;
  - Provide examples of online activities or online tools that support the instruction of the *specific course objectives and core content*.
- Planning:** Identify how this course fits into an overall plan for distance education development within your department or program.
  - Cite supporting evidence*, including course and program data analysis from program review, discussions at discipline or department meetings, minutes from advisory committee meetings, or other sources.

### Methods

- Teaching Methods:** Describe *specific* teaching methods, materials, and any other components that may be used to ensure quality instruction in the distance education delivery mode so that the course's unique course objectives are met and students are able to perform the course student learning outcomes.



- Assessment Methods:** Describe methods, materials, and any other components that may be used to ensure assessments in your course align with Student Learning Outcomes in the course outline. *Describe specific strategies rather than generic approaches.*

### Assignments

- Reading Assignments:** Provide examples of reading assignments *and how they will be delivered and assessed* in the distance education delivery mode.
- Writing Assignments:** Provide examples of writing assignments *and how they will be delivered and assessed* in the distance education delivery mode.
- Other Assignments:** Provide examples of other assignments *and how they will be delivered and assessed* in the distance education delivery mode.
- Lab Component:** Select whether or not this course has a lab component and describe how lab instruction will be addressed online.

### Accessibility and Universal Design [[asccc](#)]

- Section 508 Compliance:** Confirm all of the following:
  - Provide an uncluttered interface with consistent layout and navigation.
  - Avoid moving or flashing images and self-starting video or audio. [[link](#)]
  - Ensure access for people with diverse abilities. [[link](#)]
  - Accommodate a wide range of individual preferences and abilities.
  - Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.
  - Any images will have alternative text or alternative descriptions to provide access for students with visual impairments. [[doc](#)] [[link](#)]
  - Instructional videos will have accurate closed captioning. [[doc](#)] [[link](#)]
  - Audio recordings will include transcripts. [[doc](#)] [[link](#)]
  - Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader. [[link](#)]
  - Hyperlinks will be presented using meaningful link text rather than URLs.
  - Content will provide adequate color contrast (such black on white background), font size (such as 12-14), and font style (such Arial or Tahoma) to ensure readability.
  - Any PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in Microsoft Word prior to saving as PDF.)
- Non-Compliance:** If you did not check one or more of the confirmation boxes, explain why.

### Regular Effective Contact

- Methods:** Select the methods that instructors will use to document instructor-initiated regular effective contact *with students* and instructor-initiated interaction *among students*:
  - Weekly content-based announcements in the Course Management System ("CMS")
  - Threaded discussions of course content in the CMS with required student-to-student interaction
  - Regular instructor participation in threaded discussions within the CMS
  - Closed-captioned Instructor-created lectures
  - Timely and frequent feedback for student work
  - Group or individual meetings
  - Class events such as orientations and workshops
  - Instructor-initiated contact by CMS inbox, RCCD email, telephone, or chat
  - Video conferencing
  - Other: \_\_\_\_\_
- Description:** Describe how a combination of the above methods will be used together to provide regular effective contact.

### Use of Publisher Applications and Websites

- Components Outside the CMS:** Select whether or not components of this course will be conducted via a publisher application in the CMS or a website outside of the CMS. If yes:
  - Application/Website:** List each application/website and explain how its use is essential to meet specific course objectives and student learning outcomes.
  - Accessibility:** Provide evidence that this application or website meets Section 508 requirements, including the Technology Specialist for Accessibility and Compliance's written review.
  - Student Authentication:** Describe how the website or application meets accreditation standards by requiring that students validate their identity.
  - Student Privacy:** Explain and document how student privacy is safeguarded when students use this application or website.

### Required Materials Fees and Access Codes

- Fees:** If this course requires students to purchase an access code, license, or any other electronic materials, name those materials, explain, and document how they comply with Title 5 regulations.

## 5. LAUNCH AND TRACK

- Launch:** Forward the documents listed below to the Technical Review Committee (TRC) via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). A proposal containing your documents will be created in Curricunet.
  - Distance Education Addendum Proposal**
  - Discipline Minutes**
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE

- ➔ The DE Addendum: Meeting Title 5 Requirements and Supporting Course Quality [[powerpoint](#)]  
<http://bit.ly/DEadd19>
- ➔ ASCCC: Distance Education Accessibility Guidelines (2011) [[doc](#)]  
<https://websites.rcc.edu/curriculum/files/2019/08/2011DistanceEducationAccessibilityGuidelines.pdf>
- ➔ W3C: Web Content Accessibility Guidelines (WCAG) 2.1 [[link](#)]  
<https://www.w3.org/WAI/WCAG21/Understanding>
- ➔ WebAIM: Web Accessibility [[link](#)]  
<https://webaim.org>

## DISTANCE EDUCATION: MODIFY

Same as Distance Education Addendum proposal process.

### REFERENCE

- ➔ The DE Addendum: Meeting Title 5 Requirements and Supporting Course Quality [[powerpoint](#)]  
<http://bit.ly/DEadd19>
- ➔ ASCCC: Distance Education Accessibility Guidelines (2011) [[doc](#)]  
<https://websites.rcc.edu/curriculum/files/2019/08/2011DistanceEducationAccessibilityGuidelines.pdf>
- ➔ W3C: Web Content Accessibility Guidelines (WCAG) 2.1 [[link](#)]  
<https://www.w3.org/WAI/WCAG21/Understanding>
- ➔ WebAIM: Web Accessibility [[link](#)]  
<https://webaim.org>

TR Approved 03/16/21

## DISTANCE EDUCATION: REMOVE

Same as Distance Education Addendum proposal process.

### REFERENCE

- ➔ The DE Addendum: Meeting Title 5 Requirements and Supporting Course Quality [[powerpoint](#)]  
<http://bit.ly/DEadd19>
- ➔ ASCCC: Distance Education Accessibility Guidelines (2011) [[doc](#)]  
<https://websites.rcc.edu/curriculum/files/2019/08/2011DistanceEducationAccessibilityGuidelines.pdf>
- ➔ W3C: Web Content Accessibility Guidelines (WCAG) 2.1 [[link](#)]  
<https://www.w3.org/WAI/WCAG21/Understanding>
- ➔ WebAIM: Web Accessibility [[link](#)]  
<https://webaim.org>

TR Approved 03/16/21

# SAMPLE COMPLETED AA-T PROGRAM PROPOSAL

## RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_\_ M\_\_\_ N\_X

TOPs Code: 1305.10

### Associate of Arts in Child and Adolescent Development for Transfer Degree

#### PROGRAM PREREQUISITE

None.

#### SHORT DESCRIPTION OF PROGRAM

The Associate Degree for Transfer in Child and Adolescent Development is a 60-unit degree program that provides lower-division preparation for students planning to transfer to a CSU for a Bachelor's degree in Child and Adolescent Development, Child Development, Child, Adolescent and Family Studies, Human Development or other related majors. The intention of this degree is to prepare students to transfer and complete degrees and professional programs in the fields of K-12 teaching, clinical social work, clinical psychology, school psychology, school counseling, college teaching, public policy, and/or developmental research. In this major, students will explore theories and concepts about bio-physical, socio-emotional, and cognitive developmental milestones from conception through adolescence; individual and cultural differences; and common variations in development. In this broad, interdisciplinary curriculum, students will develop critical thinking, writing, and oral presentation skills in preparation to be professionals working with children and families.

#### PROGRAM LEARNING OUTCOMES

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

1. Compare and contrast typical and atypical development of children and adolescents in the biophysical, cognitive, and psychosocial domains.
2. Relate developmental theory to the observation and assessment of children and teaching practices.
3. Identify the correct ECE observation method for gathering authentic assessments on children.
4. Understand and apply Developmentally Appropriate Practice in the creation of curriculum and the use of specific teaching strategies to enhance learning.
5. Evaluate the role that context (i.e., family, peers, schools, communities, cultures, diversity) and individual experience plays in development.
6. Describe the scientific approach to research in the social and behavioral sciences.
7. Describe and defend current guidelines for the ethical treatment of children and adolescents.
8. Apply basic research methods, including research design, qualitative and quantitative analysis, and the interpretation of data.
9. Demonstrate effective written communication skills using APA format.

#### Required Courses (18-20 units)

	<u>Units</u>
EAR-20* Child Growth and Development	3
PSY-1*/1H* General Psychology/Honors	3
MAT-12*/12H* Statistics/Honors	4
OR	
PSY-48*/SOC-48* Statistics for the Behavioral Sciences	3
<b>List A Select from the list below</b>	<b>3</b>
<b>List B Select from the list below</b>	<b>6-7</b>

LIST A: Select one course from the following (3 units)

	<u>Units</u>
ANT-2*/2H* Cultural Anthropology/Honors	3
EAR-42* Child, Family, and Community	3
PSY-8 Introduction to Social Psychology	3
SOC-1*/1H* Introduction to Sociology/Honors	3
SOC-10* Race and Ethnic Relations	3
SOC-12* Marriage and Family Relations	3

LIST B: Select two courses course from the following (6-7 units)

	<u>Units</u>
BIO-1*/1H* General Biology/Honors	4
OR	
BIO-10* Life Science Principles	3
EAR-24 Introduction to Curriculum	3
EAR-28 Principles and Practices of Teaching Young Children	3
PSY-9* Developmental Psychology	3

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 Total Units:

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 18-20

\*Courses may also be used to fulfill general education requirements for the CSU GE or IGETC pattern, please confer with a counselor.

ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate in Arts in Child and Adolescent Development for Transfer degree will be awarded upon completion of coursework totaling 60 California State University (CSU) transferable units including the major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better.

# SAMPLE COMPLETED AS PROGRAM PROPOSAL

## RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_ M\_\_ N\_X\_\_

TOPs Code: 0952.20

### Associate of Science Degree: Electrician

#### PROGRAM PREREQUISITE

None.

#### SHORT DESCRIPTION OF PROGRAM

This program prepares residents to become an entry-level Electrician Trainee and along with California state requirements prepares for careers as an Electrician, Electrical Apprentice, Electrician's Helper, Industrial Electrician, Journeyman Electrician, and Residential Electrician. Courses are aligned with California state standards to prepare students to earn their Electrician Training card (<http://www.dir.ca.gov/dlse/ecu/electricaltrainee.htm>).

#### PROGRAM LEARNING OUTCOMES

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

1. Demonstrate the installation maintenance and troubleshooting of electrical devices (switches, sensors, motor, controllers, and lights).
2. Explain how the electrical grid works, from generation to the end user.
3. Solve electrical design criteria by using formula, and tables for proper electrical installation.
4. Demonstrate electrical raceway sizing and installation, meeting NEC requirements for sizing, location requirements, distances, supports and bending.
5. Demonstrate quantitative analysis of electrical circuits for blueprints.
6. Demonstrate electrical wiring of circuits or devices to meet the standards and requirement of the NEC.

#### Required Courses

<u>Required Courses</u>	<u>Units</u>
ELC/ELE/MAN-77 Electrical Theory for Electricians	3
CON-66 National Electrical Code	3
ELC/ELE-71 Residential Electrical Wiring	4
ELC/ELE/MAN-73 Electric Motors and Transformers	4
ELC/ELE-75 Solid State Devices and Lighting Controls	3
ELC/ELE/MAN-72 Commercial and Industrial Electrical Wiring	4
ELC/ELE/MAN-74 Industrial Wiring and Controls	4
ELC/ELE-76 Low Voltage Wiring and Alternate Energy Generation	3
ENE-62 Math for Automated Systems	3
OR	
MAT-36 Trigonometry	4

Total Units:

31-32

#### ASSOCIATE OF SCIENCE DEGREE

The Associate of Science Degree in Electrician will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

# SAMPLE COMPLETED CERTIFICATE PROGRAM PROPOSAL

## RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_\_ M\_X N\_\_\_

TOP Code: 2104.00: Human Services

### Certificate in Child Welfare

#### PROGRAM PREREQUISITE

None.

#### SHORT DESCRIPTION OF PROGRAM

The Child Welfare Certificate prepares students for various paraprofessional positions in child welfare, such as child care worker in a group home/residential setting, social service intake specialist, social worker assistant or foster family intake worker. Graduates of the program will be prepared to work as entry-level employees in a variety of settings such as group homes, foster family agencies, adoption agencies, halfway houses, mental health and juvenile correctional facilities, and family, child and service agencies under the direct supervision of social workers and other human services professionals in public and non-profit social service agencies. This certificate also provides a foundation for continuing higher education towards a Bachelor degree in social work, human services and counseling practices related to child welfare.

#### PROGRAM LEARNING OUTCOMES

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

1. Demonstrate knowledge and skills needed to prepare for an entry-level paraprofessional position in child welfare.
2. Discuss, analyze and explain the ethical standards that guide the child welfare worker.
3. Assist consumers and family members in matching needs with available community resources.
4. Demonstrate understanding of safety and risk assessments.
5. Complete and reflect upon service-based learning experience.

#### Required Courses (13 – 16 units)

	<u>Units</u>
HMS-18 Introduction to Social Work	3
HMS-19 Generalist Practices of Social Work	3
HMS-22 Human Behavior in the Social Environment	3
HMS-42 Family Studies - Counseling in Foster Care	3
WKX HMS-200 Human Services Work Experience	1-2-3-4

#### Elective Courses (6 units)

	<u>Units</u>
HMS-5 Introduction to Evaluation and Counseling	3
HMS-6 Introduction to Case Management	3
HMS-24 Careers in Social Work - Self-Care for Human Services Professionals	3
HMS-25 Careers in Social Work - Crisis-Intervention Management	3
HMS-26 Careers in Social Work - Trauma-Focused Counseling	3
HMS-35 Behavioral Therapist - Counseling Students with a Learning Disability	3
HMS-36 Behavioral Therapist - Counseling Families of Special Needs Youth	3
HMS-44 Justice System Studies - Counseling Youth in Gangs	3
HMS-47 Counseling of Residential Treatment Clients	3
HMS-62 Introduction to the DSM-5	3

Total Units:

19-22



# SAMPLE COMPLETED NONCREDIT CERTIFICATE PROPOSAL

## RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_\_ M\_X\_ N\_\_\_

TOP Code: 2104.00: Human Services

### Noncredit Certificate in Computer Maintenance and Security

PROGRAM PREREQUISITE

None.

SHORT DESCRIPTION OF PROGRAM

The Computer Maintenance and Security certificate will provide students with proficiency in the areas of computer hardware and software troubleshooting, system configuration, practical networking, and security for personal and business environment.

PROGRAM LEARNING OUTCOMES

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

1. Troubleshoot computer hardware and software issues.
2. Derive a plan for system and small network upgrade.
3. Configure home and small business networking and security settings.
4. Identify threats, risks and vulnerabilities that impact individual or organizations.
5. Assess the impact of regulatory on individual privacy and organization data protection practices.

Required Courses

	<u>Hours</u>
CIS-824A Computer Repairs for Beginners	16
CIS-824B Networking for Home and Small Businesses	16
CIS-824C Cybersecurity for Beginners	16
<u>Total Hours:</u>	<u>48</u>

# PROGRAM DEVELOPMENT: NEW PROGRAM PROPOSAL

## 1. JUSTIFICATION FOR NEW PROGRAM [asccc]

- Discuss the following with discipline and department and seek approval from department chair:
  - Appropriateness to Mission:** Appropriate level of instruction offered by community college.
  - Need:** Conforms with Educational Master Plan and does not cause harmful competition.
  - Curriculum Standards:** Curriculum approved by the governing board.
  - Adequate Resources:** College commitment to provide resources.
  - Compliance:** Not in conflict with state or federal law.

## 2. CONCEPT DEVELOPMENT (2011 PROCESS) [DOC]

- Educational Program Concept Exploration:** Discuss concept with the RCCD Curriculum Committee.
- Department Approval and Discipline Consultation:** Discuss concept with your discipline and department.
- Research:** Assemble information about comparable programs from other universities. CTE programs should request research from the Office of Institutional Effectiveness. [\[link\]](#)
- College Academic Planning Council (APC) Review:** Present concept to the APC.
- College Strategic Planning Committee (SPC) Review:** Present concept to the SPC.


## 3. COLLEGE AND DISTRICT REVIEW

- College Academic Senate Review:** Present concept to the College Academic Senate for approval.
- District Strategic Planning Committee (DSPC) Review:** Present the now complete program proposal to the District Strategic Planning Committee for discussion and potential approval.

## 4. CURRICULUM DEVELOPMENT

- (CTE Programs Only) Regional Occupational Consortium:** Forward all materials to the appropriate CTE Dean for a first reading at the Regional Occupational Consortium.
- Discipline, Department, and Curriculum Committee Chair Guidance:** Develop curriculum.

## 5. PROPOSAL FORMS

-  New Program proposals are currently completed outside of Curricunet using .docx proposal forms.
- New Program Proposal Form:** Complete the appropriate New Program Proposal form\*  
\*Proposal forms can be downloaded here: <https://websites.rcc.edu/curriculum/forms>

## 6. MINUTES AND OTHER DOCUMENTS

- Discipline Minutes**
- Department Minutes**
- Narrative**
- Program CORs**
- Transfer Programs:** Transfer preparation documentation
- CTE Programs:** LMI data, regional consortia recommendation, and advisory committee recommendation.

## 7. LAUNCH AND TRACK

- Launch:** Forward all documents to the Technical Review Committee (TRC) via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). A program proposal containing your documents will be created in Curricunet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE

- ➡ ASCCC: Effective Practices for Educational Program Development (2018) [\[doc\]](#)
- ➡ RCCD: New or Revised Program Development Process (2011) [\[doc\]](#)

# PROGRAM DEVELOPMENT: NEW ADT PROPOSAL

## 1. JUSTIFICATION FOR NEW ADT [asccc]

- TMC Template:** Be sure your program aligns with a current TMC template and that the courses contained have received C-ID approval.
  - TMC Template:** Visit the CCCC website for approved TMCs. [cccco]
  - C-ID Approval:** Visit the C-ID website for a list of approved courses at your college [c-id]
- Discuss the following with discipline and department and seek approval from department chair:
  - Appropriateness to Mission:** Appropriate level of instruction offered by community college.
  - Need:** Conforms with Educational Master Plan and does not cause harmful competition.
  - Curriculum Standards:** Curriculum approved by the governing board.
  - Adequate Resources:** College commitment to provide resources.
  - Compliance:** Not in conflict with state or federal law.


## 2. CONCEPT DEVELOPMENT (2011 PROCESS) [DOC]

- Educational Program Concept Exploration:** Discuss concept with the RCCD Curriculum Committee.
- Department Approval and Discipline Consultation:** Discuss concept with your discipline and department.
- Research:** Assemble information about comparable programs from other universities.
- College Academic Planning Council (APC) Review:** Present concept to the APC.
- College Strategic Planning Committee (SPC) Review:** Present concept to the SPC.

## 3. COLLEGE AND DISTRICT REVIEW

- College Academic Senate Review:** Present concept to the College Academic Senate for approval.
- District Strategic Planning Committee (DSPC) Review:** Present the now complete program proposal to the District Strategic Planning Committee for discussion and potential approval.

## 4. PROPOSAL FORMS

-  New ADT proposals are currently completed outside of Curricunet using .docx proposal forms.
- New ADT Proposal Form:** Complete the appropriate New Program Proposal form\*
  - \*Proposal forms can be downloaded here: <https://websites.rcc.edu/curriculum/forms>*

## 5. MINUTES AND OTHER DOCUMENTS

- Discipline Minutes**
- Department Minutes**
- Narrative**
- CORs for all courses in the program**
- C-ID articulation information**
- TMC Template**

## 6. LAUNCH AND TRACK

- Launch:** Forward all documents to the Technical Review Committee (TRC) via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). A program proposal containing your documents will be created in Curricunet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE


- ➡ ASCCC: Effective Practices for Educational Program Development (2018) [doc]
- ➡ RCCD: New or Revised Program Development Process (2011) [doc]

# PROGRAM MODIFICATION PROPOSAL

## 1. JUSTIFICATION FOR PROGRAM MODIFICATION [asccc]

- Discuss program with discipline and department and seek approval from department chair.

## 2. PREPARATION OF PROGRAM MODIFICATION

-  Program Modification proposals are currently completed outside of Curricunet using .docx forms.
- Program Modification Proposal Form:** Complete the appropriate Program Modification Proposal form\*  
\*Proposal forms can be downloaded here: <https://websites.rcc.edu/curriculum/forms>

## 3. MINUTES AND OTHER DOCUMENTS

- Discipline Minutes
- Department Minutes
- Narrative
- CORs for all courses in the program
- Transfer preparation documentation (transfer programs only)
- CTE Programs: LMI data, regional consortia recommendation, and advisory committee recommendation.
- ADT: C-ID articulation information
- ADT: TMC Template

## 4. LAUNCH AND TRACK

- Launch:** Forward all documents to the Technical Review Committee (TRC) via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). A program proposal containing your documents will be created in Curricunet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE


- ➔ ASCCC: Effective Practices for Educational Program Development (2018) [[doc](#)]
- ➔ RCCD: New or Revised Program Development Process (2011) [[doc](#)]

## PROGRAM MODIFICATION: AOE/GE

### 1. JUSTIFICATION FOR AOE/GE MODIFICATION [asccc]

- Discuss program with discipline and department and seek approval from department chair.

### 2. PREPARATION OF AOE/GE MODIFICATION

-  Program Modification proposals are currently completed outside of Curricunet using .docx forms.
- Program Modification Proposal Form:** Complete the appropriate Program Modification Proposal form\*  
\*Proposal forms can be downloaded here: <https://websites.rcc.edu/curriculum/forms>

### 3. MINUTES AND OTHER DOCUMENTS

- Discipline Minutes:** Minutes that reflect a vote of approval for the modification.
- Department Minutes:** Minutes that reflect a vote of approval for the modification.
- Other:** Other relevant documents (advisory committee minutes, labor market research/LMI data, transfer institution information, etc.)

### 4. LAUNCH AND TRACK

- Launch:** Forward all documents to the Technical Review Committee (TRC) via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). A program proposal containing your documents will be created in Curricunet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE


- ➡ ASCCC: Effective Practices for Educational Program Development (2018) [[doc](#)]
- ➡ RCCD: New or Revised Program Development Process (2011) [[doc](#)]

# COURSE INCLUSION/EXCLUSION/DELETION PROPOSAL

## 1. JUSTIFICATION FOR COURSE INCLUSION/EXCLUSION/DELETION

- Discuss program with discipline and department and seek approval from department chair.

## 2. PREPARATION OF COURSE INCLUSION/EXCLUSION/DELETION

-  Inclusion/Exclusion proposals are currently completed outside of Curricunet using .docx forms.
- Course Inclusion/Exclusion/Deletion Cover Sheet:** Complete the appropriate cover sheet\*  
\*Cover sheets can be downloaded here: <https://websites.rcc.edu/curriculum/forms>

## 3. MINUTES AND OTHER DOCUMENTS

- Discipline Minutes:** Minutes that reflect a vote of approval for the inclusion/exclusion.
- Department Minutes:** Minutes that reflect a vote of approval for the inclusion/exclusion.
- Other:** Other relevant documents (advisory committee minutes, labor market research/LMI data, transfer institution information, etc.)

## 4. LAUNCH AND TRACK

- Launch:** Forward all documents to the Technical Review Committee (TRC) via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). A program proposal containing your documents will be created in Curricunet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE


None

## DISCIPLINE CREATION/INCLUSION/EXCLUSION/REVISION

### 1. JUSTIFICATION FOR DISCIPLINE CREATION/INCLUSION/EXCLUSION/REVISION

- Discuss proposal with discipline and department and seek approval from department chair.

### 2. PREPARATION OF DISCIPLINE CREATION/INCLUSION/EXCLUSION/REVISION

-  Inclusion/Exclusion proposals are currently completed outside of Curricunet using .docx forms.
- Discipline Inclusion/Exclusion Request Form:** Complete the appropriate cover sheet\*  
\*Cover sheets can be downloaded here: <https://websites.rcc.edu/curriculum/forms>

### 3. COLLECT MINUTES AND OTHER DOCUMENTS

- Discipline Minutes:** Minutes that reflect a vote of approval for the inclusion/exclusion.
- Department Minutes:** Minutes that reflect a vote of approval for the inclusion/exclusion.
- Other:** Other relevant documents (advisory committee minutes, labor market research/LMI data, transfer institution information, etc.)

### 4. LAUNCH AND TRACK

- Launch:** Forward all documents to the Technical Review Committee (TRC) via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). A program proposal containing your documents will be created in Curricunet using a Discipline proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE

None

# PROGRAM DISCONTINUANCE PROPOSAL



Proposals to delete a program must follow the Program Viability and Discontinuance process outlined in AP 4021. This policy ensures students the opportunity to complete programs and provides adequate notice to faculty that could be impacted by a program that is discontinued.

## 1. JUSTIFICATION FOR PROGRAM DISCONTINUANCE [asccc]

- Confirm that one or more discontinuance criteria have been met. See HB 1 for details.
- Discuss discontinuance with discipline and department and seek approval from department chair.

## 2. PREPARATION OF PROGRAM DISCONTINUANCE

- Discontinuance proposals are currently completed outside of Curricunet using .docx forms.
- Program Discontinuance Proposal Form:** Complete the Program Discontinuance Proposal form\*  
\*Proposal forms can be downloaded here: <https://websites.rcc.edu/curriculum/forms>

## 3. MINUTES AND OTHER DOCUMENTS

- Discipline Minutes:** Minutes that reflect a vote of approval for the discontinuance.
- Department Minutes:** Minutes that reflect a vote of approval for the discontinuance.
- Other:** Other relevant documents (advisory committee minutes, labor market research/LMI data, transfer institution information, etc.)

## 4. LAUNCH AND TRACK

- Launch:** Forward all documents to the Technical Review Committee (TRC) via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). A program proposal containing your documents will be created in Curricunet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your Curricunet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

## REFERENCE

- ➔ ASCCC: Effective Practices for Educational Program Development (2018) [[doc](#)]



# SAMPLE COMPLETED COURSE OUTLINE WITH ERRORS

(Errors highlighted in RED)

Discipline: Music  
Originator: AAAA AAAA

Incorrect number of hours for a 1 unit lab course.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT INTEGRATED COURSE OUTLINE OF RECORD

MUSIC 998

MUS-998 : Sample Course With Errors

College: RIV  
Lab Hours: 54.000  
Outside-of-Class Hours: 24.000  
Units: 1.00  
NOG - No Grade  
Letter Grade

Outside-of-Class Hours: 24.000

### Course Description

Prerequisite entry error (see Requisites tab).

Prerequisite: MUS-3 or

Course Credit Recommendation: Degree Credit

Do not begin with "In this course..."

In this course, students will participate in group study of percussion techniques and basic musicianship with an introduction to percussion instruments. 108 hours laboratory. (Letter Grade or Pass/No Pass)

### Short Description for Class Schedule

Percussion techniques.

### Entrance Skills:

Skill not linked to requisite outcome (see Entrance Skills tab).

Before entering the course, students should be able to demonstrate the following skills:

1. Analyze simple diatonic music examples.

SLO from requisite course should appear here.

### Course Objectives:

Do not begin with "Students will..."

Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Students will hold snare drum sticks correctly.
2. Instruct students on how to set up a snare drum.
3. Strike the snare drum correctly and allow the stick to rebound.

Method of Instruction, not Course Objective.

### Student Learning Outcomes:

Do not begin with "Students will be able to..."

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Students will be able to identify different types of percussion instruments.**
2. **Hold snare drum sticks correctly.**
  - o **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
  - o **Self-Development & Global Awareness:** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.
  - o **Information Competency & Technology Literacy:** Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.
  - o **Communication Skills:** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Probably too many GESLOs linked to one SLO...

### Course Content:

1. Introduction: Percussion Instruments
  - a. Membranophones
  - b. Idiophones
  - c. Pitched percussion
  - d. Non-pitched percussion
2. Technique: Concert Snare Drum
  1. Stick choice
1. Repertoire: Percussion
  - a. Publishers
  - b. Solos
  - c. Ensembles

Font errors caused by copying and pasting.

"a" with no "b" (at least 2 entries per level).

**Methods of Instruction:**

**MOI shouldn't include Distance Education activities.**

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

- Present class lectures/discussions/demonstrations that introduce the principles of percussion technique.
- Require online activities such as discussion boards and online quizzes.

**Methods of Evaluation:**

**Incorrect font caused by copying and pasting.**

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

1. Class and individual performances designed to measure student comprehensive learning on musical and technical topics presented in class, including literature, technique, and stylistic performance practices.
2. Written evaluations designed to determine student level of improvement and cognition of specific course topics.

**Sample Assignments:**

**Outside-of-Class Reading Assignments**

- Read chapter 3 in the textbook.

**Reading assignments should be in addition to the textbook.**

**Outside-of-Class Writing Assignments**

Students will complete the following assignments:

- Written evaluations of percussion performances.
- Transcriptions of recorded percussion performances.

**Other Outside-of-Class Assignments**

- Practice percussion performance techniques.

**Course Materials:**

**At least one textbook published within the last 3 years.**

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

Mitchell Peters. *Intermediate Snare Drum Studies*. Mitchell Peters, 1995.

# CORRECTED SAMPLE COMPLETED COURSE OUTLINE

Discipline: Music

Originator: AAAA AAAA

## RIVERSIDE COMMUNITY COLLEGE DISTRICT INTEGRATED COURSE OUTLINE OF RECORD

MUSIC 999

MUS-999 : Sample Percussion Course

**College:** RIV  
 Lab Hours: 54.000  
 Outside-of-Class Hours: 0.000  
 Units: 1.00  
 Pass/No Pass  
 Letter Grade

### Course Description

**Prerequisite:** MUS-3

Group study of percussion techniques and basic musicianship with an introduction to percussion instruments. 54 hours laboratory. (Letter Grade or Pass/No Pass)

### Short Description for Class Schedule

Percussion techniques.

### Entrance Skills:

Before entering the course, students should be able to demonstrate the following skills:

1. **Perform simple diatonic materials using the piano.**
  - **MUS-3** - Perform simple diatonic materials using the piano.

### Course Objectives:

Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Hold snare drum sticks correctly.
2. Position the snare drum correctly.
3. Strike the snare drum correctly and allow the stick to rebound.

### Student Learning Outcomes:

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Identify different types of percussion instruments.**
2. **Perform simple solos on snare drum, mallet keyboard, timpani and drum set.**
  - **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

## Course Content:

1. Introduction: Percussion Instruments
    - a. Membranophones
    - b. Idiophones
    - c. Pitched percussion
    - d. Non-pitched percussion
  2. Technique: Concert Snare Drum
    - a. Stick choice
    - b. Posture
    - c. Grip choices
  3. Repertoire: Percussion
    - a. Publishers
    - b. Solos
    - c. Ensembles
- 

## Methods of Instruction:

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

- Present class lectures/discussions/demonstrations that introduce the principles of percussion technique.
  - Present videos and audio recordings by various performers in order to compare artistic styles and to prepare for interpretation of percussion repertoire from various genres.
- 

## Methods of Evaluation:

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

- Class and individual performances designed to measure student comprehensive learning on musical and technical topics presented in class, including literature, technique, and stylistic performance practices.
  - Written evaluations designed to determine student level of improvement and cognition of specific course topics.
- 

## Sample Assignments:

### Outside-of-Class Reading Assignments

- Articles from scholarly journals such as Percussion Arts Society and Modern Drummer.

### Outside-of-Class Writing Assignments

- Written evaluations of percussion performances.
- Transcriptions of recorded percussion performances.

### Other Outside-of-Class Assignments

- Practice percussion performance techniques.
- 

## Course Materials:

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

Mitchell Peters. *Intermediate Snare Drum Studies*. Mitchell Peters, 2016.

## CURRICULUM ACRONYMS (CLICK FOR HYPERLINKS)

ACRONYM	DEFINITION
<b>AA</b>	Associate of Arts
<b>AAM</b>	Articulation Agreement by Major
<b><u>AA-T</u></b>	Associate in Arts for Transfer
<b><u>AB</u></b>	Assembly Bill
<b><u>ACCJC</u></b>	Accreditation Commission for Community and Junior Colleges
<b><u>ADT</u></b>	Associate Degree for Transfer
<b>AHSD</b>	Adult High School Diploma
<b>AS</b>	Associate of Science
<b><u>AS-T</u></b>	Associate in Science for Transfer
<b><u>ASCCC</u></b>	Academic Senate for California Community Colleges
<b><u>ASSIST</u></b>	Articulation System Stimulating Inter-institutional Student Transfer
<b>BCT</b>	CSU Baccalaureate Level Course List by Department
<b><u>C-ID</u></b>	Course Identification Numbering System
<b>CB</b>	Course Basic
<b><u>CCC</u></b>	California Community Colleges
<b><u>CCCCC</u></b>	California Community Colleges Curriculum Committee
<b><u>CCCCO</u></b>	California Community Colleges Chancellor's Office
<b><u>CO</u></b>	Chancellor's Office
<b>CDCP</b>	Career Development and College Preparation
<b><u>CMS</u></b>	Curriculum Management System (such as Canvas)
<b><u>COCI</u></b>	Chancellor's Office Curriculum Inventory
<b>COR</b>	Course Outline of Record
<b>CIP</b>	Classification of Instructional Programs
<b>CSU</b>	California State University
<b>CSU GE</b>	California State University General Education-Breadth
<b><u>CTE</u></b>	Career Technical Education
<b><u>DAS</u></b>	Division of Apprenticeship Standards
<b>DED</b>	Data Element Dictionary
<b><u>DRC</u></b>	Disability Resource Center
<b>DSPS</b>	Disabled Students Programs and Services
<b><u>EDD</u></b>	Employment Development Department
<b>ESL</b>	English as a Second Language
<b>ETAC</b>	Educational Technologies Advancement Committee
<b>FII</b>	Fund for Instructional Improvement

<b>ACRONYM</b>	<b>DEFINITION</b>
<b>FTES</b>	Full-time Equivalent Students
<b>GECC</b>	CSU GE Certification Course List by Area
<b>HBA</b>	Hours by Arrangement
<b><u>ICAS</u></b>	Intersegmental Committee of Academic Senates
<b>IGETC</b>	Intersegmental General Education Transfer Curriculum
<b>IMC</b>	Intersegmental Model Curriculum
<b>JAC</b>	Joint Apprenticeship Committee
<b><u>LMI</u></b>	Labor Market Information
<b>LMID</b>	Labor Market Information Division
<b><u>LMS</u></b>	Learning Management System (such as Canvas)
<b>MC</b>	Model Curriculum
<b><u>META</u></b>	Curricunet Curriculum Management Software
<b>MIS</b>	Management Information Systems
<b><u>MOV</u></b>	Moreno Valley College
<b><u>NOR</u></b>	Norco College
<b>NPA</b>	Nursing Practice Act
<b>OES</b>	Occupational Employment Statistic
<b><u>PCAH</u></b>	Program and Course Approval Handbook
<b><u>RCC</u></b>	Riverside City College
<b><u>RCCD</u></b>	Riverside Community College District
<b>RCCDCH</b>	Riverside Community College District Curriculum Handbook
<b>RN</b>	Registered Nurse
<b>RSI</b>	Related and Supplemental Instruction
<b>SACC</b>	System Advisory Committee on Curriculum
<b>SAM</b>	Student Accountability Model
<b>SB</b>	Senate Bill
<b>SCANS</b>	Secretary of Labor's Commission on Achieving Necessary Skills
<b>SOC</b>	Standard Occupational Classification
<b>SLO</b>	Student Learning Outcome
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TBA</b>	To be Arranged
<b>TCSU</b>	Transfer California State University (CSU)
<b><u>TMC</u></b>	Transfer Model Curriculum
<b><u>TOP</u></b>	Taxonomy of Programs
<b>UC</b>	University of California
<b><u>WASC</u></b>	Western Association of Schools and Colleges

# DEVELOPING INTEGRATED COURSE OUTLINES

## COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES (SLOS)

### INTEGRATED COURSE OUTLINE: CONTENT, OBJECTIVES, AND SLOS

#### Course Content

A numbered list with *at least two levels* and *at least two entries per level*.

#### Course Objectives

*Focused individual activities* that usually relate to Course Content headings.

#### Student Learning Outcomes (SLOs)

Exit skills gained from executing *multiple course objective activities simultaneously*.

### SAMPLE COURSE OUTLINE (EXCERPT)

#### MUS-82: Wind Symphony

##### **COURSE CONTENT**

*C-ID Heading: Must include but are not limited to:*

1. Rhythm
  - a. Playing together as an ensemble
  - b. Following a conductor as applicable
2. Intonation
  - a. Professional level reading and production of pitches
  - b. Tuning pitches and harmonies as an ensemble
3. Articulation
  - a. Professional level readings of markings
  - b. Matching articulation as an ensemble

##### **COURSE OBJECTIVES**

*Required by the California Code of Regulations Title 5*

*C-ID Heading: At the conclusion of the course, the student should be able to:*

Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Play in time with a section and ensemble as directed by the conductor.
2. Play using correct pitches as indicated with accurate intonation.
3. Play with articulation, dynamics, phrasing, and expression as directed.

##### **STUDENT LEARNING OUTCOMES**

*Required by The Accrediting Commission for Community and Junior Colleges (ACCJC)*

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. Perform wind symphony repertoire on a wind or percussion instrument.



# DEVELOPING INTEGRATED COURSE OUTLINES

## SAMPLE OUTSIDE-OF-CLASS READING AND WRITING ASSIGNMENTS

### INTEGRATED COURSE OUTLINE: SAMPLE ASSIGNMENTS

#### Course Content

A *numbered list* with at least two levels and at least two entries per level.

#### Sample Outside-of-Class Reading Assignments

Reading assignments *other than the textbook* that relate directly to course content.

#### Sample Outside-of-Class Writing Assignments

Writing assignments *other than textbook writing* that relate directly to course content.

### SAMPLE COURSE OUTLINE (EXCERPT)

#### MUS-82: Wind Symphony

##### COURSE CONTENT

*C-ID Heading: Must include but are not limited to:*

1. Rhythm
  - a. Playing together as an ensemble
  - b. Following a conductor as applicable
2. Intonation
  - a. Professional level reading and production of pitches
  - b. Tuning pitches and harmonies as an ensemble
3. Articulation
  - a. Professional level readings of markings
  - b. Matching articulation as an ensemble

##### SAMPLE OUTSIDE-OF-CLASS READING ASSIGNMENTS

- Musical notation and performance terms such as tempo markings and dynamics.
- Scholarly performance practice articles such as "The Role of Practice in the Development of Performing Musicians" from the British Journal of Psychology.

##### SAMPLE OUTSIDE-OF-CLASS WRITING ASSIGNMENTS

- Addition of performance markings to music in preparation for section rehearsals.
- Written concert reports that evaluate performances, describe compositions and profile composers.

##### STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. Perform wind symphony repertoire on a wind or percussion instrument.

## FORMS AND COVER SHEETS

Forms and cover sheets can be found here: <https://websites.rcc.edu/curriculum/forms>

### PROPOSAL FORMS\*

- Distance Education Proposal (Emergency)
- Distance Education Proposal (Standard)
- Associate Degree for Transfer (“ADT”)
- Credit or Non-Credit Apprenticeship
- Credit Programs
- Non-Credit Programs
- Non-Credit Adult High School
- General Education (GE) Modification
- Area of Emphasis (AOE) Modification
- GE Revision
- Discipline Creation
- Discipline Revision
- Extensive Prep Lab
- Rationale

### COVER SHEETS\*

- Non-Credit Program Inclusion
- Program Exclusion
- Course Inclusion
- Course Exclusion
- Course Deletion
- Course Number Request

### CURRICUNET META

- Profile Modification

\* Forward forms and related documents to the Technical Review Committee ("TRC") via [TechReview@rccd.edu](mailto:TechReview@rccd.edu). Ed Services will create a proposal in CurricUNET (with your documents attached) using a either a course proposal shell or a distance education proposal shell.

## CURRICUNET META

### LINKS AND ONLINE RESOURCES

#### LINKS

- Curricunet META Website:  
[rccd.curricunet.com](http://rccd.curricunet.com)
- Curricunet META Resources (links, tutorials, etc.):  
<https://websites.rcc.edu/curriculum/curricunet-meta-resources>

#### ONLINE HELP

- Curricunet META Tutorial Videos:  
[bit.ly/metavideos](http://bit.ly/metavideos)

TR Approved 03/16/21

# CURRICUNET META EDITOR WINDOWS: NEW COURSE/MAJOR MOD

## 1. COVER [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Proposal Resources	<b>Cover</b>
Cover	7/7
Co-Contributor	
Cross Listed	
Units/Hours	
Course Objectives	
Requisites	
Content Review	
Entrance Skills	
Course SLO	
Course Content	
Methods of Instruction	

**Course Cover**  
 Last updated by AAAA AAAA on 6/26/2019 at 1:02 PM

**Originator \***   
**Discipline \***

Stand Alone (Non-program Applicable Course)  
 Honors Course

**Course Number \***   
**Course Title \***   
**Short Title \***

**Course Description**  
 Enter a paragraph that begins with a descriptive fragment; for example: "An introduction to the principles of life sciences". Do not begin with "This course is" or "In this course". \*

Group study of percussion techniques and basic musicianship with an introduction to percussion instruments. 54 hours laboratory.

**Short Description**  
 Enter a descriptive fragment. \*

Percussion techniques.

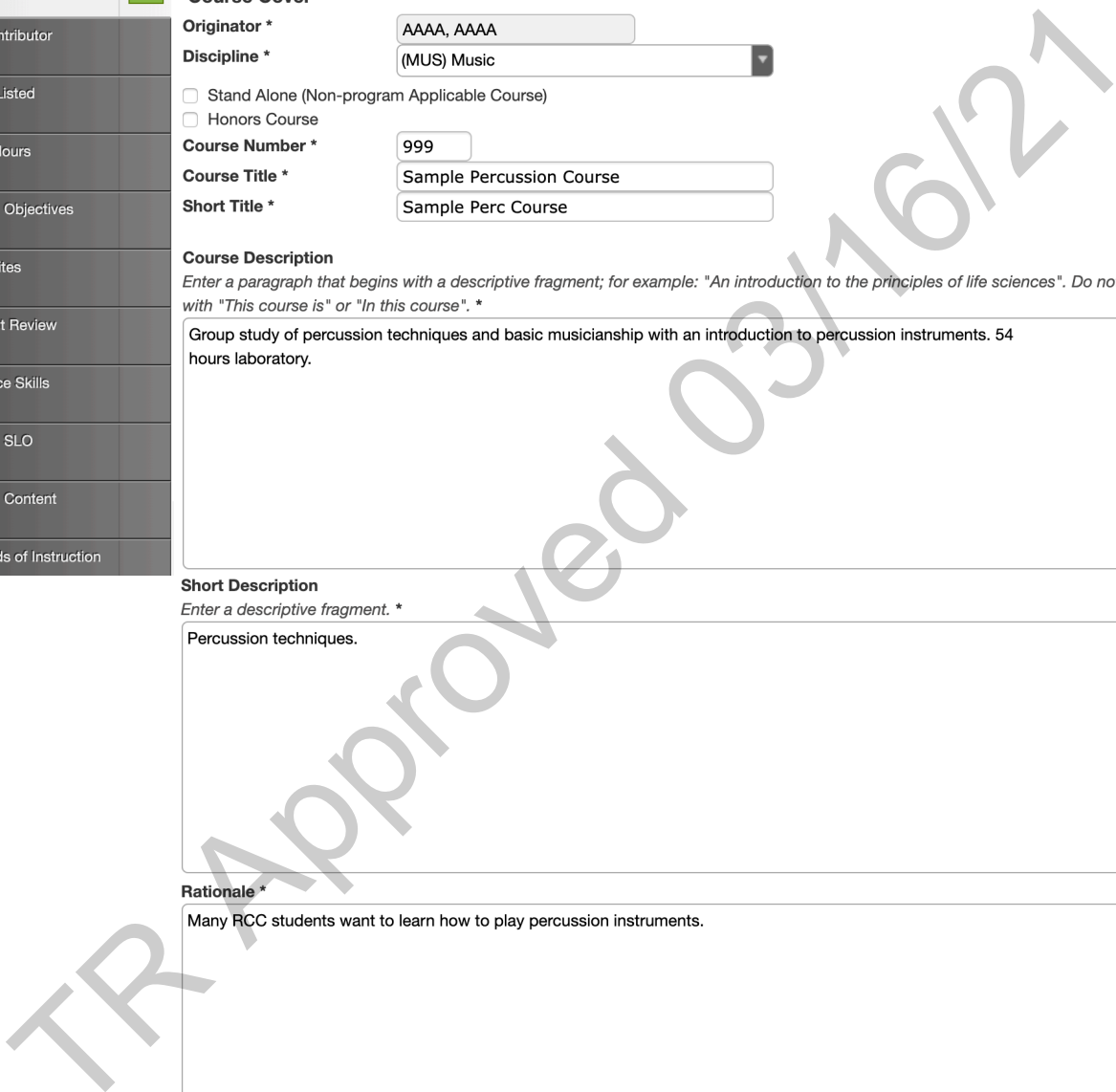
**Rationale \***

Many RCC students want to learn how to play percussion instruments.

**Recommended TOPS Code**

**Proposal Information**  
**Start Year**  **Semester**

**Campus**  
 RIV - Riverside City  
 MOV - Moreno Valley  
 NOR - Norco



**THIS COURSE IS RECOMMENDED AS:(Check all appropriate)**

- General Education
- Transfer
- Developmental
- Occupational Education

**THIS COURSE IS RECOMMENDED AS:(Check all appropriate)**

- Degree Credit
- Non-Credit
- Non-Degree Credit
- Community Service

**State Transfer Type**

- CSU Transferable
- Non Transferable
- UC Transferable

## 2. CO-CONTRIBUTOR [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Proposal Resources	<b>Co-Contributor</b>
Cover <span style="float: right; background-color: green; color: white; padding: 2px;">7/7</span>	<b>Contributor</b>
Co-Contributor	<input type="text" value="Mayse"/> <span style="float: right;"><input type="checkbox"/> Show selected <span>Clear All</span></span>
Cross Listed	<input checked="" type="checkbox"/> Mayse, Kevin (Kevin.Mayse@rcc.edu)
Units/Hours	
Course Objectives	
Requisites	1 of 522 items are selected

## 3. UNITS/HOURS [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Proposal Resources	<b>Units/Hours</b>												
Cover <span style="float: right; background-color: green; color: white; padding: 2px;">7/7</span>	Last updated by AAAA AAAA on 6/26/2019 at 4:22 PM												
Co-Contributor	<b>Course Units/Hours</b>												
Cross Listed	<input type="checkbox"/> Variable												
Units/Hours	Min Semester Lecture Hour <input type="text" value="18.000"/>												
Course Objectives	Min Semester Activity Hour <input type="text"/>												
Requisites	Min Semester Lab Hour <input type="text" value="54.000"/>												
Content Review	Min Semester Units <input type="text" value="2.000"/>												
Entrance Skills	<input type="checkbox"/> TBA Option												
	<p><b>[Instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #f4a460;"> <th>Instructional Category</th> <th>In-Class Hours</th> <th>Outside-of-Class Hours</th> </tr> </thead> <tbody> <tr> <td>Lecture (lecture, discussion, seminar, and related work)</td> <td>1</td> <td>2</td> </tr> <tr> <td>Activity (activity, lab w/homework, studio, and similar)</td> <td>2</td> <td>1</td> </tr> <tr> <td>Laboratory (traditional lab, natural science lab, clinical, and similar)</td> <td>3</td> <td>0</td> </tr> </tbody> </table>	Instructional Category	In-Class Hours	Outside-of-Class Hours	Lecture (lecture, discussion, seminar, and related work)	1	2	Activity (activity, lab w/homework, studio, and similar)	2	1	Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0
Instructional Category	In-Class Hours	Outside-of-Class Hours											
Lecture (lecture, discussion, seminar, and related work)	1	2											
Activity (activity, lab w/homework, studio, and similar)	2	1											
Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0											
	Min Outside-of-Class Hours <input type="text" value="36.000"/> Calculated <input type="text" value="36.00"/>												

## 4. COURSE OBJECTIVES [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Proposal Resources	<h4>Course Objectives</h4> <p>Last updated by AAAA AAAA on 6/26/2019 at 1:02 PM                  Enter a declarative sentence for each objective. Only paste unformatted text ("plain text"). See the <b>Proposal Resources</b> page for more information.</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Upon successful completion of the course, students should be able to demonstrate the following activities: <span style="float: right;">+ Add Item</span></p> <p style="text-align: right;"><input checked="" type="checkbox"/> Show Details</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> Click on this item to modify its details. <span style="float: right;">↑ ↓ ×</span></p> <p><b>Objective:</b> Hold snare drum sticks correctly.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> Click on this item to modify its details. <span style="float: right;">↑ ↓ ×</span></p> <p><b>Objective:</b> Position the snare drum correctly.</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p> Click on this item to modify its details. <span style="float: right;">↑ ↓ ×</span></p> <p><b>Objective:</b> Strike the snare drum correctly and allow the stick to rebound.</p> </div> </div>
Cover	
Co-Contributor	
Cross Listed	
Units/Hours	
Course Objectives	
Requisites	
Content Review	
Entrance Skills	
Course SLO	

## 5. REQUISITES [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Proposal Resources	<h4>Requisites</h4> <p>Last updated by AAAA AAAA on 6/26/2019 at 1:02 PM</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Requisites <span style="float: right;"><input checked="" type="checkbox"/> Show Details + Add Item</span></p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> Prerequisite <span style="float: right;">↑ ↓ ×</span></p> <p><b>Type of Requisite:</b> Lecture and Lab Are Closely Related and Paired Within the Same Discipline  <b>Subject:</b> MUS - Music  <b>Requisite Course:</b> MUS 3 - Fundamentals of Music (Active)</p> </div> </div>
Cover	
Co-Contributor	
Cross Listed	
Units/Hours	
Course Objectives	

## 6. ENTRANCE SKILLS [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Proposal Resources	<h4>Entrance Skills</h4> <p>Last updated by AAAA AAAA on 6/26/2019 at 1:02 PM</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Before entering the course, students should be able to demonstrate the following skills: <span style="float: right;"><input checked="" type="checkbox"/> Show Details + Add Item</span></p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> Perform simple diatonic materials using the piano. <span style="float: right;">↑ ↓ ×</span></p> <p><b>Requisite Outcomes</b>                  MUS 3 - Fundamentals of Music (Active)                  1. Perform simple diatonic materials using the piano.</p> </div> </div>
Cover	
Co-Contributor	
Cross Listed	
Units/Hours	
Course Objectives	

## 7. STUDENT LEARNING OUTCOMES (SLOs) [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Course Objectives	<b>Course SLO</b>
Requisites	Last updated by AAAA AAAA on 6/26/2019 at 1:02 PM Enter a declarative sentence for each objective. Only paste unformatted text ("plain text"). See the <b>Proposal Resources</b> page for more information.
Content Review	Upon successful completion of the course, students should be able to demonstrate the following skills: <span style="float: right;">+ Add Item</span>
Entrance Skills	<input checked="" type="checkbox"/> Identify different types of percussion instruments. <span style="float: right;">Show Details</span>
Course SLO	<b>General-Education Learning Outcomes</b> <i>This section does not contain any data.</i>
Course Content	<input checked="" type="checkbox"/> Perform simple solos on snare drum, mallet keyboard, timpani and drum set. <span style="float: right;">Show Details</span>
Methods of Instruction	<b>General-Education Learning Outcomes</b>
Methods of Evaluation	<b>Critical Thinking</b>
Sample Assignments	1. Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
Course Materials	

## 8. COURSE CONTENT [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Course Objectives	<b>Course Content</b>
Requisites	Last updated by AAAA AAAA on 6/26/2019 at 1:04 PM Use the <b>Insert Ordered List</b> tool to create a numbered outline. Each level should contain at least two entries. Do not use bullets or punctuation. Only paste unformatted text ("plain text"). See the <b>Proposal Resources</b> page for more information.
Content Review	<b>Course Content Outline</b>
Entrance Skills	<div style="border: 1px solid #ccc; padding: 5px;"> <p>B I U abc (inherited font) (inherited size) [Color] [Background] [Align] [List] [Link] [Unlink] [Table]</p> <p>Select block type [icon] [icon] [icon] [icon]</p> <ol style="list-style-type: none"> <li>1. Introduction: Percussion Instruments                             <ol style="list-style-type: none"> <li>1. Membranophones</li> <li>2. Idiophones</li> <li>3. Pitched percussion</li> <li>4. Non-pitched percussion</li> </ol> </li> <li>2. Technique: Concert Snare Drum                             <ol style="list-style-type: none"> <li>1. Stick choice</li> <li>2. Posture</li> <li>3. Grip choices</li> </ol> </li> <li>3. Repertoire: Percussion                             <ol style="list-style-type: none"> <li>1. Publishers</li> <li>2. Solos</li> <li>3. Ensembles</li> </ol> </li> </ol> </div>
Course SLO	
Course Content	
Methods of Instruction	
Methods of Evaluation	
Sample Assignments	
Course Materials	

## 9. METHODS OF INSTRUCTION [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Course Objectives	<p><b>Methods of Instruction</b></p> <p>Last updated by AAAA AAAA on 6/26/2019 at 1:05 PM  <i>Use the <b>Insert Unordered List</b> tool to create a <u>single-level</u> bulleted list. Do not create a numbered list. Only paste unformatted text ("plain text"). See the <b>Proposal Resources</b> page for more information.</i></p> <hr/> <p><b>Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:</b></p> <p>(Stating 'lecture' as a method does not provide sufficient detail; instead, please provide instances of the types of activities that may take place during lecture. An example of this would be: 'In-class reading of dramatic texts by the instructor and students, followed by instructor-guided interpretation and analysis.' In addition to specifying each activity, indicate how it relates to one or more of the course objectives. Instructors have the academic freedom to choose how they will achieve course objectives. If different instructors use different methods, each option should be described fully, including, if used, distance learning methods. Please complete and attach a distance learning appendix form to this outline if part or all of any offered section is taught using distance learning methods; this applies, for example, to television or Internet courses.)</p> <p><b>Methods</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>B / I U abc (inherited font) (inherited size) [Color] [Background Color] [List] [Text] [Link] [Image] [Table] [Code] [Quote] [Table of Contents]</p> <p>Select block type</p> <ul style="list-style-type: none"> <li>• Present class lectures/discussions/demonstrations that introduce the principles of percussion technique.</li> <li>• Present videos and audio recordings by various performers in order to compare artistic styles and to prepare for interpretation of percussion repertoire from various genres.</li> </ul> </div>
Requisites	
Content Review	
Entrance Skills	
Course SLO	
Course Content	
Methods of Instruction	
Methods of Evaluation	
Sample Assignments	
Course Materials	
Additional Resources	

## 10. METHODS OF EVALUATION [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Course Objectives	<p><b>Methods of Evaluation</b></p> <p>Last updated by AAAA AAAA on 6/26/2019 at 1:06 PM  <i>Use the <b>Insert Unordered List</b> tool to create a <u>single-level</u> bulleted outline. Do not create a numbered list. Only paste unformatted text ("plain text"). See the <b>Proposal Resources</b> page for more information.</i></p> <hr/> <p><b>Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:</b></p> <p><b>Method Of Evaluation</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>B / I U abc (inherited font) (inherited size) [Color] [Background Color] [List] [Text] [Link] [Image] [Table] [Code] [Quote] [Table of Contents]</p> <p>Select block type</p> <ul style="list-style-type: none"> <li>• Class and individual performances designed to measure student comprehensive learning on musical and technical topics presented in class, including literature, technique, and stylistic performance practices.</li> <li>• Written evaluations designed to determine student level of improvement and cognition of specific course topics.</li> </ul> </div>
Requisites	
Content Review	
Entrance Skills	
Course SLO	
Course Content	
Methods of Instruction	
Methods of Evaluation	
Sample Assignments	
Course Materials	
Additional Resources	



## 11. SAMPLE ASSIGNMENTS [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Course Objectives	<h4>Sample Assignments</h4> <p>Last updated by AAAA AAAA on 6/26/2019 at 1:08 PM</p> <p>Use the <b>Insert Unordered List</b> tool to create a <u>single-level</u> bulleted outline. Include descriptions of assignments that are in addition to required textbook reading. Do not create a numbered list. Only paste unformatted text ("plain text"). See the <b>Proposal Resources</b> page for more information.</p> <hr/> <h4>Outside-of-Class Reading Assignments</h4> <div style="border: 1px solid #ccc; padding: 5px;"> <p><b>B</b> / <b>I</b> / <b>U</b> abc (inherited font) (inherited size) [Color] [Background Color] [List] [Table] [Table of Contents] [Link] [Unlink] [Image]</p> <p>Select block type [Block Type] [Link] [Image]</p> <ul style="list-style-type: none"> <li>Articles from scholarly journals such as Percussion Arts Society and Modern Drummer.</li> </ul> </div> <hr/> <h4>Outside-of-Class Writing Assignments</h4> <div style="border: 1px solid #ccc; padding: 5px;"> <p><b>B</b> / <b>I</b> / <b>U</b> abc (inherited font) (inherited size) [Color] [Background Color] [List] [Table] [Table of Contents] [Link] [Unlink] [Image]</p> <p>Select block type [Block Type] [Link] [Image]</p> <ul style="list-style-type: none"> <li>Written evaluations of percussion performances.</li> <li>Transcriptions of recorded percussion performances.</li> </ul> </div> <hr/> <h4>Other Outside-of-Class Assignments</h4> <div style="border: 1px solid #ccc; padding: 5px;"> <p><b>B</b> / <b>I</b> / <b>U</b> abc (inherited font) (inherited size) [Color] [Background Color] [List] [Table] [Table of Contents] [Link] [Unlink] [Image]</p> <p>Select block type [Block Type] [Link] [Image]</p> <ul style="list-style-type: none"> <li>Practice percussion performance techniques.</li> </ul> </div>
Requisites	
Content Review	
Entrance Skills	
Course SLO	
Course Content	
Methods of Instruction	

## 12. MATERIALS [VIDEO]

### New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Requisites	<h4>Course Materials</h4> <p>Last updated by AAAA AAAA on 6/26/2019 at 1:09 PM</p> <p><b>All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:</b></p> <p>MLA is the default format  <input type="checkbox"/> APA Format</p> <hr/> <h4>Books</h4> <table border="1"> <thead> <tr> <th></th> <th>Required</th> <th>Condition</th> <th>Author</th> <th>Title</th> <th>Edition</th> <th>City</th> <th>Publisher</th> <th>Year</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td><span>Edit</span></td> <td>true</td> <td></td> <td>Mitchell Peters</td> <td>Intermediate Snare Drum Studies</td> <td></td> <td></td> <td>Mitchell Peters</td> <td>2016</td> <td></td> </tr> </tbody> </table> <p><span>+ Add new record</span></p> <p><span>Refresh</span> <span>Previous</span> <span>Next</span> <span>First</span> <span>Last</span></p> <p style="text-align: right;">Displaying items 1 - 1 of 1</p>		Required	Condition	Author	Title	Edition	City	Publisher	Year	Rating	<span>Edit</span>	true		Mitchell Peters	Intermediate Snare Drum Studies			Mitchell Peters	2016	
		Required	Condition	Author	Title	Edition	City	Publisher	Year	Rating											
<span>Edit</span>		true		Mitchell Peters	Intermediate Snare Drum Studies			Mitchell Peters	2016												
Content Review																					
Entrance Skills																					
Course SLO																					
Course Content																					
Methods of Instruction																					
Methods of Evaluation																					
Sample Assignments																					

### 13. ATTACHMENTS [VIDEO]

#### New Course: MUS 999 - Sample Percussion Course

Status: Draft

Remaining Launch Requirements: 0

Launch

Delete Draft

Requisites	<b>Attached Files</b>
Content Review	Last updated by AAAA AAAA on 6/26/2019 at 1:10 PM The following attached files are required: 1. Discipline Minutes 2. Department Minutes 3. Advisory Committee Minutes (if appropriate) 4. Honors Committee Minutes (if appropriate)
Entrance Skills	Press Select to browse for files. To attach selected files to this record, press Upload files.
Course SLO	Select...
Course Content	<b>Attachments</b>
Methods of Instruction	MUS 111 Department Vote 100717.pdf <a href="#">View File</a>
Methods of Evaluation	Have you attached the required files? * Yes <input type="checkbox"/>
Sample Assignments	

TR Approved 03/16/21

## CURRICUNET META: MINOR MODIFICATION EDITABLE FIELDS

**Course Minor Modification: MUS 8A - Music Technology I**

Status: Draft

Proposal Resources	Proposal Resources
<input type="text"/>	7/7
Co-Contributor	<ol style="list-style-type: none"> <li><a href="#">RCCD Curriculum Website</a></li> <li>Steven Schmidt, <i>Technical Review Committee Chair</i> Email: Steven.Schmidt@rcc.edu Phone: 951-222-8248</li> <li>Ann Pfeifle, <i>Moreno Valley College Curriculum Committee Chair</i> Email: Ann.Pfeifle@mvc.edu Phone: 951-571-6243</li> <li>Brian Johnson, <i>Norco College Curriculum Committee Chair</i> Email: Brian.Johnson@norcollege.edu Phone: 951-372-7196</li> <li>Greg Burchett, <i>Riverside City College Curriculum Committee Chair</i> Email: Greg.Burchett@rcc.edu Phone: 951-222-8535</li> </ol>
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Methods of Instruction	
Methods of Evaluation	
Sample Assignments	
Course Materials	
Additional Resources	
Library	
Transfer Course	
Attached Files	

Approved 03/16/21