

QUICK LINKS

Curriculum Approval Timeline https://rccd.edu/admin/ed_services/curr/cc/index.html
Documents, Forms, Help https://rccd.edu/admin/ed_services/curr/resources.html
Tutorial Videos..... <http://bit.ly/metavideos>

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SAMPLE COMPLETED INTEGRATED COURSE OUTLINE

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

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.**
 - **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.**
 - **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

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. JUSTIFICATION FOR PROPOSAL [[ASCCC CURRICULUM GUIDE LINK](#)]

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 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.
- 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 CurriQūnet 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.~~
- Grading Methods:** Select one or more grading methods.

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 curriQūnet 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:** Click Add Item and enter a declarative sentence. Repeat for additional objectives.

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

- Requisites:** Click Add Item to enter a course prerequisite or corequisite. Repeat for additional items:
 - Requisite Type (prerequisite, corequisite, etc.)
 - Type of Requisite (how requisite is related to base course)
 - Subject
 - Requisite Course

Content Review Tab

- Optional; no entry required.

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

- Entrance Skills:** Click Add Item to add an entry skill link for each prerequisite or corequisite course Student Learning Outcome (SLO). Repeat for additional SLOs:
 - Entry Skill:** Fill in an entry skill that matches a requisite course SLO.
 - Requisite Outcomes:** Select the matching requisite course SLO.

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

- Student Learning Outcomes:** Click Add Item to enter a course SLO. Repeat to add additional SLOs.
 - 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. If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists! Watch this [video](#) first!*
 - After typing in text, use the Insert/Remove Numbered List tool to create a numbered outline.
 - Each level of the numbered outline should contain at least two entries.
 - Do not use Bulleted Lists. Do not add punctuation.
- Additional Laboratory Content Outline (for lecture + lab courses only):** Type in a detailed outline of the laboratory content. Create a numbered outline as described above.

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

- Methods:** Type in a list of methods of instruction. If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists!*
 - After typing in text, use the Insert/Remove Bulleted List tool to create a single-level bulleted list.
 - Do not create a numbered list.

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

- Methods:** Type in a list of methods of evaluation. If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists!*
 - After typing in text, use the Insert/Remove Bulleted List tool to create a single-level bulleted list.
 - Do not create a numbered list.

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.
- Outside-of-Class Writing Assignments:** Type in a list of writing assignments.
- Other Outside-of-Class Assignments:** Type in a list of other assignments.
 - If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists!*
 - After typing in text, use the Insert/Remove Bulleted List tool to create single-level bulleted lists.
 - Do not create numbered lists.

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

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

Additional Resources Tab

- Optional; no entry required.

Library Tab

- Optional; no entry required.

Transfer Course Tab

- Optional; no entry required.

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

- Discipline Minutes:** Attach minutes that reflect a vote of **district discipline approval** for the proposal.
- Department Minutes:** Attach minutes that reflect a vote of **local department 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](#)]

- Review:** Review the completed proposal by selecting **Reports: Course Outline** and check for accuracy.
- Launch:** Click Launch. [[video](#)]
- Track:** Track your proposal through the approval process by periodically logging in to your CurrIQūnet 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" 8th Edition

[<https://www.rcc.edu/assets/documents/about/strategic-planning/tllc/curriculum-committee/Program%20Course%20and%20Approval%20Handbook.pdf>]

ASCCC: The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)

[<https://www.rcc.edu/assets/documents/about/strategic-planning/tllc/curriculum-committee/The%20Course%20Outline%20of%20Record-%20A%20Curriculum%20Reference%20Guide.pdf>]

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 destined to be offered as an Honors course, consult the Honors Committee representative 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.

3. CREATE MAJOR MODIFICATION COURSE PROPOSAL

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

5. MAJOR MODIFICATION PROPOSAL CHECKLIST (EDIT ITEMS AS NEEDED)

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.~~
- Grading Methods:** Select one or more grading methods.

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

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- Min Outside-of-Class Hours:** Use [this calculator](#) to determine outside-of-class hours.
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Course SLO Tab [[asccc](#)] [[editor](#)] [[video](#)]

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Transfer Course Tab

- Optional; no entry required.

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ASCCC: The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)

<https://www.rcc.edu/assets/documents/about/strategic-planning/tllc/curriculum-committee/The%20Course%20Outline%20of%20Record-%20A%20Curriculum%20Reference%20Guide.pdf>

COURSE: MINOR MODIFICATION PROPOSAL



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

- 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 CurriQūnet META account. [\[video\]](#)
- Create a New Course proposal. [\[video\]](#)

3. MINOR MODIFICATION PROPOSAL CHECKLIST

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

- Rationale:** List the reasons for the minor modification. All other fields locked. (To edit, delete Minor Modification draft and create a Major Modification proposal.)

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

- Select additional CurriQūnet 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

- Fields locked. (To edit, delete Minor Modification draft and create a Major Modification proposal.)

Course Objectives Tab

- Fields locked. (To edit, delete Minor Modification draft and create a Major Modification proposal.)

Requisites Tab

- Fields locked. (To edit, delete Minor Modification draft and create a Major Modification proposal.)

Content Review Tab

- Fields locked. (To edit, delete Minor Modification draft and create a Major Modification proposal.)

Entrance Skills Tab

- Fields locked. (To edit, delete Minor Modification draft and create a Major Modification proposal.)

Course SLO Tab

- Fields locked. (To edit, delete Minor Modification draft and create a Major Modification proposal.)

Course Content Tab

- Fields locked. (To edit, delete Minor Modification draft and create a Major Modification proposal.)

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

- Methods:** Type in a list of methods of instruction. If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists!*

- After typing in text, use the Insert/Remove Bulleted List tool to create a single-level bulleted list.
- Do not create a numbered list.

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

- Methods:** Type in a list of methods of evaluation. If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists!*
 - After typing in text, use the Insert/Remove Bulleted List tool to create a single-level bulleted list.
 - Do not create a numbered list.

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.
- Outside-of-Class Writing Assignments:** Type in a list of writing assignments.
- Other Outside-of-Class Assignments:** Type in a list of other assignments.
 - If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists!*
 - After typing in text, use the Insert/Remove Bulleted List tool to create single-level bulleted lists.
 - Do not create numbered lists.

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

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

Additional Resources Tab

- Optional; no entry required.

Library Tab

- Optional; no entry required.

Transfer Course Tab

- Optional; no entry required.

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

- Discipline Minutes:** Attach minutes that reflect a vote of **district discipline approval** for the proposal.
- Department Minutes:** Attach minutes that reflect a vote of **local department 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.)

4. LAUNCH PROPOSAL [\[VIDEO\]](#)

- Review:** Review the completed proposal by selecting Reports: Course Outline and check for accuracy.
- Launch:** Click Launch. [\[video\]](#)
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet 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" 8th Edition

<https://www.rcc.edu/assets/documents/about/strategic-planning/tllc/curriculum-committee/Program%20Course%20and%20Approval%20Handbook.pdf>

ASCCC: The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)

<https://www.rcc.edu/assets/documents/about/strategic-planning/tllc/curriculum-committee/The%20Course%20Outline%20of%20Record-%20A%20Curriculum%20Reference%20Guide.pdf>

COURSE: EXPERIMENTAL PROPOSAL



ORIGINATORS SHOULD CHECK IN CURRIQUNET 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. JUSTIFICATION FOR PROPOSAL [[ASCCC CURRICULUM GUIDE LINK](#)]

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 to obtain a Course Number (i.e. ENG 99).
- 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 CurriQūnet META account. [[video](#)]
- Create a New Course proposal. [[video](#)]

5. NEW EXPERIMENTAL 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.~~
- Grading Methods:** Select one or more grading methods.

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 curriQūnet 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:** Click Add Item and enter a declarative sentence. Repeat for additional objectives.

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

- Requisites:** Click Add Item to enter a course prerequisite or corequisite. Repeat for additional items:
 - Requisite Type (prerequisite, corequisite, etc.)
 - Type of Requisite (how requisite is related to base course)
 - Subject
 - Requisite Course

Content Review Tab

- Optional; no entry required.

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

- Entrance Skills:** Click Add Item to add an entry skill link for each prerequisite or corequisite course Student Learning Outcome (SLO). Repeat for additional SLOs:
 - Entry Skill:** Fill in an entry skill that matches a requisite course SLO.
 - Requisite Outcomes:** Select the matching requisite course SLO.

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

- Student Learning Outcomes:** Click Add Item to enter a course SLO. Repeat to add additional SLOs.
 - 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. If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists! Watch this [video](#) first!*
 - After typing in text, use the Insert/Remove Numbered List tool to create a numbered outline.
 - Each level of the numbered outline should contain at least two entries.
 - Do not use Bulleted Lists. Do not add punctuation.
- Additional Laboratory Content Outline (for lecture + lab courses only):** Type in a detailed outline of the laboratory content. Create a numbered outline as described above.

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

- Methods:** Type in a list of methods of instruction. If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists!*
 - After typing in text, use the Insert/Remove Bulleted List tool to create a single-level bulleted list.
 - Do not create a numbered list.

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

- Methods:** Type in a list of methods of evaluation. If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists!*
 - After typing in text, use the Insert/Remove Bulleted List tool to create a single-level bulleted list.
 - Do not create a numbered list.

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.
- Outside-of-Class Writing Assignments:** Type in a list of writing assignments.
- Other Outside-of-Class Assignments:** Type in a list of other assignments.
 - If you choose to paste text, only paste unformatted text ("plain text"). *Do not copy & paste lists!*
 - After typing in text, use the Insert/Remove Bulleted List tool to create single-level bulleted lists.
 - Do not create numbered lists.

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

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

Additional Resources Tab

- Optional; no entry required.

Library Tab

- Optional; no entry required.

Transfer Course Tab

- Optional; no entry required.

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

- Discipline Minutes:** Attach minutes that reflect a vote of **district discipline approval** for the proposal.
- Department Minutes:** Attach minutes that reflect a vote of **local department 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.)
- 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.)

6. LAUNCH PROPOSAL [[VIDEO](#)]

- Review:** Review the completed proposal by selecting **Reports: Course Outline** and check for accuracy.
- Launch:** Click Launch. [[video](#)]
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet 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 items listed below. 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" 8th Edition

<https://www.rcc.edu/assets/documents/about/strategic-planning/tllc/curriculum-committee/Program%20Course%20and%20Approval%20Handbook.pdf>

ASCCC: The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)

<https://www.rcc.edu/assets/documents/about/strategic-planning/tllc/curriculum-committee/The%20Course%20Outline%20of%20Record-%20A%20Curriculum%20Reference%20Guide.pdf>

COURSE: DELETION PROPOSAL



IN CURRIQŪNET, 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 CurriQūnet META account. [\[video\]](#)
- Create a Course Deletion proposal. [\[video\]](#)

3. COURSE DELETION PROPOSAL CHECKLIST

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

- Rationale:** List the reasons for the course deletion.
- 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 **district discipline approval** for the proposal.
- Department Minutes:** Attach minutes that reflect a vote of **local department approval** for the proposal.
- Other:** Attach other relevant documents (advisory committee minutes, labor market research/LMI data, transfer institution information, etc.)

4. LAUNCH PROPOSAL [\[VIDEO\]](#)

- Review:** Review the completed proposal by selecting Reports: Course Outline and check for accuracy.
- Launch:** Click Launch. [\[video\]](#)
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet account and clicking Approvals. See the Riverside Community College District Curriculum Handbook (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

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 DE 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 CurriQūnet using a .docx proposal form.*
- Complete the appropriate DE Addendum proposal form.
Proposal forms here: https://rccd.edu/admin/ed_services/curr/resources.html

4. DISTANCE EDUCATION ADDENDUM FORM CHECKLIST

Course Information

- Fill in Date, Discipline, Originator, Base Course Number and Title, and First Semester Planned
- (Emergency-Only DE) 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 DE) 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. [\[link\]](#)
 - Instructional videos will have accurate closed captioning. [\[link\]](#)
 - Audio recordings will include transcripts. [\[link\]](#)
 - 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 Course Management System (CMS):** Select whether or not course elements will be conducted via a publisher application in the CMS or a website outside 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 PROPOSAL [\[VIDEO\]](#)

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

REFERENCE

The DE Addendum: Meeting Title 5 Requirements and Supporting Course Quality

<http://bit.ly/DEadd19>

W3C: Web Content Accessibility Guidelines (WCAG) 2.1

<https://www.w3.org/WAI/WCAG21/Understanding>

WebAIM: Web Accessibility

<https://webaim.org>

DISTANCE EDUCATION: MODIFY

Same as Distance Education Addendum proposal process.

DISTANCE EDUCATION: REMOVE

Same as Distance Education Addendum proposal process.

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
List A Select from the list below	3
List B Select from the list below	6-7

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 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

Total Units:	18-20
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*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 devises (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>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

2021 Version (Links Updated 2024)

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
Total Hours:	48

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)

- 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 CurriQūnet using .docx proposal forms.
- New Program Proposal Form:** Complete the appropriate New Program Proposal form*
*Proposal forms here: https://rccd.edu/admin/ed_services/curr/resources.html

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. A program proposal containing your documents will be created in CurriQūnet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

REFERENCE

ASCCC: Effective Practices for Educational Program Development (2018)
https://www.asccc.org/sites/default/files/Ed_Program_Development.pdf

RCCD BP 2020: Program, Curriculum, and Course Development
<https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2020.pdf>

2021 Version (Links Updated 2024)

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 CCCCO website for approved TMCs. [ccco]
- 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)

- 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 CurriQūnet using .docx proposal forms.
- New ADT Proposal Form:** Complete the appropriate New Program Proposal form*
*Proposal forms here: https://rccd.edu/admin/ed_services/curr/resources.html

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. A program proposal containing your documents will be created in CurriQūnet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

REFERENCE

ASCCC: Effective Practices for Educational Program Development (2018)
https://www.asccc.org/sites/default/files/Ed_Program_Development.pdf

RCCD BP 2020: Program, Curriculum, and Course Development
<https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2020.pdf>


2021 Version (Links Updated 2024)

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 CurriQūnet using .docx forms.
- Program Modification Proposal Form:** Complete the appropriate Program Modification Proposal form*
*Proposal forms here: https://rccd.edu/admin/ed_services/curr/resources.html

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. A program proposal containing your documents will be created in CurriQūnet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

REFERENCE

ASCCC: Effective Practices for Educational Program Development (2018)
https://www.asccc.org/sites/default/files/Ed_Program_Development.pdf


RCCD BP 2020: Program, Curriculum, and Course Development
<https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2020.pdf>

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 CurriQūnet using .docx forms.
- Program Modification Proposal Form:** Complete the appropriate Program Modification Proposal form*
*Proposal forms here: https://rccd.edu/admin/ed_services/curr/resources.html

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. A program proposal containing your documents will be created in CurriQūnet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

REFERENCE

ASCCC: Effective Practices for Educational Program Development (2018)
https://www.asccc.org/sites/default/files/Ed_Program_Development.pdf


RCCD BP 2020: Program, Curriculum, and Course Development
<https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2020.pdf>

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 CurriQūnet using .docx forms.
- Course Inclusion/Exclusion/Deletion Cover Sheet:** Complete the appropriate cover sheet*
*Cover sheets here: https://rccd.edu/admin/ed_services/curr/resources.html

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. A program proposal containing your documents will be created in CurriQūnet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet 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 CurriQūnet using .docx forms.
- Discipline Inclusion/Exclusion Request Form:** Complete the appropriate cover sheet*
*Cover sheets here: https://rccd.edu/admin/ed_services/curr/resources.html

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. A program proposal containing your documents will be created in CurriQūnet using a Discipline proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet 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 2021. 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

- 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 CurriQūnet using .docx forms.
- Program Discontinuance Proposal Form:** Complete the Program Discontinuance Proposal form*
*Proposal forms here: https://rccd.edu/admin/ed_services/curr/resources.html

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. A program proposal containing your documents will be created in CurriQūnet using a course proposal shell.
- Track:** Track your proposal through the approval process by periodically logging in to your CurriQūnet account and clicking **Approvals**. See the RCCDCH Part 1 for approval process details.

REFERENCE

ASCCC: Effective Practices for Educational Program Development (2018)
https://www.asccc.org/sites/default/files/Ed_Program_Development.pdf

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

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.**
 - **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.
 - **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.
 - **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 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 ACRONYM FOR HYPERLINK)

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

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

2021 Version (Links Updated 2024)

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 *in addition to the textbook* that relate directly to course content.

Sample Outside-of-Class Writing Assignments

Writing assignments *in addition to 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.

2021 Version (Links Updated 2024)

FORMS AND CURRICULUM RESOURCES

Forms and other curriculum resources can be found here*:

https://rccd.edu/admin/ed_services/curr/resources.html

COURSE PROPOSAL FORMS

[Course Exclusion](#)

[Course Inclusion](#)

[Course Number Request](#)

[Extensive Preparatory Lab Proposal](#)

[RCCD GE Inclusion/Exclusion](#)

DISTANCE EDUCATION FORMS

[Distance Education Emergency Proposal](#)

[Distance Education Standard Proposal](#)

DISCIPLINE PROPOSAL FORMS

[New Discipline](#)

[Discipline Modification](#)

PROGRAM PROPOSAL FORMS

[ADTs - New or Modified](#)

[AOEs - Modification Request](#)

[Credit Degrees and/or Certificates - New or Modified](#)

[Non-Credit Certificates - New or Modified](#)

[Credit or Non-Credit Apprenticeship Programs - New or Modified](#)

[Non-Credit Adult High School Diploma - New or Modified](#)

[Program Discontinuance](#)

CURRICULUM RESOURCES

[COR Review Tool](#)

[Program and Course Approval Handbook - 8th Edition](#)

[CCC Curriculum Submission and Approval Technical Manual](#)

[Meta Tutorial Videos](#)

[Special Characters](#)

[Taxonomy](#)

[TOPs Manual](#)

[TOP/CIP Crosswalk](#)

[ADT Templates](#)

[CCCCO Resources](#)

[Datamart](#)

[The Course Outline of Record: A Curriculum Reference Guide](#)

[COCI](#)

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

CURRIQŪNET META

LINKS AND ONLINE RESOURCES

LINKS

RCCD CurrIQūnet META Website: <https://rccd.curriqunet.com>

ONLINE HELP

RCCD CurrIQūnet META Tutorial Videos: bit.ly/metavideos

2021 Version (Links Updated 2024)

CURRIQŪNET 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	Cover
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	
Cover	7/7
Co-Contributor	
Cross Listed	
Units/Hours	
Course Objectives	
Requisites	

Co-Contributor

Contributor

Show selected Clear All

- Mayse, Kevin (Kevin.Mayse@rcc.edu)

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	Units/Hours
Cover	Last updated by AAAA AAAA on 6/26/2019 at 4:22 PM
Co-Contributor	Course Units/Hours
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

[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.

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 Calculated

4. COURSE OBJECTIVES [\[VIDEO\]](#)

New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Proposal Resources	Course Objectives
Cover	Last updated by AAAA AAAA on 6/26/2019 at 1:02 PM
Co-Contributor	Enter a declarative sentence for each objective. Only paste unformatted text ("plain text"). See the Proposal Resources page for more information.
Cross Listed	Upon successful completion of the course, students should be able to demonstrate the following activities: + Add Item
Units/Hours	<input checked="" type="checkbox"/> Show Details
Course Objectives	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p><input type="checkbox"/> Click on this item to modify its details. ⬆️ ✖️</p> <p>Objective: Hold snare drum sticks correctly.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p><input type="checkbox"/> Click on this item to modify its details. ⬆️ ✖️</p> <p>Objective: Position the snare drum correctly.</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p><input type="checkbox"/> Click on this item to modify its details. ⬆️ ✖️</p> <p>Objective: Strike the snare drum correctly and allow the stick to rebound.</p> </div>
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		Requisites
Cover	7/7	Last updated by AAAA AAAA on 6/26/2019 at 1:02 PM
Co-Contributor		Requisites Show Details Add Item
Cross Listed		<div style="border: 1px solid #ccc; padding: 5px;"> <p>Prerequisite</p> <p>Type of Requisite:Lecture and Lab Are Closely Related and Paired Within the Same Discipline</p> <p>Subject:MUS - Music</p> <p>Requisite Course:MUS 3 - Fundamentals of Music (Active)</p> </div>
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		Entrance Skills
Cover	7/7	Last updated by AAAA AAAA on 6/26/2019 at 1:02 PM
Co-Contributor		Before entering the course, students should be able to demonstrate the following skills: Show Details Add Item
Cross Listed		<div style="border: 1px solid #ccc; padding: 5px;"> <p>Perform simple diatonic materials using the piano.</p> <p>Requisite Outcomes</p> <p>MUS 3 - Fundamentals of Music (Active)</p> <ol style="list-style-type: none"> 1. Perform simple diatonic materials using the piano. </div>
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	<h4>Course SLO</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 Proposal Resources page for more information.</p> <p>Upon successful completion of the course, students should be able to demonstrate the following skills:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> Identify different types of percussion instruments.</p> <p>General-Education Learning Outcomes This section does not contain any data.</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p> Perform simple solos on snare drum, mallet keyboard, timpani and drum set.</p> <p>General-Education Learning Outcomes Critical Thinking</p> <ol style="list-style-type: none"> 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. </div>
Requisites	
Content Review	
Entrance Skills	
Course SLO	
Course Content	
Methods of Instruction	
Methods of Evaluation	
Sample Assignments	
Course Materials	

8. COURSE CONTENT [VIDEO]

New Course: MUS 999 - Sample Percussion Course

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Course Objectives	<h4>Course Content</h4> <p>Last updated by AAAA AAAA on 6/26/2019 at 1:04 PM 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"). See the Proposal Resources page for more information.</p> <h4>Course Content Outline</h4> <div style="border: 1px solid #ccc; padding: 5px;"> <p>B / I / U abc (inherited font) (inherited size)</p> <p>Select block type</p> <ol style="list-style-type: none"> Introduction: Percussion Instruments <ol style="list-style-type: none"> Membranophones Idiophones Pitched percussion Non-pitched percussion Technique: Concert Snare Drum <ol style="list-style-type: none"> Stick choice Posture Grip choices Repertoire: Percussion <ol style="list-style-type: none"> Publishers Solos Ensembles </div>
Requisites	
Content Review	
Entrance Skills	
Course SLO	
Course Content	
Methods of Instruction	
Methods of Evaluation	
Sample Assignments	
Course Materials	

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 Insert Unordered List tool to create a <i>single-level</i> 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 Proposal Resources page for more information.</p>
Requisites	
Content Review	
Entrance Skills	
Course SLO	
Course Content	
Methods of Instruction	

Outside-of-Class Reading Assignments

B / *I* / U abc (inherited font) (inherited size) [Color] [Background Color] [List] [Align] [Link] [Unlink] [Table] [Table Border]

Select block type [Dropdown] [Link] [Unlink] [ABC]

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

Outside-of-Class Writing Assignments

B / *I* / U abc (inherited font) (inherited size) [Color] [Background Color] [List] [Align] [Link] [Unlink] [Table] [Table Border]

Select block type [Dropdown] [Link] [Unlink] [ABC]

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

Other Outside-of-Class Assignments

B / *I* / U abc (inherited font) (inherited size) [Color] [Background Color] [List] [Align] [Link] [Unlink] [Table] [Table Border]

Select block type [Dropdown] [Link] [Unlink] [ABC]

- Practice percussion performance techniques.

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>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:</p> <p>MLA is the default format <input type="checkbox"/> APA Format</p>
Content Review	
Entrance Skills	
Course SLO	
Course Content	
Methods of Instruction	
Methods of Evaluation	
Sample Assignments	

Books


	Required	Condition	Author	Title	Edition	City	Publisher	Year	Rating
Edit	true		Mitchell Peters	Intermediate Snare Drum Studies			Mitchell Peters	2016	

+ Add new record

Displaying items 1 - 1 of 1


13. ATTACHMENTS [\[VIDEO\]](#)

New Course: MUS 999 - Sample Percussion Course

 Status: Draft Remaining Launch Requirements: 0

Requisites	<h4>Attached Files</h4> <p>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)</p> <p>Press Select to browse for files. To attach selected files to this record, press Upload files.</p> <input type="button" value="Select..."/>
Content Review	
Entrance Skills	
Course SLO	
Course Content	
Methods of Instruction	
Methods of Evaluation	
Sample Assignments	

Attachments

MUS 111 Department Vote 100717.pdf	View File	
------------------------------------	---------------------------	---

Have you attached the required files? *

2021 Version (Links Updated)

CURRIQŪNET META: MINOR MODIFICATION EDITABLE FIELDS

Course Minor Modification: MUS 8A - Music Technology I

Status: Draft

Proposal Resources	Proposal Resources
<div style="border: 1px solid #3498db; padding: 2px; display: flex; align-items: center;"> <div style="flex-grow: 1; background-color: #fff;"></div> <div style="background-color: #27ae60; color: white; padding: 2px 5px; font-weight: bold;">7/7</div> </div>	
Co-Contributor	
<div style="border: 1px solid #3498db; height: 20px; width: 100%;"></div>	
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Methods of Instruction	
Methods of Evaluation	
Sample Assignments	
Course Materials	
Additional Resources	
Library	
Transfer Course	
Attached Files	

1. [RCCD Curriculum Website](#)
2. Steven Schmidt, *Technical Review Committee Chair*
 Email: Steven.Schmidt@rcc.edu
 Phone: 951-222-8248
3. Ann Pfeifle, *Moreno Valley College Curriculum Committee Chair*
 Email: Ann.Pfeifle@mvc.edu
 Phone: 951-571-6243
4. Brian Johnson, *Norco College Curriculum Committee Chair*
 Email: Brian.Johnson@norcollege.edu
 Phone: 951-372-7196
5. Greg Burchett, *Riverside City College Curriculum Committee Chair*
 Email: Greg.Burchett@rcc.edu
 Phone: 951-222-8535

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