

**THREE RIVERS COLLEGE
INSTRUCTION REGULATION**

Section: 6000 Instruction	
Sub Section: 6200 Curriculum Services	
Title: IR 6211 Curriculum Development	Page 1 of 3
Primary Policy: IP 6210 Curriculum Development	
Associated Policy: IP 6710 Faculty Rights and Responsibilities	
Associated Regulation: IR 6720 Faculty Workload	
Addendums: A: College Curriculum Process; B: Naming and Numbering Format; C: Master Course Syllabus Template	
Supersedes: NA	
Responsible Administrator: Chief Academic Officer	
Initial Approval: 08-23-2017	Last Revision:

Three Rivers College faculty, based on their respective disciplines, scholarship and expertise in curricular areas have collective responsibility for the curriculum and are responsible for initiating curriculum proposals. The College President and administration are responsible for acting on curriculum proposals, including making recommendations to the Board of Trustees, the Coordinating Board for Higher Education, the Higher Learning Commission (HLC), and/or the Department of Elementary and Secondary Education, as applicable. Curriculum decisions are consistent with major curricular goals and the strategic plan of the College.

The purpose of this Curriculum Development Regulation and operational processes are to provide consistent information related to the development, revision, and discontinuation of the Three Rivers College curricula. The College Curriculum Development process shall be followed by faculty, department chairs, and other academic administrators who are involved in the development and approval of new and revised curricula or the discontinuation of courses and/or programs. The College Curriculum reflects the primary learning outcomes for programs of study and courses and demonstrates that learning outcomes have been clearly defined for each course and/or program of study as they relate to the College mission and purposes.

The curriculum development process includes careful planning from academic program faculty, coordination with other department faculty who might be impacted, consideration of transferability when applicable, input from industry for career track programs and courses, and input from external stakeholders when appropriate, to develop and maintain a curriculum that meets the needs of the students. In addition, faculty work to align the program curricula to the intended academic outcomes and the college mission. Faculty utilize input from advisory committees, student learning outcomes assessment data, environmental scans and other pertinent information relevant to their programs. Any curricular changes or program proposals must include a written justification that is submitted for approval through the Office of the Chief Academic Officer to be included in the curriculum development process.

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A Faculty member wanting to change a course or program must use programmatic data and gather strong evidence to write a justification that fully supports the need for the change prior to meeting with their Department Chair. Faculty must follow and allow adequate time for the curriculum development process as outlined herein. For curricular changes that may impact or include assessment, such as revised course or program rubrics, changes to student learning outcomes, and/or program outcomes mapping should first contact the College Assessment Coordinator for guidance and assistance. An assessment plan must be included as evidence along with the written proposal that is submitted for consideration.

If the proposed curriculum change is considered a “substantive change” as defined by the Higher Learning Commission (HLC), a prospectus may be required. The prospectus is prepared and submitted to HLC by the Accreditation Liaison Officer for the College through the Office of Institutional Effectiveness. Curricular changes requiring HLC approval should be completed a minimum of six months prior to the proposed program being offered by the college to allow time for approval. No curricular changes shall be implemented until all approvals are gained.

Program creation, deletion, and other programmatic changes resulting in more than 50% of the program being revised require additional forms to be submitted to the Missouri Department of Higher Education for approval. This should be completed the fall semester prior to the new program being offered to allow time for any regional, state and/or college approvals as coordinated through the Office of the Chief Academic Officer.

To begin the curriculum development process, College faculty must create a program proposal development timetable that identifies the major steps in the process as well as deadlines for their completion. Refer to Addendum(s) A, B and C for information on the steps in the curriculum development process, naming and numbering format and the master syllabus template.

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DOCUMENT HISTORY:

08-23-2017: Initial approval of regulation IR 6211 Curriculum Development.

Addendum A: College Curriculum Process

Step 1: A Faculty member wanting to change a course or program gathers programmatic data and strong evidence to support the need for the change and meets with Department Chair. Faculty will contact the Office of Institutional Effectiveness for assistance regarding the proposed changes if they include; revised rubrics, student learning outcome changes, and program outcomes mapping.

NOTE: Program creation, deletion, and other programmatic changes resulting in more than 50% of the program being revised require additional forms to be submitted to the Missouri Department of Higher Education for approval. This should be completed the fall semester prior to the new program being offered to allow time for state and college approvals coordinated through the Office of the Chief Academic Officer.

If the proposed program is considered a substantive change, the Higher Learning Commission (HLC) may require a prospectus, it is prepared and submitted to HLC through the Office of Institutional Effectiveness in collaboration with the Accreditation Liaison Officer for the College. This should be completed a minimum of six months prior to the proposed program being offered by the college to allow time for approval through HLC.

- Refer to the Addendum B: Naming and Numbering Format for the college course naming and numbering.

Step 2: Faculty member should consult with the Director of Retail Operations and the Disability Services Coordinator regarding learning materials selected for the course. Learning materials are defined as either a physical or digital item, group of items, or online resource that a student is required to or has the option to purchase/rent in order to complete a course. The role of the faculty member is to select appropriate learning materials that best achieve the intended learning outcomes of the course and/or program. The role of the Director of Retail Operations is to conduct all negotiations with the vendor to ensure the least cost of the materials to the student and to set the price of the materials within college guidelines, including but not limited to whether the material is appropriate for the rental program of the college. The Director of Retail Operations shall also be responsible for providing options to the faculty regarding availability of product but at no time shall infringe upon the right of the faculty to select appropriate materials.

The role of the Disability Services Coordinator is to ensure learning materials are appropriate for a potential request for accommodations. The following questions should be considered:

- Are e-books and online resources compatible with screen readers like JAWS?
- If there is a companion website or online component, is it fully accessible?
- Is all the video content captioned? Is audio content captioned?
- Can all interactivity (media players, quizzes, flashcards, etc.) be completed by keyboard alone (no mouse required)?
- Does the vendor have a Voluntary Product Accessibility Template (VPAT) or Web Content Accessibility Guidelines (WCAG) 2.0 AA compliance statement?

NOTE: The faculty member should present the Digital/Physical Course Materials Request, Change, or Discontinuation Form to the Director of Retail Operations and the Disability Services Coordinator. Signatures from both indicate approval and allow the faculty member to then proceed to the next curriculum process step.

Step 3: The faculty member should complete the curriculum change forms accordingly and submit all the necessary evidentiary documents.

Evidentiary documents may include, but not limited to:

- Old Master Syllabi
- New Master Syllabi
- Digital/Physical Course Materials Request, Change, or Discontinuation Form
- Time on Task
- Course Framework

Step 4: Faculty member submits completed curriculum packet to Department Chair for approval. The chair should confirm other programs impacted by the curriculum change(s) have been addressed. The Department Chair or Program Manager enters task within curriculum objective, action plan, assessment (if applicable) and intended results (justification) into the Electronic Planning System under current year curriculum objective.

Step 5: Department Chair confirms approval from impacted disciplines and verifies the Electronic Planning System entry. Provide a print screen of the Electronic Planning System entry and include in curriculum packet.

Step 6: Department Chair submits curriculum packet to the Executive Assistant Instruction in preparation for preliminary curriculum approval.

Step 7: Upon preliminary approval by the Department Chairs, curriculum items are submitted to the Office of the CAO.

Step 8: Submitted items are reviewed by the Chief Academic Officer and the Chief Institutional Effectiveness Officer.

- Step 9: Once reviewed and/or needed revisions are made, the Chief Academic Officer places submission on the College Curriculum Committee agenda.
- Curriculum committee agenda will be sent to the Curriculum Committee and Department Chairs.
 - Curriculum items will be communicated to the committee for review.
- Step 10: After approval of College Curriculum Committee, the curriculum is moved forward for faculty review and placed on the next Faculty meeting agenda for approval.
- Step 11: After faculty approval, the Chief Academic Office recommends changes to the President for approval.
- Step 12: After Presidential approval, the Office of the Chief Academic Officer
1. Sends the notice college wide of approved changes.
 2. Send each individual submission back to the appropriate Program Manager, Department Chair and the Office of Institutional Effectiveness for uploading into the Electronic Planning System.
 3. Sends impacted departments key information to ensure compliance to curriculum changes.
 4. Submits any required documentation to MDHE, DESE, HLC, or other appropriate entities.
- Step 13: Program Manager or Department Chair completes the task in the Electronic Planning System by entering the faculty approval date from approved curriculum changes received. The supporting approved documentation is uploaded in the current curriculum objective document repository. Copies of the syllabus will be sent and maintained in the Office of the Chief Academic Officer for electronic filing.
- Step 14: Curriculum changes are maintained in the Office of the Chief Academic Officer.

Addendum B: Naming and Numbering Format

Course Title: The course name is important in that it can be a key indicator of the subject matter of the course. The simpler the name, the easier it will be for the student and other entities to recognize and understand. There are also character limits so be aware that long names may be abbreviated when the data is entered into the database.

Course Department: The course department code is the four letter indicator for the department where the course belongs. For instance, ENGL is the department code for the English writing, reading and related courses. MATH is the code for the mathematics courses, etc.

New course department codes should be agreed upon by the department and the Registrar prior to (steps 1 through 4 in the curriculum development process) submission of curriculum materials.

Course Number: The course number identifies the course within the department and it corresponds to the description of the course in the college catalog. For instance, the course College Writing uses a department code of ENGL with a course number of 111. This number differentiates it from other English courses.

Typically, Three Rivers uses a two digit number for remedial and other special courses and a three digit course number for normal institutional credit courses. However, some departments have moved to a four digit numbering system due to growth in that area.

New course numbers should be agreed upon by the department and the Registrar so that current, obsolete, or inactive course numbers are not used. The Registrar can provide numbering options prior to submission of the curriculum materials.

When considering course numbers, plan ahead for future courses that might be needed especially if maintaining a sequence. This is accomplished by skipping numbers in a sequence if there is a possibility of placing a future course between two existing courses in that sequence.

Three Rivers attempts to differentiate courses designed to transfer from technical courses by using numbers 0-4 as the last digit on a transferable course and number 5-9 as the last digit of a technical course. This is strictly an internal process but does provide a sense of organization as some departments have both transferable and technical courses.

New locations and their associated number should be agreed upon by the department and the Registrar.

Program Naming Format

Program Name: The program name is important because it can be a key indicator of the subject matter and the career or industry in which it pertains. There are character limits so be aware that program names may be abbreviated during data entry. The simpler the program name, the easier it will be for students and other interested parties to recognize and understand.

Addendum C: Master Course Syllabus Template

In developing the course syllabus--which the faculty member must upload to the college Learning Management System (Blackboard) at the start of each semester and discuss with the students during the first class period--the faculty member must include the major components as stated in the master course syllabus.

Faculty members are encouraged to enhance and individualize their course syllabus. Faculty members are encouraged to include any additional course procedures, rules or guidelines regarding attendance, discipline, etc., in their course syllabi.

Each instructor's course syllabus must be submitted to the department chair every semester.

This course syllabus has been approved by the Three Rivers College Faculty. All full-time and part-time faculty are required to follow this syllabus. Therefore, the course description and student learning outcomes are not to be altered in any way. Participation in the assessment of student learning outcomes is required by all faculty.

Accessible

Changes made:

TRC Logo-alt text was added

All hyperlinks were embedded

Font changed to accessible Arial 14 pt.

ACHIEVE- changed from low-generation to low-income



THREE RIVERS COLLEGE

Master Syllabus

MATH XXX: Title of Class

3 Credit Hours

3 Lecture Hours / 0 Lab Hours

Semester (ex. Fall 20XX)

Start Date: End Date: Last Day to Drop: Last Day to Withdraw:

Prerequisite/Corequisite: (This information comes directly from the master course syllabus.)

Instructor: *(To be filled out by Class Instructor)*

Instructor Credentials and Title:

Office Location:

Phone:

Email:

Office Hours:

Textbook(s) and Materials: *(This information comes directly from the master course syllabus.)*

Course Description

Catalog Description: *(This information comes directly from the master course syllabus.)*

The following statement must be on all courses identified as either web or hybrid.

Online Courses: This online course has been designed using a best practices approach guided by the Quality Matters design rubric. The time and effort required of students is at least as rigorous as the corresponding face-to-face course as evidenced by the time and effort calculations. The Student Learning Outcomes for the class are the same regardless of modality. Students are required to have regular, reliable access to a computer with a stable broadband internet connection. Any system older

than 4 years may not have the processing power to work with our current version of Blackboard and its components. All Three Rivers College networked computers are configured to use Blackboard and will have most software needed to complete online coursework. If additional software is needed on a Three Rivers lab computer, please contact the instructor or facilitator of the lab for assistance. For more information contact [Blackboard Support](#).

Student Learning Outcomes: (This information comes directly from the master course syllabus.)

Upon successful completion of this course, student will be able to:

Course Grading Procedures: *Each individual instructor's Course Syllabus MUST specify exact expectations of students, including rubrics (reference location) that explain what different levels of performance look like and how grades are assigned to them as well as how the final grade is calculated.*

Grading Scale:

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

Assessment Measures: *This section should explain the ways students will demonstrate achievement of learning outcomes, as well as the quality standards expected by the discipline. Types of assessment should be consistent with the language used to define learning outcomes and produce reliable measurements of student learning.*

Include in this section a listing of the different types of assessment measures used, to include but not limited to: unit exams, final exams, quizzes, written assignments, portfolios, laboratory work, participation, and discussion groups, etc. You should also include any grade weighting to possible points to be earned on these various measurements when possible. Guidelines or expectations should be listed concerning attendance, missed assignments, late assignments, missed labs, etc.

Course Procedures: *Summary of written assignments, research, videos, class discussion, lab safety, cell phone policy, expectations of responsible behavior, timeliness, courtesy, and academic honesty as it applies to each class.*

Course Outline (Assignments and Activities): *Provide a course outline that lists content coverage required by this course. Keep in mind that many times other institutions of higher learning use this outline to determine course equivalencies for transfer. For new adjuncts it is also helpful if this course outline gives some type of schedule that can be followed.*

Academic Honesty Statement: Three Rivers College requires that students adhere to the highest standards of academic integrity. Students are entrusted to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Cheating, plagiarism, violation of test conditions, complicity in dishonest behavior, or other falsification of academic work is a serious breach of College standards.

Students with Disabilities: Three Rivers College complies with the Americans with Disabilities Act. If you need accommodations or academic adjustments due to a documented disability, please call [Disability Services](#) at 573-840-9608 for assistance or come to the office in the Westover Administration Building, room 115 for more information.

Academic Assistance:

Academic Resource Commons (ARC): Located in ARC with a library, computer resource center with printing, and web access. Visit [ARC/Rutland Library](#) for more information, call 573-840-9654, email [ARC/Rutland Library](#) or send questions via text to 573-298-6105.

Tutoring and Learning Center (TLC): Located on the second floor of the ARC. Drop-in tutoring is available for math, English, accounting, and some science classes on M-Th from 8:00 AM-8:00 PM and F from 8:00 AM -5:00 PM. Additional computers with internet access are available for your use. You can call 573-840-9638 or email [Tutoring and Learning](#) with general questions. Distance tutoring during normal hours is available; dial 573-840-9638 to speak directly with a tutor or through Blackboard by selecting *TLC Distance Learning*.

ACHIEVE Program: Located on the second floor of the ARC. This program provides services to first generation, low-income, and/or disabled students. More information about services and eligibility can be found at [ACHIEVE](#) or come visit the ACHIEVE Program in person.

Technical Difficulties: If you have difficulties accessing *myTRCC*, student email, or Blackboard, call 573-840-9605 or visit [Login Assistance](#) for more information. For all other non-login Blackboard issues, email [Blackboard](#).

Policies & Regulations

All students must go to [Policies & Regulations](#) to review the following College regulations.

Title IX for Students [SR 2120]

It is the policy of Three Rivers College and its Board of Trustees that each student attend the College in a hostile free environment. The College shall respond to the following types of sexual harassment allegations considered to create a hostile environment according to the Federal Title IX Legislation:

- Quid Pro Quo--School employee conditioning education benefits on participation in an educational program or activity in unwelcome sexual conduct; or
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- "Sexual assault," "dating violence," domestic violence," or "stalking" as defined in Federal Law under the Clery Act and the Violence Against Women Act (VAWA).

Student Code of Conduct [SR 2610]

It is the policy of Three Rivers College and its Board of Trustees that each student follow a Student Code of Conduct. Missouri Statue 178.835 gives full authority to the governing body of each public community college, to adopt rules and regulations that enable the enforcement and power to discipline its students including but not limited to; the power of suspension and expulsion for any violation of such rules and regulations. If this Student Code of Conduct is violated or ignored by the student, the college must in

the interest of fulfilling its mission, institute appropriate disciplinary action. Misconduct may result in a student being subject to formal disciplinary proceedings as outlined in Student Regulation 2620.

Electronic Devices within the Physical Learning Environment [IR 6410]

Electronic devices including, but not limited to, laptop/netbook computers, cellular devices, e-readers, and MP3 players will be turned off within the physical learning environment. Exceptions include the use of such devices for medical emergencies, or contacts which must be maintained due to work requirements. In such cases the student must advise the instructor, and the device must be in "silent mode." The instructor may make adjustments to this policy for specific usage in their unique learning environments. The usage of such electronic devices in relation to approved ADA accommodations is exempt from this regulation.

Disciplinary actions related to the violation of this regulation may include but are not limited to: a verbal warning to the student(s); the student(s) being asked to leave the learning environment; reductions in the grade for an assignments or examinations.

Attendance [IR 6310]

Federal Regulations governing student Financial Aid programs require the college to adhere to strict guidelines for student classroom attendance.

Any student who misses two consecutive weeks of class during a regular 16-week semester (or the equivalent proportion of class time during a shorter session) will be administratively dropped from the course by the institution. This action will not apply to excused student absences, which are defined as school-sponsored events that are approved by the Dean of Students.

If a student misses more than two hours of class for each credit hour taken (for example, six hours of class time for a three-credit-hour course), the student will be dropped from the course if the instructor decides that the student can no longer succeed as a result of the absences.

Students taking online courses will be expected to complete at least one assignment per week to be considered as attending the course. Non-participation according to the above guidelines will result in the same action of dropping the student from the course.

Students will be notified by email when action has been initiated to remove them from a course for non-attendance. The student will have one week to appeal this decision.

Microsoft OneDrive Sharing

OneDrive is the Microsoft Office 365 cloud service that connects TRC students to all their files. Students can store and protect their files, share them with other peers for collaboration, and access them on any device that supports the OneDrive app. Due to the live editing capabilities of saved files in OneDrive, students may not use OneDrive sharable links for submitting coursework to their instructor. Instead, students are required to download a local copy of the file and submit the coursework through Blackboard.

Emergency Conversion to Remote Learning

When circumstances require coursework to be changed to remote instruction, coursework will continue in a virtual format, either asynchronous or synchronous. In cases where coursework cannot be completed virtually, you will be informed as to specific requirements for instructional meetings.

Proctoring Software

Three Rivers College has implemented the usage of a proctoring software to aid in the online examination process. If the software is to be used in this course, you will be required to follow the instructions below to download the software on your computer. Computer stations are available for proctored course work at the Poplar Bluff campus and the external locations at Dexter, Kennett, and Sikeston.

When required, Honorlock will be used to proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account or schedule an appointment in advance. Honorlock is available 24/7 and all you need is a computer, a working webcam, microphone, and a stable Internet connection.

To get started, you will need Google Chrome and to download the [Honorlock Chrome Extension](#). When you are ready to test, log into BlackBoard, go to your course, and click on your exam. Clicking “Launch Proctoring” will begin the Honorlock authentication process, where you will

take a picture of yourself, show your ID, and complete a scan of your room. Honorlock may record your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that will detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Testing requirements may be subject to change per specific course or instructor. Consult your individual course syllabus for specific testing details.

[Honorlock support](#) is available through live chat 24/7/365.