

**Questions to Consider about the COR:**

- Has the discipline had a conversation about how to ensure that equity is visible in the COR as a priority? (Two more comprehensive resources you might consider: Glendale Community College’s *Guide for Creating Equitable Curriculum*; Portland State University’s *Culturally Responsive and Inclusive Curriculum Resources* which includes both general guiding questions and discipline specific resources)
- Do the course materials reflect multiple perspectives and contributions to the field, including those of scholars from previously minoritized groups as well as representative of RCCD’s student population?
- Do methods of instruction and sample assignments offer opportunities for students to build on existing knowledge or experience as relevant to the class and provide opportunities to explore culturally relevant and inclusive texts and topics?
- Do methods of instruction and evaluation and sample assignments offer opportunities for students to develop and practice skills needed for later advanced academic tasks on which they will be evaluated?

**COR Requirements to Check:**

(See the [RCCD Curriculum Handbook](#) for complete information on developing a new course or modifying an existing course. **Below is a checklist of often-missed and misunderstood elements that can slow down approval processes** – this is not a comprehensive checklist; please see the handbook for complete process.)

- Curricunet COVER tab:
  - Use the rationale box to give a short explanation to curriculum reviewers of changes made (if a modification) or reason for the new or deleted course.
  - Make sure you’ve selected the discipline-appropriate TOPS code.
  - If the course is taught at more than one college, have discipline members across the district weighed in on the proposal and voted to approve?
  - If the course belongs to a single discipline but you want to enable it to be taught other disciplines, please select that discipline under cross-listed discipline. (This is not the same as a cross-listed course; that is a separate Curricunet tab. See next bullet.)
- Curricunet CROSS LISTED tab: If the course is cross-listed, please select the other discipline, and make sure that an identical version of this course is being launched/modified by that other discipline so the proposals go through together.
- Curricunet UNITS/HOURS tab:
  - Units/hours calculation:
    - 18 lecture hours requires 2x outside-of-class hours = 1 unit
    - 54 lab hours (typically no outside-of-class hours)\* = 1 unit
    - CHECK your units and hours for accuracy with this formula:  
(lecture hours + lab hours + outside-of-class hours) / 54 = units of class\*
    - If hours don’t match listed units, adjust.

- \*you might occasionally calculate a unit value that is slightly over the units of the course, especially in the case of a course that has a small number of lab hours or small amount above a 54 hour increment; as long as the units don't calculate to the next multiple of .5, it is acceptable; units are awarded in .5 increments, but courses must meet that threshold. (.25 unit courses exist for POST classes as long as they meet the hours minimum for .25 and don't meet .5; after .5, ALL classes only award units in .5 increments.)
  - Select from the repeatability drop down menu; this defines the number of times a student can take a course they have PASSED. Most **credit** courses need to have a repeatability of zero unless they meet the Title 5 (§55041) rules for repeatability.
- CurricUNET OBJECTIVES tab:
  - All courses must have objectives.
  - Enter each objective in a separate field.
- CurricUNET ENTRANCE SKILLS tab:
  - Entrance skills are required of any course with a requisite or advisory selected at the requisite tab (no entrance skills if there are no requisites or advisory).
  - Fill in the blank field with the entrance skill.
  - Link it to the student learning outcome from the requisite course.
  - The text for the entrance skill and the linked skill may be the same, but this is two separate actions and blocks of text.
- CurricUNET COURSE SLO tab:
  - All courses must have outcomes.
  - Enter each outcome in a separate field.
- CurricUNET COURSE CONTENT tab:
  - Courses should have content that is detailed to at least a second level (content should not just be areas 1-5; there should be 1A. 1B. etc.)
  - Content areas that are at a second level (or more) need two items (otherwise it is still the same level); this is to say, if your outline has an "A" it needs a "B."
- CurricUNET METHODS tabs: these should be as discipline specific as possible.
- CurricUNET SAMPLE ASSIGNMENTS tab:
  - Provide an indication of the types of assignments that faculty could offer that would address course content and SLOs (identification of specific SLOs not needed).
  - Reading assignments entered here should in addition to the textbook.
- CurricUNET COURSE MATERIALS tab:
  - UC transferable courses need a text published within the last 5 years.
  - Provide OER options where possible and approved by discipline.
- CurricUNET ATTACHED FILES tab:
  - Attach minutes or an email vote tally showing discipline approval (including discipline members from all colleges that have the course in their catalogs).
  - Attach minutes or an email vote tally showing department approval from the department where the new, modified, or deleted course originated.