

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 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 by other disciplines, please additional discipline under cross-listed discipline. (This is not the same as cross-listed; that is a separate Curricunet tab. See below.)
- 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 (no outside-of-class hours) = 1 unit
 - CHECK your units and hours for accuracy with this formula: (lecture hours + outside-of-class hours + lab hours) / 54 = units of class
 - If hours don't match listed units, adjust.
 - Courses are awarded in unit increments of .5. (.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.
 - If a course is in a GE pattern (or planned to be) it has to be linked to at least one GESLO that represents the key outcomes(s) associated with the course outcomes; GESLOs for all course outcomes are not needed or recommended. Non-GE courses should not have GESLOs.
- 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 and specific example that faculty could offer that would address course content and SLOs (identification of specific SLOs not needed).
 - Reading assignments entered here should be in addition to the textbook.
- Curricunet COURSE MATERIALS tab:
 - UC transferable courses need a text published within the last 7 years.
 - Provide OER options where possible and approved by discipline.
 - Course materials should be representative but don’t need to be exhaustive.
- Curricunet ATTACHED FILES tab:
 - Attach the minutes report form to show all relevant votes (see minutes [requirements reference sheet](#) if unsure about what votes are needed)
 - Attach supporting file(s) showing relevant minutes or email votes of district discipline approval and department approval from the department where the new, modified, or deleted course proposal originated.
 - If the course is based on a specific template such as Common Course Numbering (CCN) or C-ID, include a file of that template in attached documents.