



Curriculum User Guide

FALL 2026 Revision

To access the web links, visit the online version
of the CHC Curriculum Handbook on the [Curriculum Home Page](#)

Mission Statement

The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

Vision Statement

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

Institutional Values

We rely on the following values to support our vision and mission:

- Respect: To champion active listening and open dialogue within our community.
- Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration.
- Diversity & Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.
- Innovation: To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and new ideas.
- Leadership: To develop and inspire current and future leaders through professional development, mentorship, education, and experience.
- Sustainability: To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.

Curriculum Accessibility Statement

Crafton Hills College is committed to guaranteeing accessibility within its curriculum and advancing equitable student outcomes for all learners. Guided by the principles of Universal Design for Learning (UDL) and our commitment to DEIAA, our curriculum is designed to accommodate and engage diverse students through accessible course design, instructional materials, and assessments. This design ensures that the intensity, scope, and rigor of college-level coursework—including critical thinking, vocabulary allocation, and complex concepts—remain robust while being accessible to all.

Through ongoing review and continuous improvement, Crafton Hills College strives to promote inclusion, foster belonging, and ensure meaningful access that supports every student's success.

Crafton Hills College Curriculum User Guide (Fall 2026)

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Preface

This User Guide is a practical, living resource designed to support faculty, chairs, and administrators in developing and maintaining high-quality curriculum at Crafton Hills College. It bridges the technical and legal requirements of academic governance with our primary mission: providing a transformative, student-centered education that fosters social mobility and lifelong learning.

As higher education evolves, this document aligns statewide mandates—including [California Code of Regulations Title 5](#) standards and the California Community Colleges [Program and Course Approval Handbook \(PCAH\) 9th ed. 2026](#)—with our institutional commitment to student equity and success. Our goal is to establish a clear framework for courses that uphold rigorous standards for scope, intensity, and college-level critical thinking while embedding the core principles of Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA).

By intentionally integrating Universal Design for Learning (UDL) principles, we ensure our courses maintain academic rigor—requiring high-level analysis, precise vocabulary, and deep conceptual engagement—while removing unnecessary, non-academic barriers to student achievement. This guide serves as a collaborative roadmap for leading with innovation, honoring faculty discipline expertise, and fostering educational excellence across all credit and noncredit programs.

Using This User Guide

We have designed this User Guide to be an interactive, functional roadmap rather than a static reference document. Embedded hyperlinks throughout the text allow you to jump directly to relevant CurriQunet proposal forms, external state guidelines, and local instructional templates.

As you navigate the curriculum development and review process, utilize these core features and hyperlinked tools:

- **Step-by-Step Navigation & Proposal Guides:**
 - **For Originators (Authors):** Instructions for initiating, drafting, and submitting new courses, program modifications, and mandatory Six-Year Revisions in CurriQunet.
 - **For Technical Reviewers:** Detailed rubrics and checklists for Curriculum Committee members to evaluate proposals, check compliance, and offer constructive feedback.
- **Field-by-Field Guidelines & Example Phrasing:** Detailed definitions, formatting standards, and concrete examples for key Course Outline of Record (COR) fields, including Catalog/Schedule Descriptions, Need for Course, Goals for Course, Student Learning Outcomes (SLOs), Course Objectives, and Course Materials.
- **AI-Assisted Curriculum Development Guides:** Step-by-step instructions and prompts for using generative AI as an instructional assistant to draft Title 5–compliant outside-of-class assignments and identify equity-aligned commercial textbooks and OER materials.
- **Pedagogy & Regulatory Frameworks:** Practical guidance for applying Bloom's Taxonomy action verbs, UDL flexible submission options, and DEIAA course design principles directly within your course outlines.

The Course Outline of Record (COR): Ownership & Framework

1. Departmental Ownership vs. Individual Authorship

The Course Outline of Record (COR) is a legal document approved by the Curriculum Committee and the District Governing Board. While a faculty member acts as the originator (author) during development, the originator does not have sole rights to the COR.

The COR is a departmental document written for the program, not a specific person. It serves as the official blueprint for the course; any instructor teaching the course must use the COR as their primary guide to ensure curricular consistency and equity.

2. The Instructional Core: Content, Objectives, and SLOs

To maintain compliance with Title 5, every instructor must strictly adhere to these three "fixed" elements, which are functionally linked through the course content:

- **Course Content (The "What"):** The specific body of knowledge and topics that must be taught. **Content is the central link;** it provides the substance through which Objectives and SLOs are realized.
- **Objectives (The "How Content is Achieved"):** The discrete skills and building blocks students master while engaging with the content.
- **Student Learning Outcomes (The "Evidence of Mastery"):** The overarching goals that measure how effectively a student has mastered the content.

3. Academic Freedom & Representative Elements

While the core elements above are fixed, other sections of the COR serve as **recommendations and examples**. Academic freedom allows instructors the professional autonomy to adapt these areas:

COR Element	Flexibility & Academic Freedom
Methods of Instruction	Typical examples provided; instructors choose the pedagogical style that best delivers the content.
Methods of Evaluation	Examples of assessment; instructors design their own specific assignments and rubrics to measure the Objectives and SLOs.
Course Materials	Representative texts are listed; instructors may select equivalent college-level materials that cover the required Content.
Typical Assignments	Typical outside-of-class assignments are examples; instructors may create unique tasks to reinforce learning.
UDL & DEIAA	Instructors maintain academic freedom to design courses integrating unbiased, culturally responsive practices and Universal Design for Learning (UDL) frameworks. To support equitable access, instructors select unbiased assessments and offer multiple UDL submission options (e.g., written papers, audio/podcasts, or slide decks).
Modality (DE)	The COR provides the Distance Education framework, while instructors select tools and strategies. All DE courses must meet predictable, instructor-initiated RSI requirements

The 6-Year COR Revision Requirement

Curriculum isn't meant to be written once and forgotten. To keep our courses fresh, relevant, and aligned with transfer standards, every Course Outline of Record (COR) must undergo comprehensive review **at least once every six years—or every two years for Career Technical Education (CTE) courses.**

Think of this regular tune-up to ensure our curriculum continues to serve our students and reflects our highest teaching standards.

Why We Update Our Courses

Regular curriculum updates keep our programs healthy and transfer-ready by allowing us to:

- **Keep Content Current:** Update textbooks, OER materials, reading lists, and emerging technology.
- **Support Student Mobility:** Protect active transfer agreements with CSU/UC campuses and maintain alignment with statewide C-ID descriptors.
- **Revalidate Prerequisites:** Double-check that prerequisites and advisories (Title 5 § 55003) remain justified, equitable, and set up to support student success.
- **Embed DEIAA & UDL:** Continuously integrate inclusive content, anti-racist perspectives, and accessible learning strategies.

The Rules Behind the Cycles

While keeping curriculum fresh is just good teaching practice, state standards mandate these review timelines:

- **General Academic Courses (6-Year Cycle):** Under Title 5 (§ 55002) and state transfer guidelines (ASSIST / C-ID), academic outlines must be reviewed every six years to retain state approval and university transferability.
- **CTE / Vocational Courses (2-Year Cycle):** California Education Code (§ 78016) requires occupational programs to be reviewed every two years to ensure alignment with local labor markets, industry standards, and job placement needs.

Why Deadlines Matter

Outdated course outlines risk losing their state approval status, C-ID designations, or transfer articulation agreements—which directly impact our students' ability to transfer smoothly.

Part 1: CurriQunet Navigation and Proposal Guides

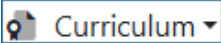
Part 1.A. How to Start in CurriQunet

Log into [CurriQunet](#) using your campus credentials to access your Dashboard.

A.1. New Course Proposal (COR)

- Preparation: Check for available course numbers with the Instructional Services Analyst.
- Step 1: Click **Create New Proposal**  select **New Course > Create**.
- Step 2: Refer to the [CurriQunet Guide - New Course COR Proposal](#) for complete instructions.

A.2. New Honors Course Proposal (COR)

- Preparation: You must have an approved Active base course or a course in Review before starting. Honors versions are created by cloning, not by starting a new proposal.
- Step 1: Search for the base course under **Curriculum**  **> Course**.
- Step 2: Select **Clone**  choose **New Course - Honors > Create**.
- Step 3: Refer to the [CurriQunet Guide - New Honors Course COR Proposal](#) for complete instructions.

A.3. Course Modifications: Including 6-Year Revision, Honors, DE-Only or CCN

- Step 1: Find Active version of the course under **Curriculum > Course**.
- Step 2: Select **Modify**  choose **Course Modification** or **Modify Course – Honors** or **DE Addition Only** then click **Create**.
- Step 3: For complete instructions refer to the:
 - [CurriQunet Guide - Course Modifications, C-ID & 6-Year Revisions COR Proposal](#)
 - [CurriQunet Guide - Honors Course Modification Proposal](#)
 - [CurriQunet Guide - DE only Addendum Proposal](#)
 - [CurriQunet Guide – CCN - Common Course Numbering COR Proposal](#)

A.4. New Program Proposal

- Step 1: Click **Create New Proposal** then select **Program > Create**.
- Step 2: Refer to the CurriQunet Guide - [CurriQunet Guide - New Program Proposal](#)

A.5. Program Modification

- Step 1: Find Active version of the Program under **Curriculum > Program**
- Step 2: Select **Modify** choose **Proposal type – Program Modification > Create**.
- Step 3: For complete instructions refer to: [CurriQunet Guide - Program Modification](#)

Part 1.B. CurriQunet Guides for Completing COR and Program Proposals

B.1 CurriQunet Guide – **New Course COR** Proposal

Getting Started: Log into CurriQunet, click **Create New Proposal**, select **New Course**, and click **Create**.

General Proposal Standards

Ensure all content areas are current, accurate, and aligned with approved learning outcomes while intentionally reflecting **Universal Design for Learning (UDL)** and **Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA)** principles. All sections must demonstrate consistent college-level difficulty, intensity, and academic rigor.

Pre-Proposal Checklist: C-ID Alignment

- **Check C-ID Descriptors:** Search for an equivalent statewide C-ID descriptor on the [C-ID Final Descriptors page](#).
- **Record Match:** If a matching descriptor exists, enter its prefix and number on your proposal cover page.
- **Why it matters:** While not all courses have a C-ID, aligning your local curriculum with an available descriptor ensures a faster state approval process.

CurriQunet Form Section Instructions

1. Cover Page

- **Course Discipline, Number, and Title:** Previous Crafton Hills College course numbers cannot be reused. Verify available course numbers with the Instructional Services Analyst before proceeding.
- **Short Title:** Enter an abbreviated title (e.g., *Organic Chemistry* → *OCHEM*).
- **First Semester Offered:** Select a Fall term two years in advance of the current term.
- **Recommended Course Enrollment (Cap):** Verify the approved course cap with your Department Chair prior to entry.
- **Standalone Course:** Check this box if the course is not part of an approved degree or certificate program.
- **Catalog/Schedule Description:** Provide a concise overview of the course scope, focus, and student learning goals supporting inclusive, accessible, and multi-modal instruction.
 - *Cross-Listed Courses:* Both disciplines must be explicitly listed in the description (e.g., "This course is offered as COMM 135 and JOUR 135.").

- **Need for the Course:** Justify why the college should offer this course. Reference student demand, workforce needs, or degree/certificate/transfer requirements.
 - **Goals for the Course:** Detail how the course supports the [College Mission](#) through academic excellence, critical thinking, lifelong learning, and transfer/career readiness.
 - **C-ID Designation:** Select **Yes** or **No**. If **Yes**, enter the official C-ID prefix and number.
 - **SBVC Equivalence:** Review the San Bernardino Valley College catalog to check for course equivalence. Select the corresponding subject and course if applicable.
-

2. Co-Contributors & Cross-Listed Courses

- **Co-Contributors:** Only faculty within the same discipline may be added as co-contributors.
 - **Cross-Listed Courses:** This section is populated in CurriQunet by the Curriculum Chair(s). *(Reminder: Ensure cross-listing is explicitly noted in the Catalog Description).*
-

3. Units and Hours

- Select the **Course Type** and specify if units are variable.
 - Check all applicable **Instructional Categories**.
 - Enter the **Minimum Units** for each applicable category; corresponding student contact hours will auto-populate.
-

4. Course Standards

- **Grading Method:** Select **Letter Grade** or **Pass/No Pass**.
 - **Credit Options:** Scroll down to select applicable options, including **Credit by Exam** or **Credit for Prior Learning (CPL)**.
-

5. Content

Need Help Finding Course Content?

Whether you are developing a **new course** or submitting a **course modification**, establishing clear, rigorous content stated as a specific body of knowledge is essential under Title 5 standards.

Faculty can use the following strategies and resources to build or revise course content:

1. Publisher Resources & Textbooks

- **Table of Contents Review:** Visit textbook publisher websites to review recent editions and tables of contents for college-level texts, using them to guide the outline of major topics and subtopics.

2. Peer Institutions

Review Courses Outline of Record (CORs) from other California Community Colleges (CCCs) to benchmark scope, depth, and academic rigor. Access [RCCD's Curriculum Committee Resources](#), [Saddleback College Curriculum Page](#). No login required, click **Search**, find course, then select **Reports** on the course listing to view the full COR document.

3. C-ID Descriptors (If Applicable)

- For courses aligned with the Course Identification Numbering System (C-ID), locate and review the [official C-ID Descriptor](#).
- Integrate the required course topics and scope into the outline to ensure proper articulation and transferability.

Formatting Rule: Use **only** the built-in CurriQunet Outlining Tool. Do **not** paste pre-formatted outline text from Microsoft Word, as it will corrupt the layout on the generated COR PDF.

Outline Format the Using CurriQunet Toolbar

CurriQunet default First Level format uses Numbers. Change this **First Level to Upper Alpha** and if needed, **Second Level formatting to Numbers**.

Either type in directly or paste unformatted text, then format using the CurriQunet Format on the Tool bar.

1. First Level: Place cursor in front of text to be formatted > Select Insert/Remove Numbered List from toolbar. Number 1 will need to be changed to Upper Alpha. Now again, place cursor in front of text to be formatted and right click the text > select Numbered List Properties > Select Upper Alpha > OK.
2. If second level is needed: Change an Upper Alpha to a Number: Place cursor in front of text to be formatted > indent on the CurriQunet Format on the Tool bar.

6. Objectives & Entrance Skills

Objectives

- Formulate objectives using higher-level verbs from [Bloom's Taxonomy](#).
- Click **+Add**, select **Objective**, toggle open the entry box, and input text.
- Create a **separate entry** for each individual objective.
- Check the **"Requires Critical Thinking"** box where applicable.

Entrance Skills

- Click **+Add**, select **Entrance Skill**, choose the skill type, and toggle open to enter details.
- Create a **separate entry** for each entrance skill.

7. Student Learning Outcomes (SLOs)

Action Required for All Courses:

Complete mapping is required. Scroll down each Student Learning Outcome (SLO) to select at least one General Education Outcome (GEO) and one Institutional Learning Outcome (ILO).

Outcome Category	Required Entry Steps
Student Learning Outcomes (SLOs)	Discipline-determined outcomes using Bloom's Taxonomy . Click +Add , select Outcome , toggle open, and enter text. Create a separate entry for each outcome.
General Education Outcomes (GEOs)	Select all applicable general education areas. At least one selection is required .
Institutional Learning Outcomes (ILOs)	Select all applicable institutional areas. At least one selection is required .

8. Requisites (Skip Requisite Validation)

- **Requisite Types:** Prerequisites, Corequisites, Departmental Recommendations, or Limitations on Enrollment (e.g., audition or performance tryout).
- **Entry Steps:** Click **+Add**, select **New Requisite Type**, toggle open, and select the Type, Subject, and Course from the dropdown menus.
- Create a **separate entry** for each requisite. Comments are optional.

9. Methods of Evaluation

- Click **+Add**, select **New Evaluation Method**, toggle open, and choose the method from the dropdown list.
- Create a **separate entry** for each evaluation method.
- **Percentages:** Entering percentage weights is optional. If percentages are entered, the total **must equal exactly 100%**.

Adding Course Criteria & Special Conditions

To include specific passing criteria, minimum grade thresholds, or departmental policies (e.g., minimum lab percentages or lecture exam passing scores), select **Other** under *Methods of Evaluation*.

Enter your specific language directly into the **"If you selected 'Other', please provide details"** text box.

10. UDL and DEIAA

- Title 5 UDL and DEIAA components are automatically embedded into all COR layouts. This ensures institutional consistency while guaranteeing that all course outlines are designed to lower learning barriers and support student success.
 - Use the provided text box to detail any additional, discipline-specific UDL and DEIAA learning opportunities designed into the course.
-

11. Course Materials

Select a minimum of three recent textbooks (published within the last 5 years) that reflect college-level rigor. Open Educational Resources (OER) counts toward this three-textbook requirement. (Exceptions apply for classic, historical, or primary discipline texts). To reduce student costs and expand equitable access, faculty are strongly encouraged to include at least one OER option.

Need help finding course materials?

Use the sample prompt with an AI assistant alongside your Course Discipline/Name to efficiently discover commercial textbooks, zero-cost Open Educational Resources (OER), or lower-cost alternatives. Although the Course Outline of Record (COR) only requires a minimum of 3 materials, this prompt intentionally requests extra options so you as the Content Expert can select the best fit or include additional choices in your proposal.

"Act as a community college curriculum specialist. Suggest 3–5 current (published within the last 5 years) commercial textbooks and 3-5 zero-cost OER options for a college-level course in [Insert Course Discipline/Name]. Include author, title, publication year, publisher, and a brief note on how each option supports equity and diverse perspectives."

Entry Steps:

1. Click **+Add** and select the material type (*Textbook, OER, Manual, Software, or Other*).
 2. Toggle open to complete all required fields. Note: Check the PDF report to ensure full year date is displayed correctly, as CurriQunet occasionally drops digits.
 3. For textbooks and OER, complete the field titled **"Show how course materials reflect equity."**
 4. Create a separate entry for each individual resource.
-

12. Typical Outside-of-Class Assignments

- **Hours Per Week:** Enter outside-of-class study hours corresponding to unit values (e.g., a 3-unit lecture course requires **6 hours/week** of outside study).
- **Critical Thinking Verification:** Check the box confirming assignments require college-level difficulty, intensity, and critical thinking.
- **Assignment Categories:** **Reading:** Required. **Writing:** Required. **Other:** Optional.

Assignment Content Requirements:

- **Objective Alignment:** Provide representative assignments that directly align with course learning objectives.
- **Independent Study:** Ensure assignments demonstrate required out-of-class/independent study time.
- **UDL Flexibility:** Incorporate flexible Universal Design for Learning (UDL) options for student submissions where appropriate. Providing at least 3 recommended options is suggested (e.g., written paper, audio recording/podcast, or slide deck presentation).
- **Evaluation Criteria:** Detail clear grading criteria or rubrics for how assignments will be assessed.
- **Estimated Time (Recommended):** Include estimated student completion hours for each assignment.

Need inspiration for the assignments?

Use the sample prompt with an AI assistant alongside your course objectives to generate representative assignments that automatically include UDL submission options and meet all Title 5 requirements! You are the Content Expert, be sure to review and edit the generated assignments where needed before adding them to the COR.

"Act as a community college curriculum expert. Draft two Title 5–compliant, college-level outside-of-class assignments for [Insert Course Discipline/Name]:

1. Reading assignment aligned with the course objective: '[Insert Objective 1]'
2. Writing assignment aligned with the course objective: '[Insert Objective 2]'

Keep the responses extremely compact and concise for direct entry into a Course Outline of Record (COR). Do not use emojis, icon headers, or extra whitespace. For each assignment, include estimated hours, critical thinking requirement, 3 flexible UDL submission options (e.g., written paper, audio/podcast, slide deck), and brief evaluation criteria."

Sample Writing Assignment

- **Objective:** Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions.
- **Estimated Hours:** 4 hours
- **Critical Thinking:** Required (Formulating hypotheses, analyzing quantitative/qualitative dataset, and deriving empirically supported conclusions)
- **Assignment:** Analyze a provided biological anthropology dataset (e.g., anthropometric measurements or fossil crania metrics). Formulate a testable hypothesis, evaluate the data trends, and draft a structured scientific lab report or analytical essay detailing the methodology, results, and evidence-based conclusion.
- **UDL Submission Options:** Standard written lab report, narrated presentation slide deck with data charts, or recorded video presentation with screen-shared data walkthrough.
- **Evaluation Criteria:** Proper application of the scientific method, accurate data interpretation, logical validity of conclusions, and clarity of presentation.

13. Methods of Instruction

- Select applicable instruction types from the checklist. Description field is optional.
 - **Emergency Remote Instruction:** Select this option unless the course is explicitly excluded due to special circumstances (e.g., certain CTE requirements).
-

14. Distance Education (DE)

1. **Enable DE:** Select **Yes** under Distance Education to display required fields.
2. **DE Course Cap:** Enter recommended enrollment (typically **45**; confirm with Department Chair).
3. **Delivery Formats:** Select at least two formats (e.g., *Synchronous/Asynchronous Fully Online [FO]*, *Hybrid - Partially Online [PO]*, *Hybrid with In-Person Assessment [HPA]*, or *HyFlex [HF]*). If selecting only one format, provide a justification in the text box (e.g., *"All labs must be completed in person"*).
4. **RSI and Accessibility:** No manual entry is required—to ensure consistency through all CORs, Federal and Title 5 § 55204 Regular and Substantive Interaction (RSI) standards (specifically requiring interaction to be instructor-initiated, predictable, and scheduled) along with accessibility standards are auto-embedded into the form.

Optional: Select "Other" to explain unique discipline requirements.

15. Originator Final Review & Submission

Note on Administrative Sections: Do **not** complete the *General Education/Transfer*, *Course Articulation*, or *Supporting Documents* sections. These are completed by the Curriculum Chair(s) and Articulation Officer.

Final Steps for Submission

1. **Need Help?** Contact the Curriculum Chair(s) prior to launching if you have questions about any section.
2. **Generate PDF:** Navigate to **Reports → PDF** to review the complete COR for formatting errors and omissions.
3. **Launch Proposal:** Select **Launch** to initiate the formal workflow approval process.
4. **Track Proposal History:** Originators are required to monitor reviewer comments and edits throughout the approval process. Emails and notifications from CurriQunet will be sent to your campus email. Timely responses to technical feedback prevent approval delays.

B.2 CurriQunet Guide – **New Honors Course COR** Proposal

Prerequisite: A base Course Outline of Record (COR) must be officially approved or actively in review before an Honors version can be created. Cloning the base course will automatically populate most fields in your Honors proposal.

Getting Started: Search for the approved or in review base course, click **Clone**, select **New Course - Honors**, and click **Create**.

CurriQunet Form Section Instructions

1. Cover Page

- **Course Discipline, Number, and Title:**
 - **Course Number:** Append **H** to the end of the base course number (e.g., *ECON C20001* → *ECON C2001H*).
 - **Course Titles:** Add "**Honors**" to the end of the course title (e.g., *Principles of Microeconomics Honors*).
- **First Semester Offered:** Select the target Fall or Spring term and year.
- **Recommended Course Enrollment (Cap):** Verify the agreed course cap with your Department Chair prior to entry.
- **Catalog/Schedule Description:** Retain the base course description and append the required statement: *"This is an Honors course."*
- **Honors Section Justification:** Provide a clear rationale for offering an honors section. (Example: *"Provides students with an opportunity to complete upper-division prep or honors general education credit in [Discipline]."*)
- **C-ID Designation:** Select **Yes** or **No**. If **Yes**, enter the official C-ID prefix and number.
- **SBVC Equivalence:** Review the San Bernardino Valley College catalog to check for honors course equivalence. Select the corresponding subject and course if applicable.

2. Content

Incorporate honors specific content topics that reflect greater depth, intensity, and independent inquiry. Examples include:

- *Original research methods and literature reviews in [Discipline].*
- *Effective oral and visual presentation of research projects using appropriate academic media.*

3. Objectives

Add honors specific course objectives utilizing higher-level verbs from [Bloom's Taxonomy](#).

- **Entry Steps:** Click **+Add**, select **Objective**, toggle open the entry box, and input text.
 - **Critical Thinking:** Ensure the **"Requires Critical Thinking"** box is checked for all honors objectives.
-

4. Requisites (Skip Requisite Validation)

- **Prerequisite:** Acceptance into the College Honors Institute must be listed under the Conditions of Enrollment Catalog View.
 - **Entry Steps:** If missing, click **+Add**, select **New Non-Course Requirement**, toggle open the entry box, and input: *"Acceptance into the College Honors Institute."*
-

5. Typical Outside-of-Class Assignments

- **Critical Thinking Verification:** Select the box confirming that assignments require college-level difficulty and intensity.
- **Base Course Content:** Ensure the required Reading and Writing assignments from the base course are carried over; if not, copy and paste them from the base COR.
- **Honors Assignments:** Add at least one representative honors assignment that demonstrates advanced academic rigor, depth, independent research, and critical analysis. Incorporate flexible Universal Design for Learning (UDL) submission methods and transparent evaluation criteria.

Assignment Content Requirements:

- **Objective Alignment:** Provide representative assignments that directly align with course learning objectives.
- **Independent Study:** Ensure assignments demonstrate required out-of-class/independent study time.
- **UDL Flexibility:** Incorporate flexible Universal Design for Learning (UDL) options for student submissions where appropriate. Providing at least 3 recommended options is suggested (e.g., written paper, audio recording/podcast, or slide deck presentation).
- **Evaluation Criteria:** Detail clear grading criteria or rubrics for how assignments will be assessed.
- **Estimated Time (Recommended):** Include estimated student completion hours for each assignment.

Need inspiration for the assignments?

Use the sample prompt with an AI assistant alongside your course objectives to generate a representative Honors assignment that automatically includes UDL submission options and meets all Title 5 requirements! You are the Content Expert, be sure to review and edit the generated assignment where needed before adding them to the COR.

"Act as a community college curriculum expert. Draft an Honors level Title 5–compliant, college-level outside-of-class assignments for [Insert Course Discipline/Name]:

Honors assignment aligned with the course objective: '[Insert Objective]'

Keep the responses extremely compact and concise for direct entry into a Course Outline of Record (COR). Do not use emojis, icon headers, or extra whitespace. For each assignment, include estimated hours, critical thinking requirement, 3 flexible UDL submission options (e.g., written paper, audio/podcast, slide deck), and brief evaluation criteria."

Sample Honors Phrasing:

Assignment: Plate Tectonics & California Earthquake Correlation

- **Type:** Advanced Reading & Comparative Tectonic Analysis
- **Estimated Hours:** 4.0 hours
- **Objective Aligned:** Analyze the correlation between plate tectonic boundaries and the occurrence of earthquakes in California.
- **Description:** Read peer-reviewed geophysical literature alongside USGS fault data on the San Andreas Fault System and Eastern California Shear Zone. Write an analytical research synthesis evaluating how variations in slip rates, fault geometry, and plate boundary dynamics influence spatial earthquake distribution, depth profile, and recurrence intervals across regional California fault segments.
- **Critical Thinking Requirement:** Students must evaluate competing geophysical models, integrate primary literature with real-time seismic data, and critique regional hazard mitigation frameworks rather than summarizing introductory textbook content.
- **UDL Submission Options:**
 - 4–5 page analytical research paper with embedded data visualizations
 - 8–10 minute recorded presentation/podcast analyzing a specific California fault segment
 - Annotated research poster or interactive GIS slide deck mapping fault dynamics to historical seismic data
- **Evaluation Criteria:** Depth of primary literature integration, rigor of seismic data synthesis, critical evaluation of tectonic mechanics, and scholarly citation standards.

6. Honors-Specific Sections

Section	Required Content & Instructions
Critical Thinking Skills	Describe the augmented critical thinking skills the honors students will develop, incorporating Title 5 Lexicon terms. <i>Example format:</i> "As a result of completing this honors course, students will be able to..."
Enhanced Instructional Methodology	Outline (using bullet points) how assignments, evaluation methods, textbooks, and primary source materials are enhanced to support honors-level inquiry and depth.

7. Distance Education (DE)

- **Honors DE Approval:** Consult with the **Honors Coordinator** prior to enabling Distance Education to confirm that the honors course structure is approved for online or hybrid delivery.
-

8. Originator Final Review & Submission

1. **Need Help?** Contact the Curriculum Chair(s) or Honors Coordinator prior to launching if you have questions about honors enhancements.
2. **Generate PDF:** Navigate to **Reports → PDF** to review the complete COR for formatting accuracy.
3. **Launch Proposal:** Select **Launch** to start the formal approval workflow.
4. **Track Proposal History:** Originators are required to monitor reviewer comments and edits throughout the approval process. Emails and notifications from CurriQunet will be sent to your campus email. Timely responses to technical feedback prevent approval delays.

B.3 CurriQunet Guide – Course Modifications, & Six-Year & C-ID Updates and Revisions Proposal

Related Guides: See **B.4** for *Honors Course Modifications* and **B.5** for *DE-Only Addendums*.

Getting Started: Search for the active Course Outline of Record (COR), select **Modify**, choose **Course Modification**, and click **Create**.

Pre-Proposal Checklist: C-ID Alignment

- **Check CHC Catalog:** Look up the current Crafton Hills College catalog to verify if the course has an active C-ID designation. If found, enter the prefix and number in the Cover section.
- **Review Final C-ID Descriptors:** Visit the [C-ID Final Descriptors page](#) to check for recent statewide update requirements. Re-aligning with updated descriptors ensures smoother state transfer approval.

CurriQunet Form Section Instructions

1. Cover Page

- **Course Discipline, Number, and Title:** These fields are locked and can **only** be changed by the Curriculum Chair(s). You may edit the *Short Title* if needed.
- **First Semester Offered:** Select the target Fall or Spring term and year.
- **Recommended Course Enrollment (Cap):** Verify the agreed course cap with your Department Chair prior to entry.
- **Standalone Course:** Check this box if the course is not part of an approved degree or certificate program.
- **Catalog/Schedule Description:** Review and update. Provide a concise overview of the course scope, focus, and student learning goals supporting inclusive, accessible, and multi-modal instruction.
 - *Cross-Listed Courses:* Ensure both disciplines are explicitly noted (e.g., "*This course is offered as COMM 135 and JOUR 135.*").
- **Need for the Course:**
 - Justify why the college offers the course (e.g., program, degree, certificate, or transfer requirements).
 - Verify that all referenced course numbers remain accurate.
 - **Important:** Update all legacy *IGETC* references to **Cal-GETC**.
- **Goals for the Course:** Detail how the course supports the [College Mission](#) through academic excellence, critical thinking, lifelong learning, and career/transfer readiness.

- **Rationale for Course Modifications:** State the explicit reason for the update. *(Examples: "6-Year Revision," "Updating C-ID descriptors," or "Adding prerequisite: [state course]."*
 - **C-ID Designation:** Select **Yes** or **No**. If **Yes**, enter the official C-ID prefix and number.
 - **SBVC Equivalence:** Check the San Bernardino Valley College catalog for course equivalence. Select the corresponding subject and course if applicable.
-

2. Co-Contributors & Cross-Listed Courses

- **Co-Contributors:** Only faculty within the same discipline may be added as co-contributors.
 - **Cross-Listed Courses:** Populated in CurriQunet by the Curriculum Chair(s). *(Ensure cross-listing is explicitly noted in the Catalog Description).*
-

3. Units, Hours & Course Standards

- **Units and Hours:** Review all fields for accuracy and ensure all instructional categories are correctly populated.
 - **Grading Method:** Select **Letter Grade** or **Pass/No Pass**.
 - **Credit Options:** Verify or select applicable options, including **Credit by Exam** or **Credit for Prior Learning (CPL)**.
-

4. Content

A Note for Course Modifications: Updating a course is the ideal time to review existing content. Don't simply leave the previous outline untouched—evaluate whether topics need updating to reflect current academic standards, emerging discipline trends, equity principles, or revised course objectives.

Need Help Finding or Updating Course Content?

Whether you are developing a **new course** or submitting a **course modification**, establishing clear, rigorous content stated as a specific body of knowledge is essential under Title 5 standards.

Faculty can use the following strategies and resources to build or revise course content:

1. Publisher Resources & Textbooks

- **Table of Contents Review:** Visit textbook publisher websites to review recent editions and tables of contents for college-level texts, using them to guide the outline of major topics and subtopics.

2. Peer Institutions

Review Courses Outline of Record (CORs) from other California Community Colleges (CCCs) to benchmark scope, depth, and academic rigor. Access [RCCD's Curriculum Committee](#)

[Resources](#), [Saddleback College Curriculum Page](#). No login required, click **Search**, find course, then select **Reports** on the course listing to view the full COR document.

3. C-ID Descriptors (If Applicable)

- For courses aligned with the Course Identification Numbering System (C-ID), locate and review the [official C-ID Descriptor](#).
- Integrate the required course topics and scope into the outline to ensure proper articulation and transferability.

Formatting Rule: Use **only** the built-in CurriQunet Outlining Tool. Do **not** paste pre-formatted outline text from Microsoft Word, as it will corrupt the layout on the generated COR PDF.

Outline Format the Using CurriQunet Toolbar

CurriQunet default First Level format uses Numbers. Change this **First Level to Upper Alpha** and if needed, **Second Level formatting to Numbers**.

Either type in directly or paste unformatted text, then format using the CurriQunet Format on the Tool bar.

1. First Level: Place curser in front of text to be formatted > Select Insert/Remove Numbered List from toolbar. Number 1 will need to be changed to Upper Alpha. Now again, place curser in front of text to be formatted and right click the text > select Numbered List Properties > Select Upper Alpha > OK.
2. If second level is needed: Change an Upper Alpha to a Number: Place curser in front of text to be formatted > indent on the CurriQunet Format on the Tool bar.

5. Objectives & Entrance Skills

Objectives

- Formulate objectives using higher-level verbs from [Bloom's Taxonomy](#).
- Click **+Add**, select **Objective**, toggle open the entry box, and input text. Create a **separate entry** for each objective.
- Check the **"Requires Critical Thinking"** box where applicable.

Entrance Skills

- Review existing entrance skills for continued accuracy and relevance.
- Click **+Add**, select **Entrance Skill**, choose the skill type, and toggle open to enter details separately.

6. Student Learning Outcomes (SLOs)

Important Check for SLOs, GEOs, and ILOs:

Do not skip this section during a revision! Even if your discipline-specific Student Learning Outcomes (SLOs) remain unchanged, you **must open this section to map at least one General Education Outcome (GEO) and one Institutional Learning Outcome (ILO)** to your course outcomes.

Outcome Category	Required Entry Steps
Student Learning Outcomes (SLOs)	Discipline-determined outcomes using higher-level Bloom's Taxonomy . Click +Add , select Outcome , toggle open, and enter text separately for each outcome.
General Education Outcomes (GEOs)	Select all applicable general education areas. At least one selection is required .
Institutional Learning Outcomes (ILOs)	Select all applicable institutional areas. At least one selection is required .

7. Requisites (Skip Requisite Validation)

- **Verify Course Numbers:** Double-check that referenced requisite courses have not changed numbers or discipline codes since the last COR revision.
 - **Requisite Types:** Prerequisites, Corequisites, Departmental Recommendations, or Limitations on Enrollment.
 - **Entry Steps:** Click **+Add**, select **New Requisite Type**, toggle open, and choose the Type, Subject, and Course from the dropdowns. Create a **separate entry** for each item.
-

8. Methods of Evaluation

- **Legacy Data Warning:** Manually re-enter any valid legacy evaluation data, as older system text does not automatically transfer into the updated outline format.
- **Entry Steps:** Click **+Add**, select **New Evaluation Method**, toggle open, and choose the method from the dropdown menu. Create a **separate entry** for each method.
- **Percentages:** Optional. If percentage weights are entered, the total **must equal exactly 100%**.

Adding Course Criteria & Special Conditions

To include specific passing criteria, minimum grade thresholds, or departmental policies (e.g., minimum lab percentages or lecture exam passing scores), select **Other** under *Methods of Evaluation*.

Enter your specific language directly into the **"If you selected 'Other', please provide details"** text box.

9. UDL and DEIAA

- Title 5 UDL and DEIAA components are automatically embedded into all COR layouts. This ensures institutional consistency while guaranteeing that all course outlines are designed to lower learning barriers and support student success.
 - Use the provided text box to detail any additional, discipline-specific UDL and DEIAA learning opportunities.
-

10. Course Materials

Select a minimum of three recent textbooks (published within the last 5 years) that reflect college-level rigor. Open Educational Resources (OER) counts toward this three-textbook requirement. (Exceptions apply for classic, historical, or primary discipline texts). To reduce student costs and expand equitable access, faculty are strongly encouraged to include at least one OER option.

Need help finding course materials?

Use the sample prompt with an AI assistant alongside your Course Discipline/Name to efficiently discover commercial textbooks, zero-cost Open Educational Resources (OER), or lower-cost alternatives. Although the Course Outline of Record (COR) only requires a minimum of 3 materials, this prompt intentionally requests extra options so you as the Content Expert can select the best fit or include additional choices in your proposal.

"Act as a community college curriculum specialist. Suggest 3–5 current (published within the last 5 years) commercial textbooks and 3-5 zero-cost OER options for a college-level course in [Insert Course Discipline/Name]. Include author, title, publication year, publisher, and a brief note on how each option supports equity and diverse perspectives."

Entry Steps:

1. Click **+Add** and select the material type (*Textbook, OER, Manual, Software, or Other*).
 2. Toggle open to complete all required fields. Note: Check the PDF report to ensure full year date is displayed correctly, as CurriQunet occasionally drops digits.
 3. For textbooks and OER, complete the field titled *"Show how course materials reflect equity."*
 4. Create a **separate entry** for each individual item.
-

11. Typical Outside-of-Class Assignments

- **Hours Per Week:** Enter outside study hours corresponding to lecture units (e.g., a 3-unit lecture course requires **6 hours/week** of outside study).
- **Critical Thinking Verification:** Check the box confirming assignments require college-level difficulty and intensity.
- **Hours Per Week:** Enter outside-of-class study hours corresponding to unit values (e.g., a 3-unit lecture course requires **6 hours/week** of outside study).
- **Assignment Categories:** **Reading:** Required. **Writing:** Required. **Other:** Optional.

Assignment Content Requirements:

- **Objective Alignment:** Provide representative assignments that directly align with course learning objectives.
- **Independent Study:** Ensure assignments demonstrate required out-of-class/independent study time.
- **UDL Flexibility:** Incorporate flexible Universal Design for Learning (UDL) options for student submissions where appropriate. Providing at least 3 recommended options is suggested (e.g., written paper, audio recording/podcast, or slide deck presentation).
- **Evaluation Criteria:** Detail clear grading criteria or rubrics for how assignments will be assessed.
- **Estimated Time (Recommended):** Include estimated student completion hours for each assignment.

Need inspiration for the assignments?

Use the sample prompt with an AI assistant alongside your course objectives to generate representative assignments that automatically include UDL submission options and meet all Title 5 requirements! You are the Content Expert, be sure to review and edit the generated assignments where needed before adding them to the COR.

"Act as a community college curriculum expert. Draft two Title 5–compliant, college-level outside-of-class assignments for [Insert Course Discipline/Name]:

1. Reading assignment aligned with the course objective: '[Insert Objective 1]'
2. Writing assignment aligned with the course objective: '[Insert Objective 2]'

Keep the responses extremely compact and concise for direct entry into a Course Outline of Record (COR). Do not use emojis, icon headers, or extra whitespace. For each assignment, include estimated hours, critical thinking requirement, 3 flexible UDL submission options (e.g., written paper, audio/podcast, slide deck), and brief evaluation criteria."

Sample Reading Assignment

- **Objective:** Prove trigonometric identities.
- **Estimated Hours:** 2 hours
- **Critical Thinking:** Required (Analyzing mathematical structures and strategies for identity verification)
- **Assignment:** Read the textbook section on proving trigonometric identities. Annotate key strategies for simplifying complex expressions, including rewriting in terms of sine and cosine, using Pythagorean identities, and combining rational terms. Work through four textbook sample proofs, writing line-by-line notes explaining the algebraic logic used in each step.
- **UDL Submission Options:** Annotated digital or physical textbook pages, audio or video recording explaining the strategies used in the worked examples, or a written summary sheet listing strategies paired with worked sample steps.
- **Evaluation Criteria:** Accuracy of annotations, clear identification of fundamental identities used, and completeness of notes on sample proofs.

12. Methods of Instruction

- Select applicable instruction types from the checklist. Description field is optional.
 - **Emergency Remote Instruction:** Select this option unless the course is explicitly excluded due to special hands-on CTE requirements.
-

13. Distance Education (DE)

1. **Enable DE:** Select **Yes** under Distance Education to display required fields.
2. **DE Course Cap:** Enter recommended enrollment (typically **45**; confirm with Department Chair).
3. **Delivery Formats:** Select at least two formats (e.g., *Synchronous/Asynchronous Fully Online [FO]*, *Hybrid - Partially Online [PO]*, *Hybrid with In-Person Assessment [HPA]*, or *HyFlex [HF]*). If selecting only one format, provide a justification in the text box (e.g., *"All labs must be completed in person"*).
4. **RSI and Accessibility:** No manual entry is required—to ensure consistency through all CORs, Federal and Title 5 § 55204 Regular and Substantive Interaction (RSI) standards (specifically requiring interaction to be instructor-initiated, predictable, and scheduled) along with accessibility standards are auto-embedded into the form.

Optional: Select "Other" to explain unique discipline requirements.

14. Originator Final Review & Submission

Note on Administrative Sections: Do **not** complete the *General Education/Transfer*, *Course Articulation*, or *Supporting Documents* sections. These are completed by the Curriculum Chair(s) and Articulation Officer.

Final Steps for Submission

1. **Need Help?** Contact the Curriculum Chair(s) prior to launching if you have questions about any section.
2. **Generate PDF:** Navigate to **Reports → PDF** to review the complete COR for formatting errors and omissions.
3. **Launch Proposal:** Select **Launch** to initiate the formal workflow approval process.
4. **Track Proposal History:** Originators are required to monitor reviewer comments and edits throughout the approval process. Emails and notifications from CurriQunet will be sent to your campus email. Timely responses to technical feedback prevent approval delays.

B.4 CurriQunet Guide – **Honors Course Modification** Proposal

Getting Started: Locate the active Honors Course Outline of Record (COR), select **Modify**, choose **Modify Course – Honors**, and click **Create**.

CurriQunet Form Section Instructions

1. Cover Page

- **Base Course Selection:** Select the active base (non-honors) course from the dropdown menu to link the modification properly.
 - **First Semester Offered:** Select the target Fall or Spring term and year.
 - **Recommended Course Enrollment (Cap):** Verify the agreed course cap between the Office of Instruction and the Academic Senate prior to entry.
 - **Catalog/Schedule Description:** Review text and confirm it explicitly includes: *"This is an Honors course"* (or equivalent phrase).
 - **Rationale for Modification:** State the reason for the proposed update (e.g., *"Six-Year Mandatory COR Revision"* or *"Updating C-ID alignment"*).
 - **Honors Section Justification:** Provide a brief rationale for offering an honors section. (Example: *"Provides students with an opportunity to complete upper-division prep or honors general education credit in [Discipline]."*)
 - **C-ID Designation:** Select **Yes** or **No**. If **Yes**, enter the official C-ID prefix and number.
 - **SBVC Equivalence:** Check the San Bernardino Valley College catalog for course equivalence. Select the corresponding subject and course if applicable.
-

2. Content

Incorporate honors-specific content topics that reflect greater academic depth, intensity, and independent inquiry. Examples include:

- *Original research methods and literature reviews in [Discipline].*
 - *Effective oral and visual presentation of research projects using appropriate academic media.*
-

3. Objectives

Add or review honors-specific course objectives utilizing higher-level verbs from [Bloom's Taxonomy](#).

- **Entry Steps:** Click **+Add**, select **Objective**, toggle open the entry box, and input text.

- **Critical Thinking:** Ensure the **"Requires Critical Thinking"** box is checked for all honors objectives.
-

4. Requisites (Skip Requisite Validation)

- **Prerequisite:** Acceptance into the College Honors Institute must be listed under the Conditions of Enrollment Catalog View.
 - **Entry Steps:** If missing, click **+Add**, select **New Non-Course Requirement**, toggle open the entry box, and input: *"Acceptance into the College Honors Institute."*
-

5. Course Materials

- **Verify Base Materials:** Check that required textbooks, zero-cost Open Educational Resources (OER), and primary sources from the base course carried over correctly during the modification process.
-

6. Typical Outside-of-Class Assignments

- **Critical Thinking Verification:** Select the box confirming that assignments require college-level difficulty and intensity.
- **Base Course Content:** Ensure the required Reading and Writing assignments from the base course are carried over; if not, copy and paste them from the base COR.
- **Honors Assignments:** Add representative honors assignments that demonstrate advanced academic rigor, depth, independent research, and critical analysis. Incorporate flexible Universal Design for Learning (UDL) submission methods and transparent evaluation criteria.

Assignment Content Requirements:

- **Objective Alignment:** Provide representative assignments that directly align with course learning objectives.
- **Independent Study:** Ensure assignments demonstrate required out-of-class/independent study time.
- **UDL Flexibility:** Incorporate flexible Universal Design for Learning (UDL) options for student submissions where appropriate. Providing at least 3 recommended options is suggested (e.g., written paper, audio recording/podcast, or slide deck presentation).
- **Evaluation Criteria:** Detail clear grading criteria or rubrics for how assignments will be assessed.
- **Estimated Time (Recommended):** Include estimated student completion hours for each assignment.

Use the sample prompt with an AI assistant alongside your course objectives to generate a representative Honors assignment that automatically includes UDL submission options and

meets all Title 5 requirements! You are the Content Expert, be sure to review and edit the generated assignment where needed before adding them to the COR.

"Act as a community college curriculum expert. Draft an Honors level Title 5–compliant, college-level outside-of-class assignments for [Insert Course Discipline/Name]:

Honors assignment aligned with the course objective: '[Insert Objective]'

Keep the responses extremely compact and concise for direct entry into a Course Outline of Record (COR). Do not use emojis, icon headers, or extra whitespace. For each assignment, include estimated hours, critical thinking requirement, 3 flexible UDL submission options (e.g., written paper, audio/podcast, slide deck), and brief evaluation criteria."

Sample Honors Phrasing:

Assignment: Plate Tectonics & California Earthquake Correlation

- **Type:** Advanced Reading & Comparative Tectonic Analysis
- **Estimated Hours:** 4.0 hours
- **Objective Aligned:** Analyze the correlation between plate tectonic boundaries and the occurrence of earthquakes in California.
- **Description:** Read peer-reviewed geophysical literature alongside USGS fault data on the San Andreas Fault System and Eastern California Shear Zone. Write an analytical research synthesis evaluating how variations in slip rates, fault geometry, and plate boundary dynamics influence spatial earthquake distribution, depth profile, and recurrence intervals across regional California fault segments.
- **Critical Thinking Requirement:** Students must evaluate competing geophysical models, integrate primary literature with real-time seismic data, and critique regional hazard mitigation frameworks rather than summarizing introductory textbook content.
- **UDL Submission Options:**
 - 4–5 page analytical research paper with embedded data visualizations
 - 8–10 minute recorded presentation/podcast analyzing a specific California fault segment
 - Annotated research poster or interactive GIS slide deck mapping fault dynamics to historical seismic data
- **Evaluation Criteria:** Depth of primary literature integration, rigor of seismic data synthesis, critical evaluation of tectonic mechanics, and scholarly citation standards.

7. Honors Specific Sections

Section	Required Content & Instructions
Critical Thinking Skills	Describe the augmented critical thinking skills the honors student will develop, incorporating Title 5 Lexicon terms. <i>Example format:</i> "As a result of completing this honors course, students will be able to..."
Enhanced Instructional Methodology	Outline (using bullet points) how assignments, evaluation methods, textbooks, and primary source materials are enhanced to support honors-level inquiry and depth using Title 5 Lexicon terms.

8. Distance Education (DE)

- **Honors DE Approval:** Consult with the **Honors Coordinator** prior to enabling Distance Education to confirm that the honors course structure is approved for online or hybrid delivery.
-

9. Originator Final Review & Submission

Note on Administrative Sections: Do **not** complete the *General Education/Transfer*, *Course Articulation*, or *Supporting Documents* sections. These are completed by the Curriculum Chair(s) and Articulation Officer.

Final Steps for Submission

1. **Need Help?** Contact the Curriculum Chair(s) prior to launching if you have questions about any section.
2. **Generate PDF:** Navigate to **Reports → PDF** to review the complete COR for formatting errors and omissions.
3. **Launch Proposal:** Select **Launch** to initiate the formal workflow approval process.
4. **Track Proposal History:** Originators are required to monitor reviewer comments and edits throughout the approval process. Emails and notifications from CurriQunet will be sent to your campus email. Timely responses to technical feedback prevent approval delays.

B.5 CurriQunet Guide – **DE Only Addendum** Proposal

Getting Started: Locate the active Course Outline of Record (COR), select **Modify**, choose **DE Addition Only**, and click **Create**.

Important Scope & Timeline Rule

Completing a Distance Education (DE) Addendum **does not change** the rest of the Course Outline of Record (COR) and **does not restart** the mandatory six-year review cycle. If any other section of the course outline requires updates (e.g., *textbooks*, *course description*, *objectives*, or *prerequisites*), a full **Course Modification** proposal (which includes the DE Addendum) must be submitted instead.

CurriQunet Form Section Instructions

1. Cover Page

- **Locked Fields:** All cover page sections are locked and cannot be edited during a DE-only addendum.
 - **Recommended Course Enrollment (Cap):** This is the **only editable field** on the cover page. Verify the agreed DE course cap with your Department Chair prior to entry.
-

2. Distance Education Section

1. **Enable DE:** Select **Yes** under Distance Education to display required fields.
2. **DE Course Cap:** Enter recommended enrollment (typically **45**; confirm with Department Chair).
3. **Delivery Formats:** Select at least two formats (e.g., *Synchronous/Asynchronous Fully Online [FO]*, *Hybrid - Partially Online [PO]*, *Hybrid with In-Person Assessment [HPA]*, or *HyFlex [HF]*). If selecting only one format, provide a justification in the text box (e.g., *"All labs must be completed in person"*).
4. **RSI and Accessibility:** No manual entry is required—to ensure consistency through all CORs, Federal and Title 5 § 55204 Regular and Substantive Interaction (RSI) standards (specifically requiring interaction to be instructor-initiated, predictable, and scheduled) along with accessibility standards are auto-embedded into the form.

Optional: Select "Other" to explain unique discipline requirements.

3. Originator Final Review & Submission

Note on Administrative Sections: Do **not** complete the *General Education/Transfer*, *Course Articulation*, or *Supporting Documents* sections. These are completed by the Curriculum Chair(s) and Articulation Officer.

Final Steps for Submission

1. **Need Help?** Contact the Curriculum Chair(s) prior to launching if you have questions about any section.
2. **Generate PDF:** Navigate to **Reports → PDF** to review the complete COR for formatting errors and omissions.
3. **Launch Proposal:** Select **Launch** to initiate the formal workflow approval process.
4. **Track Proposal History:** Originators are required to monitor reviewer comments and edits throughout the approval process. Emails and notifications from CurriQunet will be sent to your campus email. Timely responses to technical feedback prevent approval delays.

B.6 CurriQunet Guide – New Program Proposal

Getting Started: Log into CurriQunet, click **Create New Proposal**, select **Program**, and click **Create**.

Program Narrative Overview

The **Program Narrative** forms the central justification for state approval. It includes the catalog description, program goals and objectives, institutional alignment, labor market data or transfer information (when applicable), and Program Learning Outcomes (PLOs).

CurriQunet Form Section Instructions

1. Basic Program Information

- **Program Information:** Complete all required fields.
 - **Career and Academic Pathways:** Select between **1 and 3** applicable pathways from the checklist.
 - **Program Goal/Purpose:** Select one primary goal: **Transfer**, **CTE**, or **Local**.
 - **Proposal Information:** Complete all required fields.
-

2. Feasibility

- **Relation to [College Mission](#):** Describe how the program aligns with and supports the mission and goals of the college.
 - **Place in Curriculum:** Explain where this program fits within existing department offerings and similar programs on campus.
 - **Similar Programs in Service Area:** List any identical or similar programs offered at neighboring colleges within the service area (if applicable).
-

3. Description

- **Catalog Description:** Provide a concise overview of the program's focus, scope, target audience, and the core career or transfer pathways students will be prepared for upon completion.
 - **Program Goals and Objectives:** Define specific educational milestones, workforce competencies, or lower-division transfer requirements the program is designed to fulfill.
-

4. Program Requirements

- **Course or Non-Course Requirements:** Select all core and elective courses that support the Program Learning Outcomes (PLOs).
- **Grouping Courses:** Use the grouping tool to construct structured requirements (e.g., specifying "AND", "OR", or "Required Units"). Select a course, then follow the system prompt to assign it to a group.

5. Program Learning Outcomes (PLOs)

Outcome Category	Required Entry Steps
Student Learning Outcomes (SLOs / PLOs)	Program-level outcomes derived from or aligned with required course outcomes. Click +Add , select Outcome , toggle open, and enter text. Create a separate entry for each outcome.
General Education Outcomes (GEOs)	Select all applicable general education areas. At least one selection is required .
Institutional Learning Outcomes (ILOs)	Select all applicable institutional areas. At least one selection is required .

6. Noncredit Documentation

- **Noncredit Selection:** Check this box if the award is noncredit.
- **CDCP Eligibility:** If applicable, select the appropriate Career Development and College Preparation (CDCP) eligibility category.

7. Proposed Sequence (Mandatory Action Before Launching)

Required Step Before Launching:

Email your **Proposed Course Sequence** directly to the **Curriculum Chair(s)**. In CurriQunet, only the Curriculum Chair can input the sequence into the system. Launching without emailing the sequence will delay approval.

8. CTE Courses & Documentation

- **CTE Requirements:** If the program is Career Technical Education, complete the **CTE Documentation** section and upload all required attachments (e.g., Labor Market Information [LMI] data and regional advisory committee minutes).
-

9. Originator Final Review & Submission

Note on Administrative Sections: Do **not** complete administrative or articulation review sections. These are completed by the Curriculum Chair(s) and Articulation Officer.

Final Steps for Submission

1. **Need Help?** Contact the Curriculum Chair(s) prior to launching if you have questions about any section.
2. **Generate PDF:** Navigate to **Reports → PDF** to review the complete proposal for formatting errors and missing details.
3. **Launch Proposal:** Select **Launch** to initiate the formal workflow approval process.
4. **Track Proposal History:** Originators are required to monitor reviewer comments and edits throughout the approval process. Emails and notifications from CurriQunet will be sent to your campus email. Timely responses to technical feedback prevent approval delays.

B.7 CurriQunet Guide – Program Modification Proposal

Getting Started: Locate the active program, select **Modify**, choose **Program Modification**, and click **Create**.

Program Narrative Overview

The **Program Narrative** consists of the central rationale for modifying the program, including updates to the catalog description, program goals, institutional mission alignment, course requirements, and Program Learning Outcomes (PLOs).

CurriQunet Form Section Instructions

1. Basic Program Information

- **Program Information:** Review existing information for accuracy and make any necessary updates.
 - **Career and Academic Pathways:** Verify that **1 to 3** applicable pathways are selected from the checklist.
 - **Program Goal/Purpose:** Select one primary goal: **Transfer**, **CTE**, or **Local**.
 - **Proposal Information:**
 - Indicate the percentage of the program approved for **Distance Education** delivery.
 - Complete the **Rationale for Program Modification** (e.g., "*Updating course requirements to align with lower-division transfer pattern changes*").
 - Complete **Transfer Preparation Information** if applicable.
-

2. Co-Contributors

- **Co-Contributors:** Only faculty within the same discipline may be added as co-contributors to the proposal.
-

3. Feasibility

- **Relation to [College Mission](#):** Review and update how the program supports the college mission and strategic goals.
- **Place in Curriculum:** Describe where this program fits within department offerings and similar programs on campus.
- **Similar Programs in Service Area:** Update the list of similar programs offered at neighboring colleges within the service area (if applicable).

4. Description

- **Catalog Description:** Provide a concise overview of the program's purpose, target audience, and core career or transfer pathways.
 - **Program Goals and Objectives:** Define specific educational milestones, workforce competencies, or transfer requirements the program fulfills.
-

5. Program Requirements

- **Selecting Courses:** Choose the required and elective courses that support the program.
 - **SLO Mapping Rule:** You **must select "Include in SLO map"** for each course to ensure its outcomes populate in the Program Learning Outcomes section.
 - **Grouping Courses:** Use the grouping tool to construct structured requirements (e.g., specifying *"AND"*, *"OR"*, or *"Required Units"*). Select a course, then follow the system prompt to assign it to a group.
-

6. Program Learning Outcomes (PLOs)

Outcome Category	Required Entry Steps
Student Learning Outcomes (SLOs / PLOs)	Click +Add , select Outcome , and toggle open the fields. Select an outcome from the course dropdown that meets this PLO, copy and paste it into the Outcome Text box, and save. Create a separate entry for each PLO.
General Education Outcomes (GEOs)	Check all applicable areas under <i>"This program aligns to the following General Education Outcomes."</i> At least one selection is required .
Institutional Learning Outcomes (ILOs)	Check all applicable areas under <i>"This program aligns to the following Institutional Outcomes."</i> At least one selection is required .

7. Noncredit Documentation

- **Noncredit Selection:** Select if this award is noncredit.
 - **CDCP Eligibility:** If applicable, select the appropriate Career Development and College Preparation (CDCP) eligibility category.
-

8. Proposed Sequence (Mandatory Action Before Launching)

Required Step Before Launching:

Email your updated **Proposed Course Sequence** directly to the **Curriculum Chair(s)**. In CurriQunet, only the Curriculum Chair can input or modify the course sequence in the system. Launching without emailing the sequence will delay approval.

9. CTE Courses & Documentation

- **CTE Requirements:** If this is a Career Technical Education program, update the **CTE Documentation** section and upload current attachments (e.g., updated Labor Market Information [LMI] data and regional advisory committee minutes).
-

10. Originator Final Review & Submission

Note on Administrative Sections: Do **not** complete administrative or articulation review sections. These are completed by the Curriculum Chair(s) and Articulation Officer.

Final Steps for Submission

1. **Need Help?** Contact the Curriculum Chair(s) prior to launching if you have questions about any section.
2. **Generate PDF:** Navigate to **Reports → PDF** to review the complete proposal for formatting errors and missing details.
3. **Launch Proposal:** Select **Launch** to initiate the formal workflow approval process.
4. **Track Proposal History:** Originators are required to monitor reviewer comments and edits throughout the approval process. Emails and notifications from CurriQunet will be sent to your campus email. Timely responses to technical feedback prevent approval delays.

B.8 CurriQunet Guide – Common Course Numbering (CCN) Course Modification

Getting Started: Search for the active Course Outline of Record (COR), select **Modify**, choose **Course Modification**, and click **Create**.

Mandated CCN Template Compliance

⚠ Critical Requirement:

Refer directly to the official **Common Course Numbering (CCN) Systemwide Templates**. Fields labeled **Required** or **Identical** must be entered **EXACTLY as written** on the state template. Optional areas permitted by the template should be organized into clearly labeled parts (*e.g., Part 1, Part 2*).

CurriQunet Form Section Instructions

1. Cover Page

- **Course Discipline, Number, and Title:** These fields are locked and can **only** be changed by the Curriculum Chair(s) to match the state CCN descriptor. Contact the Curriculum Chair(s) if these need adjustment.
- **Short Title:** Enter an abbreviated title (*e.g., Organic Chemistry → OCHEM*).
- **First Semester Offered:** Select the target Fall or Spring term and year.
- **Recommended Course Enrollment (Cap):** Verify the agreed course cap with your Department Chair prior to entry. Do not alter caps without department approval.
- **Standalone Course:** Check this box if the course is not part of an approved degree or certificate program.
- **Catalog/Schedule Description:** Check CCN template—follow exactly.
- **Need for the Course:**
 - Justify why the college offers the course (*e.g., degree, certificate, or transfer requirements using Title 5 Lexicon terms*).
 - Verify all referenced course numbers are accurate and updated.
 - **Important:** Update all legacy *IGETC* references to **Cal-GETC**.
- **Goals for the Course:** Detail how the course supports the [College Mission](#) by promoting academic excellence, critical thinking, lifelong learning, and transfer/career readiness.
- **Rationale for Course Modification:** State: "*Common Course Numbering (CCN) alignment update.*"
- **SBVC Equivalence:** Check the San Bernardino Valley College catalog to confirm course equivalence.

2. Co-Contributors & Cross-Listed Courses

- **Co-Contributors:** Only faculty within the same discipline may be added as co-contributors.
 - **Cross-Listed Courses:** Populated in CurriQunet by the Curriculum Chair(s). (*Ensure cross-listing is explicitly noted in the Catalog Description*).
-

3. Units, Hours & Course Standards

- **Units and Hours:** Check CCN template—follow exactly.
 - **Grading Method:** Select **Letter Grade** or **Pass/No Pass**.
 - **Credit Options:** Verify or select applicable options, including **Credit by Exam** or **Credit for Prior Learning (CPL)**.
-

4. Content

- **CCN Compliance:** Check CCN template—follow exactly.
- **Formatting Rule:** Use **only** the built-in CurriQunet Outlining Tool. Do **not** paste pre-formatted outline text from Microsoft Word, as it will corrupt the layout on the generated COR PDF.

Outline Format the Using CurriQunet Toolbar

CurriQunet default First Level format uses Numbers. Change this **First Level to Upper Alpha** and if needed, **Second Level formatting to Numbers**.

Either type in directly or paste unformatted text, then format using the CurriQunet Format on the Tool bar.

1. First Level: Place cursor in front of text to be formatted > Select Insert/Remove Numbered List from toolbar. Number 1 will need to be changed to Upper Alpha. Now again, place cursor in front of text to be formatted and right click the text > select Numbered List Properties > Select Upper Alpha > OK.
 2. If second level is needed: Change an Upper Alpha to a Number: Place cursor in front of text to be formatted > indent on the CurriQunet Format on the Tool bar.
-

5. Objectives & Entrance Skills

Objectives

- **CCN Compliance:** Check CCN template—follow exactly. Use higher-level verbs from [Bloom's Taxonomy](#).
- Click **+Add**, select **Objective**, toggle open the entry box, and input text. Create a **separate entry** for each objective.

- Check the **"Requires Critical Thinking"** box where applicable.

Entrance Skills

- Review existing entrance skills for continued accuracy and relevance.
- Click **+Add**, select **Entrance Skill**, choose the skill type, and toggle open to enter details separately.

6. Student Learning Outcomes (SLOs)

Important Check for SLOs, GEOs, and ILOs:

Do not skip this section during a revision! Even if your discipline-specific Student Learning Outcomes (SLOs) remain unchanged, you **must open this section to map at least one General Education Outcome (GEO) and one Institutional Learning Outcome (ILO)** to your course outcomes.

Outcome Category	Required Entry Steps
Student Learning Outcomes (SLOs)	Discipline-determined outcomes using higher-level Bloom's Taxonomy . Click +Add , select Outcome , toggle open, and enter text separately for each outcome.
General Education Outcomes (GEOs)	Select all applicable general education areas. At least one selection is required .
Institutional Learning Outcomes (ILOs)	Select all applicable institutional areas. At least one selection is required .

7. Requisites (Skip Requisite Validation)

- **Verify Course Numbers:** Double-check that referenced requisite courses have not changed numbers or discipline codes since the last COR revision.
- **CCN Compliance: Check CCN template—follow exactly.**
- **Honors Prerequisite Rule:** If modifying an Honors course, add the prerequisite requirement:
 - Click **+Add** → **New Non-Course Requirement** → toggle open → enter: *"Prerequisite: Acceptance into the College Honors Institute."*

8. Methods of Evaluation

- **CCN Compliance: Check CCN template—follow exactly.**

- **Legacy Data Warning:** Manually re-enter any valid legacy evaluation data, as older system text does not automatically transfer into the updated outline format.
- **Entry Steps:** Click **+Add**, select **New Evaluation Method**, toggle open, and choose the method from the dropdown menu. Create a **separate entry** for each method.
- **Percentages:** Optional. If percentage weights are entered, the total **must equal exactly 100%**.

Adding Course Criteria & Special Conditions

To include specific passing criteria, minimum grade thresholds, or departmental policies (e.g., minimum lab percentages or lecture exam passing scores), select **Other** under *Methods of Evaluation*.

Enter your specific language directly into the **"If you selected 'Other', please provide details"** text box.

9. UDL and DEIAA

- Title 5 UDL and DEIAA components are automatically embedded into all COR layouts. This ensures institutional consistency while guaranteeing that all course outlines are designed to lower learning barriers and support student success.
- Use the provided text box to detail any additional, discipline-specific UDL and DEIAA learning opportunities.

10. Course Materials

- **CCN Compliance: Check CCN template—follow exactly and list all required materials.** You must include any texts listed in the CCN template, find the most recent editions. You may add other textbooks after the required Identical Texts.
- **List ALL texts and Materials.**
- To lower student costs and enhance access, faculty are strongly encouraged to include at least one **Open Educational Resource (OER)**.

Need help finding course materials?

Use the sample prompt with an AI assistant alongside your Course Discipline/Name to efficiently discover commercial textbooks, zero-cost Open Educational Resources (OER), or lower-cost alternatives. Although the Course Outline of Record (COR) only requires a minimum of 3 materials, this prompt intentionally requests extra options so you as the Content Expert can select the best fit or include additional choices in your proposal.

Sample AI Prompt:

"Act as a community college curriculum specialist. Suggest 3–5 current (published within the last 5 years) commercial textbooks and 3-5 zero-cost OER options for a college-level course in [Insert Course Name/Discipline]. Include author, title, publication year, publisher, and a brief note on how each option supports equity and diverse perspectives."

Entry Steps:

1. Click **+Add** and select the material type (*Textbook, OER, Manual, Software, or Other*).
 2. Toggle open to complete all required fields. Note: Check the PDF report to ensure full year date is displayed correctly, as CurriQunet occasionally drops digits.
 3. For textbooks and OER, complete the field titled *"Show how course materials reflect equity."*
 4. Create a **separate entry** for each individual item.
-

11. Typical Outside-of-Class Assignments

- **Hours Per Week:** Enter outside study hours corresponding to lecture units (e.g., a 3-unit lecture course requires **6 hours/week** of outside study).
- **Critical Thinking Verification:** Check the box confirming assignments require college-level difficulty and intensity.
- **Assignment Categories:** **Reading:** Required. **Writing:** Required. **Other:** Optional.

Assignment Content Requirements:

- **Objective Alignment:** Provide representative assignments that directly align with course learning objectives.
- **Independent Study:** Ensure assignments demonstrate required out-of-class/independent study time.
- **UDL Flexibility:** Incorporate flexible Universal Design for Learning (UDL) options for student submissions where appropriate. Providing at least 3 recommended options is suggested (e.g., written paper, audio recording/podcast, or slide deck presentation).
- **Evaluation Criteria:** Detail clear grading criteria or rubrics for how assignments will be assessed.
- **Estimated Time (Recommended):** Include estimated student completion hours for each assignment.

Need inspiration for the assignments?

Use the sample prompt with an AI assistant alongside your course objectives to generate representative assignments that automatically include UDL submission options and meet all Title 5 requirements! You are the Content Expert, be sure to review and edit the generated assignments where needed before adding them to the COR.

"Act as a community college curriculum expert. Draft two Title 5–compliant, college-level outside-of-class assignments for [Insert Course Discipline/Name]:

1. Reading assignment aligned with the course objective: '[Insert Objective 1]'
2. Writing assignment aligned with the course objective: '[Insert Objective 2]'

Keep the responses extremely compact and concise for direct entry into a Course Outline of Record (COR). Do not use emojis, icon headers, or extra whitespace. For each assignment, include estimated hours, critical thinking requirement, 3 flexible

UDL submission options (e.g., written paper, audio/podcast, slide deck), and brief evaluation criteria."

Sample Writing Assignment

- **Objective:** Analyze the ways that communication can create, develop and shape perceptions of personal and social identities including variables such as but not limited to culture, gender, ethnicity, race, age, and orientation.
 - **Estimated Hours:** 4 hours
 - **Critical Thinking:** Required (Analyzing identity formation theories and deconstructing sociocultural communication variables)
 - **Assignment:** Write a self-reflective analytical essay examining how interpersonal communication and cultural/social variables (e.g., gender, ethnicity, race, age, orientation) have shaped your personal identity and perceptions of others. Integrate at least two communication theories discussed in class to support your analysis.
 - **UDL Submission Options:** Standard written reflective essay, narrated slide presentation detailing identity development milestones, or structured audio/podcast discussion analyzing personal/social identity variables.
 - **Evaluation Criteria:** Accurate application of communication concepts/theories, depth of critical self-reflection regarding social variables, and clarity of logical presentation.
-

12. Methods of Instruction

- Select applicable instruction types from the checklist. Description field is optional.
 - **Emergency Remote Instruction:** Select this option unless the course is explicitly excluded due to special hands-on CTE requirements.
-

13. Distance Education (DE)

1. **Enable DE:** Select **Yes** under Distance Education to display required fields.
2. **DE Course Cap:** Enter recommended enrollment (typically **45**; confirm with Department Chair).
3. **Delivery Formats:** Select at least two formats (e.g., *Synchronous/Asynchronous Fully Online [FO]*, *Hybrid - Partially Online [PO]*, *Hybrid with In-Person Assessment [HPA]*, or *HyFlex [HF]*). If selecting only one format, provide a justification in the text box (e.g., *"All labs must be completed in person"*).
4. **RSI and Accessibility:** No manual entry is required—to ensure consistency through all CORs, Federal and Title 5 § 55204 Regular and Substantive Interaction (RSI) standards (specifically requiring interaction to be instructor-initiated, predictable, and scheduled) along with accessibility standards are auto-embedded into the form.

Optional: Select "Other" to explain unique discipline requirements.

14. Originator Final Review & Submission

Note on Administrative Sections: Do **not** complete the *General Education/Transfer*, *Course Articulation*, or *Supporting Documents* sections. These are completed by the Curriculum Chair(s) and Articulation Officer.

Final Steps for Submission

1. **Need Help?** Contact the Curriculum Chair(s) prior to launching if you have questions about any section.
2. **Generate PDF:** Navigate to **Reports → PDF** to review the complete COR for formatting errors, CCN omissions, and missing legacy text.
3. **Launch Proposal:** Select **Launch** to initiate the formal workflow approval process.
4. **Track Proposal History:** Originators are required to monitor reviewer comments and edits throughout the approval process. Emails and notifications from CurriQunet will be sent to your campus email. Timely responses to technical feedback prevent approval delays.

C.1. Completing COR Sections in CurriQunet (Definitions, Standards & Examples)

These guidelines help faculty draft clear, compliant Course Outlines of Record (CORs) that satisfy California Code of Regulations (Title 5) and the **Program and Course Approval Handbook (PCAH, 2026 edition)**. Curriculum proposals intentionally integrate Universal Design for Learning (UDL) and Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) principles to build inclusive, equitable learning experiences.

a. Course Title & Naming Standards

Course titles must be informative, concise, and specific to clearly convey scope to students, articulation officers, and university evaluators.

- **Compliance & Articulation:** Must accurately reflect the course scope/level (Title 5 § 55002; PCAH) and align with statewide C-ID descriptors where applicable.
- **UDL & DEIAA:** Use accessible, plain language that first-generation students can understand, avoiding unnecessary jargon, acronyms, or coded text.

b. Catalog & Schedule Description (with Sample Phrasing)

The official public summary of the course for the catalog, schedule, and transfer articulation agreements.

- **Regulatory Mandates (Title 5 § 55002; PCAH):** Must summarize course purpose, major topics, and primary body of knowledge; list prerequisites/corequisites (Title 5 § 55003); identify target audiences/pathways; and note cross-listings.
- **UDL & DEIAA:** Frame descriptions using welcoming, plain language focused on student learning without cultural bias or deficit-oriented phrasing.

Example Phrasing 1 (Multidisciplinary / Ethnic Studies):

ETHS 105 – Asian American Studies: A multidisciplinary examination of Asian American experiences, history, culture, social movements, and contemporary socio-political issues. Builds critical thinking regarding race, community, and intersectional identity.

Example Phrasing 2 (General Education / Introductory Science):

CHEM 123 – Chemistry for Everyone: A beginner-friendly course for non-science majors exploring real-world applications of chemistry in daily life. Topics include the scientific method, atomic structure, periodic table, bonding, solutions, acids/bases, and organic compounds.

c. Need for the Course (with Sample Phrasing)

Justifies adding or maintaining the course within the college's curriculum inventory.

- **General Education & Transfer Alignment:** Must state how the course satisfies local Associate degree requirements, lower-division major preparation, or Cal-GETC general education standards (PCAH).
- **Equity & Access:** Describe how the course expands access, addresses enrollment gaps or disproportionate impact, and supports completion using UDL principles.

Example Phrasing 1 (Transfer GE):

Fulfills core requirements for the AA-T in Anthropology and satisfies Cal-GETC General Education standards in Social and Behavioral Sciences. Transfers to both CSU and UC systems.

Example Phrasing 2 (Demographic & Area Studies Need):

Responds to student demand by offering lower-division major preparation and humanities GE credit in Chicano/Latino literature. Designed with multi-modal resources to foster equitable access and transfer success.

d. Goals for the Course with Sample Phrasing

Explains how the course aligns with institutional mission, educational master plans, and broader student equity initiatives (Title 5 § 55001; PCAH).

Example Phrasing 1 (STEM / Quantitative Reasoning Goal):

Prepares students for transfer by delivering rigorous algebraic foundations aligned with CSU/UC expectations, utilizing multi-modal instruction to build prerequisite competencies for calculus and STEM pathways.

Example Phrasing 2 (Social Science / Degree Goal):

Supports the college mission by fulfilling social science GE requirements and applying to AA and AA-T degrees in Sociology, preparing students for upper-division study through critical analysis of societal structures.

C.2. Student Learning Outcomes (SLOs) & Course Objectives

To satisfy Title 5 § 55002 and ACCJC accreditation standards, objectives and SLOs must reflect college-level academic intensity and use measurable [Bloom's Taxonomy](#) action verbs (e.g., *analyze, evaluate, synthesize*) rather than passive terms like *understand* or *know*.

a. Course Objectives (The "How Content is Achieved")

Specific, measurable milestones and discrete skills students master during instruction.

- **Rigor & Alignment:** Must mandate independent critical thinking and directly align with course content, assignments, and evaluation methods.
- **Manageable Scope:** Include a sufficient number of objectives to cover the major body of knowledge without being overwhelming.

b. Student Learning Outcomes / SLOs (*The "Evidence of Mastery"*) with Sample Phrasing

Overarching, assessable goals demonstrating comprehensive mastery by the end of the term.

- **SLO Guidelines:** Keep outcomes manageable (typically **3–5 for lecture** and **2–4 for laboratory**).
- **UDL & DEIAA:** Draft outcomes that allow multiple valid methods for students to demonstrate learning.

SLO Example Phrasing 1 (Analysis):

Analyze basic experimental data to identify patterns and draw evidence-based conclusions.

SLO Example Phrasing 2 (Evaluation):

Evaluate political arguments or public policies using foundational theoretical and empirical criteria.

Bloom's Taxonomy: Action Verbs for Objectives and SLOs

Use this matrix to select measurable action verbs aligned with appropriate cognitive levels and representative assessment types:

Bloom's Level	Action Verbs	Suggested Assessment Types
Remember / Knowledge	Define, Identify, Classify, Label, List	Quizzes, short answers, labeling diagrams, flashcard assessments
Understand / Comprehension	Describe, Explain, Summarize, Compare, Contrast	Short answer essays, concept maps, structured discussion posts
Apply / Application	Apply, Solve, Demonstrate, Execute, Implement	Problem sets, lab experiments, case studies, simulations
Analyze / Analysis	Analyze, Distinguish, Examine, Interpret, Differentiate	Data analysis reports, comparative essays, research critiques
Evaluate / Evaluation	Evaluate, Critique, Assess, Justify, Validate	Peer reviews, position papers, policy evaluations, presentations
Create / Synthesis	Construct, Design, Compose, Formulate, Develop	Research proposals, creative portfolios, design projects
Skills / Hands-On	Measure, Prepare, Operate, Calibrate, Execute	Practical lab exams, skill demonstrations, field work
Communication / Collaboration	Present, Report, Document, Defend	Oral presentations, technical documentation, group research projects

C.3. Instructional Design & Pedagogy Frameworks

California Title 5 mandates that course outlines incorporate two complementary frameworks to ensure accessible and equitable learning: Universal Design for Learning (UDL) and Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA).

- Universal Design for Learning (UDL): Focuses on access and flexibility by proactively removing cognitive and physical barriers upfront.
- DEIAA: Focuses on representation and culture by integrating anti-racist principles, asset-based language, and diverse perspectives.

Core Framework Pillars

Universal Design for Learning (UDL)

- Representation (The "What"): Present content through varied formats (e.g., text, audio, video, accessible digital media).
- Action & Expression (The "How"): Provide flexible options for demonstrating mastery (e.g., papers, podcasts, presentations, or projects).
- Engagement (The "Why"): Build motivation using real-world relevance, student choice, and adjustable challenge levels.

DEIAA Integration (Title 5 § 55001/55002)

- Cultural Responsiveness & Representation: Highlight contributions from historically minoritized groups and diverse scholars.
- Systemic Equity & Bias Mitigation: Eliminate deficit-focused language and systemic bias across all course materials and methods.

UDL & DEIAA Quick-Check Across the COR

COR Section	Strategy & Implementation
Catalog Description	Use welcoming, asset-based language highlighting student capability and real-world relevance.
Course Content Outline	Intentionally integrate non-Western viewpoints, diverse scholars, and multi-cultural perspectives.
Methods of Instruction	Utilize active inquiry, collaborative peer learning, and trauma-informed, culturally responsive practices.
Methods of Evaluation	Offer flexible assessment options with transparent rubrics and low-stakes formative feedback.
Instructional Materials	Prioritize Open Educational Resources (OER) and zero-cost options, ensuring full Section 508 accessibility.

Methods of Instruction

In CurriQunet, you establish your course's pedagogical approach by selecting instruction types from the system checklist (e.g., Lecture, Lab, Class Discussions, Collaborative Group Work, Distributed Education).

- Keep It Broad: Select methods broadly to preserve individual faculty academic freedom and accommodate diverse teaching styles.
- Optional Descriptions: Adding brief notes (e.g., "Guided small-group case study analysis") is optional but strongly recommended to highlight Universal Design for Learning (UDL), DEIAA, and active learning strategies in your outline.

Distance Education Modalities & COR Requirements

Instructors must initiate predictable, scheduled Regular and Substantive Interaction (RSI) across all online components (e.g., LMS activities, discussions, announcements, feedback, or live sessions).

- Online Synchronous (FO): Live class meetings via web conferencing on a set schedule. Scheduled online hours must match COR contact hours, with RSI embedded directly into live sessions.
- Online Asynchronous (FO): No required live meetings; coursework and assessments are completed via the LMS by syllabus deadlines. Course design must explicitly outline how predictable, scheduled RSI occurs without live lectures.
- Hybrid (PO): Combines scheduled on-campus, in-person instruction with online coursework (synchronous or asynchronous).
- Hybrid with In-Person Proctored Assessments (HPA): Online instruction paired with required in-person proctored exams or assessments.
- HyFlex (HF): Students choose session-by-session to attend in person, live online, or asynchronously online. All delivery options must support every learning objective with equivalent rigor, RSI, and accessibility.

Distance Education (DE) & Regular and Substantive Interaction (RSI)

Under Title 5 § 55204 and federal guidelines, any course approved for distance education must incorporate Regular and Substantive Interaction (RSI). Distance education courses cannot be self-paced correspondence courses; interaction must be instructor-initiated, predictable, regular, and substantive (academic in nature) throughout the term.

- Accreditation Note: RSI compliance directly impacts student retention and is systematically evaluated during peer faculty evaluations and ACCJC accreditation reviews.

C.4. Evaluation Methods & Academic Rigor

Methods of evaluation show state regulators and transfer institutions how students master course objectives and Student Learning Outcomes (SLOs). In CurriQunet, treat this section as a representative sample of active assessments.

Equity & Assessment Variety

Title 5 encourages moving beyond high-stakes exams. Incorporate diverse assessment types—such as project-based learning, e-portfolios, reflective journals, or performance tasks—to offer multiple ways for students to demonstrate mastery.

Title 5 Standards for Academic Rigor (§ 55002)

Rigor ensures credits reflect genuine intellectual growth, critical analysis, and college-level effort.

- Active, Critical Thinking: Objectives and assignments must emphasize analysis, evaluation, and synthesis over rote memorization.
- Credit Hour Standard (Title 5 § 55002.5): Based on 54 total student learning hours per unit (contact hours plus outside work). Each unit of lecture requires 1 hour of instruction and 2 hours of independent study per week over a standard 18-week term.
- Meaningful Evaluation: Grades must reflect subject mastery measured through objective criteria, essays, or skill demonstrations.
- Clear Entry Preparation: Document prerequisites or corequisites (Title 5 § 55003) whenever prior knowledge is essential for success.

Degree vs. Non-Degree: Degree-applicable courses meet full university-parallel standards. Non-degree courses maintain high expectations while building foundational skills.

Integrating Rigor Across the COR

COR Section	Demonstration of Academic Intensity (PCAH)
Objectives & SLOs	Use higher-order Bloom's verbs (<i>Analyze, Evaluate, Synthesize, Critique</i>).
Course Content	Cover topics with appropriate college-level depth and breadth.
Assignments	Requires substantial independent effort and critical application.
Materials	Utilize college-level textbooks, primary sources, or peer-reviewed media.

C.5. Course Materials & Textbook Selection

- Texts and course materials must be provided in accessible formats and use inclusive, UDL and DEIAA aligned language where appropriate.
- Instructional materials should be recent (within five years) and aligned with the course's required rigor, difficulty, and intensity, unless disciplinary standards justify classic or legacy works.
- **Equity Requirement:** For *both* Textbooks and OER sections, check "**Show how course materials reflect equity**" and provide a brief statement explaining how the material supports representation and inclusive perspectives.

Important Standards & Guidelines:

- **COR Requirement:** A minimum of **3 textbooks** is required for the COR (though more may be included).
- **OER Inclusion:** We **highly recommend including at least 1 OER text**. An OER text counts toward your required total of 3.
- **Selection Flexibility:** The AI prompt is configured to generate 3 to 5 options for both commercial and OER texts, so you as the Content Expert have a pool of choices to select from for your COR.

C.6. Special Technical Instructions in CurriQunet

Groups

Used in Program Requirements to insert “AND,” “OR,” or “Require” between courses or other requirements.

1. Select **+ADD** to add courses.
2. To insert “AND,” “OR,” or “Require,” select **+ADD Group**.
3. The Group must be placed above the courses it applies to. To rearrange courses or a Group, hover over the series of dots on the left until the hand icon appears, then drag to reorder.
4. To activate the “AND,” “OR,” or “Require” designation, drag the applicable course slightly (about one inch) to the right to indent it. Repeat for each course included in the Group.
5. When completed correctly, “AND,” “OR,” or “Require” will appear in red between the courses.

Deactivating a Course or Program

This administrative deactivation does not preclude future offerings; the Course or Program may be formally reactivated later if student or regional demand warrants its return.

Navigation: Curriculum > Course (or Program) > Select your Course (or Program) > Deactivate > Create

Course Deactivation (including Honors):

1. **Check Impact:** Go to Reports > Impact. Review the impact and confirm you want to proceed.
2. Enter a **Rationale:** In the **Cover** section, scroll to the *Rationale for Deactivation* section and enter justification. (Example: Course no longer being offered).
3. Select **Launch**.

Program

1. Enter a **Rationale for Program Deactivation (deletion)** in the **Basic Program Information** area. Scroll down to the *Rationale for Deactivation* section.
2. Select **Launch**.

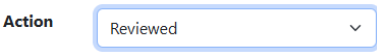
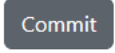
Delete a Draft

Curriculum > Course (or Program) > Select your Course (or Program) > **Delete**

Part 2.D. Committee Member Responsibilities

- **Complete Technical Reviews Timely:** Finish all reviews before the meeting.
- **Provide Feedback via Comments:** Use the CurriQunet Comments section to note clear, specific compliance issues, missing elements, or suggestions for clarity.
- **Committee Role:**
 - Verify proposals are complete, logically aligned, and compliant with Title 5 and District standards.
 - Note: Reviewers provide feedback on technical compliance; however, discipline faculty retain primary responsibility and final authority over course content, objectives, student learning outcomes and phrasing.
- **Focus Areas / Commonly Missed Items in COR:**
 - Objectives missing “Requires Critical Thinking”.
 - Textbooks missing whole year and/or “Show how course materials reflect equity”.
 - SLOs missing at least one selected outcome in GEOs and one in ILOs.
 - Need for Course not using Cal-GETC instead of outdated IGETC
- **C-ID Courses:** Ensure descriptor language is reflected for state approval.
- **Goal:** Confirm proposals are coherent, complete, and ready for next-level approval while respecting disciplinary expertise.
- **State-Approved COR Sections:** Course ID/Title, Catalog/Schedule Description, Units, Requisites, Corequisites, Dept. Recommendations, Content, Objectives, Instruction/Evaluation Methods, Textbooks, and Assignments (both Reading & Writing).
- **Local (SBCCD/CHC) Sections:** Rest of COR including: SLOs, Need for Course, and Course Goals.

Part 2.E. CurriQunet: How to Use and Navigate

- Log into CurriQunet using your campus credentials.
- Start at **Curriculum**  **Curriculum** ▾. Click **Approvals**  **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**. 
- From the **Approvals** use the drop-down menu for **Action** to select **Reviewed** from the dropdown menu. 
- Enter all substantive feedback and suggested revisions in the **Comments** section. Provide clear, specific comments to guide the Originator’s revisions prior to final approval. and select **Commit**  to save your review.
- **Tip:** Evaluate the official COR by viewing the Report PDF.

Part 2.F. Content Reviewer Guides and Technical Review Checklists

F.1. **New Course** COR Technical Review Checklist

Course Reviewed: _____

- In CurriQunet - Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- In CurriQunet - Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

CurriQunet Section	Field / Requirement	Committee Member Action & Verification	Notes/Comments
Cover	Course Number	Verify New Course Number	
Cover	Start Semester	Verify Completed.	
Cover	Enrollment Cap	Verify Completed.	
Cover	Catalog/Schedule Description	For cross-listed courses , both disciplines must be listed in the Description (e.g. This course is offered as COMM 135 and JOUR 135)	
Cover	Need for the Course	Verify Completed.	
Cover	Goals for Course	Verify Completed.	
Cover	C-ID Descriptor	Go to C-ID Descriptors – Final for requirements. Not all courses have a C-ID.	
Units and Hours		Verify Completed.	
Content		Look at Report PDF to check if Outline format used CurriQunet Outlining Tool.	
Objectives		<i>Note: Must be linked to Content</i> Check if aligned to content using higher level Bloom's Taxonomy and " Requires Critical Thinking " is ON where applicable.	
Student Learning Outcomes (SLOs)		These are determined by discipline. Verify outcomes aligned to content. Check for high level Bloom's Taxonomy.	

CurriQunet Section	Field / Requirement	Committee Member Action & Verification	Notes/Comments
(GEOs) and (ILOs)		Verify at least 1 GEO and 1 ILO outcome selected for each SLO.	
Requisites	Prerequisites	Verify if applicable	
Methods of Evaluation		Percent optional. If % is given, verify they add to 100%.	
UDL and DEIAA		Embedded- No need to verify.	
Course Materials	Textbooks	Verify all fields completed including “Show how course materials reflect equity” . OER texts are clearly identified.	
Typical Outside-of-Class Assignments	Outside of Class Hours	Verify unit and hours given.	
Typical Outside-of-Class Assignments	Reading (Required) Writing (Required) Other	Verify: Aligns with Objective, has multiple means of demonstrating learning and evaluation method given. Estimated time optional. Verify: Some assignments require critical thinking selected.	
Methods of Instruction	Instruction Methods	Description field is optional.	
Methods of Instruction	Emergency Remote Instruction	Verify selected. Only courses with special circumstances such as CTE are excluded from this.	
DE	Enrollment Cap	Verify Completed.	
DE	Part 1: DE Format	Verify selection of at least two DE formats appropriate for this course. FO, PO, HPA, HF	
DE	Part 1: DE Format	If only one DE format is chosen, verify explained why (e.g., lecture online but lab must be in-person).	
DE	Part 2 (RSI) and Part 3 (Accessibility)	Embedded- No need to verify. If Other selected verify Explanation was given.	

F.2. **Honors Course** COR (New and Modifications) Technical Review Checklist

Course Reviewed: _____

- In CurriQunet - Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- In CurriQunet - Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

CurriQunet Section	Field / Requirement	Committee Member Action & Verification	Notes/Comments
Cover	Course Number/Title	Verify "H" and "Honors" added.	
Cover	Start Semester	Verify Completed.	
Cover	Enrollment Cap	Verify Completed.	
Cover	Catalog/Schedule Description	Verify addition: <i>"This is an Honors course."</i>	
Cover	Justification	Confirm reasoning (e.g., <i>"Students often want a [Discipline] class for honors credit."</i>).	
Content	Honors Specifics	Look for Honors specific Content (e.g., Original Research in the Field of [Discipline], Regular meetings with instructor regarding honors work.)	
Objectives	New Objectives	Check for Honors specific Objectives linked to content using higher level Bloom's Taxonomy, and that "Requires Critical Thinking" is ON.	
Requisites	Prerequisites	Confirm text: <i>"Prerequisite: Acceptance into the College Honors Institute"</i> in Catalog View.	
Typical Outside-of-Class Assignments	Honors Work <i>Honors-specific assignments</i>	Verify: Aligns with Objective, has multiple means of demonstrating learning and evaluation method given. Verify: Some assignments require critical thinking selected.	
Critical Thinking	Augmented Skills	Confirm it begins with: <i>"As a result of completing the honors course, students will be able to..."</i>	
Methodology	Enhanced Instructional	Check for bulleted descriptions of enhanced assignments, evaluations, and textbooks/materials.	

F.3. **Course Modifications & 6-yr Revisions** COR Technical Review Checklist

Course Reviewed: _____

- In CurriQunet - Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- In CurriQunet - Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

CurriQunet Section	Field / Requirement	Committee Member Action & Verification	Notes/Comments
C-ID Descriptors		CHC Catalog will show C-ID numbers for reference. Go to C-ID Descriptors – Final for requirements. Not all courses have a C-ID.	
Cover	Start Semester	Verify Completed.	
Cover	Enrollment Cap	Verify Completed.	
Cover	Catalog/Schedule Description	For cross-listed courses , both disciplines must be listed in the Description (e.g. This course is offered as COMM 135 and JOUR 135).	
Cover	Need for the Course	Verify Completed and Cal-GETC references (not IGETC)	
Cover	Goals for Course	Verify Completed.	
Cover	Rationale for Modification	Verify Completed.	
Units and Hours		Verify Completed.	
Content		Look at Report PDF to check Outline format used CurriQunet Outlining Tool.	
Objectives		<i>Must be linked to Content.</i> Check if aligned to content using higher level Bloom's Taxonomy and "Requires Critical Thinking" is ON where applicable.	
Student Learning Outcomes (SLOs)		These are determined by discipline. Verify outcomes aligned to content. Check for high level Bloom's Taxonomy.	
(GEOs) and (ILOs)		Verify at least 1 GEO and 1 ILO outcome selected for each SLO.	

CurriQunet Section	Field / Requirement	Committee Member Action & Verification	Notes/Comments
Requisites	Prerequisites	If applicable. Check that Requisite Courses have not changed number or discipline code since last COR.	
Methods of Evaluation		Percent optional. If % is given, verify they add to 100%.	
UDL and DEIAA		Embedded- No need to verify.	
Course Materials	Textbooks	Verify all fields completed including “Show how course materials reflect equity” . OER texts are clearly identified.	
Typical Outside-of-Class Assignments	Outside of Class Hours	Verify unit and hours given.	
	Reading (Required) Writing (Required) Other	Verify: Aligns with Objective, has multiple means of demonstrating learning and evaluation method given. Verify: Some assignments require critical thinking selected.	
Methods of Instruction	Instruction Methods	Description field is optional.	
	Emergency Remote Instruction	Verify selected. Only courses with special circumstances such as CTE are excluded from this.	
DE	Enrollment Cap	Verify Completed	
DE	Part 1: DE Format	Verify selection of at least two DE formats appropriate for this course. FO, PO, HPA, HF	
DE	Part 1: DE Format	If only one DE format is chosen, verify explained why (e.g., lecture online but lab must be in-person).	
DE	Part 2 (RSI) and Part 3 (Accessibility)	If Other selected verify Explanation was given.	

F.4. **DE Only Addendum** COR Technical Review Checklist

Course Reviewed: _____

- In CurriQunet - Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- In CurriQunet - Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

CurriQunet Section	Field / Requirement	Committee Member Action & Verification	Notes/Comments
Cover	Enrollment Cap	Verify Completed.	
Distance Education	Part 1: DE Format	Verify selection of at least two DE formats appropriate for this course. FO, PO, HPA, HF	
Distance Education	Part 1: DE Format	If only one DE format is chosen, verify explained why (e.g., lecture online but lab must be in-person).	
Distance Education	Part 2 (RSI) and Part 3 (Accessibility)	If Other selected verify Explanation was given.	

F.5. **Program Proposal (New and Modifications)** Technical Review Checklist

Program Reviewed: _____

- In CurriQunet - Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- In CurriQunet - Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

CurriQunet Section	Field / Requirement	Committee Member Action & Verification	Notes/Comments
Basic Program Information	Program Information	Verify Completed.	
Basic Program Information	Career and Academic Pathways	Verify list has at least 1 item and up to 3.	
Basic Program Information	Program Goal/Purpose	Verify selected one: Transfer, CTE, or Local.	
Basic Program Information	Proposal Information	Verify Completed.	
Feasibility	Role of Programs Relationship	Verify role to the Mission of the College completed.	
Feasibility		Verify Place of Program in Curriculum/Similar Programs at College completed.	
Feasibility	Similar Programs at Other Colleges in Service Area	Verify listed if any.	
Description	Catalog Description	Verify completed.	
Description	Program Goals and Objectives	Verify completed.	
Program Requirements		Verify Program Requirements completed.	
Program Learning Outcomes		Verify Completed.	
Noncredit Documentation		Verify completed if applicable.	
Proposed Sequence		Verify Completed.	
CTE Courses	Documentation section	Verify Completed and related attachments. Career Technical Education (CTE) & Regional Planning Links	

F.6. **CCN Modification** COR Technical Review Checklist

Course Reviewed: _____

- In CurriQunet - Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- In CurriQunet - Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

CurriQunet Section	Field / Requirement	Committee Member Action & Verification	Notes/Comments
Common Course Numbering (CCN)	CCN Template Many sections are labeled Required and/or Identical	Verify entered IDENTICAL to the template . Some areas allow optional entries.	
Cover	Start Semester	Verify Completed.	
Cover	Enrollment Cap	Verify Completed.	
Cover	Catalog/Schedule Description	For cross-listed courses , both disciplines must be listed in the Description (e.g. This course is offered as COMM 135 and JOUR 135).	
Cover	Need for the Course	Verify Completed and Cal-GETC references (not IGETC)	
Cover	Goals for Course	Verify Completed.	
Cover	Rationale for Modification	Verify Completed.	
Units and Hours		Verify Completed.	
Content		Look at Report PDF to check Outline format used CurriQunet Outlining Tool.	
Objectives		Check for high level Bloom's Taxonomy and "Requires Critical Thinking" is ON where applicable.	
Student Learning Outcomes (SLOs)		These are determined by discipline. Verify outcomes aligned to content. Check for high level Bloom's Taxonomy.	
(GEOs) and (ILOs)		Verify at least 1 GEO and 1 ILO outcome selected for each SLO.	

CurriQunet Section	Field / Requirement	Committee Member Action & Verification	Notes/Comments
Requisites	Prerequisites	If applicable. Check that Requisite Courses have not changed number or discipline code since last COR.	
Methods of Evaluation		Percent optional. If % is given, verify they add to 100%.	
UDL and DEIAA		Embedded- No need to verify.	
Course Materials	Textbooks	Verify all fields completed including “Show how course materials reflect equity” . OER texts are clearly identified.	
Typical Outside-of-Class Assignments	Outside of Class Hours	Verify unit and hours given.	
Typical Outside-of-Class Assignments	Reading (Required) Writing (Required) Other	Verify: Aligns with Objective, has multiple means of demonstrating learning and evaluation method given. Verify: Some assignments require critical thinking selected.	
Methods of Instruction	Instruction Methods	Description field is optional.	
Methods of Instruction	Emergency Remote Instruction	Verify selected. Only courses with special circumstances such as CTE are excluded from this.	
DE	Enrollment Cap	Verify Completed	
DE	Part 1: DE Format	Verify selection of at least two DE formats appropriate for this course. FO, PO, HPA, HF	
DE	Part 1: DE Format	If only one DE format is chosen, verify explained why (e.g., lecture online but lab must be in-person).	
DE	Part 2 (RSI) and Part 3 (Accessibility)	If Other selected verify Explanation was given.	

Appendix A

Acronyms & Glossary

- **AD-T (Associate Degree for Transfer):** A specific type of associate degree (AA-T/AS-T) designed for streamlined transfer to the CSU system.
- **Cal-GETC (California General Education Transfer Curriculum):** The new singular GE pattern required for transfer to CSU or UC systems.
- **CB Codes (Course Basic):** Data elements used to track course characteristics (e.g., CB03 for TOP Code).
- **CCN (Common Course Numbering):** A state initiative to establish common numbering across the system to ease student transfer.
- **CDCP (Career Development and College Preparation):** Noncredit courses eligible for enhanced funding in categories like ESL or Short-term Vocational.
- **C-ID (Course Identification Numbering System):** A system used to ensure course equivalency across California colleges.
- **CLNA (Comprehensive Local Needs Assessment):** A biennial review required by **Perkins V** to identify regional workforce gaps.
- **COCI (Chancellor's Office Curriculum Inventory):** The state database where all approved programs are "chaptered."
- **COR (Course Outline of Record):** The legal document defining the content and standards for a course.
- **CTE (Career Technical Education):** Programs designed to provide students with technical skills for high-wage careers.
- **DE:** Distance Education is a formal mode of instruction where the instructor and students are separated by time or distance for at least part of the course, using technology to deliver instruction and facilitate regular and substantive interaction.
- **DEIAA (Diversity, Equity, Inclusion, Accessibility, and Anti-Racism):** A framework ensuring curriculum is inclusive and addresses the needs of all students.
- **FO (Fully Online synchronous and/or asynchronous):** A distance education modality where 100% of instruction occurs online either Synchronous (scheduled online meetings) or Asynchronous (no scheduled meetings).
- **GEO / ILO / PLO / SLO:** Nested layers of outcomes (General Education, Institutional, Program, and Student Learning) used to measure achievement.
- **HPA (Hybrid with In-Person Proctored Assessments):** Hybrid modality combining in-person and online instruction with in-person proctored assessments.
- **HF (HyFlex):** An instructional modality that allows students to choose, on a session-by-session basis, whether to attend classes synchronously in person, synchronously online, or asynchronously online.
- **LMI (Labor Market Information):** Data regarding job growth used to justify the need for CTE programs.
- **OER (Open Educational Resources):** Free teaching and learning materials that permit repurposing.
- **Originator:** The faculty author who initiates and submits the COR for review.
- **PO (Partially Online) or Hybrid:** A modality combining in-person and online instruction.
- **RSI: (Regular and Substantive Interaction):** An instructor-driven, predictable framework in Distance Education that ensures frequent, meaningful academic engagement initiated by the instructor throughout the course. [Crafton Hills College RSI Guide](#).
- **UDL (Universal Design for Learning):** An educational framework guiding the development of flexible learning environments.