



HOW TO UPDATE YOUR COURSE OUTLINE OF RECORD (COR)

The purpose of this guide, by Professor Christian Vaca, is to help you update your courses so they are compliant with Curriculum Committee standards. If you have any questions or concerns, contact a Curriculum Committee member.

Logging In, And Creating a Credit Course Revision

1. Click on the *CurriQūnet* icon on the *Access Rio* Faculty Homepage.

2. Log into *CurriQūnet*.

3. Click on the “Create Proposal” icon located at the top, right-hand corner of the screen:

Create Proposal



4. Select “Credit Course Revision” and search for the course using the pull-down menus. In this example, PHY 150 - General Physics I is selected. Next, click the “Next” button, then “Create Proposal” in the subsequent window.

Proposal Requirements

Credit Course Revision

Use "Find Proposal" to search the proposal you want to update.

Subject
(PHY) Physics

Course Title*
PHY 150 - General Physics I

Search

Course Search Results

PHY 150 - General Physics I

Previous Next Create Proposal

5. You should now see “Course Cover Sheet”:

We will now go through the left-hand column of tabs together.

WARNING: Do not click the “Launch” Proposal button until the end of your update, after you have gone through all the *CurriQūnet* tabs. Instead, be sure to only click “SAVE” at the bottom of each tab after you’ve made changes/updates—and click “SAVE” often!

RECOMMENDATION: Personally, I recommend writing out all your content in a word processing program outside of *CurriQūnet*, and importing at the end of the process.

Course Cover Sheet

Leave all this information alone unless you are planning a *major overhaul* of the course, including course numbers and course title. If you are performing the required five-year update, focus on the following items.

1. Term. Updated to the current term/year.

2. Year. Update to the current year.

3. Revision Type. Select “Revise content and update text (minor revision)” & other changes you may be making.

4. Identify and Explain the Changes Checked

Above. Provide a brief list of the updates you have made for the course in your revision. This helps to save time for the curriculum committee when looking at your course list.

5. Degrees Affected. If the update is minor, you should not be affecting any degrees or certificates so select no. If it’s major, contact a Curriculum Committee member.

6. Unit Hour Ratio Box. Same with the standard unit-hour ratio. This option should only be “Yes” if your update is changing the hour-unit ratio, which to go back, would qualify as a major change for which you should contact a Curriculum Committee member.

7. Course Description Box. Check for proper grammar and punctuation. Use gender neutral language when describing students and their behaviors within the course description.

RECOMMENDATION: See Appendix B (page 7), for a brief style guide for course descriptions.

8. Max Enrollment. This should match the numbers per “Enrollment Memos” given to you by your dean.

9. Rationale (or, Why this course exists). *Unless this is a new course*, quickly review the language to make sure the reasons the course exists are still valid. Make sure to include any language on proposed degrees/current degrees that use the course if it is not already present.

10. TOP (Taxonomy of Program) Codes (or, How we get funding by identifying programs and their outcomes in a standardized, statewide fashion).

Again, *unless this is a new course*, make sure that your TOP code is correct (it should be for a minor course revision). If you are proposing a course revision that will change the TOP code, please contact a Curriculum Committee member.

11. SAM Code. Should be Non-Occupational unless a CTE course/program. If course is CTE contact a Curriculum Committee member.

12. Course Classification Code. Leave this alone, as it’s for noncredit courses only.

13. Transfer Apps. This should be set to CSU for all transfer-level courses, or UC/CSU if the course has been approved for UC transferability as well.

14. Non-Degree applicable to Transferable. This should be fine as long as the numbering of your course aligns with its purpose.

You are done with the Course Cover Sheet tab. If you’ve made changes, click “SAVE” only! Do not “Launch”!

Cross-Listed Courses

Ignore this tab if your course is not cross-listed with another department. If your course *is* cross-listed with another department, make sure to select which course it’s cross-listed with here, and make sure you’re updating the other course in the other department.

WARNING: The two courses must be identical, content-wise! Update courses at the same time!

You are done with the Cross-Listed Courses tab. If you’ve made changes, click “SAVE” only! Do not “Launch”!

Distance Education

If you are interested in making your course available permanently as a distance education (DE) offering, please consult with your Curriculum Committee representative. If this section has been filled out, move on to the next tab. For DE requests, please see the DE Addendum Review Criteria document posted on the Curriculum website.

You are done with the Distance Education tab. If you've made changes, click "SAVE" only! Do not "Launch"!

Course Attributes

1. Minimum Units. You should not have to make any changes to the units or hours in this section, but please make sure that the arithmetic of total contact hours is correct using the 1 unit lab = 54 hours and 1 unit lecture=18 hours proportionalities for normal courses. If your course does not satisfy these criteria and you do not know how to proceed, consult your Curriculum Committee representative.

2. Repeatability and Re-Enrollment. Should be checked for 299 independent study courses. If you're unsure, consult your Curriculum Committee representative.

3. Minimum Required for a "C". Make sure an appropriate phrase for course completion has been

put into this box. The most common used is: "Completion of required work with a weighted average of 70% of the possible points."

4. May be Taken. Leave it alone unless it's incorrect for a 299 course for example.

5. Grading. Leave grading alone unless you are planning to change it, in which case it's a major revision and you should consult your Curriculum Committee representative.

You are done with the Course Attributes tab. If you've made changes, click "SAVE" only! Do not "Launch"!

Requisites

WARNING: Given the changes with AB705, make sure that you review this section carefully!

- Make sure all Prerequisites are aligned with a currently "Active" course, not an "Historical" course. If not, update the prerequisites to match the current "Active" course by clicking the "Add Item" button and then selecting the course.
- Make sure your "Or" and "And" prerequisites read like they would in a sentence and that they convey the proper meaning. If you are unsure of the meaning they are conveying, consult with your Curriculum Committee representative.

Prerequisite
Subject: MATH - Mathematics
Requisite Course: MATH 175 - Plane Trigonometry (Active)

You are done with the Requisites tab. If you've made changes, click "SAVE" only! Do not "Launch"!

General Education

Recommendation: If this is a transferable course, please make the job of our articulation officer easier and look up three or four major feeder schools in the local area for the corresponding course listing using the Assist website.

- **Academic Level and General Information.** Again, this all should be good to go unless you are making major course changes. Please make sure to include a list of three or four course IDs at our feeder schools so we can increase the transferability of our course with our four-year university partners (if applicable).
- Leave the CSU GE/IGETC selections alone unless some major program changes have been implemented in recent history (degree updates, etc.). If so, consult your Curriculum Committee representative.

You are done with the General Education tab. If you've made changes, click "SAVE" only! Do not "Launch"!

Library Resources

Recommendation: Personally, I find this tab incredibly underutilized, and you should really consider putting in some work to increase text offerings outside of the required textbook to supplement your students' understanding of the course material.

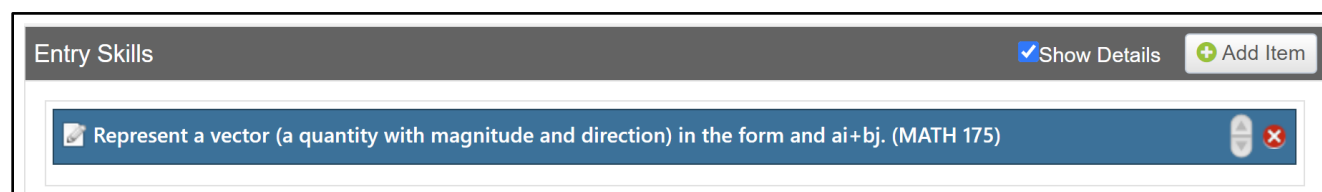
- List ISBNs of books—electronic or physical—that are related to your course and should be added to the RHC Library if they are not already in the collection. Follow the input format as indicated on *CurriQūnet*.
- *Do not place updated textbook information here*—that information should be supplied in the "Textbooks/Instructional Methods" section (below).

You are done with the Library Resources tab. If you've made changes, click "SAVE" only! Do not "Launch"!




Entry Skills

WARNING: This section will most likely need an overhaul and you will have to start from scratch. Read carefully.

- Make sure that your "Entry Skills" align with the "Exit Skills" of your prerequisite courses (i.e., copy and paste the "Exit Skills" from your prerequisite you need—try and keep this to three to four exit skills). For example, for my PHY 150 course, I list MATH 175 as a prerequisite. As such, per the instructions at the end of this primer (see Appendix A on page 7), I search for the "Active" MATH 175 course, click on its "Exit Skills" tab and copy and paste directly into my "Entry Skills" tab as a new item, like so:



Entry Skills ☒ Show Details + Add Item

 Represent a vector (a quantity with magnitude and direction) in the form and $a\mathbf{i}+b\mathbf{j}$. (MATH 175)  

- Note that I have indicated the corresponding prerequisite course using the (MATH 175) text after the entry skill statement. Make sure you do this for all prerequisite entry skills. Do this for all your prerequisites and advisory courses.

You are done with the Entry Skills tab. If you've made changes, click "SAVE" only! Do not "Launch"!

Course Objectives/Exit Skills

WARNING: This section will most likely need an overhaul. Read carefully.

- Please make sure that all your “Course Objectives/Exit Skills” have proper grammar and punctuation.

- Make sure course objectives are not those of an ideal, perfectly executed offering of the course, but reflect those of a bare-bones offering of the course.

- A list of about five to six course objectives is sufficient. Focus on major course concepts.

You are done with the Course Objectives/Exit Skills tab. If you’ve made changes, click “SAVE” only! Do not “Launch”!

Course Content

WARNING: This section will most likely need an overhaul.
(On the other hand, you may not have to do anything.) Read carefully!

- Formatting wise, make sure your outline is single spaced and easy to read.

- Your outline should also contain proper grammar and punctuation. Check it.

- Please make sure the “Course Content” is in an alphanumeric outline format.

- The list of course topics need not be exhaustive; rather it should reflect what a bare-bones, minimum offering of the course would contain.

- If your course has a lecture and a lab, make sure that the two sections have unique identifiers whose

topics correspond to appropriate parts of the course in the outline.

- Make sure that your course content is aligned with a recent offering of a course. For example, if your course outline references floppy disks or other outdated technology, update it to reflect current technological advancements (i.e., no older than 10 years.)

- Please make sure to use proper symbols if you are referring to mathematical entities like \mathbb{R}^n for an n-dimensional real number vector space, etc.

You are done with the Course Content tab. If you’ve made changes, click “SAVE” only! Do not “Launch”!

Textbook/Instructional Material

WARNING: This section will most likely need an overhaul. Read carefully!

- Make sure the “Textbook” you have selected is *no more than five years old* at the time of submission unless a more recently published substitute that accomplishes the same instructional task does not exist, in your professional opinion. If the textbook you’ve selected is more than five years old, provide a brief justification in the “Rationale” box.

- Make sure your ISBNs are correct. Many times there are several ISBNs for different version of the textbook (hardback, e-book, loose-leaf, etc.). Use the ISBN that corresponds to the format you want.

- Make sure to include your lab manuals if they are local to the college. Río Hondo College should be the publisher.

- Avoid the temptation to provide books for an ideal offering of the course: again, think about what a bare-bones, minimum of offering of the course looks like.

You are done with the Textbook/Instructional Material tab. If you’ve made changes, click “SAVE” only! Do not “Launch”!

Methods of Instruction

WARNING: This section will most likely need an overhaul. Read carefully!

- Please select three to five instruction types from the clickable items. Barring some sort of extraordinary instructional method (which is not true for 99% of all MSE department offerings), the “Other Method” box should be empty. If you are unsure, consult your Curriculum Committee representative.
- Don’t select everything; Remember the COR should be bare-minimum version of the course.

- The “Other Method” box will most likely NOT BE empty due to the transfer of old curriculum data to *CurriQūnet* data. Delete anything in here as it is almost certainly covered by one of the clickable instructional methods.

You are done with the Methods of Instruction tab. If you’ve made changes, click “SAVE” only! Do not “Launch”!

Assignments

WARNING: This section will most likely need an overhaul. Read carefully!

- When you create an assignment item, include language relevant to the course. For example, in PHY 150, I may be tempted to say “Problem Sets.” However, this language is not course specific. A better way to describe the assignment would be “Solve problems in Newtonian mechanics using trigonometry-based mathematical techniques.” Keep it specific but simple.
- Again, three to five entries should be sufficient—

remember, you are describing a bare-bones and not an ideal course.

- Do not confuse “Assignments” with “Methods of Evaluation.” “Assignments” is what students do, “Methods of Evaluation” is how you give them points or a grade.

You are done with the Assignments tab. If you’ve made changes, click “SAVE” only! Do not “Launch”!

Methods of Evaluation

WARNING: This section will most likely need an overhaul. Read carefully!

- Please select three to five instruction types from the clickable items. Barring some sort of extraordinary method of evaluation (which is not true for 99.9999% of all MSE department offerings), the “Other Methods” box should be empty. If you are unsure, consult your Curriculum Committee representative.
- Again, three to five entries should be sufficient. Bare-bones course, not ideal.

- The “Other Method” box will most likely not be empty due to the transfer of old curriculum data to *CurriQūnet* data. Delete anything in here as it is almost certainly covered by one of the clickable methods of evaluation methods.

You are done with the Method of Evaluation tab. If you’ve made changes, click “SAVE” only! Do not “Launch”!

Student Learning Outcomes

- Please refer to the Outcomes Committee for support and guidance related to student learning outcomes.

Attached Files

- Please attach division minutes for any major course revision or new course. Minor revisions do not need attachments.

*You are done with the Attached Files tab. If you've made changes, click "SAVE" only! **Do not "Launch"!***

Other Tabs

At the moment, these are not of your concern to my knowledge. Skip them.

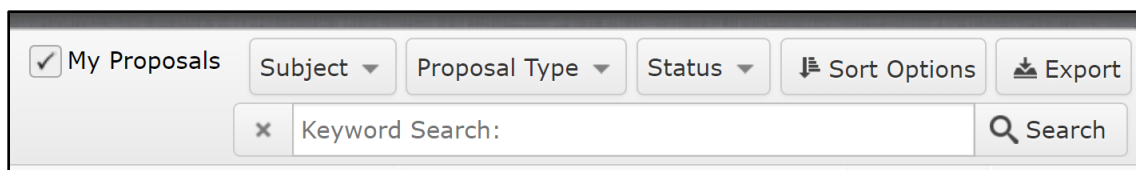
CONGRATULATIONS!

You have now updated your course to modern Río Hondo College Curriculum Committee standards. Please give your course a proofread, then have a department Curriculum Committee member give it *another* proofread, after which time you finally get to hit **LAUNCH!**

Barring questions from the committee (which occasionally does happen), you are done with the course. If the committee reaches out to you, please respond in a timely fashion so we can push the course in its updated format, address the committee's concerns, and put your course in next year's catalog!

Appendix A. How to Search for a Course to Read its COR Documentation *Only*

- Select the course you want to update by using the pull down menus indicated in the graphic below. Select "Credit Course Revision" if you are updating a course under "Proposal Type" and select "Active" under "Status" to get the most recent course outline of record (COR). You should see a list of your currently active courses. (If nothing is popping up for the course you are interested in, make sure to deselect the "My Proposals") option at the top of the screen:



- Select your course from the list. If it's not appearing in your list, try using "Keyword Search" and it should pop up!

Appendix B. Course Description Style Guide

The purpose of this brief guide is to help you update your course descriptions so that the language of RHC course descriptions, including grammar, punctuation, and syntax, is standard. It will be updated as needed. If you have any questions or concerns, contact a Curriculum Committee member.

- **Tense.** All course descriptions should be in the present tense, not the future tense. So, *In this course, students learn ...*, not *In this course, students will learn ...*
- **The people taking the course.** Refer to *students* in all descriptions—not *individuals*, not *the student*. *This course is designed for students ...*, not *This course is designed for the individual ...*
- **Commas and semicolons.** Use an Oxford comma in all series (e.g., *planes, trains, and automobiles*, not *planes, trains and automobiles*). In series where commas are utilized for more than series items themselves (i.e., series within series),

use a semicolon to separate main ideas (e.g., *This course is an introduction to lions, tigers, and bears; Dorothy, the Tin Man, the Cowardly Lion, and the Scarecrow; and the natural and built environments of Oz*).

- **Capitalization.** Names of divisions, departments, programs, certificates, and degrees should be capitalized (as should the words *division*, *department*, *program*, *certificate*, and *degree* when associated with a proper name, e.g., *Orthopedic Technician Program*). Names of majors or subject areas should never be capitalized, with the exception of already-capitalized words (e.g., *Spanish*, *English*). So *Department of Physics*, *Associate of Science in Physics*, but a physics major. And *Wildland Fire Academy* but *wildland fire training*.

- **Abbreviations/acronyms.** In abbreviations, use periods only if the abbreviation is not an acronym. So, *U.S.A.*, not *USA*, but *NASA*, not *N.A.S.A.*

- **Degree formats.** The exception to the previous rule is with degree abbreviations (i.e., AS, AA, AS-T, AA-T), but in general, you should spell these out in descriptions: Associate in Science in Mathematics for Transfer; Associate of Arts in Anthropology. Generally, *there is no need to write “degree” if the major subject is included*, but if it is included make certain to capitalize the word, and that it is appended to the end of the degree name, e.g., “Arts” or “Science,” e.g., *Associate of Science in Biology Degree*, *Associate in Arts in Photography for Transfer Degree*.

- **More on degree formats.** For further information about degree formats, see especially page 31 of <https://www.cccco.edu/-/media/CCCCO-Website/Files/reports/cccco-report-program-course-approval-web-102819-a11y.pdf>. According to official, CCCCO standards, the names of different degrees require the use of different prepositions (e.g., “of” and “in”), so for example Associate *of* Arts (AA) and Associate *of* Science (AS), but Associate *in* Arts for Transfer (AA-T) and Associate *in* Science for Transfer (AS-T).

- **Numbers.** Except for *one* (or in cases where the number is the first word in a sentence), use numerals for all numbers regardless of magnitude. So, *one of the following*, not *1 of the following*; but *5 weeks*, not *five weeks*.