

# Creating an Equitable Course Outline of Record

April 12, 2024

# Land Acknowledgment

We would like to take a moment to acknowledge the land on which we live and work.

For those of you who are not familiar with your local tribes, you can learn more about Indigenous lands through this useful resource: <https://native-land.ca/>.

Thank you for pausing to honor ancestral grounds and supporting the resilience, strength, history, and traditions of Indigenous people worldwide.

# Introduction

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## Audience Poll

We'd like to know more about who is joining us today!

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# Webinar Learning Outcomes

- Define the terms diversity, equity, inclusion and anti-racism (DEIA) and describe their importance in curriculum development.
- Define the purpose of a Course Outline of Record (COR), and identify whose responsibility it falls under, and how it differs from a course syllabus.
- Identify key areas of the COR where DEIA can be integrated.

# What is DEIA?

**Diversity:** Focus on the myriad of ways in which people differ [and] the proposition that everyone and every group should be valued.

**Equity:** focus on providing resources/access to same opportunities – fairness, not sameness

**Inclusion:** authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power

**Anti-Racism:** actively opposing racism and the unfair treatment of people who belong to other races; requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups

Source: [CCCCO Diversity, Equity and Inclusion Glossary of Terms](#)

# Why Focus on DEIA?

- California Community Colleges are the largest higher education system in the U.S.
- We serve students and communities that are both diverse and disproportionately low income and first-generation.
- In response to national events highlighting pervasive structural racism in the United States, the Chancellor's Office issued a Call to Action to our system in June 2020:
- **"Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum."**

# DEIA is for everyone!

- ALL disciplines have areas of controversy and debate; don't gloss over or omit uncomfortable topics
- Present theories, evidence, artistic and literary works in their historical and cultural context
- Be explicit about racist, sexist, biased assumptions in the history of your discipline (even math and science!)
- Words and pictures matter in lectures, reading materials, presentations, and assignments. Ask yourself, who and what is represented? Who and what is marginalized or made invisible?



# What's a COR?

The **Course Outline of Record (COR)** is a legally-binding document that ensures compliance with regulations and consistency across instructors and sections:

- Contains minimum, standardized requirements for course that all instructors who teach the course must follow
  - Title 5 CCR § 55002: “The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.”
- Basis for articulation agreements with C-ID, CSU, and UC
- Approved by college curriculum committee and district Board of Trustees, chaptered at Chancellor’s Office

# Why focus on the COR?

In Fall 2023, the Academic Senate for California Community Colleges (ASCCC) passed resolution 9.01: Support Revisions to Title 5 to Include DEIA in the Course Outline of Record

Changing COR has ripple effects in classroom, syllabus, and course design:

- Guides and sets tone for new instructors
- Experienced faculty benefit from updating CORs
- Transfer institutions use CORs to determine equivalency
- Students see parts of the COR in the catalog and schedule

# Whose Responsibility is Curriculum?

Standards for curriculum approval are set in Title 5 and the Program and Course Approval Handbook (PCAH), but curriculum development and review are part of [Academic Senate's "10+1"](#) areas of faculty responsibility.

- **Discipline faculty** are content experts who create and revise the CORs, but they also need institutional commitment and resources to offer curriculum
- The **Curriculum committee** is typically a cross-functional team of faculty, classified professionals, and administrators who ensure compliance and feasibility

# How is a COR different from a syllabus?

The **Course Outline of Record (COR)** is a college-wide document that applies to all instructors and sections for a given course.

The course **syllabus** is specific to an instructor and section:

- Contains instructor-specific policies, dates, details
- Includes required elements from COR (Course title, description, SLOs, units and hours, etc.)

# Culturally Responsive Classroom Practices

- Shifting student-facing documents and descriptions focused on deficit-minded language to asset-minded and decolonized language
  - e.g., minority students vs minoritized; unprepared vs underprepared
- Shifting language from impersonal verbiage and descriptions to warm, culturally responsive content
  - e.g., high minority population vs richly diverse community
- Rewording language from a colonized mindset to an equity mindset
  - e.g., colonized vs colonial; enslaved people instead of slaves
- Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student
  - e.g., basic needs, mental health, support services

# Example: Syllabus Language

(shared by Michelle Velasquez Bean, English faculty @ Rio Hondo)

## Before: Deficit Focus

**Every student is required to participate in class discussion.** The teacher will call on all students as a form of assessment (to check for understanding); therefore, every student should come to every class prepared.

**Each student is responsible for reading daily,** in order to prepare for possible **Pop Quizzes** on the assigned material. If a student misses a Pop Quiz, he or she may not make it up.

Homework is assigned daily. **IT IS THE STUDENT'S RESPONSIBILITY TO CHECK THE HOMEWORK SCHEDULE.**

## After: Student-Centered Focus

**My Commitment to You:** You are entitled to an equitable learning environment that is free of unfair practices and a space that celebrates your voice, fosters your agency, and develops your capacity for self-advocacy. As your instructor, I am committed to equity and inclusion for you, our diverse students, acknowledging and rejecting institutional racism and discrimination. Your classroom should be a safe place to express, to reflect, to guide, and to be guided. I commit to protecting students of color, Dreamers, and students who are lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual.

# Integrating DEIA in the COR

DEIA can be integrated throughout many required elements of the COR.

# Course Title and Description

These are usually the first things students see about your class; what message do they send?

The goal is to ensure that every student, even before enrolling in the class, can read the description and understand what the course will cover and how it may be relevant for them.

- Is the title descriptive, accurate, and inclusive?
- Is the description student-centered, using accessible and inclusive language, with a focus on what the student will gain from the course? Is it inviting and welcoming?
- Where discipline-specific terminology is necessary, have those terms been appropriately defined or explained through context?
- Consider how Black, Indigenous, and people of color have traditionally been erased from the curriculum.



# Example: Art History Title and Description

(shared by Manuel Rios, Art faculty @ Woodland Community College)

## Before:

### **ART1A - History of Art-I**

Survey of art history, painting, sculpture, and architecture; Art from the Paleolithic period through the Early Christian World, including pre-literate art and Pre-Columbian art.

## After:

### **ART1A - History of Art: Global**

Survey of global art history, painting, sculpture, and architecture. This course will cover a geographically diverse range of art from around the world, starting with prehistoric art through the first millennium.

# Units and Hours

Higher units and hours can slow student progress and have consequences for financial aid.

- Are course units/hours aligned with transfer institutions, industry standards, or model curricula?
- Do lecture/lab hours accurately reflect the ratio of inside to outside-of-class hours?
- If units are higher, is there a plan to validate them using disaggregated data that identifies the effects on enrollment for disproportionately impacted groups, including racial/ethnic groups?
- Are there noncredit options, if appropriate?

# Conditions of Enrollment

Conditions or limitations on enrollment can be designed to increase student success but can also create barriers for students.

- Are there barriers to enrollment (such as pre- and co-requisites or advisories) that may have disproportionate impact on any students?
- Have limitations on enrollment been appropriately validated?
- Don't forget to look at advisories and recommended prep as well as requisites

# Course Objectives and SLOs

Consider adding course objectives and learning outcomes with a specific focus on DEI or anti-racism.

- For example, a course outcome addressing anti-racism could include articulating or analyzing how social and historical context affected major theories and/or discoveries in the field, particularly in light of systemic racism.
- A specific SLO, aligned to the course content, allows faculty to focus on these areas in assessment, and ensure that their students' learning includes equity and anti-racism.
- Even where DEI content is not explicitly present, ensure your outcomes assessment process includes equity review and thoughtful data disaggregation.

# Examples of DEIA-focused SLOs and Objectives

(shared by Manuel Rios [Art] and Leslie Denise [AJ] @ WCC)

## Art History SLO:

Describe the religious, political, and artistic significance of art forms from at least three of the global regions covered.

## Contemporary Art SLOs:

- Analyze, discuss, and differentiate works of modern and contemporary art in terms of historical context and cultural values.
- Discuss the global development of Realist, Abstract, and Conceptual modern and contemporary art.

## Administration of Justice Objective:

Respond to stated evaluation criteria regarding the historical perspective, cultural evolution, and the origin of criminal law while being mindful of cultural evolution and the implications of unconscious / implicit bias on professional standards and best practices.

# Course Content

Where appropriate, consider explicitly including culturally responsive and anti-racist content:

- Is there an acknowledgement and discussion built into the course of major debates or disagreements within the field? If there is a racist or sexist history, don't gloss over it – discuss it openly.
- Are there opportunities built in for students to see themselves and their experiences represented, or to bring their authentic selves to the course through strategies like reflection or response?
- Consider language and terminology used: be cognizant of where the terms and topics reflect Eurocentric or colonizing views (for example, “Third World countries”)
- Move marginalized experiences of Black and Indigenous people to the center. It is important not just to examine what is in the course, but what is left out.

# Example: Global Art History Content

(shared by Manuel Rios, Art faculty @ Woodland Community College)

## Before:

- I. Prehistoric European Art
  - A. Paleolithic sculpture
  - B. Cave painting at Lascaux and Altamira
  - C. Neolithic monuments
- II. Non-Literate, Non-Western Art
  - A. Oceanic sculpture
  - B. African art
  - C. Native American sculpture and architecture
- III. Pre-Columbian Art
  - A. Olmec sculpture
  - B. Teotihuacan architecture
  - C. Mayan architecture
- IV. Ancient Arts of the Middle East
  - A. Egyptian art
  - B. Mesopotamian art
- V. The Classical World
  - A. "Pre-Greek" Cycladic, Minoan and Mycenaean art
  - B. Greek art
  - C. Etruscan art
  - D. Roman art
- VI. Early Christian Art
  - A. Pre-Constantine catacombs
  - B. Post Constantine regal images

## After:

Art history of global regions, listed alphabetically:

- I. Africa
  - A. Saharan cave painting
  - B. Egypt – early, middle, and new kingdoms
  - C. Eastern Nigerian pottery
- II. Ancient Americas
  - A. Indigenous North America
  - B. Mesoamerica
  - C. South America
- III. Asia
  - A. Neolithic through early Imperial China
  - B. Northern Wei through Tang Dynasties
  - C. Buddhist
  - D. Indus Valley
- IV. Europe
  - A. Prehistoric
  - B. Classical
  - C. First century
- V. Middle East
  - A. Babylonia
  - B. Mesopotamia
- VI. Oceania/Polynesia
  - A. Moai
  - B. Rongorongo

# Methods of Evaluation & Assignments

Methods of Evaluation can include authentic assessments of student learning. Including sample assignments on the COR guides new faculty and assists in course articulation.

- Do the typical assignments listed align with equitable course content?
- Do they provide opportunities for students to bring their own experiences to the course content?
- Are there both formative and summative assignments?
- Do methods of evaluation account for different learning and communication styles?
- Are there some authentic assessments, capturing more contextualized understanding? Do assessment rubrics avoid grading on hidden curriculum?
  - Example of hidden curriculum: grading on grammar and writing ability if there is no English prerequisite or advisory, and these are not explicitly part of the course content



# Example: Methods of Instruction and Evaluation

(shared by Nili Kirschner, sociology faculty @WCC)

## Before: “Traditional” structure

My courses already included explicit multicultural and social justice content/objectives and used OER materials, but “traditional” methods of instruction and evaluation implicitly reinforce historically racist, sexist, exclusionary higher ed practices:

- Lecture-heavy instruction
- Assignments and grading are “objective”
- Students can share perspectives and opinions but doesn’t count towards grade

## After: Culturally Responsive

Added – and rewarded – multiple opportunities for student self-reflection and course feedback:

- In-class polls and feeling thermometers (anonymous)
- Small group breakouts
- Anonymous surveys about relevancy of and reactions to readings
- “Reflect and Connect” section on exams

# Course Materials

Course materials, especially textbooks, can be a barrier for students in terms of affordability, accessibility, and representation.

Although textbooks listed on the COR are primarily examples, they are an important guide for faculty about what kinds of texts are considered acceptable for the course and have an important impact on the texts that are ultimately selected.

- Are materials ADA-accessible and 508-compliant?
- Are they affordable? Are there Open Educational Resources (OER) alternatives?
- Do textbooks, manuals, or other materials include diverse representations in authorship and/or content? If not, what supplemental materials can be included?
- Remember, the “open” in OER means you can replace images, add more content, and change language to be representative and culturally appropriate for your students

## OER Example from Biology text: BEFORE

(shared by Michelle Pilati  
@Rio Hondo)

Cindy loves wearing high heels when she goes out at night, like the stiletto heels shown in Figure 14.1.1. She knows they are not the most practical shoes, but she likes how they look. Lately, she has been experiencing pain in the balls of her feet – the area just behind the toes. Even when she trades her heels for comfortable sneakers, it still hurts when she stands or walks.

Image used with permission (CC By 2.0; [stokpic](#); via flickr.com)



Figure 14.1.1.

## OER Example from Biology text: AFTER

(shared by Michelle Pilati  
@Rio Hondo)

Amari, who uses gender neutral pronouns they/them, loves wearing high heels when they go out at night, like the stiletto heels shown in Figure 14.1.1. Lately, Amari has been experiencing pain in the balls of their feet – the area just behind the toes. Even when they trade heels for comfortable sneakers, it still hurts when they stand or walk.

by [Agnali](#) via Pixaby.com;





# Methods of Instruction & DE Modalities

Delivering course content for multiple learning styles and ensuring students have a variety of methods to demonstrate their learning can lead to more equitable outcomes and a more inclusive learning experience.

- Where appropriate, include mix of lecture, discussion, and activity
- Consider how modality impacts student access:
  - Technology gap and transportation issues
  - Appropriate support for each instructional modality

# References and Resources

- [ASCCC OERI Website](#) - resources, webinars, and events
- ASCCC Paper, [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- ASCCC Rostrum Article, [Curriculum Trauma](#)
- ASCCC Rostrum Article, [Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record](#)
- [CCCCO Diversity, Equity and Inclusion Glossary of Terms](#)
- CVC/@ONE [“Creating an Equitable Syllabus”](#) Webinar (3/8/2024)
- [DEI in Curriculum: Model Principles and Practices](#)

## Outcomes Poll

Tell us about what you learned and what questions you still have.

Use QR Code or go to [menti.com](https://www.menti.com) and enter **1763 3361**



**Thank you!**

**Recorded webinars and a schedule of upcoming events  
are available at  
[onlinenetworkofeducators.org/spring-2024-webinars](https://onlinenetworkofeducators.org/spring-2024-webinars).**

**Email [support@cvc](mailto:support@cvc) with any questions!**