

CURRICULUM  
INSTITUTE

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ACADEMIC SENATE  
FOR CALIFORNIA  
COMMUNITY COLLEGES

ENSURING LEARNING: ACCESSIBILITY & FLEXIBILITY IN EQUITY-DRIVEN CURRICULUM

In Search of the  
Perfect COR:  
Diversity and  
Equity in the  
Classroom



# Breakout Description

## What This Presentation Will Cover

**The Course Outline of Record (COR) is essential to all aspects of curriculum at our colleges and drives the decisions we make as educators in the implementation of teaching strategies and course design. This will begin with a brief overview of the COR, and it will include discussion on the impact the elements of the COR have on providing diversity and equity in the classroom, as we as educators seek to provide rich, robust, and culturally responsive curricula to meet the needs of our diverse student populations.**





# Presenters

## **Mark Edward Osea**

*5C, Articulation Officer & Faculty Co-Chair, Curriculum Committee  
Bakersfield College*

## **Manuel Velez**

*ASCCC South Representative, Academic Senate Past President & Professor of Chicana and Chicano Studies  
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*5C, Vice President of Academic Affairs  
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# Breakout Outline

What this Session  
will Cover

**What is the COR?**

**Importance of the COR**

**Regulations and Resources**

**Required Sections of the COR**

**Equity and the COR**

**Addressing Equity in the COR**

**Other COR Components to Consider**



# What is the COR?

**From the ASCCC 2017 Paper**

***The Course Outline of Record: A Curriculum Reference Guide Revisited***

- **Mandated by Title 5 Regulations §55002**
- **“a document with defined legal standing”**
- **Describes the content of what is to be taught in a course**
- **Must be “regularly reviewed as part of a college’s program review process”**



# Importance of the COR

- **Identifies the standards and content of the course.**
- **Delineates an agreed upon set of learning objectives which are central to the course:**
  - **determine the desired student learning outcomes of the course**
  - **establish a basis for evaluating and assessing student performance**
- **Primary document “used as the basis for articulation agreements” with four-year universities**




# Required Sections of the COR

<b>CREDIT</b>
<b>Unit Value</b>
<b>Expected Number of Contact Hours</b>
<b>Outside-of-Class Hours (if any)</b>
<b>Total Student Learning Hours for the course as a whole</b>
<b>Prerequisites, Corequisites, or Advisories (if any)</b>
<b>Catalog Description</b>
<b>Objectives</b>
<b>Content</b>
<b>Examples of Required Reading and Writing Assignments</b>
<b>Other Outside-of-Class Assignments</b>
<b>Instructional Methodology</b>
<b>Methods of Evaluation</b>

<b>NONCREDIT</b>
<b>Number of Contact Hours Normally Required</b>
<b>Catalog Description</b>
<b>Objectives</b>
<b>Content</b>
<b>Examples of Assignments and/or Activities</b>
<b>Instructional Methodology</b>
<b>Methods of Evaluation</b>





**Are there different equity concerns  
between Credit and Noncredit courses?**

**If so, how do you address those  
differences?**

**Discussion**  
**Things to Consider**







# Equity and the COR (Framework)

- **Definitions and Importance of Equity at the CCC**
- Curriculum review and revision should be at the heart of equity work since it is the foundation of the courses we teach
- Train and review curriculum through an equity minded framework
- Ask questions or dialog about textbooks, objectives, outcomes, content outlines, and sample assignments.
- Make disaggregated equity data part of your curricular review
- Support and provide professional development in culturally responsive teaching





# Equity and the COR (Framework)

## ***Vision for Success***

- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

## ***Chancellor's Office Call To Action***

- Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum: Our system has begun to rally around improving classroom climate by adopting anti-racist classroom practices and curriculum.





# Addressing Equity in the COR

## Unit Value

The **Vision for Success** challenges us to:

Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.





# Addressing Equity in the COR

## Unit Value

- Some courses have unit values at the local campus that exceed the value at the 4-year institutions
- "Extra" units is added cost and time to students
- If the 4-years deem a course at 3 units, why should the community college course be higher?





# Addressing Equity in the COR

## Catalog Description

Your catalog description can address equity by ensuring that language is inclusive and that differing perspectives is part of the course:

When (re)writing your catalog description, consider the following points:

- Does it demonstrate a welcoming approach?
- Does it have inclusive language [e.g. use “the student” as much as possible, rather than he/she, or his/her; use active versus passive voice, minimize jargon (or define discipline-specific terminology)]?
- And/or does it include DEIA content that will be covered in the course?





# Addressing Equity in the COR

## Catalog Description Comparison

Before (2012): HIST 117 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction will all be examined. This course meets the California State requirements in United States history

After (2020): HIST 117 is a survey course that looks in depth at United States history from the Colonial Period to Reconstruction. In this course, students are invited to explore the English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery and the antebellum South, Civil War, and Reconstruction. We will examine these events from the perspectives of Native Americans, enslaved people, and women, and connect these events to current social and political issues.





# Objectives and SLOs

COURSE OBJECTIVES	COURSE SLOs
Required by Title 5	Required by ACCJC
Describes what students learn <i>during</i> the course	Describes what students can do <i>after</i> completing the course





# Addressing Equity in the COR

## Objectives and SLOs

- SLOs may already be preexisting, in the process of modification, or being created when the decision is made to incorporate an equity element into them.
- All outcomes can have elements of equity and diversity. This is not restricted to courses that have an Ethnic Studies designation or Social Justice perspective. All programs should strive to have program outcomes and course outcomes that foster inclusive environments.
- No matter where you are in the process, you can always make an outcome inclusive with a focus on equity







# Addressing Equity in the COR

## Objectives and SLOs

### Steps to Equity Minded Outcomes



- Understand the purpose and importance of equitable and inclusive education when designing or adjusting your outcomes.
- Answer four simple questions:
  - Are you providing opportunities for learning in order to advance diverse education, equity, and social justice?
  - Are students being challenged by the topics, discussions, or assignments?
  - Are there opportunities of "difficult dialogs"?
  - Does the outcome connect to larger goals at the program and institutional level?
- Develop an inclusive assessment for your outcome that takes the questions into account
- Collect student feedback and change as needed





# Addressing Equity in the COR

## Content and Textbooks

- Is the language inclusive?
- Does the course outline allow for multiple viewpoints?
- Does the course outline reflect how it will equip and empower to apply or use skills to advance equity in their lives or careers?
- Does the course allow students the opportunity to take discover the knowledge and take ownership?
- Do the textbooks listed represent diverse authors and viewpoints?
- Do the texts allow for the exploration of struggles and achievements of diverse populations?





# Addressing Equity in the COR

## Content and Textbooks

### Course Outline

Week 1 -  
Self-Assessment  
Introduction to Learning Theories

Week 2 -  
Growth Mindset

Week 3 -  
Creativity in the Classroom

Week 4 -  
The Traditional Classroom  
California Standards and Frameworks

Week 5 - 10  
The Non-Traditional Classroom: Inquiry, Discovery, and  
Project-Based Learning

Week 11-12  
Understanding Lesson Plans  
Effective Support Strategies

Week 13-14  
Taking notes in the Field  
Field Experience/Field Trip  
Peer Review

Week 15-16  
Rubrics  
Reflection

### Lab Outline

Week 1-3  
Numeracy Topics and  
Activities based on current  
state standards

Week 4-6  
Earth Science Topics and  
Activities based on current  
state standards

Week 7-10  
Physical Science Topics and  
Activities based on current  
state standards

Week 11-14  
Life Science Topics and  
Activities based on current  
state standards

Week 15-16  
Small Group Presentations





# Discussion

## Things to Consider

**In regards to SLOs/Objectives, Content, Textbooks, Course Descriptions, and Unit Values, what are some best practices that you have pursued at your college?**





# Other COR Components to Consider

- **Distance Education**
- **Conditions of Enrollment**
- **Out-of-Class Assignments**
- **Methods of Instruction/Methods of Evaluation?**





# COR and Academic Freedom

**Title 5 [§55002](#) requires that a qualified instructor teaches the course in accordance with the objectives and other details in the COR.**

**Flexibility in:**

- **Instructional methods**
- **Assessments/Evaluation**
- **Assignments**
- **Textbooks**





# Regulations and Resources

- Title 5 [§55002](#)
- Program and Course Approval Handbook ([PCAHA](#)) 7th edition
- ACCJC [Standards](#)
- [C-ID](#)
- Transfer institutions
  - CSU [GE](#) Articulation
  - [UC](#) Articulation





# Further Resources

[The Course Outline of Record: A Curriculum Reference Guide Revisited](#)

[Culturally Responsive & Inclusive Curriculum Resources: Creating Culturally Responsive Curriculum](#)

[Program and Course Approval Handbook \(PCAH\)](#)

[CCCCO Hours and Units Calculations](#)







# Questions

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