

Course Outline of Record (COR)
Equity Requirements and Recommendations Guide
(Draft for Curriculum Writer’s Handbook, Section 3)

The equity requirements and recommendations outlined here are essential components of SRJC’s curriculum review and approval process. The process requires faculty submitters, Cluster Tech Review Committees, and the Curriculum Review Committee to include all required components listed here in all SRJC’s CORs so that course content is equitable, accessible, and inclusive. Two key equity-focused updates to Title 5 are below:

- “55001(b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.”***
- “55001(c) Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.”

At SRJC, the procedure outlined below will support discussion and inclusion of required Title 5 updates throughout the course development and revision process.

1. Faculty submitter integrates required COR components outlined in this guide below; some of these components, such as Unit Value, are already embedded into the web-based form in CourseLeaf/CIM.
2. Faculty submitter, when possible, also includes one or more recommended criteria in each section of the COR. This will further support the following Title 5 updates
 - a. “approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.”
AND
 - b. “guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.”
3. Cluster Tech Review Committee will review COR using the Course Outline of Record Checklist, which includes the requirements and recommendations listed in the table below.
4. Curriculum Review Committee will review COR using the Course Outline of Record Checklist, which includes the requirements and recommendations listed in the table below.

***See note 3 on page 2 for additional explanation of “promote the inclusion of all students.”

The table below is divided into five sections, each one listing COR components required by existing and new Title 5 regulations.

NOTES:

1. Section One COR components outlined in the blue border will be integrated, checked, and confirmed within the new web-based version of COR in CourseLeaf/CIM.
2. Highlighted sections are required in each COR
3. Courses with inherent instructional, safety, or licensure requirements that limit full implementation of UDL or IDEA principles must still undergo equity review; Reasonable Accommodations for courses can be accessed through the Disability Resources Department.

Course Outline of Record Components-Section One 1. Unit Value 2. Contact Hours	Equity Review Requirements or Criteria (highlighted sections are required)	COR Examples
Units and Contact Hours	A. Unit value (for credit courses only) is clearly identified, and the total units of lecture, lab, or similar academic activities are separately specified for attendance accounting reporting purposes pursuant to section 58003.2 B. Student hours, including number of contact hours, any outside-of-class hours and the total student learning hours for the course as a whole are clearly identified. C. aligns with transfer or other requirements (such as hours for certification, industry recommendations, etc.) D. appropriately reflects actual student hours E. has been evaluated for disproportionate impact on specific groups of students if unit value is higher than the norm (CCN, UC, CSU, other CCCs)	

Course Outline of Record Components-Section Two 1. Course Title 2. Course Description 3. Student Learning Outcomes 4. Objectives 5. Topics and Scope	Equity Review Requirements or Recommended Criteria (highlighted sections are required)	COR Examples
Full Course Title	A. Clear, inclusive, welcoming and jargon free language	Soc 30 Catalog Description
Catalog Description	A. Clear, inclusive, accessible, welcoming, and jargon free language B. Student centered; articulates what students will learn/experience in the course using active voice C. Discipline-specific terminology is clearly defined D. When possible, mentions IDEAA content included in the course.	Soc 30 Catalog Description Kines 53 Catalog Description
Limits on Enrollment	A. Prerequisite/corequisite...must be determined to be necessary and appropriate for achieving the purpose for which it is being established and has been appropriately validated. B. Prerequisites/corequisites do not disproportionately impact specific groups of students (e.g. financial aid) <ul style="list-style-type: none"> a. Plan in place to systematically validate course prereqs and coreqs (e.g. review after 2-years) C. Requisites align with Transfer Model Curriculum	
Student Learning Outcomes	A. Connect students' lives to course content B. Value diverse ways of knowing and doing, including diverse forms of assessment C. Language illustrates openness to diverse range of perspectives and experiences D. Students to see themselves and their experiences represented and to bring their authentic selves to the course	Soc 30 SLOs Kines 53 SLOs
Objectives	A. Connects students' lives to course content B. Values diverse ways of knowing and doing, including diverse forms of assessment C. Language illustrates openness to diverse range of perspectives and experiences D. Allow students to see themselves and their experiences represented and to bring their authentic selves to the course	Soc 30 Objectives #1 and #10 Kines 53 Objectives 1, 7, 8, and 16
Topics and Scope	A. Organization is logical and bias free B. Communicates a disciplinary approach that values diverse knowledge and abilities C. Includes broad range of diverse contributions to discipline D. Inclusive language, so students see themselves and their experiences represented in the course	Soc 30 Kines 53

Course Outline of Record Components-Section Three 1. Assignments 2. Instructional Methodology 3. Methods of Evaluation	Equity Review Requirements or Criteria (highlighted sections are required)	COR Examples
Assignments	Explanations or examples of required outside-of-class assignments, including reading and writing assignments a. Written Assignments b. Group projects c. Video/Audio Reflection Assignments d. Revision Assignments e. Skill demonstrations	
Instructional Methodology	Explanations or examples of instructional methodology a. Lecture with visual and/or audio aids b. Lab Demonstration and Activities c. Class Discussions d. Problem-based learning e. Socratic Seminars f. Group projects g. Reflection Assignments h. Revision Assignments i. Student-led instruction j. Simulations k. Role-playing l. Skill demonstrations m. Gamification n. Case Studies	
Methods of Evaluation	Explanations or examples of methods of evaluation f. Written Assignments g. Group projects h. Video/Audio Reflection Assignments i. Revision Assignments j. Skill demonstrations k. Quizzes l. Exams	

Section Three

In addition to the required representative examples or explanations in each area of this section, this section of the COR must also address each Title 5 requirement below.

1. *“reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.”* [5 CCR § 55001](#)

- Examples:
 - Lectures with visual or audio aides, lab activities, skill demonstrations, collaborative learning, and simulations.
- Explanation Examples:
 - Students can select from a list of assignment options (video reflection, audio recording, infographic, slidedeck, etc.) for one or more assignments listed on the COR.
 - Instructional Methodologies ensure that content is delivered using two or more modes communication, such as
 - ♣ Printed material with related images
 - ♣ Lectures with related video clips.

2. *“describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.”* [\(5 CCR § 55001\)](#)

- Examples:
 - Group projects, collaborative learning, co-construction of assignments and/or assessments, student-directed assessments, and equitable grading practices (e.g. contract grading).
- Explanation Examples:
 - Instructors and students will develop assessment criteria for one or more assignments listed on the COR.
 - Grading ‘weights or percentages’ listed in Methods of Evaluation reflect a combination of low-stakes and high-stakes assessments.
 - High-stakes assessments can be resubmitted, revised, or retaken for a higher score.

Course Outline of Record Components-Section Four 1. Representative Textbooks	Required	COR Examples
Representative Textbooks	<ul style="list-style-type: none"> A. Includes at least One Educational Resources (OER) that meets universal design course standards is listed in this section. <ul style="list-style-type: none"> a. <u>If such a text is not yet available for the course content, 'Instructor-prepared materials that meet universal design course standards' is listed as an alternative to an OER resource.</u> B. Any course textbooks and materials meet universal design course standards, including accessible and inclusive language, and explanations of technical terms. C. Course textbooks and materials reflect diverse authors, voices, and perspectives and include discussions on current debates in the field that are relevant to students. 	<p style="text-align: center;"> <u>Soc 30</u> <u>ARTH 1.1</u> </p>

Course Outline of Record Components-Section Five: Additional Components	Required	COR Examples
Mode of Delivery	A. The mode or modes of course delivery are clearly identified on the COR or via a Distance Education Addendum	Most of our CORs
Minimum Qualifications	A. Discipline or disciplines placement established pursuant to section 53407 assigned to the course.	All of our CORs

Sources

1. [CAST UDL Guidelines](#)
2. [Glendale College's Equitable Guide to Curriculum](#)
3. California Community College's Curriculum Committee's (5C's) [DEI in Curriculum: Model Principles and Practices](#)
4. [Porterville College's DEI in Curriculum Rubric](#)
5. [Curriculum Committee Equity Review Guidelines from College of the Sequoias](#)
6. "In Search of the Perfect COR" Presentation, Curriculum Institute, Summer 2021
7. De Anza College's "Equity Process Guide" Draft, approved by their CRC on 11/19/2025

Title 5 Links

1. [Section 55001 Curriculum Committee](#)
2. [Section 51000.5 Course Outlines of Record](#)
3. [Section 55002 Standards and Criteria for Courses](#)
4. [Section 55002.5 Credit Hour Definition](#)