Title 5 Curricular Updates and
COR Equity Review Checklist for
CourseLeaf

NOTES:

1. Each row represents part of a web-based form within CourseLeaf/CIM and includes a required COR component(s) and what is required or highly recommended for that specific COR component.
    a. As part of curriculum development or revision process, submitters complete the web-based checklist; then submitter, chair, and dean sign a form confirming this step has been completed once each item has been completed.
2. **Section One COR components outlined in the blue border will be integrated, checked, and confirmed within new web-based version of 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	Required	Highly Recommended
Units and Contact Hours 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.	Yes *Title 5 § 55001.5, § 55002, and § 55002.5*	
Unit and Contact Hours 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	Yes *Title 5 § 58003.2 And Title 5 § 55002.5*	

Course Outline of Record Components- Section Two 1. Course Title 2. Course Description 3. Student Learning Outcomes 4. Objectives 5. Topics and Scope	Required	Highly Recommended
Full Course Title The title is clear, inclusive, welcoming and jargon free language		Yes *Title 5 § 55001.5*
Catalog Description The description reflects one or more equity criteria on SRJC's Equity Review Requirements and Recommendations Guide.		Yes *Title 5 § 55001.5*
Limits on Enrollment 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.	Yes *Title 5 § 55001.5 and § 55002*	
Student Learning Outcomes SLOS reflect one or more equity criteria on SRJC's Equity Review Requirements and Recommendations Guide		Yes *Title 5 § 55001*
Student Learning Outcomes SLOs reflect one or more equity criteria on SRJC's Equity Review Requirements and Recommendations Guide		Yes *Title 5 § 55001*
Objectives These reflect one or more equity criteria on SRJC's Equity Review Requirements and Recommendations Guide		Yes *Title 5 § 55001*
Topics and Scope This section reflects one or more equity criteria on SRJC's Equity Review Requirements and Recommendations Guide		Yes *Title 5 § 55001*

Course Outline of Record Components-Section Three 1. Assignments 2. Instructional Methodology 3. Methods of Evaluation	Required	Highly Recommended
Assignments Explanations or examples of required outside-of-class assignments, including reading and writing assignments	Yes *Title 5* *§ 55001* *§55001.5*	
Instructional Methodology Explanations or examples of instructional methodology	Yes *Title 5* *§ 55001* *§55001.5*	
Methods of Evaluation Explanations or examples of methods of evaluation	Yes *Title 5* *§ 55001* *§55001.5*	

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:
  - o Lectures with visual or audio aides, lab activities, skill demonstrations, collaborative learning, and simulations.
- Explanation Examples:
  - o 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.
  - o Instructional Methodologies ensure that content is delivered using two or more modes of 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:
  - o Group projects, collaborative learning, co-construction of assignments and/or assessments, student-directed assessments, and equitable grading practices (e.g. contract grading).
- Explanation Examples:
  - o Instructors and students will develop assessment criteria for one or more assignments listed on the COR.
  - o Grading 'weights or percentages' listed in Methods of Evaluation reflect a combination of low-stakes and high-stakes assessments.
  - o High-stakes assessments can be resubmitted, revised, or retaken for a higher score.

Course Outline of Record Components-Section Four 1. Representative Textbooks	Required	Highly Recommended
Representative Textbooks At least one Open Educational Resource (OER) that meets universal design course standards is listed in this section. SRJC-specific language: 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.	Yes *Title 5 § 55001.5*	
Representative Textbooks Any course textbooks and materials meet universal design course standards, including accessible and inclusive language, and explanations of technical terms.	Yes *Title 5 § 55001.5*	
Representative Textbooks Course textbooks and materials reflect diverse authors, voices, and perspectives and include discussions on current debates in the field that are relevant to students.		Yes *Title 5 § 55001.5,*

Course Outline of Record Components- Section Five: Additional Components	Required	Highly Recommended
Mode of Delivery The mode or modes of course delivery are clearly identified.	Yes *Title 5* *§ 55206 and* *55204*	
Minimum Qualifications	Yes *Title 5 § 55001.5*	

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 55001Curriculum Committee
2. Section 51000.5 Course Outlines of Record
3. Section 55002 Standards and Criteria for Courses
4. Section 55002.5 Credit Hour Definition