



The course outline of record (COR) and the curriculum review process are key places where campuses can advance equity work in important, systemic ways. As a “document with defined legal standing that plays a critical role in the curriculum of the California community colleges” (ASCCC, 2017), the COR sets expectations for a course and guides instructional practice.

“Embedding equity in the COR ensures that all students who enroll in a particular course will have the same access to course content and objectives that are culturally responsive and anti-racist,” according to ASCCC the article *Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record* (ASCCC, 2021). To read the entire article, please go here: [ASCCC COR Article](#)

These COR DEIAB (Diversity, Equity, Inclusion, Access, and Belonging) Guiding Questions were created in direct alignment with Academic Senate of California Community Colleges (ASCCC) and the West Valley College’s Anti-racism and Inclusion Plan that outlines our community’s commitment to “Eliminate disparities in student outcomes by changing cultures, policies, practices, and pedagogies that perpetuate inequitable outcomes for groups that experience disproportionate impact.” To review our own West Valley College Anti-Racism and Inclusion Plan and Anti-Racist Guiding Principles, please go here: [Guiding Principles](#) and [Anti-Racism and Inclusion Action Plan](#)

Resolution 9.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5 was adopted at the fall 2021 ASCCC Plenary:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor s Office to revise California Code of Regulations Title 5 including section 55002 titled Standards and Criteria for Courses to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor s Office to include in future publications, webinars, and other resources guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

The COR (Course Outline of Record), a contract between the college and the student and the basis for the course syllabus, describes the type of environment the course will have and is an opportunity to set the class tone as welcoming, inclusive, and anti-racist. The COR can reinforce to students that they are welcomed, valued, safe, and

The West Valley College Antiracism & Inclusion Action Plan was developed by Dr. Debra Griffith, Vice President of Student Services, Diversity, and Inclusion (<https://www.westvalley.edu/faculty/griffith.html>) during the summer of 2020. Dr. Griffith set forth a plan of action regarding the five primary goals, along with metrics to measure the attainment of these goals and the resources necessary to accomplish them. To meet the 2023 objectives, member-led Working Groups were assigned to each primary goal. ("Anti-Racism and Inclusion Action Plan | West Valley College") The composition of each group is comprised of members from all divisions at the college. Over 50 members volunteered to be a part of this work. The Working Groups are responsible for soliciting information from students, staff, faculty, and administrators to ensure campus-wide involvement, perspectives, and insight. ("Anti-Racism and Inclusion Action Plan | West Valley College") This document was created by the Working Group B1: Curriculum Review and Capacity-Building.

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Anti-Racism Action Pnti

Why?

According to the article "[Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record.](#)" in the State Academic Senate's November 2021 Rostrum, a focus on equity and anti-racism may seem relevant only

Is it designed to be personally and culturally relevant to students?		

through research, reasoning, organization, outlining, presenting, and evaluating various types of speeches. Students *are invited to explore* theories and techniques of ethical and listener-centered public speaking and to *learn how to apply that knowledge to their personal and professional lives.*

“Appropriate general education, transfer, and articulation agreements for the course should be listed, as should appropriate distance education modalities approved for the course.” (“sdcce.edu”) A review of the COR should balance the need for increased access with the ability to maintain the quality and fidelity of the course.

According to a recent article titled [Equity in Higher Education](#) (10(e)-10-9(I)ETQ0 g0 G6(Responsiveness, and Anti-Racism in the Course Outline of Record,” in the State Academic Senate’s November 2021 Rostrum, higher units and hours can slow student progress and affect student financial aid. In addition, most colleges are developing their guided pathways work and reducing time to completion. Faculty should consider whether the course units are aligned with transfer requirements and model curricula. (“sdcce.edu” “ « ” F

Why?

Example assignments act as a guide to new faculty as they are developing content for WVC courses. This section of the COR should provide examples that align with equitable course content and provide opportunities for students to bring their own experiences to the course. These assignments should be both formative and summative. To learn more about Universal Design principles, please go here: [Universal Design](#)

Assignments Guiding Questions:

UNIVERSAL DESIGN		
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Why?

According to the article

Method of Instruction Guiding Questions:

Do instructional methods include formats which engage students as active participants in their own learning process?		

Do the instructional methods offer opportunities for discussion

Are there opportunities for students to authentically connect with the instructor and with one another?		
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Do the instructional methods encourage students to think deeply and critically about the content within a community of learners?

Why?

The rationale for the method of evaluation is bolstered by factoring in the “early and often” and “utilize situational fairness” Caring Campus Behavioral Commitments. With equity in mind and an acknowledgement that students come to the course with valuable knowledge, there is more than one method of evaluation (i.e., exam, quiz, group project, self-check quiz, discussion post). The methods of evaluation use [authentic assessment principles](#), such as connecting real-world problems and lives lived to the content area to make learning relevant and aligned to the type of tasks students will be asked to do in their careers. The evaluation is *low risk*. *Low-risk* assessments are intended to encourage instructor feedback early in the semester and do not threaten the student’s overall grade. Further, “early and often” methods of evaluation keep in mind student agency and allow the instructor the opportunity to provide feedback early in the semester, thereby building student confidence. *High-risk methods* of evaluation are those that are limited in number and often far into the course, so students are not aware of their performance in the course until too late and this has a significant impact on their overall grade. Early feedback provides students with the ability to engage in corrective action should they choose. As with all aspects of the COR, “early and often” methods of evaluation are intended to set the students

Are we, as instructors, considering our own bias when constructing and evaluating assessments?		
Does the method of evaluation encourage corrective action should the student choose (the "early and often" aspect of evaluation)?		
Are students empowered to attain ownership of their knowledge, instead of having it bestowed upon them? ("WELCOME TO C&I'S GUIDE FOR CREATING EQUITABLE CURRICULUM")		

Why?

Student Learning Outcomes describe what a student should be able to do as a result of successfully completing the course objectives. They are the expected goals of the course. Student Learning Outcomes and Course Objectives appear on course syllabi to inform students what they have the opportunity to learn in that class. Student learning outcomes and objectives are inclusive and connect with students when they relate to students' knowledge and experience, and are relevant to their interests, approach to the world, and daily lives.

Outcomes/Objectives Guiding Questions:

Do SLO's/Objectives specifically relate to DEIAB topics included in the course content?		

Why?

- *Discuss different types of bias*
 - Measurement bias*
 - Sampling bias*
- *Discuss the ethics of various historical studies, such as*
 - Tuskegee Syphilis Study*
 - Unit 731, World War II Japanese Army biological and chemical warfare research and development unit*
 - Vaccinations and Autism*
 - Eugenics Movement*

DEIAB Terminology

The California Community College Chancellor's Office has created a [Diversity, Equity and Inclusion Glossary of Terms](#). We encourage you to review and use these terms to assist West Valley with a common understanding and common language around DEI concepts. This document is not meant to be an exhaustive list and will be updated for new or current DEI terminology and clarification.

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