

Integrating IDEAA into the COR – Best Practices

In response to the Academic Senate for California Community Colleges (ASCCC) resolution to include diversity, equity, inclusion, and cultural responsiveness into the Course Outline of Record (COR), the Chancellor's Office, in partnership with ASCCC and other organizations, distributed [DEI in Curriculum: Model Principles and Practices](#). Tips for integrating these model principles and practices are embedded into these Curriculum Development Guidelines

Course Title (CB02)

Carefully consider the impact of wording in your course title. This is one of the first things students see. Is the title student-friendly and jargon-free? Is it descriptive, accurate, and inclusive?

Course Description

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? 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. For example, consider how Black, indigenous, and other people of color have traditionally been erased from the curriculum.

Grade Options

Consider adding the Pass/No Pass option for classes that have been historically letter grades only. If you have questions about P/NP grading talk to the counselors for input.

Request for General Education Transferability

If appropriate, petition the course for similar requirements across the different GE patterns.

Credit/Non-Credit Options

Consider whether the course meets student needs better as credit, noncredit, or mirrored credit/noncredit. Noncredit courses do not award units but are also free and can be repeated as needed; note that noncredit courses must fit into one of the CB22 categories listed below.

For credit courses, keep in mind that 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?

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! For example, putting a prerequisite or advisory of College Comp. on a class that doesn't have college composition level writing assignments may disproportionately deter students for whom English is not their first language.

Methods of Instruction

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.

Assignments

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?

Methods of Evaluation

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.

Textbooks and Lab Manuals

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. Do textbooks, manuals, or other materials include diverse representations in authorship and/or content? If not, what supplemental materials can be included? Are materials ADA-accessible and 508-compliant? Are they affordable? Are there Open Educational Resources (OER) alternatives? Visit the ASCCC OERI website for a list of OER by discipline.

Course Objectives

Consider adding course objectives with a specific focus on inclusion, diversity, equity, or anti-racism. For example, a course objective addressing anti-racism could include analyzing how social and historical context affected major theories and/or discoveries in the field, particularly in light of systemic racism. An objective focused on inclusion or diversity could include incorporating diverse authors and theories from your discipline.

CSLOs

Consider adding course outcomes with a specific focus on inclusion, diversity, equity, or anti-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 IDEAA content is not explicitly present, ensure your outcomes assessment process includes equity review and thoughtful data disaggregation.

Outline

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.

Extracted from [YCCD Curriculum Development Guidelines](#)