The YC Curriculum Committee is looking for tangible evidence of DEIA in course descriptions, content, objectives, outcomes, assignments, and/or materials. We may send back course proposals to faculty originators with requests to include DEIA in different elements of the COR, depending on course.

The following is a brief explanation of some of the components of the COR that can be reviewed and redesigned using an equity lens (Bean & Gelpi, 2019), copied from the ASCCC Rostrum article listed in the Resources below:

- **Course Title and Description**: These elements are usually the first things students see about a class and can send a message to the students. The title should be descriptive, accurate, and inclusive and the description student-centered, using accessible and inclusive language with a focus on what the student will gain from the course. They should be inviting and welcoming. Discipline-specific terminology should be 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 that individual student. For example, the description for a history course might consider how black, indigenous, and other people of color have traditionally been erased from the curriculum and shift the focus in the course description by using language like "colonized people" in place of "colonial."
- **Units/Hours**: Higher units and hours can slow student progress and have consequences for student financial aid. In addition, most colleges are progressing in their guided pathways work, which includes reducing time to completion. Faculty should consider whether the course units are aligned with transfer institutions and model curricula. If units are high, a plan should be in place to validate them using disaggregated data that identifies the effects on enrollment for disproportionately impacted groups, including racial and ethnic groups. Noncredit options should be listed if appropriate.
- **Limitations on Enrollment**: Faculty should consider whether barriers to enrollment such as pre- and co-requisites or advisories may have disproportionate impact on any students. Limitations on enrollment must be appropriately validated. Reviewing requisites for disproportionate impact is already a requirement for certain types of requisites per Title 5 §55003(g), but faculty should consider whether applying that review process to other limitations on enrollment would help to ensure equitable access to more courses.
- **Course Content and Objectives**: Where appropriate, faculty should consider explicitly including culturally responsive and anti-racist content in the course topics and objectives. Although diversity, equity, and inclusion (DEI) content that explicitly addresses racial inequities may be a stronger fit in some disciplines, almost every discipline will have debates, disagreements, or assumptions that can be challenged; the COR should have an acknowledgement and discussion of these issues built in. Opportunities should be built into the topics and objectives for students to see themselves and their experiences represented and to bring their authentic selves to the course through strategies like reflection or response. Faculty should consider not just the content but also the language and terminology used to describe it and be cognizant of where the terms and topics reflect Eurocentric or colonizing views—for example, "third world countries"—and seek opportunities to move the marginalized experiences of black and indigenous

people to the center. A review should not just examine what is in the course but also what is left out.

- **Assignments**: Example assignments act as a guide to new faculty for ideas and development. They should provide examples that align with equitable course content and opportunities for students to bring their own experiences to the course. These assignments should be both formative and summative.
- **Learning Outcomes**: Faculty should consider a course SLO with a specific focus on DEI or anti-racism in all CORs. For example, a course outcome addressing anti-racism could include articulating or analyzing how social and historical context affected major theories or discoveries in the field, particularly in light of systemic 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 DEI content is not explicitly present, the outcomes assessment process should include equity review and thoughtful data disaggregation.
- **Methods of Instruction and Evaluation**: The COR should include multiple methods of instruction and evaluation, including some authentic assessments capturing more contextualized understanding. 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 (Harris & Hernandez, 2021).
- **Course Materials**: Textbooks, manuals, or other materials should include diverse representations in authorship and content. If they do not, supplemental materials might be included. Course materials should be ADA-accessible and affordable. *Where appropriate, open educational resources (OER) alternatives should be considered.* Although some colleges consider textbooks listed on the COR to be primarily examples, the texts are an important guide for faculty about what kinds of materials are considered acceptable for the course and can have an important impact on the texts that are ultimately selected.

Here are some specific examples of DEIA additions to CORs (based on the ASCCC 2023 Curriculum Institute training):

- AJ class already had explicit DEIA elements in content; asked faculty to consider adding objectives, outcomes, and student-centered description to highlight that focus.
- ECE courses had objective to "promote diversity in the classroom"– asked faculty to expand on this in content, assignments, and methods of evaluation.
- Health course revised to have more student-friendly description (jargon-free), added explicit content on intersectionality of race, ethnicity, gender, and age.
- Art History courses revised to diversify representation and decolonize language:
  - Removing heavy focus on European art in Global Art History class; adding additional art forms from Africa, Oceania, Asia, Mesoamerica to balance representation
  - Adding more diversity to Contemporary Art: Black, Chicana/o/x, and Feminist art movements,
  - Decolonized language in course description:

BEFORE: Survey of Art history, painting, sculpture, and architecture; Art from the Paleolithic period through the Early Christian World, including pre-literate art and Pre-Columbian art.

AFTER: Survey of global art history, painting, sculpture, and architecture. This course will cover a geographically diverse range of art from around the world, starting with prehistoric art through the first millennium.

- English department planning major revisions to degree:
  - Adding World Lit sequence
  - Deactivating "segregated" courses on Women's Lit and Ethnic Voices; revising all existing comp and lit courses to explicitly include diverse authors and perspectives.

Resources:

DEIA Tool: [DEI in Curriculum, Model Principles and Practices](#) (June 2022)
[OER Resources for Faculty](#)
Rostrum Article: [Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record](#) (November 2021)