

ACADEMIC SENATE FOR CALIFORNIA  
COMMUNITY COLLEGES

*TO BOLDLY EXPLORE*

ONTARIO  
CONVENTION CENTER  
HYBRID EVENT

*EQUITABLE CURRICULUM IN AN AI UNIVERSE*

CURRICULUM INSTITUTE

JULY 9-12, 2025

Serving the Students We Have:  
How IDEAA in the COR Can  
Encourage Inclusive Instruction



# Session Description

The Course Outline of Record (COR) is essential to all aspects of curriculum at our colleges and drives the decisions we make as educators in the implementation of teaching strategies and course design. We will look at specific practices for ensuring that inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) are woven throughout the elements of the COR. This session will include a brief overview of the COR and discussion on the impact the elements of the COR have on providing diversity and equity in the classroom. Join us for an interactive discussion on how educators can provide rich, robust, and culturally responsive curricula to meet the needs of our diverse student populations.



# Presenters



Kelly Fowler  
5C, Mt. SAC, Vice  
President of  
Instruction



Nili Kirschner  
5C, Woodland  
Community College



Sarah Harris  
5C, College of the  
Sequoias



Sharon Sampson  
Grossmont College







# Session Outcomes

- Review the history and rationale for including IDEAA in the COR
- Reflect on continuing relevance of the IDEAA COR in the context of current events
- Explore how IDEAA can appropriately be incorporated across disciplines using universal design for learning and student-centered approaches to content, assessment, and other sections of the COR
- Consider next steps and ways to engage



# Audience Check In

- At your tables, pair and share a time you helped a student connect with course materials or topics, or a time when you experienced that connection as a student.
- Zoom folks, share your stories in the chat
- Scan QR code for the audience poll or go to **menti.com** and enter the code **6504 7760**





# A Recent History of IDEAA in Curriculum: Starting with Statements

- [2020 Student Senate for California Community Colleges Anti-Racism: A Student Plan of Action – Calls for Curriculum Changes](#)  
"Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value."
- [2020 Chancellor's Office Call to Action:](#)  
Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.

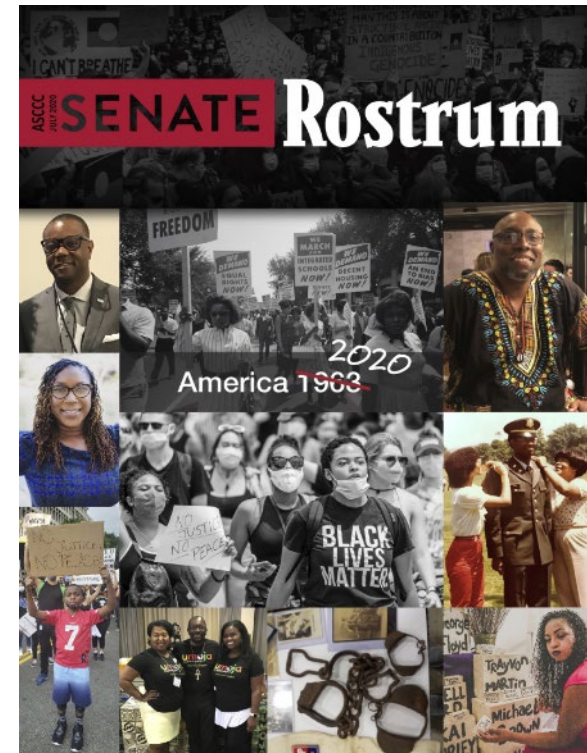


# 2020 ASCCC Publications

- ASCCC Paper: [Anti-Racism Education in California Community Colleges:](#)

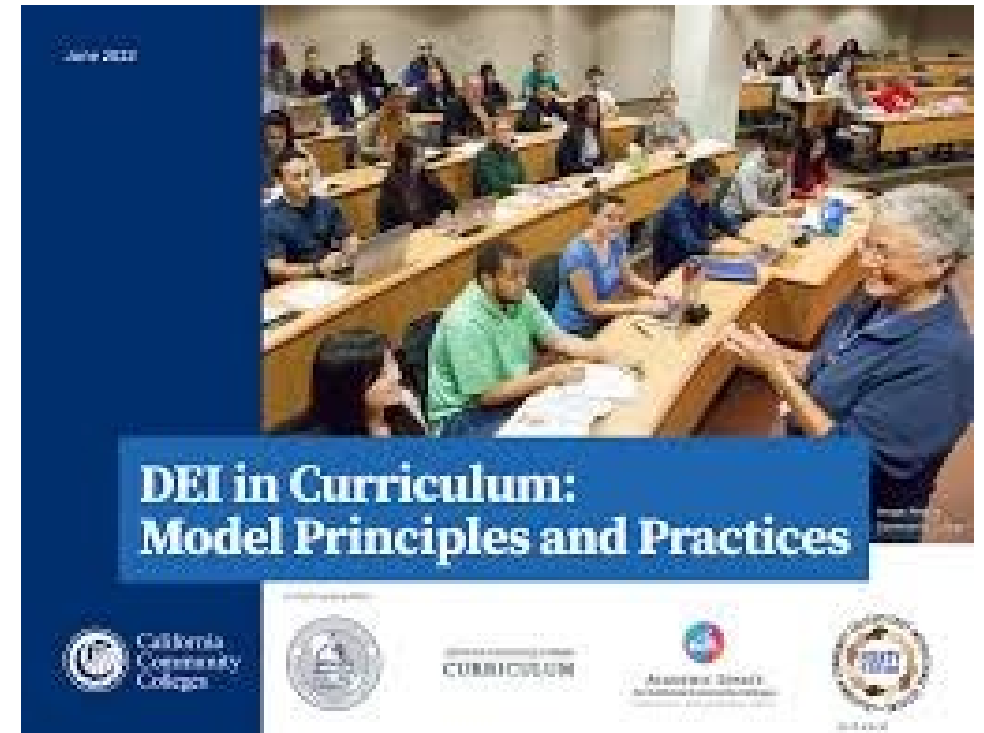
- How can I ensure my students see themselves in the curriculum?
- How can I ensure my students are represented in the curriculum?
- How can I draw upon the experiences of my students and reflect that in my curriculum?

- ASCCC *Rostrum* Special Edition – July 2020



# DEI in Curriculum Model Principles and Practices

- 2022: Joint publication from Student Senate, ASCCC, CIOs, Chancellor's Office, and 5C of the [DEI in Curriculum Model Principles and Practices](#)
- Followed by ASCCC publication of the [DEI in Praxis toolkit](#), with tools and examples for engaging with the Model Principles and Practices





# Where We are Today: Vision 2030

## Vision 2030's Strategic Directions

continue to center equity goals,  
with the first direction that

“All actions, policies and  
procedures, will be enacted  
centering equity and inclusion and  
dismantling prejudice and racism.”

The image shows the front cover of a report titled 'VISION 2030'. The title is in large, bold, yellow capital letters. Below it, a thin white horizontal line separates the title from the subtitle. The subtitle, 'A Roadmap for California Community Colleges', is written in white capital letters. The entire cover has a solid dark blue background.

# VISION 2030

## A Roadmap for California Community Colleges



# Where We are Today: Title 5 Updates

- BOG approved title 5 updates in January, requiring Curriculum Committees have documented procedure
  - “for ensuring that course outlines of record [...] describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students”
  - “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”





# Our Mission and Our Students

- In 2020, California Code Regulations Title 5 § 51201 was updated to include a statement on Diversity, Equity, and Inclusion. It reads in part:
  - “With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.”
- The California Community Colleges are the largest, most diverse system of higher education in the country. We continue to move forward with the ongoing work of ensuring all of our students can see themselves reflected in their education and curriculum.





# Upholding Inclusive Practices

## Why IDEAA Matters

- Reflects and respects our diverse student demographics
- Promotes student success, retention, and engagement
- Aligns with institutional and accreditation priorities

## Reflect Our Students' Realities

- Students bring diverse identities, cultures, and life experiences
- Inclusive classrooms affirm and validate these lived experiences
- Representation in curriculum fosters sense of belonging

## Responding to the Political Climate

- National debates and executive orders challenge inclusive education
- CCCs affirm their commitment to IDEAA values
- Our classrooms remain spaces of critical inquiry and academic freedom





# Upholding our Mission in Challenging Times

- We are living through a period of significant social and political turbulence
- CCCs' commitment to IDEAA is not situational; it is foundational to who we are
- We remain steadfast in our mission to empower students, advance equity, and prepare future leaders through inclusive, equity-minded education
- Reaffirming our values includes welcoming open, honest dialogue—even when uncomfortable







# Serving All Our Students

**By redesigning courses with IDEAA, faculty can create learning experiences that are more accessible, meaningful, and aligned with students' lived experiences and academic goals:**

- Assignments that connect academic content to students' lived experiences and social realities
- More inclusive assessment methods that allow diverse demonstrations of learning and knowledge
- Emphasis on real-world application and community relevance increases student engagement and motivation
- Intentional design of courses that reflect and support students' educational and career goals
- More equitable access to course materials through adoption of free or low-cost textbooks





# IDEAA is for Everyone!

- Not just for humanities and social sciences – IDEAA belongs in STEM and CTE too
- Purpose is to engage ALL students to create opportunities for learning
- Not just about *what* we teach, but *how* we teach it:
  - Universal design for learning
  - Accessibility
  - Effective practices for adult learners
- Thinking beyond content and objectives:
  - Units and hours
  - Conditions of enrollment
  - Textbooks and course materials
  - Assignments and methods of evaluation



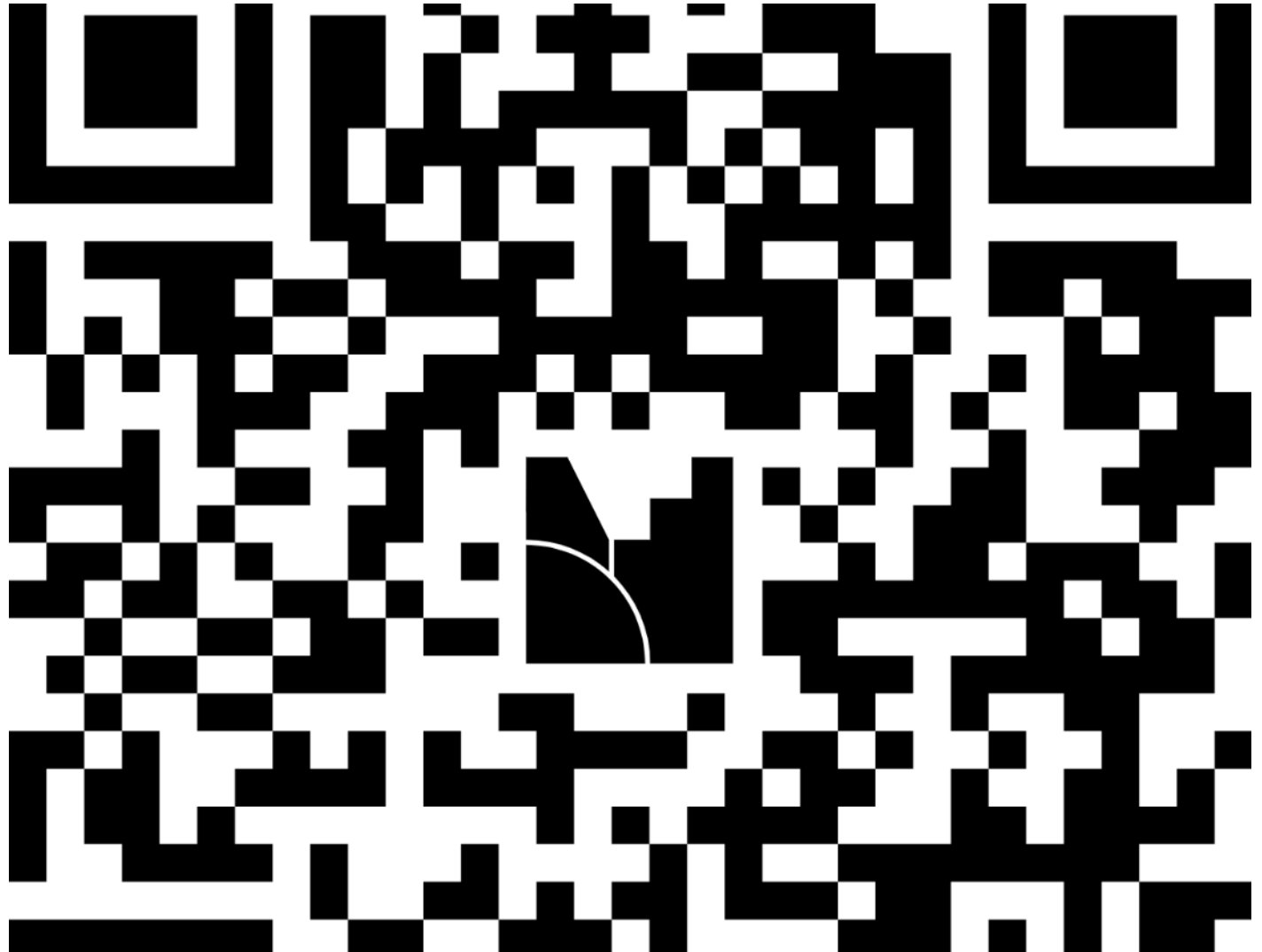
# Check-in Poll

Go to

**menti.com**

Enter the code

**6504 7760**





# The Course Outline of Record (COR)

- Essential to all aspects of curriculum at our colleges and drives the decisions we make as educators in the implementation of teaching strategies and course design.
- Legally binding document that sets the tone and expectations for the course. Changing the COR can have ripple effects into the classroom and the college:
  - CORs guide all instructors
  - All faculty benefit from looking at their CORs with fresh eyes
  - Transfer institutions look at CORs to determine equivalency
  - Students see parts of the COR in the catalog and schedule





# IDEAA and Common Course Numbering

- CCN templates developed with IDEAA in mind:
  - Guidelines specify student-centered language in title and description, inclusion of OER, by discipline faculty workgroups
  - Discipline faculty workgroups embed elements of IDEAA into template
- Colleges can and should still design curriculum with their students and communities in mind:
  - Optional Part 2 of description, objectives/outcomes, content, and methods of evaluation
  - Non-standardized sections of COR like typical assignments







# Bright IDEAAAs from the Field

## Real-world examples of IDEAA in the COR:

- Course Description: Biology
- Unit and Hours: Child Development
- Limitations on Enrollment: Physics
- Course Content: Child Development
- Objectives and Outcomes: Earth Science, English
- Assignments: Computer Science, Automotive
- Distance Education: Business Management



# Course Description - Biology

(Beta Meyer, Mt. SAC)

## BEFORE:

Human Development, from conception to death. Conception, growth, maturation and aging are studied as a natural continuum, influenced by our biophysical and psychosocial environment. Includes developmental theories and scientific methods used to study development. Field trips to several off-campus sites are required.

## AFTER:

Human development over the lifespan. Starting before conception, the continuum of life events are influenced by genetics and environment. Learn how biological, physical, psychological and social factors impact development, and what pattern and timing is considered average in human development. Follow conception through pregnancy as a child develops. Learn about childbirth, and how postnatal maternal and child health is assessed. Continue development through childhood into adolescence, with both sexual development **and the acquisition of gender identity**. Watch development progress through the rest of lifespan into young adulthood, middle age, and older adulthood. **At all stages, common diseases and injuries are considered.** Look at development through the lens of development theorists and **see how developmental theories have evolved**. Apply scientific thinking and analysis **to look at health disparities and how these can impact lifespan development**. At the end of life, learn about hospice care and the death process. After death, **learn about choices to handle human remains** including cremation, burial, and ceremonies. **Field trip required.**



# Units and Hours – Child Development

(College of the Sequoias)

## CHLD 149 Introduction to Curriculum

- 3 lab hours were removed from the course and 1 lecture hour was added.
- Equity Review Description: “The lab component on this class is presenting a barrier to students for completion, retention, class scheduling, ability to move through courses and achieve certificate or degree in timely manner, and transfer. Department has made the determination to remove the lab component.”



# Limitations on Enrollment - Physics

## (College of the Sequoias)

### PHSY 055

- Faculty reviewed and updated validation to confirm current prerequisites were required for transfer
- Equity Review: “We obtained class copies of the Knight textbook so all students have access to a quality text from the first day of class. We discussed, with course material and transfer institution requirements in mind, what prerequisites were actually needed.”

Validation Type [Required by 4 Year Institution](#)

Course [MATH 065](#)

List two (2) transfer courses from UC/CSU with an equivalent prerequisite/corequisite required:

[CSU, Fresno; 2022-2023; PHYS 4A](#)

[Cal Poly, San Luis Obispo; 2022-2023; PHYS 141](#)

Validation Type [Required by 4 Year Institution](#)

Course [MATH 066](#)

List two (2) transfer courses from UC/CSU with an equivalent prerequisite/corequisite required:

[CSU, Fresno; 2022-2023; PHYS 4A](#)

[Cal Poly, San Luis Obispo; 2022-2023; PHYS 141](#)



# Course Content- Child Development

(College of the Sequoias)

## **CHLD 148, Child Health, Safety, Nutrition**

- “Course has been updated to include most recent state recommendations including culture, diversity and linguistic application of working with children and families in an early childhood education program.”
- Course Topics updated to center collaboration and student/family perspectives. For example:
  - Original: Promote good health with families, teachers and children involved in culturally, linguistically, and developmentally appropriate ways.
  - Revised: Collaboration with families and other professionals to promote health, safety and nutrition





# Learning Outcomes – Earth Science

(College of the Sequoias)

## ESCI 001, Intro to Earth Science

- Outcome #1 updated to read: “Given an earth science topic, students will design and execute a lesson plan that utilizes the scientific method **and an accessible STEM-based activity** to explore that topic.
- Equity Review states: “Accessibility is explicitly discussed with the students with the objective of producing cognizant future educators.”



# Objectives/Outcomes – English CEN

(Grossmont College)

## **ENGL C1000 Part 2: Additions to Objectives**

- Read and analyze selections of significant culturally relevant literature representing diverse backgrounds and perspectives.
  - Distinguish specific rhetorical strategies writers employ to advance their arguments, taking into account purpose and audience.
  - Critically examine and analyze the historical, cultural, biographical, and political contexts wherein all writing takes place.
  - Locate and evaluate primary and secondary sources for depth, breadth, credibility, and relevance, for use in their own writing.
  - Identify, evaluate, and synthesize multiple points of view, noting how various perspectives inform, complicate, and/or build upon one another.



# Assignments – Automotive

(College of the Sequoias)

## **AUTO 237: Automotive Air Conditioning**

“Edited possible writing assignments to include opportunities for students' self-expression and opinions.”

### **BEFORE:**

Assigned worksheets for the classroom manual chapters shall be completed in writing by the students and turned in to the instructor for gradings. These worksheets reinforce reading material.

### **AFTER:**

Possible writing assignments would include opinion essays on environmental impacts of refrigerants and other automotive chemicals, allowing student self-expression in sensitive subjects. Technical report writing may also be included, with opportunity for interpretation of activities or diagnostic steps, reflecting the students' own way of relaying this information.



# Assignments – Computer Science

(Jonathan Johannsen, Mt. SAC)

## BEFORE:

1. Assume that the content of the memory location for a variable declared as "float b;" is "8311 0000" in hexadecimal. What is the actual value of b as a real decimal number?
2. Given the following recursive definition:  $s(2) = 3$ ,  $s(n) = 5 * s(n-1) + 6$ , implement the corresponding program and use it to calculate  $s(7)$ . How many invocations are made to the function `seq ()` when calculating  $s(7)$ ?

## AFTER:

1. Select and research a topic that is interesting or important to you. Write a one-page proposal on how a computer program might be used to help others interested in this topic. The program must include the following: decision structures, loops, arrays, and files.
2. In a group, research one or two famous Computer Scientists and prepare a short five-minute presentation for the class. Possible subjects will be listed by the professor to emphasize the many rich and diverse voices in the field.



# DE Addendum – Business Management

## (Woodland Community College)

- Business Management course revised to expand content and objectives related to IDEAA and add OER textbooks
- Included rationale for expanding DE modalities:

“Woodland Community College serves a wide range of communities including some that are very rural. To ensure equitable delivery of our program curriculum to all of our WCC students regardless of where they live, it is necessary to utilize all available distance education technologies. From a pedagogical perspective, this subject matter is well suited for distance education.”







# Future steps: Engage and Make it So

Our students and communities count on us to do this work.

What is one thing you can do to move the needle?

- Individual efforts
- Institutional efforts





Continue the  
discussion

Saturday  
July 12  
9-10:15am

## Holodeck: IDEAA in the COR

Come share local practices for ensuring that inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) are woven throughout the elements of the COR. Join us for an interactive discussion on how educators can provide rich, robust, and culturally responsive curricula to meet the needs of our diverse student populations.

Learn more about how you can share ideas with ASCCC's DEI in Curriculum Praxis.

