## COS Curriculum Committee Equity Review Guidelines

As part of the curriculum review process, faculty will record the elements of the course outline that were reviewed for equity, and how those elements have been updated or confirmed to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students[i]. This review must be documented and completed in the "Equity Review" section of the Courseleaf submission form.

During the review process, reviewers will confirm completion of this review and consider whether these principles have been sufficiently demonstrated throughout the content of the COR.

COR elements for review may include, but are not limited to:

- *Course Title and Description:* The title should be descriptive, accurate, and inclusive. The description should be student-centered, using accessible and inclusive language with a focus on what the student will gain from the course.

- *Units/Hours:* Higher units and hours can slow student progress and have consequences for student financial aid. Faculty should consider whether the course units are aligned with transfer or other requirements (such as hours for certification, industry recommendations, etc).

- *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.

- *Course Topics and Objectives:* 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.

- *Assignments:* Example assignments act as a guide to new faculty for ideas and development. Assignment examples should align with equitable course content and provide opportunities for students to bring their own experiences to the course.

- *Learning Outcomes*: Careful consideration should be applied to this section for common courses, where the SLOs may provide an opportunity for local control and should allow multiple means of representation, engagement, and expression to support learner variability and diversity.

- *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 alternatives should be considered. Although textbooks listed on the COR are 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.

In addition to the above, throughout the COR faculty should consider not just the content but also the language and terminology used to describe it. A review should not just examine what is in the course but also what is left out and/or what is prioritized in occasionally unexamined areas – such as the order of topics and the signal that may send to students about priority.

Faculty should use their best judgement to determine which components of the COR can be reviewed and updated and what content and/or approaches are appropriate for their discipline. Reviewers will consider the elements of the outline faculty have identified and whether the required elements have been sufficiently addressed in the outline as a whole. Reviewers will focus on the content in the outline itself – although classroom practices addressing equity and accessibility are also encouraged, those practices alone do not meet the requirement for documentation in the outline itself.

Additional information on equity review, including examples from multiple disciplines, key terms, and ASCCC guidance, are available in the Curriculum Committee Canvas shell here: https://cos.instructure.com/courses/24277/pages/equity-and-curriculum-review

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[i] Title 5, Section 55001 codifies the requirement for Districts to establish curriculum committees, and states the following regarding those committees:

> (b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

> (c) Curriculum committees shall have a documented procedure 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.