Transforming the Learning Experience:

A Guide to IDEAA-Centered Curricular Design



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Transforming the Learning Experience: A Guide to IDEAA-Centered Curricular Design

Introduction

Why IDEAA Matters

Students bring diverse identities, cultures, and life experiences. By ensuring that specific practices of inclusion, diversity, equity, antiracism, and accessibility (IDEAA) are woven throughout the course outline of record (COR), we are affirming and validating students' lived experiences and fostering a sense of belonging through representation in curriculum. IDEAA promotes student success, retention, and engagement.

How to Use This Guide

This guide serves to assist with incorporating IDEAA principles and practices throughout the COR. Each section is divided into areas within the COR and provides general information for how to go about revisions and concrete examples of how IDEAA principles will look within different disciplines.

Specifically, California Ed Code Title 5 Section 55001 Charges Curriculum Committees with the following:
(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.***

When the Review Involves a Common Course (CCN)

If a course is a Common Course (CCN), please ensure to only add Part 2 language where permissible. Part 1 language is required and cannot be edited or altered in any way.

Overall Tone and Language of the COR

	Use Student-Centered Language: Rephrase statements to focus on what students ***will do*** or ***will gain*****,** rather than just what the instructor ***will do*** (e.g., use "Students will be able to..." instead of "I will cover...").
	Emphasis on Growth over Mastery: Replace definitive terms like ***"master"*** or ***"perfect"*** with terms that focus on development, such as ***"develop competence," "build skills,"*** or ***"demonstrate application."***
	Use of Clear Language: Create language that is clear, straightforward, and accessible to students of diverse linguistic backgrounds (including those for whom English may be a second language).
	Use Gender-Neutral Pronouns: Use ***"they/them/their"*** when referring to a generic student, or rephrase sentences to use plural nouns, or eliminate pronouns entirely.

Resources

- **Model Curriculum:**
  - Developed by the California Community Colleges Curriculum Committee (5C), the document includes promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework.
    - https://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf
  - The DEI in Curriculum Praxis builds upon the DEI in Curriculum: Model Principles and Practices toolkit. Principles and practices compiled by faculty, administrators, and chief human resource officers. Resources are separated into "Level One: Gearing up," "Level Two: Action Ready," and "Level Three: Growing and Scaling.
    - https://deanza.instructure.com/courses/34140
- **Distance Education:**
  - Effective and Equitable Online Education: A Faculty Perspective, ASCCC
    - https://www.asccc.org/papers/effective-and-equitable-online-education-faculty-perspective
- **OERI:** Developed by the ASCCC Open Education Resources Initiative to assist faculty in assessing instructional materials for equity, inclusiveness, diversity, and anti-racism.
  - https://asccc-oeri.org/asccc-oeri-inclusion-diversity-equity-and-anti-racism-idea-audit-framework/
- **Additional Resources:**
  - Academic Senate of California Community Colleges 2024 Fall Plenary Session
    - (https://www.asccc.org/sites/default/files/F24_BO1-2_ideaa_in_the_cor.pptx).
  - Academic Senate for California Community Colleges (ASCCC) IDEAA
    - https://www.asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools
  - California Community Colleges Chancellor's Office (CCCCO)
    - https://www.cccco.edu/About-Us/diversity-equity-inclusion

Course Title & Catalog Description

GOAL: 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 to them.
For example, consider how Black, indigenous, and other people of color have been traditionally erased from the curriculum. A catalog description may consider using the term "colonized people" rather than the term "colonial period".

	Use Inclusive Language: Titles should include language that encourages all students to enroll (e.g. changing "Women's Self Defense" to "Empowered Self Defense")
	Use Student-Centered Language: Rephrase statements to encompass a welcoming and inclusive tone.
	Use Clear and Concise Language: Students should have a broad understanding of what they will gain from the course through the catalog description. Any discipline specific language will be defined or explained via the context of the course description.

Reflection Questions:

- What messages do the course title and catalog description send?
- Is the title descriptive, accurate, and inclusive?
- Are the title and 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?

Example(s)	
Before	**After**
BIOL-13 Human Reproduction, Development, and Aging 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.	BIOL-13 Human Reproduction, Development, and Aging 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.**
ART-1A History of Art-I 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.	ART-1A History of Art: Global 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.

Units, Hours, & Class Size

GOAL: To support student success by streamlining degree pathways, ensuring every credit hour contributes to a faster graduation and maintains maximum financial aid eligibility.

For example, higher units and hours can slow student progress and have consequences for financial aid.

	Evaluate Appropriateness of Units: Excessive units and hours may hinder students' progress and negatively impact their financial aid. If course units are high, use disaggregated data to examine effects on enrollment for disproportionately impacted groups including racial and ethnic groups.
	Collaboration and Consultation: Collaboration and consultation with Articulation and Guided Pathways can assist in unit evaluation and determination if units may be reduced to support timely student completion while ensuring articulation requirements.
	Non-Credit Options: Consider including noncredit options where applicable. Noncredit courses provide tuition-free access to education. Noncredit courses also offer lifelong educational opportunities.
	Accessibility Threshold: Consider the impact of maximum class size on student success. There should be a balance to increasing accessibility and ensuring a ***"sense of belonging"*** within the classroom.

Reflection Questions:

- 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?
- Are there noncredit options, if appropriate?
- Can the maximum class size be optimized to foster deeper student engagement, ensure personalized support, and ultimately accelerate graduation rates?

Example(s)
CHLD-149 Introduction to Curriculum 3 lab hours were removed from the course and 1 lecture hour was added. Equity Review: "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."

Requisites, Advisories, & Limitations on Enrollment

GOAL: To ensure that conditions or limitations on enrollment are designed to increase student success without creating unnecessary barriers for students.

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

	Institutional Friction Points: Long chains of prerequisites create ***"sequence fatigue"*,** extending time to completion. For every additional semester required, the statistical likelihood of a student dropping out increases.
	Equity Audits: Perform equity audits on all enrollment and participation constraints using disaggregated data to identify disparate impacts. Through critical analysis, determine if limitations on enrollment are ensuring student success or acting as ***"exclusionary gates"***. Evaluate whether any adjustments would create more equitable access to the course

Reflection Questions:

- Are there barriers to enrollment (such as pre- and co-requisites or advisories) that may have a disproportionate impact on any students?
- Have limitations on enrollment (pre- and/ co-requisites) been appropriately validated (i.e. through content review, statistical validation, or as a requirement for articulation)?
- When establishing pre- and/or co-requisites, do they meet one of the conditions set forth by Title 5, Section 55003(d)?
    - The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;
    - The prerequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
    - The corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
    - The prerequisite or corequisite is needed to protect the health or safety of the student or others.

Example(s)
PHYS-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*."

Methods of Instruction, Evaluation, & Outside of Class Assignments

GOAL: To foster more equitable outcomes and a more inclusive learning experience by delivering course content for multiple learning styles and ensuring students have a variety of methods to demonstrate their learning.
For example, provide a “flexible assessment pathway” where student can choose among options to demonstrate their mastery such as a traditional essay, a multimedia presentation (video/podcast), or a creative portfolio.

	Express Varied Teaching Methods: Explicitly list methods beyond lecturing (e.g., ***"small-group work," "case studies," "interactive simulations"***) to signal that multiple learning styles are valued.
	Integrate Collaboration: Include methods that encourage **teamwork and peer learning** to value diverse interpersonal skills and communication styles.
	Ensure Diverse Content (where applicable): If mentioning examples, case studies, or readings, ensure they reflect **diverse contributors** to the field (e.g., scientists of color, women in science, global examples).
	Inclusive Pedagogy: Consider using culturally responsive teaching methods. For example, you might incorporate learning strategies offered by educational leaders like Zaretta Hammond.

Reflection Questions:

- Do the typical assignments listed align with equitable course content?
- Do the methods of instruction, evaluation, and outside of class assignments provide opportunities for students to bring their own experiences to course content?
- 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/advisory, and not explicitly a part of the course content.

Example(s)	
Before	**After**
CSCI-110 Fundamentals of CS Assume that the content of the memory location for a variable declared as “float b;” is “8311 000” in a hexadecimal. What is the actual value of b as a real decimal number? 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)? Write a function which will find the sum of the elements of even order in an array. Pass an array and a dimension (passing n means they array has dimension n), and return the value of the...	CSCI-110 Fundamentals of CS Select and research a topic that is interesting or important to you. Write a one-page proposal to the professor 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. 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.
MATH-110 Elementary Statistics Listed are the IQ scores for 12 students. 90, 94, 97, 99, 100, 101, 104, 110, 110, 112, 114, 115. For these data, find the following: (a) a scatterplot (b) a frequency distribution table (c) a stem-and-leaf plot (d) the mean, median, and mode (e) the five-point summary (f) an enhanced box plot (g) the variance and standard deviation. About 35% of the population has blue eyes. Find the probability that four people are selected and they all do not have blue eyes.	MATH-110 Elementary Statistics Choose a STEM Professional from an underrepresented group (from designated websites) to learn more about, and thoroughly read through their biography. Then prepare a 5-minute PowerPoint presentation to answer the following questions: a) Which STEM professional did you choose to learn more about, and why? b) Provide a brief overview of this STEM professional and the field that they work in. This should be a general summary, not copy-and-pasted from their biography. c) What stood out to you about their academic journey? d) Are there any similarities between their academic journey and your own? e) What stood out to you about their research and/or their commitment to serving their community? f) How do they (or could they) demonstrate a commitment to social responsibility?

Course Materials (textbooks, other instructional materials, etc.)

GOAL: To eliminate barriers for students in terms of affordability, accessibility, and representation.

For example, textbooks listed on the COR are an important guide for faculty about what kinds of texts are considered acceptable for the course and have an important impact that are ultimately selected.

	Day-One Readiness: Consider accessible Open Educational Resources (OER) that are available at Zero Textbook Cost (ZTC) to increase accessibility of required textbooks/materials by the first day of class. OER/ZTC also ease the financial burden of purchasing textbooks.
	Digital Equity: Ensure online resources and OER/ZTC include offline options for students with limited internet or technology access.
	Inclusion and Representation: Attempt to include textbooks, manuals and materials that feature diverse authorship and content. For example, texts that share promote ***"Lived Experience Integration"*** and prioritize individuals with first-hand experience. Include materials that emphasize a ***"Proportional Voice"*** and include diverse groups and their contributions to society. It's crucial that materials portray these individuals accurately and avoid reinforcing stereotypes or essentialism. If textbooks do not include such representation, consider bringing in supplemental material and/or add this representation to assignments or exams.
	Universally Designed: Move from reactionary compliance to proactive engagement by ensuring that all course material is ADA accessible.
	Multi-Modal Formats: If possible, provide the same information in multiple formats (text, audio, visual) so that the method of delivery is not a barrier to the content.

Reflection Questions:

- 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?

Example(s)
BIOL-1 General Biology Fowler, S. et al. 2023, OpenStax (OER)
CHLD-141 Equity Review: "Current textbook is being utilized that incorporates awareness of cultural pluralism in the ECE classroom, as well as anti-bias approaches to instruction, which will be covered in class content and lesson plans."
COMM-001 Equity Review: "Course content will be delivered in a variety of methods to be more inclusive of diverse learning styles – e.g. readings, lecture, videos, group discussion and more. Course materials are offered in OER, low and zero formats and are ADA accessible with features like eReaders and custom font size." The Public Speaking Project. Lisa Schreiber and Morgan Hartranft. Millersville University. 2024. OER: https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Public_Speaking_(The_Public_Speaking_Project)

Course Objectives & Student Learning Outcomes

GOAL: Adding course objective and student learning outcomes with specific IDEAA focus, aligned to course content, to allow faculty to focus on these areas in assessment, and ensure that their students' learning includes equity and ani-racism. For example, a course outcome addressing anti-racism could include articulating or analyzing how social and historical context affected major theories and/or discoveries in the field, particularly in the light of systemic racism. Even where IDEAA-focused outcomes are not explicitly present, ensure your assessment process includes equity review and thoughtful data disaggregation.

	Focus on Observable Skills: Create outcomes that describe measurable actions (e.g., ***"analyze," "evaluate," "apply"***) rather than internal states (e.g., "know," "feel," "appreciate").
	Define "Success" Broadly: If using terms like "critical thinking" or "professionalism," briefly define what that looks like in the context of the course to demystify expectations and ensure student success.
	Validate Diverse Knowledge: If applicable, acknowledge that students bring ***prior knowledge and diverse cultural perspectives*** that can enrich the class discussions. Tap into students' knowledge base through frequent in-class surveys or prior to introducing a new topic.
	Pedagogical Transparency: By embedding IDEAA values into a specific SLO, it serves as a tool to challenge underlying assumptions within a field making the invisible biases of a discipline visible and assessable. A specific SLO will allow faculty within discipline to ensure that equity and anti-racism are addressed in the course and provide a means of on-going assessment within the course. For example, examining how social and historical context has shaped theories, movements and discoveries in the field especially in light of systemic racism, sexism etc.

Reflection Questions:

- Does the language of your student outcomes reflect measurable skills rather than internalized states?
- Do you clearly define the terms you use to describe the skills required for student success in your course?
- How do you activate and valorize your students' prior learning and experiences?
- Can you develop a SLO for students to consider how social and historical context has shaped theories, movements, and discoveries in your discipline, particularly in light of systemic racism and sexism, or to consider accessibility and community impact within your field?

Example(s)	
Before	**After**
CSCI-110 Fundamentals of CS For a given algorithm, students will be able to write the C++ code using a modular approach.	CSCI-110 Fundamentals of CS Students will be able to write modular C++ code to solve given problems and learn how to apply such programs to enrich the lives of those in their communities.
ESCI-001 Intro to Earth Science Given an earth science topic, students will design and execute a lesson plan that utilizes the scientific method and a STEM-based activity to explore that topic.	ESCI-001 Intro to Earth Science 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. **Accessibility is explicitly discussed with the students with the objective of producing cognizant future educators.
	ART-1A History of Art: Global Describe the religious, political, and artistic significance of art forms from at least three of the global regions covered.
	ART-121 Contemporary Art: Global Analyze, discuss, and differentiate works of modern and contemporary art in terms of historical context and cultural values. Discuss the global development of Realist, Abstract, and Conceptual modern and contemporary art.
	AJ-134 Introduction to Administration of Justice Respond to stated evaluation criteria regarding the historical perspective, cultural evolution, and the origin of criminal law while being mindful of cultural evolution and the implications of unconscious / implicit bias on professional standards and best practices.

Course Content (Outline)

GOAL: To explicitly include, where appropriate, culturally responsive and anti-racist content.

For example, consider language and terminology used: be cognizant of where the terms and topic reflect Eurocentric or colonizing views (i.e. “Third World Counties”). 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.

	Cultural Responsiveness: Interrogate the ***foundational assumptions*** of your discipline to integrate ***culturally sustaining*** and ***anti-racist frameworks*** directly into the topical outline. Rather than treating IDEAA as an elective addition, surface the internal debates and historical exclusions inherent in the field to foster ***“Critical Consciousness”*** and ***“Relational Equity”*** for all learners.
	Identity-Conscious Design: By centering ***students' lived experiences*** and ***authentic identities*** within the topical outline, the curriculum disrupts the myth of 'neutral' instruction. This approach recognizes ***situated knowledge*** as an academic asset, ensuring that learning is an ***inclusive, relational,*** and ***identity-affirming*** process.
	Interrogate the Silences: Conduct an ***Intersectional Audit*** of your topical outline and evaluate what is being left. Utilizing Dr. Kimberle Crenshaw’s ***“Framework of Intersectionality”,*** identify where complex identity markers – such as gender, sexuality, race, and disability – overlap or are erased. This proactive approach ensures that ***diversity is not siloed***, fostering a curriculum where the totality of a student’s ***authentic identity*** is consistently affirmed and ***proportionally represented***.
	Conduct a Linguistic Audit: Examine the language of your course topics to identify and dismantle colonial terminology. Proactively ***decolonize your curriculum*** by replacing Eurocentric or exclusionary language with ***culturally sustaining*** and ***identity-affirming*** terminology. This shift ensures that the very words used to describe your discipline foster ***Relational Equity*** and respect the ***Educational Sovereignty*** of all learners.

Reflection Questions:

- 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?

Example(s)

Before	After
MATH-110 Elementary Statistics Applications of inferential analyses using data from disciplines including business, social sciences, psychology, life sciences, health sciences, and education. Solutions to problem solving and critical thinking; interpreting results; describing, exploring, and comparing data.	MATH-110 Elementary Statistics Applications of descriptive and inferential analyses to examine community issues through the lens of systemic inequity, discrimination, or social injustice. Analyzing community issues in the context of systemic inequity, discrimination, and social injustice using statistical methods.
ART-1A History of Art: Global I.Prehistoric European Art A.Paleolithic sculpture B.Cave painting at Lascaux and Altamira C.Neolithic monuments II.Non-Literate, Non-Western Art A.Oceanic sculpture B.African art C.Native American sculpture and architecture III.Pre-Columbian Art A.Olmec sculpture B.Teotihuacan architecture C.Mayan architecture IIV. Ancient Arts of the Middle East A.Egyptian art B.Mesopotamian art V. The Classical World A."Pre-Greek" Cycladic, Minoan and Mycendean art B.Greek art C.Etruscan art D.Roman art VI. Early Christian Art A.Pre-Constantine catacombs B.Post Constantine regal images	ART-1A History of Art: Global (Art history of global regions, listed alphabetically) I.Africa A.Saharan cave painting B. Egypt – early, middle, and new kingdoms C.Eastern Nigerian pottery II.Ancient Americas A.Indigenous North America B.Mesoamerica C.South America III.Asia A. Neolithic through early Imperial China B. Northern Wei through Tang Dynasties C. Buddhist D. Indus Valley IV. Europe A.Prehistoric B.Classical C.First century V. Middle East A.Babylonia B.Mesopotamia VI. Oceania/Polynesia A.Moai B.Rongorongoter

Distance Education

GOAL: Distance education is a key driver of equity because it creates opportunities for students who face geographical or schedule-based barriers. However, simply moving content online is not enough; we must cultivate a digital environment that is inclusive by design. By prioritizing Universal Design for Learning (UDL), we can proactively remove systemic hurdles, ensuring that every student has a clear and accessible pathway to success from the very start.

For example, when we decide to take a course online, our priority is making sure it's truly open to everyone. This means building Universal Design from day one. We shouldn't wait for a student to struggle or ask for help; we need to clear away digital hurdles and 'friction' before the class even starts, so every learner feels they belong and can succeed the moment they log in.

	Advancing Equity: Traditional adult learning theories often default to the myth of the 'independent learner,' creating ***systemic friction*** for students who benefit from ***scaffolding*** and ***individualized support***. By centering ***Relational Equity,*** we move toward a model of ***mutual trust*** and ***high-touch engagement***, ensuring that support is a ***proactive right*** rather than a reactive accommodation.
	Provide Resources for Access to Mental Health Services: A faculty member is potentially more likely to see a student struggling in a face-to-face setting; however, this intervention becomes more challenging in an online environment. Provide ***intentional*** and ***ongoing statements*** to students about how and where to access free mental health support services in a myriad of places. For example, faculty can provide contact information for mental health resources in their syllabi, and email students to share information about how to access mental health services on campus.

Appendix A: CR's IDEAA Guide in Practice

AT-24 Engine Performance Course Outline of Record (COR) Example		
Area on COR	**Before**	**After**
Methods of Instruction	The instructor will lead group discussions when appropriate during lecture theory portion of class using appropriate electronic media and/or models for improved clarity. A course covering theory and principles of engine performance related topics. Topics will include the internal combustion process, compression ratios, combustion efficiency, volumetric efficiency, airflow requirements, air-fuel ratios, fuel delivery systems, manifolding, electronic ignition systems, introduction to oscilloscope waveform interpretation, ignition timing, semiconductor theory, transistors, the motor principle and integrated circuits. The laboratory portion of the course will focus on diagnosis and repair of the following engine performance related problems; mechanical problems, computerized engine and chassis control systems, ignition systems, fuel delivery systems, and emission systems. The course is designed in conjunction with Automotive Service Excellence (ASE) Education Foundation standards and subsequently will in part prepare the student for the ASE Engine Performance Certification Examination. The instructor will facilitate learning through demonstrations and development of related hands on laboratory skills acquisition learning modules.	Instruction is delivered using multiple teaching modalities to support varied learning styles, educational backgrounds, and levels of prior automotive experience. Methods include lecture, guided discussion, visual media, electronic service information systems, instructor demonstration, and hands-on laboratory activities. Laboratory instruction emphasizes guided practice, small-group collaboration, and individual skill development using industry-standard tools and equipment. Authentic diagnostic and repair tasks are used to reinforce theory while promoting safe work practices, effective communication, and professional responsibility. Instruction is intentionally structured to make expectations transparent and to support students who may be new to automotive tools, terminology, or shop environments, while maintaining rigorous technical and safety standards. Integrated Focus: Throughout lecture and laboratory activities, the course promotes equitable learning by: • Valuing structured diagnostic reasoning over prior exposure to automotive environments • Providing clear expectations, models, and feedback to support student growth • Encouraging respectful collaboration and communication in diverse lab teams • Recognizing that students enter the program through varied educational, cultural, and experiential pathways This integrated approach supports student access, persistence, and success while preparing graduates for professional practice in a diverse and evolving automotive workforce.
Methods of Evaluation	Representative Assessment Task 1. Graded lab skills development modules. 2. Specifically designed test questions.	Student learning is evaluated through a combination of written assessments, practical laboratory skill demonstrations, diagnostic documentation, and completion of repair orders.

AT-24 Engine Performance Course Outline of Record (COR) Example		
Area on COR	**Before**	**After**
	Required Assessment Task 1. Comprehensive final examination. 2. Complete lab skills assessments. 3. Complete periodic tests and quizzes. 4. Complete homework assignments.	Evaluation criteria are clearly defined and emphasize technical accuracy, safety, diagnostic reasoning, and correct application of procedures rather than prior familiarity with automotive workplace norms or informal shop culture. Students are provided multiple opportunities to demonstrate competency through hands-on performance and applied assessments aligned with course objectives and ASE standards. Required evaluation methods include comprehensive examinations, periodic tests and quizzes, graded laboratory skill assessments, diagnostic documentation, and assigned homework.
Course Content	1. Internal combustion engine combustion processes. 2. Mechanical principles, leverage, ratios, proportions. 3. Electrical principles, Ohm's Law, Kirchhoff's Laws. 4. Oscilloscope waveform interpretation of ignition systems. 5. Use of meters for measuring voltage, resistance, and current. 6. Critical thinking. 7. Small group dynamics, gender, diversity, socio-economic, and multi-cultural sensitivity will be required at all times. 8. OSHA requirements for safety and health will be adhered to at all times. 9. Read and comprehend college level textbooks. 10. Safely use test equipment. 11. Apply diagnostic skills by collecting and analyzing data. 12. Skills development through hands on lab experience. **Lab Outline** The laboratory portion of the course will focus on diagnosis and repair of the following engine performance related problems; mechanical problems, computerized engine and chassis control systems, ignition systems, fuel delivery systems, and emission systems. The course is designed in conjunction with Automotive Service Excellence (ASE) Education Foundation standards and subsequently will in part prepare the student for the ASE Engine Performance Certification Examination.	This course covers the theory, principles, diagnosis, and repair of engine performance systems using industry-standard practices aligned with Automotive Service Excellence (ASE) Education Foundation standards. Instruction integrates technical knowledge with applied diagnostic reasoning to prepare students for diverse automotive workplace environments. Lecture and laboratory content includes: • Internal combustion engine operating principles, including combustion efficiency, compression ratios, volumetric efficiency, and airflow requirements • Mechanical principles related to engine operation, including leverage, ratios, and proportional relationships • Electrical and electronic principles as applied to engine performance systems, including Ohm’s Law, Kirchhoff’s Laws, semiconductor theory, transistors, and integrated circuits • Electronic ignition systems, ignition timing strategies, and distributorless ignition technologies • Fuel delivery systems, air-fuel ratios, air induction, exhaust systems, and emissions control strategies • Computerized engine and chassis control systems and their role in engine performance and emissions compliance • Introduction to oscilloscope waveform interpretation for ignition and fuel system diagnostics

AT-24 Engine Performance Course Outline of Record (COR) Example		
Area on COR	**Before**	**After**
		• Diagnostic strategies emphasizing critical thinking, systematic testing, and interpretation of manufacturer service information Course content reflects current and emerging automotive technologies and emphasizes diagnostic processes that can be applied across a wide range of vehicle platforms, manufacturers, and operating conditions.
Equity Review	This combined revision embeds inclusion, diversity, equity, antiracism, and accessibility principles directly into course content, instruction, and assessment without altering technical scope or industry alignment. By emphasizing transparency, multiple instructional modalities, and authentic assessment, the course maintains rigorous workforce preparation while reducing unnecessary barriers to student engagement and achievement.	

English Course Outline of Record (COR) Example		
Area on COR	**Before**	**After**
Course Description	In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research.	In this course, **students develop their voices as writers and scholars through the study of** academic reading and writing. Participants explore writing processes, **the power of language**, and analytical thinking **while building inclusive research practices**.
Units/Hours, and Class Size	4.0 Units	3.0 Units **Equity Review:** After reflection, it was decided that students can receive the same amount and quality of content and instruction. This reduction does not negatively affect existing articulations.
Methods of Instruction	Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.	Achievement in this course is measured through diverse writing tasks designed to reflect real-world academic inquiry. Evaluation methods prioritize student development and include scaffolded assignments and reflective writing. We utilize various assessment formats including in-class exercises and multi-draft essays to ensure all students have accessible pathways to succeed.
Outside of Class Assignments	1. Listening to presentations and taking notes. 2. Composing and revising essays. 3. Analyzing readings through written and oral responses, as well as collaborative activities and discussion. 4. Locating, analyzing, and documenting primary and secondary sources.	1. Collaborative Engagement: Engaging in peer-to-peer learning through discussions and group activities, available in various formats (in-person or digital) to support diverse schedules. 2. Active Information Processing: Synthesizing information from presentations and multimedia sources using personalized note-taking and reflection strategies. 3. Iterative Writing & Revision: Developing ideas through a recursive writing process, including drafting, self-reflection, and incorporating feedback on formal and informal assignments. 4. Community Writing Workshops: Participating in inclusive workshops to give and receive constructive feedback, fostering a supportive community of writers. 5. Critical Analysis of Diverse Texts: Examining a wide range of voices and perspectives through written, oral, or multimodal responses and collaborative dialogue.

English Course Outline of Record (COR) Example		
Area on COR	**Before**	**After**
		6. Inclusive Research Practices: Locating and evaluating primary and secondary sources, with a focus on information literacy and ethical documentation of diverse knowledge sources.
Methods of Evaluation	1. Timed or in-class essays based on class readings. 2. Directed reading responses. 3. Annotated bibliography. 4. Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, and group projects.	1. Reflective In-Class Writing: Real-time drafting or reflections based on class readings, designed to capture the student's evolution of thoughts in supportive, lower-stakes environment. 2. Multiple modality Responses: Responses to readings that may be in the form of written journals, annotations, or oral reflections, diverse ways of engaging with content. 3. Inclusive Annotated Bibliography: Research project where students locate and evaluate sources, with an emphasis on including voices from historically underrepresented or marginalized perspectives. 4. Diverse Pathways for Growth: Further evaluation options that prioritize student choice and accessibility, such as: Process Portfolios (tracking growth over time); Collaborative Group Projects (utilizing digital or in-person work); Oral Presentations or Podcasts (valuing oral traditions and verbal fluency); Interactive Class Discussions (fostering a community of inquiry).
Course Objectives	1. Read analytically to understand and respond to diverse academic texts. 2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation. 3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.	1. Read, understand, analyze and respond to diverse academic texts by building from students' prior experience, cultural and personal knowledge. (Academic texts may include nonfiction text, film, art, social media, and podcasts.) 2. Compose academic writing that is driven by clear central ideas (thesis statements) and demonstrates the ability to analyze and synthesize a variety of diverse sources as well as students' awareness of their identities as writers, their audience, purpose, and any social, cultural or historical factors that may shape their work.

English Course Outline of Record (COR) Example		
Area on COR	**Before**	**After**
		3. Utilize diverse strategies that empower each individual student to plan, organize, draft, revise, edit and proofread written work.
Course Learning Outcomes (CLOs)	1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation. 2. Utilize flexible strategies for writing expository and argumentative college-level essays. 3. Incorporate primary and secondary sources into essays using appropriate documentation format.	1. Demonstrate engagement with a wide variety of socially and culturally diverse texts and exercise their unique identities as readers and scholars to analyze and evaluate nonfiction works in support of academic exploration and to craft clear arguments. 2. Use flexible strategies to write informative and argumentative academic essays. 3. Incorporate a variety of diverse primary and secondary sources into written work using ethical documentation of sources according to academic discipline and include sources that offer the voices of historically marginalized groups (through community or family interviews, consciously curated research etc.).
Course Content (Outline)	1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles. 2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support. 3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing. 4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback. 5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms. 6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.	1. Actively read, analyze and evaluate socially and culturally diverse texts that may mirror, intersect and diverge from the students' variety of lived experiences. Text includes primarily nonfiction as well as fiction, film, art, social media, podcasts etc.that encourages students to reflect on the writer, his/her/their purpose, intended audience and assumptions that shape the work. 2. Write well-organized academic essays with well-developed central claims supported by evidence. 3. Develop flexible and diverse strategies in a series of scaffolded, low-stakes assignments that empower students' writing process to generate ideas, draft, revise, edit and proofread their writing.

English Course Outline of Record (COR) Example		
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	7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions 8. Compose a minimum of 5,000 words of formal writing across major assignments.	4. Offer constructive feedback in the evaluation of the writer's own and their peers' rhetorical choices in writing and incorporate this feedback into subsequent revisions. 5. Write in a variety of ways to analyze, argue, collaborate, reflect and synthesize course material in ways that are meaningful for the students' academic pursuits or community. 6. Organize and develop written work with attention to clear expression. 7. Identify, evaluate, and integrate material from source texts in meaningful ways by paraphrasing, summarizing and quoting with ethical documentation according to discipline. 8. Write a minimum of 5,000 words of formal essay writing across major interactive assignments.