Curriculum policy for Title 5 §55001 compliance:

"§55001 (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.

§55001 (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."

Additionally, "Title 5 § 55001 reinforces that curriculum committees must maintain documented procedures to guarantee accessibility for every student. Course outlines of record should reflect Universal Design for Learning principles, including multiple means of representation, engagement, and expression to support learner variability and diversity. Colleges and districts should ensure that accessibility expectations are integrated directly into curriculum review processes, course development workflows, faculty professional learning, and the responsible use of AI-supported instructional tools."[1]

Faculty will engage in a robust discipline-wide process/discussion to ensure that all courses approved under §55002[2] describe pedagogy approaches faculty may use to engage and support all students and advance equitable student outcomes. At RCCD, the results of these discussions will be reflected in the Methods of Instruction and Evaluation sections on the Course Outline of Record (and potentially other sections such as content or course materials as well) in the context of the discipline and specific course in which they are included.

Faculty originators will record in two required fields in Curriqunet[3]

- **Highlight which sections of the COR describe equity-minded approaches regarding diverse student bodies, equitable outcomes, and inclusion as addressed in Title 5 §55001 (b). Methods of Instruction and Evaluation should be included, but other COR sections may also reflect equity-minded approaches.**
- **Explain how the COR includes elements reflecting Universal Design for Learning and accessibility, ensuring individuals with disabilities can equally participate in learning, as addressed in Title 5 §55001 (c).**

All courses in RCCD catalogs must reflect these Title 5 requirements by the Fall 2030 catalog (2029 launch deadline).

[1] Memorandum ESS 26-17, "Accessibility Standards and Revised ADA Title II Regulations," February 27, 2026

[2] (all credit (degree applicable and non-degree applicable), noncredit, and community services courses)

[3] These fields will print to all curriculum agendas along with the rationale field but will not print to the actual COR.

Resources for faculty complying with 55001(b)

While elements of equity-minded curriculum should be in the Methods of Instruction and Evaluation, they are likely to be visible in other areas of the COR as well, particularly the content and course materials. To assist faculty with COR revisions and documentation of their processes, the College Curriculum Committees and Academic Standards Committee offer faculty the following resources, discussion prompts, and discipline review procedures to use in addition to or in lieu of any discipline-specific resources:

- Equity-Minded Curriculum COR Review Questions from our current *COR Review and Equity in Curriculum Development Tool*[4]:
    - Has the discipline had a conversation about how to ensure that equity is visible in the COR as a priority? Two more comprehensive resources you might consider:
        - Glendale Community College's Guide for Creating Equitable Curriculum (see page 7 in particular for additional prompts for thinking about Methods of Evaluation and Student Learning Outcomes);
        - Portland State University's Culturally Responsive and Inclusive Curriculum Resources which includes both general guiding questions and discipline specific resources for STEM, Social Sciences, and Humanities fields.
    - Do the course materials reflect multiple perspectives and contributions to the field, including those of scholars from previously minoritized groups as well as representative of RCCD's student population?
    - Do methods of instruction and sample assignments offer opportunities for students to build on existing knowledge or experience as relevant to the class and provide opportunities to explore culturally relevant and inclusive texts and topics?
    - Do methods of instruction and evaluation and sample assignments offer opportunities for students to develop and practice skills needed for later advanced academic tasks on which they will be evaluated?
- ASCCC IDEAA in Praxis Canvas Modules: https://ccconlineed.instructure.com/courses/11737
    - Guiding Principles and Foundations
    - IDEAA Examples from COR to Classroom
    - Professional Development Ideas and Resources
- Curriculum Institute, 2026, Designing Antiracist Assessments: https://www.asccc.org/content/designing-antiracist-assessments-moving-equity-cor-classroom-practice
- There are many different types of evidence-based teaching practices (EBTPs) that advance equity in the classroom. Below are some resources with details about such practices:
    - EBTPs from Every Learning Everywhere
    - Cornell University Center for Teaching Innovation Teaching Resources: Building Inclusive Classrooms

[4] Renamed from COR Review Tool by DCC in November 2025

Resources for faculty complying with 55001(c):

Because Universal Design for Learning frameworks revolve around designing multiple means of engagement, representation, action, and expression, many of the UDL principles in the course outline of record are likely to be visible in the Methods of Instruction (engagement and representation) and Methods of Evaluation (action and expression).
Additionally, some of these efforts may overlap with existing language and practices defined in a course's DE addendum relating to Section 508 compliance. Faculty can review materials in their existing DE addendum for practices that may be suitable for materials in all course modalities. For example,

- Suggested language for Methods of Instruction from the CVC-OEI Course Design Rubric offers sample language for how electronic materials will be handled: "Accessibility of electronic materials is ensured through elements detailed in Section D of CVCOEI Course Design Rubric: use of proper headings; use of accessible lists; use of descriptive links; use of accessible tables; use of accessible color contrast (and meaning); uses of images with appropriate alternative text; reading order is correctly set; accessible files (documents, slides, spreadsheets); uses of video/audio with closed captions."
- Methods of evaluation may stress assessment methods beyond standard exams/essay, giving students multiple ways and chances to demonstrate mastery.
- Methods of instruction may incorporate multiple ways of knowing, including storytelling, kinesthetics, problem solving, and relational learning through interpersonal experiences.
- Spring 2026 ASCCC Curriculum Regional Meeting, UDL presentation[5], other areas of COR that might reflect Universal Design for Learning principles:
    - Course description communicates relevance and avoids unnecessary barriers or jargon.
    - SLOs focus on observable learning rather than a single mode of assessment.
    - Objectives allow for multiple instructional approaches.
    - Course content supports flexibility in representation and examples.
    - Methods of instruction list varied and inclusive strategies.
    - Assignments and evaluations allow multiple ways for students to demonstrate learning.
    - Materials support accessibility and affordability where possible.
    - COR language is representative, not restrictive, preserving faculty academic freedom.

Additional suggestions and resources:

- California Community College Chancellor's Office Guidance on UDL and Title 5 §55001 which clarifies what the curriculum committee will look at and what faculty need to be aware of: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/universal-design-for-learning/udl-and-title-5
- Specific, concrete elements of UDL here:
    - CAST Universal Design for Learning Guidelines
    - University of Washington DO-IT UDL guidelines: https://doit.uw.edu/brief/universal-design-of-instruction/

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