CURRICULUM INSTITUTE

IDEAA in Curriculum: Eyes on the Prize

JULY 7-9, 2022

ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES

Applying IDEAA in the Course Outlines of Record:
Moving toward Inclusive Education

Learning Outcomes

In this session, we will review and discuss:

- Elements of the course outline of record (COR)

- Roles and responsibility for curriculum standards

- Importance of Inclusion, Diversity, Equity, Antiracism, and Accessibility (IDEAA) in curriculum

- Strategies to incorporate IDEAA throughout elements of COR

Curriculum Champions

- **You do not have to be on the curriculum committee to support curriculum efforts.**

- Curriculum Developers and Committees need a wide variety of expertise to ensure our curriculum is equitable and intentional to meet student needs.

- **Subject expertise** is essential, but it is also important to bring in other voices and ideas.

- Faculty not only have the role of creating curriculum but also implementing. Many faculty roles are there to support and improve that implementation and make sure that it is student focused.

COR Elements

Element	Answer
Catalog description	Required
Content in terms of a specific body of knowledge	Required
Course number and title	Recommended
Enrollment limitations (if any)	Recommended
Expected number of contact hours	Required
Expected number of outside of class hours	Required - Credit only
Expected number of total student learning hours for the course as a whole	Required - Credit only
Field trips	Recommended
Objectives	Required
Prerequisites, corequisites or advisories on recommended preparation	Required for credit, recommended for noncredit
Repeatability	Recommended - credit only
Representative Textbook(s), including open educational resources	Recommended - necessary for articulation
Status (noncredit versus credit or others)	Recommended
Student Learning Outcomes	Recommended - required by ACCJC
Types or examples of instructional methodology	Required - credit only
Types or examples of methods of evaluation	Required
Types or examples of required reading and writing assignments	Required
Types or examples of other outside-of-class assignments	Required
Unit value	Required - Credit only

Curriculum = Faculty Primacy

Who Else Should Be Involved?

- Why? (Specific reasons?)

- How? (In what capacity?)

- To What Extent?

- What is the role of the Board?

- Academic Freedom?

"Decolonization" and Academia Today

A consequence of **colonization** is an academic system centered on a male eurocentric lens. In US history, this is evident with the Americanization schools Native American and Mexican students were forced to attend as well as the overall history of segregation.

- Evidence of this eurocentric lens can also be found in efforts against ethnic studies curriculum and CRT.

- Decolonization in academia focuses on moving the lens away from a singular eurocentric one to an inclusive lens that centers the experiences of the colonized.

"Decolonization…does not mean a total rejection of all theory or research of Western knowledge. Rather, it is about centering our concerns and world views and then coming to know and understand theory and research from our own perspectives and for our own purposes."

-Dr. Linda Tuhiwai Smith

"The work of decolonizing education means combating the systemic erasure of Indigenous Peoples' truths, values, worldview, knowledges, ways of life, education, literature, and learning."

-Dr. Kathy Absolon

"The modern educational system was created to maintain the identity, language, and culture of a colonial society, while ignoring the need to decolonize. Culture in this educative context is a mask for evolutionary or racial logic. Its theory is derived from a biased position."

-Dr. Marie Battiste
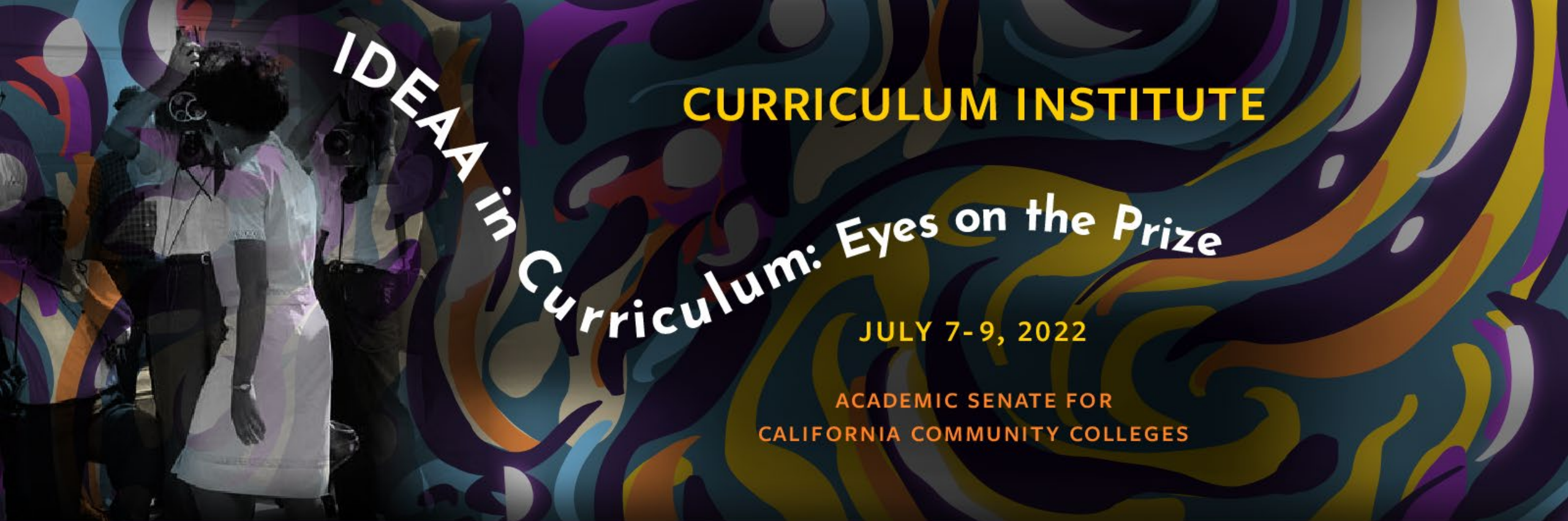
CURRICULUM INSTITUTE

IDEAA in Curriculum: Eyes on the Prize

JULY 7-9, 2022

ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES

CI 2022: Presentation titled, "From IDEAA to Action: Decolonizing our educational systems". It discussed (1) Why it is important to talk about decolonization in academia; (2) Putting the historical and lived experiences of Black and Brown students in the center; (3) Classroom redesign through the lens of students of color; and (4) Effective IDEAA practices.

IDEAA in the COR

If curriculum is the CORe of education, then why doesn't the COR matter?

Isn't what happening in the classroom more important?

Why focus on IDEAA in the COR?

Inclusion, diversity, equity, antiracism, and accessibility (IDEAA) efforts are not limited to curriculum, but it is a crucial piece of the puzzle.

The COR is a 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.

Fall 2021 ASCCC resolution 9.01: Adding Culturally Responsive Curriculum, Equity Mindedness, and Anti-Racism to the COR Requirements in Title 5

- Whereas the Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in California Code of Regulations Title 5 including Section 55002 and the application of those requirements is detailed in the Program for Course and Approval Handbook (PCAH);

- Whereas the elements of the COR need to be integrated so each reinforces the purpose of the other elements and obvious relationships should be built between course objectives, methods of instruction, assignments, and methods of evaluation;

- Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations Title 5 including section 55002 titled "Standards and Criteria for Courses" to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled; and

- Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

Proposed title 5 revisions

5C in early stages of drafting revisions to 55002 in response to ASCCC resolution

Proposed changes will be vetted in the field before going to BOG for public comment.

Currently considering adding IDEAA to the *standards of approval* for all courses

Not a separate or new element on COR, but rather a standard that could be integrated throughout different elements of COR as appropriate to discipline and course content.

Incorporating IDEAA throughout the COR

Ideas for discipline faculty who are developing curriculum, and for committees who are reviewing and approving it.

Based on Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record (ASCCC *Rostrum* Nov 2021).

Course Title and Description

These are usually the first things students see about your class; what message do they send?

- Is the title descriptive, accurate, and inclusive?

- Is the 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?

- 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 them.

- For example, consider how Black, indigenous, and other people of color have traditionally been erased from the curriculum.

Units and Hours

Higher units and hours can slow student progress and have consequences for financial aid.

- 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?

Conditions of Enrollment

Conditions or limitations on enrollment can be designed to increase student success but can also create barriers for students.

- Are there barriers to enrollment (such as pre- and co-requisites or advisories) that may have disproportionate impact on any 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

- Have limitations on enrollment (LOE) been appropriately validated?

   Don't forget to look at advisories!

Course Content

Where appropriate, consider explicitly including culturally responsive and anti-racist content:

- 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?

- Consider language and terminology used: be cognizant of where the terms and topics reflect Eurocentric or colonizing views (for example, "Third World countries")

- 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.**

Course Objectives and SLOs

Consider adding course objectives and learning outcomes with specific IDEAA focus

- 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 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 IDEAA-focused outcomes are not explicitly present, ensure your assessment process includes equity review and thoughtful data disaggregation.

Methods of Evaluation & Assignments

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.

- Do the typical assignments listed align with equitable course content?

- Do they provide opportunities for students to bring their own experiences to the 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 or advisory, and these are not explicitly part of the course content

Course Materials

Course materials, especially textbooks, can be a barrier for students in terms of affordability, accessibility, and representation.

- Although textbooks listed on the COR are primarily examples, they are an important guide for faculty about what kinds of texts are considered acceptable for the course and have an important impact on the texts that are ultimately selected.

- 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?
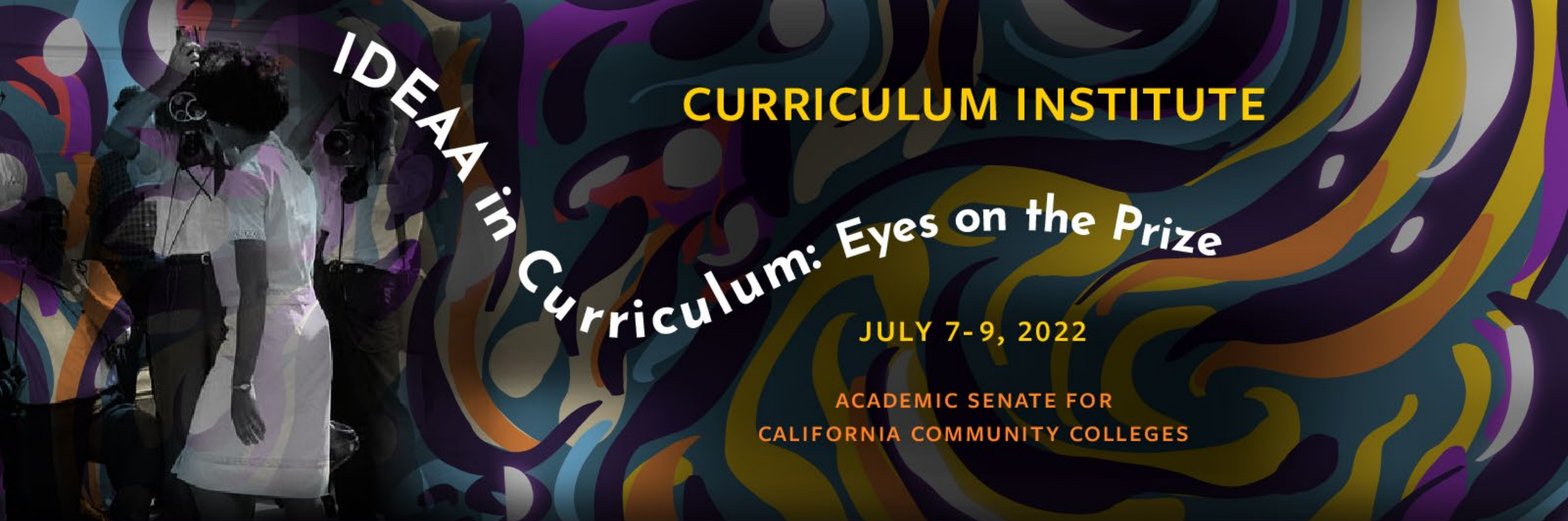
CI 2022: Presentation titled, "Inclusion, Diversity, Equity, and Anti-racism and STEM: Celebrating BIPOC Excellence in STEM".

What is Culturally Responsive/Relevant Teaching & Learning?

Instruction and interaction that allow students to maintain the integrity of their cultural identity, while succeeding academically and socially-emotionally. In culturally responsive pedagogy, faculty use aspects of students' cultures in an asset-based approach as opposed to deficit-based to make academic and student life relevant to them, and increase their skill acquisition, engagement, and learning outcomes. National Institute for Learning Outcomes Assessment

Why is Culturally Responsive/Relevant Teaching and Learning Important in STEM?

IDENTITY	RESPONSIVENESS	AGENCY	RELEVANCE

Students need to be able to identify themselves personally and culturally as competent learners in STEM classroom activities. So Historical context of contributions of Black, Brown and Indigenous people to STEM becomes a necessary part of the curriculum.

STEM instructors should use various methods in order to maximize the opportunities the students have to learn the sometimes complex STEM concepts and literacies

Instructors should empower students to use STEM as a tool to understand the world as they see it, and also to solve community as well as global problems

Instructors should connect STEM concepts to their students' lived experiences, thus connecting the students' prior knowledge of their world to their new STEM learning experiences

https://digitalcommons.imsa.edu/cgi/viewcontent.cgi?article=1057&context=pres_pr

Seven Principles of Equity Pedagogy

The ICUCARE Equity Framework

This framework not only <u>provides a starting place</u> for what teachers can do to create more equitable mathematics classrooms, but also **how to accomplish that goal**. https://www.sedaeducationalconsulting.com/icucare

Include others as experts

Create classroom environments that extend beyond the teacher as the sole authority to develop competence and confidence in others as experts, including the students themselves.

Be **C**ritically Conscious

Take the time to understand how negative stereotypes impact your students and actively work to erase the effects of those negative stereotypes on the educational outcomes of diverse learners.

Understand your students well

Learn about your students, their families and their communities for the purpose of improving instruction. (Not making assumptions)

Use **C**ulturally relevant curricula

Use instructional materials in ways that help students see themselves as doers of mathematics and help them to overcome the stereotypes and messages regarding who is mathematically smart.

Assess, Activate and build on prior knowledge

Value the prior knowledge that students bring to the classroom, both personal and cultural, and use that knowledge as a resource for creating new knowledge.

Release control

Empower your students to take ownership of their own learning by focusing on sensemaking and allow them to make choices about things that are important to them in the classroom.

Expect more

Hold high expectations for all students and avoid deficit views of diverse learners.

Culturally Responsive/Relevant Teaching and Learning in STEM

HESABU Circle

Hesabu Circle, named for the Kiswahili/Swahili word for mathematics, consists of virtual monthly meetings for Black math educators and professionals to connect with young African Americans of all ages. During the meetings, participants discuss a variety of topics that highlight how math is used beyond the classroom.

Culturally Responsive/Relevant Teaching and Learning in STEM

Math Jams

Math Jam at San Diego City College, organized by Assistant Mathematics Professor Dr. Rob Rubalcaba, is an evening tutoring session that starts with music, pizza and socializing, then shifts to in-depth math tutoring of all levels. Rubalcaba creates a community where all students are welcome, giving them the tools to support each other in overcoming challenges in math. San Diego City College.

https://www.youtube.com/watch?v=J6W7vDSOXmI

Dr. Rob Rubalc... the elementary algebra students out, and
ASST. MATHEMATICS PROF everybody's just helping each other

Culturally Responsive/Relevant Teaching and Learning in STEM

Dr. Christopher Emdin Culturally Relevant Pedagogy in STEM Teaching STEM Concepts through hip hop.

https://youtu.be/BoHjXIWrBvQ

MYTH: Black, Brown & Indigenous People of Color cannot do STEM.

To the contrary, there are rich examples of Black, Brown and Indigenous cultures who have contributed historically (and more recently) to the progress of STEM.

STEM in Meso-America

Mesoamerica

Olmecs – first major civilization in region – 1200 BCE – 400 BCE
- Began with the domestication of Corn

Maya – 1900 BCE – 900 CE
- **Mathematics** – First to use ZERO
- **Astronomy** – Created an Accurate Calendar
- **Engineering** – Built massive pyramids & palaces
- **Writing** – Created an elaborate system of writing

Teotihuacan – 200 BCE – 535 CE
- City had 150,000 people at it's peak
- Controlled trade of green obsidian for tools & weapons
- Religious center

Aztec – 1427 – 1521 CE
- Ruled an empire of over 5 million people
- Tenochtitlan – Capital 200,000 people
- Capital was built on an island in a lake
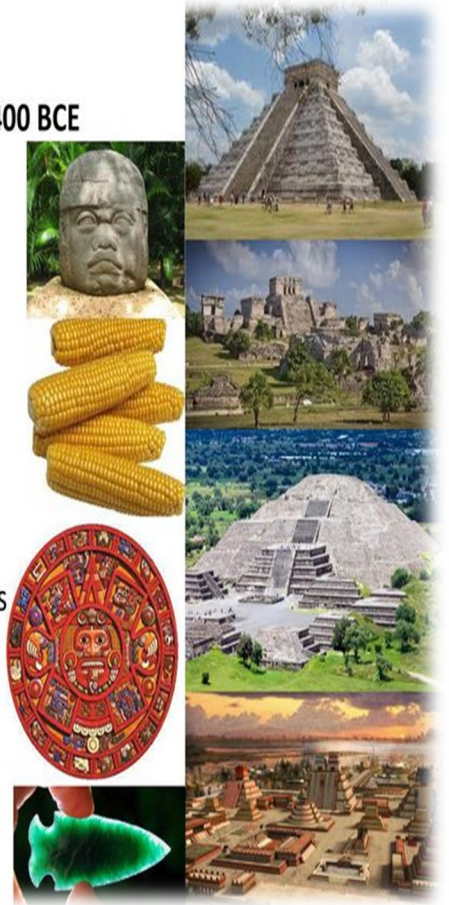
Ancient Contributions of Black and Brown People to STEM

- Agriculture: irrigation, crop rotation, surplus storage, 365 day calendar system. Institutions: Education, Life Science, Social Structure

- Technology: Architecture, Astronomy, Geology, Human Anatomy, Civil Engineering. Institutions: Religion, Health and Human Services, Governance

- Metal Work (iron, gold, silver), skilled artisans (glasswork, pottery, jewelry, sculpture). Institutions: Creative Arts, Commerce, Industry

Putting it into Practice

A common concern about incorporating IDEAA into curriculum is that it isn't appropriate for all courses and disciplines.

In small groups, brainstorm ways IDEAA could be incorporated in a COR for a course that you currently teach.

Discussion/Q&A

What ideas did you come up with?

What support and resources do faculty and committees need in order to have these discussions on your campus?

Resources

- [DEI in Curriculum: Model Principles and Practices](#) (CCCCO in partnership with 5C, ASCCC, CCCCIO, SSCCC)

- [Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record](#) (ASCCC Rostrum Nov 2021)

- Culturally Responsive Higher Education Curriculum Assessment Tool (Allan Hancock College) - pdf uploaded with presentation materials