



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

IDEAA Strategies for Curriculum

- **ASCCC Spring 2024 Curriculum Regionals**
- South: Santa Ana College – February 24, 2024
- Central Valley: College of the Sequoias – March 1, 2024
- North: DeAnza College – March 2, 2024

Presenters (North)

Karen Chow, ASCCC Area B Representative; 5C Member

Nili Kirschner, 5C Member

Robert L Stewart Jr, ASCCC Treasurer & Curriculum Committee Chair; 5C Co-Chair

Manuel Vélez, ASCCC Vice President & Curriculum Committee Co-Chair



In this session we will...

- Provide context for IDEAA in CCCs
- Discuss IDEAA in relation to Title V Regulations and Accreditation
- Introduce and explore the "DEI in Curriculum: Model Principles and Practices" and Praxis Tool
- Introduce Universal Design for Learning and provide an update on the CCC UDL Taskforce
- Provide resources for local senates engaged in IDEAA work.



Context of IDEAA in the California Community Colleges (CCC)

- The pursuit of inclusion, diversity, equity, antiracism, and accessibility has been a journey marked by both progress and challenges
- The CCC has aimed to provide accessible and affordable education to all residents of the state regardless of background or circumstance
- The CCC has not always lived up to its ideals of inclusivity and equity
- Marginalized communities, including Black, Indigenous, and People of Color (BIPOC) have often faced systemic barriers to full participation and success within the system
- As awareness of these issues has grown over time, concerted efforts aimed at promoting IDEAA has gained traction in the CCC
- The CCC has recognized that a more diverse and equitable educational environment benefits not only individuals but society as a whole
- The ASCCC's adoption of antiracism principles has become increasingly important, with a recognition that dismantling systemic racism requires proactive efforts to challenge bias, discrimination, and inequities in all aspects of the college; especially those involving academic and professional matters
- This is especially relevant in the premise that curriculum and pedagogical/andragogical development should include diverse perspectives and promote a sense of belonging for all students.
- While some believe that progress has been made, much work remains to be done
- Persistent gaps in educational outcomes, graduation rates, and workforce participation underscore the ongoing need for continued focus and investment in IDEAA.

California Code of Regulations (Title 5) & DEI

- (a)** 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.
- (b)** Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.
- (c)** In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

Cal. Code Regs. tit. 5 § 51201

California Code of Regulations (Title 5) & DEI

- **(d)** To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.
- **(e)** As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation

ACCJC, ACCREDITATION AND DEIA

- In June 2021, ACCJC adopted a Social Justice Policy
- The beginning of the Social Justice Policy reads: "The Commission recognizes the moral necessity of promoting equity and diversity through its policies and practices, and creating a climate of inclusion and anti-racism among its membership"
- Equity is infused throughout the updated ACCJC Standards:
 - 2.2: The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

<https://accjc.org/wp-content/uploads/Policy-on-Social-Justice.pdf>

What does ASCCC Say About IDEAA in Curriculum

- [9.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record \(COR\) Requirements in Title 5](#)
- [9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process](#)
- [Anti-Racism in Education Paper \(Fall 2020\)](#)
- Support of Student Senate (SSCCC) Call to Action Recommendation #5 Enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees.
- [**3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices Framework***](#)
- [**9.01 F 23 Support Revisions to Title 5 to Include DEIA in the Course Outline of Record.**](#)

DEI in Curriculum: Model Principles and Practices

- This framework (also referred to as toolkit) was developed in CA Community Colleges Curriculum Committee and adopted by ASCCC in Spring 2022
- Set up as an inventory to identify:
 - traditional ways of thinking;
 - equity-minded principles;
 - promising practices at classroom level;
 - How curriculum committees and academic senates can support equity work
- A model and tool of transformative principles to frame curriculum development and classroom practices at local levels.
- Also has a brief glossary of terms and a list of culturally responsive theorists and scholars referenced in the development of this tool

DEI in Praxis: Models For Culturally Responsive Curriculum

- Also developed in California Community College Curriculum Committee (5C) DEI in Curriculum Workgroup and approved by 5C in Spring 2023
- Provides suggested activities and resources for various levels of implementation of the DEI in Curriculum Model Principles and Practices:
 - Level 1: Gearing Up--we/I are just starting
 - Level 2: Action Ready--we are ready to start or have started and want to do more
 - Level 3: Growing and Scaling--we have been doing this work and want to scale up campuswide
- A new resource to provide more activities and resources to use and implement the DEI in Curriculum Models and Practices Framework

- DEI in Curriculum: Model Principles and Practices:



- DEI in Praxis: Models For Culturally Responsive Curriculum



Equity in the COR

- Curriculum review and revision should be at the heart of equity work since it is the foundation of the courses we teach
- Train and review curriculum through an equity minded framework
- Ask questions or dialog about textbooks, objectives, outcomes, content outlines, and sample assignments.
- Make disaggregated equity data part of your curricular review
- Support and provide professional development in culturally responsive teaching

IDEAA Considerations in Curricular Design

- Engagement Activities for Students to Develop as they move through the program
- Providing Diverse Representative Experiences for Students
- Culturally Responsive Pedagogy
- Intentional Design of Student Services connection to support the student experience
- Use of inclusive and affordable resources

COS examples: Descriptions

- Title and Course Description: ANTH 011, Biological Anthropology:
- “After attending the Curriculum Audit workshop on August 9th, 2022, I updated the language of the catalog description, course outcomes, and assignments to better reflect a student centered, student driven learning model. The inclusion of active, student-centered verbs refocuses on the content students will learn and the skills students can master by completing the course.”
- **Prior Description:** “This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. Issues and topics will include, but are not limited to, genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior, and the fossil evidence for human evolution. The philosophy of science and the scientific method serve as foundations to the course.
- **Update:** “Want to learn about your origins, primates, and forensic anthropology in one class? Students will encounter the concepts, methods of inquiry, and scientific explanations of the evolution of humans and non-human primates. Course topics include: genetics, evolutionary theory, human variation and adaptation, comparative anatomy and behavior of non-human primates, as well as fossil ancestry. The philosophy of science and the scientific method are the foundations of this course.”

COS Examples: Course Content

- Course Content: 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	
1	Developmentally appropriate practices (DCLAP)
2	<u>Health management: universal precautions, illness and exclusion policies, communicable diseases and common health issues</u> Collaboration with health care professionals
3	<u>Accommodations</u> Considerations for infants and toddlers, children with special needs, medical needs and interventions
4	Physical fitness
5	<u>Nutrition guidelines: Nutrition guidelines including diet analysis, mealtime policies eating time policies, food safety, and regulations, menu planning, culture/traditions/family choices, allergies planning considering culture, tradition and food sensitivities family choices</u>
6	<u>Integrating Planning for childrens health, safety safety, and nutrition learning opportunities into daily routines education</u>
7	<u>Common/chronic/acute Common health issues and illnesses (i.e. obesity, asthma, Autism, allergies)</u>
8	<u>Child Policies and prevention strategies related to child abuse and neglect: neglect mandated reporting, prevention strategies, community resources</u>
9	Creating safe environments and injury prevention
10	<u>Defining physical and mental health, safety and nutrition Communicable and acute illnesses: identification, the infectious process, and effective control</u>
11	<u>Community resources for children and families at risk Health appraisals and health assessment tools</u>
12	Conditions affecting childrens health
12 13	<u>Collaboration with families and other professionals to promote health, safety and nutrition Promote good health with families, teachers and children involved in culturally, linguistically and developmentally appropriate ways</u>

COS Examples: Texts

- ART 177: Intermediate Stone Lithography
- “Two areas of evaluation in regard to equity are the reference to exemplary art of lithography representing diverse cultures and provision of specialized materials that ensure successful results among students who may have difficulty acquiring such materials. Over the course of a semester, the instructor will routinely research and share exemplary lithography art, both historic and especially contemporary, that express subject matter and content relevant to diverse cultures and backgrounds. Some of these examples are found in the COS Art Gallery Print Collection but may also be found within the instructor’s personal collection or in publications and online. The other area of evaluation will be concerned with the relevance of materials purchased on behalf of students. The instructor will utilize the course Materials fee to purchase materials that ensure successful results among students who may have difficulty acquiring such materials. Since there are no Online Educational Resources available for this course, the instructor will utilize the Learning Resource Center to retain and acquire text books on this specialized subject.”
- WELD 275: Welding Codes/ Certification
- “The use of YouTube and related online resources has been expanded for this course. This will include closed captioning features to improve accessibility for all students.”
- ENGL 014: Creative Writing
- “Added anti-racist curriculum resources and primary texts by diverse authors. Added OER options for textbooks.”
- Many course equity reviews include references to cost of materials, using ZTC or LTC resources, and review of course materials to ensure equitable representation.

Classroom Assignments- Questions to ask when reviewing

- Do assignments include opportunities for students to see and reflect upon themselves as academics?
- Do assignments establish/reinforce hierarchy or create a top-down model of learning?
- How do discussion topics mitigate silence and encourage active engagement from diverse assignments
- How do assignments and activities align to SLOs--> PLOs --> ILOs?

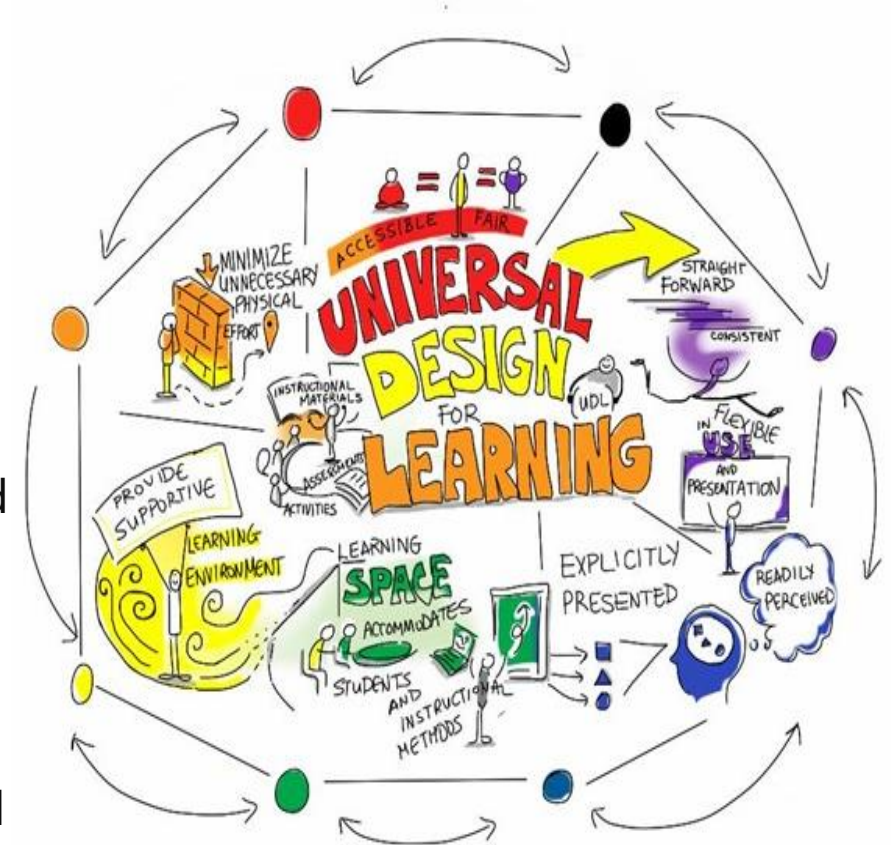
Universal Design for Learning

Creating Inclusive Learning Environments



What is Universal Design for Learning (UDL)?

- Universal Design for Learning (UDL) is a framework for designing instructional methods, materials, and assessments that provide all students with equal opportunities to learn.
- It emphasizes flexibility and customization in teaching to accommodate diverse learner needs, including students with disabilities, English language learners, and those with varying learning styles.
- UDL is based on three main principles: providing multiple means of representation, offering multiple means of action and expression, and engaging students through multiple means of engagement.
- By incorporating these principles, educators can create inclusive learning environments that address individual learner variability and promote academic success for all students.
- UDL encourages proactive planning and design to minimize the need for accommodations or modifications later on, thereby promoting accessibility and equity from the outset of instruction.



Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

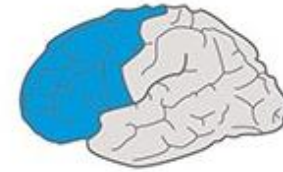
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Advantages of implementing UDL in education:

Increased access and equity for all learners

UDL recognizes and values the diversity of learners and proactively designs instruction to meet their individual needs and preferences, thereby ensuring that all students have the opportunity to succeed.

Enhanced engagement and motivation

UDL provides diverse and stimulating learning experiences that cater to individual learner needs and preferences, fostering a positive and dynamic learning environment where all students can thrive.

Improved learning outcomes

UDL provides flexible, personalized, and engaging learning experiences that cater to individual learner needs and preferences, leading to increased understanding, motivation, and achievement for all students.



UDL and fostering inclusive education

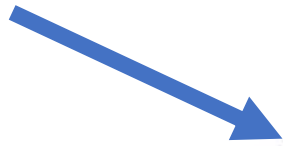
- **Flexibility:** UDL encourages educators to offer multiple ways for students to engage with and demonstrate their understanding of content, accommodating diverse learning preferences and abilities.
- **Equitable Access:** By providing multiple means of representation, action and expression, and engagement, UDL ensures that all students have equitable access to learning opportunities, regardless of their background or abilities.
- **Personalization:** UDL allows for personalized learning experiences tailored to individual learner needs, promoting autonomy and self-regulation in the learning process.
- **Reduced Barriers:** UDL helps to minimize barriers to learning by proactively addressing potential challenges and providing supports and scaffolds to help all students succeed.
- **Promotion of Engagement:** UDL fosters engagement by offering varied and stimulating learning experiences that tap into students' interests, preferences, and motivations.
- **Inclusive Curriculum:** UDL promotes the use of diverse and inclusive curriculum materials and resources that reflect the backgrounds and experiences of all learners, fostering a sense of belonging and cultural responsiveness.
- **Prevention of Exclusion:** By designing instruction with UDL principles in mind, educators can prevent the need for segregating students based on their abilities or disabilities, promoting a more inclusive learning environment for all.

How well does the syllabus...

- **WELCOME** students and create a classroom culture in which they feel cared for.
- **CREATE A PARTNERSHIP** in which faculty and students work together to ensure success.
- **VALIDATE** each student's ability to be successful.
- **EMPOWER** through curriculum relevant to students' lives.
- **REPRESENT** a range of racial/ethnic experiences and backgrounds in assignments, readings, and other material.
- **DECONSTRUCT** the presentation of non-DI (disproportionately impacted) students as the 'norm.'
- **DEMYSTIFY** processes.
- **EXCITE** students about the course and topics.

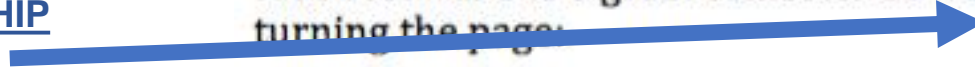
ANTHR 2 – Cultural Anthropology
Section 31230, Spring 2019
Long Beach City College

WELCOME



Welcome to my anthropology course at Long Beach City College. It is good to have you in class and I look forward to a great semester as we learn together. Here are a few things you should know before turning the page:

PARTNERSHIP



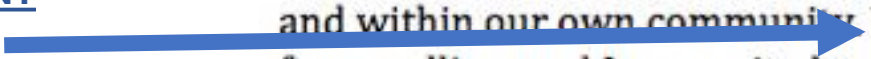
This course is designed to be accessible for diverse students of many different backgrounds, and my job is to make sure everyone has what they need to succeed. Whether this is your first year of college or your sixth, I am here to help you. Please let me know what you need.

VALIDATE



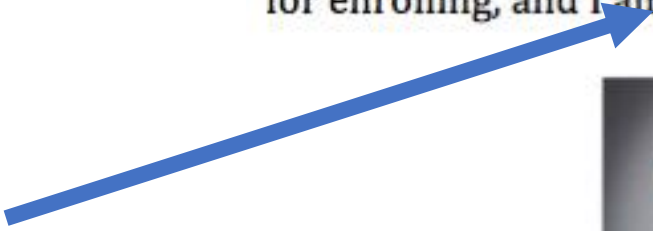
Additionally, anyone is able to earn high grades in this class if they are willing to put in some hard work. No previous knowledge of anthropology or culture is necessary to be successful. I will provide you with the tools to pass the course, but you still need to do the work.

REPRESENT



Lastly, together we will explore many aspects of cultural behavior and patterns on a global scale and within our own community. We will not just learn about diversity--we will celebrate it. Thank you for enrolling, and I am excited to begin!

EXCITE



Professor M. S. Robertson

mrobertson@lbcc.edu

Phone: (562)938-4553

Office: T-2357

Class meetings: MW, 9:35-11:00AM, Room T-1328

Student Hours: MW 11:10AM – 12:40PM, Tues. 10:30AM – 12:30PM

Fabiola Torres' Ethnic Studies Online Syllabus

- <https://sites.google.com/view/gccethnicstudies121/home>



Let's identify on Professora Torres' syllabus:

- Where do you find the following? Label on the page (welcome, partnership, etc):
- **WELCOME** students and create a classroom culture in which they feel cared for.
- **CREATE A PARTNERSHIP** in which faculty and students work together to ensure success.
- **VALIDATE** each student's ability to be successful.
- **EMPOWER** through curriculum relevant to students' lives.
- **REPRESENT** a range of racial/ethnic experiences and backgrounds in assignments, readings, and other material.
- **DECONSTRUCT** the presentation of non-DI (disproportionately impacted) students as the 'norm.'
- **DEMYSTIFY** processes.
- **EXCITE** students about the course and topics.



Let's Stay Connected

- My active work hours are from 9am-5pm / Monday-Thursday.
- I hold on campus office hours M-Th 1:30-2:30. Yet I do accept appointments via Zoom or Pronto. I'm fine with after-hour appointments. So after you put the kids to sleep, or come out of work, or whatever adjustments you make during this (still) global pandemic, *we can come up with a solution*. Using Canvas Inbox or Pronto, provide 3 options you can meet and I will select one. We can chat or video conference via PRONTO.
- However, if you need to reach out directly for any reason, I am here for you! Please use the information below to select the best way to reach me.
 - **Regular interactions:** Please use the Canvas Inbox or Pronto (Pronto enables a faster response).
 - **Urgent needs:** Use Pronto
- ON CAMPUS Office Hours are available in our Canvas Orientation Module under Instructor's Information.

Interaction is the heart of online education! There are lots of opportunities to interact with me.



Attendance & Participation

I am obligated by federal regulations & GCC to present a Participation/Attendance Policy. However, my teaching philosophy requires me to provide you support and options. I'm on your side.

Participation & Attendance Policy

- Week 1: All students must be checked in by Thursday of Week 1. "Check In Activities" will be placed in Week 1. Deadlines are posted. Unfortunately, GCC requires me to drop students who do not meet the Check-In Deadlines. This policy is in place to provide waitlisted students to be added into the class.
- ① ▪ Attendance or Participation is never measured by 'logging-in' or time spent in Canvas. *Weekly* participation in an online course is equivalent to engaging in class communication, class discussions and activities.

Participation & Attendance Policy

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- Attendance or Participation is never measured by 'logging-in' or time spent in Canvas. *Weekly* participation in an online course is equivalent to engaging in class communication, class discussions and activities.
- Inactivity is problematic because online education policies at GCC require instructors to drop inactive student. In this class, inactivity for a week indicates enough "absences" to drop a student. Remember that one week of our accelerated course is equivalent to 2 weeks of a regularly scheduled class. Therefore I will be checking-in on your well-being.
- Need more time to engage in the course activities, just communicate with me. I trust you. I will be checking-in on students via PRONTO and Canvas Inbox. However, it is highly recommended to talk to your counselor if you no longer want to participate. It's totally fine. Sometimes we just have to choose our own learning environment.
- But wait! There are **options to save your tranquility if things get hard**. Given the number of challenges you are facing, most colleges across the country are doing their best to accommodate students by adjusting grading rules and regulations. Your counselor can guide you toward grading options. Visit [Grading Guides](#) to further understand your options.

"The Academy is not paradise. But learning is a place where paradise can be created."

- bell hooks, Black Feminist & Cultural Studies Educator



Extension Request

An extension request enables students to advocate for their needs while promoting "reasonable" student behavior. Life happens. So sometimes we need a second chance. Establishing a clear channel of communication between teacher and student is important to maintain a respectable relationship. Therefore, to submit an extension request, the following questions below must be answered and written into the the message via **Canvas Inbox**. I will respond to your message within 12 hours. We will negotiate plan.

Questions to answer in your message via Canvas Inbox:

1. **Check-In:** Are you OK?
2. **Request:** What assignment will you need an extension?
3. **Action:** What do you propose as a solution to the delay in submitting the assignment?

Questions to answer in your message via Canvas Inbox:

1. **Check-In:** Are you OK?
2. **Request:** What assignment will you need an extension?
3. **Action:** What do you propose as a solution to the delay in submitting the assignment?
4. **Goal:** How can you hold yourself accountable? (What is a fair consequence if you can not meet your own solution?)
5. **Support:** What support do you need from me to meet your goal?

Example:

Dear Professor,

1. *I am OK. I'm just dealing with a lot of stress.*
2. *I would like an extension to Unit 1 Assessment.*
3. *I propose to submit my work by Monday evening.*
4. *I will make sure to manage my time better for the next unit. If I do not meet my Monday deadline, I will make sure to submit my next unit assessment a day early.*
5. *I just need you check on my my incomplete unit 1 work to see if I'm on the right track.*

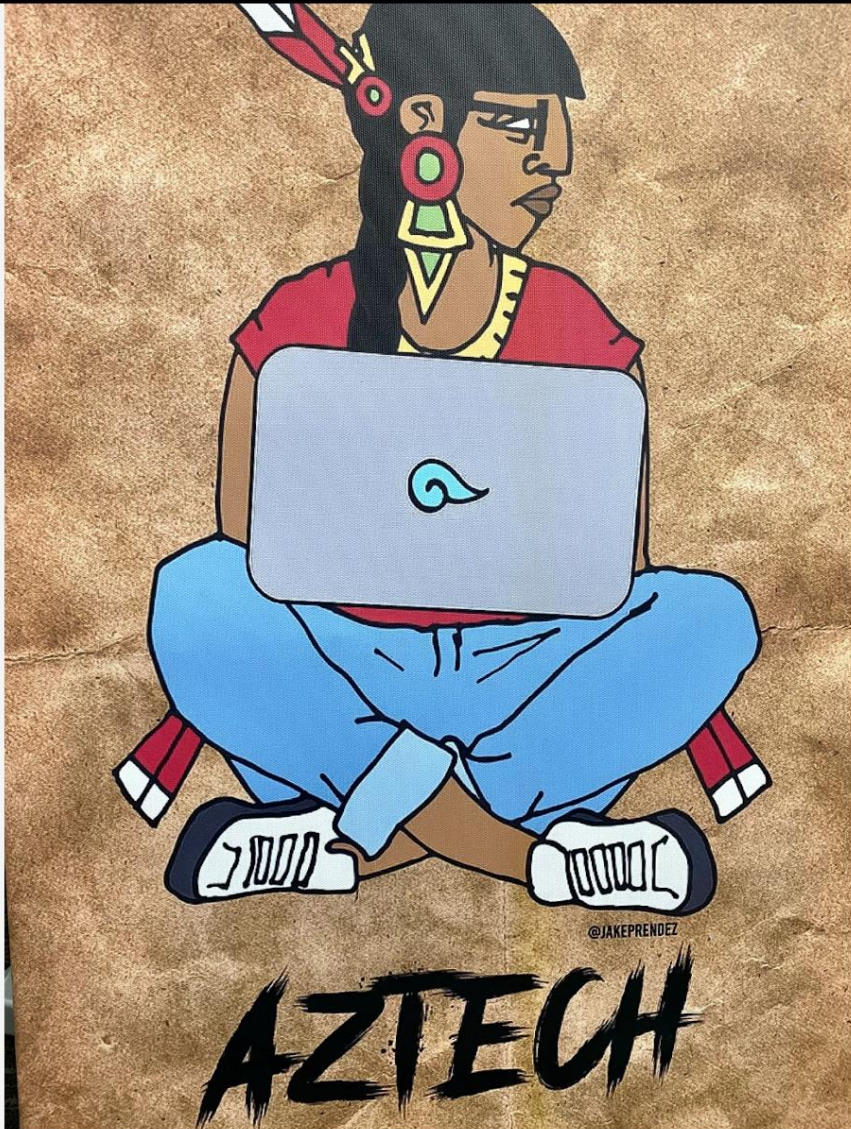
Thank you for your time.

Sincerely, Selena Quintana

LET'S TALK ABOUT AI

Here's our policy on the use of ChatGPT and other AI language models in class assignments:

1. Feel free to use ChatGPT and other AI language models to generate ideas and suggestions for your writing, yet make sure to evaluate for accuracy, **unit relevancy** and revise the suggestions to fit your own writing style and voice.
2. Remember that ChatGPT and other AI language models are not perfect, and it may make mistakes or suggest ideas that are not **relevant** to your assignment. Always use your best judgment when deciding which suggestions to incorporate into your thinking process.
3. ChatGPT and other AI language models should not be used as a substitute for critical thinking, research, or analysis. It's a tool to help you expand your knowledge, but it should not be relied upon exclusively. This is why **SPECIFIC** use of **relevant** unit evidence will be required in all assignments.
4. If you're unsure about how to use ChatGPT and other AI language models in a particular assignment or context, please feel free to **ask me for guidance**. I'm here to help you make the most of this resource in a way that supports your learning and success.
5. *(Personal reflection while using ChatGPT and other AI language models: Where does the robot begin and end AND where does your voice begin and end? This question can enable you to be mindful of generating original academic work.)*



Artist IG Credit: @JakePrendez

ASCCC Resources

- [ASCCC Inclusion, Diversity, Equity, Anti-Racism, and Accessibility \(IDEAA\) Tools](#)
- [Title 5 Section 51201 Statement on DEIA](#)
- <https://accjc.org/wp-content/uploads/Policy-on-Social-Justice.pdf>
- <https://asccc.org/about/mission>
- <https://asccc.org/about/values-statement>
- <https://asccc.org/inclusivity-statement>



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Questions? Thanks!

Info@asccc.org