



Curriculum Processes: Equity and Accessibility to the COR(e)

August 2026

[Angela Burk-Herrick \(/directory/angela-burk-herrick\)](#), Chaffey College

[Darlene Diaz \(/directory/darlene-diaz\)](#), Santiago Canyon College

[Gwen Earle \(/directory/gwen-earle\)](#), College of the Desert

[Mai Her \(/directory/mai-her\)](#), College of the Sequoias

[Erik D. Reese \(/directory/erik-reese\)](#), ASCCC Treasurer

[Eric Wada \(/directory/eric-wada\)](#), ASCCC Secretary

The Academic Senate for California Community Colleges (ASCCC) has promoted equity and, more recently, inclusion, diversity, equity, antiracism, and accessibility (IDEAA) in academic and professional matters, including curriculum. Local colleges and districts have also been advancing IDEAA, and some of these efforts have been shared statewide at ASCCC events. In January 2025, the California Community Colleges Chancellor's Office Board of Governors (2025) approved a change to Title 5 § 55001 that requires curriculum committees to have documented procedures to:

- ensure that “course outlines of record for all courses ... describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students,” and
- “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” (Curriculum Committee, 2025).

The importance of including equity and universal design for learning (UDL) in the course outline of record (COR) cannot be understated. The California Community Colleges provide education to the largest and most diverse student population in the state, and student success relies on providing an accessible and culturally relevant curriculum. This article provides some suggestions on developing a documented process that curriculum committees may use to evaluate curriculum for equitable and accessible course content and suggestions for implementing such a process across the institution.

DOCUMENTING A PROCEDURE

Curriculum committees, working with their local academic senates, must now develop a documented procedure for reviewing CORs that reflect UDL strategies and advance equitable student outcomes.

This documented procedure can be developed and potentially approved by a curriculum committee, but depending on local governance organization, local academic senate bylaws, and other agreed-upon processes, the local academic senate and perhaps college administration might also have a role in the development and approval of such a procedure. College administration should also be aware of the curriculum committee's procedure because ultimately, administration has the responsibility for ensuring compliance with the regulations in Title 5.

A local procedure may outline the timeline, criteria, and methods of documenting that a review has occurred. For example, procedures may indicate when the review of COR elements will occur (e.g., during technical review or a full committee review), and what components of the COR will be reviewed. They also may encourage the consideration of using technology, such as the course/curriculum management system, to document that the review has occurred. Finally, it is a good idea to see the curriculum committee's procedure as subject to review and improvement in the future. Documenting a review timeline can also ensure that such a review is completed.

When a documented procedure has been developed, consider the most effective ways to communicate these changes to all faculty, who will ultimately be responsible for including equitable and accessible content and other elements in the COR. Providing examples of how UDL can be embedded in elements of the COR, such as the catalog description, course objectives, course outcomes, course content, instructional methods, assessment methods, and textbooks, can provide the faculty developers with ideas. Many curriculum management systems offer options to customize areas of the COR with tooltips, checklists, or language, guiding faculty in incorporating UDL in these areas.

It is essential to distinguish between documenting the process and actually implementing IDEAA and UDL principles in the COR. Evaluating whether a particular instructional strategy meaningfully reflects UDL principles is a matter of disciplinary expertise and instructional judgment. Building in a process by which discipline faculty can review and respond to curriculum committee feedback can also be helpful in ensuring that the UDL principles are reflected clearly in the COR.

TRAINING THE FACULTY

Implementation can also mean recruiting faculty and classified professionals across the college to help train faculty on UDL principles. Curriculum chairs and curriculum committees should work with their professional development committee, librarians, instructional designers, Zero Textbook Cost and open educational resources liaisons, and Disabled Students Programs and Services offices. They should create a training model so that curriculum committees can be trained regularly on UDL and IDEAA in the COR. Even

embedding a UDL and equity review into the college's regular curriculum review cycle can help ensure that UDL and equity are maintained in the COR. So, when draft CORs come to the curriculum committee with UDL components included, the review process can be more efficient.

While implementing the changes in Title 5 can be daunting, much of what we already do in curriculum is consistent with what Title 5 requires. CORs must balance the specificity required for articulation, degree applicability, and industry or job training specifications with the flexibility to promote academic freedom. Equity and UDL are already manifested in areas of the COR, such as the methods of instruction and assessment methods, where a COR often specifies examples rather than a definitive list. This flexibility aligns well with the principles of equity and UDL. Indeed, designing curriculum through the lens of equity and UDL also promotes and sustains academic rigor because they challenge instructors and students to apply teaching and learning universally.

REFERENCES

California Community Colleges Chancellor's Office, Board of Governors. (2025, January 14). Board of Governors meeting.[Meeting minutes (<https://go.boarddocs.com/ca/cccchan/Board.nsf/goto?open&id=DASVTC824575>)]. Curriculum Committee, 5 C.C.R. § 55001 (2025 (<https://govt.westlaw.com/calregs/Document/I814F4330BB1811F0AE89BE6F88A4D982?transitionType=Default&contextData=%28sc.Default%29>))

Note: Articles submitted to the Senate Rostrum do not serve as official statements of the Academic Senate for California Community Colleges. While the views expressed in the Rostrum do not necessarily reflect the adopted positions of the ASCCC, the Senate Rostrum intends to support and uplift faculty voices and issues that directly impact faculty. Published articles are intended to engender discussion and consideration by local colleges but should not be seen as the endorsement of any position or practice by the ASCCC.