

District Academic Standards

Meeting Agenda

Thursday, December 4, 2025; 3:00-5:00pm

<https://rccd-edu.zoom.us/j/82506905881?pwd=ejYySWlreGJzRGoxa1k5YVVJiT0dQQT09>

Riverside City College
CAK 224

Moreno Valley College
SAS 101

Norco College
OC 116

Committee Members	Guests
<input type="checkbox"/> Kelly Douglass (DCC Chair, ENGL, RIV)	<input type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input type="checkbox"/> <i>Vacant</i> (DCC Co-Chair, VC Ed Svs)	<input type="checkbox"/> Sabina Fernandez (CPRO, MOV)
<input type="checkbox"/> Nick Sinigaglia (PHI, MOV)	<input type="checkbox"/> Casandra Greene (CPRO, RIV)
<input type="checkbox"/> Brian Johnson (MAT, NOR)	<input type="checkbox"/> Nicole Brown (CPRO, NOR)
<input type="checkbox"/> Nicole Banerjee (AO, RCC)	
<input type="checkbox"/> Nick Franco (AO, NOR)	
<input type="checkbox"/> Deanna Murrell (AO, MVC)	
<input type="checkbox"/> Brock Russell (PHY, RCC)	
<input type="checkbox"/> Patricia Avila (GUI, NOR)	
<input type="checkbox"/> <i>Moreno Valley Representative</i>	
Additional Guests:	

Call to Order:

Agenda and Minutes

1. Approval of Agenda
The agenda will be reviewed, discussed, and considered for approval.

2. Approval of Minutes – November 6, 2025
The minutes will be reviewed, discussed, and considered for approval.

Discussion & Action Items

1. Title 5 Updates to the COR
2. Discipline Control of Curriculum / CAT/CIS Exclusions

Current MVC Policy:

Per state requirements, ADT program outlines may contain only courses from our catalog. For all other programs, degree and certificate, MVC Curriculum follows this local rule: an MVC program may include RCC or Norco courses not in our catalog as long as it is possible to complete the program with MVC courses alone, i.e., any required courses are in our catalog and each elective category lists MVC courses sufficient for a student to choose from them alone and still reach the unit requirement for the category. For courses not in our catalog, faculty responsible for a given program will regularly inform affected students about planned offerings at RCC and Norco. These faculty must also inform their discipline colleagues at RCC and Norco whenever a curriculum change results in a course in an MVC program not being in our catalog.

Lastly, MVC Curriculum will work with the relevant faculty to ensure that any deletion proposals for such courses originating from RCC or Norco are not delayed pending modification to MVC programs.

3. Open Forum
4. Public Comment

Adjournment:

Policy for complying with Title 5 §55001 relating to equity and inclusion:

“§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.”

Faculty will engage in a robust discipline-wide process/discussion to ensure that all courses approved under §55002¹ 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 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 a required field in Curriqnet² what areas of the COR, which must include Methods of Instruction and Evaluation, directly address §55001 (b) [and(c), Nick?] and by what process the discipline arrived at these approaches.

All courses in RCCD catalogs must reflect these changes and additional components by the Fall 2030 catalog (Fall 2029 launch deadline).

¹ (all credit (degree applicable and non-degree applicable), noncredit, and community services courses)

² This field will print to all curriculum agendas along with the rationale field through at least Fall 2030 but will not print to the actual COR.

Resources for faculty complying with 55001(b)

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*](#)³:
 - 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?
- 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:
 - [AAC&U High-Impact Practices](#)
 - [EBTPs from Every Learning Everywhere](#)
 - [Cornell University Center for Teaching Innovation Teaching Resources](#)

³ Renamed from COR Review Tool by DCC in November 2025

From Title V: *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.*

-Include a prompt in minutes report or elsewhere so committee knows where to look? "Which course outline sections include elements reflecting Universal Design for Learning, ensuring individuals with disabilities can equally participate in learning?"

-Something generic as required language in Methods of Instruction may be appropriate:

“Accessibility of electronic materials is ensured through elements detailed in Section D of [CVC-OEI 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.”

-DRC staff were clear that the new Title V language reads like part of a general push toward removing the need for adjustments altogether (formerly referred to as “accommodations”). An example of low-hanging fruit here is the current need for notetakers, which could be eliminated by faculty providing good lecture notes or routinely making lecture recordings available. DRC staff are compiling a list of commonly-done things beyond the CVC accessibility requirements faculty might choose from and cite in CORs. Our process can say we’ll look for “at least three” or something like that:

Course content may explicitly cite contributions and perspectives of disabled people relative to subject matter.

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.

Sample assignments may make explicit reference to UDL methods of evaluation.

More specific, concrete elements of UDL here: [CAST Universal Design for Learning Guidelines](#)

Other things to consider:

- Establish a toolkit/resources for faculty to use when updating COR
- Should we have at least one trained reviewer who knows what to look for as it relates to Accessibility & UDL? Perhaps some PD training for this/these reviewers.
- Update curriculum handbook/materials to reflect this title V requirement
- Continuous assessment and evaluation of the process