

## District Academic Standards

### Meeting Agenda

**Thursday, March 5, 2026; 3:00-5:00pm**

<https://rccd-edu.zoom.us/j/82506905881?pwd=ejYySWlrGjzRGoxa1k5YVJiT0dQQT09>

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"/> Star Rivera-Lacey (DCC Co-Chair, Deputy Chancellor & Provost)	<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"/> Tahmina Morshed (ECON, MOV)	
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 – December 4, 2025  
*The minutes will be reviewed, discussed, and considered for approval.*

**Discussion & Action Items**

1. Title 5 Updates to the COR – Kelly Douglass
2. Meeting Calendar – Kelly Douglass
3. Brown Act Updates – Kelly Douglass
4. Open Forum
5. Public Comment

**Adjournment:**

**Policy for complying with Title 5 §55001 (b and c) 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.*

*§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.”*

Faculty will engage in a robust discipline-wide process/discussion to ensure that all courses approved under §55002<sup>1</sup> 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 Curriqnet<sup>2</sup>**

- **Which sections of the COR, which must include Methods of Instruction and Evaluation, directly address §55001 (b) regarding diverse student bodies, equitable outcomes, and inclusion and by what documented procedure the discipline arrived at these approaches.**
- Which sections of the COR include elements reflecting Universal Design for Learning, ensuring individuals with disabilities can equally participate in learning?

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

**[DOCUMENT IN DRAFT QUESTION FOR THE COLLEGE CURRICULUM COMMITTEES: We are going to add a field for explaining where to look in the COR for the required §55001 b and c elements and the procedure by which the discipline arrived at them. Should this be a single**

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<sup>1</sup> (all credit (degree applicable and non-degree applicable), noncredit, and community services courses)

<sup>2</sup> 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.

field with a prompt for both, or should it be a field for (b) – equity and inclusion and a second field for (c) UDL and accessibility]?

## **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\*](#)<sup>3</sup>:
  - 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](#)

## **Resources for faculty complying with 55001(c):**

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<sup>3</sup> Renamed from COR Review Tool by DCC in November 2025

**Suggested language for Methods of Instruction section of ?? (COR or DE Addenda? This language is about online courses, right?) - KD:**

“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.”

Additional suggestions:

- 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](#)