



SAN DIEGO
Community College District

City College · Mesa College · Miramar College
College of Continuing Education

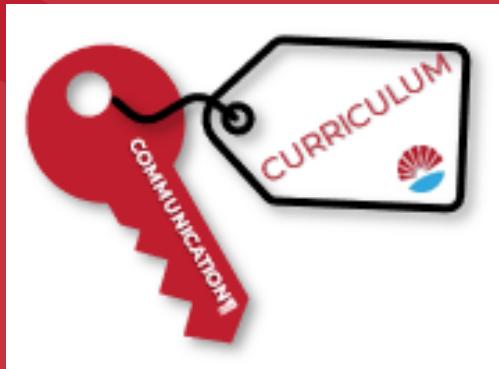
Using Course Outlines of Record to Support Equity, UDL, and Title 5 Compliance

FLEX #31318

Presented by the San Diego City College
Curriculum Review Committee Executive
Team

January 28, 2026

Session Overview



- What is the Course Outline of Record?
- Where can I find my COR's?
- Title 5 updates concerning COR's
- COR's and Universal Design for Learning (UDL)
- COR's and Equity

The COR is a document that...

- informs instructors of the content and objectives of a course they've been assigned to teach
- has legal standing and is regulated by Title 5
- has influence within a college and among institutions
- is the basis for articulation and transfer agreements
- determines acceptance of a course into a general education pattern such as Cal-GETC
- goes through the curriculum approval process every 2 years (CTE) or 6 years

Where can I find my COR's?

- Sdccd.curriqnet.com
 - Can view "Active" proposals as a guest – [Scribe tutorial](#)
- Courses -> Designator & Number in Search Bar
- Select the "Active" version of the course
 - Active = current version of course
 - Historical = past version of course
 - Launched = proposed version of course
 - Draft = to-be-proposed version
- Reports -> Course Outline Report
- Let's do an example!
- Find a COR for your discipline – you will need it later for an activity!

COR's and Title 5 Updates

ccc

Chancellor's
Office Memo,
10/25

- 5C working to align COR's with Vision 2030 goals
- "Committees must adopt written procedures ensuring that every course outline describes approaches that will engage diverse student populations and advance equitable outcomes."
- "The committee ensures there is a process that reflects the principles of Universal Design for Learning (UDL), providing multiple means of representation, engagement, and expression."
- "Instructional materials should include consideration of open educational resources (OER) that meet accessibility standards."
- "The COR must also provide representative descriptions of inclusive pedagogical approaches faculty may use to engage and support diverse learners."

COR's and Title 5 Updates (continued)

CCC
Chancellor's
Office Memo,
10/25

- "Learning must now be demonstrated through multiple, authentic means—including written work, projects, problem-solving, and skills demonstrations— ensuring that assessment reflects the diversity of students' learning styles and strengths."
- "CORs to include explicit accounting of instructional and outside-of-class hours, directly aligned to credit awards under section 55002.5."

COR's and UDL

- What is Universal Design for Learning (UDL)?
 - "UDL is a framework to improve and optimize teaching and learning based on what we know about the human brain. Each brain is made of billions of interconnected neurons that form unique pathways. Like fingerprints, no two brains are alike." (CAST.org, 2026)
 - [CAST UDL Guidelines](#)

COR's and UDL

continued

CAST UDL Guidelines,
2025

- UDL-designed courses contain multiple means of:
 - Engagement
 - Example: Connecting information with relevant real-world examples with which students can identify
 - Representation
 - Example: Key information presented in a variety of modalities (oral, written, visual)
 - Action & Expression
 - Example: Students given a variety of options for how they represent their knowledge of a course content area

COR's and UDL

continued

- What does UDL look like in the COR?
 - Focused on Assignments, Methods of Instruction, and Methods of Evaluation sections
 - Example COR: AGRI 104 – Sustainable Vegetable production

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- Lecture
- Laboratory
- Computer Assisted Instruction
- Lecture Discussion
- Learning Modules
- Audio-Visual
- Collaborative Learning
- Shadowing
- Distance Education (Partially Online)
- Other: Hands-on practicals on farm.

COR's and UDL

continued

- What does UDL look like in the COR?
 - Focused on Assignments, Methods of Instruction, and Methods of Evaluation sections
 - Example COR: PHOT 100 – Introduction to Darkroom Photography

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Essay/Paper
- Exams
- Homework
- Laboratory Assignments
- Participation
- Portfolio
- Problem Solving Exercises
- Quizzes
- Research Project

COR's and UDL

continued

- What does UDL look like in the COR?
 - Focused on Assignments, Methods of Instruction, and Methods of Evaluation sections
 - Example COR: PHOT 100 – Introduction to Darkroom Photography

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- Notetaking with class assignments, activities, and lectures.
- Written gallery review or artist interview.
- Journal reflections about how traditional silver gelatin darkroom practices have integrated with various artists' explorations of the intersections of race, class, and gender over time.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- Film exposure and project conceptualization with attention to light, shadow, reflection, contrast, composition, and mood.
- Research, such as in-person or online artist interviews and museum/gallery visits.
- Reflections about the conceptual and environmental impacts of silver gelatin photography on diverse global communities throughout history.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- Selection and use of analog cameras and silver gelatin film to achieve desired results.
- Interpretation, analysis, and evaluation of a variety of historical and contemporary black and white photographic images from diverse world artists.
- Employment of compositional elements to photograph subjects in a realistic or abstract manner.
- Critiques of professional, peer, and personal projects.
- Creation of unique darkroom photographs in a chosen genre, employing one's own visual style, ethical principles, and photographic methodologies.

COR's and UDL

continued

- What does UDL look like in the COR?
 - Focused on Assignments, Methods of Instruction, and Methods of Evaluation sections
 - Example COR: PSYC 245 – Abnormal Psychology

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Essay/Paper
- Exams
- Homework
- Participation
- Quizzes
- Other:
 1. In-class presentation.
 2. Reaction papers.
 3. Case study exercises.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- Lecture
- Lecture Discussion
- Audio-Visual
- Collaborative Learning
- Distance Education (Fully Online)
- Other: Guest speakers

Reflection Time!

- Review the COR you pulled earlier from your discipline, considering the examples we've seen regarding UDL practices.
- How do your course's assignments and methods of instruction/evaluation look to you now? Is there room for improvement in terms of engaging diverse learners?
- Do you have ideas for how you might incorporate UDL into the language in your COR?

COR's and Equity

- Use of accessible [OER](#) materials
 - Provide at least one free option in "Reading Assignments"
- "Engage and support diverse learners"
 - Acknowledgement and exploration of diversity within the discipline and among students
- Consider full spectrum of IDEAAS:
 - Inclusion
 - Diversity
 - Equity
 - Anti-racism
 - Accessibility
 - Sustainability

COR's and Equity

continued

- What can equity look like in a COR?
 - Example: EXSC 216 – Intercollegiate Softball I
- **CATALOG COURSE DESCRIPTION:**
 - This is an activity-based course in intercollegiate softball. This course is designed for students competing in their first intercollegiate softball season. Students learn and practice the techniques and strategies necessary for successful participation in a diverse team environment. Those topics covered are fundamental through advanced softball skills and offensive and defensive strategies. Students must demonstrate increased softball skill proficiency and skill attainment with each repetition. This course may be taken two times for credit.

COR's and Equity continued

- What can equity look like in a COR?
 - Example: BIOL 101 – Environmental Science

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

Upon successful completion of the course the student will be able to:

1. Apply scientific principles to critically evaluate issues in environmental science.
2. Apply the process of science to solve problems, and develop and apply appropriate experimental design to test hypotheses.
3. List, apply, and evaluate concepts of ecology.
4. Describe evolutionary principles and interpret examples of evolutionary mechanisms and adaptations.
5. Describe the principles of population growth, apply these principles to human population growth, and evaluate strategies to ethically reduce population growth.
6. Outline the historical pattern of earth's biodiversity, its relationship to and impact on human society, and evaluate current biodiversity trends.
7. Describe the value of water to the biosphere and human society, and evaluate sources and usage of water.
8. Compare renewable and nonrenewable sources of energy, evaluate impacts, and future availability.
9. Compare and contrast environmental impacts of various land management practices such as forestry and agriculture.
10. Categorize types of pollution and evaluate technologies to reduce their impact on the biosphere.
11. Describe what is meant by Global Climate Change, analyze its effects, and evaluate adaptation and mitigation strategies.

COR's and Equity continued

- What can equity look like in a COR?
 - Example: FJMP 131 – Multimedia Journalism Reporting

1. COURSE OUTLINE AND SCOPE:

A. Course Content:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

Course Lecture Content

1. Multimedia journalism and digital and mobile tools
 1. Multimedia journalism defined
 2. Tools for news reporting and gathering purposes
 3. Identifying various media platforms
 4. Effective use of text, visuals, audio, interactives, and digital design
2. Legal and ethical issues in news media
 1. Professional codes of ethics
 2. Principle of invasion of privacy
 3. Ramifications of digital manipulation
 4. Considering equity and social justice

Reflection Time!

- Review the COR you pulled earlier from your discipline, considering the examples we've seen regarding IDEAAS.
- How does your COR look to you now? Is there room for improvement in terms of addressing IDEAAS?
- How might you bring in at least one of the concepts from IDEAAS into your COR (if not already present)?
- IDEAAS:
 - Inclusion
 - Diversity
 - Equity
 - Anti-racism
 - Accessibility
 - Sustainability

Thank you for your time! Stay connected!

- [Curriculum Feedback Survey – Fill out form](#)
- Katy Bailey, Chair of Curriculum Review Committee
 - Kbailey001@sdccd.edu
- Angela Testado, Curriculum Analyst
 - Atestado@sdccd.edu
 - [Bookings page](#)
- Jennifer Boots, Curriculum Technical Writer & Interim AO
 - Jboots@sdccd.edu

