

# Anti-Racism, Equity, and Curriculum

<b>Equity-Minded Strategy:</b>	<b>Examples of what can be implemented without formal curriculum action:</b>	<b>Changes that require formal Curriculum Action*:</b>
Changing textbooks (or “decolonizing” your texts), to include reading from diverse authors	<ul style="list-style-type: none"> <li>● Select a new or different textbook or reading that includes diverse perspectives, greater representation, connections to race and social justice issues, etc.</li> <li>● Explore and perhaps adopt an OER (Open Education Resource). OERs are continually growing in number and can help reduce financial barriers for students and increase access and success.</li> </ul>	<p>Updating the Representative Textbook(s) listed on the official Course Outline of Record**</p> <p>**Keep in mind that the text(s) listed on the official Course Outline of Record are simply representative texts, not texts that must be used.</p>
Adding additional, current examples to your curriculum	<ul style="list-style-type: none"> <li>● Incorporate diverse perspectives into existing course content</li> <li>● Incorporate social justice issues into existing course topics.               <ul style="list-style-type: none"> <li>○ For example: utilizing data from the water crisis in Flint, Michigan in a statistics course.</li> </ul> </li> </ul>	<p>Revising Course Topics and Hours to be more reflective of how time will actually be used in course. (EX: Will the course be “flipped”, to provide more hands-on support, rather than lecture?)</p>
Revising course structure, to be more explicit in the inclusion of a lens aimed at anti-racism, equity, and/or social justice issues	<ul style="list-style-type: none"> <li>● Include a statement within your syllabus and/or discuss with students your course philosophy.</li> <li>● Reframe approach to the topics and outcomes of the course with a specific lens on racial issues, socio-economic issues, etc.</li> </ul>	<p>Revising a Course’s Catalog Description, to utilize more student-centered language.</p>
<p>Rethink areas of emphasis within your course.</p> <p>Revise or translate SLOs into more student friendly language.</p>	<ul style="list-style-type: none"> <li>● It may be possible to tailor your course objectives that are not explicitly stated on the Course Outline of Record and syllabus in order to create new areas of emphasis within the course.</li> <li>● In the course syllabus, welcome video, course introduction, or similar, translate SLOs and objectives into student friendly language. Consider discussing how course activities, assignments, and assessments meet the SLOs.</li> </ul>	<p>Revising / Adding / Removing Student Learning Outcomes (SLOs) and/or Course Objectives stated on the COR (which are also required to be listed in the syllabus)</p>

<p>Rethink assignments and assessments</p>	<ul style="list-style-type: none"> <li>● Use 'Transparent Assignments' with clear instructions, expectations, rubrics, etc. <ul style="list-style-type: none"> <li>○ Ensure new assignments are 'Transparent Assignments', and revise current assignments to fit this model.</li> </ul> </li> <li>● Create or revise assignments to encourage students to research/investigate/analyze social justice issues connected to the course. <ul style="list-style-type: none"> <li>○ For example: have students discuss an article about <a href="#">racism within artificial intelligence technology</a>.</li> </ul> </li> <li>● Incorporate Active Learning Activities to help keep students engaged with the course content and provide additional opportunities for sharing unique perspectives.</li> </ul>	<p>Revising specific examples / constraints provided in the 'Typical Student Assignments' section of the Course Outline of Record. Be aware of the language utilized, particularly with terms such as may or will, which can either provide for future flexibility, or maintain rigid requirements.</p>
<p><b>Who can you ask for help?</b></p>	<p>Teaching and Learning Leads (TLLs), Professional Development trainings, Colleagues in your department and closely aligned areas</p>	<p>The Curriculum Committee, Articulation Officer, Student Learning Outcomes Coordinator, Department Colleagues</p>

\*Two important things to remember:

1. The department should agree on these changes, as the Course Outline of Record (COR) is applied to all sections taught under the same course title.
2. The changes made to the COR could impact articulation with our transfer partners. If making edits to any of the indicated areas, be sure to consult with our Articulation Officer (Juana Esty) in advance.

## Resources:

- [CRC Professional Development Canvas Course](#)
- [Conducting a Cultural Curriculum Audit](#) (Presentation from the 2020 ASCCC Curriculum Institute)
- [Curriculum Design and Delivery through an Equity Lens](#) (Presentation from the 2020 ASCCC Curriculum Institute)
- [Open Educational Resources Initiative](#)

## Disclaimer:

This document is not intended to be an all-inclusive resource. Its primary purpose is to help faculty better understand what types of changes can occur outside of the formal curriculum process, versus those that would require formal curriculum action.