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**Content Review and Requisite Validation**

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| * **Include this page whether or not the course has pre/co-requisites.** * **Once completed, this form should be uploaded as an attachment to the eLumen course record.** * **Use one validation form per requisite.** * **Completion of the review/approval process verifies that:**    + **the department has reviewed the requisites to establish that each is still supported by its faculty and is in compliance**   + **the student would not benefit from additional requisites to this course**   + **the department has reviewed the current course outline and finds it satisfactory** |

**Course Under Content Review:** Click or tap here to enter text.

**Requisite to be Validated (or None): Pre-** Click or tap here to enter text.

**Co-** Click or tap here to enter text.

**None/Advisory (Only complete this section)**

**Requisite Challenge Policy:** Click or tap here to enter text.

**Semester/Year of Content Review:** Click or tap here to enter text.

**Faculty Involved in Content Review:** Click or tap here to enter text.

Title 5, Section 55003 (a) – (q) requires all courses to go through content review every six years at a minimum (or two years for CTE courses). The main purpose of content review is to evaluate whether any existing prerequisites and co-requisites are appropriate or they constitute an unnecessary restriction on enrollment, or whether other requisites or advisories are needed. A pre/co-requisite is justified when students who do not possess the knowledge covered in the required course would be *highly unlikely to receive a satisfactory* grade in the course being reviewed. Content review is also an opportunity to update the content, objectives, and materials of the course.

**Choose justification(s) for requisite below, complete matrix, and attach required documentation (if applicable).**

This requisite is a closely related lecture/lab course.

This requisite is required for course to transfer to 4-year institutions, including CSU/UC.

This requisite is part of a sequence of courses within and/or across disciplines.

This requisite is required for enrollment in a program. Program Name: Click or tap here to enter text.

This requisite is required for the health or safety of the students in the course.

This requisite is required by law or government regulation. (Attach a copy of pertinent law or regulation.)

This requisite is another measure of skills necessary to achieve a satisfactory grade in the course being reviewed. Explain: Click or tap here to enter text.

This requisite is a limitation on enrollment. This includes auditions for performance courses, honors courses or sections, and blocks of courses or sections created to set up a cohort of students

\*For additional explanation of requirements, refer to the [District Model Policy](https://www.4cd.edu/gb/policies-procedures/curriculum/CI4014.pdf).

\*\**In addition to rigorous content review,* an instructor may request a study of the empirical relationship between a prerequisite course (or placement tool) and subsequent student performance in the targeted course. The rigor of content review will be established on a college-wide basis in conjunction with District research requirements.

**Directions:** Align the relevant course ***objectives*** of the pre/co-requisite to the corresponding ***content*** of the course being reviewed. More than one objective may align with each content item.

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| **Relevant Objectives of Requisite Course** |  | **Corresponding** **Content of Course under Review** | |
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| **Additionally, you may want to provide a brief narrative of the conclusions regarding the necessity and appropriateness of the proposed pre-requisite or co-requisite. (Not required)** | | | |
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**Course Equity Rubric**

As requested by CCC's Academic Senate Council (ASC) July 2020 resolution, the CIC presents the Course Equity Rubric to assist departments with incorporating the African American Staff Association(AASA) *Call to Action* and the State

Chancellor's vision for racial and social justice in all courses*.* Through the lens of the college's ILO's as listed below, this self-assessment rubric will be used in the content review process to provide a method of measuring progress towards achieving equity across the CCC curriculum.

**CCC Institutional Learning Outcomes:**

Support an environment that encourages and enables the members of our community to gain:

* Critical thinking skills and abilities, including evaluating, analyzing, and applying information.
* Communication skills using verbal, auditory, written, numerical, and visual forms.
* Awareness of themselves, their community, and the world around them, leading to personal responsibility, ethics, and civic engagement.

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|  | **Incomplete** | **Aligned** | **Additional Exemplary Elements** |
| **E1: Technology** | Technology needs aren’t clear, or issues related to technology access are not addressed. | All technology required for the course is listed and described in the COR. | Review of syllabus shows alternatives for students with technology impediments, and clearly delineates where/how students can get assistance with required course technology. |
| **E2: Student**  **Resources and**  **Support** | Information about how students access student services and support is incomplete. | Syllabus review outlines student support & well-being services in, at least, these areas:  a) general student assistance,  b) online academic supports;  c) assistance with using technology; d) health and wellbeing resources; and/or e) resources for students with disabilities. | In addition to outlining student support resources, there are clear explanations and pathways for students to access and utilize all needed resources including mentoring programs and learning communities (i.e. CSE, Per Ankh, & Puente) |
| **E3: Universal**  **Design for**  **Learning** [**(UDL)**](https://udlguidelines.cast.org/) | Course content and activities are not aligned to UDL principles. | Course content and activities are aligned with core principles of UDL--i.e., multiple means of representation, action & expression, and/or engagement. | Current syllabi explain how and why course content and activities are aligned with specific UDL principles (so that all students can access them and use them equally) |
| **E4: Diversity and Inclusion**  **(in ideas and perspectives)** | Nothing present that indicates that diversity is valued in the course. | Diversity is explicitly valued in areas such as:  • Objectives   * Textbook/curricula selections * Assignment sample * A diversity statement in the course syllabus, which require students to analyze course content from multiple perspectives. | Throughout the course, learning activities demonstrate that diverse ideas and perspectives are valued in the course, and students are challenged to analyze how diversity fosters learning. |
| **E5: Images and representation**  **(including ethnic, cultural, and racial representation)** | Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation. | Images and representations are diverse, and/or the instructor acknowledges the lack of diversity and provides a platform for discussion around representations and stereotypes. | Images and representations reflect broad diversity, and course activities encourage students to analyze representations and stereotypes throughout the course. |
| **E6: Human Bias/ Anti-racism**  **(including racial and social justice)** | Human biases (e.g interaction bias, implicit bias, etc.) are not clearly addressed. No antiracism material is included. | Human biases are acknowledged, and syllabus/ course content provide(s) information about how to address and handle different types of bias in the class. Anti-racism statement or assignment is included. | Course provides methods and empowers students to identify, learn about, and address human biases. Course actively promotes anti-racism activities and assignments |
| **E7: Content Meaning** | There are no clear connections between course content and students’ lives. | Proposed course activities require students to connect course content to their own lives and/or reflect on course content relevant to their futures. This includes using multiple teaching methods. | Proposed course activities require students to connect course content to their sociocultural backgrounds and/or the socio-cultural backgrounds of others. |
| **E8: Connection and Belonging** | Student connections and a sense of belonging within the course are not fostered through course communications and activities. | Course communication policy and activities foster personal connections among students, and demonstrate the instructor cares about each unique student’s  participation and success in the class. | Course communications policy and activities deepen connections among class participants, and encourage students to connect to the institution and the discipline more broadly. |

*This rubric is based on the PCCD Online Equity Rubric, visit* [*Peralta Online Equity Initiative*](https://web.peralta.edu/de/files/2019/01/Peralta-Equity-Rubric-V6-January-2019.pdf)

The curriculum review process should be performed in accordance with accreditation standards. It should include, at a minimum, all of the following:

* Involvement of faculty with appropriate expertise;
* Consideration of course objectives as set by the relevant departments;
* Review based on a detailed course syllabus and outline of record, tests, related instructional materials, method of instruction, type and number of examinations, and grading criteria;
* Specification of the knowledge and/or skills which are deemed necessary at entry and/or concurrently;
* Identification and review of the pre/co-requisite which develops the above-mentioned body of knowledge and/or skills; • Matching of the knowledge and skills in the targeted course with those developed or measured by the pre/co-requisite (compare #4 with #5);
* Maintenance of documentation by the Instruction Office that above steps were taken.

Share your *accomplishments* on how this course has worked towards meeting racial and social justice goals. For example: your department's response and work on the AASA Call to Action:

Click or tap here to enter text.

What*,* if any, *challenges* have you encountered in meeting the goals of this rubric, the AASA Call to Action, and/or your department's racial and social justice goals?

Click or tap here to enter text.