

# Course Outline of Record and Universal Design For Learning

Tuesday, March 24, 2026  
12:00-1:00pm

# Welcome & Housekeeping

## Tech Support

Technical support is available, please email [conferences@foundationccc.org](mailto:conferences@foundationccc.org) with any questions.

## Closed Captioning

Click the Closed Caption (CC) tab to read live captions



## Audio/Visual

You will be muted with your camera's off during the entire webinar. To ask a question please utilize the Q&A feature.

# Welcome & Housekeeping

## Q&A

Click the Q&A tab to enter questions for the presenters and read their responses. We will do our best to answer as many questions before the end of this session. Questions we are unable to answer will be addressed post-event in the coming weeks.



## Recording

This session will be recorded. We will be posting the recording and presentation slides in the coming weeks to the Vision Resource Center.

# Speaker Introduction

**Sheri Berger**

*Vice President of Academic Affairs, Compton College*

**Erik Shearer**

*Assistant Superintendent/Vice President for Instruction, Butte College*

**Janet Williams**

*CCCCO UDL Task Force Representative; Professor, North Orange County Community College District*

**Eric Wada**

*ASCCC Secretary; Professor of Biology, Folsom Lake College*

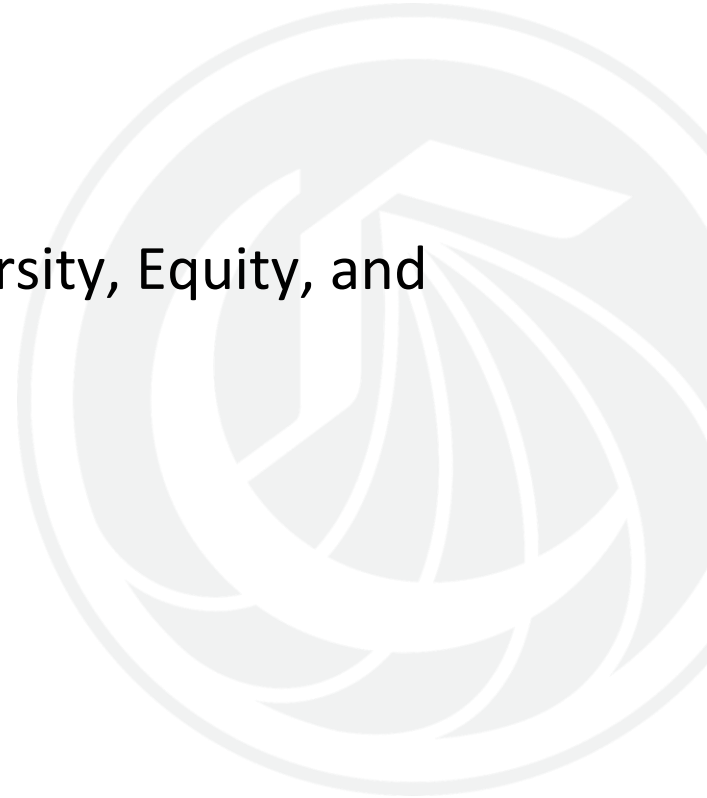
**Rachel Stamm**

*Curriculum and Articulation Systems Product Manager, CCC Technology Center*



# Agenda

- Chief Instructional Officer Guidance
- Universal Design for Learning and Diversity, Equity, and Inclusion
- Outcomes and Objectives
- COCI Fields



# The CIO Perspective and Role

## Knowledge and Understanding

- What do the regulations say? How is it different from what we've always done? Make sure you understand the changes.

## Leadership and Setting the Example

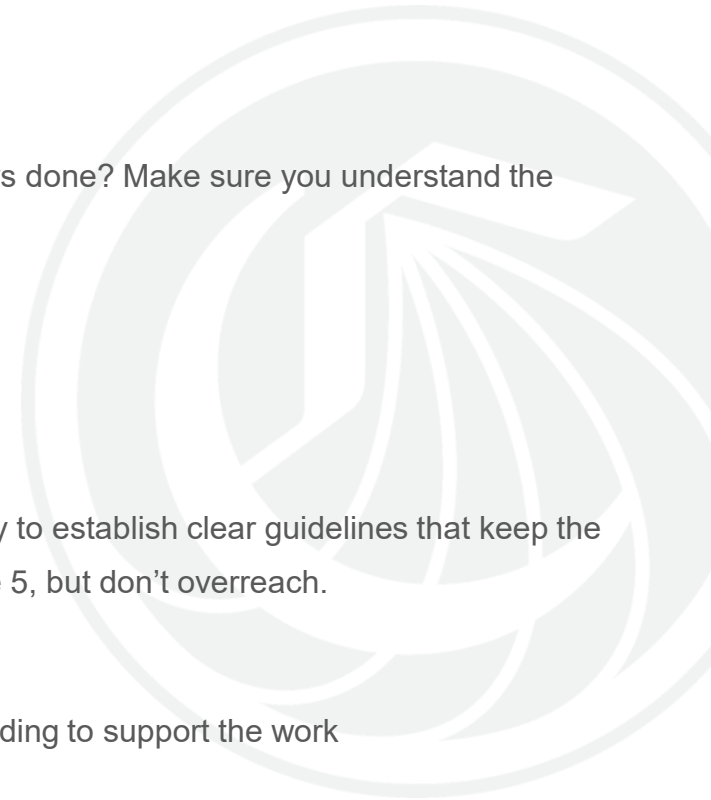
- Infusing the principles into your own work.
- Emphasizing shared responsibility, not siloed initiatives.

## Maintaining the Guardrails

- Working with the Academic Senate, Curriculum Committee, and Faculty to establish clear guidelines that keep the focus on those things within the purview of Curriculum.
- Role in ensuring that local processes adhere to the requirements of title 5, but don't overreach.

## Managing and Distributing Workload

- Marshalling resources, leveraging grants, one-time, and categorical funding to support the work
- Workload for the support team: analysts and curriculum specialists.



# The CIO Perspective and Role

## Resources

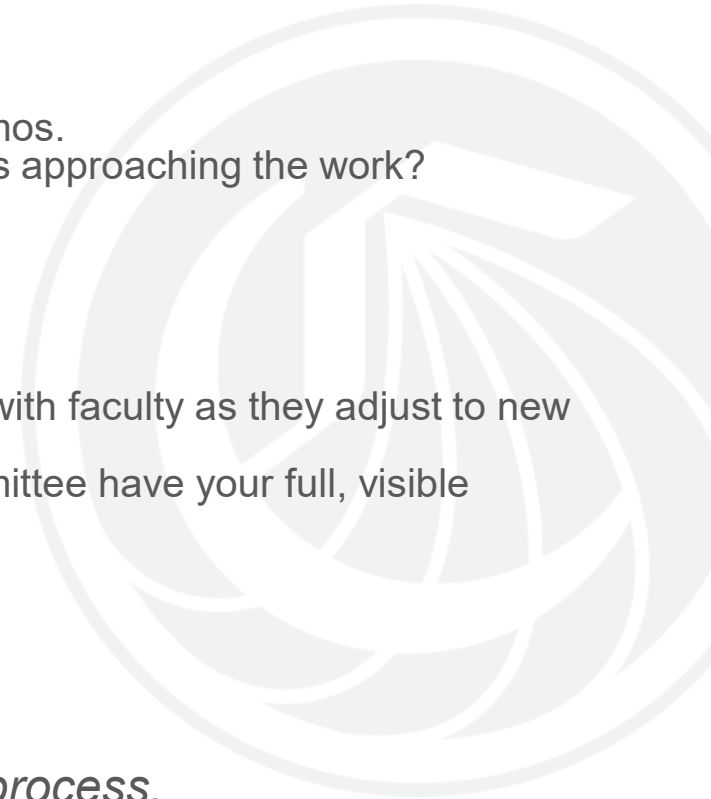
- Collecting and distributing guidance documents and memos.
- Connecting with CIO colleagues - How are other colleges approaching the work?
- Visiting experts.

## Moral and Practical Support

- At some of our colleges, anticipate tough conversations with faculty as they adjust to new requirements.
- Ensure that your Curriculum Chair and Curriculum Committee have your full, visible support in this work.

## Annual Certification and Training

*Once processes have been established, follow the process.*



# Curriculum Processes

# Title 5 55001 Requirement

## Curriculum Committee:

(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.**

(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.

# Title 5 55001.5 Requirement

(a) ...Course outlines of record shall include the following required elements for each course:

...(3) the title, catalog description, **outcomes, objectives**, content in terms of a specific body of knowledge, and representative textbooks including open educational resources that meet universal design course standards;

...(5) **the discipline or disciplines placement** established pursuant to section 53407 assigned to the course.

(b) Course outlines of record shall also include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

# CCCCO Memo [ESS 25-66](#)

## Timelines:

- 09-30-25: Title 5 55001 & 55001.5 Filed with Secretary of State (30-day timeline)
- 10-30-25: Title 5 changes chaptered (180-day timeline)
- 04-22-26: Local implementation deadline
  - The guidance memo states "begin the process of implementing the regulatory revisions as part of their local review process."
    - Revisions require:
      - Documented Procedure
      - Added COR elements
- Fall 2030: Full implementation expected including updates to Chancellor's Office Curriculum Inventory (COCI)

# Developing a Procedure

- Local flexibility in terms of developing a process and what a process looks like.
  - Who needs to be involved in the review?
  - What part(s) of the COR is/are being reviewed?
  - When does the review occur?
- A procedure can be developed and approved\* by the Curriculum Committee, but who else needs to know about the process?
  - \*Depends on local governance structure
  - Faculty and departments
  - Academic Senate
  - Governing Board and/or their designees (Administration)

# COR Elements in a Procedure

When developing a procedure, consider elements of the COR that may be reviewed. Language reflecting inclusion, diversity, equity, anti-racism, and accessibility can appear in the:

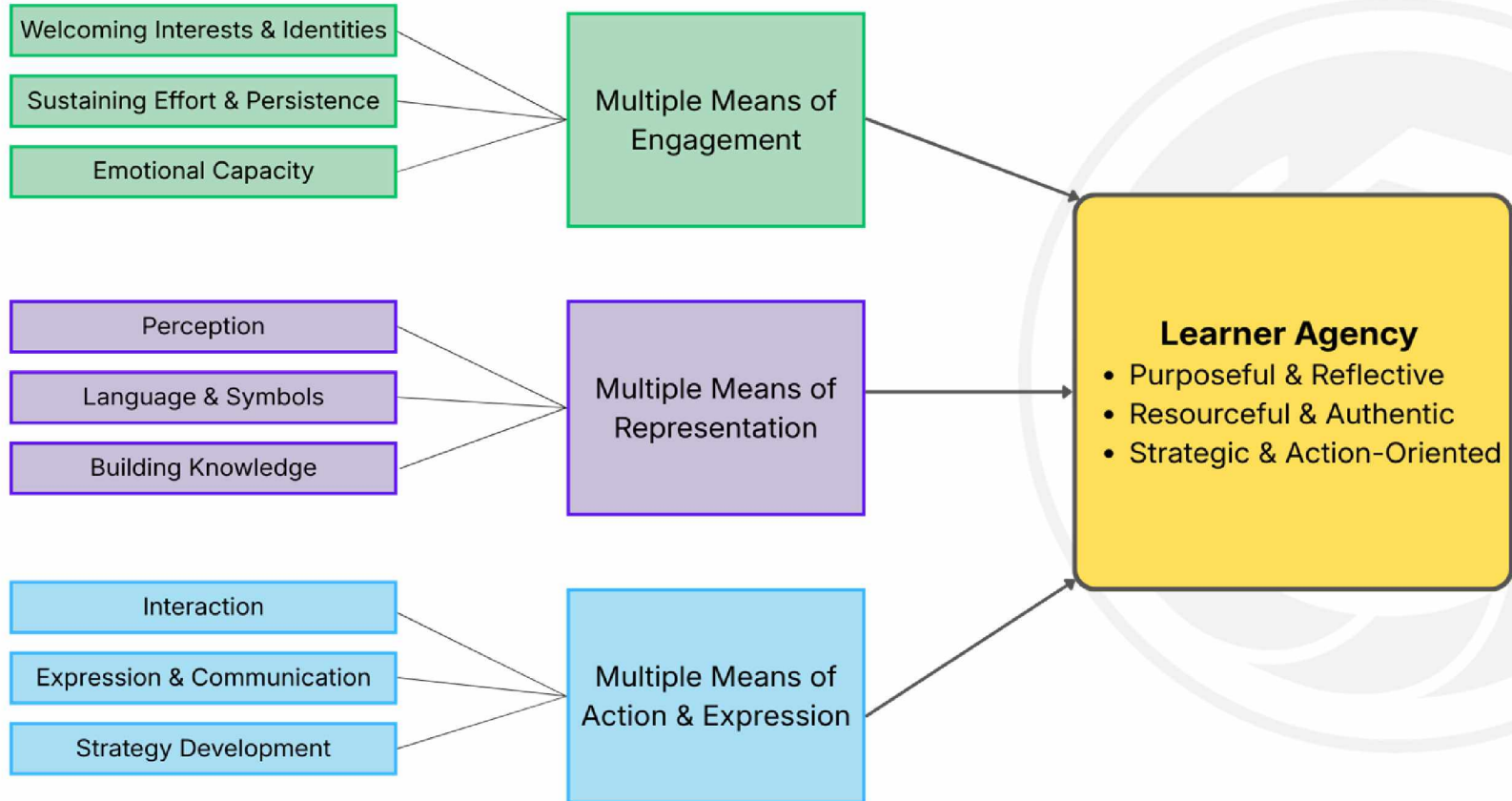
- Description
- Course Outcomes
- Course Objectives
- Course Topics
- Instruction Methods
- Assignments
- Assessment Methods
- Textbooks

All are needed and all are welcome to do this work.

# Implementing Your Procedure

- Documenting that a review has occurred
  - Consider rubrics or using your curriculum management system to document a review
  - Consistency matters for implementation and to achieve goals of equitable and accessible curriculum
- Professional development for your curriculum committee and faculty curriculum developers.
  - ASCCC [Curriculum Institute](#) 15-18 July 2026 in Sacramento
  - ASCCC is here to help faculty and colleges. Work with your local academic senate president to [schedule a visit](#).
  - Questions can be sent to [info@asccc.org](mailto:info@asccc.org)
- More on Universal Design for Learning follows

# Universal Design for Learning: An Overview



## From Title 5 to Practice: Designing for Access

UDL Domain	Operational Focus
Multiple Means of Engagement	Access to Participation
Multiple Means of Representation	Access to Information
Multiple Means of Action & Expression	Access to Demonstrating Proficiency

(Branch, 2017; CAST, 224; Wagner, 2011)

# Outcomes as a Foundation for UDL

Student Learning Outcomes (SLOs) serve as a foundation for implementing and scaling UDL institutionally when they

- Transparently communicate to students how they will demonstrate learning
- Use observable, measurable that enable faculty to design multiple means of
  - Engagement
  - Representation
  - Action & Expression

(Adelman, 2015; CAST, 2024; Newton et al., 2020; Stanny, 2016)

# Operationalizing UDL in the COR (1 of 4)

<b>COR Section</b>	<b>UDL Domain</b>	<b>How It's Operationalized</b>
Catalog Description	Engagement	<ul style="list-style-type: none"><li>● States why the course matters and who it serves.<ul style="list-style-type: none"><li>○ States course purpose in student-centered language</li><li>○ Clarifies relevance, real-world application, and expectations to avoid gatekeeping or deficit framing</li></ul></li></ul>
Outcomes & Objectives	Action & Expression	<ul style="list-style-type: none"><li>● Defines access to demonstrating learning. Uses observable, measurable verbs<ul style="list-style-type: none"><li>○ Defines the observable performance students must demonstrate using operational, measurable verbs</li><li>○ Aligns directly with methods of evaluation</li></ul></li></ul>
Content	Representation	<ul style="list-style-type: none"><li>● Supports access to information needed to achieve outcome<ul style="list-style-type: none"><li>○ Organizes content logically using scaffolded progression, avoiding unnecessary cognitive overload, distinguishing core knowledge from support and enrichment</li></ul></li></ul>

# Operationalizing UDL in the COR (2 of 4)

COR Section	UDL Domain	How It's Operationalized
Instructional Materials	Representation	<ul style="list-style-type: none"><li>● Access is built into the materials section, not retrofitted later.<ul style="list-style-type: none"><li>○ Includes flexible, multiple formats (text, visual, multimedia, interactive, etc.) using accessible design<ul style="list-style-type: none"><li>■ (WCAG 2.1AA compliant)</li></ul></li><li>○ Incorporates diverse perspectives, voices, and cultural contexts aligned with the stated outcomes</li></ul></li></ul>
Outside-of-Class Assignments	Action & Expression	<ul style="list-style-type: none"><li>● Reduces ambiguity and increases access to successful completion<ul style="list-style-type: none"><li>○ Defines structured practice aligned with outcomes<ul style="list-style-type: none"><li>■ Allows varied ways to apply learning (analysis, reflection, creation, etc.) and includes guidance and performance expectations</li></ul></li></ul></li></ul>

# Operationalizing UDL in the COR (3 of 4)

COR Section	UDL Domain	How It's Operationalized
Instructional Methodology	Engagement & Representation	<ul style="list-style-type: none"><li>● Makes the design of instruction, interaction, and support visible in the COR<ul style="list-style-type: none"><li>○ Provides opportunities for participation designed to develop a sense of belonging and sustained effort</li><li>○ Builds community and collaboration that incorporates feedback and reflection about the methods into the instruction</li><li>○ Examples<ul style="list-style-type: none"><li>■ Interactive lecture with formative checks</li><li>■ Structured discussion</li><li>■ Guided practice with feedback</li><li>■ Case- or problem-based exploration</li><li>■ Collaborative analysis</li><li>■ Simulation or role-playing</li></ul></li></ul></li></ul>

# Operationalizing UDL in the COR (4 of 4)

COR Section	UDL Domain	How It's Operationalized
Methods of Evaluation	Action & Expression	<ul style="list-style-type: none"><li>● Makes the ways student will demonstrate learning explicit in the COR<ul style="list-style-type: none"><li>○ Aligns assessments directly to outcomes and includes varied, rigorous assessment methods, using transparent criteria</li><li>○ Examples<ul style="list-style-type: none"><li>■ Analytical essay</li><li>■ Case study analysis</li><li>■ Project-based application</li><li>■ Structured problem sets or applied calculations</li><li>■ Portfolio demonstrating skill progression</li><li>■ Performance demonstration (lab, clinical, technical task)</li><li>■ Reflective analysis tied to outcome criteria</li></ul></li></ul></li></ul>

(Brown & Green, 2016; Driscoll et al., 2021; Elkilany, 2015; He & Cordie, 2024; Hodell, 2016; Litchfield, 2017; Lynch, 2025; Rao et al., 2014; Reugeluth et al., 2017)

# UDL & IDEAA Principles in Practice



**UDL**

## Engagement - Why Learning Matters

- 7.2 Optimize relevance, value, and authenticity
- 7.4 Address biases, threats, and distractions
- 8.3 Foster collaboration, interdependence, and collective learning
- 8.4 Foster belonging and community
- 9.2 Develop awareness of self and others
- 9.3 Promote individual and collective reflection
- 9.4 Cultivate empathy and restorative practices

## Representation - Access to Information

- 1.2 Support multiple ways to perceive information
- 1.3 Represent a diversity of perspectives in authentic ways
- 2.3 Cultivate understanding and respect across languages and dialects
- 2.4 Address biases in the use of language and symbols

## Action & Expression - Demonstrating Learning

- 5.3 Build fluencies with graduated levels of support
- 5.4 Address biases related to modes of expression and communication
- 6.5 Challenge exclusionary practices

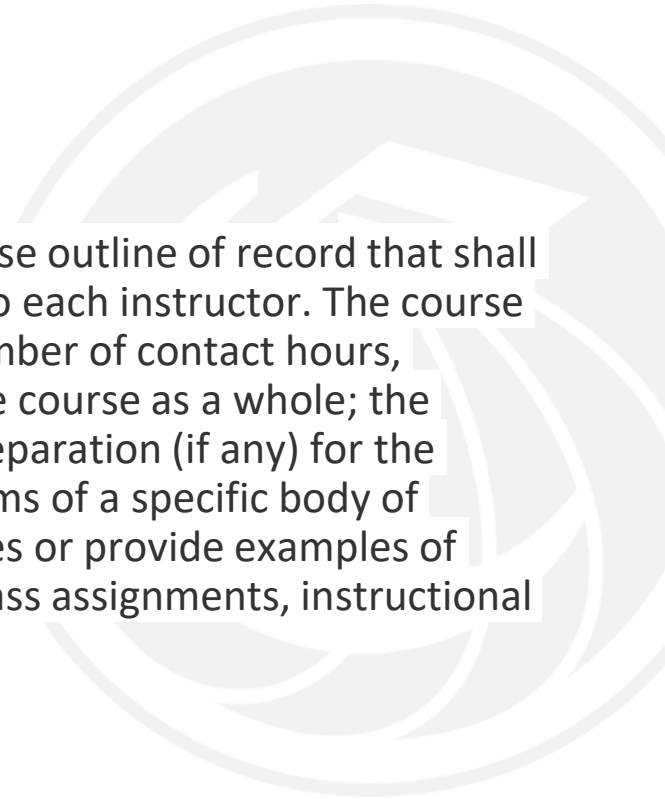
**Inclusion, Diversity,  
Equity, Anti-Racism,  
& Accessibility  
(IDEAA) Outcomes**

# Changes to Title 5 55001.5

# Title 5 Language Changes (1 of 2)

## Old Language

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, **objectives**, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.



# Title 5 Language Changes (2 of 2)

## New Language

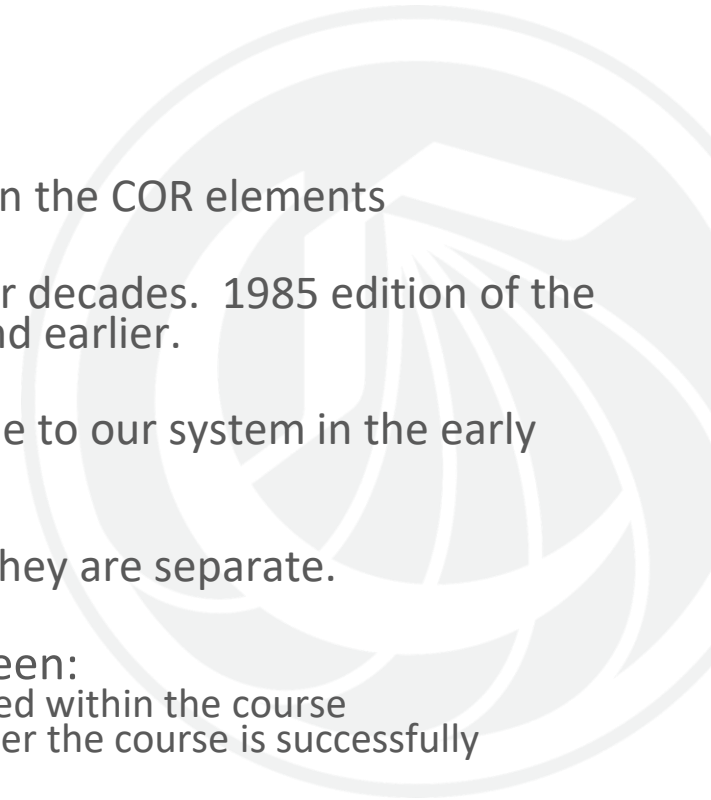
(a) Course outlines of record document course content as approved by faculty curriculum committees and district governing boards. Course outlines of record shall be maintained in the official records of the college and made publicly available. Course outlines of record shall include the following required elements for each course:

(3) the title, catalog description, **outcomes, objectives**, content in terms of a specific body of knowledge, and representative textbooks including open educational resources that meet universal design course standards

(5) **the discipline or disciplines placement** established pursuant to section 53407 assigned to the course.

# Objectives and Outcomes: A Minor Change

- Among the changes in the new title 5 language
- Objectives and outcomes used in the new section on the COR elements
- “Objectives” have been the language we’ve used for decades. 1985 edition of the Curriculum Handbook (predecessor of the PCAH) and earlier.
- “Outcomes” a more specific term that formally came to our system in the early 2000s through accreditation.
- At some colleges objectives = outcomes, at others they are separate.
- When separate, the basic distinction has often been:
  - Objectives are skills and knowledge obtained and used within the course
  - Outcomes are the takeaway skills and knowledge after the course is successfully completed.



# Discipline Assignment: Also A Minor Change?

- Discipline assignment defines the minimum qualifications to teach a course.
- Title 5 53200 establishes that discipline assignment is subject to collegial consultation:
  - (c) “Academic and professional matters” means the following policy development and implementation matters:
    - (1) curriculum, including establishing prerequisites and **placing courses within disciplines**;
- Section 53200 pre-dates the changes to 55001.5, so existing processes are in-place.
- Document the discipline assignment in the COR.
- ASCCC often offers opportunities to learn and/or discuss processes and implementation

# COCI Fields

# COR Fields Added for Credit Courses Only

## Required Fields

- Course Content, Required Topics
- Objectives/Outcomes
- Examples of Instructional Methodology
- Methods of Evaluation
- Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials
- Examples of Reading and Writing
- Examples of Outside of Class Assignments

## Optional Fields

- Prerequisite
- Co-Requisites
- Other Limitations on Enrollment
- Advisories/Recommended Preparation

College CONTRA COSTA

CCN (CB00) CCC000652578

COCI Submission Number 311202515161836

Proposal ID 537733

ATTRIBUTES	SUMMARY	DETAIL	UNITS & HOURS	TRANSFER & ARTICULATION	CONTACT
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Proposal Status

Approved

COCI Submission Number

311202515161836

Proposal ID

537733

Course Control Number (CB00)

CCC000652578

Last Updated by College

02/06/2026 04:53:27 PM

College

CONTRA COSTA

Title (CB02)

Support for MATH-191 Success

TOP Code (CB03)

1701.00 Mathematics, General

CIP Code

27.0101 Mathematics, General.

Credit Status (CB04)

D - Credit - Degree Applicable

Course Type

Traditional Course

Common Course Number

Not Applicable

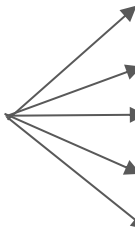
Approval Letter

Title: 2025-05-18 Approval Letter for Support for MATH-191 Success.pdf

[2025-05-18 Approval Letter for Support for MATH-191 Success.pdf](#)

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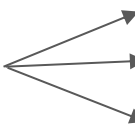
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Dropdowns with crosswalk



Dropdowns



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COCI Submission Number 311202515161836

Proposal ID 537733

ATTRIBUTES

SUMMARY

DETAIL

UNITS & HOURS

TRANSFER & ARTICULATION

CONTACT

Text field; single line input

Department Name (CB01A)

MATH

Department Number (CB01B)

220S

Narrative text area (freeform, multiline)

Catalog Description

This course is designed to give Algebra, Geometry, and Trigonometry support to students who need it while concurrently enrolled in MATH-C2220 (Calculus II). It covers concepts and provides just-in-time remediation necessary to be successful in MATH-C2220.

Course Lookup

Prerequisites

Course

Control Number

No prerequisite requirements

Co-Requisites

Course

Control Number

MATH C2220 Calculus II: Early Transcendentals

[CCC000312694](#)

Narrative text area (freeform, multiline)

Additional Enrollment Requirements

Not Yet Assigned

Course Content, Required Topics

Algebraic, geometric, and trigonometric skills to support the following Calculus II content:

Areas between curves

Volume, volume of a solid of revolution

Additional techniques of integration including integration by parts and trigonometric substitution.

Numerical integration; trapezoidal and Simpson's rule.

Improper integrals

Applications of integration to areas and volumes.

Additional applications such as work, arc length, area of a surface of revolution, moments and centers of mass, separable differential equations, growth and decay.

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COCI Submission Number 311202515161836

Proposal ID 537733

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Objectives/Outcomes \*

Use algebraic, geometric, and trigonometric skills to assist in integration applications such as finding areas, volumes, center of mass, work or length of a curve.

Use algebraic, geometric, and trigonometric skills to assist in evaluating definite and indefinite integrals.

Use algebraic, geometric, and trigonometric skills to determine convergence and divergence of series and to create power series.

Use algebraic, geometric, and trigonometric skills to graph, differentiate and integrate functions in polar and parametric form.

OUTCOMES:

Students will be able to use integration techniques to solve applications problems from analytic geometry and the sciences.

Students will apply advanced integration techniques to elementary functions, including transcendental functions.

Examples of Instructional Methodology \*

Lab

Discussion

In-class Activity

Collaborative Learning/Peer Review

Computer Assisted Instruction

Demonstration/Modeling

Methods of Evaluation \*

The grade assigned for this class will be the same as the grade assigned in the linked MATH-C2220 section.

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(freeform, multiline)



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Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials \*

Gilbert Strang and Jed Herman

Calculus, Volume 2

OpenStax

July 2023

ISBN-13: 978-1-947172-14-2

Jay Abramson

Algebra and Trigonometry

Examples of Reading and Writing \*

N/A

Examples of Outside of Class Assignments \*

N/A

COR Effective Start Date

01/01/2026

District Governing Board Approval Date

05/14/2025

Narrative text area  
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Date Picker

College CONTRA COSTA

CCN (CB00) CCC000652578

COCI Submission Number 311202515161836

Proposal ID 537733

ATTRIBUTES

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CONTACT

Transfer Status (CB05)

C - Not Transferable

Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

Student Accountability Model (SAM) Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

Course General Education Status (CB25)

Y - Y

Support Course Status (CB26)

S - Course is a Support Course

Course Upper Division Status (CB27)

N - Course is not an upper division course

All fields are dropdowns

Thank you!

[rarambula@cccoco.edu](mailto:rarambula@cccoco.edu)

# Upcoming Events

< > This Month April 2026 ▾

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31 11:00 am - 12:00 pm CVC-OEI   Plug and Play Session	1 9:00 am - 10:00 am CCC   System Webinar: Direct Assessment Competency-Based Education  1:00 pm - 2:00 pm ASCCC   Common Course Numbering Support Office Hours	2	3	4
5	6 1:00 pm - 2:00 pm ASCCC   Twenty-Five Years After: CA Community Colleges' Inroads in the Education of Undocumented Students	7 11:00 am - 12:00 pm CVC-OEI   A Template for Disciplinary Reflection in the AI Age	8 11:00 am - 5:00 pm ASCCC   Executive Committee Meeting	9 1:00 pm - 2:00 pm CCC Accessibility Center   Pope Tech Web Developer Training	10 ASCCC   2026 Spring Plenary Session	11
12	13 10:00 am - 11:00 am CVC-OEI   Building It Together: What's Shaping the Next CVC Course Design Rubric	14	15	16 11:00 am - 12:00 pm CCC   Leveraging AI to Scale Universal Design for Learning	17 9:00 am - 10:00 am CCC   Reclaiming Joy: Human-First Teaching in the AI Era   Teaching to Connect: Relational Design and Human-First Frameworks for the AI Classroom  10:15 am - 11:15 am CCC   Reclaiming Joy: Human-First Teaching in the AI Era   Shift Happens: Using Custom Bots to	18

# Vision Resource Center

<https://visionresourcecenter.cccco.edu/events/>

# References (2 of 4)

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- Elkilany, E. A. (2015). The impact of applying instructional design principles on students' attitudes towards the learning content. *Journal of Arab & Muslim Media Research*, 8(2), 147–169.  
[https://doi.org/10.1386/jammr.8.2.147\\_1](https://doi.org/10.1386/jammr.8.2.147_1)
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- Reigeluth, C. M., Beatty, B. J., & Myers, R. D. (Eds.). (2017). *Instructional-design theories and models: The learner-centered paradigm of education: Vol. IV*. Routledge.

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- Adelman, C. (2015). *To imagine a verb: The language and syntax of learning outcomes statements* (No. 24). National Institute for Learning Outcomes Assessment.
- ASCCC *Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Tools*. (n.d.). Retrieved March 16, 2026, from <https://asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools>
- Branch, R. M. (2017). Characteristics of foundational instructional design models. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and Issues in Instructional Design and Technology* (4th ed., pp. 23–30). Pearson Education.
- Brown, A. H., & Green, T. D. (2016). *The essentials of instructional design: Connecting fundamental principles with process and practice*. Routledge Member of the Taylor and Francis Group.