

Cultural Competence Checklist

Curriculum Committees at College of the Canyons

Please review the Course Outline of Record (COR) using the following prompts, which have been created by CoC's Curriculum Committees. This course, where appropriate:

- **Provides relevant examples of significant contributions from persons of diverse backgrounds.**
 - For example, this may be based upon age, race, national origin, ethnicity, gender, gender-identity, sexual orientation, religion, ability, language and socio-economic status.¹
- **Provides inclusive context to major events and contributions to a discipline/field.**
 - In courses with a/an historical, social, and/or cultural focus, significant events are presented and described with attention to diversity and the social and cultural circumstances that produced them.
- **Represents the full scope of a given discipline/field.**
 - Sub-disciplines, or specialties, are appropriately represented and described.
- **Is sensitive to the experiences of marginalized groups.**
 - Language, including naming conventions of ethnic groups, is current and appropriate.
- **Is adaptable to accommodate the evolution of dynamic disciplines.**
 - Objectives are written to allow the course to adapt to changes in the discipline, including new specialties, theories, or practices.
- **Includes texts which are culturally competent.**
 - Selected texts are current, include significant contributions from persons of diverse groups, provide social and cultural context where appropriate, and use appropriate language.²
- **Includes a sample assignment and/or discussion board prompt in the Distance Education Addendum (DEA) which concerns diverse cultures, people, and/or experiences.**
 - Sample assignments either in the Methods of Evaluation area and/or the DEA consider the course content in relation to diverse cultures, peoples and/or experiences which may generate/reveal greater understanding.

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¹ Our understanding of cultural competence relies on a broad definition of diversity which aligns well with the New York Department of Education: "embracing 'multiple expressions of diversity (e.g. race, social class, gender, language, sexual orientation, nationality, religion, ability)', these become central assets that drive student learning and success to a higher level (quoted on page 3 of Allan Hancock College's ["Culturally Responsive Higher Education Curriculum Assessment Tool"](#))".

² Because numerous textbooks in many disciplines probably already highlight diverse authors where that identity may or may not be significant to Cultural Competence, having a textbook with a diverse author is not substantial enough. Rather, if your COR's focus for meeting our Cultural Competence requirement is just the criteria that "text are culturally competent", then there should also be a sample assignment, discussion board prompt, or similar other indication in your COR as to how the author's diverse identity is discussed and considered in relation to Objectives and/or Content in your COR.