

Cultural Competency Checklist

College of the Canyons

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

- **Provides relevant examples of significant contributions from persons of diverse backgrounds** (for example, 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.
- **Texts 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.
- **Sample assignments concern diverse cultures, people, and/or experiences.**
 - Sample assignments either in the Methods of Evaluation area and/or the DLA consider the course content in relation to distinct 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](#)")."