

Designing & Updating
Real Estate Curriculum
with DEIA Principles

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Learning Outcomes

- Review acronyms and key terms for presentation
- Discuss purpose of DEIA and strategies for incorporating DEIA into curriculum
- Review unique aspects of CTE curriculum development/approval, including LMI
- Discuss effective practices for collaboration with advisory committees

Acronyms and Definitions

ASCCC: Academic Senate for California Community Colleges

DEIA or IDEAA?: ASCCC uses the acronym IDEAA, adding accessibility

PCAH: Program and Course Approval Handbook from Chancellor's office

LMI: Labor Market Information

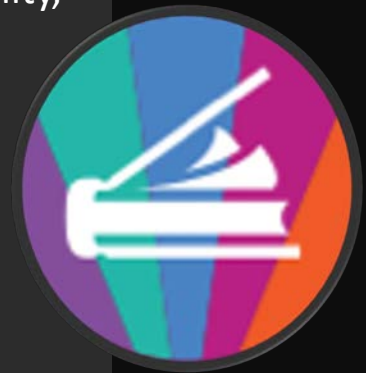
Curriculum: official Course Outlines of Record (CORs), certificates and degrees approved locally and chaptered by State Chancellor's office

Diversity: refers to all aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/ spirituality, age, (dis)ability, and military/veteran status, political perspective, and associational preferences.

Equity: focus on providing resources/access to same opportunities – fairness, not sameness

Inclusion: authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power

Anti-Racism: actively opposing racism and the unfair treatment of people who belong to other races; requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups



Why Focus on DEIA?

California Community Colleges are the largest higher education system in the U.S.

We serve students and communities that are both diverse and disproportionately low income and first-generation.

In response to national events highlighting pervasive structural racism in the United States, the Chancellor's Office issued a Call to Action to our system in June 2020:

"Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum."

SB 1495: DRE Course Approvals for Real Estate Practice

SB 1495 was recently signed by the Governor modifying pre-license statutory course requirements for initial licensure.

Beginning January 1, 2024, all applicants for the real estate salesperson or broker examination will need to complete a real estate practice course, which includes the following:

- **A component on implicit bias**, including education about the impact of implicit bias, explicit bias, and systemic bias on consumers, the historical and social impacts of those biases, and actionable steps students can take to recognize and address their own implicit biases.
- **A component on federal and state fair housing laws and their application to the practice of real estate**, which also includes an interactive participatory component where the student role-plays as both a consumer and a real estate professional.

DRE asking colleges for letters ensuring compliance, including a **sample syllabus (or COR) with course description, student learning outcomes (SLOs), objectives, texts/course materials, and/or assignments identifying inclusion of these components.**

Why focus on the COR?

DEIA efforts not limited to curriculum, but it is a crucial piece of the puzzle.

The COR is a legally binding document that:

- Sets tone and expectations for course
- Guides new (and experienced) instructors
- Provides first impression to prospective students in catalog and schedule

Changing the COR can have ripple effects into the classroom, college, and community.



Faculty Role in Curriculum

Part of ASCCC's "10+1" areas of primary responsibility.

Discipline faculty

- Curriculum design and development is discipline faculty purview and responsibility
- In CTE areas, work with advisory committee of industry professionals

Curriculum Committee/Academic Senate

- Oversee approval processes
- Share responsibility with administration to ensure compliance with Ed Code/title 5
- Ensure institutional commitment and resources to offer and maintain curriculum



ACADEMIC SENATE for California Community Colleges

Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (c), "Academic and professional matters" means the following policy development and implementation matters:

- 1 Curriculum including establishing prerequisites and placing courses within disciplines
- 2 Degree and certificate requirements
- 3 Grading policies
- 4 Educational program development
- 5 Standards or policies regarding student preparation and success
- 6 District and college governance structures, as related to faculty roles
- 7 Faculty roles and involvement in accreditation processes, including self-study and annual reports
- 8 Policies for faculty professional development activities
- 9 Processes for program review
- 10 Processes for institutional planning and budget development
- +1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Overview of COR elements

Course Title and Description

Teaching Disciplines

Units and Hours

Conditions of Enrollment

Content, Objectives, and SLOs

Methods of Instruction and Evaluation

Typical Assignments

Course Materials

Distance Education Modalities



***DEIA should
be integrated
throughout
these COR
elements***



Course Title/ Description

These are usually the first things students see about your class; what message do they send?

- Is the title descriptive, accurate, and inclusive? Is it inviting and welcoming?
- Is the description student-centered, using accessible and inclusive language, with a focus on what the student will gain from the course?
- Where discipline-specific terminology is necessary, have those terms been appropriately defined or explained through context?

The goal is to ensure that every student, even before enrolling in the class, can read the description and understand what the course will cover and how it may be relevant for them.

How could real estate course descriptions be made more inviting to people from backgrounds that are traditionally underrepresented in your field?



Units and Hours

Higher units and hours can slow student progress and have consequences for financial aid.

- Are course units/hours aligned with transfer institutions, industry standards, or model curricula?
- If units are higher, is there a plan to validate them using disaggregated data that identifies the effects on enrollment for disproportionately impacted groups, including racial/ethnic groups?
- Are there noncredit options, if appropriate?



Conditions of Enrollment

Conditions or limitations on enrollment can be designed to increase student success but can also create barriers for students.

- Are there barriers to enrollment (such as pre- and co-requisites or advisories) that may have disproportionate impact on any students?
- Have limitations on enrollment been appropriately validated?
- Don't forget to look at advisories!
 - For example, putting an advisory of college composition on a class that does not have college comp-level writing assignments may disproportionately deter students for whom English is not their first language.



Course Content

Where appropriate, consider explicitly including culturally responsive and anti-racist content. **It is important not just to examine what is in the course, but what is left out.**

- Is there an acknowledgement and discussion built into the course of systemic racism or sexism in the field? Don't gloss over it – openly discuss history of redlining, racial steering, implicit bias, etc.
- Are there opportunities built in for students to see themselves and their experiences represented, or to bring their authentic selves to the course through strategies like reflection or response?
- Consider language and terminology used: be cognizant of where the terms and topics reflect Eurocentric or colonizing views (for example, “Master bedroom”)



Course Objectives and SLOs

Consider adding course objectives and learning outcomes with a specific focus on DEIA

- For example, a course outcome addressing anti-racism could include articulating or analyzing how social and historical context affected racial discrimination in housing
- SB 1495 requirements can be reinforced in multiple courses
- A specific SLO, aligned to the course content, allows faculty to focus on these areas in assessment, and ensure that their students' learning includes equity and anti-racism
- Even where DEIA content is not explicitly present, ensure your outcomes assessment process includes equity review and thoughtful data disaggregation



Methods of Evaluation & Assignments

Delivering course content for multiple learning styles and ensuring students have a variety of methods to demonstrate their learning can lead to more equitable outcomes and a more inclusive learning experience.

- Do typical assignments listed align with equitable course content? Do they provide opportunities for students to bring their own experiences to the course content?
- Are there both formative and summative assignments? Do methods of evaluation account for different learning and communication styles?
- Are there some authentic assessments, capturing more contextualized understanding? Do assessment rubrics avoid grading on hidden curriculum?
 - Example of hidden curriculum: grading on grammar and writing ability if there is no English course prerequisite or advisory, and these are not explicitly part of the course content



Course Materials

Course materials, especially textbooks, can be a barrier for students in terms of affordability, accessibility, and representation.

Although textbooks listed on the COR are primarily examples, they are an important guide for faculty about what kinds of texts are considered acceptable for the course and have an important impact on the texts that are ultimately selected.

- Are materials ADA-accessible and 508-compliant?
- Are they affordable? Are there Open Educational Resources (OER) alternatives?
- Do textbooks, manuals, or other materials include diverse representations in authorship and/or content? If not, what supplemental materials can be included?
 - See last slide for resources to supplement textbook materials on the SB 1495 required topics of implicit bias impacting real estate transactions: and fair housing laws

What about programs?

Catalog Description: Student-facing, clear description of pathways and benefits

Goal and Purpose: appropriate to mission of college; meets real student needs (includes supporting data and documentation)


Units: Supported by advisory committee and LMI data

Requirements: meaningful choices - diversity where appropriate but not the kitchen sink; no hidden units

Sequencing: can it be completed in specified timeframe? Which GE pattern?

Feasibility: Can college offer the courses and provide resources to allow student completion?

Timing of changes: financial aid, catalog, student self-service considerations - transparency for students



Degrees and certificates should also be developed and updated with equity in mind

Additional Requirements for CTE Programs

CTE programs have unique requirements listed in the [PCAH](#). In addition to a narrative with program description, goals and objectives, and requirements, all new CTE programs must include:

- Current Labor Market Information and Analysis – see Section PCAH (8th ed., p. 99) for a discussion on LMI analysis and considerations
- Advisory Committee Recommendation – includes advisory committee membership and meeting minutes that clearly detail the recommendation for the specific program being offered by the college and clearly details the committee's recommendation
- Regional Consortia meeting minutes clearly detailing the title of the program and clearly state the consortium's recommendations (only for new programs)

About LMI

Ed Code § 78015 requires Labor Market Information (LMI) data for new CTE programs. Current LMI must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum

- Must show evidence of need in the specific college service area or region
- Includes typical Entry Level Education (based on national data - alternative paths to employment may vary at the regional level)
 - SOC Codes (Standard Occupational Codes) – one code usually represents multiple job titles
 - CIP Codes (Classification of Instructional Programs)
 - Use [TOP-CIP crosswalk](#) to connect to program's TOP (Taxonomy of Programs) Code - unique to CA Community Colleges



Tips for Meaningful Engagement with LMI

Request LMI from Centers of Excellence:

- Annual reviews of Labor Market/Enrollments/Award Data
- Regional review of sectors

Discuss LMI in multiple places:

- Program review – tie to funding and planning
- Curriculum proposals – justify demand for new or revised courses/programs
- Advisory Committee meetings – have equity conversations about who your program is serving

From LMI to Students: Equity Conversations

LaunchBoard Student Success Metrics

- Explore data for your program or sector by region, district, college
- Look for equity gaps in student access (defined by enrollments), course success rates, program completion, and employment rates
- Disaggregate data by student age, race/ ethnicity, gender /LGBT, financial status, special populations (DSPS, ESL, Veterans, etc.)



California
Community
Colleges

LaunchBoard

The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. [Find out more about the LaunchBoard dashboards here.](#) If you have any questions or feedback, please email launchboard@cccco.edu.



California
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Student Success
Metrics

Student Success Metrics Dashboard

View student progression along various educational journeys, from recruitment to completion, transfer, and the workforce.

Explore



Community College Pipeline

Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.

Explore



Adult Education Pipeline

Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics.

Explore

About Advisory Committees

Title 5, §55601 - The governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the program and to provide a liaison between the district and potential employers.

The primary purpose of advisory committees is to provide direction and guidance for the specific career and technical area within the college to strengthen and enhance the success of college programs.



Tips for Meaningful Engagement with Advisory Committees

- Seek out broad representation of sector
 - Education, industry, agencies, faculty, students/alumni
 - Consider diversity, equity, and inclusive membership for underrepresented groups
 - Recruit from diverse organizations – see Resources
- Collaborate with your advisory committee to develop job opportunities & partnerships
- Leverage committee for insight on program needs
 - Facilities and program equipment
 - Course content / program requirements
 - Instructional and learning experiences and support for students

Resources

CTE Curriculum

- [Program and Course Approval Handbook \(8th ed\) - CCCCCO](#)
- [Centers of Excellence \(for Labor Market Information\) LMI Request Form](#)
- [Launchboard](#)
- [California Regional Consortia CTE Program Recommendations](#)
- [TOP-CIP crosswalk](#)
- [DEI in Curriculum: Model Principles and Practices](#)

DEIA in Real Estate

- California Community Colleges Real Estate Education Center SB 1495 resources:
 - [Overview of SB 1495](#)
 - [Implicit Bias Resources](#)
 - [Fair Housing Resources](#)
- [NAR Directory: Local Multicultural Real Estate Organizations](#)