

**COMMITTEES REPORTING TO ACADEMIC SENATE****12.1 CURRICULUM COMMITTEE**

Governance Body: Academic Senate; Approved 4 March 2026

Last committee review cycle: April 2026

**CHARGE:**

The Curriculum Committee is a standing subcommittee of the Academic Senate. Under AB 1725 and Title 5 regulations, curriculum is an academic and professional matter under the purview of the Academic Senate. The committee develops, reviews, and recommends curriculum policies, processes, and standards that ensure academic quality, equity, and alignment with institutional planning. Curriculum recommendations are forwarded to the Academic Senate for endorsement prior to submission to the Board of Trustees for final action.

*Every committee charge at Valley College is structured around two categories of work: Responsibilities and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output. The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be assigned by the committee's governing body, and the committee is expected to respond to those directions as part of its governance obligation.*

**Responsibilities:***Regulatory and Compliance*

Ensure that all curriculum actions comply with Title 5, the California Education Code, the Program and Course Approval Handbook (PCAH), C-ID descriptor requirements, and ACCJC accreditation standards. These are not optional benchmarks; they are the legal and regulatory floor for everything the committee approves.

- Conduct the required six-year review of course requisites, and two-year review for Career Technical Education (CTE) courses, to ensure prerequisites and corequisites remain justified and equitable.
- Maintain the accuracy, consistency, and currency of all Courses Outlines of Record, which are the official institutional record of what is taught and how.
- Approve curriculum on a schedule that meets catalog and class schedule production deadlines so that approved courses reach students without delay.
- Submit all approved curriculum to the Board of Trustees for final approval as required by law.

*Strategic*

Beyond compliance, the Curriculum Committee shapes the academic direction of the college. This means ensuring that what Valley College offers is aligned with where the college is headed and who it serves.

- Align curriculum development with institutional priorities, the Educational Master Plan, and the college mission.
- Support the development of Associate Degrees, Associate Degrees for Transfer (ADTs), Certificates of Achievement, and noncredit curriculum that expand equitable pathways for students.

- Ensure that curriculum decisions actively support equitable student success outcomes, with attention to access, completion, and transfer.
- Provide annual curriculum development training to faculty so that the people doing the work have the knowledge and tools to do it well.
- Maintain the Curriculum Committee Handbook as a living reference that reflects current policy, procedure, and practice.

**Tasks:**

The Curriculum Committee operates through a two-stage review structure that ensures proposals are technically sound before they reach the full committee for deliberation and formal action.

*Stage 1: Technical Review Committee.* The Technical Review Committee conducts the initial review of all proposals submitted through CurrIQnet META before they advance to the full committee. Acting in an advisory capacity, it is responsible for:

- Verifying technical accuracy and regulatory compliance with Title 5, the PCAH, and other applicable requirements
- Reviewing articulation and transfer implications, including C-ID descriptor and Transfer Model Curriculum (TMC) alignment
- Identifying and flagging corrections needed before a proposal moves forward

A proposal that does not clear Technical Review is returned to the originator with specific feedback before it proceeds.

*Stage 2: Full Curriculum Committee.* Proposals recommended by Technical Review are brought to the full committee for discussion and formal vote. The full committee is responsible for:

- Approving new courses and programs
- Approving modifications, deletions, and deactivations of existing courses and programs
- Conducting periodic review of Courses Outlines of Record
- Reviewing and approving degree and certificate requirements
- Approving prerequisites, corequisites, advisories, and limitations on enrollment
- Assessing curriculum as needed to ensure continued quality, relevance, and equity

All curriculum approved by the full committee is forwarded to the Academic Senate for endorsement, then submitted to the District Office for review, and placed on the Board of Trustees agenda for final local approval and, when required, submitted to the California Community Colleges Chancellor's Office.

The committee will maintain an informational website: [VALLEY COLLEGE Academic Senate Curriculum Committee](https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/)

<https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/>

**COMMITTEE COMPOSITION**

Reporting Relationship	Academic Senate
Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Administrator)	Vice President of Instruction ( <i>non-voting</i> )

## COMMITTEE DETAILS – PROPOSAL ACADEMIC SENATE – APRIL 1<sup>ST</sup> 2026

Chair as Voting Member?	In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Faculty Chair shall cast the deciding vote
Chair Serves on College Council?	No
Voting Members	
Administrators	1, VPI Designee
Classified Professionals	2, (Classified Senate Designees)
Faculty	10% of faculty from each division represented on campus
	#   Academic Services, Business & Computer Technology
	#   Arts & Humanities
	#   Career Technical Education
	#   Articulation Officer, Counseling
	#   Counseling
	#   Academic Services, Business & Computer Technology
	#   Health Sciences
	#   Instructional Support Services
	#   Kinesiology, Health & Athletics
	#   Science & Mathematics
	#   Social Sciences & Human Development
Students	1   ASG/Student Senate
Voting Members Term:	2 years
Quorum #	50%+1
Non-Voting Resource Members	
Administrator	None
Classified Professionals	1, Curriculum Analyst 1, Instructional Scheduling Analyst
Faculty	Academic Senate President Distance Education Faculty Lead Outcomes Faculty Lead
Non-Voting Administrator Assistant (Note-taker)	(1) Administrator designee
Meeting Frequency	Full Committee; Bi-monthly   1 <sup>st</sup> & 3 <sup>rd</sup> Mondays Technical Subcommittee; Bi-monthly   2 <sup>nd</sup> & 4 <sup>th</sup> Mondays

### Committee Monthly Planner

This timeline ensures committees operate in a coordinated fashion, align their work with institutional planning cycles, and fulfill their participatory governance responsibilities with clarity and purpose.

The Curriculum Committee operates on a continuous review cycle driven by three parallel timelines: schedule and catalog production deadlines, Board approval windows, and state-level submission requirements. Because curriculum must be approved at least one year before implementation, and in some cases two academic years ahead due to four-year articulation review timelines, the committee's work is always forward-looking.

**August**

Annual curriculum training for faculty and staff involved in course and program development.

**September through December**

Primary review and approval period for courses and programs intended for implementation in the following Fall semester or subsequent academic year. This window typically includes program-level curriculum requiring state chaptering, regional consortium review for Career Technical Education programs, or articulation alignment with transfer institutions.

**January through May**

Continued review and approval of courses and select programs for future Fall implementation, with emphasis on meeting final catalog and schedule production deadlines. Required six-year review cycles for course requisites are monitored and advanced during this period.

**Committee Responsibility Mapping For ACCJC Standards**

The following table maps ACCJC Accreditation Standards to governance committees at Valley College. Responsibility levels are pre-assigned; members should review their committee's designations and use the key below to guide their work.

*Key Guide:*

**Primary:** Committee has direct responsibility for ensuring compliance/implementation

**Secondary:** Committee contributes to compliance but shares responsibility with other committees

**Support:** Committee provides input, data, or assistance but is not directly responsible

Curriculum’s primary responsibility falls under Standards 2.1, 2.2, 2.3, and 2.9.

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
2	Student Success	
2.1	Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)	Primary
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Primary
2.3	All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)	Primary
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	Primary

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4	Governance and Decision-Making	
4.1	The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)	Secondary
4.3	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.	Secondary

## COMMITTEES REPORTING TO ACADEMIC SENATE

## 12.2 DISTANCE EDUCATION COMMITTEE

Governance Body: Academic Senate; Approved 4 March 2026

Last committee review cycle: April 2026

**CHARGE:**

The Distance Education Committee is responsible for establishing and maintaining standards for the quality, accessibility, and integrity of distance education at Valley College. The committee maintains faculty oversight of distance education pedagogy, course quality standards, regular and substantive interaction policy, accessibility and ADA compliance for online courses, and faculty preparation for online and hybrid instruction. The committee develops, reviews, and recommends policies that ensure distance education courses meet the same standards of rigor, equity, and student engagement as face-to-face instruction, consistent with Title 5 §§55200–55210 and ACCJC standards. Recommendations are forwarded to the Academic Senate for final action.

*Every committee charge at Valley College is structured around two categories of work: Responsibilities and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output. The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be assigned by the committee's governing body, and the committee is expected to respond to those directions as part of its governance obligation.*

## Responsibilities:

- Develop, review, and recommend distance education policies to the Academic Senate, ensuring alignment with Title 5 §§55200–55210 and ACCJC standards
- Establish and maintain course quality standards for distance education, ensuring DE courses meet the same expectations for rigor, equity, and student engagement as face-to-face instruction
- Develop and recommend standards for regular and substantive interaction in online and hybrid courses, consistent with Title 5 §55204 and federal regulatory requirements
- Establish and maintain standards for faculty online teaching certification and readiness, including minimum preparation expectations for faculty teaching in DE modalities
- Review and recommend DE-related curriculum addenda (Title 5 §55206) in coordination with the Curriculum Committee, ensuring addenda address modality-specific pedagogy, accessibility, and interaction standards
- Ensure distance education courses, materials, and resources meet accessibility requirements under ADA, Section 508 of the Rehabilitation Act, and California Government Code §11135
- Coordinate with the Faculty Learning and Innovation Committee to align DE faculty preparation and professional development with institutional priorities and emerging pedagogical needs
- Communicate DE standards, policies, and best practices to the faculty community
- Provide faculty perspective to the administration on instructional technology platforms and tools that impact teaching and learning in distance education modalities, without assuming administrative responsibility for technology selection or management
- Lead the development and maintenance of the college's Distance Education Plan, ensuring alignment with institutional planning, accreditation requirements, and equity goals
- Establish a peer review process for online and hybrid courses as a component of faculty certification and ongoing course quality assurance

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- Advocate for equitable access to student support services in distance education modalities, coordinating with relevant student services programs to ensure DE students receive comparable support to on-campus students

### Tasks:

The Distance Education Committee meets regularly to engage in the discussion, planning, and implementation of the following tasks:

- Review and update DE course quality standards and regular and substantive interaction guidelines on a regular cycle to reflect evolving regulatory requirements and pedagogical best practices
- Review DE-related curriculum addenda as submitted through the curriculum process and provide recommendations to the Curriculum Committee
- Develop and maintain faculty online teaching certification criteria and communicate requirements to faculty and divisions
- Assess DE course success and equity data in coordination with Institutional Research to identify modality-based equity gaps, and report findings to the Academic Senate
- Coordinate with the Faculty Learning and Innovation Committee to identify and recommend DE-specific professional development programming each academic year
- Produce an annual report to the Academic Senate on the state of distance education, including course quality, accessibility compliance, faculty certification status, and equity outcomes
- Develop or update the Distance Education Plan on a regular cycle and present it to the Academic Senate for approval
- Conduct peer reviews of online and hybrid courses using established quality standards, and provide formative feedback to faculty

The committee will maintain an informational website [Distance Education Committee](https://www.valleycollege.edu/about-sbvc/campus-committees/distance-education/)  
<https://www.valleycollege.edu/about-sbvc/campus-committees/distance-education/>

### Committee Composition

<b>Reporting Relationship</b>	Academic Senate
<b>Chairperson (Academic Senate)</b>	Faculty elected according to the process established in the Academic Senate bylaws
<b>Chairperson (Manager)</b>	1, Designee of the College President
<b>Chair as Voting Member?</b>	In the event of a tie vote, discussion shall be re-opened and a second vote taken. If the tie persists, the faculty chair or 1 faculty co-chair shall cast the deciding vote.
<b>Chair Serves on College Council?</b>	No
<b>Voting Members</b>	
Faculty	1 faculty from each division represented on campus
	1   Academic Services, Business & Computer Technology
	1   Arts & Humanities
	1   Applied Technical Education

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	1   Counseling
	1   Academic Services, Business & Computer Technology
	1   Health Sciences
	1   Instructional Support Services
	1   Kinesiology, Health & Athletics
	1   Science & Mathematics
	1   Social Sciences & Human Development
Students	1   ASG/Student Senate
<b>Voting Members Term:</b>	2 years
<b>Quorum # (50%+1):</b>	7
<b>Non-Voting Resource Members</b>	
Faculty:	Chair of Chairs
Management:	1   VPI designee
	1   VPSS designee
<b>Non-Voting Administrator Assistant (Note-taker)</b>	1   Assigned by the Manager Co-chair
<b>Meeting Frequency</b>	Bi-monthly   TBD Weekday

## Committee Monthly Planner

Effective participatory governance requires that committees operate in a coordinated fashion, with clear benchmarks and accountable timelines.

This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format established in Section 9.1, to set benchmarks for committee activities, track progress on standing and ad hoc charges, and ensure alignment with institutional planning cycles.

## Committee Responsibility Mapping For ACCJC Standards

The following table maps ACCJC Accreditation Standards to governance committees at Valley College. Responsibility levels are pre-assigned; members should review their committee's designations and use the key below to guide their work.

### Key Guide:

**Primary:** Committee has direct responsibility for ensuring compliance/implementation

**Secondary:** Committee contributes to compliance but shares responsibility with other committees

**Support:** Committee provides input, data, or assistance but is not directly responsible

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
1	Institutional Mission and Effectiveness	
1.3	The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)	Secondary
2	Student Success	

## COMMITTEE DETAILS – PROPOSAL ACADEMIC SENATE – APRIL 1<sup>ST</sup> 2026

2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Secondary
2.6	The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.	Primary
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	Secondary
3	Infrastructure and Resources	
3.2	The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.	Secondary
3.9	The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.	Secondary

**COMMITTEES REPORTING TO ACADEMIC SENATE****12.3 FACULTY LEARNING & INNOVATION COMMITTEE**

Governance Body: Academic Senate; Approved 4 March 2026

Last committee review cycle: April 2026

**CHARGE:**

The Faculty Learning and Innovation Committee is a committee of the Academic Senate responsible for advancing the professional learning and development of Valley College faculty. Operating under the Senate's primary authority over faculty professional development policy (Title 5 §53200; 10+1, Item 8), the committee develops, plans, and evaluates professional development programs, policies, and priorities that strengthen faculty capacity to serve Valley College's diverse student population. The committee serves all full-time and part-time faculty, recognizing that professional growth across all faculty roles is essential to institutional effectiveness and student success. Recommendations are forwarded to the Academic Senate for final action.

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**Responsibilities:**

- Develop and recommend to the Academic Senate the college's faculty professional development priorities, ensuring alignment with faculty needs, institutional plans including the Educational Master Plan, program review findings, and equity goals
- Review and recommend policies governing the allocation of professional development resources and Flex obligations
- Design, coordinate, and evaluate professional learning opportunities responsive to the full range of faculty roles and disciplines, including instructional and non-instructional faculty such as counselors and librarians
- Ensure that equity and anti-racism are foundational to the faculty development program, with programming that addresses disparities in student outcomes and deepens faculty capacity for equity-minded teaching, advising, and student engagement
- Identify and respond to emerging professional development needs across the disciplines, including technology, artificial intelligence, distance education pedagogy, and other evolving areas, before those needs become gaps in institutional capacity
- Collaborate with other Academic Senate and College Council committees to build faculty capacity in response to emerging curricular, technological, equity-related, or other issues identified through their work, including coordination with the AI Task Force, Curriculum Committee, and other bodies as needs arise
- Design professional learning opportunities that bridge disciplines, divisions, and roles to strengthen cross-campus collaboration and institutional coherence
- Establish and maintain transparent criteria for reviewing and recommending individual and group faculty development funding requests, aligned with institutional equity and strategic priorities
- Design or curate ongoing professional learning in culturally responsive practice, anti-racism, and inclusive faculty-student engagement across all disciplines and roles

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- Coordinate faculty development supporting high-quality, equitable online and hybrid instruction, in partnership with distance education and instructional design support
- Assess professional development effectiveness through faculty feedback and outcome data, and report findings and recommendations to the Academic Senate at least annually

### Tasks (Time-Bound/Deliverable-Specific Actions):

The Faculty Learning and Innovation Committee meets regularly to engage in the discussion, planning, and implementation of the following tasks:

- Produce and maintain an Annual Faculty Learning and Innovation Plan that reflects assessed faculty needs, institutional priorities, and equity commitments
- Coordinate a first-year professional development program for incoming tenure-track faculty, introducing them to Valley College's pedagogical expectations, equity commitments, institutional culture, and faculty professional responsibilities
- Plan and evaluate all-college and discipline-specific Flex Day activities each semester in compliance with Title 5 855730, ensuring programming reflects institutional priorities and serves instructional and non-instructional faculty, full-time and part-time
- Develop timely professional learning on artificial intelligence, academic integrity, and other rapidly evolving areas, coordinating with relevant governance bodies to align development with institutional policy direction
- Produce and maintain an Annual Faculty Professional Development Plan that reflects assessed faculty needs, institutional priorities, and equity commitments; report progress to the Academic Senate annually
- Review faculty sabbatical leave proposals for alignment with faculty development goals and institutional priorities, and forward recommendations to the Academic Senate for final action
- Report annually to the Academic Senate on the implementation, findings, outcomes, and effectiveness of the Faculty Professional Development Plan, including progress toward equity goals and recommendations for future priorities

The committee will maintain an informational website: Valley College Academic Senate Faculty Learning & Innovation Committee

<https://www.loremipsum.dolor.sit/amet/consectetur>

### COMMITTEE COMPOSITION

<b>Reporting Relationship</b>	Academic Senate
<b>Chairperson (Academic Senate)</b>	Faculty elected according to the process established in the Academic Senate bylaws
<b>Chairperson (Manager)</b>	1, Designee of the College President
<b>Chair as Voting Member?</b>	In the event of a tie vote, discussion shall be re-opened and a second vote taken. If the tie persists, the faculty chair or 1 faculty co-chair shall cast the deciding vote.
<b>Chair Serves on College Council?</b>	No
<b>Voting Members</b>	
Faculty	1 faculty from each division represented on campus

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	1   Academic Services, Business & Computer Technology
	1   Arts & Humanities
	1   Applied Technical Education
	1   Counseling
	1   Academic Services, Business & Computer Technology
	1   Health Sciences
	1   Instructional Support Services
	1   Kinesiology, Health & Athletics
	1   Science & Mathematics
	1   Social Sciences & Human Development
Students	1   ASG/Student Senate
<b>Voting Members Term:</b>	2 years
<b>Quorum # (50%+1):</b>	7
<b>Non-Voting Resource Members</b>	
Faculty:	Chair of Chairs
Management:	1   VPI designee
	1   VPSS designee
<b>Non-Voting Administrator Assistant (Note-taker)</b>	1   Assigned by the Manager Co-chair
<b>Meeting Frequency</b>	Bi-monthly   TBD Weekday

## Committee Monthly Planner

Effective participatory governance requires that committees operate in a coordinated fashion, with clear benchmarks and accountable timelines.

This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format established in Section 9.1, to set benchmarks for committee activities, track progress on standing and ad hoc charges, and ensure alignment with institutional planning cycles.

## Committee Responsibility Mapping For ACCJC Standards

The following table maps ACCJC Accreditation Standards to governance committees at Valley College. Responsibility levels are pre-assigned; members should review their committee's designations and use the key below to guide their work.

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**Support:** Committee provides input, data, or assistance but is not directly responsible

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
1	Institutional Mission and Effectiveness	

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1.3	The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)	Primary
1.4	The institution’s mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)	Support
1.5	The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)	Primary
2	Student Success	
2.1	Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)	Support
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Primary
2.4	The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students’ unique educational journeys. (ER 20)	Secondary
3	Infrastructure and Resources	
3.1	The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment.(ER 8, ER 14)	Secondary
3.2	The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.	Primary
4	Governance and Decision-Making	
4.2	Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.	Primary
4.3	The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.	Primary
ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)

**COMMITTEES REPORTING TO ACADEMIC SENATE****12.4 PROGRAM REVIEW COMMITTEE**

Governance Body: Academic Senate; Approved 4 March 2026

Last committee review cycle: April 2026

**CHARGE:**

The Program Review Committee leads and manages the academic program review process, ensuring compliance with ACCJC accreditation standards and linking self-evaluation to institutional planning. For purposes of this committee's scope, academic programs are defined as instructional programs and student services programs in which faculty hold primary responsibility for design, delivery, or oversight of program outcomes. The committee develops and refines program review processes, standards, and criteria through faculty-driven, evidence-based evaluation. Resource needs identified through academic program review shall be forwarded to the Planning and Resource Allocation Committee for prioritization.

*Note: Programs that are primarily administrative or operational in nature fall under the purview of the Institutional Effectiveness Committee. Where program classification is in question, the Academic Senate President and College President shall jointly determine committee assignment.*

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**Responsibilities:**

- Oversee and maintain the academic program review process, ensuring compliance with ACCJC accreditation standards
- Ensure the program review process is data-driven, equity-informed, and uses disaggregated data to identify equity gaps and implement strategies for improvement
- Integrate SLOs, SAOs, and PLOs into program review, ensuring alignment of course, program, and institutional outcomes
- Provide ongoing training, mentorship, and support to program review authors
- Rank and recommend resource needs identified through academic program review and forward prioritized recommendations to PRAC for institutional-level prioritization
- Coordinate with the Institutional Effectiveness Committee (IEC) to align academic program review findings with institutional planning and to resolve program classification questions as they arise
- Communicate processes and outcomes to the faculty community
- Evaluate the program review process on a regular cycle for inclusiveness, effectiveness, and transparency; gather feedback and implement improvements to ensure sustainable continuous quality improvement

**Tasks:**

The Program Review Committee meets regularly to engage in the discussion, planning, and implementation of the following tasks:

- Establish and communicate the annual program review cycle, including timelines, deadlines, and the yearly ASPIRE focus

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- Develop and refine program review forms, templates, and criteria as needed
- Provide annual workshops and trainings on program review processes, including self-study development, meta-analysis, SWOT analysis, and resource request preparation
- Provide formative feedback and recommendations to programs participating in the annual review process
- Coordinate with Institutional Research to ensure programs have access to relevant disaggregated data, and identify gaps in data availability that limit program self-evaluation
- Analyze completed program reviews to identify cross-cutting themes, emerging trends, equity gaps, and shared challenges
- Compile and submit the annual ranked academic resource needs report to PRAC
- Publish an annual summative report and brief the Academic Senate on the state of academic programs, including emerging directions, strengths, areas of concern, and insights gained through the self-evaluation process

The committee will maintain an informational website: [Valley College Academic Senate Program Review](https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php)  
<https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php>

### Committee Composition

<b>Reporting Relationship</b>	Academic Senate
<b>Chairperson (Academic Senate)</b>	Faculty elected according to the process established in the Academic Senate bylaws
<b>Chairperson (Manager)</b>	1, Designee of the College President
<b>Chair as Voting Member?</b>	In the event of a tie vote, discussion shall be re-opened and a second vote taken. If the tie persists, the faculty chair or 1 faculty co-chair shall cast the deciding vote.
<b>Chair Serves on College Council?</b>	No
<b>Voting Members</b>	
Faculty	2 faculty from each division represented on campus with an exception on Instructional support services
	2   Academic Services, Business & Computer Technology
	2   Arts & Humanities
	2   Applied Technical Education
	2   Counseling
	2   Academic Services, Business & Computer Technology
	2   Health Sciences
	1   Instructional Support Services
	2   Kinesiology, Health & Athletics
	2   Science & Mathematics
	2   Social Sciences & Human Development
Students	1   ASG/Student Senate
<b>Voting Members Term:</b>	2 years
<b>Quorum # (50%+1):</b>	11
<b>Non-Voting Resource Members</b>	
Faculty	Outcomes Faculty Lead
Administrators:	1   VPI designee
	1   VPSS designee

# COMMITTEE DETAILS – PROPOSAL ACADEMIC SENATE – APRIL 1<sup>ST</sup> 2026

	1   Division of Research, Planning, and Institutional Effectiveness
	1   Institutional Effectiveness Committee Co-Chair
	1   Planning and Resource Allocation Committee Co-Chair
	1   Facilities, Safety, and Technology Co-Chair
Classified Professionals	1   Classified Senate
Students	1   ASG/Student Senate
<b>Non-Voting Administrator Assistant (Note-taker)</b>	1   Assigned by the Manager Co-chair
<b>Meeting Frequency</b>	Bi-monthly   TBD Weekday

## Committee Monthly Planner

Effective participatory governance requires that committees operate in a coordinated fashion, with clear benchmarks and accountable timelines.

This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format established in Section 9.1, to set benchmarks for committee activities, track progress on standing and ad hoc charges, and ensure alignment with institutional planning cycles.

## Committee Responsibility Mapping For ACCJC Standards

The following table maps ACCJC Accreditation Standards to governance committees at Valley College. Responsibility levels are pre-assigned; members should review their committee's designations and use the key below to guide their work.

*Key Guide:*

**Primary:** Committee has direct responsibility for ensuring compliance/implementation

**Secondary:** Committee contributes to compliance but shares responsibility with other committees

**Support:** Committee provides input, data, or assistance but is not directly responsible

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
<b>2</b>	<b>Student Success</b>	
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Secondary
2.7	The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)	Primary
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	Primary
<b>3</b>	<b>Infrastructure and Resources</b>	

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3.4	The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)	<i>Secondary</i>
3.8	The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.	<i>Secondary</i>
3.9	The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.	<i>Secondary</i>

## 12.5 Task Force: Artificial Intelligence

Governance Body: Academic Senate Approved, 2/5/2025  
Last committee review cycle: Not applicable

### **Charge:**

Develop and recommend policies, frameworks, and best practices for the ethical and effective integration of artificial intelligence technologies at San Bernardino Valley College. The task force will provide guidance to the Academic Senate and potentially the college community on AI literacy, professional development, academic integrity, and strategic planning aligned with CCCCCO Vision 2030 and ASCCC recommendations.

*Every committee charge at Valley College is structured around two categories of work: Responsibilities and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output. The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be assigned by the committee's governing body, and the committee is expected to respond to those directions as part of its governance obligation.*

### **Responsibilities:**

- Maintain ongoing communication with the Academic Senate by reporting task force discussions, gathering constituent feedback, and incorporating senate direction into task force deliberations.
- Develop and advance recommendations to the Academic Senate on AI-related academic and professional matters; the Senate may route recommendations to the Educational Policies and Procedures Committee when BP/AP implications arise within the 10+1, or to College Council as appropriate.
- Address both opportunities and challenges presented by AI across teaching, learning, and institutional operations, maintaining explicit focus on equity, academic freedom, and student success.
- Develop institutional frameworks and best practices for responsible AI use; where frameworks surface the need for formal policy, forward those recommendations through established governance channels [e.g., Academic Senate to College Council | with clear rationale and documentation] for final incorporation into the Faculty Handbook.
- Partner with FLIC/PDC to design and support AI-focused professional development that builds faculty capacity to critically evaluate, ethically integrate, and effectively teach with or about AI tools.
- Analyze AI adoption and use patterns through an equity lens, identifying differential impacts on students and faculty across race, disability status, language, digital access, and other dimensions of identity and circumstance.
- Monitor state and federal AI legislation, Chancellor's Office guidance, and emerging ACCJC and ASCCC expectations.

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## Tasks (Time-Bound/Deliverable-Specific Actions):

- March 2026: Conduct faculty needs assessment survey on AI knowledge, concerns, and professional development needs.
- April 2026: Develop comprehensive AI literacy framework and best practices 1.0 draft for faculty and students that provide guidance on ethical AI use in teaching, learning, and assessment
- April 2026 for Fall 2026 Implementation: Coordinate AI-related professional development programs and resources for faculty
- May 2026: Maintain AI Task Force website with agendas, minutes, and resources for the college community
- Fall 2026: Monitor implementation of AP 3775 (Artificial Intelligence Policy) and recommend refinements to Academic Senate
- Fall 2026: Assess emerging AI technologies and their implications for SBVC programs and services
- Fall 2026: Advise Academic Senate on AI-related policy recommendations particularly as they affect faculty academic freedom in decisions regarding AI integration in courses

The committee will maintain an informational website: <https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/AI>

## **Committee Monthly Planner**

This timeline ensures committees operate in coordinated fashion, align their work with institutional planning cycles, and fulfill their participatory governance responsibilities with clarity and purpose.

### **EXAMPLE FOR NOW:**

<b>MONTH</b>	<b>ACTIVITY</b>
<b>Late February 2026</b>	<ul style="list-style-type: none"> <li>○ Establish Spring 2026 AI Task force meeting times and detailed timeline.</li> </ul>
<b>March 2026</b>	<ul style="list-style-type: none"> <li>○ Conduct faculty needs assessment survey on AI knowledge, concerns, and professional development needs.</li> <li>○ <b>April 1:</b> Report Survey results to Senate</li> </ul>
<b>April 2026</b>	<ul style="list-style-type: none"> <li>○ Develop SBVC AI literacy framework and best practices 1.0 draft for faculty and students.</li> <li>○ Create professional development plan for Fall 2026 implementation.</li> <li>○ <b>April 29:</b> Report first drafts of AI literacy framework and best practices 1.0 and Fall 2026 professional development to Senate</li> </ul>
<b>May 2026</b>	<ul style="list-style-type: none"> <li>○ Recommend task force structure (continue, transition to standing committee, or sunset)</li> <li>○ <b>May 6:</b> Second read of AI literacy framework and best practices 1.0 draft and Fall 2026 professional development plan.</li> <li>○ Publish minutes and other Senate approved documents to the AI Task Force website</li> </ul>
<b>August 2026</b>	<ul style="list-style-type: none"> <li>○ Assuming continuation of the AI Task Force, members will work on schedule and content of Fall 2026 AI Academy/ Professional Development Symposiums</li> </ul>
<b>September 2026 and beyond</b>	<ul style="list-style-type: none"> <li>○ Begin Implementation of AI professional development</li> <li>○ Begin development 2.0 draft of AI literacy framework and best practices</li> <li>○ Revisit AP/BP 3775 and propose updates to EPPS</li> <li>○ Research AI developments and related ASCCC and CCCCCO trainings and updates to inform future Task Force activities for Spring 2027.</li> </ul>

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	<ul style="list-style-type: none"> <li>Analyze success metrics for AI professional development and framework using measurable survey data to inform future development of policies, practices, professional development.</li> </ul>
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## Committee Structure

<b>Reporting Relationship:</b>	<b>Academic Senate</b>
<b>Chairperson (AS):</b>	Appointed by Senate President
<b>Chair as Voting Member?</b>	Only in event of tie
<b>Chair Serves on College Council?</b>	Yes   <b>No</b>
<b>Voting Members</b>	
Faculty:	# 14   FT divided by 15 per division
	Division Academic Services, Business & Computer Technology= 1
	Division Arts & Humanities= 2
	Division Career Technical Education = 1
	Division Health Sciences = 1
	Division Instructional Support Services = 1
	Division Kinesiology, Health & Athletics = 1
	Division Science & Mathematics = 3
	Division Social Sciences & Human Development = 2
	Division Counseling & Student Development = 2
<b>Voting Members Term:</b>	Until the sunset term of task force
<b>Quorum #</b>	One Third
<b>Non-Voting Resource Members</b>	
• Student(s):	2 students selected by the Student Senate
• Administrator:	None
• Classified Professional:	None
<b>Non-Voting Administrator Assistant</b>	None
<b>Meeting Frequency</b>	Twice Monthly

The following table maps ACCJC Accreditation Standards to governance committees at Valley College. Responsibility levels are pre-assigned; members should review their committee's designations and use the key below to guide their work.

### Key Guide:

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ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
1	<b>Institutional Mission and Effectiveness</b>	
1.1	The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission	Secondary

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	articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)	
1.2	The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.	<i>Secondary</i>
<b>2</b>	<b>Student Success</b>	
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	<i>Secondary</i>
2.3	All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)	<i>Secondary</i>
2.6	The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.	<i>Primary</i>
2.7	The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)	<i>Support</i>
<b>3</b>	<b>Infrastructure and Resources</b>	
3.2	The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.	<i>Primary</i>
3.9	The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.	<i>Secondary</i>
<b>4</b>	<b>Governance and Decision-Making</b>	
4.1	The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)	<i>Primary</i>
ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)

## 12.6 Task Force: Dual Enrollment

*Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.*

## 12.7 Task Force: Honors Program

*Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.*