

Curriculum Committee Agenda and Minutes

Curriculum Committee Meeting Roll Call

Date: 03/02/2026 Call to Order: 2:01 p.m.		Time: 2:00 p.m. to 4:00 p.m. Adjournment: 3:30 p.m.		Location: PS-217 Quorum: 13	
<input checked="" type="checkbox"/> Anita Arnold	<input type="checkbox"/> John Banola	<input checked="" type="checkbox"/> Keith Beshwate	<input checked="" type="checkbox"/> Djemoui (DJ) Bouzidi	<input checked="" type="checkbox"/> Melita Caldwell-Betties (<i>Co-Chair</i>)	
<input checked="" type="checkbox"/> Mary Copeland	<input checked="" type="checkbox"/> Norma Durian	<input checked="" type="checkbox"/> Melinda Fogle	<input checked="" type="checkbox"/> Nader Gergis	<input type="checkbox"/> Leticia Hector (<i>Co-Chair</i>)	
<input type="checkbox"/> Kristina Heilgeist ³	<input type="checkbox"/> Jazmin Jaime	<input checked="" type="checkbox"/> Riase Jakpor	<input checked="" type="checkbox"/> Carol Jones	<input checked="" type="checkbox"/> Patty Jones	
<input checked="" type="checkbox"/> Elizabeth Larivee	<input type="checkbox"/> Steven C. Lee	<input checked="" type="checkbox"/> Sheri Lillard (DE) ²	<input type="checkbox"/> Breanna Lopez	<input checked="" type="checkbox"/> Brandy Major (IDEAA) ²	
<input checked="" type="checkbox"/> Amy Mills	<input type="checkbox"/> Melinda Moneymaker	<input checked="" type="checkbox"/> Amanda Moody ³	<input checked="" type="checkbox"/> Patty Quach	<input checked="" type="checkbox"/> Mary Rascon	
<input checked="" type="checkbox"/> Irene Sanchez	<input type="checkbox"/> Tahirah (Ty) Simpson	<input type="checkbox"/> Malik Stalbert	<input checked="" type="checkbox"/> Rutina Taylor	<input type="checkbox"/> Angie Vogel (Outcomes) ²	
<input type="checkbox"/> Janice Wilkins	<input checked="" type="checkbox"/> Kay Dee Yarbrough	<input type="checkbox"/> Student Rep. (1)	<input type="checkbox"/> Student Rep. (2)		

¹Co-chair - In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Chair shall cast the deciding vote.

²Technical Review Specialist – Non-voting member.

³Non-voting Member

Guests

Tatiana Vasquez				

Agenda Items

Welcome	Melita Caldwell-Betties introduced herself as Curriculum Committee Co-Chair for the Spring 2026 semester.
Work Experience Template	The Curriculum Committee reviewed a presentation on revising the Work Experience Education (WEE) course outline template to improve regulatory compliance and reduce institutional risk. The review examined current the course outline template against Title 5 §55250, ACCJC Standard II.A, IDEAA requirements, and ASCCC guidelines, identifying several compliance gaps. Key concerns included the site-dependent model lacking college-directed instructional components, insufficient course descriptions and measurable student learning outcomes, employer-driven content with limited academic oversight, and the absence of integrated equity and accessibility language. Additional risks included potential issues related to accreditation, audit compliance, and apportionment funding. Proposed revisions include restructuring the template to include structured instructional components, clearly defined SLOs aligned with PLOs and ILOs, integrated

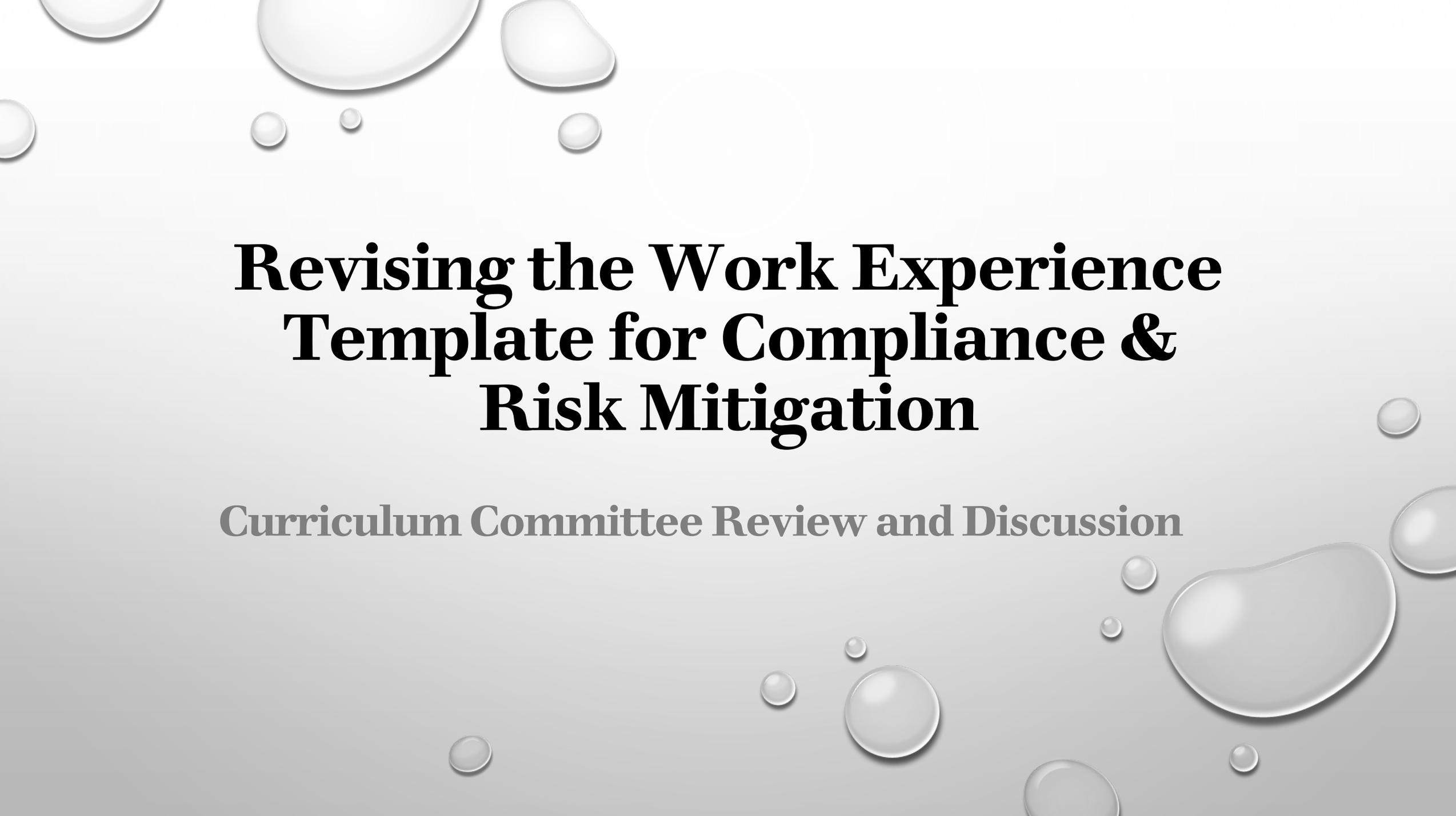
Note: Committee members vote on all Proposals, Requisites, Advisories, and Distance Education.

Curriculum Committee Agenda and Minutes

	<p>IDEAA and accessibility provisions, and documented assignments or instructional activities that demonstrate college oversight. The committee discussed developing a revised template, updating course descriptions and outcomes for the work experience courses listed below, and implementing revisions for Fall 2026.</p> <ol style="list-style-type: none"> 1. AERO 098 2. ART 098 3. AUTO 097 4. AUTO 098 5. BUSAD 098 6. CIT 098 7. CS 098 8. CULART 098 9. ELECTR 098 10. FTVM 098 11. FN 098 12. GIS 098 13. HEALTH 098 14. HVAC/R 098 15. HMDT 098 16. HUMSV 098 17. INSPEC 098 18. KIN 098 19. LIB 098 20. MACH 098 21. THART 098 22. WST 098 23. WELD 098 24. WKEXP 099
<p style="text-align: center;">UDL on Course Outline</p>	<p>The Curriculum Committee reviewed a presentation on aligning the COR with the Universal Design for Learning (UDL) framework, which emphasizes flexible course design that supports diverse learners. The review identified several gaps in the current template, including the absence of explicit ADA accessibility standards, limited multilingual support, lack of student choice in assessments, minimal integration of equity throughout the template, and no fields for assistive technology guidance, formative assessment checkpoints, or Open Educational Resources (OER).</p>

Curriculum Committee Agenda and Minutes

	<p>Proposed improvements include embedding UDL language across the template, adding accessibility and OER fields, expanding equity prompts, incorporating student choice in assessments, and redesigning the Distance Education addendum with a full accessibility checklist. A phased implementation timeline was proposed, with updates needing to be approved by the Curriculum Committee by the end of the semester in order for changes to go into effect Fall 2026.</p>
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Revising the Work Experience Template for Compliance & Risk Mitigation

Curriculum Committee Review and Discussion

Types of Work Experience

- **General:** Maximum of 6 semester/9 quarter units per enrollment period.
- **Occupational:** Maximum of 8 units per enrollment period.
- **Exploratory:** Designed for career sampling, potentially non-paid, and can include students as young as 12, though usually, these are for high school/college students, with specific limits, such as 10 semester periods per semester.

Recent Changes (Effective Aug 2023)

- **Standardization:** Work experience can be a **credit or noncredit course** or **integrated** into a course.
- **Unit Calculation:** Aligned to 54 semester/33 quarter hours per unit- a more unified standard.
- **Unit Increments:** Typically awarded in 0.5 unit increments. §55256.5. (b)(3).
- **No Lifetime Limit:** Previous lifetime limits on total units have been removed (ASCCC, February 2023).

Work Experience Regulations

- **Documentation:** Districts must have an approved plan and provide proper documentation of student learning objectives.
- **Eligibility:** Students must be enrolled in a WEE course to receive credit.
- **Follow-up question:** CPL Group

Context & Scope

- **What's at stake?**
- **Compliance obligations:** accreditation continuity, funding audits, and equitable access.
- **Scope:** current work experience COR, associated forms, learning contracts (objectives), and data collection practices.

Compliance Review Purpose & Scope

- **Purpose:** Diagnostic/compliance analysis of the COR against PCAH 8th Edition, Title 5, ACCJC IDEAA
- **Scope:** Identify non-compliance risks, gaps in catalog/schedule descriptions, objectives, and SLOs.
- **Outcome #1:** Actionable remediation plan to achieve full compliance.
- **Outcome #2:** A unified template that demonstrates alignment across all requirements.

Key Compliance Standards (At a Glance)

- **ASCCC Guidelines:** (relevant to catalog, articulation, and program compliance).
- **Title 5 §55250:** (course outlines; learning experiences; fieldwork/experiential components).
- **ACCJC Standard II.A:** (Objective program/course student learning outcomes; assessment.)
- **IDEAA Requirements:** (inclusion, diversity, equity, accessibility, and accountability).

Overview

Four Critical Risk Areas

The site-dependent model, as currently drafted, carries significant risks across four regulatory and accreditation domains:

- | | |
|---------------------------------|---------------------|
| 1. Title 5 §55250 | Compliance Risk |
| 2. ACCJC Accreditation | Standard II.A Risk |
| 3. IDEAA Requirements | Non-Compliance Risk |
| 4. Apportionment Funding | Audit Risk |

Each risk area carries significant consequences for curriculum approval and course viability.



Site-Dependent Model Regulatory & Accreditation Risks

**Key Regulatory & Accreditation Risks Under California
Standards**



Title 5 §55250 Compliance Risk

What the Law Requires: The revised Title 5 §55250(a) requires that work experience education be an "**integrated instructional program**" that connects academic curricula to applied experiential learning.

Where the COR Falls Short:

- No prescribed instructional content
- No seminars or structured learning activities
- No communicated college-directed learning components

Bottom Line: The model may not meet the legal definition of work experience education under Title 5.

ACCJC Accreditation Risk: Standard II.A

What ACCJC Requires: All credit courses must be **college-directed**, with clearly defined learning outcomes and assessment methods that demonstrate meaningful college oversight of the educational experience.

The outline states *"Content varies at each work site depending on the job being performed and the student's individual learning objectives."*

Bottom Line: Significant revision is required to meet ACCJC Standard II.A.

IDEAA Non-Compliance Non-Compliance Risk

What the Chancellor's Office Requires: The California Community Colleges Chancellor's Office requires that all credit courses intentionally address:

- Inclusion
 - Diversity
 - Equity
 - Anti-Racism
 - Accessibility
- Embedded into 2022-2025 Student Equity Plan & 2023-2028 Educational Master Plan.

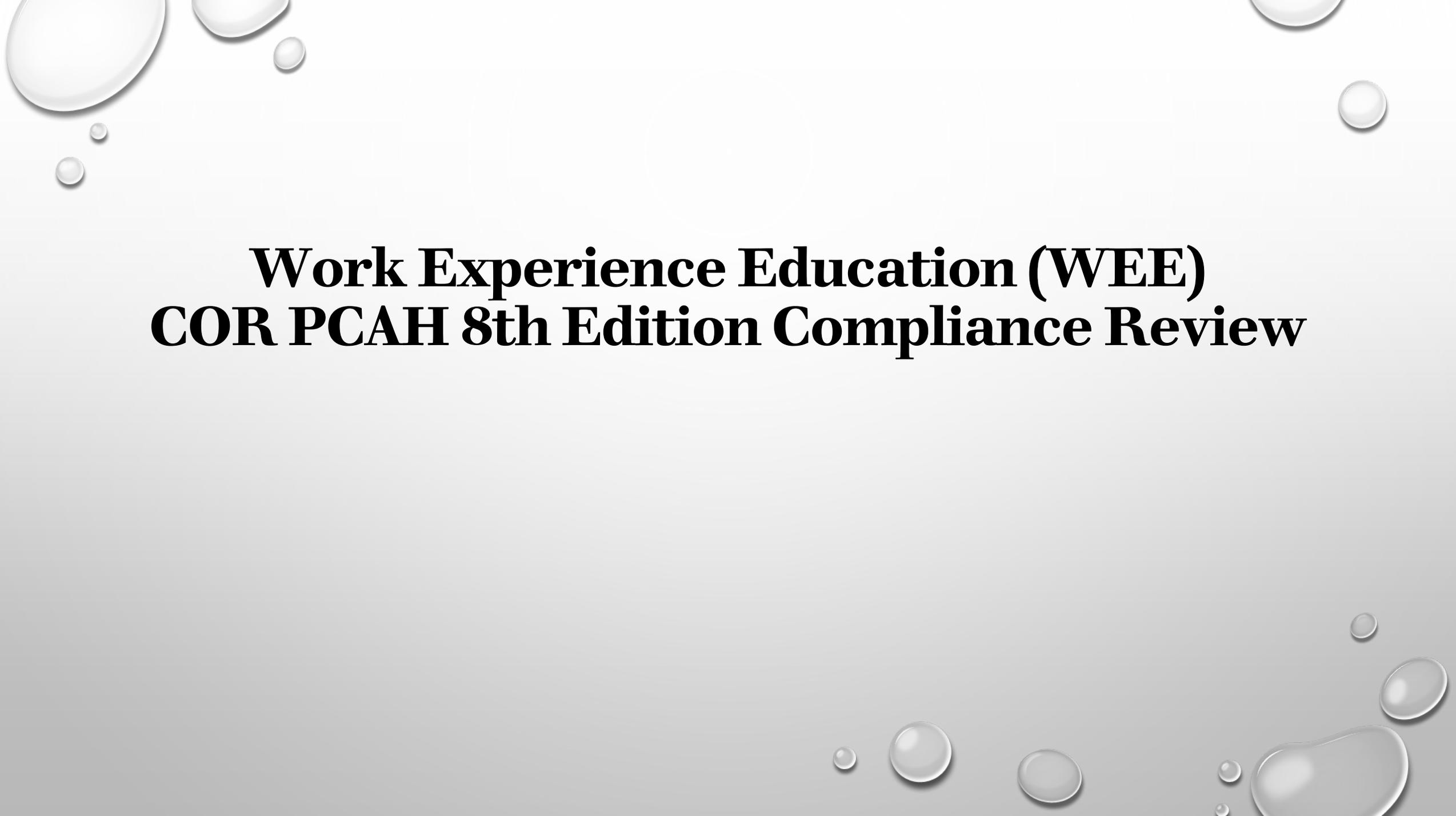
Where the Current Template Falls Short:

- No IDEAA content integrated into the course
- No equity statement included
- No accessibility provisions identified

Course Identification

Key Facts

- **Standards implicated:** PCAH Ch 2 §2.1; Title 5 §55256.5; §55002.5
- **Hours:** Variable per unit
- **Advisory:** Employed or approved internship related to major.
- **Transfer:** CSU Transferable? Question for Articulation Officer
- **Repeatability:** Title 5 §55253



**Work Experience Education (WEE)
COR PCAH 8th Edition Compliance Review**

Schedule Description

Content Deficiency

- **Current:** Supervised on-the-job training, administrative; lacks educational content.
- **Unit count:** 1-4 units;
 - 75 hours paid per unit
 - 60 unpaid per unit
- **Workplace suitability:** The work experience must be substantive, linked to the student's educational pathway, and provide demonstrable learning outcomes.

Compliance Snapshot Risks & Priorities

- **Common themes:** No college-directed instructional hours; incomplete descriptions; employer-driven content; IDEAA gaps.
- **Immediate priorities:** Rewrite descriptions; establish measurable objectives/SLOs; map to ILOs.

Proposed Revision Goals

- **Compliance alignment:** map every field to Title 5, ACCJC II.A, IDEAA, and ASCCC expectations.
- **Clarity and auditability:** explicit learning outcomes, assessment evidence, site supervision, and evaluation criteria.
- **Accessibility and equity:** ensure all forms are accessible (WCAG), multilingual if needed, and accommodate diverse learners.
- **Change management:** clear responsibilities, timelines, and training plan.

Recommended Template Restructuring

To mitigate risk areas, the template should be revised to include:

- Structured college-directed instructional components.
- Clearly defined and documented measurable Student Learning Outcomes (SLOs) course-wide and aligned, add ILO/PLO mapping.
- Integrated IDEAA content with an equity statement and accessibility provisions.
- College-directed assignments to document instructional hours for apportionment purposes.

Alignment Mapping (Examples)

- **Title 5 §55250** → Field/Practice hours, supervision, learning outcomes, safety (course content).
- **ACCJC II.A** → SLO alignment, assessment evidence.
- **IDEAA** → Accessible formats, accommodated pathways, inclusive practice.
- **ASCCC Guidance** → Documentation standards, accreditation.

Next Steps

- Short-term: create a revised template prototype with information included in mandatory fields.
- Revise [DEPT] 098 and WKEXP 099:
 - Catalog/and schedule descriptions with instructional content
 - Course objectives
 - SLO's
 - Complete ILO/PLO mapping.

Implementation Timeline

- **Week 1:** Gather stakeholder input and develop template/checklist.
- **Week 2-3:** Collect feedback; adjust.
- **Week 4-5:** Finalize template.

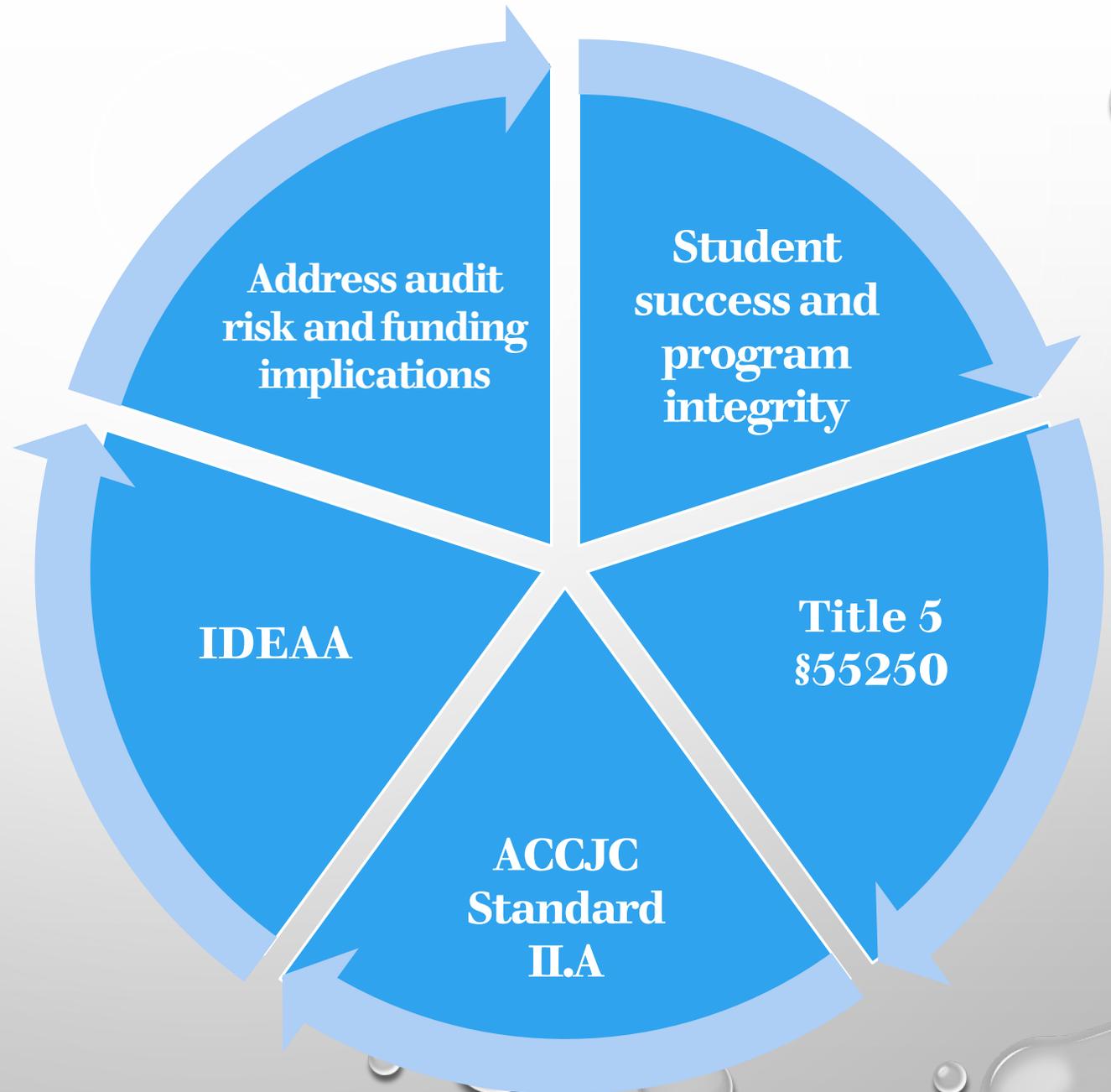
Deliverables

- **Address Compliance Gap/Risks**
- **Revise:**
 - Catalog Description
 - Schedule Description
 - Course Objectives
 - SLOs
- **Alignment Matrix:** (SLOs ↔ PLOs/ ILOs).
- **Update:** Curriculum Handbook

Align with ASCCC Guidelines

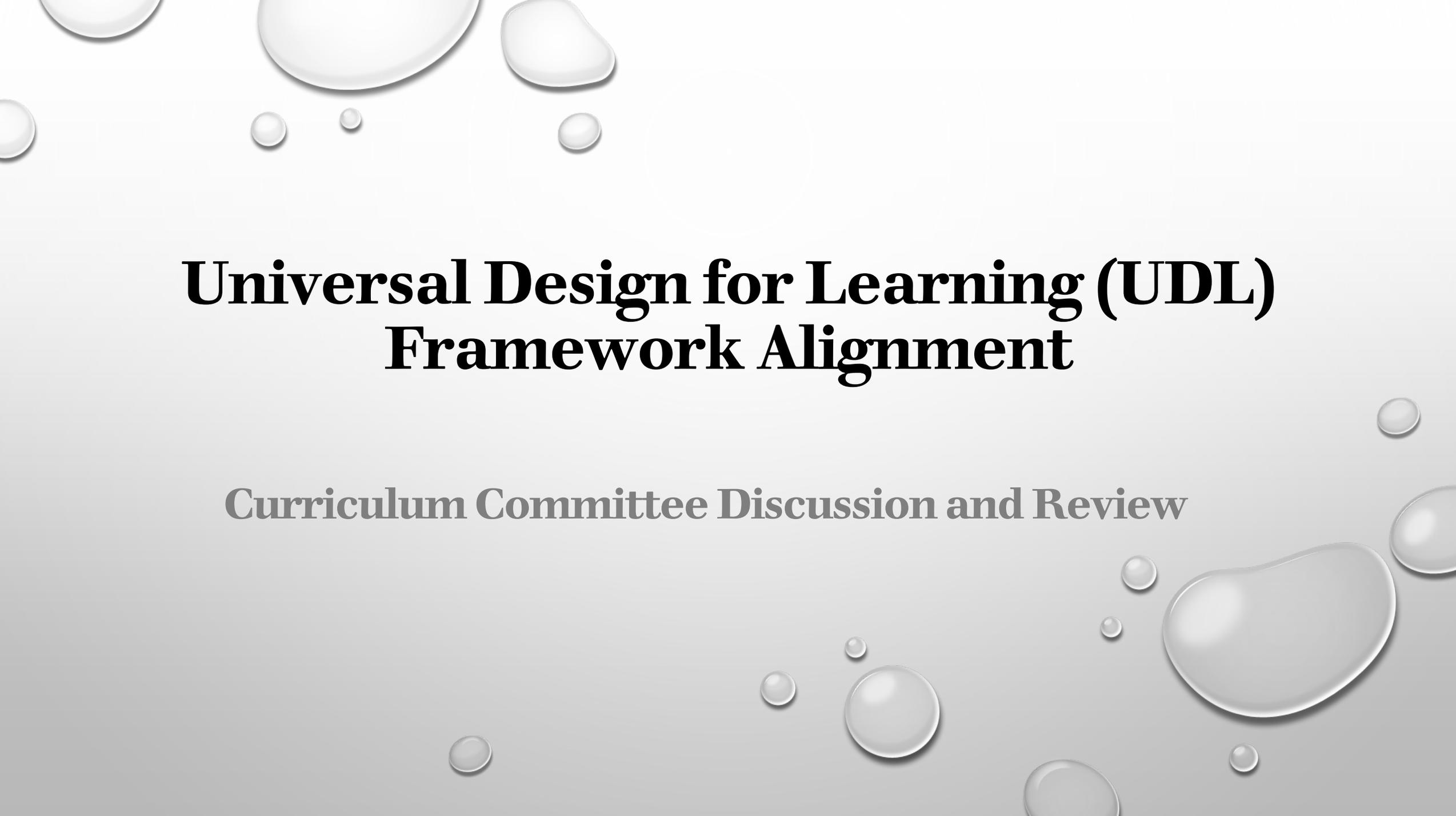
Final Template:

Achieve compliant, transparent, and auditable work experience documentation that supports student success and program integrity.



Questions & Discussion

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Universal Design for Learning (UDL) Framework Alignment

Curriculum Committee Discussion and Review

What is UDL?

- **Universal Design for Learning (UDL)**
- "The goal of UDL is to support learners in becoming expert learners — purposeful, motivated, resourceful, and strategic." (CAST, 2018).
- A framework that ensures **all learners** have equal opportunity to succeed by designing flexible learning experiences from the start.
- **Three Core Principles**

PRINCIPLE	FOCUS	THE QUESTION
Multiple Means of Representation	HOW content is delivered?	What are students learning?
Multiple Means of Action & Expression	HOW students demonstrate learning?	How do students show it?
Multiple Means of Engagement	WHY students engage?	Why does it matter?

Why Do We Need to Revise the Curriculum Template?

Key Findings:

- Critical gaps found in accessibility, student choice, and equity integration.
- Moderate strengths in assessment variety and equity presence.

Overall Goal:

- Quality of content should not be diminished by design.
- Move from a one-size-fits-all curriculum design to a proactively inclusive framework that removes barriers before they occur. (ASCCC/UDL Guidelines & Best Practices)

How Did Our Template Score?

UDL Area	Points Possible
Principle 1: Representation	20 pts
Principle 2: Action & Expression	24 pts
Principle 3: Engagement	24 pts
Template Structure & Process	20 pts
TOTAL	88 pts

Principle 1 Findings: Representation Gaps

- How content is delivered.
- Top Issues:
 - ❌ No ADA accessibility standards anywhere in template. (CAST Guideline #2; Section 508 of the Americans with Disabilities Act of 1973.)
 - 🌐 No multilingual or language support strategies included. (CAST Guideline #3).



Principle 2 Findings: Action & Expression Gaps

- How students demonstrate learning.
- Top Issues:
 - 👧 No student choice language in any assessment section. (CAST Guideline #4).
 - ♿ No assistive technology (AT) guidance or compatibility requirements. (CAST Guideline #5).



Principle 3 Findings: Engagement Gaps

- Why students are motivated to learn.
- Top Issues:
 - 🌍 Equity section is vague and isolated; not embedded across the template. (CAST Guideline # 7).
 - 🔗 No real-world application or community connection fields. (CAST Guideline # 7).
 - 🤝 No required collaboration or community-building strategies. (CAST Guideline #8).
 - 📊 No formative feedback or milestone check-in design. (CAST Guideline #9),



Template Design Gaps: The Core Problem

Gap	Fix
No UDL language anywhere	Embed UDL terms + definitions in all section headers
SLOs are rigid	Add: <i>"How will SLOs allow varied learning paths?"</i>
Equity confined to one section	Integrate equity prompts across all sections.
No OER or affordable materials option	Add OER/zero-cost materials field. CCC ICT and Instructional Materials Accessibility Standard

How to Correct Critical Gaps?

Add	Add accessibility compliance field (ADA). <u>Section 508 of the Americans with Disabilities Act of 1973</u>
Embed	Embed UDL throughout sections. all language template
Add	Add student choice field to assessment section.

Short-Term: High Impact



Expand equity section with structured, specific prompts.



Add OER/Zero Cost Textbook field.



Add required formative assessment field.

Long-Term: Systemic



Redesign of the Distance Education Addendum to include a full accessibility checklist. ([CVC-OEI Course Design Rubric](#).)



Update of the Curriculum Handbook to include UDL principles.

UDL Is an Equity Practice

When we design for the margins, we design better for everyone.

UDL benefits:

 Students with disabilities

 Multilingual learners

 Working students & caregivers

 Students facing housing or financial insecurity

 First-generation college students

 Students from underrepresented backgrounds

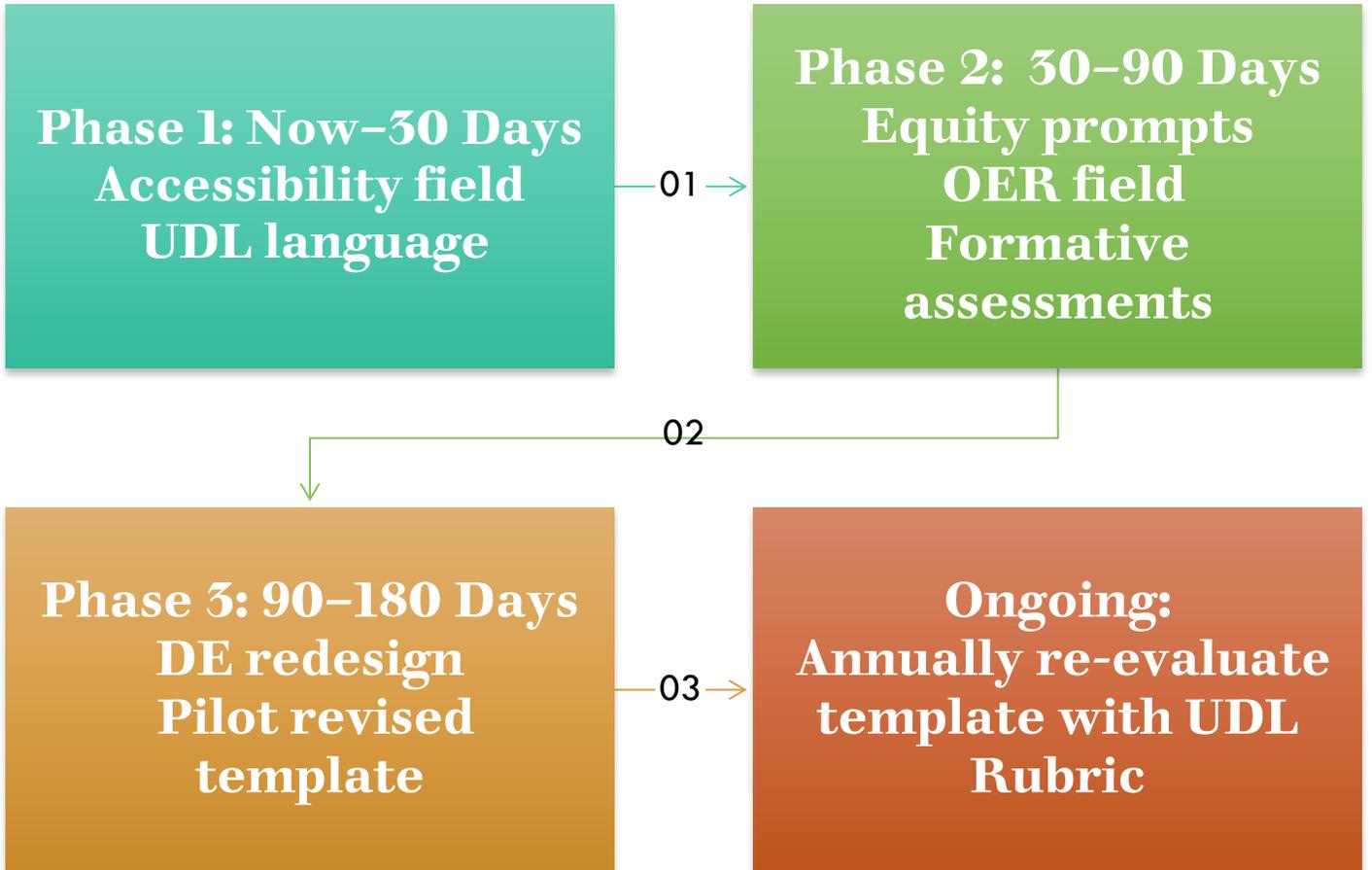
**Flexible captions
help everyone in
noisy spaces.**

**Plain language
helps all readers.
Not just those
with disabilities.**

**OER materials
eliminate cost as
a barrier to
access.**

UDL Is an Equity Practice

Recommended Timeline



Who Leads This Work?

📌 Curriculum Committee: Template, checklist, handbook revisions & final approval. with CAST UDL Guidelines v2.2

📌 Student Accessibility Services (SAS) Office: ADA compliance review.

📌 Instructional Design: Technology & DE support.





Key Takeaways: What We Are Requesting

- **Approval** to revise the curriculum template and proposal review checklist to include the UDL Framework.
- **Support** in adding UDL principles to the Curriculum Handbook.
- **Commitment** to an annual UDL rubric review of the template.

"The goal of UDL is not to make things easier — it is to make learning accessible, relevant, and achievable for every student." (CAST, 2018)

Resource

Description

[CAST UDL Guidelines](#)

The foundational UDL framework and guidelines

[ADA.gov](#)

Americans with Disabilities Act compliance standards

[WCAG 2.1 \(w3.org\)](#)

Web Content Accessibility Guidelines for digital materials

[OER Commons](#)

Open Educational Resources Repository

UDL Evaluation Document

Internal document (SBVC's Curricunet Curriculum Proposal Template) used as the basis for this presentation.

References & Resources

Questions & Discussion

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