San Bernardino Valley College

Curriculum Committee Minutes

Meeting Details		
Date: 10/19/2026	**Time:** 2:00 p.m. to 4:00 p.m.	**Location:** PS 217
Call to Order: 2:02 p.m.	**Adjournment:** 3:09 p.m.	**Quorum:** 50% +1 (13 Voting Members)

Curriculum Committee Meeting Roll Call		
☒ Ababat, Anthony	☒ Begg, Erica	☒ Caldwell-Betties, Melita[1]
☐ Castro, Anthony	☒ Copeland, Mary	☒ Durian, Norma
☒ Frias, Mayra	☒ Hector, Leticia[1]	☐ Jakpor, Riase
☒ Hauge, Kristin	☒ Jefferson, Kimberly (Lisa Henkle)	☐ Lee, Steven
☐ Marquez, Evelyn (SP'27)	☒ Martin, David	☒ Martin, Micah
☒ Mills, Amy	☒ Murphy, Joel	☒ Ortiz, Miguel
☒ Pearson, Dani	☒ Quach, Patty *(VPI Designee)*	☒ Rascon, Mary
☒ Smalls, Hayley	☐ Taylor, Rutina	☒ Tolstova, Anna
☐ Ulloa, Julie[2] *(Classified Senate)*	☒ Weber, Abena	☒ Wilkins, Janice
☒ Yarbrough, Kay Dee	☒ Student Representative: Tinka Rainey	

Resource Members (Non-Voting)		
☒ Davena Burns-Peters *(DE)*	☐ Breanna Lopez *(Instructional Scheduling Analyst)*	☐ Maria Lopez *(Noncredit)*
☒ Brandy Major *(IDEAA)*	☐ Tatiana Vasquez *(Academic Senate)*	☐ Angie Vogel *(Outcomes)*

Guests		
Jose Velasco (ELECTR)	Melinda Fogle (DANCE)	

Agenda Items	
Approval of Minutes	Approval of minutes from the October 5, 2026 Meeting: **1st:** M. Copeland **2nd:** A. Tolstova 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
Articulation Updates	1. **Common Course Numbering (CCN) Phase III Update:** Janice Wilkins attended the statewide articulation meeting on October 16, 2026, and updated the group on Common Course Numbering (CCN) Phase III. The goal is to pre-articulate Phase III templates with University of California (UC) partners before releasing them for local alignment. Of the 40 Phase III templates UC reviewed, 28 received UC Transferable Course Agreement (TCA) approval, with Cal-GETC review still in progress. Of

[1]Co-chair - In the event of a tie, discussion will reopen, followed by a second vote. If the tie persists, the Curriculum Chair will cast the deciding vote.
[2]Non-voting Member
[3]Alternate Member – Non-voting Member

	those 28 templates, 21 also received approval for the UC seven-course pattern. The remaining 12 templates did not receive UC transferability approval. She noted that guidance on releasing the Phase III templates is forthcoming. Not all templates will be released at the same time, and some templates may not be released for local alignment if they do not receive the necessary articulation approvals. 2. **SBVC ADT Pathways to UC and Arizona State University:** Updates were provided on transfer pathways available to SBVC students. The UCLA and SBVC ADT Pilot Program launched in 2026–27, with SBVC among 10 participating colleges and eight approved ADT pathways. Eligible students will receive priority admission consideration, but admission is not guaranteed. The UC Merced ADT Initiative will accept approved ADTs with a minimum 2.4 GPA in UC-transferable coursework. Initial pathways include Anthropology, Biology, Elementary Teacher Education, History, Social Justice Studies, and Political Science. Arizona State University (ASU) now has a Statewide Transfer Agreement. ASU has mapped TMC-based ADTs to bachelor's degree pathways across nearly 100 academic programs. Students completing an ADT may receive guaranteed admission and a pathway to the aligned bachelor's degree with no more than 60 additional semester units.
Curriculum Handbook	An update was provided on the Curriculum Handbook revision in preparation for Fall 2027 accreditation readiness. The current handbook was last updated in 2020 and is being revised into a more streamlined, task-focused resource for faculty and Curriculum Committee members. Key areas include curriculum roles and processes, Course Outline of Record (COR) requirements, articulation, CTE requirements, distance education, work experience, independent study, and baccalaureate degrees. The Academic Senate has granted the Curriculum Committee purview to draft the handbook, with Senate review to occur upon completion. Section drafts are targeted for completion by October 26, 2026, with full committee review scheduled for November 2, 2026.
UDL on the COR	Incorporation of UDL principles into the COR to support equity, accessibility, and inclusive course design. UDL proactively addresses barriers to learning and recognizes differences in students' motivation, learning preferences, abilities, and needs. The framework centers on three core principles: multiple means of engagement, multiple means of representation, and multiple means of action and expression. The COR will serve as a centralized location for documenting instructional practices that support UDL and provide greater consistency across course sections and instructors. Examples include varied opportunities for student engagement, accessible presentation of course content, captions and language options, accessible fonts and alternative text for visuals, authentic and inclusive course materials, and multiple options for students to demonstrate knowledge and skills. The proposed UDL approach is intended to provide a shared, practical framework for equity-minded course design while supporting faculty innovation and academic freedom. The handbook update will also consider UDL and distance education documentation practices used by other California community colleges.
Public Comment	The Committee discussed the alternate faculty voting members for the divisions below:

	Arts and Humanities – Joel Murphy Career Technical Education – Anthony Ababat

Curriculum Action Items

The Curriculum Committee votes on all Courses and Programs, Course Requisites, and Distance Education proposals.

Course Modifications

Course:	Originator:	Voting:
ELEC 091 - Fundamentals of Solar Energy*	T. Halabi	**1st:** M. Copeland **2nd:** M. Rascon 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 101 - Supply Chain Technology*	T. Halabi	**1st:** M. Copeland **2nd:** M. Rascon 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 215C - Electrical Control of Hydraulic-Pneumatic Systems*	T. Halabi	**1st:** M. Copeland **2nd:** M. Rascon 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 216C - Introduction to Industrial Electricity*	T. Halabi	**1st:** M. Copeland **2nd:** M. Rascon 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 217C - Industrial Electricity*	T. Halabi	**1st:** M. Copeland **2nd:** M. Rascon 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 219C - Industrial Electronic Systems Controls II*	T. Halabi	**1st:** M. Copeland **2nd:** M. Rascon 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 218C - FCC Rules and Regulations*	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes)

Course:	Originator:	Voting:
		Approved
ELECTR 230 - Semiconductor Devices*	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 235 - Solid State Circuit Analysis*	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 280C - Computer Operation and Maintenance*	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
OSHA 030 - Federal OSHA Outreach: Construction Industry Safety*	T. Halabi	**1st:** L. Henkle **2nd:** H. Smalls 18 Responses **Discussion:** M. Copeland asked how the student received the training card indicated in the description. **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
OSHA 035 - Federal OSHA Outreach: General Industry Safety*	T. Halabi	**1st:** L. Henkle **2nd:** H. Smalls 18 Responses **Discussion:** M. Copeland asked how the student received the training card indicated in the description. **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**

(*) Distance Education (DE) approval is included with this proposal.

Course Deactivations

Course:	Originator:	Voting:
DANCE 114X4 - Dance Rehearsal and Performance	M. Fogle	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**

Course:	Originator:	Voting:
DANCE 186X4 - Dance Production	M. Fogle	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 606 - Programmable Logic Controller (PLC)	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 607 - Preparation for Journeyman Electrician Exam	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 608 - Wireless Communications	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 609 - Antennas and Wave Propagation	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 621 - Blueprint Reading for Building Energy Systems	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELEC 650 - Zero Net Energy Building Science	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 600 - Preparation for DC Circuit Certification	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes)

Course:	Originator:	Voting:
		Approved
ELECTR 601 - Preparation for AC Basics Certification	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 602 - Preparation for Analog Electronics Certification	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 603 - Preparation for Digital Basics Certification	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 604 - Preparation for Comprehensive Electronics Certification	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 620 - Introduction to Computer Networking	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 621 - Security, Alarm, and Surveillance Systems	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 622 - Smart Environmental Controls	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**
ELECTR 623 - Audio-Video Entertainment Systems	T. Halabi	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes)

Course:	Originator:	Voting:
		Abstain: 0% (0 votes) **Approved**
LIB 066 - Acquisitions	M. Notarangelo	**1st:** M. Copeland **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**

Program Modifications

Program Title:	Originator:	Voting:
Communication Engineering Technology Certificate	T. Halabi	**1st:** D. Martin **2nd:** L. Henkle 18 Responses **Aye:** 100% (18 votes) **Nay:** 0% (0 votes) **Abstain:** 0% (0 votes) **Approved**

Articulation Updates

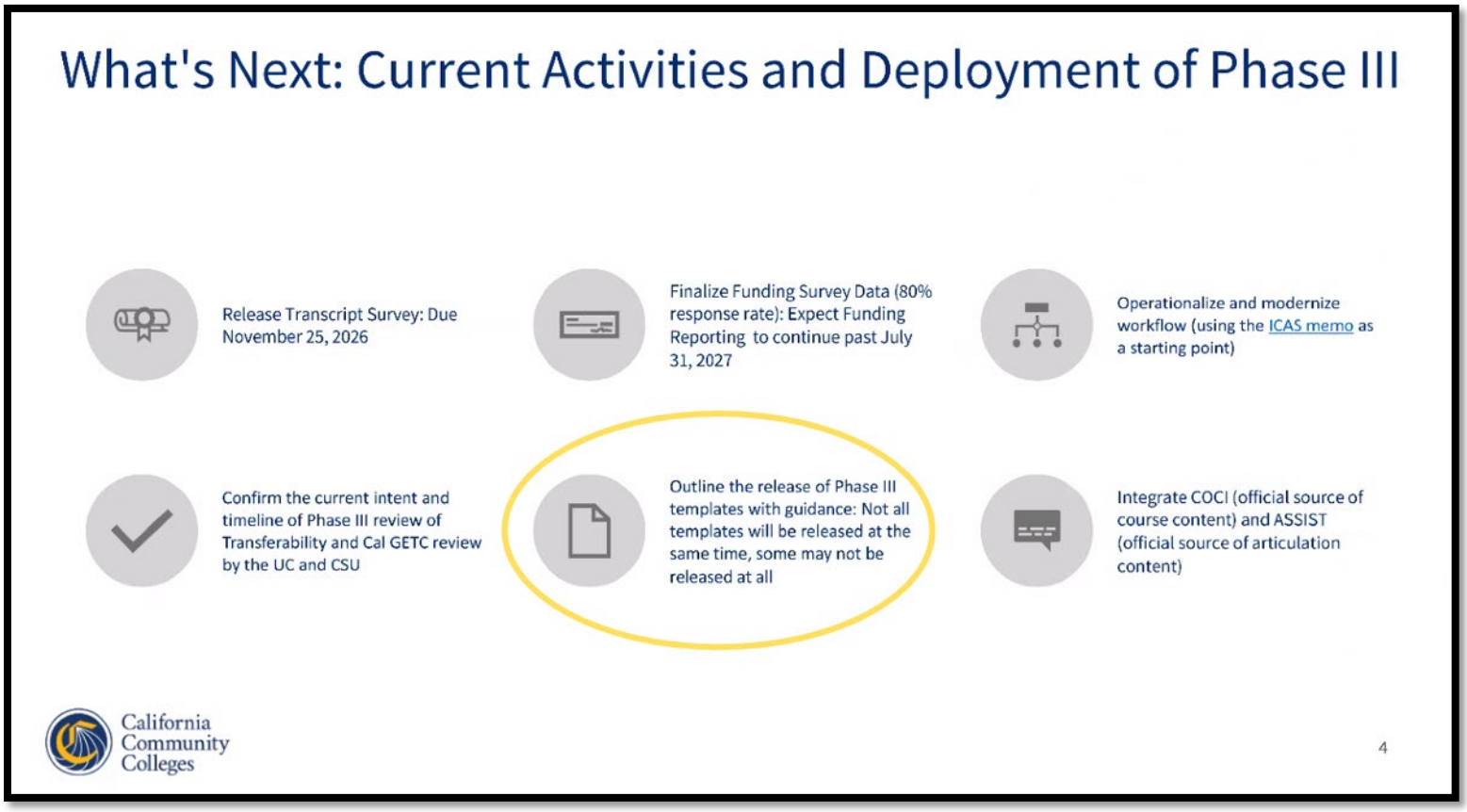
SBVC Curriculum Committee | October 19, 2026
Janice Wilkins | Articulation Officer/Counseling Faculty

1. **Common Course Numbering (CCN) Phase III Update**

   Background: On February 2, 2026, the California Community Colleges Chancellor's Office announced that finalized Phase III templates would not be released for local alignment until systemwide articulation assurance is in place.

   ***Source**: Common Course Numbering (CCN) Update Presentation*, CIAC Fall Meeting, October 16, 2026.

   - UC reviewed 40 **Phase III templates** received in late August
     - 28 received UC Transferable Course Agreement (TCA) approval. Cal-GETC review of those 28 is still in progress.
       - Of those 28, 21 also received UC seven-course pattern approval.
     - The remaining 12 did not receive UC transferability and are not Cal-GETC approved.



2. SBVC ADT Pathways to UC and Arizona State University

- UCLA and SBVC ADT Pilot Program

  Background: AB 1291 (McCarty), signed October 10, 2023, established a UC ADT Pilot Program launching at UCLA in 2026–2027. SBVC is among 10 participating colleges, with eight approved ADT pathways listed below. Eligible students receive priority admission consideration, but admission to UCLA is **not guaranteed**.

UCLA Major	Corresponding ADT Degree
Anthropology, B.A.	Anthropology
Atmospheric and Oceanic Sciences	Chemistry
Earth and Environmental Science	Environmental Science
Geology	Geology
History	History
Mathematics	Mathematics
Philosophy	Philosophy
Public Affairs	Political Science

- UC Merced ADT Initiative to accept approved ADTs (2.4 GPA in UC transferable coursework)

  Webinar October 23, 2026 11am: Register for the UC Merced ADT webinar.
  - Initial approved ADT pathways:
    - **Anthropology AA-T** to Anthropology, B.A.
    - **Biology AS-T** (original not 2.0 version) to Biological Sciences, B.A. or B.S.
    - **Elementary Teacher Education AA-T** (original not Integrated Programs version) to Liberal Studies, B.A.
    - **History AA-T** to History, B.A.
    - **Social Justice Studies AA-T** to Critical Race and Ethnic Studies, B.A.
    - **Political Science AA-T** to Political Science, B.A.
  - Note: Students entering UC Merced in fall 2027, 2028, or 2029 who complete an approved Associate Degree for Transfer (ADT) may qualify for **guaranteed admission**, a **$4,000 annual scholarship** for up to two consecutive years while maintaining good standing, and a clear path to completing their bachelor's degree.
- Arizona State University (ASU) Statewide Transfer Agreement

  Webinar November 2, 2026 11am: CCC Chancellor's Office will send registration link soon
  - ASU has mapped each TMC-based ADT to multiple bachelor's degree pathways across nearly 100 academic programs
  - For students who complete an ADT, the agreement provides **guaranteed admission** and a path to completing the aligned bachelor's degree with **no more than 60 additional semester units.** Eligible students may qualify for a dedicated tuition scholarship through the California Community College Achievement Plan.



CURRICULUM COMMITTEE · FALL 2026

Updated Curriculum Handbook

Background, Process, and Path to Accreditation

Curriculum Committee | Fall 2026

ACCREDITATION READINESS

Updating the 2020 Curriculum Handbook

Historical Context & Timeline

2020 Baseline to Fall 2027 Target

The Curriculum Handbook was last updated in 2020.

To meet the college's target for Fall 2027 accreditation readiness, key content areas require comprehensive revision.

Key Revision Drivers

Specific Content Focus Areas

Revisions specifically address four core procedural areas:

- Universal Design for Learning (UDL)
- Work Experience Procedures
- Independent Study Procedures
- Baccalaureate Degrees

> **Governance & Review Process:** The Academic Senate has granted the curriculum committee full purview to draft this handbook and will review the working draft once it is complete.

TITLE 5 REGULATORY MANDATE

Equity & Accessibility Integration

STATE MANDATE (ESS 25-66)

Title 5 (ESS 25-66) charges curriculum committees with embedding equity and accessibility into the curriculum approval process.

Procedural Compliance

Course Outline of Record (COR) Standards

The committee maintains written procedures to ensure every Course Outline of Record (COR) describes equity-minded approaches.

Universal Design for Learning

UDL Principles & Faculty Freedom

This framework reflects Universal Design for Learning (UDL) principles to engage diverse student populations, advance equitable outcomes, and remove structural barriers that have historically hindered disproportionately impacted communities, all while encouraging faculty innovation and academic freedom.

INCLUSIVE EDUCATIONAL FRAMEWORK

Universal Design for Learning (UDL)

A framework of principles designed to create inclusive educational environments and eliminate learning barriers.

Origins & Foundations

Evolved from **Universal Design**, which builds maximum access into physical environments from the earliest planning stages.

Originated by CAST, Inc., the framework recognizes that students naturally differ in motivation, learning preference, ability, and need.

Institutional Application

Creates inclusive educational environments through a framework of principles and values applied by institutions, departments, and educators.

Guides educators globally in addressing intersectional barriers to learning and systematically eliminating unnecessary obstacles.

Core Mandate: Proactively designing flexible learning environments to address diversity, promote equity, and guarantee access for all learners from the outset.

UDL: Three Non-Negotiable Design Elements

1

Engagement

Multiple Means of Engagement addresses the "why" of learning.

2

Representation

Multiple Means of Representation addresses the "what" of learning.

3

Action & Expression

Multiple Means of Action and Expression addresses the "how" of learning.

Educators apply these three principles to foster an inclusive mindset and effectively address the real challenges that students face in the educational environment. The UDL framework relies on multiple means of engagement, representation, and action to foster inclusion.

UNIVERSAL DESIGN FOR LEARNING

Multiple Means of Engagement

Classroom Environment

Sustaining Interest & Access Needs

Educators offer varied opportunities for engagement that tap into student interests and sustain attention.

Students can use the learning space in a manner that suits their access needs.

Course pacing embeds necessary movement and comfort breaks.

Course Design Strategies

Structure, Relevance & Perspectives

Course design includes introduction videos to orient students before the course begins and embeds time for diverse perspectives.

Content remains relevant by reading the room for social, emotional, and life context.

Multiple Means of Representation

Presentation Accessibility

Presentations should include subtitles and language options, utilizing tools like PowerPoint Live for accessible live delivery.

Educators present content through visual, auditory, and tactile channels.

Inclusive Course Materials

Course materials must use accessible font styles and sizes, and visuals must include alt text and image descriptors.

Content and visual choices remain authentic, inclusive, and relevant for all students.

Diverse Sensory Channels & Representation

Multiple Means of Representation ensures students access information through diverse sensory channels. Content and visual choices must remain authentic, inclusive, and relevant so that all students see themselves represented in the material.



MULTIPLE MEANS OF ACTION AND EXPRESSION

Diverse Options for Demonstrating Knowledge



Flexible Assignment Formats

Educators must offer diverse options for students to demonstrate their knowledge and skills effectively.

- Allow students to choose between written, poster, or audio/visual formats for their assignments.
- Timelines should flex where feasible to accommodate varied student needs and learning pace.



Continuous Assessment & Growth

Ongoing evaluation methods track progress over time and promote continuous academic development.

- Utilize continuous assessment strategies to effectively monitor student learning trajectories over time.
- Integrate critical peer feedback to create valuable additional opportunities for student growth and expression.

CAST FRAMEWORK ARCHITECTURE

Universal Design for Learning: Nine Guidelines

1 Engagement

Affective Networks

- **Access:** Recruiting Interest
- **Build:** Sustaining Effort & Persistence
- **Internalize:** Self-Regulation

2 Representation

Recognition Networks

- **Access:** Perception
- **Build:** Language & Symbols
- **Internalize:** Comprehension

3 Action & Expression

Strategic Networks

- **Access:** Physical Action
- **Build:** Expression & Communication
- **Internalize:** Executive Functions

Goal: Develop expert learners who are **purposeful & motivated**, **resourceful & knowledgeable**, and **strategic & goal-directed**.

Full checkpoint list published by CAST (2018) at **udlguidelines.cast.org**

DOCUMENT REVISION

Task-Focused Reference Guide



Current 72-Page Version

Legacy Handbook Model

The committee is building a leaner, task-focused document to replace the current 72-page version.

The extensive existing material is being restructured to better serve originators and committee members directly during the curriculum process.



Revised Lean Reference

Designed for Practical Execution

The revised handbook speaks directly to course originators and curriculum committee members. Every section maps directly to the real tasks these readers perform.

This approach ensures the revised handbook serves as a practical, working reference that readers can easily return to for guidance throughout the curriculum development process.

CURRICULUM HANDBOOK

Core Content & Policy Architecture

Essential roles, policies, and operational procedures for curriculum development and review.

Roles & Access

- **Course Author Roles:** Explicit expectations and workflows defined for authors.
- **Review Authority:** Governance structure detailing sign-off levels and technical review.
- **Faculty Access:** Distinct access levels and permissions established for adjunct and full-time faculty.

COR Mandates & Policy

- **COR Program Mandates:** Standard elements, narratives, and TOP/CIP code taxonomy alignment.
- **IDEAA Framework:** Inclusion, Diversity, Equity, and Anti-Racism integration across outlines.
- **SLOs & OER:** Student Learning Outcomes standards and Open Educational Resources adoption.
- **Distance Education:** Explicit policy standards for regular and effective contact in DE.

Articulation & CTE

- **Articulation Processes:** Defined pathways and review schedules for transfer alignment.
- **CTE Requirements:** Mandatory Labor Market Information (LMI), data integration and advisory minutes.
- **Course Changes:** Procedures for revisions, including the 50% substantive change rule.



Anchoring Distance Education Documentation in the COR

The Documentation Challenge

Variability Across Sections

Multiple instructors often teach the exact same course, operating across different sections and terms.

Without a centralized standard, this decentralization can easily lead to inconsistencies in Distance Education (DE) delivery, alignment, and instructional quality across the curriculum.

The COR Solution

Centralized Standards

To solve this documentation challenge, the committee anchors DE documentation directly in the Course Outline of Record (COR).

This centralized approach keeps DE guidance consistent and standardized, regardless of which instructor teaches a specific section of the course.

BEST PRACTICES & IMPLEMENTATION

UDL & DE Best Practices Integration

Institutional Models

Informed by Other Successful Strategies

The handbook's language will be informed by successful approaches from other institutions such as UDL and DE documentation strategies. Several colleges offer strong models for this work:

- Chaffey College
- College of the Canyons
- Santa Barbara City College
- Foothill College
- Pierce College
-

Template & Migration

Streamlined and Documented Workflow

Certain course templates, including those for work experience and independent study are receiving specific updates to meet new UDL and DE requirements.

Going forward, the curriculum committee will address this documentation to streamline the process and maintain accurate records.

Clarification: New changes in Title V require documented procedures to track changes and support compliance.

CURRICULUM HANDBOOK DRAFTING

Role Assignments & Section Ownership

Curriculum Co-Chair

Overview & Orientation

Curriculum Analyst & Members

COR Mandates, (Prefix, Enrollment, Mission, IDEAA) Program Narratives, TOP/CIP Content & Meta Technical Guide

DE Faculty Lead/SLO Lead

DE Rubric

SLO's/PLO's/ILO Alignment

Articulation Officer

Articulation Processes

Noncredit Faculty Lead

Input Across All Relevant Sections

All Faculty Leads & Members

Course Author Roles, Access Levels, Policy Sections, Instructional Resources & Textbooks (OER/ZTC).

Full Group Collaboration

Table of Contents, Appendix, & Technical Review Checklist

The complete committee collaborates on overarching structural frameworks and quality assurance tools.

ACCREDITATION READINESS TIMELINE

Handbook Revision Phased Timeline

PHASE I: 2026 PREPARATION

Drafting & Review

- **April 22, 2026:** Local Policies & Procedures Deadline
- **Through Oct 26, 2026:** Section drafting phase
- **Oct 26, 2026:** Assembly and internal review
- **Nov 2, 2026:** Full committee presentation

PHASE II: 2026-2027

Evidence & Finalization

- **Dec 2026 – Spring 2027:** Accreditation evidence collection
- **Spring 2027:** Final version finalized to ensure Fall 2027 accreditation readiness

PARALLEL WORKSTREAMS

Technical & Senate

Running concurrently with revision process:

- Technical guide development
- Academic Senate coordination on parallel tracks

PHASE III: POST-ACCREDITATION

Long-Term COCI

- Post-accreditation template updates follow implementation
- **Fall 2030:** Full COCI implementation complete

PRIMARY TARGET: FALL 2027 ACCREDITATION READINESS

The entire handbook revision phased timeline is structured to guarantee full accreditation readiness by Fall 2027, backed by local policy deadlines, rigorous evidence collection, and complete COCI integration through 2030.

GOVERNANCE & CURRICULUM

Post-Accreditation Template Updates

Template Updates in Meta

Post-Accreditation Rollout

The COR, work experience, and independent study templates in Meta will receive updates after the accreditation concludes.

Institutional Approvals

Proper Governance Channels

These updates will follow standard governance procedures, requiring approval from both the curriculum committee and the Academic Senate.

Strategic Impact: This specific sequencing shows the accreditation committee a clear, proactive plan that is firmly tied to proper institutional approval channels.

CURRICULUM SYSTEM DOCUMENTATION

Separating Technical Mechanics from Policy

Meta System Guide

Step-by-Step Technical Mechanics

Standalone Technical Reference

- Developed by the Curriculum Analyst with committee review and approval to isolate software mechanics from administrative policy.
- Provides explicit, step-by-step instructions for navigating the Meta software interface.
- Outlines specific technical procedures, such as exact system steps for adding a new course.

Curriculum Handbook

Roles, Processes & Policy Focus

Primary Institutional Reference

- Maintains a clean, high-level focus on institutional governance and curriculum policy.
- Clearly defines committee roles, faculty responsibilities, and approval workflows.
- Establishes overarching institutional standards and regulatory compliance frameworks.

Closing Documentation Gaps & Driving Equity

01

People-Centered Focus

The committee identified a critical documentation gap and took full ownership to close it, creating a handbook built around the people who use it.

02

Integrated UDL Framework

Provides course originators with a shared, practical language for equity-minded design, embedding universal design principles into practice.

03

Accreditation Pathway

Aligns template updates with proper governance timing, giving the accreditation committee a clear, thoroughly documented path forward.

> ***The updated handbook closes documentation gaps and provides a clear path for equity-minded design and accreditation.***

CURRICULUM REVIEW PROCESS

Timeline & Key Deadlines

OCT 26, 2026

Section Drafts Complete

Faculty leads are targeted to complete their section drafts by October 26, 2026.

OCT 26, 2026

Working Draft Assembled

The group will assemble the working draft for on that same day.

NOV 2, 2026

Committee Review

The full curriculum committee is scheduled to review the assembled draft on November 2, 2026.

Following this presentation, a feedback period will open to gather input on the proposed revisions before finalization.

The committee will finalize drafts and review the working document by early November 2026.

REFERENCES & CITATIONS

UDL Framework Sources

UDL framework materials are sourced from Maynooth University and CAST.

CSUSB ScholarWorks

Journal of Special Education Apprenticeship

"Applying the Principles of Universal Design for Learning (UDL) in the College Classroom"

Provides core principles and foundational guidelines shaping higher education practice.

CAST (2018)

Universal Design for Learning Guidelines

Framework Version:

"Universal Design for Learning Guidelines version 2.2"

Official Resource Link:

udlguidelines.cast.org

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