

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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