



Agenda

Welcome
Leadership Introductions
Membership Introductions
Membership Openings
Approval of Minutes
Administrative Updates
Committee Training & Review
Key Curricular Items for 2025-2026

Committee Leadership

Curriculum Administrator

Leticia Hector, Vice President of Instruction

Curriculum Faculty Chair

Thomas Berry

Curriculum Coordinator

Kay Dee Yarbrough

Articulation Officer

Janice Wilkins

Technical Review Specialists

Distance Education Faculty Lead

Sheri Lillard, Chemistry Faculty

Outcomes Faculty Lead

Angela Vogel, Nursing Faculty

Course Materials

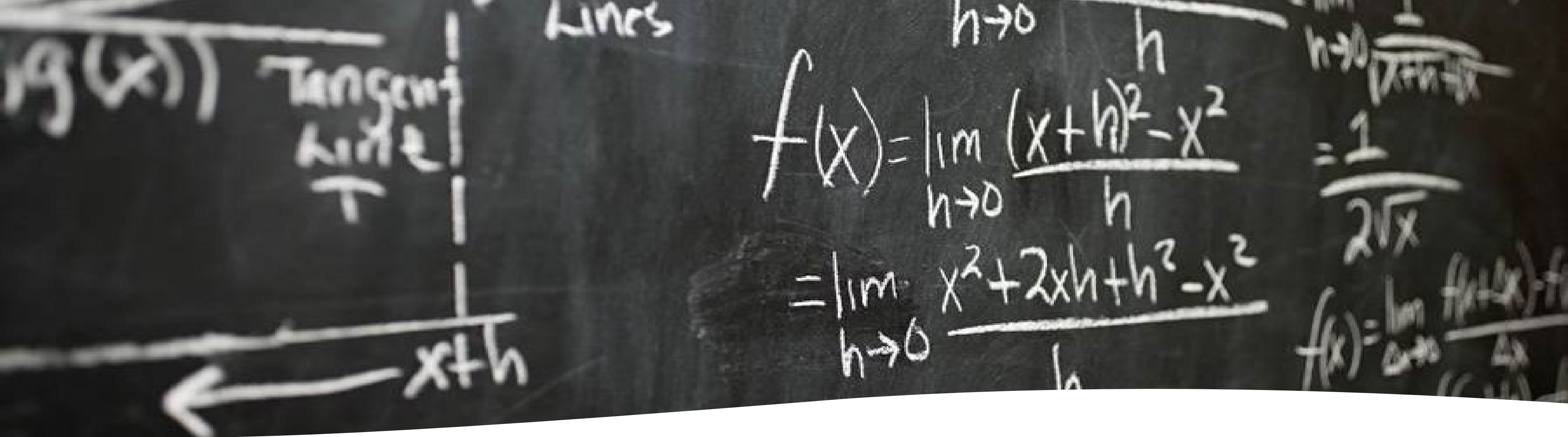
Norma Durian, Librarian

Committee Membership

Please introduce yourself to the committee...

Provide your:

- **Name,**
- **Department,**
- **and a fun fact about yourself.**



Curriculum Committee Training & Review

Title 5 § 55 10 0 and § 55 13 0 require that those involved in the curriculum review and approval process are trained. Committee membership and operating procedures may evolve; therefore, there is a need for regular and ongoing training.

The Authority of the Academic Senate

California Education Code [§70902](#)(b)(7)

“The governing board of each district shall establish procedures to ensure . . . the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

Title 5 [§53200](#) lists the following as “academic and professional matters” often referred to “10+1”:



Academic and Professional Matters

***Also known as “10+1”**

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

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

Curriculum Committee Authority

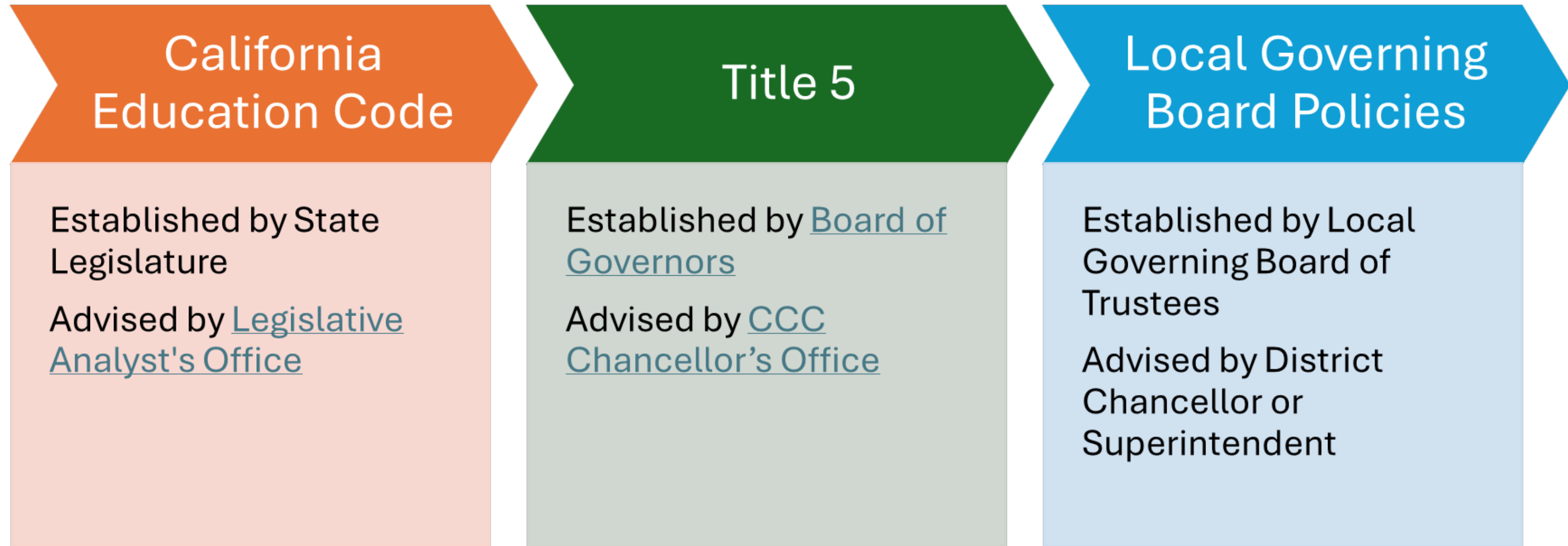


- **Title 5 §55002 :**
- The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.
- *An update to this section is in process and updated language will move to §55001 in January 2026:
- (a) Districts shall establish curriculum committees by mutual agreement between administrators and academic senates. Curriculum committees shall be either a committee of the academic senate or a separate committee that includes faculty.

Authority of Local Board & Chancellor's Office

- Curriculum is recommended by Curriculum Committees to Governing Boards for approval.
- [CEC §70902](#) “The [local] governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs without referral to the board of governors.” etc.
- Rules for local approval, annual certification, and periodic audits.
- Curriculum approved by the local governing board submitted to the CO for either chaptering or approval, depending on the type of curriculum.

Hierarchy of Authority & Consultation



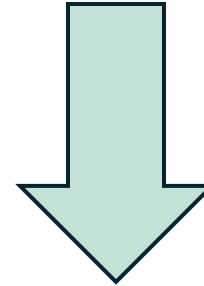


Layers of Guidance

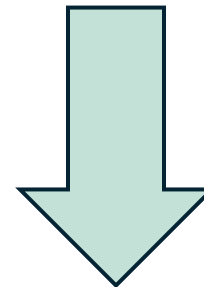
- **CA Education Code**
 - Statute, determined by legislation
- **Title 5 (California Code of Regulations)**
 - Interprets Ed Code into regulations, determined by Board of Governors
- **Chancellor's Office Program and Course Approval Handbook (PCAH)**
 - Establishes specific guidelines for implementing Title 5
 - Developed by Chancellor's Office with CCC Curriculum Committee (5C)
- **Chancellor's Office guidelines**
 - Further clarify implementation of title 5 and emerging issues (e.g. AB 1705)
- **ASCCC papers and reference guides**
 - Best practices available online through [ASCCC Publications](#)

Typical Curriculum Approval Process

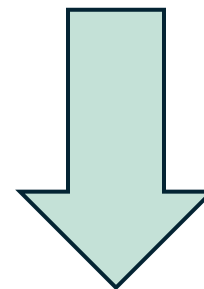
Discipline faculty develop and submit



Local curriculum committee reviews and approves



Local governing board approves



Submit to Chancellor's Office

Stages of Review

- **Technical review:** ensures complete data, compliance, and consistency
 - May be completed by CC members, subcommittee, co-chair, curriculum specialist, etc.
 - Can deal with looking at some of the things that tend to make CC meetings drag on: grammar, wording, and codes, but can also address more major elements such as units, prerequisites, course content, overall transferability, etc.

Stages of Review

- **Full Committee review:** looks at the appropriateness of the content, objectives, SLOs, assignments, etc. specific to the discipline.
 - Discipline faculty create and review content in terms of disciplinary expertise
 - Assignment of a discipline, minimum qualifications
 - Avoiding duplication of existing curriculum
 - Appropriateness to college mission
 - Integration of elements of COR (content, objectives, assignments, etc.)
 - Justification for advisories, requisites, GE petitions, DE modalities

What to look for when Reviewing Curriculum

- **There are five criteria the California Community College Chancellor's Office (CCCCO) recommends to approve programs and courses.**
 1. Appropriateness to the Mission
 2. Need (Does data support it?)
 3. Curriculum Standards
 4. Adequate Resources
 5. Compliance





A Students-First Mindset

- Perhaps difficult conversations can be a bit easier when we try to remember to always keep our students at the forefront of our discussions.
- Questions to ask ourselves...
 - How will this benefit students?
 - Is it in their best interest? (Unit counts, transfer, financial aid considerations, etc.)

Committee Member Responsibilities

1. Before the meetings, review the curriculum in your queue in Meta to ensure local and state compliance.



2. Make comments on all proposals in your queue in Meta.



3. Assist faculty in their respective areas with curriculum-related questions



4. Regularly attend all Curriculum Committee meetings and participate in curricular-related discussions



5. Vote at each Curriculum Committee in-person meeting.

Types of Curriculum

CREDIT Courses

- Degree Applicable
- Non-degree Applicable

Degree Programs

- Associate Degrees (AA, AS)
- Associate Degrees for Transfer (AA-T, AS-T)

Certificates of Achievement

- 16 + units must be submitted to CO
- 8-<16 units may be submitted to CO

Locally Approved Certificates

- <8 units; or 8 -<16 units not CO approved

NONCREDIT Courses

- Noncredit: Courses must fit in one of 10 categories to be approved by CO/receive apportionment vs.
- Not-For-Credit/Community Services: fee-supported class; apportionment is not claimed; locally approved

Programs

- Cert. of Completion/Competency (CDCP)
- Adult High School Diploma
- Noncredit Apprenticeship Program

Managing Meetings

- **Curriculum Committees follow the Brown Act.**
 - “All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.” -GC Section 54953(a)
- **A meeting is...**
 - “Any congregation of a majority of the members of a legislative body at the same time and location to hear, discuss, deliberate, or take action upon any item that is within the subject matter jurisdiction of the legislative body.” - GC Section 54952.2(a)
- **Meeting Procedures**
 - It is recommended to utilize ***Robert’s Rules of Order*** to establish Parliamentary Procedure as a meeting protocol

Working with Faculty

- Curriculum belongs to the college, not a respective discipline.
- We encourage faculty to regularly review the CORs in their discipline.
 - Faculty most often engage with their CORs during curriculum review or when developing or sunsetting a course.
 - It's valuable to also keep in mind how curricular changes affect articulation, financial aid, other disciplines, students, and the college as a whole.
- We work to educate the faculty on effective and equitable curriculum practices.
 - Make yourself available to faculty to answer questions.
 - Refer faculty to the Curriculum Chair and/or Articulation Officer.



Managing Conflict

- Get comfortable with conflict - it can be productive or destructive, depending on how it is handled.
- Remain impartial and remember that you are representing the faculty of your college not just one area.
- You can't make everyone happy. Work with all parties to try and reach a solution that meets as many interests as possible.
- Anticipate and preempt what conflicts could arise.
- Safe Spaces & Open Dialogues: When you are leaning toward "no".

Articulation: The Bridge that connects Faculty Curriculum to **Equitable** Student Success



Curriculum Development

- Courses align with GE, Major Prep, C-ID, and Common Course Numbering (CCN)
- Programs designed for transfer
 - Associate Degree for Transfer (ADTs)
 - Some local programs- i.e., SBVC's Education, Society, and Human Development AA degree



Articulation= The Bridge

- Maintains statewide standards and alignment (Title 5, ICAS, Industry)
- Facilitates transfer GE compliance (Cal-GETC, CSU GE, IGETC)
- Connects SBVC curriculum to CSU/UC/private universities major programs



Student Success

- Credits transfer—no wasted time or money
- Clear, transferable pathways to degree completion
- Fosters intersegmental trust and academic integrity
- Gives every student a fair chance to reach their goals