

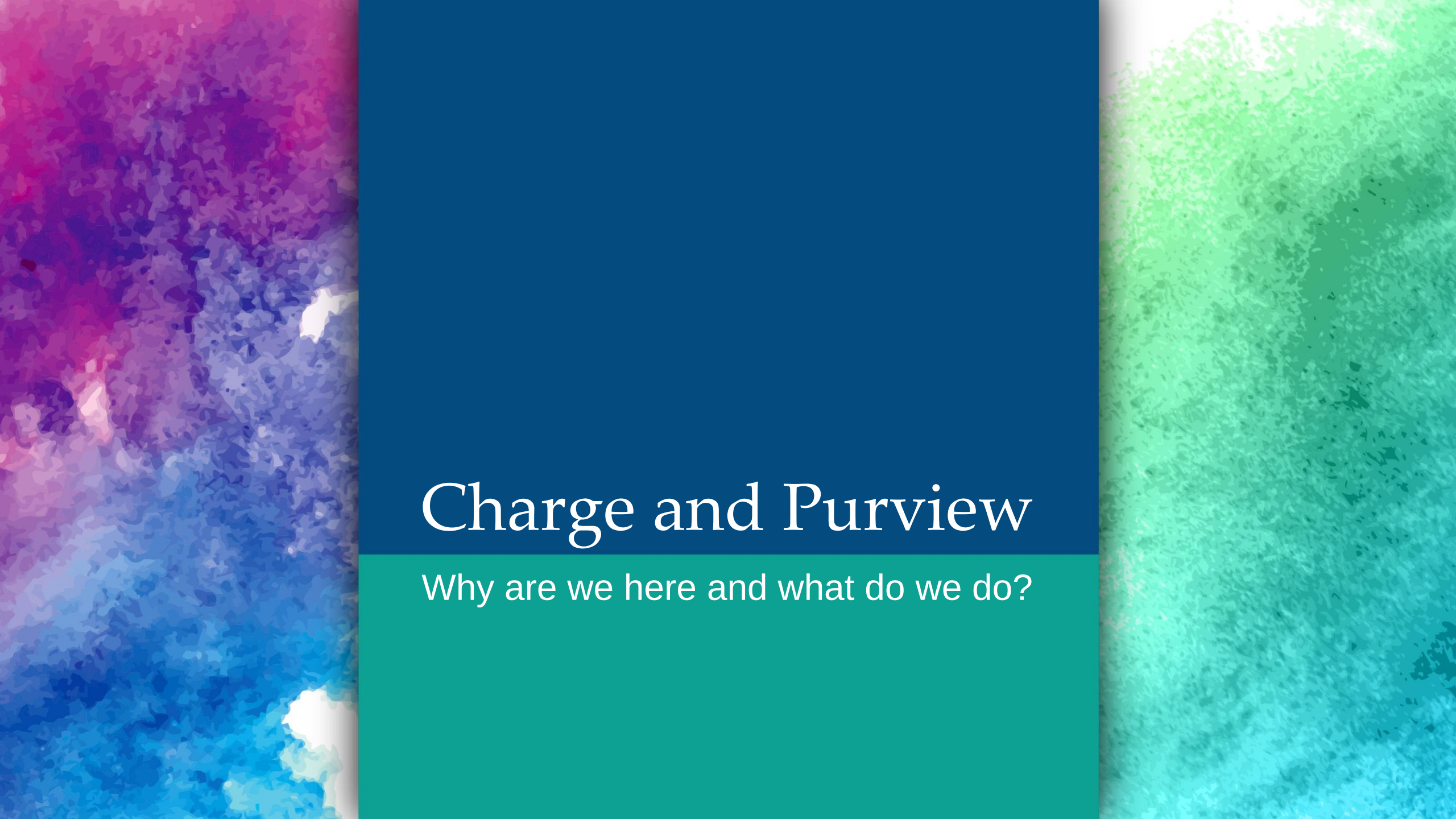


Las Positas College Curriculum Committee Member Training

Fall 2026

Schedule

- Introductions
- Charge and Purview
- Committee Basics
- Meetings
- Technical Review
- IDEAA and UDL



Charge and Purview

Why are we here and what do we do?

Curriculum Committee Charge

Responsible for...

- Reviewing curriculum
- Establishing prerequisites
- Course placement in disciplines
- Assigning course identifiers
- Degree and certificate requirements
- Developing process and timelines for review of academic programs
- Grading policies
- Maintaining and updating discipline list
- Making recommendations to the President for action by the Board of Trustees.

All new courses and programs, as well as changes in current course and program content, structure, or credit, must be reviewed by this committee.

Governance Basics

State Level

- Board of Governors (BOG)
 - Elected body that sets policy and provides guidance for the CCC system
- California Community Colleges Chancellor's Office (CCCCO)
 - Administrative body for California Community College system acting on behalf of the BOG
- Academic Senate of California Community Colleges (ASCCC)
 - Official voice of California Community College faculty in **academic and professional matters** (elected body)

Governance Basics

District/College Level

- Board of Trustees
 - Elected body that sets policy and provides guidance for the Chabot-Las Positas Community College District (CLPCCD)
- CLPCCD Chancellors Office
 - Administrative body of CLPCCD acting on behalf of the Board of Trustees
- Las Positas College Academic Senate (LPCAS)
 - Official voice of LPC faculty in **academic and professional matters** (elected body)

State Level Laws, Regulations, Statutes, Policies, and Procedures

- California Education Code (Ed Code)
 - Collection of education related laws - Assembly Bills (AB) and Senate Bills (SB) - passed by the California legislature and signed by the Governor
- California Code of Regulations (Title 5)
 - Regulations on how CCC's will conduct themselves, written and updated by the Board of Governors with input from the CCCCCO and ASCCC
- Program and Course Approval Handbook (PCAH)
 - Handbook for how a Curriculum Committee (CC) will comply with Ed Code and Title 5
- CCCCCO Memorandums
 - Guidance from the CCCCCO for how a college will comply with Ed Code and Title 5

District Level Laws, Regulations, Statutes, Policies, and Procedures

- Board Policy
 - Policy for how a District will comply with Ed Code and Title 5 (Chapter 4 – Academic Affairs specifically) updated by the CLPCCD Board of Trustees
- Administrative Procedure
 - Procedure for implementing Board Policy that include details of policy implementation, responsibility, accountability, and standards of practice. Administrators/managers are held responsible for upholding the specific information delineated in the procedures

Academic Senate

Ed Code section 70902(b)(7)

The governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Academic and Professional Matters (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. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

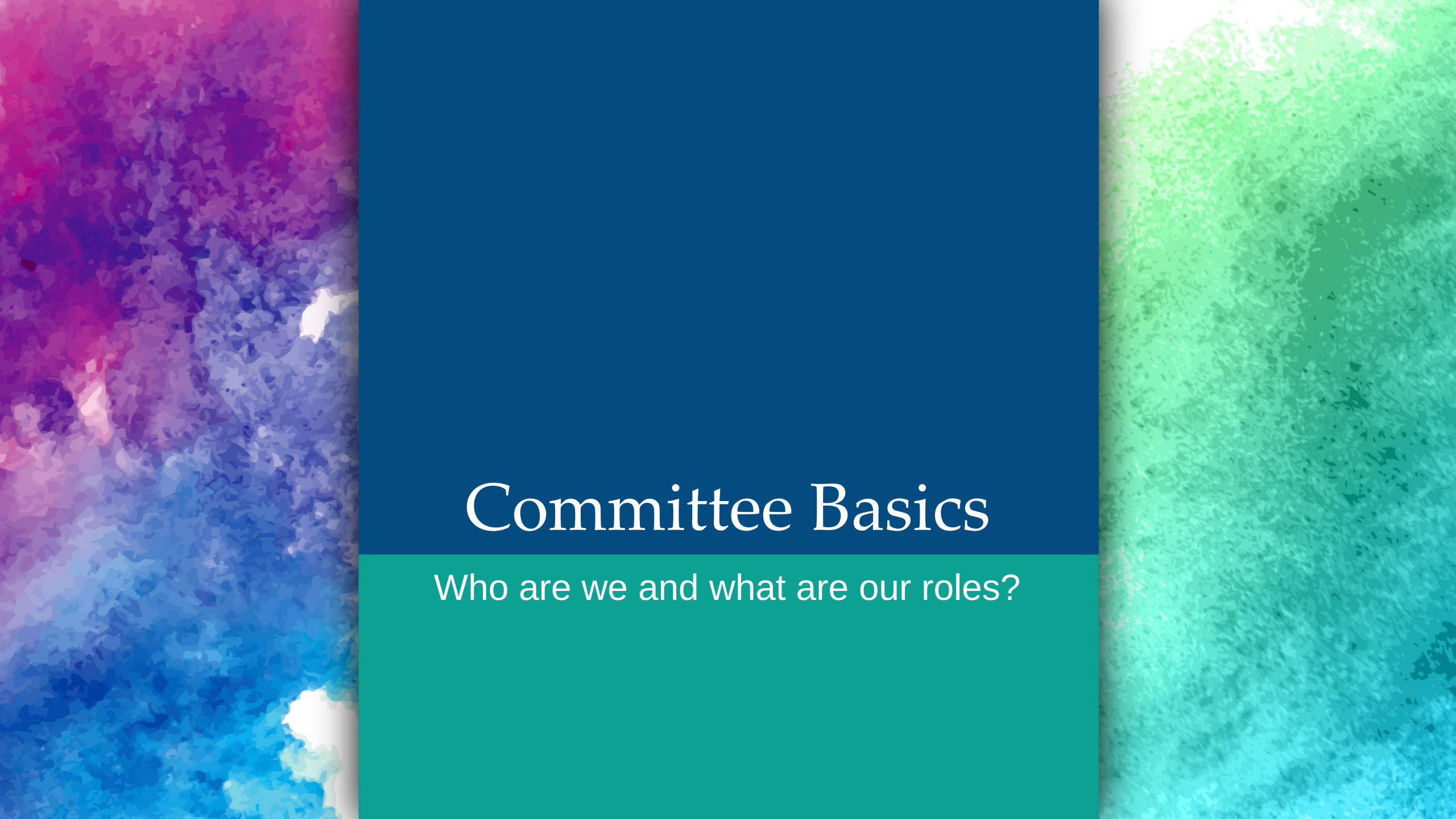
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Curriculum Committee

Title 5 §55002(a)(1)

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.

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Committee Basics

Who are we and what are our roles?

Committee Membership

Chair

- Votes only in case of a tie

Voting Members

- 2 Faculty from each Division
- Articulation Officer

If the Articulation Officer serves as the Chair they shall only vote in their capacity as Chair.

Committee Membership

Non-Voting Members (Advisors)

- Curriculum & Student Learning Outcomes Specialist (acts as Secretary of the Committee)
- Vice President of Academic Services
- 1 Academic Services Division Dean
- Student Services Division Dean
- 1 Student Records Evaluator
- 1 Curriculum & Scheduling Specialist
- Other Classified Professional/s (appointed by the Chair)
- 1 Student Senate Representative

Committee Member Roles

Voting Members

Faculty

- The primary role of Faculty on the committee is to review, critique, and recommend changes to curriculum

Articulation Officer

- Review and make recommendations regarding curriculum as it pertains to articulation, general education, C-ID, CCN, and Title 5/Ed Code/BP/AP compliance

Committee Member Roles

Advisors

Classified Staff

- Provide technical assistance as needed in the areas of scheduling, Banner, DegreeWorks, evaluation, Program Mapper, and COCI

Administrators

- Provide technical assistance regarding operationalizing the curriculum, compliance with Title 5/Ed Code/BP/AP, and accreditation standards

Committee Member Roles

Curriculum Chair

- Sets the agenda and facilitates meetings
- Updates committee regarding curricular changes
- Provides curricular guidance
- Assists faculty writing/modifying curriculum
- Works with administration and the district personal on curriculum related matters

Student Government Representative

- Provides a student perspective regarding curriculum
- Reports to the Student Government

Meetings

1st, 3rd, & 5th Mondays
2:45pm – 4:45pm
Room 21211

Running a Public Meeting

The Brown Act

- Commitment to openness, transparency and public access to information (business only conducted during public meetings)
- Guarantees the public's right to attend and participate in a Curriculum Committee meeting (Public Comments)
- Covers any meeting whenever a majority of members gather to discuss business within the Curriculum Committee Charge
- Requires all action and discussion items to be agendized and agenda be physically posted outside of the meeting location 72 hours in advance of the meeting

Running a Public Meeting

Robert's Rules of Order

- A handbook for running meetings effectively and efficiently, based on the procedures used in the British parliament, that helps facilitate debate and flow
- A set of rules regarding motions and taking action (e.g. voting to approve curriculum)

Running a Public Meeting

Meeting Items

- Discussion Item – members can ask questions, discuss options, and possibly recommend action
- Report – members can ask questions about the report
- Action Item – item where eventual action (voting) is required
- 1st Reading – initial discussion of an action item
- 2nd Reading/Voting – second discussion of an action item that is unchanged from the end of the 1st Reading, where action can be taken at the end of the discussion

Running a Public Meeting

Motions

- A motion must be moved by one voting member and seconded by another before discussion occurs on the motion
- A vote occurs at the end of discussion unless a new motion takes precedence
- A vote always occurs on the most recent motion first, working backwards to the original motion
- A motion is affirmed when a majority of voting members present in the meeting vote to affirm the motion

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Technical Review

Curriculum

Course – Review and Approval Areas

Course Outline of Record

- | | | | | |
|---------------|-----------------------------|---------------------|--------------------------|-------------------------|
| • Prefix | • Effective Term | • Typical Textbooks | • Typical Assignments | • Methods of Evaluation |
| • Number | • Other Materials | • Course Objectives | • Methods of Instruction | • Grading Methods |
| • Title | • Student Learning Outcomes | • Requisites | • Units | • Description |
| • Discipline | | | | |
| • Units/Hours | | | | |
- Distance Education
 - Credit for Prior Learning
 - Inclusion in LPC Associate Degree General Education
 - CSU Transfer

Curriculum

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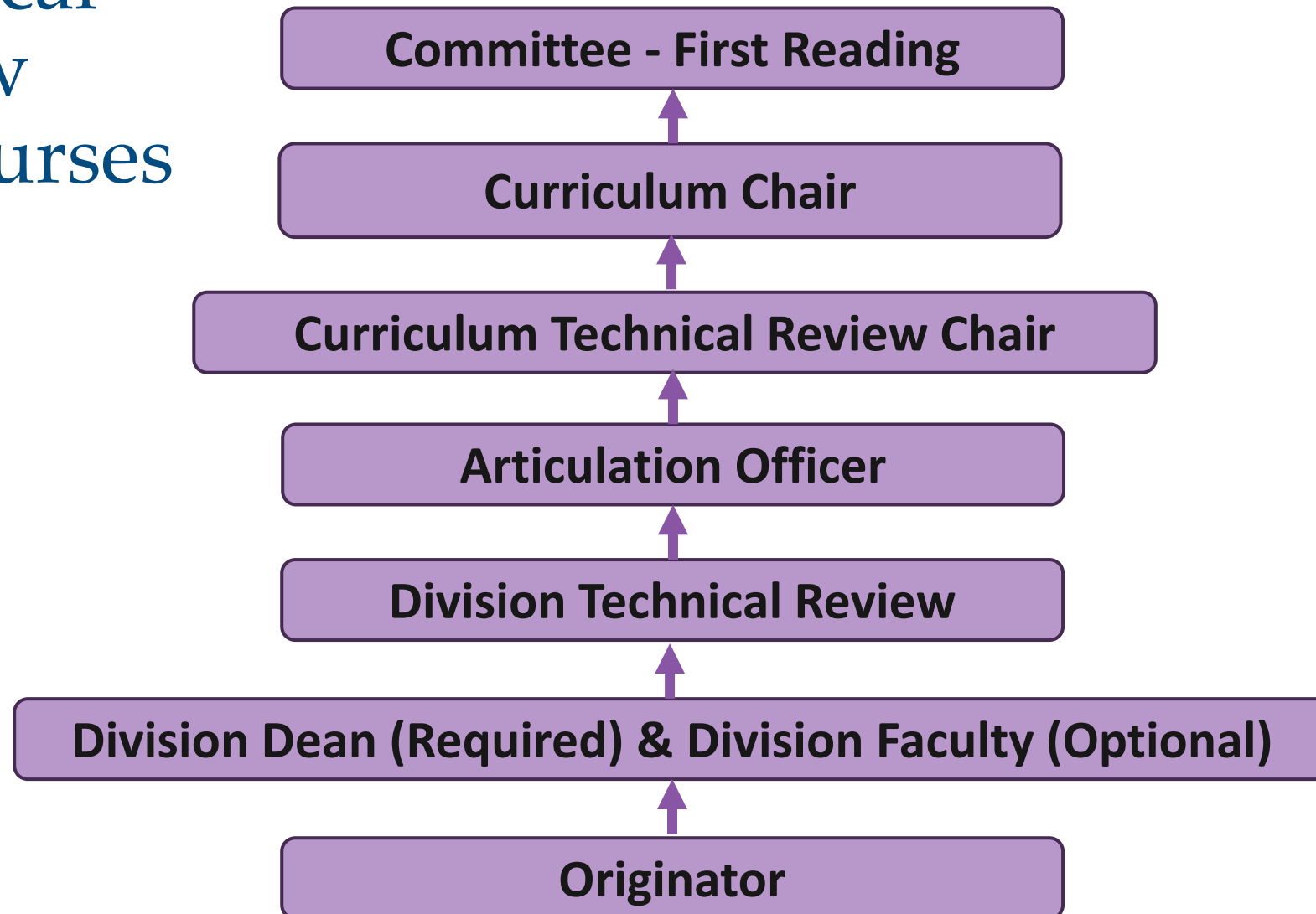
Representative

Curriculum

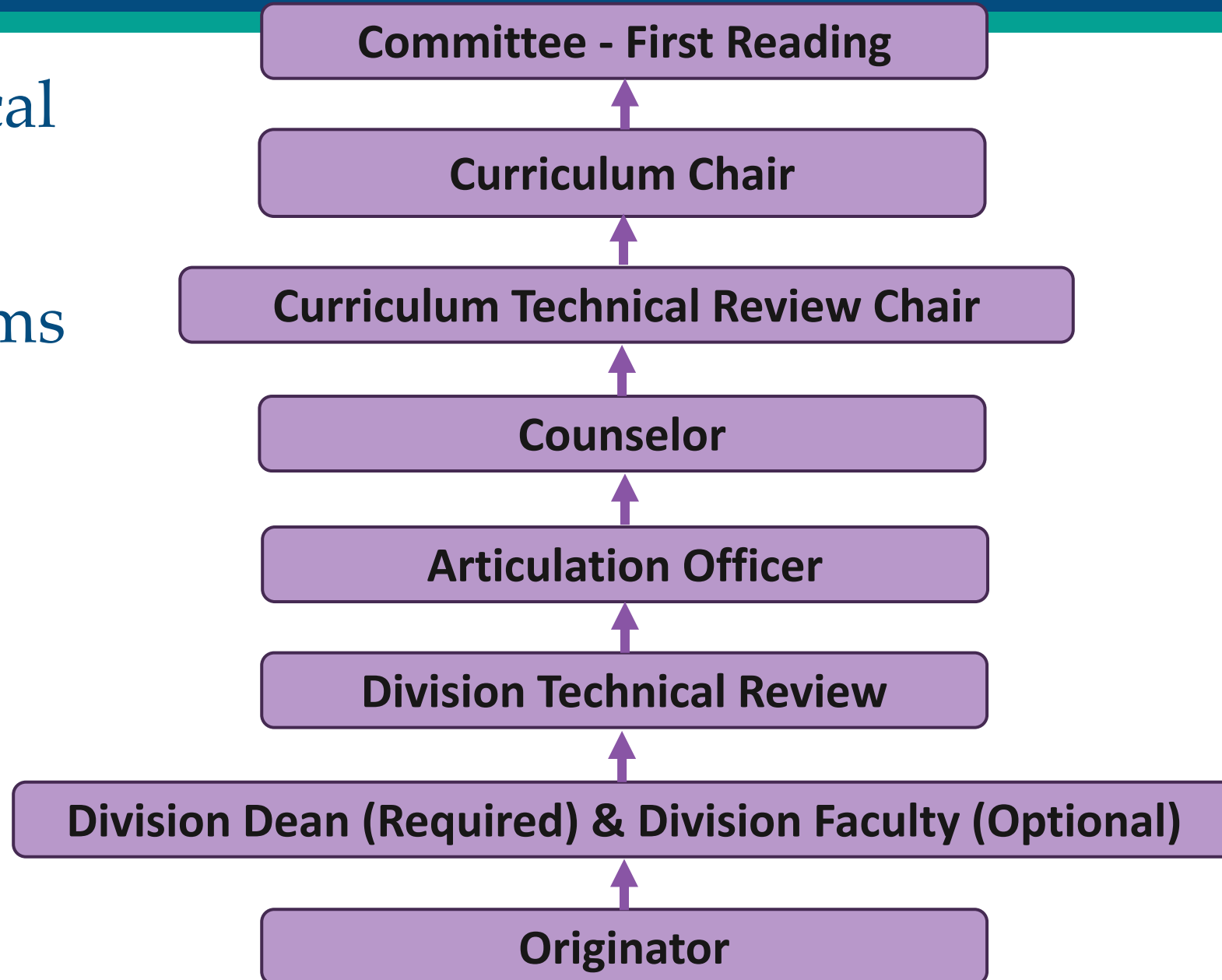
Program – Review and Approval Areas

- Statement of Program Goals and Objectives
- Catalog Description
- Program Requirements
- Program Map
- Career Opportunities (CTE program only)
- Master Planning
- Enrollment and Completion Projections
- Place of Program in Curriculum/Similar Programs

Technical Review for Courses



Technical Review for Programs



Technical Review Duties

Division Dean

- Review campus need (Mission), department need (Program Review), and student need (transfer, GE, CTE, other) or usefulness (LMI for CTE programs)
- Assess the ability to operationalize the curriculum
- Review TOP Codes, CIP Codes, SAM Codes

Technical Review Duties

Division Technical Review

- Review all elements of the COR or Program Narrative per the Technical Review handouts
 - Is the catalog description clear?
 - Is there enough detail in examples of out of class assignments?
 - Review the Equity Based Curriculum page to determine what part of the COR is written with IDEAA or UDL considerations in mind
- When to send back to Originator
 - Minor changes (typos/formatting) – put in notes and support
 - Major changes – send back to originator

Technical Review Duties

Articulation Officer

- Review all elements of COR related to Course Identification Numbering System (C-ID), the California General Education Transfer Curriculum (Cal-GETC), and Common Course Numbering (CCN)
- Review all elements of an Associate Degree for Transfer (ADT) and prepare all required documentation for submission in COCI

Technical Review Duties

Curriculum Technical Review Chair

- Review all elements of the COR or Program Narrative for proper spelling, grammar, and formatting
- Review all elements of the COR or Program Narrative per the handout

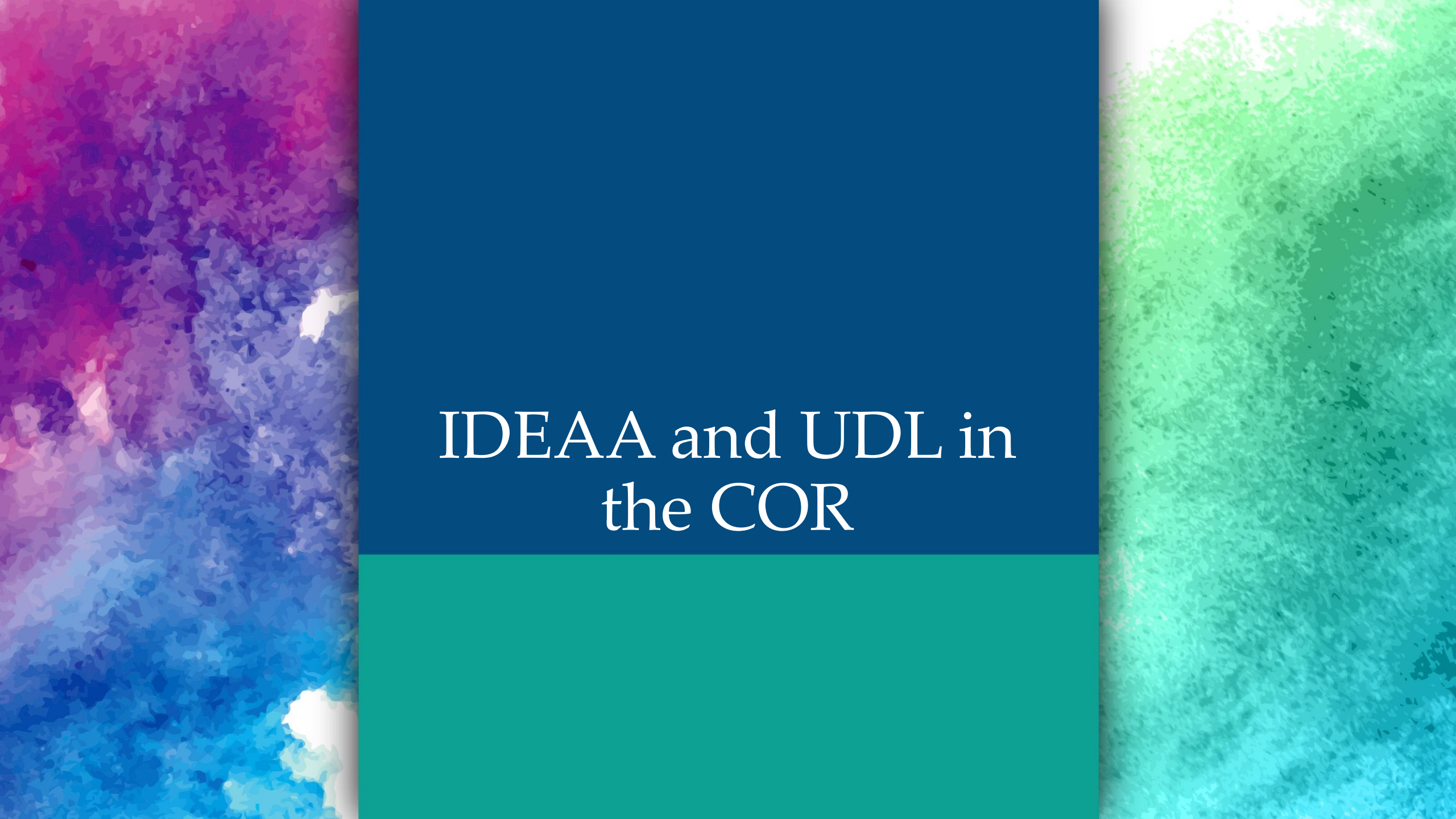
Curriculum Chair

- Final technical review
- Prepares curriculum for the 1st Reading

Curriculum Meeting Duties

General Duties

- Faculty review and discuss proposal elements with the proposal Originator for new or substantially modified curriculum
- Administrators provide technical assistance and answer questions regarding operationalizing the curriculum
- Classified Staff provide technical assistance

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IDEAA and UDL in the COR

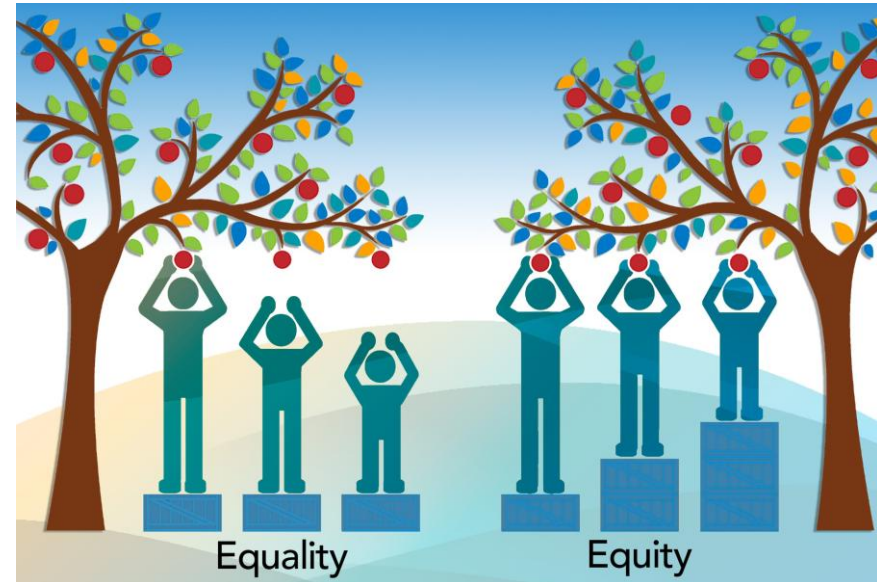
IDEAA and UDL

What do these acronyms stand for?

IDEAA

Inclusion
Diversity
Equity
Accessibility
Anti-Racism

ASCCC framework focused on fostering more equitable, diverse, and accessible learning environments.

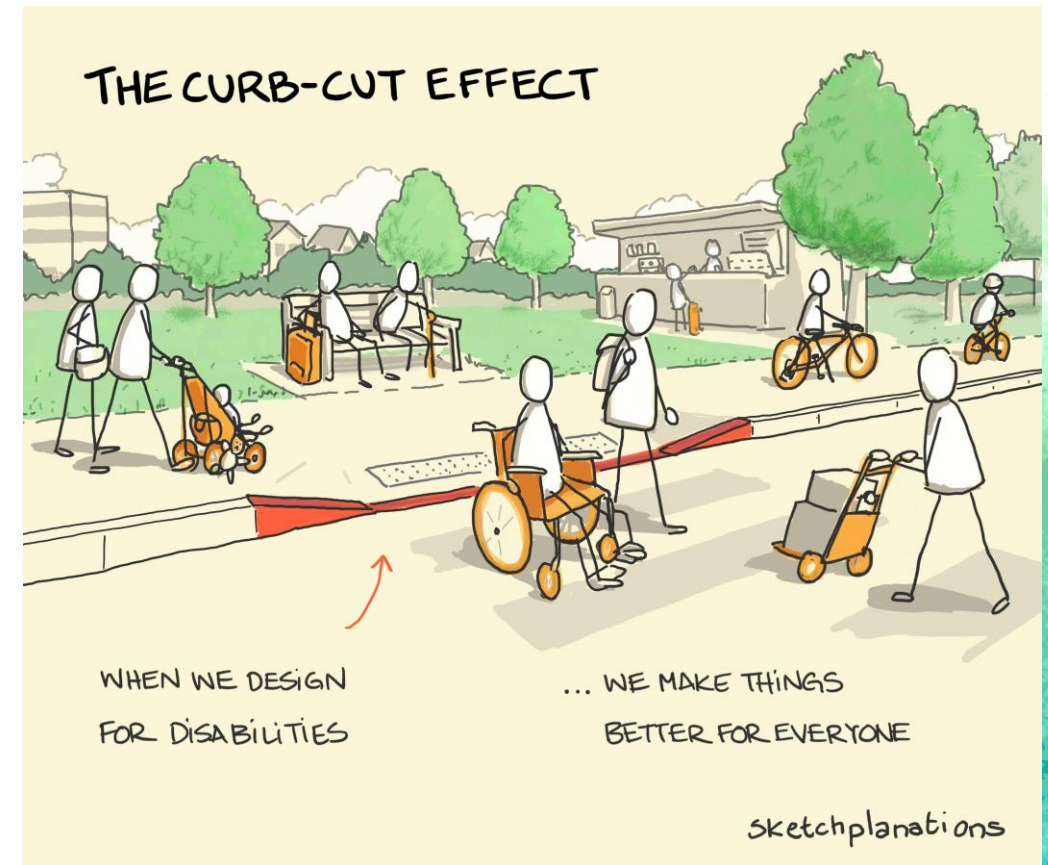


UDL: Universal Design for Learning

Universal Design

“The design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, sex, ability, or disability.”

- ([Center for Excellence in Universal Design](#))



UDL: Universal Design for Learning

Universal Design for Learning

“Designing courses for all learners creates more opportunities for success by offering multiple ways for them to access content, participate in learning, and demonstrate knowledge. The purpose of UDL is not to make a course easier or less rigorous, but to remove unnecessary obstacles so that all students can fully engage with challenging material and meet the same learning goals.” [Cornell University](#)

Example: Closed Captions

- Students that are deaf or hard of hearing
- Non-native English speakers
- Neurodivergent learners
- Those that choose/need to watch in silence



UDL: Universal Design for Learning

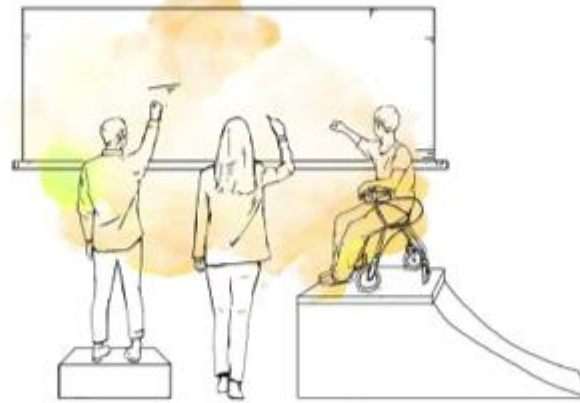
Equality



Equality/Inaccessible

Everyone receives same support, regardless of need (some are excluded and unable to access)

Accommodation



Equity/Accommodation

Supports are provided to individuals to support access (address existing barriers)

Accessibility



Inclusion/Accessible

Design the environment to remove barriers (no need for accommodation)

IDEAA and UDL in Curriculum

Title 5 Revisions

- §55001: Curriculum committees must embed equity and accessibility in review processes.
- §55001.5: COR must include inclusive pedagogical approaches and accessible materials.
- §55002: Modernized standards for credit/noncredit courses, including authentic, varied assessments.
- §54220: Governs SEA Plans and equity accountability.

Guide questions

1. What modifications in catalog description, learning outcomes, objectives, and content **create a relatable learning experience?**
2. What modifications in assignments and methods of evaluation would help **ensure student engagement and progress?**
3. What modifications in texts and instructional modalities **ensure equity and access to instructional/learning materials?**
4. What modifications in methods of instruction **meet accessibility standards and engagement of diverse student abilities?**

IDEAA and UDL in technical review

Guidance for feedback with originators

- Avoid providing cut and paste phrases
- “What are ways your faculty already address accessibility, diversity, or equity?”
- Send them to me!

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Questions?