

VICTOR VALLEY COLLEGE

CURRICULUM HANDBOOK

Revised Spring 2026

*Compliant with Title 5 (effective October 24, 2025),
Education Code, PCAH 9th Edition, and
California Assembly Bills 705, 1705, 928, 1111, and 927*

Adopted: [Date to be filled by Curriculum Committee]

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*Prepared by the
Victor Valley College Curriculum Committee*

Office of Instruction
Victor Valley College
Victorville, California

MISSION

This section outlines the mission and purpose of Victor Valley College and its Curriculum Committee.

PRIMARY FUNCTIONS OF CALIFORNIA COMMUNITY COLLEGES

California Community Colleges serve multiple functions including transfer education, workforce development, and community service.

INTRODUCTION TO THE CURRICULUM COMMITTEE

The Curriculum Committee has primary responsibility for curriculum development at Victor Valley College.

CURRICULUM COMMITTEE MEETINGS AND VOTING

The Committee meets regularly and conducts business in accordance with established procedures.

FUNCTIONS AND DUTIES OF THE CURRICULUM COMMITTEE

The Committee reviews, approves, and recommends curriculum changes to the Board of Trustees.

COMMITTEE MEMBERSHIP

The Committee is composed of faculty representatives, administrators, and other stakeholders.

CURRICULUM DEVELOPMENT PROCESS

New and revised courses follow a structured approval process.

CAREER TECHNICAL EDUCATION (5) SUBMISSION REQUIREMENTS

CTE courses have specific submission requirements per state guidelines.

CURRICULUM APPROVAL PROCESS - WORKFLOW STEPS 1-6

The approval workflow includes multiple review stages.

ACTIONS REQUIRING COMMITTEE AND BOARD APPROVAL

Certain curriculum actions require both Committee and Board approval.

CURRICULUM APPROVAL PROCESS

Complete curriculum approval procedures are outlined.

5Y CURRICULUM APPROVAL PROCESS

Emergency procedures are available for urgent curriculum needs.

1898/1899 COURSES: EXPERIMENTAL AND SPECIAL TOPICS

Experimental courses follow specific guidelines for approval and implementation.

CURRICULUM CHANGES REQUIRING COMMITTEE REVIEW

Various types of changes require Committee review and approval.

COURSE OUTLINE OF RECORD - LEGAL DEFINITION

The COR is the official document defining course content and requirements.

STUDENT LEARNING OUTCOMES (6)

All courses must include clearly defined student learning outcomes.

DISTANCE EDUCATION POLICIES AND PROCEDURES

Distance education courses follow specific regulatory requirements.

PROCEDURES FOR REGULAR AND SUBSTANTIVE INTERACTION

Distance education requires documented regular and substantive instructor-student interaction.

CURRICULUM REFERENCES, EXPLANATIONS, AND SAMPLES

Reference materials and examples support curriculum development.

COURSE AND PROGRAM CLASSIFICATION CODES

Courses are classified using state and federal coding systems.

PREREQUISITES, COREQUISITES, AND ADVISORIES

Prerequisites are used to ensure student preparation and equitable access.

CATALOG INFORMATION AND COURSE REQUIREMENTS

Catalog information must accurately describe course requirements.

INSTRUCTIONAL AND OTHER MATERIALS - TITLE 5

Material fees must meet regulatory requirements for educationally necessary items.

APPENDICES

Supporting materials including Bloom's Taxonomy, SAM codes, CIP codes, and glossary.

EQUITY AND ACCESSIBILITY GOVERNANCE PROCEDURES

Three formal procedures govern curriculum review for equity and accessibility.

SECTION-BY-SECTION CHECKLIST

Faculty use this working tool when developing course outlines.

SELF-AUDIT BEFORE SUBMISSION

Courses should be self-reviewed before committee submission.

COMMON PITFALLS

Avoid common mistakes in curriculum development.

RESOURCES

Additional resources for curriculum development and compliance.

Statutory Mission Provisions — Education Code § 66010.4

In addition to the primary mission of academic and career technical education instruction, the community colleges shall offer instruction and courses to achieve all the following:

- Provision of remedial instruction — including basic skills, pre-collegiate, and English as a Second Language (ESL) courses — for students who need such instruction, together with instruction in adult noncredit education and the support services necessary for postsecondary success;
- Provision of adult noncredit education curricula in areas defined as being in the state's interest;

- Provision of community services courses and programs, provided their operation is compatible with the institution's ability to meet its obligations in its primary missions;
- Advancement of California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement;
- Conduct of institutional research concerning student learning and retention, to the extent that state funding is provided, when such research is needed to facilitate the colleges' educational missions.

Primary Faculty Responsibility for Curriculum

Victor Valley College faculty are charged by California Education Code § 70902(b)(7) and Title 5 § 53200 with the primary responsibility for making recommendations in the areas of curriculum and academic standards. Title 5 § 55002 establishes that the local curriculum committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a manner mutually agreeable to the college and/or district administration and the academic senate.

Primary Functions of the California Community Colleges

Primary Functions

Transfer Education. Provides lower-division general education and major-preparation courses leading to an associate degree and/or to transfer to a four-year college or university. Effective Fall 2025, the singular lower-division general education pathway for transfer to the California State University (CSU) and University of California (UC) systems is the California General Education Transfer Curriculum (Cal-GETC), established by Assembly Bill 928 (Berman, 2021) and codified at Education Code § 66749.8.

Career Technical Education (CTE). Provides education and training in selected occupational fields leading to job entry, advancement, retraining, certification, and associate degrees. CTE curriculum is subject to the additional submission, advisory committee, and labor market information requirements of Title 5 §§ 55130, 55150, and 55151.

Essential to the Primary Functions

Basic Skills Education. Provides transitional education programs and courses for students needing preparation to succeed in college-level work, consistent with the equitable-placement requirements of Education Code § 78213 (as amended by Assembly Bill 705, Irwin, 2017, and Assembly Bill 1705, Irwin, 2022).

Student Support Services. Provides the academic, counseling, financial-aid, accessibility, and other support services that enhance student success and complete the institutional learning environment.

Authorized Functions

Noncredit Education. Provides instruction in areas including English as a Second Language, adult basic skills, career development and college preparation (CDCP), short-term vocational programs, and other curricula defined as being in the state's interest under Education Code § 84757. Noncredit curriculum is governed by Title 5 §§ 55150–55155 and is reported to the Chancellor's Office through COCI.

Community Services and Self-Supporting Programs. Offers continuing education and enrichment activities responsive to the professional, cultural, and developmental needs of the community, provided these offerings do not compromise the College's ability to fulfill its primary mission and are conducted in accordance with Title 5 § 55002(c) and Education Code § 78300.

Baccalaureate Degree Programs. Where authorized by the Board of Governors pursuant to Education Code §§ 78040–78043 and Title 5 §§ 55090–55093 (effective August 8, 2025), the College may offer approved upper-division coursework leading to a baccalaureate degree.

Introduction to the Curriculum Committee

The Curriculum Committee is a standing committee of the Victor Valley College Academic Senate, established in accordance with Title 5 § 55002. The Committee reviews and recommends new courses and programs, course and program modifications, and deactivations to the District Governing Board, and makes policy recommendations related to curriculum.

One of the primary goals of the Curriculum Committee is to promote and provide for a comprehensive curriculum and excellence in instruction, and to ensure that all Course Outlines of Record reflect approaches that accommodate and engage diverse student bodies, advance equitable student outcomes, promote the inclusion of all students, and incorporate Universal Design for Learning strategies consistent with Title 5 §§ 55001.5 and 55002 (effective October 24, 2025).

Victor Valley College offers instruction consistent with the Mission of the California Community Colleges. Such instruction may include, but is not limited to, the following categories:

- Standard collegiate courses for transfer to four-year colleges and universities;
- Career and technical education leading to employment, advancement, retraining, or certification;
- Basic skills and English as a Second Language (ESL) courses providing instruction and learning supports to close learning gaps for students who need preparation to succeed in college-level academic and vocational coursework;
- Noncredit education in areas of state interest, including CDCP courses leading to certificates of competency or certificates of completion;
- Approved baccalaureate degree programs, where the College has received Board of Governors approval pursuant to Education Code §§ 78040–78043.

Academic Senate Authority and Collegial Consultation

The authority of the Academic Senate over curriculum and academic and professional matters is grounded in California Education Code § 70902(b)(7), which requires district governing boards to establish procedures ensuring the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. Title 5 § 53200(c) identifies curriculum — including establishing prerequisites and placing courses within disciplines — as one of the eleven academic and professional matters on which the Academic Senate makes recommendations to the administration and governing board.

Definition of "Consult Collegially" — Title 5 § 53200(d)

Title 5 § 53200(d) — Verbatim Definition

"Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion: (1) relying primarily upon the advice and judgment of the academic senate; or (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by

written resolution, regulation, or policy of the governing board effectuating such recommendations.

The obligation to consult collegially is further established in Title 5 § 53203, which requires the district governing board to adopt policies for the appropriate delegation of authority and responsibility to the Academic Senate, and to consult collegially with the Academic Senate when adopting policies and procedures on academic and professional matters.

Curriculum Committee Meetings and Voting

Meeting Schedule

The Curriculum Committee meets two to three times monthly during the academic year, typically on the second, fourth, and (where applicable) fifth Thursdays to take action on new and revised course and program proposals, provided a quorum of at least five voting members is present.

All Curriculum Committee meetings are conducted in compliance with the Ralph M. Brown Act (Government Code §§ 54950 et seq.). Meeting agendas are publicly posted at least 72 hours in advance of each regular meeting. The annual Curriculum Calendar, which establishes proposal-submission deadlines, meeting dates, and Board of Trustees consent-agenda dates is adopted by the Committee in collaboration with the Office of Instruction and is published prior to the start of each academic year.

Voting Process

Voting follows Robert's Rules of Order, Newly Revised, 12th Edition (RONR). The following local procedures apply:

- Discussion and deliberation are limited to voting committee members. Members of the public may attend meetings consistent with the Brown Act but may not participate in committee discussion unless expressly invited to do so by the Chair;
- All committee votes occur in open session;
- The Chair, in the interest of impartiality, refrains from voting except where the Chair's vote will affect the result either to break a tie or to cause one. Where the Committee membership is fewer than the thirteen members at which RONR limits small-board chair voting, the Chair may, at local option and as documented in committee bylaws, vote as a full voting member of the Committee;
- Where a member must abstain due to a conflict of interest, the abstention shall be recorded in the minutes.

Functions and Duties of the Curriculum Committee

Functions of the Committee

Pursuant to Title 5 §§ 55002 and 55100, and consistent with Education Code §§ 70901 and 70902, the Curriculum Committee:

- Recommends all credit courses, including degree-applicable, nondegree-applicable, and (where the College has received Board of Governors authorization) upper-division courses and all noncredit courses, for approval by the District Governing Board. All courses must meet the standards set forth in the California Education Code and Title 5 § 55002, as revised effective October 24, 2025. Noncredit courses additionally require Chancellor's Office approval through the California Community Colleges Curriculum Inventory (COCI) before students may enroll;
- Recommends all credit programs including associate degrees, certificates of achievement, Associate Degrees for Transfer (ADTs), and authorized baccalaureate degree programs for approval by the District Governing Board. All programs must meet the standards set forth in the California Education Code and Title 5 (including §§ 55063, 55070, 55090–55093, 55130, and 55150);
- Recommends program and course modifications both substantial and non-substantial and program and course deactivations for approval by the District Governing Board, consistent with the PCAH 9th Edition guidance distinguishing between substantial and non-substantial change types;
- Establishes and adopts the Curriculum Calendar and recommends necessary modifications, subject to final approval by the District Governing Board;
- Recommends courses for CSU transferability designation during the local curriculum approval process. UC transferability designation requires separate UC system approval. Articulation of courses and programs is facilitated through the ASSIST articulation database, the Course Identification Numbering System (C-ID), the California General Education Transfer Curriculum (Cal-GETC), and (during the transition period) the legacy IGETC and CSU GE Breadth patterns for students with catalog rights to those patterns;
- Supports the development of new and revised curriculum, ensuring that all Course Outlines of Record reflect inclusive pedagogical approaches consistent with Title 5 § 55001.5(b) and incorporate Universal Design for Learning strategies that include multiple means of representation, engagement, and expression to support learner variability and diversity, consistent with Title 5 § 55001.5(c);
- Supports the integration of new curriculum within the general framework of program review, the Educational Master Plan, the Guided Pathways framework, and the College's equity and student-success goals;
- Coordinates the College's phased implementation of the statewide Common Course Numbering (CCN) system as required by Education Code §§ 66725–66725.5 (Assembly Bill 1111, Berman, 2021), through the implementation deadline of July 1, 2027.

Duties of the Committee

- Supports the development of educational programs consistent with the philosophy, policies, and objectives of the College and the District, with attention to the Mission of the California Community Colleges and the principles of inclusion, diversity, equity, antiracism, and accessibility;
- Provides leadership to all academic personnel both administrative and instructional in the continuing development, revision, and periodic review of curriculum on a locally established review cycle not exceeding six years;
- Reviews curriculum proposals and recommends approval, denial, or modification to the Office of Instruction for forwarding to the District Governing Board agenda for final action;
- Forwards approved curriculum recommendations to the Office of Instruction, which places them on the District Governing Board consent agenda. Approved curriculum is reported to the Chancellor's Office through COCI. The Curriculum Committee also submits its meeting minutes to the Academic Senate as informational items;
- Annually certifies, through the Curriculum Committee Chair in coordination with the College President, Chief Instructional Officer, and Academic Senate President, compliance with all curriculum approval requirements as required by Title 5.

Curriculum Meeting Ground Rules

Operating Norms

The Curriculum Committee works best when all members come prepared, respect others' opinions, assume positive intent, and contribute to an inclusive environment. Members come ready to engage with agenda materials, approach each other's perspectives with openness and good faith, and contribute to an environment where every voice is welcomed.

Committee Membership

The Curriculum Committee membership is structured to ensure broad disciplinary representation, faculty leadership, and adequate technical and articulation support. Composition is determined consistent with Title 5 § 55002 that is, as a committee of the Academic Senate or as a committee that includes faculty and is otherwise comprised in a manner mutually agreeable to the College administration and the Academic Senate.

Voting Membership

Chair

Tenured Professor, appointed in accordance with Academic Senate bylaws. The Chair holds primary responsibility for facilitating committee meetings, maintaining handbook and calendar materials, and signing the annual Title 5 curriculum certification.

Area / Academic Representatives — Full-Time Instructional Faculty

Voting members allocated by instructional area as set forth below. Area Representatives serve as the liaison between the Curriculum Committee and the disciplines within their area. Allocation reflects programmatic scope, course volume, and disciplinary breadth across the College. Final allocation is subject to Academic Senate confirmation.

Schools	Reps	Representative Disciplines
Counseling and Guidance	1	Counseling; Guidance; Developmental Studies; Adult Noncredit
Library Science	1	Library Science; technical review of proposals for library and learning-resource implications
Education, Society, and Human Services	1	Anthropology; Child Development; Communication Studies; Education; Ethnic Studies; Journalism; Psychology; Sociology
Industry	2	Agriculture and Natural Resources; Automotive; Aviation; Commercial Driver's License; Construction and Manufacturing Technology; Cosmetology; Criminal Justice; Emergency Medical Services; Entrepreneurship; Fire Technology; Welding; Workforce Preparation
Arts, Humanities & Design	2	3-D Animation, Art; American Sign Language; English; Commercial Art; Fine Arts; Communication Studies; Foreign Languages; History; Liberal Arts; Music; Philosophy; Photography; Religious Studies; Theatre Arts

Schools	Reps	Representative Disciplines
Health Sciences	1	Allied Health; Health; Nursing; Pharmacy Technician; Respiratory Therapy
Science, Technology, Engineering and Mathematics	1	Architecture; Astronomy; Biological Sciences (including Anatomy, Microbiology, Physiology); Biotechnology; Chemistry; Computer Information Science; Electronics and Computer Technology; Engineering/Drafting; Geography; Liberal Arts/Mathematics and Science Emphasis; Physical Science; Physics
Public Safety	1	Criminal Justice; Emergency Medical Services; Fire Technology
Skilled Trades, Industry and Transportation	1	Automotive Technology; Aviation; Construction Technology; Welding
Business, Office Services and Law	1	Business Administration, Business Education Technology; Business Real Estate and Escrow; Entrepreneurship; Global Studies; Law; Paralegal Studies; Political Science; Restaurant Management
Personal and Career Exploration	1	Basic Skills; Developmental Studies; Intersegmental General Education Transfer Curriculum (IGETC) for CSU; Non-Credit; California State University General Education (CSU-GE); English as a Second Language, Career Development
Articulation Officer	1	Reviews all transfer-level and general-education proposals; technical review for Cal-GETC and ADT alignment; submits courses to C-ID
SLO/PLO Reviewers	2	Faculty members appointed by the Chair with the support of the Committee. Reviewers must have substantial experience with SLOs and PLOs (for example, prior service on SLOAC or in program-review leadership)
DEIA	1	Faculty member appointed by the Chair with the support of the Committee. Reviewer must have substantial experience with DEIA.

Resource Personnel (Non-Voting)

Resource personnel attend Curriculum Committee meetings to provide specialized expertise, technical advice, and institutional perspective. Resource personnel do not vote on committee actions. Composition is subject to mutual agreement between the Academic Senate and College administration consistent with Title 5 § 55002.

- Vice President of Instruction / Chief Instructional Officer (or designee);
- Dean(s) of Instruction;
- Articulation Officer (where not seated as voting member);
- Curriculum Specialist / Curriculum and Scheduling Coordinator;
- Accessibility Reviewer / Disabled Students Programs and Services (DSPS) Representative;
- Distance Education / Educational Technology Coordinator;
- Institutional Research Representative;
- Career Technical Education (CTE) / Workforce Development Coordinator;
- Associated Student Government (ASG) Representative;
- Financial Aid Representative.

Additional resource personnel may be invited at the discretion of the Curriculum Committee Chair when agenda items warrant specialized expertise (for example, the Director of Baccalaureate Programs for upper-division curriculum, or the Title IX / Equity Officer for matters involving Title IX implications).

Selection of Representatives

Selection of voting Area Representatives is governed by the Academic Senate bylaws. Replacement of mid-term vacancies follows the appointment procedures established in those bylaws, with consultation between the Curriculum Committee Chair and the Academic Senate President. Where an area has no full-time discipline faculty available to serve, the Academic Senate may appoint a faculty representative from a related discipline on an interim basis.

Voting Membership Roles and Responsibilities of Committee Members

The Chair

The Curriculum Committee Chair serves as the principal faculty leader for curriculum at Victor Valley College. Responsibilities include:

- Facilitates training for committee members and provides updates to ensure compliance with the California Education Code, Title 5, the PCAH 9th Edition, and relevant ASCCC papers, Chancellor's Office memoranda, and Board of Governors regulatory actions;
- Facilitates all Curriculum Committee meetings in compliance with the Ralph M. Brown Act, ensuring meetings are properly noticed, agendas are distributed and posted in advance, and proceedings are open and transparent;
- Creates and maintains committee documents and resources, including the Curriculum Handbook, the annual Curriculum Calendar, CurriQnet guidance, and committee policies; oversees the accurate and timely submission of approved curriculum through COCI;
- Signs the annual curriculum certification, in coordination with the Academic Senate President, Chief Instructional Officer, and College President, attesting to compliance with all curriculum approval requirements as required by Title 5;
- Identifies key issues and coordinates activities related to the development of new curriculum policies and procedures;
- Ensures that principles of inclusion, diversity, equity, anti-racism, and accessibility and Universal Design for Learning are integrated into the curriculum review and approval process, consistent with Title 5 §§ 55001.5 and 55002 (effective October 24, 2025);
- Serves as the primary liaison between the Curriculum Committee and the Academic Senate, the Office of Instruction, the Articulation Officer, the DSPS office, the Distance Education office, Financial Aid, and other relevant campus bodies;
- Establishes ad hoc subcommittees as needed to address specific curriculum issues (for example, regulatory implementation, CCN template adoption, baccalaureate curriculum development, or program deactivation reviews);
- Oversees the periodic review of all active curriculum to ensure CORs are current and compliant on a locally established review cycle not to exceed six years (or two years for CTE prerequisites and corequisites, consistent with Title 5 § 55003);
- Engages in statewide professional development related to curriculum, including the ASCCC Curriculum Institute and the statewide curriculum chairs network, and disseminates relevant information to committee members and the broader faculty;
- Aids committee members and other faculty in all matters relating to the curriculum development and approval process.

Committee Members and Area Representatives

Area Representatives serve as the connective tissue between the Curriculum Committee and the disciplines they represent. Responsibilities include:

- Serve as the primary liaison between the Curriculum Committee and their area or division, providing regular reports on curriculum changes, new proposals, procedural updates, and regulatory developments at both area/division meetings and Curriculum Committee meetings;
- Review all curriculum proposals, including new courses, course modifications, program proposals, and deactivations for accuracy, completeness, and compliance with the California Education Code, Title 5, and the PCAH 9th Edition prior to committee action;
- Maintain the quality, integrity, and currency of the College's curriculum by attending all Curriculum Committee meetings, reviewing materials in advance, and engaging substantively in committee deliberations;
- Actively solicit input and background data from discipline faculty within their area to support curriculum proposals, modifications, and deactivations, ensuring that committee recommendations reflect the collective expertise of the discipline faculty;
- Provide the Committee with feedback and information from their area on curriculum issues including, but not limited to, inclusion, diversity, equity, anti-racism, and accessibility; Universal Design for Learning; Student Learning Outcomes; information literacy; articulation and transfer; distance education; Guided Pathways alignment; accreditation requirements; and Common Course Numbering (AB 1111) compliance;
- Apply an equity-minded lens to the review of all curriculum proposals, ensuring that CORs reflect culturally responsive and inclusive approaches and accommodate the needs of Victor Valley College's diverse student population, consistent with Title 5 §§ 55001.5 and 55002;
- Support the periodic review of existing curriculum within their area, identifying courses that are approaching or have exceeded the locally established review cycle and working with discipline faculty to initiate timely updates;
- Participate on ad hoc subcommittees as necessary to address specific curriculum issues or special projects;
- Complete required training related to curriculum standards, processes, CurrIQnet Maverick, and COCI, and stay current with evolving state and local curriculum requirements;
- Conduct themselves in accordance with the Brown Act and the Committee's established ground rules, supporting open, transparent, and collegial proceedings.

The Articulation Officer

The Articulation Officer is the College's designated authority for course articulation, transfer relationships, and general-education pattern certification. The role has expanded substantially with the implementation of Cal-GETC (Fall 2025) and the phased implementation of Common Course Numbering (through Fall 2027). Responsibilities include:

- Reviews transfer-institution catalogs, ASSIST.org articulation agreements, and VVC CORs to compare individual courses for potential four-year acceptance and equivalency;
- Prepares, submits, and maintains course-to-course articulation agreements with UC, CSU, and independent California colleges, primarily through the ASSIST articulation database;
- Keeps accurate records of course-by-course articulation agreements and maintains major-preparation and general-education agreements organized by institution and by subject;
- Maintains VVC's articulation agreements within ASSIST.org, ensuring all active agreements are current, accurate, and reflect the most recent approved CORs;
- Distributes up-to-date transfer and articulation information to counselors, department chairs, faculty, students, and administrators;
- Prepares and publishes transfer guides for student use organized by major, course equivalency, and general-education pattern and ensures these materials reflect the current Cal-GETC framework, as well as IGETC and CSU GE Breadth for students retaining catalog rights from 2024–25 or earlier;
- Maintains catalog sections on transfer courses and curriculum to ensure current and accurate articulation information for students and advisors;
- Manages VVC's implementation of and transition to the statewide Common Course Numbering (CCN) system as required by Education Code §§ 66725–66725.5 (AB 1111, Berman, 2021), coordinating with faculty, the Curriculum Committee, and the Chancellor's Office on CCN course template adoption and local curriculum revisions through the phased implementation timeline (Phase I - Fall 2025; Phase IIA - Fall 2026; Phase IIB and III - Fall 2027 and beyond);
- Submits courses to the C-ID (Course Identification Numbering System) office and maintains correspondence with that office regarding C-ID course certification, renewal, and updates;
- Reviews all proposed new courses and course modifications through the curriculum process to assess transferability potential and flag articulation opportunities or concerns;
- Reviews and maintains VVC's Cal-GETC general-education certification processes including submitting courses for Cal-GETC area approval, maintaining accurate certification records, and working with ICAS-approved processes and manages legacy IGETC certification for students with applicable catalog rights;
- Facilitates articulation agreements for Associate Degrees for Transfer (ADTs), ensuring alignment with Transfer Model Curricula (TMC) and currency of CSU Transfer Admission Guarantee (TAG) and other articulation agreements;
- Coordinates articulation considerations for dual/concurrent enrollment courses offered through high school partnerships, ensuring such courses are appropriately articulated where applicable;

- Works closely with UC, CSU, and independent college faculty and articulation officers to address and resolve any issues concerning VVC course transferability and equivalency;
- Serves as a regular non-voting resource member of the Curriculum Committee (or as a voting member where designated), prepares regular reports on articulation progress, statewide developments, and issues for the Committee, and reviews all proposed curriculum for transfer implications;
- Pre-screens the College catalog annually for accuracy of transfer and articulation information, including Cal-GETC patterns and AA/AS/ADT general-education requirements;
- Serves as VVC's representative to the California Intersegmental Articulation Council (CIAC) and its regional body, the Southern California Intersegmental Articulation Council (SCIAC), participating in regional meetings, the statewide annual CIAC conference, and other related professional development and articulation forums;
- Maintains membership on statewide articulation officer professional listservs and networks through the Chancellor's Office Transfer and Articulation Program and disseminates relevant updates to appropriate College stakeholders.

The Office of Instruction — Vice President of Instruction and Dean(s) of Instruction

The Office of Instruction provides administrative leadership, technical infrastructure, and regulatory oversight for the curriculum approval process. Responsibilities include:

- Provides technical support to areas, departments, and the Curriculum Committee throughout the curriculum development, review, and approval process;
- Manages and implements the multiple systems required to maintain accurate curriculum information both current and historic and to ensure proper interfacing between them, including CurrIQnet Maverick, the College's student information system (e.g., Colleague and Colleague Self-Service), COCI, and the Management Information System (MIS);
- Ensures the accurate and timely submission of all locally approved curriculum to COCI following District Governing Board approval, and oversees prompt and accurate MIS data reporting to the Chancellor's Office, including the CB-series data elements required by the PCAH 9th Edition;
- Co-signs the annual curriculum certification alongside the College President, Academic Senate President, and Curriculum Committee Chair, attesting to institutional compliance with all curriculum approval requirements as required by Title 5;
- Supports the implementation of training activities for faculty, administrators, curriculum committee members, and classified professionals on curriculum standards, processes, and systems including CurrIQnet Maverick, COCI, Student Learning Outcomes, equity-minded curriculum development, and Universal Design for Learning;
- Assumes responsibility for the accuracy of the College catalog, in consultation with the VVC Catalog Committee, and the class schedule, and for ensuring compliance with approved curriculum offerings and the policies and procedures of the District and the Chancellor's Office;
- Ensures institutional compliance with the Title 5 §§ 55001.5 and 55002 revisions effective October 24, 2025, including local implementation of updated standards for CORs, equity integration, UDL documentation, accessibility standards, and the new public-availability requirement for CORs;
- Coordinates VVC's participation in the statewide Common Course Numbering (CCN) initiative as required by AB 1111 and Education Code §§ 66725–66725.5, including overseeing necessary curriculum revisions, ADT program updates, catalog changes, and required certification submissions through the CCN phased implementation timeline ending July 1, 2027;
- Oversees institutional implementation of the systemwide TOP-to-CIP code transition (Chancellor's Office memoranda ESLEI 24-60, ESS 25-72, and ESS 26-06), ensuring dual TOP and CIP reporting in COCI through Spring 2027, CIP-only reporting beginning with the 2027–28 academic year, and timely realignment of fiscal and Budget Allocation Model (BAM) accounts by June 30, 2028;
- Serves as non-voting liaison and resource to the Curriculum Committee throughout the curriculum approval process;
- Ensures institutional compliance with the California Education Code and Title 5 regulations pertaining to all aspects of curriculum and instruction;

- Serves as the primary administrative liaison to the Chancellor's Office regarding instructional and curricular inquiries, program approvals, compliance matters, and Chancellor's Office correspondence;
- Attends Curriculum Committee meetings and other relevant governance and planning meetings;
- Assumes responsibility for supervising, reviewing, and monitoring the work of staff responsible for producing the College schedule, catalog, and curriculum-related publications, in consultation with the VVC Catalog Committee;
- Maintains current knowledge of the California Education Code, Title 5, the PCAH, Chancellor's Office memoranda, and other relevant regulatory changes, and disseminates this information to the Curriculum Committee, faculty, and relevant staff in a timely manner;
- Coordinates and oversees the upgrading and maintenance of curriculum-related technology systems, including CurrIQnet Maverick and COCI, ensuring staff are trained and systems reflect current approved curriculum;
- Supports and participates in the development of instructional policies and procedures to ensure compliance with established local policies, state and federal regulations, and accreditation standards including ACCJC standards related to curriculum and instruction;
- Ensures oversight and compliance for approved baccalaureate degree programs offered by VVC, including coordination with the Chancellor's Office on program approvals, annual reporting, and compliance with Title 5 §§ 55090–55093 (effective August 8, 2025);
- Supports the alignment of curriculum development with the College's program review cycle, Educational Master Plan, Guided Pathways framework, and equity and student-success goals;
- Provides training and technical expertise to curriculum-related staff, and ensures all personnel involved in the curriculum approval process receive the required annual training as a condition of local approval certification.

The Curriculum and Scheduling Coordinator / Curriculum Specialist

The Curriculum and Scheduling Coordinator is a classified professional serving the Vice President or Dean of Instruction and the Office of Instruction, providing specialized expertise in curriculum processes, systems, and regulatory compliance. This role is essential to the effective functioning of the Curriculum Committee and to the integrity of the College's curriculum approval process.

Responsibilities include:

- Collaborates with the Curriculum Committee Chair to prepare meeting agendas, supporting documents, and curriculum proposal packets for each meeting;
- Attends all Curriculum Committee meetings and serves as the official recorder of proceedings;
- Prepares and distributes meeting agendas to all committee members, faculty, administrators, and the public in compliance with the Brown Act, ensuring agendas are posted publicly at least 72 hours in advance of each regular meeting;
- Records the official minutes of each Curriculum Committee meeting and maintains the official records of all agendas, minutes, and committee actions as approved by the Curriculum Committee Chair; forwards approved minutes to the Academic Senate as informational items;
- Maintains accurate attendance records at all Curriculum Committee meetings;
- Maintains CurrIQnet Maverick records, including building and tracking curriculum proposals through the local approval workflow, ensuring all proposals reflect current and accurate information and that Office of Instruction approvals are completed in a timely manner;
- Maintains the official repository of all approved Course Outlines of Record, ensuring they are current, accessible, and properly archived consistent with Title 5 § 55001.5, which defines the COR as the official, publicly available record of a course;
- Submits all locally approved curriculum new courses, course modifications, program proposals, and deactivations to COCI promptly following District Governing Board approval, ensuring accurate data entry for all required MIS and CB-series data elements, including dual TOP and CIP code entry during the systemwide TOP-to-CIP transition (using placeholder CIP 99.9999 where formal CIP assignment is pending);
- Reports required curriculum and instructional data to the MIS accurately and in a timely manner;
- Prepares the curriculum consent calendar and related documentation for presentation to the District Governing Board through the Office of Instruction and the Office of the President/Superintendent;
- Coordinates and supports VVC's phased implementation of Common Course Numbering (AB 1111), including updating course numbers, titles, and CORs in CurrIQnet Maverick and COCI in alignment with the statewide implementation timeline through Fall 2027;
- Supports preparation of the annual curriculum certification, tracking required documentation and coordinating the signature process involving the Curriculum Committee Chair, Academic Senate President, Chief Instructional Officer, and College President;

- Provides direct technical support and guidance to faculty developing new curriculum proposals, helping them navigate CurrIQnet Maverick, complete required forms accurately, and ensure proposals meet current Title 5 and PCAH standards before submission to the Committee;
- Supports training activities for faculty, administrators, and staff on CurrIQnet Maverick, COCI, curriculum processes, and related systems;
- Maintains the Curriculum Calendar and other curriculum reference documents in collaboration with the Curriculum Committee Chair;
- Maintains current knowledge of Title 5, the PCAH, Chancellor's Office memoranda, and other regulatory requirements relevant to curriculum processing and reporting and applies this knowledge to ensure ongoing compliance.

Curriculum Development Process

Under California Education Code § 70902(b)(7) and Title 5 §§ 53200–53204, curriculum development is an area of primary faculty responsibility exercised through the Academic Senate. The Curriculum Committee, a committee of the Academic Senate, is the body through which this responsibility is formally discharged and through which all curriculum proposals are reviewed and recommended.

Initiation of a Proposal

Any current instructor, whether full- or part-time, may initiate a formal curriculum proposal. Proposals must be developed in consultation with other discipline faculty and must receive departmental review prior to submission. Approval by the Department Chair confirms that required consultation has occurred; however, final curriculum authority rests with the Curriculum Committee and the Academic Senate, with formal action by the District Governing Board.

Required Content and Standards

The content of any proposal must satisfy criteria established at the departmental, college, district, and state levels, as set forth in Title 5 §§ 55001.5 and 55002, and the PCAH 9th Edition. Faculty are expected to review both documents together with the relevant ASCCC papers (notably "The Course Outline of Record: A Curriculum Reference Guide") carefully before initiating any proposal.

Consistent with the Title 5 revisions effective October 24, 2025, all new and revised curriculum must:

- Reflect approaches that accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students, consistent with Title 5 § 55002;
- Incorporate Universal Design for Learning strategies including multiple means of representation, engagement, and expression to support learner variability and diversity, consistent with Title 5 § 55001.5(c);
- Include representative descriptions of inclusive pedagogical approaches faculty may use to engage and support diverse learners, consistent with Title 5 § 55001.5(b);

- Give consideration to open educational resources (OER) that meet accessibility standards in the selection of instructional materials, consistent with Title 5 § 55001.5(a).

Articulation and Transferability

Associate-degree courses are expected to be transferable and to articulate at the baccalaureate level. The faculty member preparing a proposal must be prepared to identify comparable lower-division courses at a minimum of one CSU campus, consistent with the standards established in Title 5 § 55002 for degree-applicable credit courses. Consultation with the VVC Articulation Officer is required prior to submission of any proposal involving transfer-level designation, Cal-GETC area certification, C-ID submission, or Common Course Numbering alignment.

Required Approvals — Sequence and Effective Term

All new and revised curriculum must be approved by the Curriculum Committee before it may be scheduled or offered. A course revision is defined as any change to the catalog description, transferability status, unit value, prerequisite or corequisite, or any other element listed in the Streamlined and Substantial Revisions section of this handbook. For curriculum to take effect for a given term, the following steps must be completed in sequence:

- Submission through CurriQnet Maverick to the Curriculum Committee by the published Curriculum Calendar deadline;
- Approval by the Curriculum Committee;
- Approval by the District Board of Trustees;
- Submission to, and approval by, the Chancellor's Office through COCI, where required (mandatory for new programs, substantial program modifications, and certain CTE courses; see the PCAH 9th Edition for applicable thresholds); and
- Publication in the College Catalog for the applicable term.

Emergency Approval

Provisions for emergency curriculum approval exist where scheduling necessitates action outside the standard Curriculum Calendar. Emergency approvals require Curriculum Committee Chair authorization based on documented rationale within one of the established categories (Title 5 mandate, accreditation requirement, licensure or certification change, significant COR or program error, grant funding, or documented community need). Refer to the Emergency Curriculum Approval section of this handbook for applicable procedures.

Community and Advisory Input

Community groups and advisory committees may recommend new courses or revisions to existing curriculum by directing recommendations to discipline faculty. All formal proposals, regardless of origin, must be submitted and processed through CurriQnet Maverick in accordance with Curriculum Committee procedures. The Curriculum Committee is responsible for processing proposals through the Academic Senate; the Office of Instruction is responsible for forwarding approved curriculum to the District Governing Board, which holds final institutional authority over curriculum subject to the oversight of the Board of Governors of the California Community Colleges.

Career Technical Education (CTE) — Curriculum Submission Requirements

CTE curriculum proposals are subject to requirements beyond those applicable to general transfer-level courses, pursuant to Title 5 §§ 55130, 55150, and 55151, and the PCAH 9th Edition. Faculty initiating CTE proposals must ensure all required attachments are compiled and uploaded to CurriQnet Maverick prior to submission for Curriculum Committee review. Incomplete submissions will not be advanced in the approval process.

Required Attachments by Submission Type

The following documentation is required based on submission type. Items marked with an asterisk (*) must be attached in CurriQnet Maverick before the proposal is submitted to the Curriculum Committee.

Attachment	Applicable Submission Type	Regulatory Basis
California Division of Apprenticeship Standards (DAS) Approval Letter*	Apprenticeship programs only	Title 5 § 55150
CTE Advisory Committee Meeting Minutes*	All CTE programs	Title 5 § 55130(b)
Labor Market Information (LMI) and Analysis*	All CTE programs	Title 5 § 55130(c); PCAH 9th Ed., Ch. 6
LMID-Verified Data*	Noncredit short-term vocational only	Title 5 § 55151
Program Narrative*	All degrees, CTE programs, certificates of 8 or more units, and ADTs	PCAH 9th Ed., Chapters 2 & 6
Regional Consortium Approval Meeting Minutes*	All CTE programs	Education Code § 88820 et seq.; Title 5 § 55130(b)(7)(C)
Transfer Model Curriculum (TMC) Template	AA-T and AS-T only	Title 5 § 55063
Transfer Documentation	Where transfer designation is sought	Contact the VVC Articulation Officer

Notes on Specific Requirements

Advisory Committee. Title 5 § 55130(b) requires that each CTE program maintain an active advisory committee composed of industry representatives. Meeting minutes submitted with a proposal must reflect that the advisory committee reviewed and supported the proposed curriculum.

Labor Market Information (LMI). LMI must demonstrate regional demand for the proposed program or course. Data must be drawn from the California Employment Development Department's Labor Market Information Division (LMID) or other sources acceptable under PCAH 9th Edition guidelines. For noncredit short-term vocational courses, LMID-verified data is specifically required pursuant to Title 5 § 55151.

Regional Consortium Approval. CTE proposals must receive approval from the applicable Strong Workforce Program regional consortium prior to Curriculum Committee submission. Victor Valley College is served by the Inland Empire/Desert Regional Consortium. Contact the VVC CTE Liaison or the Office of Instruction for current regional consortium contact information, meeting schedules, and required submission materials.

Program Narrative. The Program Narrative must address the criteria specified in the PCAH 9th Edition for the applicable submission type, including program goals, alignment with institutional mission, and labor market justification for CTE submissions.

TMC Templates. Transfer Model Curriculum templates for approved AA-T and AS-T degrees are maintained by the Chancellor's Office Curriculum and Instruction Unit and are available through the Chancellor's Office website. Contact the VVC Articulation Officer for current template availability and submission guidance.

Apprenticeship Programs. Proposals for apprenticeship-related curriculum must include a DAS Approval Letter confirming coordination with the California Division of Apprenticeship Standards, consistent with Title 5 § 55150.

All approved CTE programs are submitted to COCI following District Governing Board approval. See the Curriculum Approval Process section below for the complete approval sequence and Curriculum Calendar deadlines.

Contact Information

For questions regarding LMI documentation, Regional Consortium approval, or other CTE-specific submission requirements, contact the Office of Instruction or the designated VVC CTE Liaison. Sample forms and templates are included in the Appendices of this handbook.

Curriculum Approval Process — Workflow Steps 1 through 6

The curriculum approval process begins when a discipline faculty member proposes new or revised curriculum to the department for initial consultation, prior to formal introduction in CurrIQnet Maverick. Following departmental consultation and Department Chair approval, the faculty originator contacts the Curriculum Area Representative as needed, then creates a pending new course or revision in CurrIQnet Maverick to initiate the formal approval sequence below.

All requests for curriculum change must be recorded in CurrIQnet Maverick. The system generates automatic notifications at each workflow step; a follow-up email may also be sent to the originator as secondary notification. All submissions must comply with the Curriculum Calendar deadlines published each academic year by the Curriculum Committee and the Office of Instruction.

Step 1 — Originator Launch

The faculty originator creates and launches the curriculum proposal in CurrIQnet Maverick. The proposal must address all required fields, including the inclusive pedagogical approaches and UDL strategies required by Title 5 §§ 55001.5 and 55002 (effective October 24, 2025). The proposal must also include all elements required by Title 5 § 55001.5(a): units and hours (for credit courses), prerequisites/corequisites/advisories, catalog description, course objectives, course content, methods of instruction, representative assignments, methods of evaluation, SLOs, representative instructional materials (with consideration of accessible OER), inclusive pedagogical approaches, and discipline assignment.

Step 2 — Department Chair Approval

The Department Chair reviews and approves the proposal in CurrIQnet Maverick to confirm that required departmental consultation has occurred and that the proposal is complete for advancement. If the Chair does not act, the proposal remains at this step. The Department Chair's approval also confirms that the proposal aligns with departmental program planning and resource allocation.

Step 3 — SLO/PLO Review

Two designated SLO/PLO reviewers confirm that Student Learning Outcomes (and, where applicable, Program Learning Outcomes) are appropriately developed, measurable, and aligned with course objectives and program-level outcomes. Both reviewers must sign off in CurrIQnet Maverick before the proposal advances. Requests for revision may be made at this step. SLOs must be written using measurable action verbs from Bloom's Taxonomy or an equivalent learning-outcome framework and must align with program-level PLOs and institutional learning outcomes (ILOs).

Step 4 — Area Dean Review

The Area Dean reviews the proposal for administrative feasibility, resource implications, and consistency with program planning. The Dean's review is documented in CurrIQnet Maverick. If the Dean does not act within the timeline established by the Curriculum Calendar, the Curriculum

Committee Chair is notified to determine appropriate next steps. The proposal does not advance automatically without documented Dean review.

Step 5 — Vice President of Instruction Review

Applicable to new courses and Class-Cap-Only revisions. The Vice President of Instruction reviews and approves class caps for new courses and class-cap revisions. The VPI may meet with the Department Chair to discuss class-cap parameters, particularly for laboratory courses, courses with specialized facilities or equipment, distance education courses (subject to the maximum class size established by the District-VVCFA collective bargaining agreement), and high-enrollment general-education courses. The VPI may approve, request a change, or place a hold on the proposal at this step.

Step 6 — Curriculum Area Representative Review

The Curriculum Area Representative reviews the proposal for completeness, formatting, alignment with current Title 5 and PCAH standards, and compliance with Curriculum Committee local standards. The Area Representative may approve the proposal or return it to the originator with requested changes. The Area Representative also flags any concerns regarding articulation, transferability, distance education, or accessibility for follow-up at

Step 7 — Library, Articulation, and Accessibility Review

Library faculty review the proposal for resource adequacy, instructional materials currency, and the availability of open educational resources (OER). The Articulation Officer reviews transfer-level designations and general education designations for alignment with the California General Education Transfer Curriculum (Cal-GETC) and with course-to-course articulation agreements established under the Course Identification Numbering System (C-ID) and the Common Course Numbering (CCN) framework required by Education Code §§ 66725–66725.5 (Assembly Bill 1111, Berman, 2021).

The Accessibility Reviewer evaluates the proposal against Universal Design for Learning (UDL) principles and the accessibility requirements of Title 5 § 55001.5 (effective October 24, 2025), Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794d), Title II of the Americans with Disabilities Act (42 U.S.C. §§ 12131 et seq.), and California Government Code § 11135. Reviewers at this step return recommended changes to the faculty originator for action prior to committee consideration.

Step 8 — Curriculum Chair and Committee Member Review

The Curriculum Chair and committee members conduct a substantive review of the proposal in advance of the calendared committee meeting. Reviewers evaluate the course description, core content, representative assignments, Student Learning Outcomes (SLOs), grammatical and typographical accuracy, instructional-materials currency, and the descriptions of inclusive pedagogical approaches required by Title 5 § 55001.5(b). Recommended changes are returned to the faculty originator for correction prior to committee action.

Step 9 — Curriculum Committee Action

The Curriculum Committee meets at a calendared meeting to review, discuss, and take formal action on the proposal. A discipline faculty member or designee (for example, the Department Chair) may be called upon to present background and justification for the proposed curriculum. Committee discussion, including questions directed to the originator or designee, takes place at the meeting.

Committee Tabling Policy (Local Procedure)

Proposals for which more than minor changes are requested during a committee meeting will be tabled and rescheduled. If a proposal is tabled on two separate occasions, the originator is required to attend the subsequent meeting to respond to committee questions directly. Following review and discussion, the Committee votes to approve, deny, or table the proposal. If the Committee denies a proposal, the Office of Instruction notates the denial in CurrIQnet Maverick, returns the proposal to the Department Chair, and the proposal is closed.

Step 10 — Board of Trustees Approval

All approved curriculum is forwarded to the District Board of Trustees for action. The Office of Instruction places approved curriculum on the Board consent agenda and records the Board approval date in CurrIQnet Maverick. Board approval is required for all new and revised curriculum pursuant to Education Code § 70902(b)(2), which vests in district governing boards the authority to approve individual courses offered in approved educational programs without separate approval from the Board of Governors of the California Community Colleges, subject to the criteria established by Title 5.

Step 11 — Chancellor's Office Approval and Implementation

Where Chancellor's Office approval is required — for new programs, substantial program modifications, and applicable career technical education (CTE) courses per the PCAH 9th Edition — the curriculum is submitted to the Chancellor's Office through the California Community Colleges Curriculum Inventory (COCI). Upon Chancellor's Office approval, the Curriculum Secretary records the approval date in CurrIQnet Maverick and completes all required implementation data, including:

- CB-series data elements (CB-00 through CB-26), as required by the PCAH 9th Edition;
- Taxonomy of Programs (TOP) code, per the TOP Code Manual (Chancellor's Office), required through Spring 2027 during the systemwide TOP-to-CIP transition;
- Classification of Instructional Programs (CIP) code, the federal taxonomy that replaces TOP beginning with the 2027–28 academic year per Chancellor's Office memoranda ESS 25-72 and ESS 26-06;
- Student Accountability Model (SAM) priority code;
- Course Classification Status, Basic Skills Status, and Funding Agency Category designations;
- Common Course Numbering (CCN) cross-reference, where the course falls within a published CCN template phase.

Implementation is effective for the term specified in the approved proposal, consistent with the curriculum calendar and the catalog publication cycle. The effective term must be confirmed at the time of approval and coordinated with the Office of Instruction and Admissions and Records.

Curriculum Committee Review: Procedures for Information and Action

- A discipline faculty member or designee may be called upon to present background and justification for proposed curriculum to the Curriculum Committee at a calendared meeting.
- Committee discussion, including questions directed to the originator or designee, takes place at the scheduled meeting. The Committee may request revisions. If questions or concerns require further research, the proposal may be tabled and rescheduled.
- All curriculum is reviewed prior to committee presentation for: course description accuracy, core content completeness, representative assignments, SLO alignment, typographical and grammatical accuracy, instructional-materials currency, and UDL/accessibility compliance under Title 5 § 55001.5.
- Following review and discussion, the Committee votes to approve, deny, or table the proposed curriculum.

Actions Requiring Curriculum Committee and Board of Trustees Approval

Pursuant to Title 5 §§ 55100 et seq. and the PCAH 9th Edition, the following actions require full Curriculum Committee review and Board of Trustees approval:

- All new courses (credit and noncredit);
- All new programs, including Associate in Arts for Transfer (AA-T), Associate in Science for Transfer (AS-T), Associate of Arts (A.A.), Associate of Science (A.S.), credit certificates, noncredit certificates of competency, and noncredit certificates of completion;
- Revisions to existing programs;
- Course modifications in which any of the following elements are changed:
 - Course title;
 - Units or contact hours (lecture, laboratory, activity, or arranged hours);
 - Catalog or schedule description;
 - Course objectives;
 - Course content (lecture, laboratory, or activity);
 - Required and recommended instructional materials, including textbooks and OER;
 - Requisites (prerequisites, corequisites, or advisories on recommended preparation);
 - Maximum class size (available on New Course and Class Cap Only Revision submissions);
 - Method of evaluation;
 - Method of instruction;
 - Transferability status (CSU, UC, Cal-GETC area, or local GE);
 - Repeatability designation;
 - Student Learning Outcomes (SLOs);
 - Distance education addendum or modality designation;
 - Correspondence education designation (per Title 5 § 55206 and 34 C.F.R. § 600.2);
 - Representative assignments described in the COR.

The distinction between substantial and non-substantial modifications follows PCAH 9th Edition guidance. Faculty are encouraged to consult with the Curriculum Area Representative or Curriculum Chair prior to submission to determine the appropriate submission type.

Curriculum Approval Process

The curriculum approval process begins when the discipline faculty member proposes changes to curriculum to the department prior to introduction in CurrIQnet Maverick. Once approved at the department level, the faculty originator contacts the Curriculum Area Representative as needed or proceeds directly in CurrIQnet Maverick to create a pending revision or new course and follows the established curriculum approval steps below. All requests for change must be recorded in CurrIQnet Maverick; secondary email notification to the originator is optional and supplementary.

- 1. Originator Launch.** The faculty originator launches the curriculum in CurrIQnet Maverick.
- 2. Department Chair Approval.** The Department Chair signs off in CurrIQnet Maverick. Until sign-off occurs, the proposal remains at this step.
- 3. SLO/PLO Approval.** Two SLO/PLO approvers sign off in CurrIQnet Maverick. Until sign-off occurs, the proposal remains at this step; requests for change may be issued.
- 4. Area Dean Review.** The area dean reviews in CurrIQnet Maverick. If no review is recorded within the established calendar window, the proposal advances by default to the next step.
- 5. Vice President of Instruction Review.** For new courses and Class-Cap-Only revisions, the Vice President of Instruction reviews proposed class caps and approves, requests change or places a hold. The VPI may consult with the Department Chair to negotiate class caps.
- 6. Curriculum Area Representative Review.** The Curriculum Area Representative reviews and either approves the proposal or returns it with requested changes.
- 7. Library, Articulation, and Accessibility Review.** Library faculty, the Articulation Officer, and the Accessibility Reviewer conduct concurrent specialized reviews and recommend necessary changes to the faculty originator.
- 8. Curriculum Chair and Committee Member Review.** The Curriculum Chair and committee members conduct a substantive pre-meeting review and recommend necessary changes to the faculty originator.
- 9. Curriculum Committee Final Action.** The Curriculum Committee meets at a calendared meeting to review, discuss, and take action to approve, deny, or table the proposal. Curriculum with more than minor requested changes during a meeting is tabled until corrected. If the committee disapproves a proposal, the Office of Instruction notates the denial, the proposal is returned to the Department Chair, and the proposal is closed.
- 10. Board of Trustees Approval.** The Office of Instruction places approved curriculum on the District Board of Trustees consent agenda and records the Board approval date in CurrIQnet Maverick.
- 11. Chancellor's Office Approval and Implementation.** Upon Chancellor's Office approval in COCI (where required), the Curriculum Secretary records the approval date and completes all required implementation data, including TOP code (required through Spring 2027), CIP code (federal taxonomy replacing TOP for the 2027–28 academic year), SAM code, and the full CB-series

classification fields specified by the PCAH 9th Edition. Implementation is effective for the term specified in the approved proposal.

Emergency Curriculum Approval Process

The emergency curriculum approval process is an expedited pathway for curriculum that cannot meet standard curriculum-calendar deadlines due to circumstances beyond the control of the initiating faculty. Emergency approval is an exception to the standard process and is not available as a matter of convenience or scheduling preference. The process is consistent with the PCAH 9th Edition and Title 5 §§ 53200 et seq.

No Exemption from UDL or Accessibility Requirements

All emergency curriculum, even when approved through this expedited pathway must address Universal Design for Learning and accessibility requirements consistent with Title 5 § 55001.5 (effective October 24, 2025). There is no emergency exemption from the UDL, accessibility, or course-outline-of-record completeness requirements established in Title 5.

Criteria for Emergency Curriculum Approval

Emergency curriculum approval may only be granted when the initiating faculty member can identify and document a valid rationale in one or more of the following categories:

A. Title 5 Mandate. A change in Title 5 regulations requires immediate curriculum modification that cannot wait for the next standard curriculum cycle.

B. Accreditation. An accreditation requirement, recommendation, or sanction issued by the Accrediting Commission for Community and Junior Colleges (ACCJC) or another applicable accrediting body requires immediate curriculum action.

C. Licensure or Certification. A change in external licensure or certification requirements (state or federal) requires immediate curriculum action to maintain program eligibility.

D. Significant COR or Program Errors. Errors in standing CORs, programs, or degrees that go beyond clerical or technical changes and that compromise the accuracy or legal sufficiency of the document.

E. Grant Funding. Grant funding requiring rapid creation or revision of courses or programs to capture or sustain funding.

F. Documented Community Need. Immediate or urgent community need as demonstrated by labor-market or other quantitative data.

Emergency Approval Steps

Step 1 — Rationale. The discipline faculty or Department Chair contacts the Curriculum Chair to explain the emergency and provide a valid rationale supported by documentation.

Step 2 — Consultation. The Curriculum Chair consults with the Curriculum Area Representative and the Department Chair (or another full-time faculty member of the discipline). The Chair may request additional data and may convene a meeting with the discipline faculty, Area Dean(s), Vice President of Instruction, Articulation Officer, or other college personnel as appropriate.

Step 3 — Chair Action. The Curriculum Chair approves or denies the emergency request.

Step 4 — Notification of Action. The Curriculum Chair notifies the faculty originator in writing (email) of the action taken and the reasons supporting the action. The Chair also places the action on the agenda of the next Curriculum Committee meeting for ratification. Upon Committee ratification, CurrIQnet Maverick is updated.

Step 5 — Board Agenda Placement. If approved, the Office of Instruction forwards the emergency curriculum to the Office of the Superintendent/President for placement on a Board of Trustees agenda.

Step 6 — Board Action. The Board of Trustees reviews and takes action on the emergency curriculum.

Step 7 — Final Processing and Reporting. Following Board approval, the Office of Instruction ensures proper routing, documentation, and reporting of the approved curriculum to the Chancellor's Office through COCI where required. The Curriculum Secretary updates all relevant fields in CurrIQnet Maverick, including TOP and SAM codes and the implementation term.

1898 / 1899 Courses: Experimental, Special Topics, and Independent Study

Courses designated as 1898 (Experimental and Special Topics) or 1899 (Independent Study) provide a mechanism for faculty to experiment with course content or to assess the need for a specific course prior to submitting it for full approval as a permanent course offering. Pursuant to the PCAH 9th Edition and Title 5 § 55002, these courses may be offered without individual Chancellor's Office course approval, provided that:

- A course outline of record for the applicable shell category is on file locally and has received Curriculum Committee approval;
- All regular local curriculum approval processes are followed; and
- The 1898/1899 category is used for its intended purpose experimental, special topics, or independent study offerings only.

VVC maintains an approved shell COR for each discipline that offers 1898/1899 courses. All 1898/1899 offerings must be recorded as active offerings in CurrIQnet Maverick, linked to the applicable shell COR, for the duration of the permitted offering period.

Offering Period and Conversion Requirement

A 1898/1899 course may be offered for a maximum of three primary terms. After three primary terms, the course must either:

- Be submitted through the full curriculum approval process for approval as a permanent course; or
- Be discontinued and removed from the course schedule.

Courses that are not converted or discontinued after three primary terms are not eligible for continued scheduling.

Instructor Responsibilities and Approval Process

An instructor who wishes to offer a 1898/1899 course must:

- Develop a course syllabus containing all elements normally required on an official Course Outline of Record, including SLOs, methods of instruction, methods of evaluation, representative assignments, and a description of inclusive pedagogical approaches consistent with Title 5 § 55001.5;
- Obtain written approval from the Department Chair;
- Obtain written approval from the Area Dean; and
- Forward the completed syllabus and both written approvals to the Curriculum Committee Chair, who will place the item on the agenda of the next Curriculum Committee meeting.

Following Curriculum Committee approval, the syllabus and all written approvals are attached to the active shell COR in CurrIQnet Maverick to maintain a complete record of each 1898/1899 offering.

Curriculum Changes Requiring Curriculum Committee Review

All curriculum submitted to the Curriculum Committee is subject to full review unless the submission qualifies for one of the streamlined revision processes described below.

Streamlined Revision Processes

The following seven streamlined revision processes are available for non-substantial modifications. Each streamlined process is limited to the specific change type indicated and does not authorize changes to any other element of the COR:

- 1. Prerequisite / Corequisite Only.** Change to a prerequisite, corequisite, or advisory only, subject to the separate validation requirements of Title 5 § 55003.
- 2. Distance Education Only.** Addition or modification of distance education delivery, subject to the separate review requirements of Title 5 § 55206.
- 3. Deactivation.** Inactivation of a course or program without deletion from the record.
- 4. SLO Only.** Revision to Student Learning Outcomes only, with no change to course content, objectives, or methods of evaluation.
- 5. Instructional Materials Only.** Update to listed textbooks or instructional resources (including OER) only, with no change to course content or objectives.
- 6. Correspondence Education.** Addition or modification of correspondence education designation, per Title 5 § 55206 and 34 C.F.R. § 600.2.
- 7. Class Cap Only.** Change to maximum class size only, subject to Vice President of Instruction review per the standard approval workflow.

Any proposed change that affects elements beyond the scope of the applicable streamlined process requires submission as a substantial revision.

Course Substantial Revisions

A Course Substantial Revision requires complete analysis of the entire Course Outline of Record by the full Curriculum Committee and a formal motion for approval by the full Committee. The following changes constitute substantial revisions and trigger full Curriculum Committee review:

- Substantive changes to the catalog description, course objectives, or course content that alter the justification for the course or affect the course's ability to meet Title 5 or PCAH 9th Edition standards;
- Change in units or contact hours (lecture, laboratory, activity, or arranged hours);
- Change in grading basis;
- Change to prerequisites, corequisites, recommended preparation, or recommended concurrent enrollment (subject to the separate validation requirements of Title 5 § 55003);
- Addition or modification of distance education delivery (subject to the separate review requirements of Title 5 § 55206 and the regular and substantive interaction standard of Title 5 § 55204);
- Change in transferability status, including Cal-GETC area designation;

- Change in course title or course number (including Common Course Numbering alignment under AB 1111);
- Change in limitation on enrollment;
- Extensive changes to course topics, scope, or sequence;

Course Outline of Record (COR) — Legal Definition and Required Elements

I. Purpose and Regulatory Context

Definition and Scope (Title 5 § 55001.5)

The Course Outline of Record is the official, publicly available document describing a course. Effective October 24, 2025, Title 5 § 55001.5 defines the COR as a critical document that:

- Serves as the legal basis for awarding credit
- Supports articulation with California State University and University of California
- Documents compliance with Title 5 § 55001.5 and § 55002 requirements
- Satisfies accreditation expectations of ACCJC
- Supplies data elements required for state apportionment reporting through MIS and COCI
- Ensures consistency across multiple sections of the same course
- Communicates course expectations to students

Instructor Adherence

Every instructor teaching a course must adhere to the approved COR. The COR is binding and constitutes the official record of what the course covers, what students will achieve, and how learning will be assessed.

II. Required Elements of the Course Outline of Record

Pursuant to Title 5 § 55001.5(a), every Course Outline of Record MUST include the following elements:

Course Title: Clear, accurate designation of the course appropriate for catalogs and student transcripts

Course Number and Designator: Official course number following VVC numbering conventions; designator indicates discipline

Discipline or Subject Area Assignment: Official placement within college's academic structure; aligns with MIS coding

Catalog Description: Student-centered description of course content and what students will learn; 40-80 words; includes transferability and GE applicability

Student Learning Outcomes (SLOs): Measurable statements of what students will be able to do upon course completion; written using Bloom's Taxonomy action verbs

Course Objectives: Content and skill focus that serves as roadmap for course organization; typically more numerous than SLOs

Units and Hours (with Three-Part Breakdown): Contact hours (weekly classroom instruction), Outside-of-class hours (weekly student work), and Total student learning hours per week

Representative Instructional Materials: Examples of textbooks, resources, and media students will use; documentation that OER alternatives were considered; specification that materials are available in accessible formats

Representative Descriptions of Inclusive Pedagogical Approaches: How faculty will use multiple means of representation, engagement, and expression to engage diverse students and advance equitable outcomes

Course Content Outline: Detailed outline of topics covered, organized by unit or major topic; with time allocation and inclusive examples

Methods of Instruction: Instructional approaches and delivery modes (lecture, discussion, lab, online, hybrid, etc.); description of how content will be delivered

Methods of Assessment — Multiple Authentic Means: Multiple types of assessment measuring all SLOs; including varied approaches such as written work, projects, problem-solving, skills demonstrations, portfolios, presentations, labs, simulations, and other authentic assessments

Representative Examples of Outside-of-Class Assignments: Examples of homework, reading, projects, and other work students complete outside class; demonstrates alignment to hours requirement

Enrollment Requirements or Limitations: Prerequisites, corequisites, advisories, class size caps, grade level restrictions, or other enrollment limitations

Common Course Numbering (CCN) Information: CCN designation if course participates in statewide Common Course Numbering system; or explicit statement of non-participation

Special Facilities, Equipment, or Requirements: Special facilities, equipment, or other requirements needed to teach the course

III. Detailed Description of Key Changes and Requirements

Units and Hours — New Three-Part Breakdown Requirement (Title 5 § 55001.5 and § 55002.5)

CRITICAL CHANGE: Title 5 § 55002.5 now requires that units and hours be documented in **THREE** separate components:

- **Contact Hours (or Instructional Hours):** The number of hours per week the instructor meets with students in class (lecture, lab, discussion, etc.); measured in clock hours

- Outside-of-Class Hours: The number of hours per week students are expected to spend on homework, reading, projects, and other learning activities outside of class
- Total Student Learning Hours: The sum of contact hours + outside-of-class hours per week; this total justifies the unit award

Standard Credit Formulas (per § 55002.5):

- Lecture: 1 unit of credit = 1 contact hour + 2 outside-of-class hours minimum per week
- Laboratory: 1 unit of credit = 3 contact hours per week (limited additional outside-of-class hours)
- Lecture/Lab combinations and CTE courses: May vary by discipline; differences must be documented with clear rationale

Example:

A 4-unit General Biology course with lecture and lab might be structured as: "3 hours lecture per week + 3 hours lab per week + 3 hours outside-of-class (reading, homework) = 9 total student learning hours per week"

Methods of Assessment — Multiple Authentic Means (Title 5 § 55002)

MAJOR REQUIREMENT CHANGE IN § 55002: Effective October 24, 2025, credit course assessment must use MULTIPLE AUTHENTIC MEANS of assessment. Courses CANNOT rely exclusively on traditional timed exams or quizzes.

Assessment must include multiple of the following types, as appropriate to the discipline and course level:

- Written work (essays, reports, research papers, reflections, case analyses)
- Projects (individual or group; creative, applied, or investigative)
- Problem-solving exercises (word problems, scenarios, design challenges, clinical scenarios)
- Skills demonstrations or performance assessments (presentations, procedures, practical demonstrations)
- Portfolios or collections of student work showing learning progression
- Oral presentations, exams, or discussions
- Laboratory work, lab reports, and bench assessments
- Simulations, role-plays, or virtual scenarios
- Concept maps or visual representations of understanding
- Peer assessment or self-assessment

Important Requirements:

- No single high-stakes assessment (such as a final exam) should dominate the grade unless pedagogically justified and documented in the COR
- Assessment methods must be designed to allow equitable demonstration of learning by students from varied academic, cultural, and linguistic backgrounds

- Each assessment method should be clearly aligned to specific Student Learning Outcomes

Representative Descriptions of Inclusive Pedagogical Approaches (Title 5 § 55001.5)

NEW REQUIRED ELEMENT: Effective October 24, 2025, every COR must include representative descriptions of how faculty will use inclusive pedagogical approaches to engage diverse student populations and advance equitable student outcomes.

These descriptions must address, where appropriate to the discipline:

Multiple Means of Representation (the "what" of learning):

- How will course content be presented in varied ways so all students can access it?
- Examples: lectures supplemented with visuals, videos with captions, readings at varied levels, diverse case studies and examples, accessible materials

Multiple Means of Engagement (the "why" of learning):

- How will you help students feel motivated and connected to the content?
- Examples: relating content to students' lives and communities, offering choice in assignments, using collaborative learning, including diverse voices and perspectives

Multiple Means of Action and Expression (the "how" of learning):

- How will you allow students to demonstrate their learning in different ways?
- Examples: choice of written paper, oral presentation, project, portfolio, digital product, skills demonstration

These descriptions must appear IN THE COURSE OUTLINE ITSELF (not just in a separate checklist). They must be written in specific, concrete language appropriate to the discipline, not as boilerplate language.

Enrollment Requirements and Enrollment Limitations (Title 5 § 55001.5)

TERMINOLOGY CHANGE: § 55001.5 changed language from "Prerequisites and Corequisites" to "Enrollment Requirements or Enrollment Limitations." This is a broader category that includes:

- Prerequisites: Courses that must be completed before this course (content-justified)
- Corequisites: Courses that must be taken concurrently with this course
- Advisories: Recommended preparation that is NOT a requirement
- Enrollment Limitations or Restrictions: Class size caps due to equipment/facilities, grade level restrictions, program restrictions, sequencing requirements, health/safety requirements

Note: These are distinct from college-wide prerequisites policies (covered in the Prerequisites, Corequisites, and Advisories section of this handbook). The COR documents the specific enrollment requirements/limitations for that individual course.

Representative Instructional Materials with OER Consideration and Accessibility (Title 5 § 55001.5)

NEW REQUIREMENT: CORs must include representative examples of instructional materials AND document that Open Educational Resources (OER) alternatives have been considered.

Representative Materials Include:

- Required textbooks (with ISBN, cost, format)
- Laboratory manuals or course-specific materials
- Software, databases, or online platforms
- Video, multimedia, or streaming resources
- Any other resources students must access

OER Consideration:

- OER (Open Educational Resources) are high-quality educational materials available free or at minimal cost under Creative Commons or similar open licenses
- Examples: OpenStax textbooks, MIT OpenCourseWare, MERLOT, Khan Academy, Project MUSE
- CORs must include a statement such as: "OER alternatives were reviewed. [OpenStax Biology] was selected because [reason], and supplemented with [other materials]." OR "No suitable OER exists for this course's laboratory practicum requirements."
- This supports student affordability and accessibility per Title 5 § 55001.5

Accessibility Requirement:

- Materials must be available in accessible formats (e-books compatible with screen readers, captioned videos, large-print options, audio versions, etc.)

Common Course Numbering (CCN) as a Required COR Element (Title 5 § 55001.5)

NEW REQUIREMENT: CCN status and information is now a required COR element per § 55001.5(a).

- If the course participates in California's Common Course Numbering system, include the assigned CCN number and cross-referenced courses
- If the course does NOT participate, explicitly state "Not part of Common Course Numbering system" or "Non-participating course"
- CCN ensures statewide consistency and supports transfer; see "Common Course Numbering — AB 1111" section of this handbook for full details

IV. Purpose of the Course Outline of Record

The COR is the official document of record. All instructors teaching the course must adhere to it. Beyond instructional adherence, the COR serves as the legal basis for awarding credit, supports articulation agreements with the California State University and University of California systems, documents compliance with Title 5 requirements, satisfies accreditation expectations of the Accrediting Commission for Community and Junior Colleges (ACCJC), and supplies the data elements required for state apportionment reporting through MIS and COCI.

V. Authorship of the Course Outline

Discipline faculty initiate development or revision of the COR.

Where only temporary or part-time faculty are available, the Department Chair, in consultation with the Area Dean, may identify an appropriate author.

The Curriculum Committee may, upon request of the Department Chair, designate a qualified faculty member from a related discipline to assist with COR development.

All authors must hold minimum qualifications for the assigned discipline as specified in the official Disciplines List.

VI. Differential Requirements: Credit Degree-Applicable, Credit Nondegree-Applicable, and Noncredit

All required elements identified above apply to every COR. Additional or differential requirements by course type are summarized in the table below, consistent with Title 5 § 55002 (revised effective October 24, 2025) and the PCAH 9th Edition.

Differential Requirements: Credit Degree-Applicable, Credit Nondegree-Applicable, and Noncredit

All required elements identified above apply to every COR. Additional or differential requirements by course type are summarized in the table below, consistent with Title 5 § 55002 (revised effective October 24, 2025) and the PCAH 9th Edition.

Credit — Degree-Applicable	Credit — Nondegree-Applicable	Noncredit
Contact hours and units	Contact hours and units	Contact hours (no units)
Any prerequisites, corequisites, advisories	Any prerequisites, corequisites, advisories	Advisories or course-entry expectations (optional)
Catalog description	Catalog description	Catalog description
Course objectives	Course objectives	Course objectives
Course content / specific body of knowledge	Course content / specific body of knowledge	Course content / specific body of knowledge
Methods of instruction	Methods of instruction	Methods of instruction

Credit — Degree-Applicable	Credit — Nondegree-Applicable	Noncredit
9, writing, and out-of-class assignments	Representative reading, writing, and out-of-class assignments	Representative reading, writing, and out-of-class assignments (optional)
Methods of evaluation	Methods of evaluation	Methods of evaluation (grades optional per § 55002(c))
SLOs	SLOs	SLOs
Inclusive pedagogical approaches (UDL)	Inclusive pedagogical approaches (UDL)	Inclusive pedagogical approaches (UDL)

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Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs) are required elements of every COR pursuant to Title 5 § 55001.5 and are central to ACCJC accreditation. SLOs articulate the knowledge, skills, and abilities a student will demonstrate upon successful completion of a course. They are distinct from and complementary to — course objectives.

From Instruction to Learning: The SLO Framework

The SLO framework represents a deliberate shift from a purely instruction-centered paradigm to a learning-centered paradigm. The table below summarizes this shift.

Instructional Paradigm	Learning Paradigm
Transmits information	Provides learning experiences
Quality of instruction equals faculty success	Quality of learning equals student and faculty success
Student passively listens	Student actively participates and performs
Focuses on objectives, content, and rigor	Focuses on what the student knows and can do after the educational experience
Centers on coverage	Centers on application of critical thinking and demonstrable competency

Objectives vs. Outcomes

Course objectives and SLOs serve distinct purposes. Both are required elements of the COR; they are not interchangeable.

Course Objectives	Student Learning Outcomes
Specify numerous skills or content elements to be taught	Identify 2–4 overarching results, what the student can do after learning
Detail content coverage and the activities that constitute the course curriculum	Are grounded in core competencies that require higher-order thinking, integrating content and activities

Course Objectives	Student Learning Outcomes
May be numerous, specific, and detailed; direct daily class activities	Are limited in number and focus on what the student has learned and can demonstrate
Do not necessarily result in a measurable product	Result in a product or performance that can be measured and assessed

Measurable SLOs are written in complete sentences using action verbs from Bloom's Taxonomy or an equivalent learning-outcome framework. SLOs guide assessment at the course level and inform program-level Program Learning Outcomes (PLOs) and institutional learning outcomes (ILOs).

Distance Education Policies and Procedures

This section governs the development, approval, and conduct of Distance Education (DE) and Correspondence Education at Victor Valley College. All DE offerings are subject to the requirements of Title 5 §§ 55200–55208 of the California Code of Regulations, the federal definitions at 34 C.F.R. § 600.2, the Americans with Disabilities Act (42 U.S.C. §§ 12131 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794d), California Government Code § 11135, and the Standards of the Accrediting Commission for Community and Junior Colleges (ACCJC).

Critical Regulatory Update — Regular and Substantive Interaction (RSI)

Effective with the Board of Governors revisions filed in 2023 (memorandum ESS 23-14), Title 5 §§ 55200, 55202, 55204, 55206, and 55208 were amended to align California regulations with the federal regulations at 34 C.F.R. § 600.2 and 85 Fed. Reg. 54808. The phrase 'regular effective contact' has been replaced with 'regular and substantive interaction' (RSI). The term 'correspondence' has been stricken from the list of acceptable means of maintaining interaction in a DE course, bringing California into alignment with the federal distinction between distance education and correspondence education. Regular and substantive interaction is an academic and professional matter pursuant to Title 5 §§ 53200 et seq.

I. Definitions — Title 5 § 55200 and 34 C.F.R. § 600.2

Distance Education (Title 5 § 55200; 34 C.F.R. § 600.2)

"Distance education" means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously. Technologies that may be used to offer distance education include:

- The internet;

- One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- Audio conferencing; or
- Other media used in a course in conjunction with any of the technologies listed in the items above.

The definition of distance education does not include correspondence courses.

Correspondence Education (34 C.F.R. § 600.2)

"Correspondence education" means education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials of students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

Accessible (Title 5 § 55200)

"Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.

II. Course Quality Standards — Title 5 § 55202

The same standards of course quality apply to any portion of a course conducted through distance education as apply to traditional classroom courses, in regard to the course quality judgment made pursuant to Title 5 § 55002 and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education shall be made with the full involvement of faculty in accordance with Title 5 §§ 53200 et seq.

III. Instructor Contact and Regular and Substantive Interaction — Title 5 § 55204

Title 5 § 55204 (as revised) governs instructor contact in distance education courses. Subsection (a) requires that any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students and among students if described in the COR or distance education addendum either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

Substantive Interaction Defined — Title 5 § 55204(b)

"Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least TWO of the following:

- Providing direct instruction;
- Assessing or providing feedback on a student's coursework;

- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution's or program's accrediting agency.

Regular Interaction — Title 5 § 55204(c)

Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; AND
2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Asynchronous Instructional Time — Title 5 § 55204(e)

For purposes of calculating instructional time in asynchronous distance education, a week of instructional time is any week in which:

1. The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; AND
2. The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

IV. Separate Course Approval — Title 5 § 55206

If any portion of the instruction in a new or existing course is to be provided through distance education, the Course Outline of Record or an addendum to the official Course Outline of Record shall address:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction as specified in Title 5 § 55204;
- How course design and all course materials are accessible to every student, including students with disabilities.

The distance education Course Outline of Record or addendum shall be approved according to the District's adopted curriculum approval procedures. Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by the institution's accrediting agency.

V. Faculty Selection and Workload — Title 5 § 55208

Instructors of distance education courses are selected by the same procedures used to determine instructor assignments for traditional courses. Instructor responsibilities and workload for distance education assignments are determined consistent with the Education Code, the District's collective

bargaining agreement with the Victor Valley College Faculty Association (VVCFA), and applicable Title 5 provisions.

VI. Class Size and Local Policy

The maximum class size for any distance education course section is established consistent with the current collective bargaining agreement between the District and the Victor Valley College Faculty Association (VVCFA) and applicable academic and professional matters consultation under Title 5 §§ 53200 et seq.

VVC Procedures for Demonstrating Regular and Substantive Interaction

To satisfy the requirements of Title 5 § 55204 and 34 C.F.R. § 600.2, all VVC distance education courses must demonstrate the following:

1. Instructor-Initiated Engagement

Unlike correspondence education, in which students are responsible for initiating contact with the instructor, DE instructors must directly and actively initiate substantive interaction with their students. An open-ended "Ask the Instructor" forum is appropriate and encouraged but does not, by itself, satisfy the requirement for substantive instructor-initiated interaction.

2. Instructional Engagement and Monitoring

Instructors must determine whether students are participating in DE classes and how well they are performing and must proactively engage students on the basis of that monitoring. Acceptable forms of instructor-initiated substantive interaction include group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, threaded discussion participation, video conferencing, and other instructional activities approved by ACCJC.

3. Frequency and Duration

Distance education courses are the "virtual equivalent" of face-to-face courses. The duration and frequency of substantive instructor engagement in a DE course must be no less than that in a face-to-face section of the same course. The number of hours an instructor is available to DE students (in synchronous or asynchronous mode) must be at least equal to the number of hours of availability required for face-to-face students. Engagement must be distributed across the instructional week and must occur as often as appropriate for the course. A statement regarding frequency of interaction must be included in each DE class syllabus.

4. Interrupted Contact

Unanticipated and unavoidable interruptions in DE instructor contact (such as illness or family emergency) require that students be notified via class announcement, email, and/or Discussion Board of the interruption and its expected duration. If contact cannot be reestablished within four or more days, a substitute instructor must be engaged to ensure continuity of instruction until the instructor of record returns.

5. Required Forms of Substantive Interaction

Instructors of fully online courses and hybrid courses with substantial reductions in seat time must, at minimum, use ALL of the following methods. Instructors of hybrid courses with smaller reductions in seat time are required to use one or more of these methods:

- Threaded discussion forums within the Learning Management System (LMS), with substantive and timely instructor participation. "Ask the Instructor" forums are encouraged but do not by themselves satisfy the RSI requirement;
- Class email through the LMS;
- Announcements posted in the LMS at least once each week;

- Timely and substantive feedback on student work, consistent with Title 5 § 55204(b)(2);
- Instructor-prepared e-lectures, video introductions to publisher-created materials, or other original instructional content sufficient — when combined with the rest of course materials, to create the "virtual equivalent" of a face-to-face class.

6. Encouraged Additional Forms of Interaction

In addition to the required forms of substantive interaction, DE instructors are encouraged to use additional forms of communication, including:

- Group or individual virtual meetings (Zoom, Microsoft Teams, or similar);
- Orientation and review sessions;
- Supplemental seminar or study sessions;
- Virtual field trips and library workshops;
- Telephone contact;
- Voice mail and individual e-mail;
- Video conferencing and webinars;
- Regular podcasts or instructor-produced audio;
- Virtual office hours via LMS chat or videoconference;
- Other synchronous or asynchronous methods as appropriate to the course.

Documentation and Federal Financial Aid Implications

Clearly defined local policies and instructor practices for documenting regular and substantive interaction are essential for compliance with federal financial aid regulations. The U.S. Department of Education distinguishes between distance education and correspondence education on the basis of whether the institution provides regular and substantive interaction. Courses that fail to demonstrate RSI may be reclassified as correspondence courses, with significant implications for institutional financial aid eligibility, accreditation, and reporting. Each course's RSI plan must be documented in the COR or DE addendum and verified during course design review, peer review (CVC-OEI rubric or equivalent), and faculty evaluation.

Curriculum References, Explanations, and Samples

General Education and Cal-GETC

California General Education Transfer Curriculum (Cal-GETC) — Effective Fall 2025

Pursuant to Education Code § 66749.8 (Assembly Bill 928, Berman, 2021, the Student Transfer Achievement Reform Act of 2021), the California General Education Transfer Curriculum (Cal-GETC) is the singular lower-division general education pattern that satisfies the general education requirements for transfer admission to the California State University (CSU) and the University of California (UC). Cal-GETC took effect Fall 2025. The previous CSU General Education Breadth and Intersegmental General Education Transfer Curriculum (IGETC) patterns are no longer the accepted transfer patterns for students with catalog rights beginning Fall 2025. Cal-GETC consists of 11 courses totaling at least 34 semester units, with a grade of C (2.0) or higher required for each course.

Cal-GETC Areas

Cal-GETC consists of seven areas:

- **Area 1: English Communication** — Area 1A (English Composition), Area 1B (Critical Thinking and Composition), and Area 1C (Oral Communication, with oral presentations in spoken English observed and graded by the instructor).
- **Area 2: Mathematical Concepts and Quantitative Reasoning.**
- **Area 3: Arts and Humanities** — Area 3A (Arts) and Area 3B (Humanities).
- **Area 4: Social and Behavioral Sciences.**
- **Area 5: Physical and Biological Sciences** — Area 5A (Physical Sciences), Area 5B (Biological Sciences), and Area 5C (Laboratory Activity).
- **Area 6: Ethnic Studies** — required of all students, consistent with AB 1460 and Education Code § 89032.
- **World Languages Other Than English** — competency required for UC transfer; satisfied by coursework or proficiency demonstration.

General Education Course Submission and Update

Courses proposed for Cal-GETC must be submitted by the Articulation Officer through the appropriate Chancellor's Office and intersegmental review process. Faculty submitting or revising a course intended for Cal-GETC must ensure that the COR addresses the applicable Cal-GETC area standards. Courses intended for Cal-GETC must:

- Require postsecondary-level skills in reading, writing, and critical thinking;
- Be introductory or survey in nature;
- Improve students' abilities in one or more of the following: communicating oral and written ideas effectively; defining problems, designing solutions, and critically analyzing results; understanding human and physical environments; recognizing the interrelatedness of human knowledge across disciplines.

Catalog Rights and Transition

Students who maintained continuous enrollment at a California community college, CSU, or UC prior to Fall 2025 retain catalog rights to follow the CSU GE Breadth or IGETC patterns. Students new to the system in or after Fall 2025 follow Cal-GETC. Counselors and the Articulation Officer maintain authoritative guidance on individual student catalog rights and pattern selection.

Common Course Numbering — AB 1111

Pursuant to Education Code §§ 66725–66725.5 (Assembly Bill 1111, Berman, 2021), the California Community Colleges are implementing a student-facing Common Course Numbering (CCN) system, to be completed by July 1, 2027. Phase I (six courses) became student-facing in Fall 2025; Phase II courses become student-facing in Fall 2026 and Fall 2027. Courses identified for CCN must conform to the CCN template developed through the ASCCC-facilitated faculty convening process. Faculty proposing or revising a course included in a CCN template must adopt the template's subject prefix, course number, course title, course description, course content, and SLOs. Local additions to description, content, and SLOs are permitted but the template baseline is required.

Course Description Format

The catalog description should be well developed and address the questions students may have about the course. The schedule description should be more concise and limited in content.

Articulation designations (UC, CSU, Cal-GETC) are appended by the Office of Instruction; faculty originators should not include these designations in the body of the catalog description.

Sample Course Description

HIST 118 — History of the United States from 1876

Covers American history from Reconstruction to the present, with emphasis on the emergence of the United States as a world power. Includes study of the Constitution of California and the interactions between state and local governments.

Changing Course Designators

When a course designator is modified, the faculty originator must append "Formerly [Course Designator and Number]" to the catalog description. For courses adopted under AB 1111 Common Course Numbering, the historical local designator should be maintained as a "Formerly" reference for at least one academic year.

Sample Course Designator Change — Kinesiology 101

An introduction and orientation to the discipline of Kinesiology. Includes analysis of the importance of physical activity in daily life and the relationship between physical activity and the discipline of Kinesiology. (Formerly PE 101.)

Correspondence Education (Approved as a Separate Action)

Correspondence education means education provided through the distribution of instructional materials, including assessments via mail or electronic transmission to students who are separated from the instructor and who have no means of engaging in traditional forms of distance education. Correspondence courses are largely self-paced; student-instructor contact is limited and primarily initiated by the student. Pursuant to 34 C.F.R. § 600.2, correspondence education is NOT distance education. At Victor Valley College, correspondence education is reserved for incarcerated student populations and is approved on a course-by-course basis through the curriculum approval process.

Distance Education (Approved as a Separate Action)

Distance education portions of a course must meet the standards established in Title 5 §§ 55200–55208 and 34 C.F.R. § 600.2, including the requirement of regular and substantive interaction set forth in Title 5 § 55204. See the Distance Education Policies and Procedures section above for the full requirements.

Credit and Noncredit Courses

All credit and noncredit courses must meet the standards established by the Education Code, Title 5 (particularly §§ 55001.5 and 55002), the PCAH 9th Edition, and the District's adopted curriculum policies.

Measurable Student Learning Outcomes (SLOs)

- SLOs must be written in complete sentences;
- SLOs must be written in measurable terms compatible with Bloom's Taxonomy or an equivalent learning-outcome framework;
- SLOs are required elements of the COR pursuant to Title 5 § 55001.5;
- SLOs must align with course objectives and inform program-level Program Learning Outcomes (PLOs).

Methods of Evaluation

Methods of evaluation must be appropriate to the SLOs and course objectives. Pursuant to Title 5 § 55002 (effective October 24, 2025), proficiency may be demonstrated through written assignments, problem-solving exercises, skills demonstrations, or other means as deemed appropriate by the curriculum committee. Multiple measures may include, but are not limited to, the following:

- Examinations, tests, and quizzes
- Research projects
- Portfolios
- Written assignments
- Oral presentations
- Performance projects
- Field trips
- Simulations
- Group projects
- Class participation
- In-class work
- Homework
- Laboratory activities
- Standardized instruments measuring student subjective opinion
- Standardized instruments objectively measuring student knowledge
- Competency-based written and practical tests demonstrating the student's ability to apply skills and concepts to minimum standards established by the instructor
- Labor market evaluation (for CTE courses)
- Fieldwork
- Clinical assessment
- Practicum
- Internship
- Observation

Representative Assignments

Specific examples of assignments must be written in complete sentences and worded as actual student prompts. When writing is required in a sample assignment, the instructor must indicate the mode or type of writing and the length of the assignment.

Reading Assignment Example

Reading

Read Chapter 18 of Howard Zinn's *A People's History of the United States* and summarize the chapter in one typed page (length: one page; mode: expository summary).

Writing Assignment Example

Writing — Research Paper Prompt

Using five to ten sources, explain in a ten-page typed research paper (length: ten pages; mode: argumentative research paper) whether you agree or disagree with Howard Zinn's assessment of the Vietnam War as developed in Chapter 18 of *A People's History of the United States*.

Out-of-Class Assignment Example

Out-of-Class

Conduct independent research using authoritative library and internet sources for additional information regarding the Vietnam War to support the research paper assignment above.

Methods of Instruction

Instructors must specify the methods of instruction appropriate to the course. Common methods include lecture, discussion, demonstration, laboratory, fieldwork, distance education, hybrid delivery, and the variety of inclusive pedagogical approaches referenced in Title 5 § 55001.5.

Instructional Materials

Pursuant to Title 5 § 55001.5(a), representative instructional materials are required elements of the COR. Consideration shall be given to open educational resources (OER) that meet accessibility standards. Where commercial textbooks are listed, the following conventions apply:

- To support articulation, textbooks listed as stereotypical should have been published within the previous five years; classics are accepted as exceptions where pedagogically justified;
- Required and major optional readings, including textbooks and software, must be listed in MLA format;
- Departments may list several similar textbooks to give instructors a choice of materials;
- Pursuant to MLA convention, first editions are not designated as such; all subsequent editions are designated (2nd ed., 3rd ed., etc.).

Sample Instructional Materials Listing

- Berkin, Carol, et al. Making America: A History of the United States since 1865. Vol. B, 5th ed., Houghton Mifflin, 2017. (stereotypical textbook)
- Divine, Robert A., et al. America Past and Present. Vol. 2, 8th ed., Longman, 2019. (stereotypical textbook)
- Foner, Eric. A Short History of Reconstruction. Harper, 2020.
- Gerston, Larry. California Politics and Government: A Practical Approach. 7th ed., Wadsworth, 2019. (stereotypical textbook)
- Karnow, Stanley. Vietnam: A History. 2nd ed., Penguin Books, 2021.
- Takaki, Ronald. A Different Mirror: A History of Multicultural America. Little, Brown, 2019.

Periodicals (Listed Alphabetically by Title)

- American Heritage: Selected Articles. American Heritage, bimonthly.
- American History: Selected Articles. Primedia Enthusiast Publications, bimonthly.

Open Educational Resources (OER)

Pursuant to Title 5 § 55001.5(a), OER that meet accessibility standards must be considered as part of instructional-materials selection. OER may include openly licensed textbooks (such as those distributed through the Academic Senate's ASCCC OERI, OpenStax, LibreTexts, MERLOT, or the CCC's Z-Degree project), open-access journal articles, and openly licensed multimedia. OER selections must be vetted for accessibility (WCAG 2.1 AA or successor standard) and must be evaluated for currency on the same cycle as commercial materials.

Course and Program Classification Codes

Every Course Outline of Record (COR) and program approved at Victor Valley College carries a set of classification codes used for state apportionment reporting, federal alignment, articulation, and institutional research. These codes are entered into CurrIQnet Maverick and the Chancellor's Office Curriculum Inventory (COCI) by the Curriculum Specialist; they are reflected on the COR so that discipline faculty may verify their accuracy. The principal code families are described below.

Active Regulatory Transition — TOP to CIP

Pursuant to Chancellor's Office memoranda ESLEI 24-60 (October 2024), ESS 25-56 (August 21, 2025), ESS 25-72 (Infrastructure and Operational Alignment), and ESS 26-06 (Implementation Guidance), the California Community Colleges are transitioning from Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes as the primary discipline taxonomy. CIP is the federal standard maintained by the U.S. Department of Education's National Center for Education Statistics; the transition aligns California with IPEDS, Gainful Employment, Perkins V, and ACCJC reporting expectations. The transition is timed to overlap with Common Course Numbering (AB 1111) so colleges may complete both revisions in a single curriculum cycle. As of July 9, 2025, COCI accepts CIP codes through a dropdown field; dual reporting of TOP and CIP is required through Spring 2027. Final CIP submission for academic areas is due by June 30, 2027, with TOP codes fully phased out beginning with the 2027–28 academic year. Fiscal and Budget Allocation Model (BAM) realignment to CIP follows by June 30, 2028, with budget code changes effective FY 2028–29.

Taxonomy of Programs (TOP) Code

The Taxonomy of Programs (TOP) code is the historical California-specific taxonomy used to identify programs and courses for state-level reporting, apportionment, and budget activity coding. The TOP code is entered as CB-03 in CurrIQnet Maverick and COCI. Some disciplines may have multiple TOP codes; faculty originators should consult the current TOP Code Manual issued by the Chancellor's Office. Through Spring 2027, TOP codes continue to be required on all CORs and program records; following that date, TOP is being phased out as the primary taxonomy. The Chancellor's Office maintains an authoritative TOP-to-CIP crosswalk to support the transition.

Classification of Instructional Programs (CIP) Code

The Classification of Instructional Programs (CIP) code is the federal taxonomy maintained by the U.S. Department of Education's National Center for Education Statistics and adopted nationally for postsecondary program classification. CIP codes are more detailed than TOP codes, and a single TOP code typically maps to several CIP codes; the additional specificity supports more accurate IPEDS, Gainful Employment, and Perkins V reporting.

Beginning with the 2027–28 academic year, the MIS data elements associated with TOP, including the CB-03 field on every COR will be replaced with CIP equivalents. Until that date, colleges must report both TOP and CIP for every active course and program in COCI. If a course has not yet been

assigned a CIP code, the placeholder value 99.9999 is selected in the COCI CIP field until a formal assignment is made through the Chancellor's Office crosswalk.

CIP Designations for Noncredit

The Chancellor's Office has issued specific CIP guidance for noncredit categories that may affect VVC noncredit submissions:

- **Noncredit Short-Term Vocational:** primary CIP **32.0111** (Workforce Development and Training);
- **Workforce Preparation:** primary CIP **32.0107**.

Colleges may optionally provide a secondary reference CIP representing the related occupational or disciplinary area for purposes of local analysis, pathway alignment, and comparison with credit programs.

CIP Conventions for Reading Code Descriptions

CIP code descriptions use standardized prefatory language that signals program type:

- *"A program that prepares individuals for ..."* indicates an occupational (CTE) focus;
- *"A program that focuses on ..."* indicates an academic or general program.

Faculty originators of CTE proposals should verify that selected CIP codes carry the occupational prefatory language consistent with the program's CTE designation.

Student Accountability Model (SAM) Priority Code

The Student Accountability Model (SAM) priority code is a letter symbol assigned locally in accordance with the SAM Operations Manual and the PCAH 9th Edition. The SAM priority code indicates the degree to which a course is occupational and assists in identifying course sequence in occupational programs. SAM is entered as CB-09 in CurriQnet Maverick and COCI. The SAM priority code must correspond with the TOP/CIP code: vocational disciplines (denoted by asterisk in the TOP Code Manual, and by the "prepares individuals for" prefatory language in CIP) must carry SAM A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), or D (Possibly Occupational), and may not carry SAM E (Non-occupational). SAM is being retained in the CIP-aligned reporting framework; the Chancellor's Office has confirmed that the SAM priority structure will continue to operate alongside CIP after the TOP phase-out.

Course Basic (CB) Data Elements

The PCAH 9th Edition specifies the full set of Course Basic (CB) data elements that must be entered into CurriQnet Maverick and COCI for every credit and noncredit course. The CB-series ranges from CB-00 (Course Control Number) through CB-26 and includes the Credit Status (CB-04), Transfer Status (CB-05), Units of Credit Minimum and Maximum (CB-06 and CB-07), Basic Skills Status (CB-08), SAM Priority Code (CB-09), Cooperative Work Experience Education Status (CB-10), Course Classification Status (CB-11), Special Class Status (CB-13), Funding Agency Category (CB-23), Program Status (CB-24), General Education Status (CB-25), and Support Course Status (CB-26). CB-03 (currently the TOP code field) will be replaced by the CIP equivalent for the 2027–28 academic

year. Faculty originators should verify all CB-series values on the COR for accuracy at the time of curriculum approval and again before COCI submission.

The complete current specifications for each CB data element are maintained in the 2023 California Community Colleges Curriculum Submission and Approval Technical Manual issued by the Chancellor's Office and updated periodically; the Curriculum Specialist maintains a working copy and provides guidance to faculty originators on data-element coding questions.

Prerequisites, Corequisites, and Advisories on Recommended Preparation

1. Purpose

These procedures establish the process for adopting, reviewing, and challenging prerequisites, corequisites, and advisories on recommended preparation. They are consistent with VVC Board Policy and Administrative Procedure 4260, Education Code § 78213 (as amended by Assembly Bill 705, Irwin, 2017, and Assembly Bill 1705, Irwin, 2022), Title 5 §§ 55000 and 55003, and the Chancellor's Office Guidelines for Title 5 Regulations: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.

The District permits the use of content review alone, or in the alternative content review accompanied by statistical validation, as means to substantiate the appropriateness and necessity of a prerequisite, corequisite, or advisory.

Critical Regulatory Context — AB 705 and AB 1705

Pursuant to Education Code § 78213 (as amended by AB 705 and AB 1705), community colleges may not place a credit English or mathematics/quantitative reasoning student into pre-transfer-level coursework unless the college can demonstrate, through validated research, that such placement is necessary to improve the student's likelihood of completing transfer-level English and mathematics in a one-year (English/composition) or two-year (mathematics) timeframe. AB 1705 extends this framework to STEM mathematics: as of Fall 2025, all STEM-bound students must be given the option to enroll directly into the first transfer-level mathematics course required by their intended major. Innovative preparatory courses developed under Chancellor's Office guidance may continue to be offered subject to validation requirements. Faculty proposing or revising prerequisites or corequisites in English, mathematics, ESL, or quantitative reasoning must consult with the Curriculum Chair, Articulation Officer, and Office of Instruction to ensure AB 705/1705 compliance.

2. Definitions (Title 5 §§ 55000 and 55003)

The District adopts the following definitions and provides them in the College Catalog and Schedule of Classes:

A. Advisory on Recommended Preparation. A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

B. Prerequisite. A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

C. Corequisite. A condition of enrollment consisting of a course that a student is required to take simultaneously with (or, in some cases, prior to) another course.

D. Content Review. A rigorous, systematic process conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course

(or which students need to acquire through simultaneous enrollment in a corequisite). At a minimum, content review includes:

- Careful review of the COR to identify the skills and knowledge necessary for student success;
- Determination of how the preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling;
- Review of departmental faculty syllabi for the target course, sample exams, assignments, instructional materials, grading criteria, SLOs, course objectives, and required and recommended reading and writing assignments to determine sufficient correlation between required skills and the proposed prerequisite or corequisite;
- Direct involvement of discipline faculty in identifying course content, skills, and requirements;
- Specification of the body of knowledge or skills deemed necessary at entry or concurrent with enrollment;
- Identification and review of the prerequisite or corequisite course that develops the required knowledge or skills;
- Documentation of the review undertaken; and
- Determination that the prerequisite or corequisite meets the appropriate level of scrutiny specified in District AP 4260.

E. "Necessary and Appropriate." A strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose it purports to serve. This standard does not require absolute necessity.

F. Content Review with Statistical Validation. Content review (as defined in Title 5 § 55000(c)) accompanied by the compilation and analysis of data, using sound research practices showing that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

G. Statistical Review. A process distinct from statistical validation in which historical data are compared to justify a prerequisite or to determine recommended action on the review and revision of prerequisites, corequisites, and advisories.

H. Health and Safety Prerequisite. A prerequisite or corequisite necessary to protect the health or safety of a student or of others.

I. Educational Program. An organized sequence of courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education.

J. Sequence of Courses. Content- and thematically related courses in a discipline showing a progression of complexity.

K. Disproportionate Impact. Disproportionate impact occurs when the percentage of persons from a particular racial, ethnic, gender, age, or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population designated as eligible for the

service or placement, and the difference is not justified as educationally necessary or required by federal or state law.

L. Equitable Placement. Placement consistent with the requirements of Education Code § 78213 (AB 705/AB 1705) and Chancellor's Office implementation guidance, ensuring that students with an academic goal begin in transfer-level English and mathematics/quantitative-reasoning courses that satisfy a requirement of the certificate, degree, or transfer pathway within the chosen major, and that students who want or need concurrent academic support receive it.

3. Implementation of Prerequisites, Corequisites, and Advisories

A prerequisite, corequisite, or advisory may be established only after content review (or content review with statistical validation, where applicable) and curriculum committee approval. The Curriculum Committee will recommend to the Board of Trustees the establishment, modification, or removal of prerequisites, corequisites, and advisories. The District shall maintain documentation of all content reviews and statistical analyses supporting each requisite.

4. Levels of Scrutiny

Different categories of prerequisites and corequisites require different levels of scrutiny consistent with Title 5 § 55003 and District AP 4260:

- Prerequisites or corequisites for courses in CTE programs, sequential discipline courses, or programs governed by external licensure or accreditation may be established based on content review alone, provided that the requisite is necessary and appropriate;
- Prerequisites or corequisites in communication and computational skills (English, mathematics, ESL, quantitative reasoning) for degree-applicable courses not in a sequence are subject to the requirements of Education Code § 78213 and AB 705/AB 1705. Statistical validation may be required;
- Prerequisites necessary to protect health or safety may be established based on content review alone with appropriate documentation.

5. Disproportionate Impact Review

All prerequisites and corequisites must be evaluated for disproportionate impact at least once every six years (or every two years for CTE prerequisites and corequisites). Where disproportionate impact is found:

- The prerequisite or corequisite shall be suspended until an implementation plan to correct the disproportionate impact is established and in force;
- The implementation plan shall be reviewed at least once every six years;
- Upon subsequent review, if the disproportionate impact continues, the prerequisite or corequisite will be suspended until a revised implementation plan is established and in force.

6. Implementation of Content Review with Statistical Validation (Optional)

If the Curriculum Committee, using content review with statistical validation, initially determines that a new course needs to have a communication or computation skill prerequisite or corequisite, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met.

Finding of Disproportionate Impact

New Courses. Where disproportionate impact is proven to exist outside the parameters of AP 4260, the prerequisite or corequisite shall be suspended until an implementation plan is established to correct the disproportionate impact. Review of the implementation plan shall be undertaken at least once every six years. Upon subsequent review, if the disproportionate impact continues to exist, the prerequisite or corequisite will be suspended until a revised implementation plan is established and in force.

Existing Courses. Where content review with statistical validation is utilized, no prerequisite or corequisite shall be established until completion of the substantiating statistical research, and no disproportionate impact is proven to exist. Review for the existence of disproportionate impact shall be undertaken at least once every six years.

Exemption for Externally Approved Programs

The data collection requirements above shall not apply where the prerequisite or corequisite is required for enrollment in a program subject to approval by a state agency other than the Chancellor's Office, AND both of the following conditions are satisfied:

1. Colleges in at least six different districts have previously satisfied the data collection requirements with respect to the same prerequisite or corequisite for the same program; AND
2. The district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age, or disability. Where disproportionate impact is found, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

Course-by-Course Application

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis with the requisite content review and (where applicable) statistical validation.

7. Mandated Review Cycle

All prerequisites, corequisites, and advisories must be reviewed to assure that they remain necessary and appropriate. The review cycle is:

- At least once every six years for general prerequisites, corequisites, and advisories;

- At least once every two years for prerequisites and corequisites for vocational (CTE) courses or programs.

Every attempt shall be made to ensure that changes in prerequisites or corequisites do not adversely affect currently enrolled students. A disproportionate-impact report must accompany each two-year or six-year review.

8. Student Challenge Process

Prerequisite challenge petitions are available in the Admissions and Records Office. A prerequisite may be challenged on any of the following grounds:

1. The prerequisite has not been made reasonably available;
2. The prerequisite was established in violation of regulation or in violation of District-approved processes;
3. The prerequisite is discriminatory or is being applied in a discriminatory manner; and/or
4. The student has the knowledge or ability to succeed in the course despite not meeting the prerequisite.

In each case, the student must provide documentation to support the challenge. Examples of documentation include transcripts, copies of certificates, and proof of knowledge of the required material. The procedure for prerequisite challenge petitions shall be adequately published for students.

9. Implementation and Enrollment Management

Whenever a prerequisite or corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the requisite.

A. Other Degree-Applicable Courses. The College shall ensure that other degree-applicable courses are available to students impacted by the implementation of prerequisites or corequisites so as to prevent enrollment barriers.

B. Implementation. The Office of Instruction, in consultation with the Curriculum Committee, shall develop a plan to determine when adopted prerequisites and corequisites shall be made operational.

10. Satisfaction of Prerequisite

The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on assessment using multiple measures, consistent with Education Code § 78213 (AB 705/AB 1705) and Title 5 § 55522. Multiple measures placement (high school transcript data, including high school GPA and highest level of high school mathematics or English completed) is required for placement determinations in English, mathematics, and ESL. No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

11. Enforcement of Prerequisites, Corequisites, and Limitations on Enrollment

The District shall make every attempt to enforce all conditions a student must meet to be enrolled, through the registration process, so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before a final determination is possible. Enforcement is conducted consistent with Title 5 § 55003 et seq. Enforcement standards shall be established by or within District Administrative Procedures.

Faculty Responsibilities

- Courses for which prerequisites or corequisites are established shall be taught in accordance with the COR, particularly those elements requiring entering knowledge or skill;
- Faculty shall verify the rosters of students enrolled in courses with prerequisites and shall notify the Office of Admissions and Records of any apparent inconsistencies in enrollment relative to established requisites;
- Faculty shall maintain documentation supporting any requested removal, modification, or addition of a prerequisite, corequisite, or advisory.

Catalog Information and Course Requirements

Units and Credit

Unit values for courses are determined according to guidelines established in the California Code of Regulations, Title 5. The following definitions apply:

One unit of credit consists of not less than one hour per week of classroom instruction and not less than two hours per week of outside preparation for a semester of not less than fifteen weeks.

For lecture courses, the general formula is: one unit = one hour in-class instruction + two hours outside work per week.

Laboratory and other courses with substantial hands-on or performance components may follow different formulas as defined in Title 5 § 55002.5.

Course Designators and Numbering

Victor Valley College uses the California Community College common course numbering system and follows Title 5 guidance for course numbering to support student transfer and articulation (Assembly Bill 1111).

Course numbering follows these conventions:

100–299: Lower-division transfer courses (AA/AS or ADT)

300–399: Degree-applicable, non-transfer courses

800–899: Noncredit courses

128/148 and 1898/1899: Experimental, special topics, and independent study

Repeatable Courses

A course may be designated as repeatable when the content permits significant repetition without being redundant, or when the nature of the course requires repeated enrollment for skill development or breadth of application. Repeatable courses must meet the following criteria pursuant to Title 5 § 55002.5:

Proper rationale is documented in the Course Outline of Record

The course description explains why the course may be repeated

Maximum repeatability is specified in the COR and follows PCAH guidelines

Repeatability does not circumvent prerequisite or disproportionate impact policies

Cooperative Education Courses

Cooperative Education (CE) courses allow students to apply classroom learning in supervised work experiences. CE courses are designated with the "CE" suffix in the course title and must include:

Documented learning outcomes linked to on-the-job experience

Faculty supervision and employer coordination

Student participation in both classroom and approved work settings

Proper evaluation methods assessing both classroom and applied learning

Families of Courses and Course Repeatability Principles

Related courses may be organized into "families" to facilitate student pathways and clarify repetition policies. Families of courses within a subject area:

- Share common foundational content or prerequisites

- Build sequentially in rigor and application

- Allow students to repeat within a family if outcomes are distinct across courses

Instructional and Other Materials: Title 5 §§ 59400–59408

Regulatory Basis

California Code of Regulations, Title 5, Division 6, Section 59400 et seq. establishes the framework for required instructional materials and material fees charged to students. VVC complies with these regulations through its board-adopted materials fee policy.

§ 59400 Required Instructional and Other Materials

District governing boards may establish fees for required instructional and other materials, provided that:

- (1) The materials are determined by the faculty to be educationally necessary for the course
- (2) The materials will have lasting value to the student beyond the completion of the course
- (3) The fee is not used to avoid state-funded textbook and instructional material costs

§ 59402 Definitions

"Materials" means tangible items such as laboratory manuals, workbooks, course readers, or electronic tools that students retain and use beyond course completion.

Materials do not include textbooks covered under California Education Code § 76365 or general college services (parking, health services, etc.).

Process for Adding or Changing Material Fees

New material fees or changes to existing fees must follow this process:

- Faculty proposal with documented justification
- Curriculum Committee review and recommendation
- District governing board approval
- Thirty-day advance notice to students before implementation
- Annual board review of all materials fees

Student Notification

Course outlines, class schedules, and the college catalog must clearly identify courses with material fees. Students must be notified of fees at registration. Pursuant to Education Code § 76550, students with financial hardship may petition for a fee waiver.

Appendices

Bloom's Taxonomy of Educational Objectives

Benjamin Bloom's Taxonomy provides a framework for classifying learning objectives and outcomes by cognitive complexity. Faculty use Bloom's verbs when writing course and learning outcomes to ensure appropriate rigor and measurability.

Cognitive Domain (Revised, Anderson & Krathwohl, 2001)

Remember: identify, define, label, list, match, name, recall, reproduce
Understand: clarify, classify, explain, describe, discuss, paraphrase, recognize
Apply: calculate, compute, demonstrate, execute, implement, operate, use, solve
Analyze: appraise, break down, compare, contrast, criticize, differentiate, distinguish
Evaluate: argue, critique, defend, judge, justify, support, validate, weigh
Create: assemble, compose, construct, design, develop, generate, organize, produce, synthesize

Affective Domain (Krathwohl, Bloom, & Masia, 1964)

Receive: attend, become aware, listen, observe, perceive
Respond: answer, assist, contribute, cooperate, help, participate, practice
Value: appreciate, believe, demonstrate, initiate, prefer, respect, show commitment
Organize: arrange, combine, compare, integrate, relate, structure, synthesize
Characterize: act, conform, display, internalize, practice, question, revise

Psychomotor Domain (Harrow, 1972)

Observe: perceive, watch, note, attend
Imitate: copy, replicate, reproduce, repeat
Practice: perform, drill, execute, manipulate
Adapt: adjust, modify, refine, improve
Create: invent, design, construct, develop novel approaches

Student Accountability Model (SAM) Priority Codes

California's Student Accountability Model provides priority codes for data reporting and program evaluation. Courses are classified for data and budget allocation purposes using codes that reflect student populations and program types.

SAM Code	Priority Area / Purpose
1	Career Technical Education (CTE)
2	Transfer Education
3	Workforce Retraining
4	Basic Skills and Remediation
5	Noncredit Workforce Development
6	Noncredit Adult Education
7	Noncredit Older Adults

Classification of Instructional Programs (CIP) Codes

The U.S. Department of Education's Classification of Instructional Programs (CIP) is a standard taxonomy for classifying educational programs by field of study. Effective 2027, California Community Colleges transitioned from TOP codes to CIP codes for statewide reporting pursuant to Chancellor's Office memoranda.

CIP structure: XX.XXXX format (2-digit field + 4-digit sub-classification)

Example: 51.2207 = Health Professions and Related Programs / Nursing

Noncredit CIP Designations

Pursuant to Title 5 revisions (effective October 24, 2025), noncredit courses use special CIP designations:

32.0111: Noncredit Basic Skills (ESL, pre-college)

32.0107: Noncredit Workforce/Adult Education

Glossary of Curriculum Terms

This glossary defines key curriculum and governance terms used throughout the handbook.

Term	Definition
Accreditation	External peer review process verifying institutional and program quality
ADT	Associate Degree for Transfer; California-aligned transfer pathway program
COCI	California Colleges Reporting System; statewide data submission system
COR	Course Outline of Record; official curriculum document approved by district and board
CTE	Career Technical Education; workforce development program
Disproportionate Impact	When a prerequisite or policy creates an unjustly higher barrier for certain student populations
DE	Distance Education; courses conducted entirely or partially online
Equity	Removal of barriers to ensure all students have equal opportunity to succeed
IDEAA	Inclusion, Diversity, Equity, Antiracism, and Accessibility
PLO	Program Learning Outcome; competency students achieve upon program completion
Prerequisite	Course or skill requirement students must complete before enrolling
RSI	Regular and Substantive Interaction; required faculty-student contact in DE courses

SLO	Student Learning Outcome; specific knowledge or skill students demonstrate in course
UDL	Universal Design for Learning; instructional design providing multiple means of access and expression

Resources for Curriculum Development

Curriculum development resources available to VVC faculty and staff include:

California Community Colleges Chancellor's Office (CCCCO)

- Program and Course Approval Handbook (PCAH), 9th Edition
- Curriculum guides and ESS (Electronic Service System) memoranda

Academic Senate for California Community Colleges (ASCCC)

- Curriculum and Instruction committee resources
- DEI in Curriculum and DEI in Praxis guides

CAST (Center for Applied Special Technology)

- Universal Design for Learning Guidelines (Version 3.0)
- Available at udlguidelines.cast.org (free, online)

VVC Internal Resources

- Curriculum Committee website and CurricUNET/curriQunet Maverick system
- Office of Instruction and DSPS for accessibility guidance
- Articulation Officer for transfer requirements

Universal Design for Learning (UDL) Accessibility Procedure

Regulatory Basis	California Code of Regulations, Title 5, § 55002 (effective October 24, 2025)
Adopted By	VVC Curriculum Committee
Implementation Deadline	April 22, 2026 (180 days from effective date per CCR § 52010)
Review Cycle	Reviewed annually by the Curriculum Committee; updated as needed to reflect regulatory changes

Section I: Purpose and Regulatory Authority

This procedure establishes the Victor Valley College Curriculum Committee’s documented process for ensuring that every course outline of record (COR) reviewed and approved by the committee reflects Universal Design for Learning (UDL) principles. The procedure fulfills the mandatory written documentation requirement under California Code of Regulations, Title 5, § 55002, as revised effective October 24, 2025.

Title 5 § 55002 Requirement: “Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect Universal Design for Learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.”

This procedure applies to all new courses, substantially revised courses, and courses undergoing periodic review submitted to the VVC Curriculum Committee for approval. It is to be used in conjunction with the committee's Equity Review Procedure.

Section II: Definitions

The following definitions apply throughout this procedure:

Universal Design for Learning (UDL)	A research-based framework for designing instruction that proactively addresses learner variability by providing flexible options for how students access information, engage with content, and demonstrate learning. UDL is organized around three core principles: Multiple Means of Representation, Multiple Means of Engagement, and Multiple Means of Action and Expression (CAST, 2024).
Multiple Means of Representation	Providing information and content in multiple formats (e.g., text, visual, audio, tactile) so that all learners can perceive and comprehend course material regardless of disability, language background, or learning modality.
Multiple Means of Engagement	Offering varied approaches to motivate and sustain student participation and learning, accounting for differences in how students are engaged and self-regulated, including providing relevance, choice, and support for diverse cultural identities and backgrounds.
Multiple Means of Action and Expression	Allowing students to demonstrate their knowledge and skills through varied means (e.g., written, oral, visual, project-based) so that no single method of expression creates an unnecessary barrier to demonstrating learning.
Learner Variability	The natural and predictable differences among students in learning needs, abilities, language backgrounds, cultural experiences, physical and sensory capacities, and prior knowledge. UDL treats variability as the norm, not the exception.
Representative Descriptions	As defined in Title 5 § 55001.5(b), descriptions included in the COR of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students. These are illustrative examples, not a prescribed teaching script.

Section III: Scope and Application

This procedure applies to the following curriculum submissions reviewed by the VVC Curriculum Committee:

- New credit and noncredit courses
- Substantially revised courses (as defined by the committee's substantive change policy)
- Courses undergoing the periodic five-year review cycle
- Distance education addenda for existing courses

This procedure applies to all instructional disciplines and both face-to-face and distance education (online, hybrid) course modalities. UDL principles are discipline-neutral and apply equally across transfer, career technical education (CTE), basic skills, and noncredit courses.

Important Distinction: This procedure governs the curriculum review and COR approval process. It does not mandate specific teaching methods or override faculty academic freedom in the classroom. Faculty retain full academic freedom in how they teach. The COR's UDL section provides illustrative representative examples, not a prescriptive teaching script.

Section IV: The UDL Accessibility Review Procedure

The Curriculum Committee's UDL Accessibility Review is embedded within the standard COR review workflow. It consists of three phases: COR Development (faculty responsibility), Technical Review (curriculum are representative), and Curriculum Committee member review, full Committee action.

Phase 1: COR Development — Faculty Author Responsibilities

Faculty developing a new or revised COR are responsible for ensuring that the document includes UDL-aligned content prior to submission. The following elements must be addressed:

Step 1.1 — Include Representative Descriptions of Inclusive Pedagogical Approaches

Per Title 5 § 55001.5(b), every COR must include representative descriptions of approaches faculty may use to accommodate and engage diverse learners, advance equitable outcomes, and promote inclusion. These descriptions should appear in the designated COR section for Methods of Instruction and, where applicable, in Methods of Evaluation.

Representative descriptions should address, where appropriate to the discipline, examples from the three UDL principal areas:

UDL Principle	Focus	Example COR Language (Representative, Not Exhaustive)
Multiple Means of Representation	How students access and perceive content	Lecture with visual slides; video with captions; hands-on lab specimens; concept diagrams; illustrated textbook chapters; real-world case studies; accessible digital readings.
Multiple Means of Engagement	How students are motivated and supported	Collaborative problem-solving; real-world and culturally relevant examples; student choice of discussion topics; structured peer review; self-assessment tools; incremental feedback opportunities.
Multiple Means of Action and Expression	How students demonstrate learning	Written exams; oral presentations; lab practicals; portfolios; concept maps; multimedia projects; group projects with defined roles; take-home essays.

Step 1.2 — Review Methods of Evaluation for Accessibility

Faculty should ensure that the Methods of Evaluation section does not create unnecessary barriers to demonstrating learning. Evaluation methods should, to the extent appropriate to the discipline and course level:

- Include more than one type of assessment across the course (e.g., not exclusively timed in-class exams)
- Be clearly described with enough specificity that a student can understand what is expected

- Allow, where appropriate to discipline standards and rigor, for varied means of demonstrating mastery of course objectives

Step 1.3 — Ensure Instructional Materials Language Is Accessibility-Aware

Where the COR references required textbooks, laboratory materials, or digital resources, faculty are encouraged to note whether accessible formats are available, or to use language such as “Instructional materials selected for accessibility compliance” in the catalog description or materials section.

Phase 2: Technical Pre-Review — Curriculum Area Representative

Before a COR proceeds to the full Curriculum Committee, the curriculum area representative (or designated technical reviewer) conducts a pre-review using the UDL Accessibility Checklist in Section V of this procedure. The area rep:

- Confirms that the COR contains at least one representative description of an instructional approach aligned to each of the three UDL principles.
- Flags any COR where the Methods of Instruction section lists only a single delivery method with no accommodation language.
- Flags any COR where the Methods of Evaluation section contains only one assessment type with no reference to accessibility or alternative formats.
- Notes whether the course includes a distance education (DE) addendum that addresses accessibility for online content (e.g., captioned video, accessible documents, screen-reader-compatible tools).
- Returns incomplete CORs to the faculty author with specific written feedback, referencing the relevant UDL principal area that needs additional representative language.
- Documents the pre-review completion in the CurricUNET workflow prior to advancing the COR to the full committee agenda.

Phase 3: Curriculum Committee Review and Action

During full committee review, the Curriculum Committee reviews the UDL accessibility elements of each COR as a standard component of the approval process.

Step 3.1 — Committee Member Individual Review

Each committee member reviewing an assigned COR completes the UDL Accessibility Checklist (Section V) as part of their individual review prior to the meeting. Committee members note any items that are absent or insufficient and bring these observations to the committee discussion.

Step 3.2 — Committee Discussion

During the committee meeting, the reviewing member reports on the UDL elements of the COR. The committee may:

- Approve the COR as submitted if UDL elements are sufficient
- Approve the COR with a minor correction request, where the UDL language is present but could be strengthened (correction returned to faculty author before advancing to Board)
- Table the COR with a specific written request for revision, where required UDL representative descriptions are absent

Step 3.3 — Approval Standard

A COR meets the UDL accessibility standard for committee approval if it:

- Contains representative descriptions of instructional approaches reflecting at least the three UDL principles in the Methods of Instruction section, appropriate to the discipline and course format
- Does not rely exclusively on a single assessment format in the Methods of Evaluation section without any reference to accessibility or flexibility
- Includes an accessible DE addendum if the course is offered in distance education format

Clarification: “Representative” does not mean exhaustive. A COR listing four or five examples that collectively reflect multiple means of representation, engagement, and expression satisfies this standard. The committee does not require a separate UDL section — the language is expected to be integrated naturally into the Methods of Instruction and Methods of Evaluation sections.

Section V: UDL Accessibility Review Checklist

This checklist is used by both the technical pre-reviewer (Phase 2) and Curriculum Committee members (Phase 3). It is completed for every COR reviewed under this procedure.

COR Title: _____ **Discipline:** _____

Reviewer: _____ **Date:** _____

Review Type: ☐ Technical Pre-Review ☐ Committee Member Review

	PRINCIPLE 1: Multiple Means of Representation — Does the COR address how students access content?
☐	The Methods of Instruction section references more than one format for delivering course content (e.g., lecture AND visual aids, demonstrations, readings, or multimedia).
☐	At least one listed instructional approach would be accessible to students who are blind, low-vision, deaf, or hard of hearing, or notes that accessible formats are available.
☐	Instructional approaches acknowledge diverse language or literacy backgrounds where appropriate to the course level.
	PRINCIPLE 2: Multiple Means of Engagement — Does the COR address how students are motivated and supported?
☐	The Methods of Instruction section includes at least one approach that promotes student relevance, choice, or active participation (e.g., discussion, collaborative work, real-world application, culturally relevant examples).
☐	The course includes formative or low-stakes engagement opportunities, not solely high-stakes summative assessments.
☐	Where appropriate to the discipline, the course description or instructional approaches reflect culturally responsive or inclusive content.
	PRINCIPLE 3: Multiple Means of Action and Expression — Does the COR allow varied ways to demonstrate learning?
☐	The Methods of Evaluation section lists more than one assessment type across the course (e.g., written exam plus lab practical, or oral plus written work).
☐	No single, non-flexible assessment method constitutes 100% of the grade without justification based on discipline-specific professional standards (e.g., clinical licensure requirements).
☐	Where applicable, language allows for accessible test formats, extended time provisions, or alternative demonstration of learning consistent with documented disability accommodations.
	DISTANCE EDUCATION (Complete only if course is offered in DE or hybrid format)

☐	A separate DE addendum has been submitted and reviewed.
☐	The DE addendum addresses how course materials will be made accessible (e.g., captioned video, screen-reader-compatible documents, accessible LMS design).
☐	The DE addendum confirms regular and effective contact methods that are accessible to students with disabilities.
OVERALL DETERMINATION	
☐	APPROVED — COR satisfies UDL accessibility requirements.
☐	APPROVED WITH MINOR CORRECTION — Specific revision requested (note below); correction to be returned before Board submission.
☐	TABLED — Required UDL representative descriptions absent. Written revision request provided to faculty author (note below).
Notes / Revision Requests: 	

Section VI: Training Requirements

Consistent with the Title 5 requirement that all faculty and staff involved in the curriculum approval process receive training in curriculum policies and procedures, the following training requirements apply to UDL accessibility review:

Curriculum Committee Members

- All new committee members receive orientation on this procedure during their first committee meeting of the academic year.
- All members are encouraged to complete the CAST UDL Guidelines online overview (free, self-paced; available at udlguidelines.cast.org) within their first semester of service.
- The committee chair or designee provides a brief annual UDL update at the start of each academic year, incorporating any regulatory changes.

Faculty COR Authors

- The curriculum specialist makes this procedure and the UDL Accessibility Checklist available through VVC's curriculum development resources (CurricUNET documentation, departmental training).
- Discipline faculty developing new CORs are encouraged to consult the curriculum area rep, curriculum chair, or the DSPS (Disabled Students Programs and Services) office for guidance on accessibility-appropriate instructional language.
- Department chairs may request a UDL training session from the curriculum chair for their discipline faculty.

Curriculum Area Representative

- The curriculum area representative maintains current knowledge of UDL principles and Title 5 accessibility requirements and applies this procedure consistently across all COR pre-reviews.
- The curriculum area representative reports annually to the committee on UDL-related revision requests, identifying any patterns across disciplines that warrant targeted faculty development.

Section VII: Implementation Timeline and Records

This procedure takes effect immediately upon adoption by the Curriculum Committee and must be fully implemented no later than April 22, 2026, in accordance with the 180-day compliance window established by California Code of Regulations § 52010.

Milestone	Action / Responsible Party
Adoption	Curriculum Committee adopts this procedure by majority vote; procedure is recorded in meeting minutes.
Distribution	Curriculum specialist posts this procedure to VVC Curriculum Committee website and/or CurricUNET resources. Distributed to all committee members and department chairs.
CurricUNET Integration	Curriculum specialist works with CurricUNET/currIQunet Maverick administrator to ensure the COR template includes appropriate fields for UDL representative descriptions in Methods of Instruction and Methods of

	Evaluation, and that all COR information is entered directly into COCI per the 2025 Title 5 requirements (document uploads no longer permitted).
Annual Review	The Curriculum Committee reviews and updates this procedure annually each fall semester, incorporating any changes to Title 5, PCAH guidance, or CAST UDL Guidelines. The 9th Edition PCAH (expected Spring 2026) will be consulted upon release.

Record Keeping

Completed UDL Accessibility Checklists are retained as part of the COR file. Where CORs are tabled or returned for revision based on UDL concerns, the written revision request is documented in the CurricUNET workflow and retained with the COR file. The curriculum specialist maintains an annual summary of UDL-related revision requests for program review and committee self-evaluation purposes.

Section VIII: Relationship to Other Curriculum Committee Procedures

This procedure operates in conjunction with, and does not replace, the following Curriculum Committee governance documents:

Related Procedure / Document	Relationship to UDL Procedure
Equity Review Procedure (IDEAA)	Both procedures are required under Title 5 § 55002. The Equity Review addresses IDEAA integration in content and culturally responsive pedagogy. The UDL Procedure addresses accessibility and learner variability. Applied together, they constitute the committee's full equity and accessibility review framework.
Distance Education (DE) Separate Course Approval Procedure	UDL review includes a DE-specific checklist section. DE addenda are reviewed separately per Title 5 § 55206 but the UDL Accessibility Checklist applies to DE courses in addition to the DE review.
Substantive vs. Non-Substantive Change Criteria	The UDL Procedure applies to substantially revised courses in addition to new courses. Non-substantial changes (e.g., updated textbook edition, minor wording correction) do not require a full

	UDL review unless the change affects Methods of Instruction or Evaluation.
Five-Year Periodic Course Review	Courses undergoing periodic review are evaluated using this procedure. The five-year review cycle provides an opportunity to update COR language to reflect current UDL practices and ensure compliance with evolving Title 5 requirements.

Section IX: Adoption and Amendment

This procedure was developed by the VVC Curriculum Committee in response to the 2025 revisions to California Code of Regulations, Title 5, § 55002, and is adopted as a formal governance document of the committee.

Amendments to this procedure require a majority vote of the Curriculum Committee and must be consistent with Title 5 regulations, applicable PCAH guidance, and the current edition of the CAST UDL Guidelines. The Academic Senate President is notified of any amendments.

Date Adopted	_____
Curriculum Committee Chair	_____

References

- California Code of Regulations, Title 5, § 55002 (revised, effective October 24, 2025)
- California Code of Regulations, Title 5, § 55001.5 (new section, effective October 24, 2025)
- California Community Colleges Chancellor's Office. (2025, October 7). Regulatory Revisions to Course Outline of Record [ESS 25-66 memo]. Sacramento, CA: CCCCCO.

- California Community Colleges Chancellor's Office. (2019). Program and Course Approval Handbook (PCAH), 8th Edition. Sacramento, CA: CCCC. [9th Edition anticipated Spring 2026]
- CAST. (2024). Universal Design for Learning Guidelines (Version 3.0). Lynnfield, MA: CAST. Retrieved from udlguidelines.cast.org
- Academic Senate for California Community Colleges (ASCCC). (2025). 2025 Curriculum Institute Program. Sacramento, CA: ASCCC.
- Americans with Disabilities Act of 1990, 42 U.S.C. § 12100 et seq.
- Section 508 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794d

Equity Review Checklist

Regulatory Basis	California Code of Regulations, Title 5, § 55002 (effective October 24, 2025)
Adopted By	VVC Curriculum Committee
Implementation Deadline	April 22, 2026 (180 days from effective date per CCR § 52010)
Review Cycle	Reviewed annually by the Curriculum Committee; updated as needed to reflect regulatory changes

Purpose and Instructions

This checklist supports the VVC Curriculum Committee's mandatory equity review of all new and substantially revised course outlines of record (CORs), as required by the 2025 revisions to California Code of Regulations, Title 5, § 55002. The equity review is one of two documented procedures the committee is required to maintain; it is applied in conjunction with the UDL Accessibility Procedure.

Title 5 § 55002 Requirement: Curriculum committees must adopt written procedures ensuring that every course outline describes approaches that will engage diverse student populations and advance equitable student outcomes and promote the inclusion of all students.

Review Instructions:

1. Review the COR against all three domains below.
2. Check each indicator that is present in the COR. A COR need not satisfy every indicator but must demonstrate meaningful integration across all three domains.

3. Document gaps and recommended revisions in the notes space provided at the end of each domain.
4. Complete the Overall Determination at the end of the checklist. Retain the completed checklist as part of the COR file.

Reviewer Information

COR Title: _____ **Discipline:** _____

Reviewer Name: _____ **Date:** _____

New Course: ☐ **Substantially Revised Course:** ☐ **Periodic Review:** ☐

Domain 1: Accommodation and Engagement of Diverse Student Bodies

	<i>Does the COR reflect awareness of the varied backgrounds, identities, learning needs, and lived experiences students bring to the classroom?</i>
☐	Catalog description speaks to and reflects the lives of the student population served.
☐	Methods of instruction support multiple modalities (e.g., lecture, discussion, group work, written, oral).
☐	Assignments offer student choice or scenario options drawn from diverse communities.
☐	Distance education or hybrid delivery options are included or addressed, broadening access for students with work, transportation, or caregiving constraints.
☐	Academic accommodations language addresses multiple formats, modalities, and technology access.
☐	Course content or assignments reference the local community context (e.g., High Desert, Inland Empire) or students' lived environments.

Domain 1 Notes / Revision Requests:

Domain 2: Advancing Equitable Student Outcomes

	<i>Is the course designed to actively support student success — particularly for students who have been historically underserved?</i>
☐	Student Learning Outcomes (SLOs) are mapped to GE competencies that include social responsibility, critical thinking, or human flourishing.
☐	Assignments are scaffolded to build skills progressively (e.g., summarize → analyze → synthesize → reflect).
☐	Course content connects to students' professional futures, transfer pathways, or community roles.
☐	Content explicitly addresses systemic or structural factors — not only individual behavior or personal deficit framings.
☐	Collaborative or group work is included to build professional skills alongside content knowledge.
☐	Reading or source requirements include community-sourced, non-traditional, or interdisciplinary materials appropriate to the discipline.
Domain 2 Notes / Revision Requests: 	

Domain 3: Promotion of Inclusion of All Students

	<i>Are all students — regardless of identity, background, or prior experience — positioned as legitimate members of the academic community whose perspectives are valued?</i>
☐	Diverse voices, communities, and case examples are woven throughout the content — not siloed in a single week or unit.
☐	Instructional objectives include cultural humility, ethics, or professional responsibility toward diverse communities.
☐	Assignments ask students to examine positionality, bias, or their own assumptions where appropriate to the discipline.
☐	COR language is inclusive and non-stigmatizing throughout all sections.
☐	Equity is framed as a professional and scientific issue — not merely a social or add-on concern — appropriate to the discipline context.
☐	Required readings or sources include perspectives from marginalized or underrepresented communities.
Domain 3 Notes / Revision Requests: 	

Overall Determination

☐	APPROVED — COR demonstrates meaningful equity integration across all three domains.
☐	APPROVED WITH MINOR CORRECTION — Equity language is present, but revision requested in one or more domains (specified in notes above). Correction to be returned before Board submission.

☐	TABLED — Equity integration absent or insufficient across one or more domains. Written revision request provided to faculty author (see domain notes above).
Overall Notes: 	

Important: This Equity Review Checklist is used alongside the Curriculum Committee's UDL Accessibility Procedure. Together, these two documented procedures constitute the full equity and accessibility review framework required by Title 5 § 55002 (effective October 24, 2025). Both must be completed for every new and substantially revised COR.

Adoption and Amendment

This checklist was developed by the VVC Curriculum Committee in response to the 2025 revisions to California Code of Regulations, Title 5, § 55002, and is adopted as a formal governance document of the committee. Amendments require a majority committee vote and notification to the Academic Senate President.

Date Adopted	_____
Curriculum Committee Chair	_____
Academic Senate President	_____
Next Review Date	Fall Semester, _____ (annual review)

References

- California Code of Regulations, Title 5, § 55002 (revised, effective October 24, 2025)
- California Code of Regulations, Title 5, § 55001.5 (new section, effective October 24, 2025)
- California Community Colleges Chancellor's Office. (2025, October 7). Regulatory Revisions to Course Outline of Record [ESS 25-66 memo]. Sacramento, CA: CCCC.
- California Community Colleges Chancellor's Office. (2019). Program and Course Approval Handbook (PCAH), 8th Edition. Sacramento, CA: CCCC. [9th Edition anticipated Spring 2026]
- Academic Senate for California Community Colleges (ASCCC). DEI in Curriculum: Model Principles and Practices. Sacramento, CA: ASCCC.
- Academic Senate for California Community Colleges (ASCCC). DEI in Praxis: Models for Culturally Responsive Curriculum. Sacramento, CA: ASCCC.

Course Outline of Record IDEAA & UDL Faculty Checklist

A working tool for faculty preparing new or revised CORs under Title 5 §55002

Purpose

The 2025 Title 5 §55002 revisions require curriculum committees to maintain a documented procedure ensuring every Course Outline of Record (COR) accommodates and engages diverse student bodies, advances equitable student outcomes, and promotes the inclusion of all students. This checklist supports faculty in meeting that standard.

Use this tool as you draft or revise — not as a post-hoc audit. CORs that demonstrate authentic integration of IDEAA and UDL move through committee review faster.

Definitions

IDEAA — Inclusion, Diversity, Equity, Antiracism, and Accessibility.

UDL — Universal Design for Learning, a framework built on three principles:

- Multiple means of **engagement** (the why of learning)
- Multiple means of **representation** (the what of learning)
- Multiple means of **action and expression** (the how of learning)

UDL is designed-in from the start. Accommodations are bolted-on afterward. Title 5 calls for designed-in.

Section-by-Section Checklist

1. Course Description

- ☐ Language is welcoming and accessible; avoids jargon that assumes prior cultural or academic capital.
- ☐ Where the course includes contributions, populations, or contexts from diverse groups, this is reflected in the description.
- ☐ Reading level is appropriate for an entering student in the discipline.

2. Student Learning Outcomes (SLOs)

- ☐ SLOs are written so they can be equitably achieved by students from varied academic, cultural, and linguistic backgrounds.
- ☐ At least one SLO can be demonstrated through more than one mode of evidence (not exam-only).

- ☐ Bloom's verbs are chosen to allow varied paths to mastery.

3. Course Objectives

- ☐ Objectives align with SLOs and support equitable attainment.
- ☐ Where the discipline supports it, objectives include critical engagement with how knowledge in the field has been historically shaped.

4. Course Content

- ☐ Content reflects diverse contributors, perspectives, and contexts where the discipline supports it.
- ☐ Health, social, or environmental disparities are addressed where relevant to the discipline.
- ☐ No group is treated as the default with others positioned as additions.
- ☐ Antiracism: where applicable, content addresses how the field has engaged with race, ethnicity, and power.

5. Methods of Instruction (UDL — Engagement & Representation)

- ☐ Multiple instructional approaches listed; not lecture-only.
- ☐ Scaffolded direct instruction, collaborative work, inquiry/discussion, and applied activities are represented as appropriate.
- ☐ Content is delivered through multiple modes (text, visual, auditory, hands-on).
- ☐ Engagement strategies address motivation, relevance, and student choice.

6. Assignments and Methods of Evaluation (UDL — Action & Expression)

- ☐ Students can demonstrate learning through more than one format (written, oral, project, applied, visual).
- ☐ No single high-stakes assessment dominates the grade unless pedagogically justified on the record.
- ☐ Formative assessment is present, not only summative.
- ☐ Assignments allow students to draw on varied cultural, linguistic, and experiential strengths.

7. Required Materials

- ☐ Required materials pass the Title 5 §59400 two-part test: instructional necessity AND continuing value to the student.
- ☐ OER alternatives have been considered, consistent with §55001.5.
- ☐ Cost is reasonable; any high-cost material is justified on the record.
- ☐ Materials are available in accessible formats (alt text, captions, screen-reader compatible).

Self-Audit Before Submission

Ask yourself honestly before submitting:

- If a colleague unfamiliar with this course read the COR, would they see IDEAA principles as integrated or as added on?
 - Could a student from any background reasonably succeed in this course as designed?
 - Are my methods designed-in (UDL) or bolt-on (accommodations after the fact)?
 - Is there boilerplate language that doesn't reflect what actually happens in the course? If so, remove or rewrite it.
-

Common Pitfalls

Tokenism — naming diverse contributors or populations without integrating their work or context into instruction or assessment.

Accessibility ≠ full IDEAA — accessibility is one letter of five; ensure inclusion, diversity, equity, and antiracism are also addressed where the discipline supports them.

UDL confused with accommodations — UDL is upfront design for all learners; accommodations are individual adjustments made after the fact. Both have a place; they are not the same.

Boilerplate — language copied across CORs that does not reflect what actually happens in the course. The Curriculum Committee will return CORs with unsupported boilerplate.

Resources

- Title 5 §55002 — full regulatory text via the California Code of Regulations
- CAST UDL Guidelines — udlguidelines.cast.org
- ASCCC Curriculum Resources — asccc.org
- VVC Curriculum Committee Chair — available for one-on-one COR consultation prior to submission

Prepared by the VVC Curriculum Committee | For internal faculty use