



Welcome to the Meeting

In the Room and on the Zoom:

- Voting members requesting emergency or just cause virtual attendance be added to the agenda should make the request during public comments per committee policy
- All virtual attendees are muted when joining the meeting.
- Please unmute when you wish to speak, and mute again when you have finished.
- Take turns speaking and be patient! You can also use chat to ask questions, or raise your hand (click “reactions” to access this feature).
- In-person attendees, please raise your hand and wait to be called on. Keep cross-talk to a minimum so audio is clear for everyone.
- If discussion moderation becomes necessary, the chair will mute all virtual participants and call on speakers in turn, using raised hands.
- The meeting will be recorded, beginning with the call to order.

Curriculum Committee Workshop

September 2, 2026

Visalia: Sequoia Room 1, Tulare: B 223

[Zoom Link](#)

Governance: Meeting Guide



COS Organizational Meeting Agenda Guide

The purpose of this agenda guide is to provide consistency for all senates and committees as they hold their opening meetings for the fall semester. The processes in the COS Governance & Decision-making Manual are integral to our full compliance with the Accreditation standards and the steps below are required to assure consistent and effective implementation of **COS 2.0**.

A list of steps to assure all senates and committees facilitate a successful transition is provided below and shall be conducted in all opening meeting(s) of the 2026 fall semester:

AGENDA

1. Election of officers (in accordance with COS Governance & Decision-making Manual).
2. Set and publish a monthly meeting schedule (through at least first semester).
3. Review and discuss the **COS Governance & Decision-making Manual**.
4. Take appropriate steps, if necessary, to update existing By-laws or operating procedures to align with the COS Governance & Decision-making Manual.
5. Review **COS District Objectives** for the specific purpose of aligning annual work.
6. Establish and codify the structure and timing of committee reports (by or from).
7. Review prior year's evaluation and initiatives.
8. Develop current year's initiatives, if any. When appropriate, district goals and district objectives should be integrated into initiatives. Initiatives need to support integrated planning and the district's goals when applicable.
9. Enter routine business and initiatives into Improve.

Principles of Participatory Governance

PRINCIPLES OF PARTICIPATORY GOVERNANCE

1. Mutuality, Collegiality, and Collaboration

The District's governance and decision-making processes are based on recognition of and respect for the interrelationships of constituent groups.

The commitment to this principle is demonstrated in the following ways:

- Leaders and members of all constituent groups publicly acknowledge the importance of participatory governance and the rewards to all for collegial participation.
- With the exception of the Academic Senate and Student Senate, collaborative groups are co-chaired by a faculty or staff member and an administrator. The non-administrative members of the group select the faculty or staff co-chair and the Superintendent/President or his/her designee appoints the administrative co-chair.
- Sharing ideas is valued. Meetings include clear presentations of the issues to be resolved followed by brainstorming during which committee members ask questions and suggest ideas with the expectation that other group members will withhold criticism until the final stages of developing a recommendation. Divergent views are fully explored.

2. Transparency

The District values transparency and strives to maintain an open and honest approach to decision-making, operations, and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendation.

The commitment to this principle is demonstrated in several ways:

- The schedules for senate meetings and senate committee meetings are posted online at the beginning of each academic year and meetings are open to the public.
- Agendas are published on the District's website 72 hours before meetings. Senate meetings, and their agendas, include a standing item for public comment.
- Anyone from the college community can bring forward an item or issue during public comment.
- Meeting minutes are posted on the District's website when they are approved.
- District-wide emails are used to keep the internal community involved and updated on issues and decisions.
- Open forums are convened at least once a semester as a venue for general discussions of emergent issues.

Curriculum Committee Bylaws



Curriculum Committee

Policy Number: 20151007-1

CC Policy: Curriculum Committee Bylaws

The College of the Sequoias Curriculum Committee is a sub-committee of the Academic Senate.

Purpose:

The purpose and work of the Curriculum Committee is to research, develop, review, and approve curriculum to send to the Academic Senate, the Board of Trustees and the Chancellor's Office for final approval and activation. Additionally, the Curriculum Committee educates the campus community about changes to legislation that impacts curriculum.

The Curriculum Committee develops processes and procedures to facilitate the approval of curriculum, including oversight and management of the curriculum management system.

Membership/Voting:

The Curriculum Committee is co-chaired by the Curriculum Coordinator/Chair and the Vice President of Academic Services. Voting members include one representative elected from each division, a librarian, and the Articulation Officer. Non-voting and advisory members of the committee include the Vice President of Academic Services, academic deans and directors, Curriculum Specialist, Financial Aid Specialist, Distance Education Coordinator, and a student representative. In the case of a tie vote during a meeting, the Curriculum Committee Chairperson (faculty) will break the tie by voting. Otherwise, the Curriculum Committee Chairperson will not vote.

Work groups may be created for short-term tasks and special projects. These groups will have a timeline, will be composed of Curriculum Committee members

Game Time!

- Each team identify a member to buzz in
- Team that correctly answers question can select next category
 - Remember to answer in the form of a question!
- Game will cover agenda items in 3e.
- Review is also available in our [Canvas Handbook](#)

Curriculum Review

- Review starts in the division with division faculty experts, who consider:
- How does this course/program fit the COS mission? Division? Department? Students?
- What is the impact on other courses/programs?
- Are pre-reqs, local GE, Cal-GETC patterns, transfer, units/hours correct and appropriate?
- All of the above are aligned to equity goals



Example: COS Mission & Equity Statement

- **Mission:** Sequoias Community College District, as a designated Hispanic-Serving Institution, provides excellent, accessible, and equity-minded higher education to our diverse student population, regardless of background. We believe in students achieving their full educational potential and support teaching, student learning, and success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.
- **Equity Statement:** Sequoias Community College District commits to addressing inequity, particularly achievement and opportunity gaps, including racial, ethnic, and other equity gaps, experienced by student groups and the District Community. The District further commits to increasing the representation of diverse identities across the institution. The District will use an intentional, equity-minded approach informed by the centering of educational justice, diversity, and inclusion. The District will develop systems, policies, and practices that abolish unfair institutional barriers, produce equitable outcomes, and ensure access to rigorous, culturally responsive education and success for all its students and District members.

Course Outlines

Required Sections Include:

- Course Title
- Units/Hours
- Requisites/Advisories (if any)
- Catalog Description
- Objectives
- Outcomes
- Course Content
- Reading, Writing, Homework, Lab Assignment Examples
- Instructional Methodology
- Methods of Assessment
- DE Addendum



CHLD 146: Curr/Strat Child w/ Disability 1

CHLD 146: CURR/STRAT CHILD W/ DISABILITY

Proposer:

Name:

Vanessa Bailey

Email:

vanessaba@cos.edu

Effective Term:

Fall 2027

Does this course use a CA Common Course Number

No

Credit Status:

Credit - Degree Applicable

Subject:

CHLD - Child Development

Course Number:

146

Discipline:

And/Or	(	Discipline	)
		Child Development/Early Childhood Education	

Catalog Title

Curriculum and Strategies for Children with Disabilities or Delays

COS Course Description

Covers curriculum and intervention strategies for working with children with disabilities or delays in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. It is required for the COS Special Education Certificate and it also fulfills part of the 6-units of specialization needed for a California Child Development Permit.

Prerequisites

CHLD 154 or equivalent college course with a minimum grade of C

Validation

Validation Type

Sequential - Same Discipline

Course

CHLD 154

Complete the Prerequisite/Corequisite Objectives and provide sound quantitative research to document the need for the requisite.

Method of Instruction:

Distance Education
Lecture and/or Discussion

Course Units/Hours:

Course Units Minimum:

3

Equity & COR Review

Some Considerations for Equity in the COR:

- *Title and Course Description:* Is language inclusive and relevant to students?
- *Course Content:* Is language inclusive and relevant to students (SLOs)? Does content reflect, where relevant, DEI concepts? Are students' lived experiences reflected in course topics and objectives?
- *Textbooks/Course Materials:* Consider cost, OER options, and diversity of authors/content represented
- *Requisites:* Review for disproportionate impact and ensure these do not create undue barriers for students.

COS Curriculum Committee Equity Review Guidelines

As part of the curriculum review process, faculty will record the elements of the course outline that were reviewed for equity, and how those elements have been updated or confirmed to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students'. This review must be documented and completed in the "Equity Review" section of the Courseleaf submission form.

During the review process, reviewers will confirm completion of this review and consider whether these principles have been sufficiently demonstrated throughout the content of the COR.

COR elements for review may include, but are not limited to:

- *Course Title and Description:* The title should be descriptive, accurate, and inclusive. The description should be student-centered, using accessible and inclusive language with a focus on what the student will gain from the course.
- *Units/Hours:* Higher units and hours can slow student progress and have consequences for student financial aid. Faculty should consider whether the course units are aligned with transfer or other requirements (such as hours for certification, industry recommendations, etc) and appropriately reflect actual student hours.
- *Limitations on Enrollment:* Faculty should consider whether barriers to enrollment such as pre- and co-requisites or advisories may have disproportionate impact on any students.
- *Course Topics and Objectives:* Opportunities should be built into the topics and objectives for students to see themselves and their experiences represented and to bring their authentic selves to the course.
- *Assignments:* Example assignments act as a guide to new faculty for ideas and development. Equitable assignment examples should align with equitable course content and/or provide opportunities for students to bring their own experiences to the course.
- *Learning Outcomes:* Careful consideration should be applied to this section for common courses, where the SLOs may provide an opportunity for local control and should allow for multiple means of representation, engagement, and expression to support learner variability and diversity.
- *Course Materials:* Textbooks, manuals, or other materials should include diverse representations in authorship, perspectives, approaches and content. If they do not, supplemental materials might be included. Course materials should be ADA-accessible and affordable. Where appropriate, including zero-cost or low-cost educational resources should be considered. Although textbooks listed on the COR are examples, the texts are an important guide for faculty about what kinds of materials are considered acceptable for the course and can have an important impact on the texts that are ultimately selected.

Documenting Review

- Be sure to clearly explain how the course was reviewed for equity – sections of the outline reviewed and what, if anything, was changed or updated. Be specific!
- **Example:** “I reviewed the language in this course’s topics and objectives. These refer to students and avoid use of pronouns. The topics and objectives are written in simple terms so that all can read and understand what the course is about, trying to eliminate any bias towards those who already have a technical background.”
- **Example:** “The lab component on this class is presenting a barrier to students for completion, retention, class scheduling, ability to move through courses and achieve certificate or degree in timely manner, and transfer. Department has made the determination to remove the lab component. Knowledge of children’s development, theories of learning and development, and examples from various models of developmentally appropriate practice are used to plan environments and curriculum - this includes consideration for childrens' home language and culture, and outside influences that can impact their learning and development.”
- Don’t just write “Reviewed for equity” – explain what was reviewed, how, and what was updated as a result if applicable.

COS Master Plan & Strategic Plan



Strategic Plan Actions:

- **2.1.1:** Review and update COS Giant Pathways as needed, and work with Counselling to review and update program maps for COS degrees and certificates.
- **2.1.2:** Improve the visibility and accuracy of ZTC Pathways and OER/ZTC course offerings to enhance student access and support informed course selection.
- **2.2.2:** Review and update program specific articulation agreements and ensure program-level course offerings align with Cal-GETC and degree plans to facilitate clean direct transfer and meet students' transfer needs.

End of Year Report



End-of-Year Report

Governance (Committee) - Curriculum

Action Items

- Meeting Minutes May 7, 2026
- Consent Calendar:
Curriculum Committee
Slate Report
- New Course: AJ 112 –
Criminal Justice
Procedures

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CIM Report Aug 28, 2026 1:18pm

Course Changes Pending Approval from Curriculum Committee Slate Vote

Code	Field	Old Value	New Value
AG 001	Proposer:	Daniel Alvarado danielal@cos.edu	Russell McKeith russellm@cos.edu
	Effective Term:	Fall 2025	Fall 2027
	COS Course Topics:	1 The History of Agriculture	1 The History of Agriculture
		2 The Role of the US Department of Agriculture	2 The Role of the US Department of Agriculture
		3 Farm Equipment	3 Farm Equipment
		4 The Biotechnology Revolution	4 The Biotechnology Revolution
		5 The Green Revolution	5 The Green Revolution
		6 America and Its Agricultural Roots	6 America and Its Agricultural Roots
		7 Soil and Water: The Two Most Important Resources	7 Soil and Water: The Two Most Important Resources
		8 Introduction to Mendelian Genetics	8 Introduction to Mendelian Genetics
		9 Livestock Production	9 Livestock Production
		10 The Story of Teosinte	10 The Story of Teosinte
		11 What Do Humans Raise or Grow?	11 What Do Humans Raise or Grow?
		12 Careers and Opportunities in Agriculture	12 Careers and Opportunities in Agriculture
	COS Textbooks or other support materials	PERIO Drip by Drip Matt Herm 2017-02-12	PERIO Drip by Drip Matt Herm 2017-02-12
		PERIO USDA Introduces quicker easier guaranteed loans California Farm Bureau Federation 2016-10-26	PERIO USDA Introduces quicker easier guaranteed loans California Farm Bureau Federation 2016-10-26
		PERIO Variabel and Wireless Mike Morgan 2016-10-23	PERIO Variabel and Wireless Mike Morgan 2016-10-23
			BKS Oxford Handbooks The Oxford Handbook of Agricultural History, Oxford University Press. 2024. ISBN: 9780190924164
	Equity Review:	Yes	
	Distance Learning Addendum	ROM DLA Form AG 001-1.pdf	COS ASCI Spring 2026 Advisory Agenda.docx AG 001 DLA May 2026.pdf
	Curriculum Committee Approval Date:	02/01/2021	
	Academic Senate Approval Date:	02/10/2021	
	District Governing Board Approval Date:	03/8/2021	

Action Items – cont.

- Course Update: CHLD 146
- Course Update: CHLD 14
- Course Update: ART 025
- Course Update: ART 023
- Course Update: DRAM 021

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CIM Report Aug 28, 2026 1:16pm

Course Changes Pending Approval from Curriculum Committee Action Item

Code	Field	Old Value	New Value
AJ 122	COS Course Description	An in-depth study of the origin, development, philosophy and legal bases of criminal procedure in California. Procedural statute law, case law and constitutional law governing laws of arrest, use of force, motions, rules of discovery, applicable rules of evidence, the California court system, pre-trial procedures, trial procedures and the appellate process.	This course provides students with a comprehensive overview of criminal procedures and the legal framework surrounding them. Key components of the course will include: Constitutional guarantees and protections in the 4th, 5th, 6th, 8th, and 14th Amendments, through the interpretation and application of statutory & case law; legal aspects of arrest, evidence, and rules governing search and seizure; institutional and community supervision responsibilities of the criminal justice system. This comprehensive approach not only prepares students for a career in criminal justice but also fosters a deeper understanding of the legal principles that govern society.
	Other Degree Attributes	Not a Basic Skills Course	Degree Applicable Not a Basic Skills Course
	Proposer:		Candido Alvarez candidoa@cos.edu
	Co-Contributor:		Sidney Hammond sidneyh@cos.edu
	Effective Term:		Amy Vega-Pritchett amyp@cos.edu Fall 2027
	Discipline:		I AJ
	Catalog Title		Criminal Procedures
	Advisory on Recommended Preparation:		AJ 011 or an equivalent college course with a minimum grade of C
	Method of Instruction:		Distance Education Lecture and/or Discussion
	Outside Hours Minimum (week)		6
	Total Contact Hours Minimum (semester)		52.5
	Total Outside Hours Minimum (semester)		105
	Total Student Learning Minimum Hours (semester)		157.5
	Do you want to override any hours fields?		No
	Basic Skills Status:		N - Not Applicable
	Funding Agency Category:		Not Applicable
	Program Status:		Program Applicable
	COS Methods of Evaluation:		Essay quizzes or exams Multiple choice tests Oral presentations Short answer quizzes or exams Written essays or extended papers

Information Items

- Currency Report

Courses (75): 15 courses = 20%												
Code	Title	Step in Workflow	Academic Senate Approval Date	Curriculum Committee Approval Date	Board Approval Date	Next Review/ Due Date	Division	Subject	Notes	27-28 Catalog Removal	KEY	
AG 001	AG 001: Ag. Society & The Environment	CC State Vote	2/10/21	2/1/21	3/8/21	3/8/26	AG	AG		Y		In Process in Courseleaf CIM
AG 002	AG 002: Environmental Conservation		10/28/20	10/22/20	11/9/20	11/9/25	AG	AG		Y		Review Cycle this year & Not in Process
AG 107	AG 107: Ag Education Orientation	AG Rep	10/28/20	10/22/20	11/9/20	11/9/25	AG	AG		Y		Past Due & Not in Process
AG 125	AG 125: Principles of Pesticide Use		3/10/21	2/25/21	4/12/21	4/12/26	AG	AG		Y		Curriculum Process Complete
AG 003	AG 003: Economic Entomology		5/12/21	5/6/21	6/7/21	6/7/26	AG	AG				
AG 004	AG 004: Soil Science		3/23/22	3/9/22	4/18/22	4/18/27	AG	AG				
AGTC 106	AGTC 106: Agriculture Welding	Complete	3/13/19	3/1/19	4/8/19	4/8/24	AG	AGTC				
AGTC 103	AGTC 103: Farm Power		3/10/21	2/25/21	4/12/21	4/12/26	AG	AGTC		Y		
AGTC 201	AGTC 201: Small Engines		3/10/21	2/25/21	4/12/21	4/12/26	AG	AGTC		Y		
AGTC 225	AGTC 225: Compact Diesel Engines		3/10/21	2/25/21	4/12/21	4/12/26	AG	AGTC		Y		
ASCI 126	ASCI 126: Meat Science	Articulation	8/26/20	6/18/20	9/14/20	9/14/25	AG	ASCI		Y		
ASCI 103	ASCI 103: Feeds and Feeding		10/14/20	10/1/20	11/9/20	11/9/25	AG	ASCI		Y		
ASCI 110	ASCI 110: Swine Science	Articulation	10/14/20	10/1/20	11/9/20	11/9/25	AG	ASCI		Y		
ASCI 112	ASCI 112: Small Ruminant Science		10/28/20	10/22/20	11/9/20	11/9/25	AG	ASCI		Y		
ASCI 123	ASCI 123: Horse Production		12/9/20	12/4/20	12/14/20	12/14/25	AG	ASCI		Y		
ASCI 113	ASCI 113: Farm Animal Biology		3/10/21	2/25/21	4/12/21	4/12/26	AG	ASCI		Y		
ASCI 022	ASCI 022: Horse Husbandry		4/21/21	3/25/21	5/10/21	5/10/26	AG	ASCI		Y		
ASCI 104	ASCI 104: Livestock Disease & Sanitation		4/14/21	3/25/21	5/10/21	5/10/26	AG	ASCI		Y		
ASCI 111	ASCI 111: Beef Cattle Science	Articulation	4/14/21	4/7/21	5/10/21	5/10/26	AG	ASCI		Y		
ASCI 207	ASCI 207: Veterinary Terminology		4/14/21	4/7/21	5/10/21	5/10/26	AG	ASCI		Y		
ASCI 001	ASCI 001: Intro to Animal Science	Articulation	5/12/21	5/6/21	6/7/21	6/7/26	AG	ASCI				
ASCI 118	ASCI 118: Introduction to Dairy Science		3/23/22	3/9/22	4/18/22	4/18/27	AG	ASCI				
ASCI 119	ASCI 119: Breed/Select of Dairy Cattle		3/23/22	3/4/22	4/18/22	4/18/27	AG	ASCI				
OH 213	OH 213: Wedding Flowers		5/12/21	5/6/21	6/7/21	6/7/26	AG	OH				
OH 001	OH 001: Intro to Horticultural Science	AG Dean	11/13/19	10/23/19	12/16/19	12/16/24	AG	OH		Y		
OH 002	OH 002: Plant Identification 1	AG Dean	11/13/19	10/23/19	12/16/19	12/16/24	AG	OH		Y		
OH 003	OH 003: Plant Identification 2	AG Dean	11/13/19	10/23/19	12/16/19	12/16/24	AG	OH		Y		
OH 007	OH 007: Principles of Landscape Design	VP	11/13/19	10/23/19	12/16/19	12/16/24	AG	OH		Y		
OH 105	OH 105: Plant Propagation	AG Dean	2/12/20	2/7/20	3/9/20	3/9/25	AG	OH		Y		



Proposed 2026 – 2027 Initiatives

- **Standard Business:** The committee will complete routine business such as taking up curriculum issues and developing curriculum policies as necessary, resolving curricular problems, developing and maintaining the current procedures in the CMS, engaging in equity training and review, completing an annual evaluation of the governance survey, etc. (Standing initiative)
- **Outcomes Alignment:** With O&A committee, work with system vendors to sync outcomes from Courseleaf to Nuventive Improve. (Carryover from 2025-2026)
- **Training Materials:** Review and update curriculum training materials, including but not limited to Canvas handbook. (Carryover from 2025-2026)
- **TOP-CIP Transition:** Complete initial transition from TOP to CIP codes, and continue to track other Common Course Numbering initiative updates as appropriate. (New)
- **Units/Hours:** Develop curriculum definitions and training for course hours - lecture, lab, activity, TBA, and any other categories as appropriate. (New)

Course Transfer Determinations

Here are the UCTCA decisions, effective Fall 2026, due to it being a new course or proposing UC transferability:

College of the Sequoias: PSYC 115 - Intro to Biological Psychology (3.00) - UC TCA Proposal Review Finished Complete Submitted: 11/03/2025 Append Current Decision Area Action Proposal Type UC TCA Add UCTCA	
College of the Sequoias: ETHN 112 - Chicana/Latina Feminism in Contemporary Society (3.00) - UC TCA Proposal Review Finished Complete Submitted: 12/11/2025 Append Current Decision Area Action Proposal Type ☒ UC TCA Add UCTEL	
College of the Sequoias: COMM 103 - Health Communication (3.00) - UC TCA Proposal Review Finished Complete Submitted: 05/18/2026 Append Current Decision Area Action Proposal Type UC TCA Add UCTCA	

These are effective FALL 2027 for CCN Phase IIB:

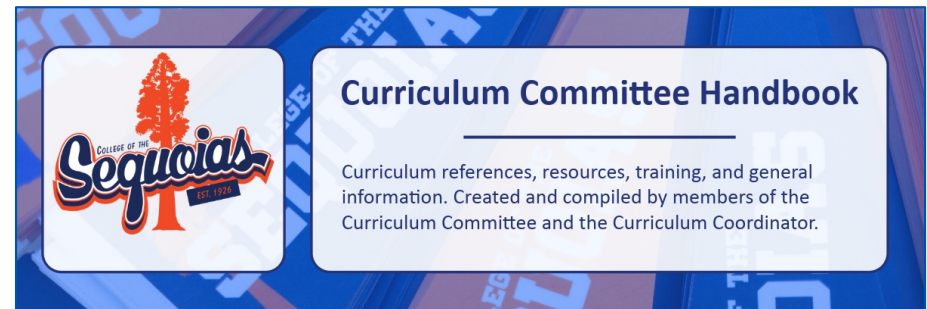
College of the Sequoias: ANTH C1001 - Biological Anthropology (3.00) - UC TCA Proposal Review Finished Complete Submitted: 05/14/2026 Append Current Decision Area Action Proposal Type UC TCA ReReview UCTCA	
College of the Sequoias: ANTH C1001L - Biological Anthropology Laboratory (1.00) - UC TCA Proposal Review Finished Complete Submitted: 05/14/2026 Append Current Decision Area Action Proposal Type UC TCA ReReview UCTCA	
College of the Sequoias: BIOL C1000 - Introduction to Biology with Lab (4.00) - UC TCA Proposal Review Finished Complete Submitted: 05/14/2026 Append Current Decision Area Action Proposal Type UC TCA ReReview UCTCA	
College of the Sequoias: ASTR C1001 - Introduction to Astronomy (3.00) - UC TCA Proposal Review Finished Complete Submitted: 05/14/2026 Append Current Decision Area Action Proposal Type UC TCA ReReview UCTCA	
College of the Sequoias: CDEV C1000 - Child Growth and Development (3.00) - UC TCA Proposal Review Finished Complete Submitted: 05/18/2026 Append Current Decision Area Action Proposal Type UC TCA ReReview UCTCA	

Courseleaf 10 Updates

- Updated review console and toolbar for admin users
- Ability to create and run reports
- Built in tools for equity review reporting
- New tools for agenda reports

Curriculum Canvas Site

- [Updated home and navigation](#)
- Transfer & GE modules are in-progress
- Please review the site and share with your divisions
- Bring any feedback to next meeting



Common Course Numbering

 COLLEGE OF THE SEQUOIAS FALL 2026 COURSE UPDATES <i>The following courses will CHANGE for Fall 2026</i> Meet with a COS Counselor to review your Student Ed. Plan (SEP)	
SPRING/SUMMER 2026	NEW FALL 2026
ART 002 Art History/Ancient-Gothic	ARTH C1100 Survey of Art from Prehistory to the Medieval Era
ART 003 Art History/Gothic-Modern	ARTH C1200 Survey of Art from the Renaissance to Contemporary
COMM 004 Interpersonal Communication	COMM C1004 Interpersonal Communication
ECON 040 Principles of Microeconomics	ECON C2001 Principles of Microeconomics
ECON 050 Principles of Macroeconomics	ECON C2002 Principles of Macroeconomics
ENGL 004 Critical Reading, Writing, & Reasoning	ENGL C1002 Introduction to Literature
HIST 017 People of the US to 1877	HIST C1001 United States History to 1877
HIST 018 People of the US from 1865	HIST C1002 United States History since 1865

- Phase IIA Courses are now live
 - Art 001, 004, 008 and 081 are now ARTH
- Phase IIB courses are completed and have received UC approval – Cal-GETC submissions in December
- Phase III is “paused” awaiting transfer alignment updates

CCN Bills

- AB 1728 – Passed and presented to governor
 - Requires courses in police, fire, and modern policing be added to CCN
 - Awaiting Gov. signature
- AB 2236 – Remains in committee
 - Would require ICAS to develop a streamlined articulation process for CCN templates

TOP-CIP Updates

- CO has released the final [TOP-CIP Crosswalk](#)
 - CIP codes for AD-T's are forthcoming
- We have reviewed and noted:
 - Codes for faculty to review due to error or CTE mismatch
 - Programs that will need a new TOP
 - Courses that may need a new TOP and/or SAM
 - NOTE some code titles may be inaccurate – we are using the numeric codes

TOP Code	TOP Code Title	CTE	CIP	CIP Code Title
011600	Agricultural Power Equipment Technology	CTE	010205	Agricultural Mechanics and Equipment/Machine Technology/Technician
010300	Plant Science	CTE	010304	Crop Production
010200	Animal Science	CTE	010302	Animal/Livestock Husbandry and Production
010200	Animal Science	CTE	010302	Animal/Livestock Husbandry and Production
010200	Animal Science	CTE	010302	Animal/Livestock Husbandry and Production
010240	Equine Science	CTE	010307	Horse Husbandry/Equine Science and Management
010200	Animal Science	CTE	010302	Animal/Livestock Husbandry and Production
010230	Dairy Science	CTE	010306	Dairy Husbandry and Production
010910	Landscape Design and Maintenance	CTE	010605	Landscaping and Groundskeeping
010900	Horticulture	CTE	010601	Applied Horticulture/Horticulture Operations, General
010900	Horticulture	CTE	010601	Applied Horticulture/Horticulture Operations, General
010910	Landscape Design and Maintenance	CTE	010605	Landscaping and Groundskeeping
010900	Horticulture	CTE	010601	Applied Horticulture/Horticulture Operations, General
010900	Horticulture	CTE	010601	Applied Horticulture/Horticulture Operations, General
010300	Plant Science	CTE	010304	Crop Production
010300	Plant Science	CTE	010304	Crop Production
010310	Agricultural Pest Control Adviser and Operator (Licensed)	CTE	010399	Agricultural Production Operations, Other
010300	Plant Science	CTE	010304	Crop Production
050200	Accounting	CTE	520302	Accounting Technology/Technician and Bookkeeping
050200	Accounting	CTE	520302	Accounting Technology/Technician and Bookkeeping
050100	Business and Commerce, General	CTE	520101	Business/Commerce, General
050500	Business Administration	CTE	520201	Business Administration and Management, General
050100	Business and Commerce, General	CTE	520101	Business/Commerce, General
050500	Business Administration	CTE	520201	Business Administration and Management, General
070200	Computer Information Systems	CTE	110103	Artificial Intelligence
051400	Office Technology/Office Computer Applications	CTE	520401	Administrative Assistant and Secretarial Science, General
070200	Computer Information Systems	CTE	110103	Artificial Intelligence
140200	Paralegal	CTE	220302	Legal Assistant/Paralegal
130510	Child Development/Early Care and Education	CTE	190706	Child Development
130500	Child Development/Early Care and Education	CTE	190709	Child Care and Support Services Management
130500	Child Development/Early Care and Education	CTE	190709	Child Care and Support Services Management
130500	Child Development/Early Care and Education	CTE	190709	Child Care and Support Services Management
130590	Child Development Administration and Management	CTE	190709	Child Care and Support Services Management
080900	Special Education	CTE	131001	Special Education and Teaching, General
130500	Child Development/Early Care and Education	CTE	190709	Child Care and Support Services Management
130500	Child Development/Early Care and Education	CTE	190709	Child Care and Support Services Management
130500	Child Development/Early Care and Education	CTE	190709	Child Care and Support Services Management
130630	Culinary Arts	CTE	120500	Cooking and Related Culinary Arts, General
130630	Culinary Arts	CTE	120500	Cooking and Related Culinary Arts, General
130630	Culinary Arts	CTE	120500	Cooking and Related Culinary Arts, General
490120	Liberal Studies		240101	Liberal Arts and Sciences/Liberal Studies
490120	Liberal Studies		240101	Liberal Arts and Sciences/Liberal Studies
130320	Fashion Merchandising	CTE	190905	Apparel and Textile Marketing Management
130320	Fashion Merchandising	CTE	190905	Apparel and Textile Marketing Management
130300	Fashion	CTE	190901	Apparel and Textiles, General
130300	Fashion	CTE	190901	Apparel and Textiles, General
130600	Nutrition, Foods and Culinary Arts	CTE	190501	Foods, Nutrition, and Wellness Studies, General
300700	Cosmetology and Barbering	CTE	120401	Cosmetology/Cosmetologist, General
150100	English		230101	English Language and Literature, General
493000	General Studies		240102	General Studies
100200	Art		500701	Art/Art Studies, General
100100	Fine Arts, General		500101	Visual and Performing Arts, General
100200	Art		500701	Art/Art Studies, General
100700	Dramatic Arts		500501	Drama and Dramatics/Theatre Arts, General
100700	Dramatic Arts		500501	Drama and Dramatics/Theatre Arts, General
100700	Dramatic Arts		500501	Drama and Dramatics/Theatre Arts, General

TOP-CIP Timeline

- Review the spreadsheet and submit requested changes no later than **Wednesday, September 30**.
- Spreadsheet will be an action item at the October 7 meeting, then proceed through governance.
- Daniel will begin entering updated codes once approved – starting with those that have not changed.
- All codes must be submitted in COCI by June 30, 2027.