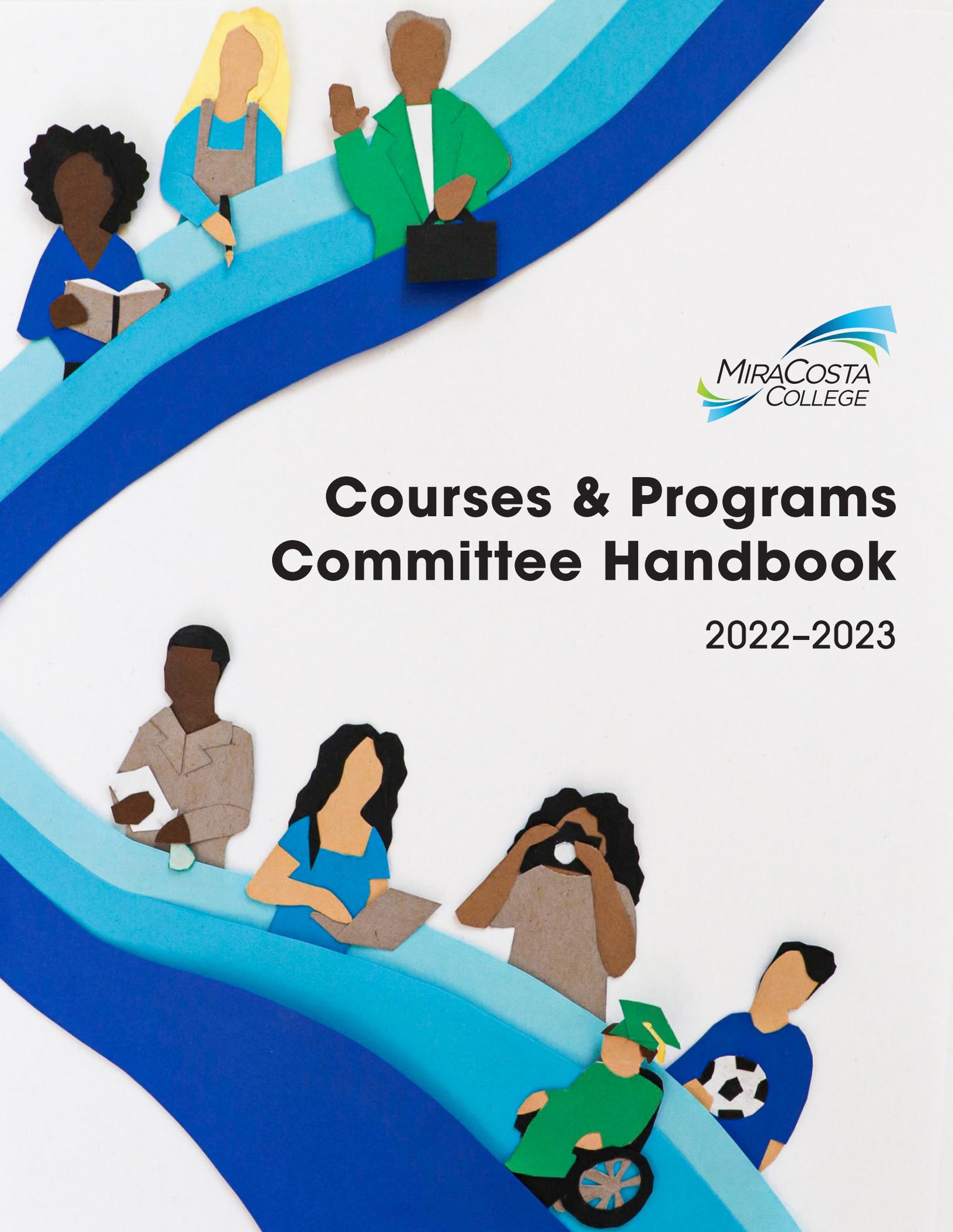




Courses & Programs Committee Handbook

2022-2023



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PART I: CURRICULUM REVIEW AND APPROVAL

This section of the handbook is designed to clarify the responsibilities of the Courses and Programs Committee (CPC) and its members and explain how the committee operates.

- Chapter 1 introduces the committee’s role and responsibilities within the college as well as its composition and authority.
- Chapter 2 explains the standing rules and operating procedures of the CPC.
- Chapter 3 details the work of the committee, including reviewing different types of courses and programs as well as college policies and procedures related to curriculum.
- Chapter 4 outlines the regulatory and statutory criteria for curriculum approval contained in the California Code of Regulations (title 5) and California Education Code that guide the work of the CPC.

1 INTRODUCTION TO THE CPC

1.1 SCOPE AND MISSION

In January 2019, the CPC became a subcommittee of the Academic Senate. The CPC exists for the purpose of making recommendations pertaining to the programs and courses offered by the college, including associated local board policies, administrative procedures, and guidelines, primarily to the Academic Senate. The Academic Senate forwards the committee’s recommendations regarding policies and procedures to the College Council for consideration and recommendation to the superintendent/president and Board of Trustees.

The committee acts by means of careful study and open discussion to assure the college’s curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures.

1.2 ROLE WITHIN THE COLLEGE

The CPC receives direction from the College Council, but its main role within the college is to review and approve (or not) the following:

- New and modified credit and noncredit courses.
- New and modified credit and noncredit programs.
- Career education (CE) degrees and certificates with no completers over a three-year period (biannual review in odd-numbered years). Requisites, including a biannual review (in odd-numbered years) of all CE course and program prerequisites, corequisites, and advisories.

- Deletion of courses, certificates, and degrees as requested by the discipline and department faculty or in response to a failure to comply with CPC procedures as described in this handbook.
- Distance education curriculum and procedures.
- Courses related in content (CRC).
- Honors curriculum.
- Instructional materials fees.
- General education requirements (for the local pattern—Plan A—only).
- Associated local policies, procedures, and guidelines on a biannual basis in even-numbered years (2020, 2022, etc.) at minimum.

1.3 RESPONSIBILITIES

1.3.1 Curriculum Assignments

New curriculum items being reviewed for the first time are assigned to all CPC members. Members may not discuss these items prior to the public meeting; however, they may contact the instructional technical support specialist or CPC chair with questions or concerns. Discussions about assigned curriculum between or among CPC members prior to the public meeting is considered engaging in a “serial meeting,” which is strictly prohibited by the Brown Act.

Curriculum modification proposals are assigned to and reviewed by a four-member CPC task force prior to each public meeting. Task force members may discuss their assigned curriculum **only** within a restricted group on the Portal; discussions outside the restricted group is a violation of the Brown Act. However, members may contact the instructional technical support specialist or CPC chair if they have questions or concerns.

1.3.2 Curriculum Review

Committee members are expected to read all course, certificate, and degree proposals assigned to them, focusing on the following:

- The overall academic integrity of the proposals and their function within the college.
- The college’s commitment to diversity, equity, and inclusion (Figure 1-1).
- The college’s mission, vision, commitment, institutional values, and institutional goals (Figure 1-2).
- Key elements of Guided Pathways (Figure 1-3).

MiraCosta College is committed to providing a strong, supportive, and authentic environment where difference is valued, respected, encouraged, and honored; where all faculty, staff, and students experience a sense of belonging and the freedom to express themselves; and where their experiences are recognized and valued.

MiraCosta College strives to be a model for equity and inclusion. The college is committed to providing opportunities for engagement both across the campus and within the communities the college serves. The college seeks to remove barriers to learning, participation, and success, with a focus on changing procedures and practices that disproportionately affect certain groups.

Anchored in a culture of evidence, MiraCosta College promotes increased awareness and appreciation of individual, collective, and intersecting identities within our diverse society and acknowledges that different students learn in different and unique ways.

Figure 1-1. MiraCosta College Policy on Diversity, Equity, and Inclusion

Moreover, they are to ensure consistency of course content, learning objectives, methods of evaluation, instruction and assessment, standards of reading and writing, and other elements relevant to curriculum. (Curriculum review guidelines and standards are discussed in greater detail in section 3.1.)

The committee also is responsible for being familiar with and applying the rules and regulations governing curriculum from the following authorities:

- California Code of Regulations (title 5)
- California Education Code
- Accrediting Commission for Community and Junior Colleges (ACCJC)
- MiraCosta College board policies and administrative procedures.

MISSION

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

VISION

MiraCosta College will be a leader and partner in transforming lives and communities through learning.

COMMITMENT

MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicax communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

INSTITUTIONAL VALUES

**Community / Diversity & Inclusion / Equity / Excellence / Innovation
Institutional Accountability & Responsibility / Integrity / Mutual Respect
Student-Centeredness / Sustainability & Stewardship**

INSTITUTIONAL GOALS

GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions, prepare students to be active global citizens, and provide opportunities for cultural educational enrichment.

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential, maintain a sustainable and transparent financial model, and reduce the environmental impact of our physical resources.



Revised 10/11/20

Figure 1-2. Mission, Vision, Commitment, Institutional Values, and Institutional Goals



Figure 1-3. Key Elements of Guided Pathways

1.3.3 Curriculum Review Categories

All curriculum proposals submitted for approval are classified into one of four categories and are reviewed by the committee accordingly.

New course or program: This classification deals with all new curricular items proposed by faculty, including the reactivation of any course that was previously removed (sunset) from the college catalog and the development of new honors or integrated support courses. If the new course or program does not receive 100 percent approval from the voting members of the CPC during the first read, then it automatically becomes an action item for a second read and vote, at which time it requires a majority to be placed on consent.

Major modification: Major changes to an existing course, certificate, and/or degree include any of the following:

- Content change (new or removed) estimated to be 25 percent or more.
- Change to prerequisites, corequisites, or advisories.
- Change in hours/units.

- Repeatability status change.
- New request for or change to online delivery.
- New request for general education status (including cultural diversity, American institutions, and lifelong learning).
- TOP code change.
- Change in the catalog description, objectives, or content that alters the need or justification for the course and/or calls into question the ability of the course to meet standards in title 5 or the Program and Course Approval Handbook (PCAH) published by the California Community Colleges Chancellor's Office.

Proposals containing a major change undergo primary review by a four-member task force and are included on the consent agenda.

Minor modification: Minor changes reflect curriculum updates to courses, certificates, and/or degrees that are not considered major/substantive, such as the following types:

- Change, update, or addition of a textbook.
- Removal of erroneous (outdated or otherwise incorrect) information in the catalog/schedule description or minor corrections to either description.
- Grading option change.
- Deletion of a course and/or certificate and modification because of impact analysis (e.g., purge from catalog).
- Minor content rewrites (less than 25 percent) to an already integrated course outline that do not affect hours/units/requisites/repeatability nor request an additional status (e.g., general education or online delivery).
- All deletion proposals (courses, certificates, and degrees).
- Renumbering and/or renaming of multiple courses within an area of study.

All proposals containing minor changes are reviewed via the technical review process (see section 5.11) and placed on the CPC consent agenda.

Technical modification: Technical changes to a course, certificate, and/or degree are made via the technical review process and most, but not all, can be performed administratively by the instructional technical support specialist. They do not appear on the CPC agenda. Such technical changes include the following:

- Compensatory modifications to existing degrees and/or certificates **after** course proposals have been approved by the committee, such as the following:
 - Name (title) change of a course (e.g., COMM 111 name change from “Oral Interpretation of Literature” to “Narrative Performance”). However, if more than

one course on the degree/certificate has a name change, then the modification is considered minor and a modification proposal for the affected degree/certificate will need to be submitted through the course management system.

- Designator change (e.g., CIS 100 to CSIT 110).
- Course unit changes (e.g., MATH 103, 3 units, to MATH 103, 4 units) as long as such changes do not cross the 16-unit threshold, necessitating a change in certificate type (i.e., proficiency versus achievement).
- Substitution (approved by the committee) of a course to replace an existing course in a certificate.
- Addition of an honors course to degrees and certificates that already include its non-honors counterpart (otherwise known as the “parent” course).
- Code adjustments (SAM, SOC, CIP).
- Modification of a course outline of record (COR) in the official database as the result of CPC actions, such as the following:
 - Updating the requisites page when a course designator or number changes.
 - Correcting punctuation, grammar, and/or spelling.
- Modification to an existing degree or certificate, upon department request and with dean approval, to allow the substitution of a higher-level course (only if the higher-level course does not have a different unit value).
- Modification to an existing degree or certificate when an elective course has been sunset.
- Minor name change to a course, upon department request and with department chair and dean approval.
- Modification of three Liberal Arts—Area of Emphasis degrees to add courses approved for CSU GE. The articulation officer notifies all full-time faculty when such approvals are granted.
- Deletion of a degree upon state approval of a similar transfer degree (AA-T or AS-T) provided the respective department supports its deletion.
- Rearrangement of courses between categories of a transfer degree (AA-T or AS-T) due to changes in the state template.
- Textbook updates because of C-ID requests.

1.4 COMPOSITION AND TERMS

The full CPC membership consists of up to fourteen full-time faculty, one associate faculty, three administrators, including the vice president of Instructional Services, two classified staff (one evaluator and one whose job duties relate to curriculum), and one student, all of whom are selected by their appropriate constituent group because they do the following:

- Show evidence of sustained involvement in institutional affairs.
- Demonstrate deep and broad understanding of the educational issues of the day.
- Show a commitment to supporting policy consistent with the best interests of the institution.
- Provide balance in relation to the overall committee.

The faculty members are selected to represent the following curricular areas:

- Five faculty members who represent general education: one each who teaches in English, math, natural sciences, art and humanities (excluding English), and social and behavioral sciences. (Note: If a faculty member from this group takes an absence during the academic year or if no one volunteers to serve, the substitute faculty member cannot be from a department already represented on the committee.)
- Two faculty members from CE.
- One faculty member from each of the following: counseling, non-credit, and pre-transfer.
- The faculty director of Online Education.
- The articulation officer.
- Up to two additional faculty with as-needed expertise (e.g., Honors coordinator).
- One associate faculty member.

Administrators have no terms, thus no term limits, on their participation. The full-time faculty members, including the chair, serve three-year terms (renewable with no term limits), except for the articulation officer and faculty director of Online Education who are permanent members. The two faculty seats reserved for as-needed expertise are filled annually, so they have no term limits. The associate faculty member serves one term that is renewable.

The CPC is supported by a variety of resource personnel, including an instructional technical support specialist, a senior curriculum and accreditation analyst, and an enrollment database specialist. While not members of the committee, they are intimately involved with curriculum preparation and technical review.

1.5 AUTHORITY

The ACCJC has specific standards for the course outline of record (COR) that the college must meet for accreditation purposes. In addition, California Code of Regulations, title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board. It provides the framework that guides the program and course approval process by the California Community Colleges Chancellor's Office (CCCCO). Title 5

also stipulates that credit programs must be reviewed by Career Education Regional Consortia when applicable.

1.6 REFERENCES AND RESOURCES

- Academic Senate for California Community Colleges: <http://asccc.org/>
- Accrediting Commission for Community and Junior Colleges: <http://www.accjc.org/>
- Barclays Official California Code of Regulations (title 5):
<http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>
- California Community Colleges Chancellor's Office: <http://www.cccco.edu/>
- California Education Code: <https://leginfo.legislature.ca.gov/faces/codes.xhtml>
- CPC webpage: <https://www.miracosta.edu/governance/courses-and-programs-committee/index.html>
- California Community Colleges Chancellor's Office Program and Course Approval Handbook (PCAH), 7th edition: https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_Report_Program_Course_Approval-web-102819.ashx?la=en&hash=8E54C44CB97423B024D18C7AB13C456F91FB03E3

2 CPC STANDING RULES AND OPERATING PROCEDURES

2.1 MEMBERSHIP AND ATTENDANCE

The full-time permanent faculty members include the chair, articulation officer, faculty director of Online Education, two CE faculty members, one counselor, one faculty member from non-credit, one faculty member who teaches pre-transfer level courses, and one faculty member from each of the five general education areas/subareas (Plan A Areas A–D).

The roles and responsibilities of the CPC fall under two main categories: curriculum review and governance items (district policies and procedures) related to curriculum. All members of the committee review and provide their perspectives on curriculum, but only the faculty members and the vice president of Instructional Services or designee may vote. All CPC members contribute to the review and update of governance items.

Representative committee chairs make their respective appointments to the CPC prior to the start of each academic year. Each member is expected to attend all meetings and participate fully in the work of the committee. Notification of an absence should be made to the chair of the CPC (in person, in writing, and/or via email) in advance of the meeting. When a member has more than two absences, the chair will notify the respective representative committee chair who appointed the member to the CPC. Any action taken because of excessive absences is the responsibility of the respective representative committee chair.

2.2 CALENDAR AND DEADLINES

The CPC Calendar for the upcoming academic year (Figures 2-1 and 2-2) is approved in May, posted to the CPC webpage, and sent to the Academic Senate as information.

Curriculum proposals are reviewed throughout the year, so faculty may initiate curriculum proposals at any time in response either to their department's needs or to state mandates. However, specific deadlines do apply based on the type of curriculum being proposed.

To ensure all curriculum has time to go through the appropriate stages of approval, including submission to the Chancellor's Office, and can be included in the annual update of the college catalog, the following deadlines apply:

- **Last CPC meeting in October** - Proposals for *new* courses and their affected programs (whether new or modified), *new* programs, and all *new* or *modified* Associate Degree for Transfer (ADT) programs must be approved no later than the last CPC meeting in October to be offered the following fall semester. New courses and programs approved *after* October will be postponed one academic year before they can be offered.

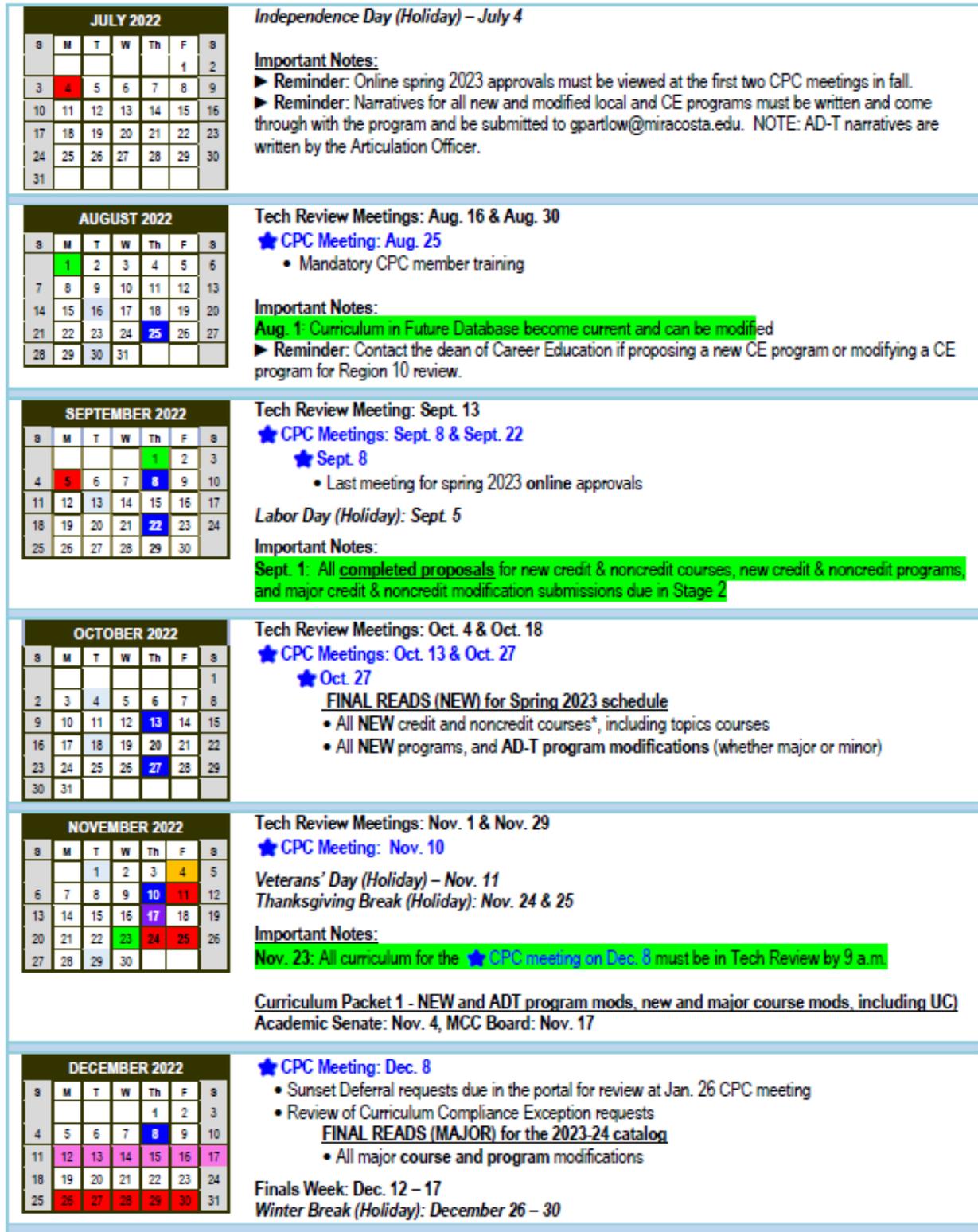


Figure 2-1. CPC Fall 2022 Calendar

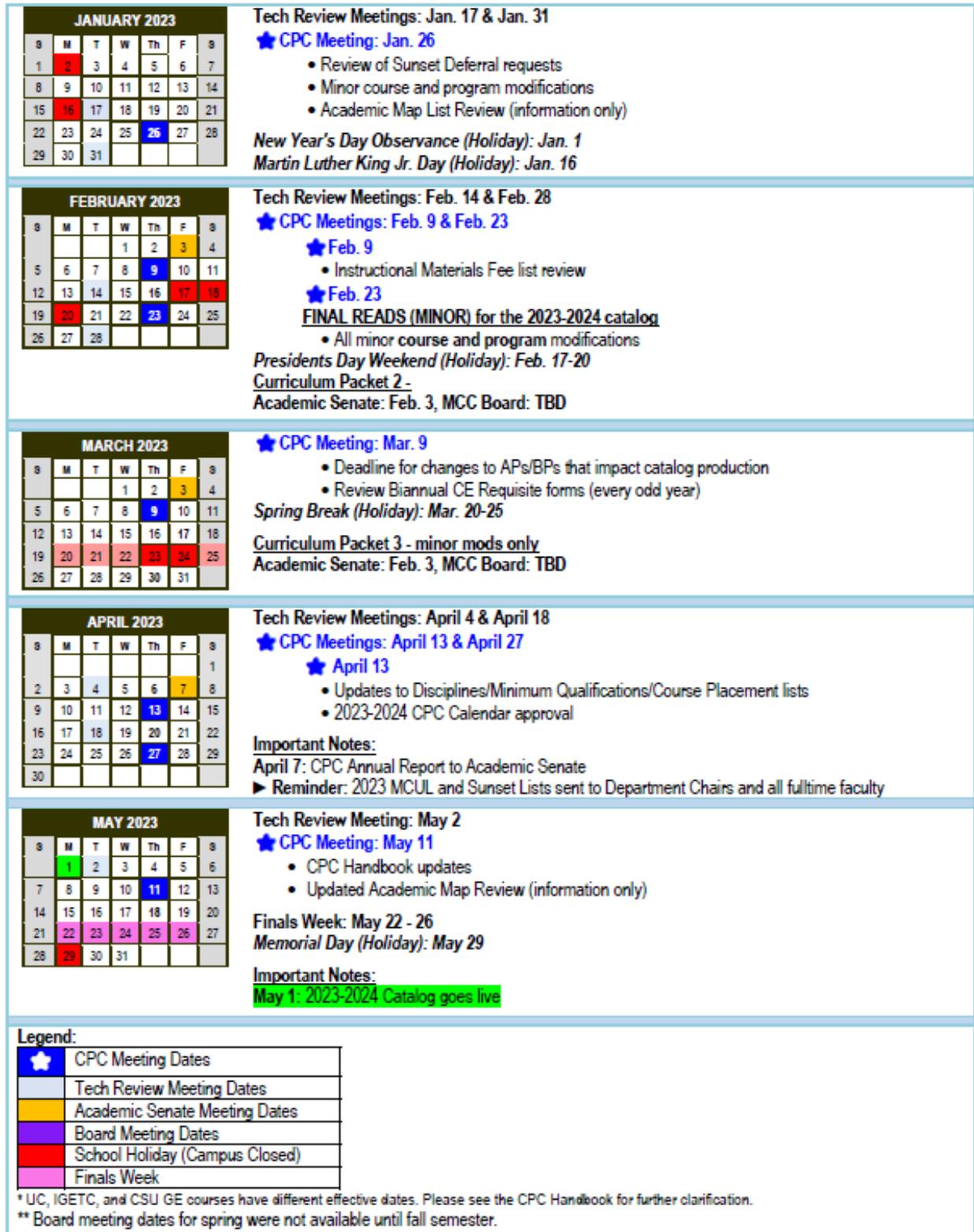


Figure 2-2. CPC Spring 2023 Calendar

- **Last CPC meeting December** - All major course and program modifications must be approved no later than the last CPC meeting in December.
- **Last CPC meeting in February** - All other minor course and program modification proposals must come to the CPC for review and approval no later than the last meeting in February for inclusion in the following academic year's catalog. (See Part II: Curriculum Development and Modification for specific information regarding how to create new or modify existing courses and programs.) Modified courses and programs approved *after* February will be postponed one academic year before they can be offered.

2.3 AGENDAS

2.3.1 Format

The CPC agenda may contain **consent** and **action items**, which require committee votes, as well as **announcements** and **discussion** items, which are for information only. These standing items include updates from the CPC chair and C-ID status reports from the articulation officer.

Consent items are the first to be voted on at each public meeting. All course and program modifications are placed on the consent agenda, but they are not automatically approved. Any committee member or guest can request an item be pulled from consent; however, the majority of voting members must agree to pull the item. Items pulled from consent are discussed before any vote can take place. If there are no changes to the consent agenda, a public vote takes place; items must be approved by a majority of the voting members of the committee (faculty and vice president of Instructional Services or designee).

All new courses and programs as well as other governance items under the committee's jurisdiction appear on the agenda as *action items*. Action items are delegated an amount of time deemed appropriate to the task on the agenda; however, times are estimates only. As stated in section 1.3.1, items on the agenda may be discussed **only** at the meeting; discussion prior to the meeting is prohibited by the Brown Act. If no discussion is needed for these items, they may be put to a public vote during the meeting and they must be approved by a majority of the committee. New courses or programs requiring more discussion automatically become action items for a second read and vote at the next CPC meeting.

2.3.2 Posting

CPC agendas are distributed electronically to committee members and All Governance approximately one week prior to the meeting. CPC agendas are made available to the public on the CPC webpage, and they are posted outside the Academic Senate office no later than 72 hours prior to each meeting date. In accordance with the Brown Act, once agendas are posted, they cannot be modified prior to the meeting.

2.4 MEETINGS AND PROTOCOL

The CPC meets from 1 to 3 p.m. on the second and fourth Thursdays of the month during the fall and spring semesters; however, in the spring, the committee meets on the fourth Thursday only as needed. (Note: Exceptions are made when regularly scheduled meetings conflict with school holidays.) Once established, the meeting schedule is published on the [CPC webpage](#).

Meeting protocol includes the following:

- As a subcommittee of the Academic Senate, CPC conducts its business in accordance with both the Brown Act and Robert's Rules of Order.
- All CPC meetings are open to the public and held in a meeting room that is accessible to persons with mobility disabilities.
- A quorum must be present to call a meeting to order; once the meeting begins, the agenda is completed unless members agree to postpone items under consideration.
- Faculty curriculum authors and/or department chairs are encouraged, but not required, to attend the public meeting in order to answer questions and participate in any discussion before their curriculum is put to a public vote. Faculty authors may be contacted by the instructional technical support specialist or CPC chair with relevant information or requests for clarification on their proposals so faculty authors can prepare in advance for the discussion.
- When encroachment issues between departments have not been resolved prior to bringing new curriculum forward to the CPC, each department may advocate before the committee at the proposal's first reading. Each department is allowed a maximum of six minutes for its presentation.

Note: The course duplication section of the COR allows course authors to reflect on potential encroachment issues, especially those between departments, as new courses are developed. Encroachment issues identified through this process should be addressed and resolved through collegial dialog between the involved parties **prior** to bringing new curriculum forward to the CPC.

- Minutes recorded at each meeting are reviewed and approved at the following CPC meeting for posting within one week of approval on the CPC's Portal page.

The faculty members and the voting administrator have equal rights regarding making motions and voting on program and course proposals (with the exception of the faculty chair who votes only in the case of a tie). Some course proposals require separate additional motions and votes because the proposal includes an additional parameter, such as a request for general education status, online status, or prerequisites, to an otherwise standard course. (Information regarding the standards related to each of these additional requests is provided in Part II.)

2.5 POST-MEETING ACTIONS

2.5.1 Deferred Curriculum Proposals

Proposals requiring modifications based on committee discussion are deferred until the next CPC meeting. Faculty authors work with the instructional technical support specialist during this time interval to make the appropriate edits and/or modifications to their proposals.

2.5.2 Approved Curriculum Proposals

Approved curriculum proposals are submitted as consent items to the Academic Senate in accordance with AP 4022. The Office of Instruction then submits the senate-approved curriculum to the Board of Trustees. Upon board approval, the office submits new and substantively modified programs to the Chancellor's Office for approval. Board-approved courses are submitted for automatic inclusion in the Chancellor's Office Curriculum Inventory (COCI); however, the Chancellor's Office may conduct periodic reviews of course proposals to monitor data integrity. Each October, the superintendent/president, vice president of Instructional Services, Academic Senate president, and curriculum committee chair certify the integrity of the curriculum by signing and submitting the Chancellor's Office Annual Curriculum Approval Certification form.

Upon approval of any new/modified courses and programs, the Office of Instruction works with appropriate support personnel to update college software programs that are integral to student registration and catalog/schedule development. Pending implementation, the recently approved curriculum proposals reside and can be viewed in the "future" database, and they cannot be further modified until they are implemented. During this time frame, the articulation status of new courses is updated by the articulation officer as the results of proposal submissions to transfer institutions are obtained.

Updated curriculum (new, modifications, and deletions) are implemented into the system at the start of the next academic calendar (August 1). At this point, approved curriculum proposals become part of MiraCosta's official curricular database.

2.5.3 Approved Policies and Procedures

Once the updated/modified or new BP/AP(s) are ready, they must be reviewed and voted on at a CPC meeting. Once approved, the CPC chair forwards the document(s) to the senior curriculum and accreditation analyst, who checks them out in the Portal, makes the approved updates, and advances the BP/AP(s) to the next stage (Academic Senate). (In the event that a BP/AP is assigned to more than one AS committee, the BP/AP must be approved at that committee as well, before it is sent to the senior curriculum and accreditation analyst.)

Portal submission of BP/AP changes automatically creates cover sheets for each modification. The cover sheets serve as notification to AS for inclusion on its next agenda; however, it remains the responsibility of the CPC chair and/or senior curriculum and accreditation analyst to ensure that these policies and procedures follow the proper pathway to final approval.

The Academic Senate follows procedures outlined in Board Policy (BP) and Administrative Procedure (AP) 2410: Board Policies/Administrative Procedures regarding the review, approval, and subsequent forwarding of all procedures, policies, and recommendations received from the CPC. All new or modified BPs and APs approved in this manner are posted on the Board of Trustees' webpage and published in the catalog and this handbook, as appropriate.

3 CPC RESPONSIBILITY

3.1 CURRICULUM REVIEW GUIDELINES AND STANDARDS

Assembly Bill (AB) 1725 highlights “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards,” thereby designating curriculum as one of the “10 + 1” rights of the community college faculty.

The voting membership of CPC reflects and supports the primary role of faculty in decisions regarding curriculum at MiraCosta College. The vice president of Instructional Services (or designee) as the only voting administrator ensures the curriculum adheres to all state and federal regulations.

CPC members are charged with taking a broad and comprehensive perspective when reviewing curriculum. Their review is to be unbiased, based on the academic merits of the proposal, and consistent with state and local regulations, guidelines, policies, and procedures. Their efforts when reviewing curriculum should reflect a deep and broad understanding of current educational issues and commitment to the best interests of the college. CPC members should also try to review all curriculum offered by MiraCosta College with an emphasis on our institutional commitment to equity, diversity, and inclusion.

Of vital importance to the functioning of the CPC is that all members participate fully in the committee’s work, which includes but is not limited to reading all proposals and preparing for each CPC meeting. This is the standing expectation. If any committee member is unable to commit to this expectation, he or she should ask to be replaced on the committee.

3.1.1 Course Outline Review

As described in section 1.3.1, proposals for new curriculum are assigned to all CPC members whereas modification proposals for existing curriculum are assigned to a four-member task force for primary review. However, any CPC member may review any proposal on the agenda whether he or she has been assigned it for primary review.

A CPC member who is assigned a proposal as a primary reviewer is expected to review each proposal in its entirety, including all supplemental pages. Student learning outcomes (SLOs), however, are not reviewed and approved by the CPC; they are under the purview of the Outcomes Assessment Committee.

Many, if not all, of the technical and legal aspects of proposals, including hour/unit compliance, codes, general integration of the course outline, and grammar and spelling, will have been

reviewed by numerous parties before the proposal is placed on the agenda; therefore, these issues should not constitute the primary focus of the committee’s review.

The CPC’s primary responsibility is to address more substantive issues that may be more subjective in nature, such as those related to institutional standards for academic rigor and consistency. These include, but are not limited to, the following:

- Appropriateness of the discipline/designator assignment.
- Validity of course prerequisites, corequisites, and advisories.
- Consistency in content descriptions in terms of adequately describing the “body of knowledge” and supporting the learning objectives and student learning outcomes.
- Consistent and clear evidence of required critical thinking.
- Appropriateness to one of the three California community college missions.
- Demonstrated student/workforce need, especially regarding certificate proposals.
- Potential overlap and/or competition with other courses outside of the department.
- Adherence to guidelines and/or rules regarding course repetition and repeatability.
- Adherence to guidelines and/or rules regarding allowed co-scheduling (stacking) of courses.
- CRC groupings and the application of appropriate exclusions (i.e., limitations on enrollment).
- Appropriateness for online delivery.
- Consistency of given courses to the standards and criteria set forth for lower- or upper-division general education, other upper-division coursework, or honors, as appropriate.
- Appropriateness for inclusion in the proposed general education (GE) area.

As stated in section 1.3.1, task force members may discuss their assigned curriculum **only** within a restricted group on the Portal; any other discussion between or among CPC members prior to the public meeting is strictly prohibited by the Brown Act. Voting to approve new and modified courses and programs takes place only during public meetings.

3.1.2 Course Outline Supplemental Pages

The supplemental pages that accompany some course outlines trigger an additional level of scrutiny because each one represents a request to add a new or review an existing parameter to an otherwise standard course. These parameters, which require a separate vote of approval by the CPC as dictated by California Code of Regulations (title 5) or local standards, are as follows:

- Distance education course delivery (Distance Ed page).
- Allowed advisories, prerequisites, and/or corequisites (Registration Requisites page)

- Honors status (Honors page)
- MiraCosta general education (a check box on the Course Status page; for lower-division general education criteria, select *Curricunet Help* at the top of the Course Status page, and then select “Plan A General Education Course Checklist”).

Additional information regarding the standards related to each of these additional approvals and/or supplemental pages is provided in Part II.

3.1.3 Certificate and Degree Program Review

One of the committee’s responsibilities is to review all new certificate and degree proposals using criteria endorsed by the Curriculum Committee of the Academic Senate for California Community Colleges and used by the Chancellor’s Office to approve credit and noncredit programs and courses:

- Appropriateness to the mission of the California Community Colleges as established by the Legislature.
- Need that meets the stated goals and objectives in the region the college proposes to serve with the program.
- Curriculum standards.
- Adequate resources.
- Compliance.

When the CPC approves a new program, which is then endorsed by the Academic Senate and ultimately the Board of Trustees, the college is ensuring with the state that the program is viable and affordable, and, in the case of a CE program, it will lead to living-wage jobs in MiraCosta’s service area. Chapter 4, section 4.4, explains the curriculum approval standards and criteria the CPC uses to review certificate and degree programs.

As faculty members consider the development of new programs of study, they should review the [California Community Colleges Program and Course Approval Handbook](#) (PCAH) to help determine the viability for a new local degree, transfer degree, or CE program. The handbook provides an in-depth explanation of all the criteria the state uses to approve transfer and CE programs.

3.1.4 Certificate and Degree Biannual Review

3.1.4.1 Career Education (CE)

California Education Code (section 78016) requires CE certificates and degrees to be reviewed every two years. This biannual review process is embedded within the annual review process overseen by the Institutional Program Review Committee (IPRC). In the spring semester of odd-

numbered years, the CPC receives a report from the IPRC that identifies any CE certificates or degrees with no completers over a three-year period. This report includes a summary of the proposed plan of action generated by the department, in consultation with the department's dean, to address low student success. Upon review of this report, the CPC may initiate discussion with the department and dean on proposed curriculum improvements. As a joint member of the CPC and IPRC, the dean of Career Education then brings proposed recommendations to the IPRC for discussion and possible implementation beginning the following fall semester.

3.1.4.2 Other degree programs

All non-CE associate degree and certificate programs with no completers over a three-year period undergo a similar biannual review in the spring of even-numbered years. The report comes to the CPC as informational only, but it may be used to encourage department dialogue and planning as it relates to student success, degree and certificate completion rates/expectations, and future curriculum planning.

3.1.5 Biannual Review of CE Course and Program Requisites

Title 5, section 55003(b)(4), requires a biannual review of all established CE course and program prerequisites, corequisites, and advisories on recommended preparation to ensure they remain necessary and appropriate.

- In January of odd-numbered years, a list of all CE courses and programs with prerequisites, corequisites, and advisories on recommended preparation is generated by the Office of Instructional Services and distributed to department chairs for their review.
- By March 1, department chairs complete the bi-annual requisite review form located under CPC Forms on the CPC Portal page, illustrated in Figure 3-1, indicating each prerequisite, corequisites, and advisory either continues to be appropriate or requires a change to be submitted the following fall semester.
- In March, the CPC reviews the forms, generates a list of courses that will come to the CPC for requisite changes in the fall, and publishes the list.
- Upon conclusion of the curriculum review cycle, the CPC will validate that all CE courses and programs with requisites have been updated in compliance with the two-year mandate.

Biannual Review of CE Course and Program Prerequisites, Corequisites, and Advisories

Every odd-numbered spring semester, CPC reviews a list of all established career education (CE) course and program prerequisites, corequisites, and advisories on recommended preparation to ensure they remain necessary and appropriate (per title 5, §55003(b)(4)). In January, a list of all CE courses and programs with prerequisites, corequisites, or advisories is distributed to department chairs. This form is due to CPC by **March 1**.

Below you will indicate whether each prerequisite, corequisite, and advisory continues to be appropriate or requires a change.

Department *

List the courses and programs in your department with prerequisites, corequisites, or advisories on recommended preparation (extracted from the list distributed in January)

List Courses and Programs

List the courses and programs whose prerequisites, corequisites, or advisories continue to be necessary and appropriate

No Change Required

List the courses and programs whose prerequisites, corequisites, or advisories require a change and for which modification proposals will be submitted in the fall

Change Required

Comments

(Optional)

Instructional Dean *

CPC Review Date 

Figure 3-1. Biannual CE Course and Program Requisite Review Form

3.1.6 Stand-alone Course Review

Credit courses that are not part of a state-approved educational program, which means they are not a required course or part of a restricted list of electives on any degree, any certificate of achievement, or MiraCosta’s general education pattern, are commonly called “stand-alone” courses.

Approval of stand-alone courses at MiraCosta College requires an additional level of scrutiny to substantiate their need and justification in light of the college’s mission and institutional goals (Figure 1-2). Each stand-alone course should include a rationale that explains its unique role within the curriculum so reviewers can distinguish its role from that of similar courses. Basic

skills courses are appropriate stand-alones as are Topics courses, which are temporary and experimental. Approved stand-alone courses are included on the Annual Curriculum Approval Certification form that is submitted to the Chancellor's Office each October.

3.2 COMMITTEE WORK RELATED TO POLICIES AND PROCEDURES

3.2.1 College Council Assignments

Thirty-two BPs and APs have been assigned to the CPC by the College Council. These APs and BPs are the CPC's responsibility in terms of regular reviews, mandated updates, and necessary modifications. (All board policies and administrative procedures are housed on the [college website](#).) The CPC conducts a routine review of the policies and procedures it is responsible for every two years in the spring. The review schedule of these BPs and APs is provided in Appendix A and on the CPC Portal site. Mandated updates also occur in the spring unless the mandate specifies an earlier deadline.

The chair of CPC divides the periodic review work among task forces. Each task force is furnished with the most current version of the assigned BPs/APs, and recommendations for changes or updates are made on a hard copy that is presented as an agenda item for CPC to discuss and approve. Modifications may include language changes recommended by the task force or in response to updates suggested by the Community College League of California (CCLC). Recommendations for new policies or procedures as they relate to curriculum may also be initiated and written by members of CPC. When the task force recommends revisions to a BP/AP, a draft of the revised document is submitted to the senior curriculum and accreditation analyst for review of the following:

- Consistency of text between the edited portion and other portions of the document.
- Unintentional errors (omissions or changes in content of unrevised portions of the document) that may have occurred during the revision process.
- Discrepancies between the revised BP/AP and other official documents, such as the catalog, schedule, or the Courses and Programs Committee Handbook.

The senior curriculum and accreditation analyst notifies the CPC chair of any suggested edits or identified errors or inconsistencies. The CPC chair and task force then considers these recommendations and makes any changes they deem appropriate to the draft document prior to its placement on the CPC agenda. The senior curriculum and accreditation analyst and CPC chair maintain an impact record of necessary changes to the Courses and Programs Committee Handbook, catalog, or other documents, based on approved changes to BPs/APs for updates in the next review cycle of these documents.

Additional tasks related to courses and programs may be delegated to the CPC by the College Council at any time. The CPC focuses on reviewing policies and procedures in a time-sensitive manner with regard to inclusion in the college catalog. The review deadline is February each year.

3.2.2 Discipline Selections and Course Placements in Disciplines

The CPC maintains an official disciplines and course list for all credit and noncredit courses. Each spring (April), working with discipline faculty, the CPC reviews and updates these lists and forwards the updated lists to the Academic Senate. Once approved by the senate, the updated lists are distributed to department chairs, instructional deans, and Human Resources and are posted on the CPC Portal site.

3.2.3 Instructional Materials Fee Review

At the start of the spring semester, Instructional Services contacts departments that have courses with an instructional materials fee (per [AP 5031](#)). The department reviews and updates the materials fee and its associated description. Instructional Services updates the Instructional Material Fee Annual Report to reflect any changes and submits the document to the CPC for approval in February. The committee then forwards the report to the Academic Senate and the Board of Trustees.

3.3 OTHER RESPONSIBILITIES

3.3.1 Courses Related in Content (CRC)

Title 5 defines active participatory courses as “those courses where individual study or group assignments are the basic means by which the learning objectives are obtained.” It defines courses related in content as “those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation” (§55000(a) and (l), respectively).

Students may not enroll in active participatory courses in physical education, visual arts, or performing arts that are related in content more than four times. Students are allowed four enrollments within each CRC group, but each course in the group may be taken only once unless its catalog description indicates it is repeatable. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances.

In specific cases in which the CSU/UC major preparation unit requirement can be attained only by enrolling more than four times in a CRC grouping, students are permitted the number of

enrollments necessary to reach the unit requirement. When this exemption is invoked, the excess enrollments are not recorded for apportionment.

Departments must update their CRC groupings when new or modified courses affect their composition. Reviewers at each stage of the approval process use the updated CRC groupings as a reference to ensure the enrollments and requisites pages of course outlines accurately reflect the changes made to a department's curriculum. Updated CRC groups are routed to the CPC for information only; they do not appear on agendas as action items. Department CRCs are published in the college catalog and are listed in Appendix B.

3.3.2 Academic Maps

Academic maps represent faculty-suggested course sequences laid out term-by-term for approved degree and certificate programs. Each program's official outline and its corresponding academic map must communicate the same course-requirement information; thus, degree maps do not specify which general education courses should be taken to fulfill degree requirements.

The development and modification of academic maps do not impact the curriculum review process. However, the CPC serves as a resource to the academic map development and modification process to help ensure program outlines and academic maps communicate the same information. In January, the CPC chair provides the committee with a list of new programs that need an academic map and modified programs that require modification to an existing map. At the end of May, the chair provides the committee with an updated list to show the status of the maps. These lists serve the purpose of documenting academic map development and modification needs and are provided to the committee for information only.

3.3.2.1 Academic map development

When faculty create new programs in CurrIQūnet META, they are prompted to submit a Counseling Support Request Form to begin the collaborative process of developing an academic map with a designated counselor. When an approved program becomes active, its corresponding academic map is published on the Degree & Certificate Programs page on the college website (www.miracosta.edu/academics/degree-and-certificate-programs/index.html).

3.3.2.2 Academic map modification

When faculty modify programs in CurrIQūnet META, they are prompted to indicate whether the modification will affect an existing academic map.

The following types of program modifications affect academic maps:

- addition/deletion of courses

- addition/deletion of unit values
- program title changes.

The following types of course modifications can also impact academic maps, even across disciplines:

- deletion of courses from the catalog
- changes to course numbers or unit values
- changes to “typically offered” patterns
- general education approval (CSU GE/IGETC).

Changes to general education requirements can also trigger a need to modify degree program maps.

For support with academic map modifications, faculty should consult with the appropriate counselor and/or the senior curriculum and accreditation analyst.

4 CURRICULUM APPROVAL CRITERIA AND STANDARDS

4.1 DEGREE APPLICABLE CREDIT COURSES

4.1.1 Criteria

Courses must fall into the following categories to be offered as degree-applicable credit courses (per California Code of Regulations, title 5, section 55062):

- (a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- (b) Courses that apply to the major or area of emphasis in non-baccalaureate CE fields.
- (c) English composition or reading courses not more than one level below the first transfer level course (ENGL 100). Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a second language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.
- (d) All mathematics courses above and including elementary algebra (MATH 30).
- (e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified subdivisions (c) and (d) above.

In addition, all upper-division courses approved as part of the college's baccalaureate program are degree-applicable.

4.1.2 Standards

A degree-applicable credit course is a course that has been designated as appropriate to the associate or bachelor's degree in accordance with the requirements of title 5 and has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students (per title 5, section 55002(a)).

- (1) **Curriculum committee.** The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise

comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

- (2) Standards for approval.** The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:
- (A) Grading policy.** The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
- (B) Units.** The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.
- (C) Intensity.** The course treats subject matter with a scope and intensity that requires students to study independently outside-of-class time.
- (D) Prerequisites and corequisites.** When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.
- (E) Basic skills requirements.** If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.
- (F) Difficulty.** The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

- (3) Course outline of record.** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.
- (4) Conduct of course.** Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.
- (5) Repetition.** Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

4.2 NONDEGREE APPLICABLE CREDIT COURSES

4.2.1 Criteria

Title 5 prescribes that non-degree applicable credit courses must provide instruction in critical thinking, prepare students to study independently outside of class, and include reading and writing assignments. The primary purpose of non-degree applicable credit courses is two-fold:

- To allow community college students to receive “workload credit” (which would apply toward maintaining the unit load necessary to receive financial aid) for precollegiate basic skills courses.
- To safeguard the integrity of the associate degree by ensuring that such courses are not counted within the degree.

4.2.2 Standards

A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee and is approved by the district Board of Trustees (per title 5, section 55002(b)):

(1) Types of courses. Courses must fall into the following categories to be offered as nondegree-applicable credit courses:

(A) Nondegree-applicable basic skills courses as defined in subdivision (u) of section 55000.

(B) Courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills.

(C) Precollegiate career education preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career education courses or programs.

(D) Essential career education instruction for which meeting the standards of the subdivision (a) is neither necessary nor required.

(2) Standards for approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside-of-class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students

successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course outline of record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040) and section 58161.

4.3 NONCREDIT COURSES

4.3.1 Criteria

Chancellor's Office approval is required for all noncredit courses that receive state apportionment. A noncredit course must fall under one of the following areas covered by the California Education Code section 84757(a):

- Parenting, including parent cooperative preschools, classes in child growth and development, and parent-child relationships.
- Elementary and secondary basic skills and other courses and classes, such as remedial academic courses or classes in reading, mathematics, and language arts.
- English as a second language.
- Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving

skills, and other classes required for preparation to participate in job-specific technical training.

- Educational programs for persons with substantial disabilities.
- Short-term vocational programs with high employment potential.
- Education programs for older adults.
- Education programs for home economics.
- Health and safety education.

4.3.2 Standards

A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee and approved by the district governing board as a course meeting the needs of enrolled students (per title 5, section 55002(c)).

- (1) **Standards for approval.** The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. To be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.
- (2) **Course outline of record.** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, the content in terms of a specific body of knowledge, the instructional methodology, examples of assignments and/or activities, and the methods of evaluation.
- (3) **Conduct of course.** All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.
- (4) **Repetition.** Repeated enrollment is allowed only in accordance with provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040) and section 58161.

4.4 EDUCATIONAL PROGRAMS (DEGREES AND CERTIFICATES)

An “educational program” is defined in title 5 as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” In practice, however, the Chancellor’s Office approves only associate and bachelor’s degrees, credit certificates of achievement, and noncredit certificates of completion and competency.

MiraCosta offers defined courses of study that lead to an Associate in Arts, Associate in Science, Associate Degree for Transfer in Arts, and Associate Degree for Transfer in Science; a Bachelor of Science; credit certificates of achievement and proficiency; an adult high school diploma; and noncredit certificates of completion and competency.

All new or revised programs leading to a degree or certificate of achievement, completion, or competency, as well as their program narratives and any supporting documentation, are submitted to the Chancellor’s Office for approval. (Narrative and documentation requirements are explained in the PCAH.)

Importantly, all new or revised CE programs must be submitted to the Region 10 Workforce Development Council for approval before such programs can be submitted to the Chancellor’s Office; therefore, faculty are advised to contact the dean of Career Education **at the beginning of the fall semester** to ensure all new and revised CE programs are approved by the Region 10 Workforce Development Council in a timely manner. **Note:** Changes to recommended electives, program descriptions, or titles do not have to be submitted to the Region 10 Workforce Development Council for approval.

4.4.1 Associate Degree for Transfer (ADT) Programs

The ADTs were developed by the Chancellor’s Office to provide students a clear pathway to a CSU major and baccalaureate degree. California community college students who are awarded an AA-T or AS-T degree are guaranteed priority admission with junior status to a participating CSU campus and given priority admission to their local CSU campus. These degrees must align with the structure of an inter-segmentally developed Transfer Model Curriculum (TMC) that defines the major or area of emphasis. Approved templates are located on the Chancellor’s Office Academic Affairs Division website on the [Templates for Transfer Model Curriculum webpage](#).

Community colleges are required to create an ADT when they offer a degree in the same discipline (under the same TOP Code) as an existing TMC (per Education Code section 66746).

AA-T and AS-T degree requirements are as follows:

- Complete 60 semester (90 quarter) CSU transferable units.
- Complete a minimum of 18 units in an approved associate degree for transfer major.
- Complete all courses required in the major with a “C” or “P” or better.
- Complete the certified CSU GE or IGETC general education pattern.
- Achieve a minimum CSU transferable grade point average of 2.0.
- Complete a minimum of 12 units in residence at MiraCosta College.

New and modified ADT program proposals must be approved no later than the last CPC meeting in October. Additionally, the following documentation must be submitted to the Chancellor’s Office for an ADT to be approved:

- Program narrative.
- Completed Chancellor’s Office template.
- C-ID or ASSIST articulation information (as required by the TMC).
- CORs for all courses included in the major or area of emphasis.

Faculty interested in developing an ADT should consult with the articulation officer.

4.4.2 Associate in Arts and Associate in Science Degrees

According to the PCAH, “all associate degrees with the exception of ADTs and CE degrees are considered ‘local’ for the purpose of submission to the Chancellor’s Office” (p. 84). Local degrees may be intended for career preparation or for transfer to a baccalaureate program or major.

The associate degree is composed of three parts: general education, a major or area of emphasis of 18 units or more, and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units. The current requirements for the associate degree, including a description of the general education requirements, are found in BP 4025/AP 4025.

4.4.2.1 Creating a New Associate Degree (Major)

Faculty wanting to create a major (18 or more units that define a particular area of emphasis for the associate degree) will do so via CurrIQūnet META after consulting with the articulation officer if the degree is intended for transfer students or the dean of Career Education if it is intended for CE students. Certificates of achievement may form the basis, if desired, for the area

of emphasis for the associate degree provided that the appropriate forms are completed and submitted to the state for approval.

For a new CE major to be approved, the following documentation must be submitted to the Chancellor's Office: program narrative, CORs for all courses included in the major or area of emphasis, Labor Market Information, advisory committee recommendation, Regional Consortium recommendation, and appropriate transfer preparation documentation from the list of allowable documents if the program is designed for both CE and transfer preparation. These documents are described in detail in the PCAH.

For a new local major to be approved, the following documentation must be submitted to the Chancellor's Office: narrative, CORs for all courses included in the major or area of emphasis based on the same TOP Code, and appropriate transfer preparation documentation from the list of allowable documents if the program is designed in total or in part for transfer preparation. These documents are described in detail in the PCAH.

4.4.2.2 Revising or Deleting an Associate Degree

Revisions to existing programs require the submission of an updated narrative. Revisions to existing programs and supporting documentation are submitted to the Chancellor's Office after CPC approval by the instructional technical support specialist.

Faculty wishing to make significant changes to a program (such as adding new options, changing the focus, or substantially altering the required number of units) should consult with the articulation officer and/or dean of Career Education before proceeding to evaluate the impact (and potential additional paperwork) of the proposed changes.

Importantly, revised CE associate degree programs must be submitted to the Region 10 Workforce Development Council for approval before they can be submitted to the Chancellor's Office; therefore, faculty are advised to contact the dean of Career Education **at the beginning of the fall semester** to ensure their modified programs are approved by the Region 10 Workforce Development Council in a timely manner.

Faculty should take care when deleting programs or courses included within a program as these actions may result in courses becoming "stand-alone," thereby mandating separate and additional course review by the CPC.

4.4.2.3 Creating a New Area of Emphasis to the Liberal Arts Degree

The Chancellor's Office has already approved the liberal arts major, but any new areas of emphasis attached to the Associate in Arts in Liberal Arts must be submitted to the Chancellor's

Office for approval. These areas are primarily transfer-based, and documentation must be submitted that demonstrates how a new emphasis will work for the transfer student.

The articulation officer oversees all of the liberal arts programs and has primary responsibility for their submission to the Chancellor's Office. Faculty interested in creating a new area of emphasis should meet with the articulation officer.

4.4.3 Certificates of Achievement

A sequence of courses consisting of 16 or more units of degree-applicable coursework. Certificates of achievement must be approved by the CPC and the Chancellor's Office. CE certificates are also approved by the Region 10 Workforce Development Council. Students who successfully complete all requirements and petition for a certificate of achievement have the name of the certificate on their transcript. CE certificates of 12 to 16 units may be submitted for Chancellor's Office and Region 10 Workforce Development Council approval if they cover a level of preparation and focused knowledge comparable to a certificate that consists of 16 units. Faculty interested in this option should contact the dean of Career Education for more information.

4.4.3.1 Creating a New Certificate of Achievement

All certificates of achievement that may appear by name on a student transcript or diploma require Chancellor's Office approval. Designation as a certificate of achievement implies that students who complete the program will be guided through a pattern of learning experiences designed to develop certain capabilities that may be oriented either to a career field or to general education and transfer.

The type of documentation required for a CE program differs from that required for a transfer-based program. All CE programs must gain approval of the Region 10 Workforce Development Council before being submitted to the Chancellor's Office. Paperwork for new programs is normally submitted in late fall to the Chancellor's Office for return approval by the next year's catalog publishing date.

For a new or modified CE certificate of achievement to be approved, the following documentation must be submitted to the Chancellor's Office:

- Program narrative that addresses the program's goals and objectives, catalog description, program requirements, master planning, enrollment and completer projections, placement of the program in the college's existing program inventory, and justification of the need for the program in the region.
- Labor market information and analysis, advisory committee recommendation, and Regional Consortia approval meeting minutes.

Additional documentation may be required for new and modified non-CE certificates to be approved. Faculty interested in creating a new program or certificate should review the [PCAH](#) and meet with the dean of Career Education in early summer to begin this process.

4.4.3.2 Revising or Deleting a Certificate of Achievement

Faculty wishing to make significant changes to a certificate (such as adding new options, changing the focus, or substantially altering the required number of units) should consult with the dean of Career Education before proceeding to evaluate the impact (and potential additional paperwork) of the proposed changes. Importantly, revised CE certificate of achievement programs must be submitted to the Region 10 Workforce Development Council for approval before they can be submitted to the Chancellor's Office; therefore, faculty are advised to contact the dean of Career Education **at the beginning of the fall semester** to ensure their modified certificate of achievement programs are approved by the Region 10 Workforce Development Council in a timely manner.

After a modified certificate of achievement has been approved by the CPC, the instructional technical support specialist, in consultation with the dean of Career Education, submits the certificate, updated narrative, and supporting documentation (such as Region 10 Workforce Development Council meeting minutes) to the Chancellor's Office.

Faculty should take care when deleting certificates or courses included within a certificate as these actions may result in courses becoming stand-alone, thereby mandating separate and additional course review by the CPC.

4.4.4 Certificates of Proficiency

Certificates of proficiency are short-term certificates designed to prepare students for the first step in the career ladder. They are composed of a sequence of courses consisting of fewer than 16 units of degree-applicable coursework. Courses completed for a certificate of proficiency can often be applied toward a certificate of achievement and/or an associate degree. These certificates must be approved by the CPC but do not require Region 10 Workforce Development Council nor Chancellor's Office approval, and they do not appear on the student's transcript.

Certificates of proficiency proposals require a rationale for how the certificate will meet student and community needs, a certificate description, and a list of program requirements.

4.4.5 Adult High School Diploma

The state defines a high school diploma program as “an organized sequence of noncredit courses designed to meet the needs of adult learners which leads to a high school diploma which is awarded by the community college district or jointly by the district and a high school” (title 5,

section 55154(b)). A noncredit course awarding 10 high school credits must require a minimum of 144 hours of lecture, study, or laboratory work.

To earn a high school diploma, students must complete at least 160 credits of high school level coursework and demonstrate competence in reading, writing, and mathematics at a level generally accepted as appropriate for award of a high school diploma. The required 160 credits of high school level coursework must be fulfilled in a core curriculum consisting of courses in the following categories (per title 5, section 55154(d)(2)):

- (A) **Natural Sciences.** A minimum of 20 high school credits shall be required in natural sciences, including biological and physical sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena.
- (B) **Social and Behavioral Sciences.** A minimum of 30 high school credits shall be required in social and behavioral sciences. Courses in the social and behavioral sciences are those which focus on people as members of society.
- (C) **Humanities.** A minimum of 10 high school credits shall be required in humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings.
- (D) **English.** A minimum of 30 high school credits shall be required in English. Courses in English are those which develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation.
- (E) **Mathematics.** A minimum of 20 high school credits shall be required in mathematics. Courses in mathematics develop the ability to reason with and apply mathematical operations and principles.

4.4.6 Noncredit Certificate Programs

Noncredit courses and programs offered in ESL, Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for "enhanced funding" when sequenced to lead to a Chancellor's Office approved certificate of completion, or certificate of competency, in accordance with the provisions of the California Education code governing Career Development and College Preparation (CDCP) programs.

Noncredit certificates of competency and certificates of completion are eligible for local approval under the Annual Curriculum Approval Certification except those CDCP certificate programs in the instructional domain of Short-term Vocational (Education Code, title 3, section 84760.5 (a)(3)), which requires approval by the Chancellor's Office. Both types of noncredit certificates require a rationale for offering the program and an explanation for how the program

meets student needs. Both types of certificates also require at least one program student learning outcome.

Noncredit programs in the following noncredit categories may be approved locally by the CPC and not by the Chancellor's Office, but they may not be called a certificate of completion, competency, or achievement, and they do not qualify for enhanced funding from the state: Citizenship for Immigrants, Health and Safety, Substantial Disabilities, Parenting, Home Economics, and Older Adults.

Per California Code of Regulations, title 5, section 55151(j), the curriculum committee shall review noncredit educational programs leading to a certificate using the same standards as applied to credit educational programs leading to a certificate with respect to academic integrity, consistency with college mission, meeting a demonstrated need and program feasibility.

4.4.6.1 Certificates of Completion

Per California Code of Regulations, title 5, section 55151(h), the awarding of a certificate of completion means a student has completed a noncredit education program of noncredit courses that leads to improved employability or job opportunities and prepares them to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a TOP code number and program discipline, identify the goal of the program, and list the courses completed by the student.

For new or modified certificates of completion, the following documentation must be submitted to the Chancellor's Office:

- Program narrative that addresses the program's goals and objectives, catalog description, program requirements, master planning, enrollment and completer projections, placement of the program in the college's existing program inventory, and justification of the need for the program in the region.
- CORs for all courses included in the certificate.
- Labor market information and analysis, advisory committee recommendation, and Regional Consortia approval meeting minutes.

4.4.6.2 Certificates of Competency

Per California Code of Regulations, title 5, section 55151(i), the awarding of a certificate of competency means a student enrolled in a noncredit educational program of noncredit courses, including basic skills and English as a second language, has demonstrated achievement of a set of competencies that prepares them to progress in a career path or to undertake degree-applicable

or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a TOP code number and program discipline, identify the goal of the program, and list the relevant competencies achieved by the student.

For new or modified certificates of competency, the following documentation must be submitted to the Chancellor's Office:

- Program narrative that addresses the program's goals and objectives, catalog description, program requirements, master planning, enrollment and completion projections, placement of the program in the college's existing program inventory, and justification of the need for the program in the region.
- CORs for all courses included in the certificate.

4.4.6.3 Revising or Deleting a Noncredit Certificate

Revisions to noncredit certificates that do not alter their original scope are considered non-substantial. Such changes, as well as noncredit certificate deletions, are approved by the CPC and submitted to the Chancellor's Office by the instructional technical support specialist.

PART II: CURRICULUM DEVELOPMENT AND MODIFICATION

This section of the handbook is designed to assist MiraCosta College faculty in developing and modifying courses and programs within the college’s curriculum management system (CurrIQūnet META).

- Chapter 5 outlines the responsibilities of everyone involved in the curriculum development and review process.
- Chapter 6 explains the curriculum review process itself and identifies courses that should be updated and reviewed in the fall.
- Chapter 7 identifies the purpose of and standards for each section of the course outline of record (COR).
- Chapter 8 covers MiraCosta College graduation requirements, California State University (CSU) and University of California (UC) transferability, and course articulation.

5 ROLES AND RESPONSIBILITIES

5.1 FACULTY AUTHORS

Community college faculty, as empowered by Assembly Bill 1725, have primacy in the area of curriculum development and as such are solely responsible for managing and updating their curriculum in accordance with standards set forth by the California Code of Regulations (title 5), Chancellor’s Office, and ACCJC.

Any faculty member at MiraCosta may author a curriculum proposal (new, modification, or deletion). When an associate faculty member is the proposal author, they must work with the department chair to identify a full-time faculty member in the discipline or in a closely related discipline (e.g., a credit faculty member for non-credit curriculum) to act as a consultant or resource specialist to the curriculum author and obtain approval to author curriculum from the department chair. The department chair notifies the instructional technical support specialist when an associate faculty member needs access to the curriculum management system.

The faculty’s role in the curriculum development and modification process includes the following:

- Determining—based on a process of planning, visioning, and extensive discussion with department members, the articulation officer, and appropriate administrators—appropriate and necessary changes to the college curriculum.
- Generating new course, certificate, or program proposals after carefully investigating and addressing any overlapping content with existing curriculum.

- Initiating action to modify or delete existing courses, certificates, or programs.
- Evaluating program impact of course proposals and making appropriate modifications to any affected certificates and/or programs as well as CRC groupings at the same time.
- Completing all fields and all forms related to curriculum proposals in CurrIQūnet META. This includes completing all fields on the Codes page for new courses and programs.
- Ensuring the curriculum proposal is fully vetted and supported within the discipline and department prior to submission of the proposal to subsequent approval stages.
- Meeting college, regional, and state deadlines for curriculum review and approval.
- Revising new proposals or existing CORs in response to Courses and Programs Committee (CPC) feedback.
- Writing the narrative required by the Chancellor's Office for new and modified programs. This narrative must accompany the program outline at the technical review stage of curriculum review.
- Initiating action to develop and modify academic maps for new and modified programs, respectively.

5.2 INSTRUCTIONAL TECHNICAL SUPPORT SPECIALIST

The instructional technical support specialist is responsible for the following:

- Upon department chair approval, providing associate faculty access to CurrIQūnet META for the purpose of authoring curriculum.
- Ensuring proposals are complete and absent of technical errors.
- Monitoring and maintaining the accuracy of the official curriculum database.
- Generating CPC meeting agendas and posting documents for the committee to review.
- Assigning CPC curriculum review tasks in the Portal based off Leois 16!!the final agenda.
- Recording meeting proceedings (minutes) for the CPC.
- Processing proposals after committee approval for college-wide implementation.
- Transferring approved courses and programs into the next catalog.
- Assisting faculty in generating program proposals and performing program impact analyses.
- Updating information on the CPC webpage and Portal site.
- Preparing Academic Senate and Board of Trustees' agenda items related to curriculum.
- Generating annual Sunset, Discipline/Course Placement, CE Courses with Prerequisites (biannually), and Instructional Material Fees lists as well as the Mandated Course Update List (MCUL).

- Updating the CPC Calendar for the committee's review and approval.
- Submitting new and revised programs along with their supporting documents to the Chancellor's Office for approval; submitting program deletions to the Chancellor's Office.

5.3 SENIOR CURRICULUM AND ACCREDITATION ANALYST

The senior curriculum and accreditation analyst participates in curriculum development and modification by working directly with faculty, deans, and department chairs to assist in writing high quality course outlines. The senior curriculum and accreditation analyst also participates as a resource to the technical review process.

In reviewing CORs at stage 2 in the review process, the senior curriculum and accreditation analyst works with faculty authors to ensure MiraCosta's curriculum is compliant with both internal and external standards, regulations, and requirements. This compliancy includes, but is not limited to, the following criteria:

- Critical thinking is expected of students, taught to them in class, practiced in assignments, and evaluated as the basis for their grade in the class.
- Expected course content and learning objectives are clearly laid out for any faculty member who teaches the course.
- The content outline represents the specific body of knowledge that is taught in the course.
- Sample assignments reflect coverage of the course content and promote student mastery of the objectives by including the purpose of the assignment.
- Sample instructional methodologies illustrate opportunities for diverse types of learners to achieve the stated performance objectives by describing what they will be doing and experiencing with respect to the instructor, each other, and their environment.
- Sample methods of evaluation are subject specific and include the basis of the evaluation; they address, either directly or indirectly, how the sample assignments promote student mastery of the objectives.

The senior curriculum and accreditation analyst also reviews course and program proposals for technical accuracy (such as compliance with Carnegie-standard lecture and lab hours), proper grammar usage, and completeness. Incomplete proposals are returned to the author with information regarding the insufficiencies listed in the audit trail.

The senior curriculum and accreditation analyst monitors state regulations related to board policies and administrative procedures routed to the CPC, notifying the chair of any legislated changes. In addition, the senior curriculum and accreditation analyst assists the chair with

updating the Courses and Programs Committee Handbook and tracking academic map development and modification needs.

5.4 ARTICULATION OFFICER

Articulation is an ongoing process that assures appropriate articulation of the district's educational programs as mandated by title 5, section 51022(b). The articulation officer's position is guided by Administrative Procedure 4050. The articulation officer sits as a permanent member of the CPC and supports the curriculum development and review process in a variety of ways, including the following:

- Advises faculty about the transferability of MiraCosta College courses.
- Advises faculty on Course Identification Numbering System (C-ID) descriptors, submits course outlines of record for C-ID designation, communicates C-ID status to faculty, and assists with the C-ID revision process.
- Advises faculty on Associate Degree for Transfer (ADT) criteria and requirements; supports faculty with ADT submissions.
- Verifies comparable course offerings for new course proposals at other institutions.
- Facilitates articulation with regionally accredited public and private colleges.
- Develops, updates, and maintains all articulation agreements and related materials, including the college catalog, used to advise students on academic majors, degrees, and transfer requirements.
- Oversees the college's liberal arts degree programs as the faculty lead.
- Informs faculty of California Legislature and Chancellor's Office policies regarding courses and programs for transfer.
- Reviews and submits courses for CSU GE and IGETC consideration.
- Provides leadership within the college and disseminates information on significant legislative changes that affect curriculum and/or articulation.

5.5 LIBRARY SERVICES FACULTY

In keeping with "good practices" recommended by the California Community Colleges Chancellor's Office (CCCCO), a college librarian checks all new course, certificate, and degree proposals to ensure appropriate and adequate library materials and services are available at the college to support new curriculum. The faculty author initiates the library check-off process during the proposal development stage by completing the Library Resource Support Form online. A link to the form is available on the Library page of the CurrIQūnet META proposal.

5.6 ACCESS SPECIALIST

The access specialist assists faculty authors with questions about accessibility standards for online instruction. Faculty authors should consult with the access specialist during the curriculum development process to evaluate the readiness of proposals to meet access requirements.

5.7 FACULTY DIRECTOR OF ONLINE EDUCATION

As a permanent member of the CPC, the faculty director of Online Education supports the development of online courses and distance-education related policies and procedures. The director ensures the committee applies the same standards of quality to courses it approves for online delivery and it approves those courses separately as required by California Code of Regulations, title 5, section 55206. The faculty director also ensures that the committee is prepared to evaluate whether courses proposed for online delivery are compliant with accreditation standards and policies as well as with local practices as set forward in the MiraCosta College Online Education Plan.

5.8 OUTCOMES AND ASSESSMENT COMMITTEE SLO COORDINATOR

Student learning outcomes (SLOs) are part of the official COR, but they are not approved by the CPC. They are under the purview of the Outcomes Assessment Committee (OAC) and are approved by the OAC SLO coordinator, who is available to answer questions regarding the development and modification of course- and program-level SLOs.

5.9 DEPARTMENT CHAIR

Department chairs coordinate and manage curriculum within their respective departments. As such, their responsibilities include the following:

- Receiving and disseminating information related to curriculum from Instructional Services and/or the CPC chair to appropriate faculty members in the department, including, but not limited to, the following:
 - Mandatory Course Update List (MCUL)
 - Sunset Deferral List
 - Credit/Noncredit Disciplines List
 - Materials Fee List.
- Reviewing curriculum proposals for discipline- and departmental-specific impact, encroachment, accuracy, and completeness.

- For career education (CE) proposals, reviewing appropriate selection of codes and consideration of local workforce needs.
- Confirming that all curriculum proposals have been fully vetted by the discipline and department.
- Granting associate faculty permission to author curriculum as appropriate.
- Reviewing courses on probationary status to determine whether they warrant a rationale for keeping active.
- Forwarding proposals to the instructional dean.
- Working with new/incoming department chairs on any pending curriculum.

5.10 INSTRUCTIONAL DEAN

Instructional deans coordinate and manage curriculum from the perspective of Instructional Services. As such, their responsibilities include the following:

- Disseminating information related to curriculum to department chairs and/or appropriate discipline faculty.
- Reviewing curriculum proposals for interdepartmental and college-wide impact, encroachment, and, when appropriate, local workforce need.
- Reviewing curriculum proposals for accuracy and completeness.
- Assessing curriculum proposals, especially modifications, for their impact on divisional load (i.e., unit changes that affect lecture/lab assignments).
- Reviewing and/or completing appropriate college data collection/reporting fields, such as student/faculty workloads and MIS coding.
- Forwarding proposals to the technical review stage and ultimately to the CPC with or in the absence of the dean's support.

Instructional deans manage the Academic and Career Pathway (ACP) to which they are assigned. In that role, the deans oversee any liberal arts or other interdisciplinary program that is included in their respective ACP. This oversight includes reviewing new or modified program proposals in CurriQūnet META. Figure 5-1 lists the deans who are responsible for the college's interdisciplinary programs this year.

5.11 TECHNICAL REVIEW PROCESS

The CPC chair, vice president of Instructional Services, articulation officer, instructional dean, and three Instructional Services staff members (senior curriculum and accreditation analyst, enrollment database specialist, and instructional technical support specialist) perform the final technical review of all curriculum proposals prior to their submission to the CPC agenda stage.

PROGRAM	FACULTY LEAD	ACP DEAN
Global Studies certificate program	Robert Bond	Jonathan Fohrman
Liberal Arts associate degree programs:		
• Applied Health, Kinesiology, and Nutrition	Joanne Benschop	Al Taccone
• Business and Technology	Joanne Benschop	Al Taccone
• Arts and Humanities	Joanne Benschop	Jonathan Fohrman
• Creative and Applied Arts	Joanne Benschop	Jonathan Fohrman
• Mathematics and Sciences	Joanne Benschop	Mike Fino
• Multicultural Studies	Joanne Benschop	Mike Fino
• Social and Behavioral Sciences	Joanne Benschop	Mike Fino
• Elementary Subject Matter	Joanne Benschop	Mike Fino

Figure 5-1. Interdisciplinary Program Oversight 2022/23

In carrying out their responsibilities, these resources to the technical review process evaluate curriculum with respect to the following:

- Consistency and compliance with current local and state curriculum writing and content standards.
- State standards pertaining to prerequisites, corequisites, and advisories.
- State and local standards and guidelines pertaining to repeatability and courses related in content.
- State standards pertaining to hours and units.
- Local mandates on class size maxima.
- Enrollment mechanics.

Technical issues may be identified and corrected at the technical review stage (after the CPC chair's consultation with faculty authors, department chairs, and/or instructional deans, as appropriate). If necessary, the CPC chair may elect to postpone the placement of a proposal on the CPC agenda until a substantive technical review issue is resolved. In this instance, the proposal would then be placed on a subsequent agenda.

5.12 CPC CHAIR

The faculty chair of the CPC receives reassigned time and works, as appropriate, with the instructional technical support specialist to complete the following duties and responsibilities:

- Serving as a resource person to assist faculty in the development of curriculum.
- Training CPC members each year on their duties and responsibilities.

- Reviewing all curriculum proposals at the technical review stage for technical accuracy, discipline assignment, and class size maxima, and working with faculty authors, departmental chairs, and instructional deans to make necessary changes.
- Recommending the annual CPC calendar.
- Confirming the submission of Library Resource Support Forms for new course proposals.
- Disseminating annual lists of items that must be brought to the CPC for review, including curriculum, discipline/course placement lists, the CE requisite list, and instructional materials fees, as well as for information, such as the academic map development and modification status lists.
- Developing CPC agendas with the goal of allowing all completed proposals to be reviewed during the annual curriculum cycle yet simultaneously providing the means to bundle interrelated proposals on specific agendas to facilitate comprehensive review by the committee.
- Reviewing, editing, and approving all minutes (drafts) for dissemination to the committee.
- Conducting all CPC meetings (if absent, this responsibility falls to a faculty designee).
- Facilitating updates and modifications in CurriQūnet META to support the efforts of faculty and the committee.
- Overseeing policies and procedures to maintain the integrity of the official curriculum database.
- Providing advice and guidance to the vice president of Instructional Services, CPC members, instructional support staff assigned to curriculum, department chairs, instructional deans, faculty authors, and Academic Senate members on curriculum-related issues, such as Education Code regulations, California Code of Regulations, title 5 compliance, ACCJC Standards, and accepted “good practices.”
- Updating the Courses and Programs Committee Handbook and developing procedures and forms that are needed for processing curriculum materials.
- Preparing, submitting, and presenting (if necessary) curriculum-related materials to the Academic Senate and College Council.
- Signing off on all C-ID textbook change forms.
- Attending the annual ASCCC Curriculum Institute.
- Signing the Annual Curriculum Approval Certification form for all credit and noncredit courses, in collaboration with the college president, vice president of Instruction, and Academic Senate president.

6 CURRICULUM REVIEW PROCESS

6.1 TIMELINES

6.1.1 Overview

Curriculum review by the CPC is completed early in the spring semester to ensure the committee's recommendations can be forwarded to the Academic Senate and ultimately to the Board of Trustees for approval no later than March. This timeline allows all other elements of curriculum approval and implementation (such as Region 10 Workforce Development Council and Chancellor's Office review and approval, articulation submission, and PeopleSoft entry) to occur on time so new or modified curriculum can be included in the following academic year's catalog. The college cannot offer courses that are not described in the college catalog.

6.1.2 Submitting Course Proposals

Departments are responsible for keeping their curriculum current by adhering to the legally required six-year review of all current courses. However, any department may voluntarily elect to modify a course at any time and for any reason as deemed appropriate by the department.

Each March the chair of the CPC distributes a list of courses that *must* be brought to the CPC for fall review due either to the state-mandated six-year review and update or to other state or local mandates. Courses on the Mandated Course Update List (MCUL) may require major or minor modifications (see section 1.3.3). Courses with major modifications must come to the CPC in the fall; courses with minor modifications may come as late as the last CPC meeting in February.

Major course modifications should be identified in the department's most recent program review and/or carefully vetted throughout the department before any modifications are initiated in the curriculum management system. Course proposals that have not been carefully vetted by all stakeholders prior to reaching the CPC approval stage can result in avoidable requests to delete or further modify an already approved proposal that is stored in a "future" database. Such requests are especially challenging to the approval process and should be avoided. (See section 6.4 for more information about changes to courses and programs in the future database.)

Figure 6-1 provides the fall 2022 Mandated Course Update List for credit and noncredit courses. (Note: Honors courses and their non-honors counterparts must be reviewed together, so they are linked in the MCUL.) The chair also distributes a list of CE courses that require prerequisite updates based on biannual review.

Subject	Course Number	Course Title	Approval Date
ACCT	101	Practical Accounting	8/25/2016
ACCT	102	Practical Accounting II	9/8/2016
ACCT	104	Payroll Accounting	9/8/2016
ACCT	145	Individual Income Tax	8/25/2016
ACCT	146	Taxation of Business Entities	8/25/2016
ACCT	149	IRS Volunteer Preparation	10/13/2016
ADM	107	Introduction to Computer/Digital Forensics	10/27/2016
ADM	240	Written and Oral Communication in the Administration of Justice	10/13/2016
ANTH	104	Native American Cultures	10/27/2016
ART	158	Traditional Arts of Africa, Oceania, and the Americas	10/13/2016
ART	254	Understanding and Appreciating the Photographic Image	10/13/2016
ART	258	Ancient to Gothic Art	10/13/2016
BIO	103	Introductory Biology: Animal Diversity	2/9/2017
BIO	105	Introductory Biology: Biotechnology in Society	2/9/2017
BIO	108	Introductory Biology: Ecology of the Oceans	2/9/2017
BIO	210	Human Anatomy	5/14/2020
BIO	210H	Human Anatomy (Honors)	12/8/2016
BUS	130	Entrepreneurship and Small Business Management	11/10/2016
BUS	131	Management Principles	11/10/2016
BUS	132	Marketing	11/10/2016
BUS	134	Retail Management	11/10/2016
BUS	135	Personal Selling	12/8/2016
BUS	138	Business Promotion	12/8/2016
BUS	160	International Business	11/10/2016
CHLD	235	Children in a Diverse Society	9/22/2016
COMM	212	Argumentation	10/13/2016
COMM	215	Intercultural Communication	10/27/2016
COUN	105	Transfer Success	10/13/2016
COUN	296-2	Academic Planning	10/28/2021
DNCE	100	Dance Appreciation	9/22/2016
DNCE	100H	Dance Appreciation (Honors)	9/22/2016
GEOG	102	Cultural Geography	10/27/2016
GEOG	104	World Geography	10/27/2016
GEOG	108	Environmental Sustainability and Society	11/10/2016
GRMN	121	Introduction to German Culture	9/8/2016
HIST	100	World History to 1500	11/10/2016
HIST	100H	World History to 1500 (Honors)	11/10/2016
HIST	101	World History Since 1500	11/10/2016
HIST	101H	World History Since 1500 (Honors)	11/10/2016
HIST	102	History of the Modern Middle East	9/22/2016
HIST	102H	History of the Modern Middle East (Honors)	9/22/2016
HIST	105	History of England	10/27/2016
HIST	105H	History of England (Honors)	10/27/2016
HIST	110	United States History to 1877	12/8/2016
HIST	110H	United States History to 1877 (Honors)	12/8/2016
HIST	116	History of the Americas to 1830	10/27/2016
HIST	116H	History of the Americas to 1830 (Honors)	10/27/2016
HIST	117	History of the Americas Since 1830	10/27/2016
HIST	117H	History of the Americas Since 1830 (Honors)	10/27/2016

Figure 6-1. Fall 2022 Mandated Course Update List

HORT	122	Horticulture Laws and Regulations	9/22/2016
HORT	166	Introduction to Sustainable Agriculture	9/22/2016
MAT	110	Digital Imaging 1: Adobe Photoshop	8/25/2016
MAT	125	Web Design 1: Fundamentals	10/27/2016
MAT	135	Graphic Design 1: Principles	9/8/2016
MAT	155	Graphic Design 2: Typography	9/8/2016
MAT	165	Web Design 2: Tools and Techniques	10/27/2016
MAT	170	Digital Illustration 1: Adobe Illustrator	8/25/2016
MAT	185	Graphic Design 3: Design and Layout	9/8/2016
MAT	210	Digital Imaging 2: Advanced Photoshop	8/25/2016
MAT	225	Web Design: PHP and WordPress	10/13/2016
MAT	235	Web Design 3: UX and UI Design and Production	10/27/2016
MUS	100	Introduction to Music Theory	9/22/2016
MUS	103	Musicianship I	9/22/2016
NCART	70	Multimedia Sculpture	12/8/2016
NCHAS	82	Tai Chi Chuan for Seniors, Intermediate	12/8/2016
NURS	155	Basic Medical Terminology	8/25/2016
NURS	166	American Medical Corps Transition to Vocational Nurse	8/25/2016
NUTR	105	Human Performance and Sports Nutrition	8/25/2016
SOC	120	Introduction to Women's Studies	10/13/2016
SOC	140	Introduction to LGBT Studies	9/8/2016
	70	Total Courses	
		<i>Experimental Topics Course, must come through for a permanent course number or be archived if no plans to make permanent.</i>	
		<i>Parent course and honors version must come through for review together.</i>	

Figure 6-1. Fall 2022 Mandated Course Update List (concluded)

Per policy, MCUL courses that are not successfully updated are forced into inaction and removed from the following year's catalog. Departments may request an exception to the policy due to extenuating circumstances by completing and submitting a Request for Exception to Curriculum Compliance Policy form, which is available on the Courses and Programs Portal page under CPC Documents (see Figure 6-2). The explanation of extenuating circumstances includes the department's plan to bring the course or courses listed into compliance.

**C & P COMMITTEE'S
REQUEST FOR EXCEPTION TO CURRICULUM COMPLIANCE POLICY
DEADLINE FOR SUBMISSION: DECEMBER 1**

Section I:
The discipline expert or department chair must complete Section I, listing all non-compliant courses and explaining the extenuating circumstances that prevented the courses from being made compliant as requested by C&P. Please include in the explanation how the department plans to remedy this situation to prevent the courses from being pulled from the college catalog and schedules.

Discipline: _____

Department: _____

Course(s) requesting exception: _____

Describe extenuating circumstances:

Signatures:

Discipline Lead: _____ Date: _____

Department Chair: _____ Date: _____

Dean: _____ Date: _____

VP of Instruction: _____ Date: _____

C&P Chair: _____ Date: _____

Once complete and signed by all parties, please submit this form to the Curriculum Support Specialist (Gwen Partlow) for placement on the December C & P agenda.

Section II (C & P Review and Decision):

Date Reviewed by Courses and Programs: _____

Decision: _____

Action Plan (if any): _____

C&P Chair Signature: _____ Date: _____

Figure 6-2. Request for Exception to Curriculum Compliance Policy Form

The Request for Specialized Timeline Form, also available on the Courses and Programs Portal page under CPC Documents, requires faculty to describe how the new course or program meets a fundamental student need and to identify the external circumstances that warrant a specialized timeline. The form also asks faculty to provide a statement acknowledging the accelerated process will require their willingness to work directly with various stage reviewers “to ensure the criteria of each review stage is met with quality and rigor.”

6.1.3 Courses with Probationary (Sunset) Status

Any course that has not been offered successfully (i.e., scheduled and not cancelled) for two years is placed on probationary status per college policy and procedures. Honors courses that have been approved for concurrent scheduling with their non-honors counterpart, however, are placed on probationary status when they have not been offered successfully in six years. Honors courses that have not been approved for concurrent scheduling with their non-honors counterpart are held to the two-year rule. Similarly, when a course that has an honors counterpart is placed on probationary status, the honors course will be placed on probationary status at the same time.

In September, the instructional technical support specialist generates a list of courses on probationary status and notifies the appropriate department chairs that these courses should be made inactive, or “sunset.” Figure 6-3 identifies courses that should be “sunset” this fall due to inactivity.

Department chairs should work collaboratively with department colleagues to determine one of the following actions for each course on the list:

Course Deletion: If the department determines that a course on the list should be deleted from the catalog, they must create and submit a deletion proposal in the course management system to be approved by the CPC during the current curriculum review cycle.

Sunset Deferral Request: When a department does not want to sunset a course on the list, a faculty member or the department chair is required to complete and submit a Sunset Deferral Request form, which provides the CPC the department’s rationale and supporting documentation for keeping the course active. Sunset Deferral Request forms, available on the Courses and Programs Portal page under CPC Forms, are due to the committee in time to review at the last meeting of the same fall semester the course is placed on the list.

- **Successful spring offering:** Courses on the sunset list that are scheduled to be offered the upcoming spring semester may request a sunset deferral pending a successful spring offering of the course. The CPC will defer action to delete such courses or approve the sunset deferral request until the first meeting of the spring semester to allow committee consideration of enrollment data.
- **Unsuccessful offering:** If a course that was granted a deferral is not offered successfully by the semester indicated on the approved sunset deferral request form, then it becomes ineligible for a consecutive sunset referral request and is administratively removed from the catalog.

CPC-approved deferrals are for one year only. When the department does not submit a rationale or the rationale is not approved by the CPC, the course is administratively sunset and removed from the next catalog. Courses are not eligible for a second deferral.

Subject	Catalog	Long Title	Last Offered
ANTH	190	Primate Behavior and Ecology	Spring 2019
ART	290	Landmarks of Art	Spring 2019
BIO	190	Survey of Human Musculoskeletal System	Fall 2018
DNCE	140	Ballroom Dance Technique I	Spring 2019
DNCE	143	Ballroom Dance Technique II	Spring 2019
DNCE	214	Student Choreography Production I	Spring 2018
DNCE	240	Ballroom Dance Technique III	Never offered
DNCE	243	Ballroom Dance Technique IV	Never offered
DNCE	250	Contemporary Dance Intensive I	Summer 2019
DNCE	253	Contemporary Dance Intensive II	Never offered
DNCE	256	Contemporary Dance Intensive IV	Summer 2019
DRAM	226	Advanced Performance Lab	Summer 2019
DRAM	227	Dramatic Improvisation	Summer 2018
GRMN	201	Intermediate German (Third Semester)	Fall 2018
HIST	110S	Learning Assistance for American History to 1877	Never offered
HIST	111S	Learning Assistance for American History from 1877	Never offered
HORT	147	Wines of California	Fall 2018
HOSP	134	Sustainable Facilities Management	Fall 2018
HSENG	40	Information Literacy & College Success	Summer 2019
ITAL	103	Elementary Italian for Spanish Speakers (First Semester)	Spring 2019
JAPN	210	Intermediate Conversation I and Reading	Spring 2019
JAPN	211	Intermediate Conversation II and Writing	Spring 2019
LIT	100	Introduction to Chicano Chicana Literature	Never offered
MAT	270	Advanced Design Studio	Spring 2018
NCABE	90	Adult Basic Education: Reading	Spring 2017
NCABE	94	Adult Basic Education: Writing	Spring 2017
NCHLT	15	Arthritis Exercise Program	Spring 2019
NCVOC	43	Introduction to Career Education	Never offered

 Not eligible for additional sunset deferral. Must successfully offer course by spring 2023.

Figure 6-3. Fall 2022 Courses with Probationary (Sunset) Status

Courses that are sunset go into the archives of the curriculum management system and do not appear in the next college catalog. If at any time a department wants to bring back a course that was previously sunset, they would need to contact the instructional technical support specialist to have the outline reinstated in the curriculum management system and then follow the curriculum submission deadlines for NEW courses.

6.1.4 Committee Review

The CPC meets to review curriculum on the second and fourth Thursdays of the month (see [CPC Calendar](#) link or Part I, Figure 2-1). New courses that require submission for articulation to

UC/CSU must be reviewed by the CPC no later than the last meeting in October. Faculty authors are responsible for having their curriculum proposals agenda-ready in sufficient time to be reviewed by the committee prior to the October deadline.

As stated in section 2.3.2, CPC agendas are distributed electronically to committee members and All Governance approximately one week prior to the meeting. Curriculum modification proposals are automatically placed on the consent agenda, while all proposals for new curriculum are noted as action items. Committee members asynchronously review the posted proposals during this period, but all voting to approve curriculum, whether on consent or action, takes place during the public meetings.

Faculty authors of curriculum proposals may be contacted by the instructional technical support specialist or CPC chair to respond to questions or concerns raised by CPC members in advance of the committee meeting.

All CPC approved curricula (new, modified, and deleted courses and programs) are forwarded to the Academic Senate as consent items at least once in the fall and once in the spring each year.

6.2 APPROVAL PROCESSES

6.2.1 Course Approval

The credit and noncredit course approval process consists of eight stages, beginning with the originating faculty at stage 1 and ending with implementation at stage 8, as illustrated in Figures 6-6 and 6-7. The differences between the approval stages of credit and noncredit courses are the articulation officer stage is absent from noncredit approvals, and the instruction review stage is absent from credit approvals. The stages have no set deadlines; however, successful review through the entire series of stages takes approximately one month, depending on the amount of work that is required at each stage.

Topics course proposals follow the same proposal preparation and review procedures as all other credit course proposals with one exception: in recognition of their experimental nature, they are allowed to be reviewed by the CPC at the first meeting of the spring semester (January) for implementation in the summer.

Curriculum proposals are eligible to be placed on a CPC agenda once they have successfully reached the agenda development stage. Agenda development occurs seven to nine days prior to CPC meeting dates.

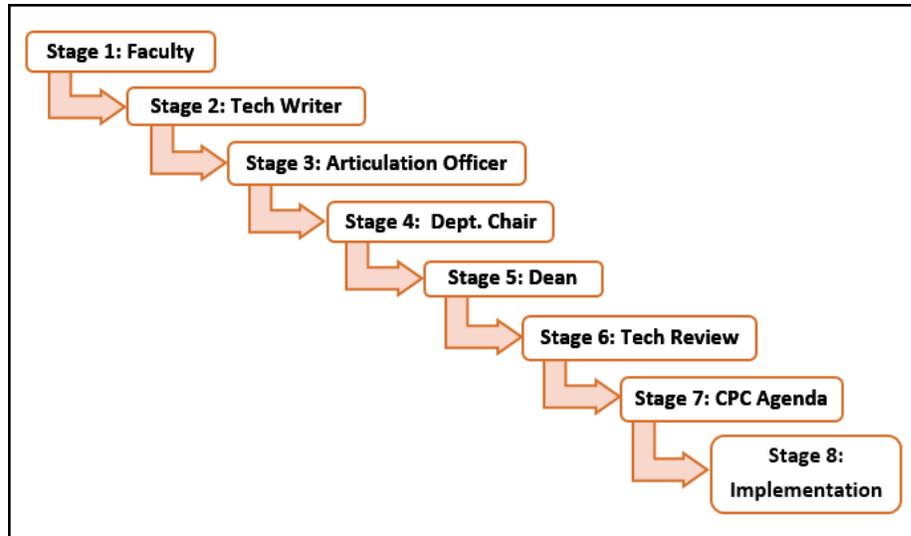


Figure 6-4. CurrIQūnet META Curriculum Review/Approval Stages (Credit)

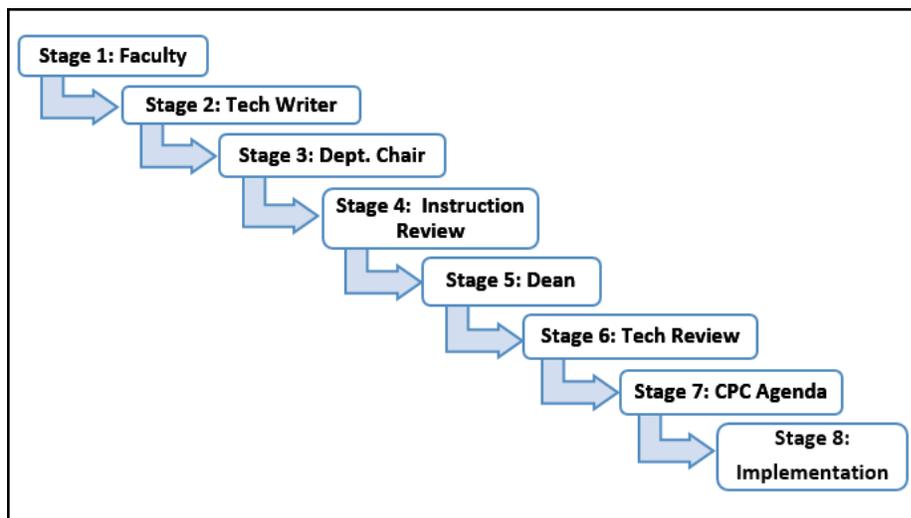


Figure 6-5. CurrIQūnet META Curriculum Review/Approval Stages (Noncredit)

6.2.2 Program/Certificate Approval

New, revised, or deleted program and certificate proposals follow the same approval process and timeline as described above for course proposals. Faculty proposing new CE programs and/or certificates should meet with the dean of Career Education early to begin the extensive process of seeking Region 10 Workforce Development Council and Chancellor’s Office approval.

6.2.3 Distance Education Approval

The request for online delivery of an existing course requires that the course be reviewed and updated in its entirety according to the standard procedures for all credit and noncredit course proposals. However, in recognition of the need to be responsive to student demand and for scheduling purposes, proposals for online approval of existing courses are allowed to be reviewed by the CPC during the first two meetings in the fall for implementation in the spring and as late as the first meeting in February for implementation in the fall.

6.3 IMPLEMENTATION OF APPROVED CURRICULUM

Curriculum proposals move from the agenda stage (stage 7) to the implementation stage (stage 8) once they are approved by the CPC. The implementation stage is a “future” database of CurriQūnet META that stores the proposals until they become “current” on August 1.

As outlined in section 2.5.2, the instructional technical support specialist submits the approved curriculum first to the Academic Senate and then to the Board of Trustees at least twice a year for their respective approvals. Upon board approval, the Office of Instruction submits new and substantively modified programs to the Chancellor’s Office for approval, and new and modified courses are submitted for automatic inclusion in the Chancellor’s Office Curriculum Inventory (COCI). Once the proposals awaiting implementation receive all the required approvals, the instructional technical support specialist works with the appropriate support personnel to update college programs that are integral to student registration and catalog/schedule development, and the articulation officer updates the articulation status of new courses.

6.4 MODIFICATION OF APPROVED CURRICULUM

Course or program proposals awaiting their August 1 implementation from the future database cannot be cancelled, moved, or modified by anyone other than the instructional technical support specialist, so **any request to modify an already approved proposal is highly discouraged** as it poses several challenges to the curriculum review and approval process. However, if a department believes an additional update or change is critical to the course or program and cannot wait until the following catalog cycle, the department may formally request an exception from the CPC.

To request an exception to modify a proposal that is at the implementation stage, departments must provide the CPC with a written rationale for the request that can be added to the next meeting agenda. If the exception is approved by the committee, the department can submit the desired modifications to the instructional technical support specialist, who will carefully make the changes to the proposal in the future database on the department’s behalf. The modified proposal will then be included on a CPC meeting agenda for review and a vote; if approved, it

will be submitted through the final approval sequence (i.e., Academic Senate, Board of Trustees) for a second time.

Departments are highly encouraged to carefully vet all curriculum changes with their faculty before submitting proposals to the CPC to avoid the many challenges posed by exceptions made to established processes.

7 COURSE OUTLINES OF RECORD

7.1 PURPOSE

The course outline of record is the primary legal document that describes curriculum at the course level. It lays out a course’s expected content and learning objectives for use by any faculty member and offers students, community members, and other educational institutions information about MiraCosta’s courses and programs. As such, the COR does the following:

- Meets all the rules and regulations governing curriculum from the following authorities: California Code of Regulations (title 5), California Education Code, ACCJC, and MiraCosta College board policies and administrative procedures.
- Integrates MiraCosta’s commitment to diversity, equity, and inclusion as communicated and codified in the college mission and vision statements, the college’s institutional values and goals, and board policy.¹ Curriculum is a means of “promot[ing] increased awareness and appreciation of individual, collective, and intersecting identities within our diverse society and acknowledg[ing] that different students learn in different and unique ways” (Board Policy 3400: Diversity, Equity, and Inclusion).
- Provides the basis for articulation agreements with baccalaureate-granting institutions.
- Allows, based on the quality of the COR, the college to maintain its authority for local approval of curriculum.
- Provides a template that ensures all core components (i.e., hours, content, objectives, in-class and outside-of-class assignments, instructional materials/textbooks, and methods of instruction and evaluation) are consistently applied in the classroom.
- Serves as an educational contract between MiraCosta and its students by identifying the specific body of knowledge every course will cover as well as what the student can expect in terms of rigor and learning outcomes, which form the basis of how students are graded or earn credit for the course.

The Course Outline of Record: A Curriculum Reference Guide, published by the Academic Senate for California Community Colleges and available on the CPC Portal site, provides a thorough explanation of course outline requirements.

¹ “Local curriculum processes should include questions that prompt faculty to consider the mission when making new course proposals, revising existing courses, or adding new courses to programs.” The Course Outline of Record: A Curriculum Reference Guide, p. 7.

7.2 TYPES OF COURSES

MiraCosta has two types of courses, and each requires review and approval by the CPC, Academic Senate, and the Board of Trustees.

7.2.1 Permanent

A permanent credit or noncredit course, upon success approval, is published in the college catalog and should be offered *at least* once every two years.

7.2.2 Experimental

An experimental course (termed “Topics” at MiraCosta) is by virtue of content or methodology a new exploration of a particular aspect of a discipline or disciplines. In general, a Topics course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is offered on a trial basis. Topics courses are offered for credit only and are reviewed and approved as stand-alone courses.

After one academic year (fall through summer), a Topics course must be submitted and approved as a permanent course or it is automatically placed on the sunset list and will be deleted the following academic year. The detailed content of experimental courses does not appear in the college catalog, but a description of each does appear in the class schedule.

7.3 REQUIRED COR COMPONENTS

California Code of Regulations, title 5, section 55002(a)(3) requires all courses (degree and non-degree applicable as well as stand-alone) to be described in a course outline of record that is maintained in official college files and made available to each instructor.

7.3.1 Credit CORs

Each credit course outline must specify the course’s unit value, scope, objectives, and content in terms of a specific body of knowledge. It must also specify types or provide examples of required reading and writing assignments, assignments required outside of class, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. In addition, the Chancellor’s Office requires each course outline to include specific data elements, which are listed in section 4.1.2.

7.3.2 Noncredit CORs

Noncredit course outlines must specify the number of contact hours normally required for a student to complete the course as well as the catalog description, objectives, content in terms of a

specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met. Additional guidelines specific to the [noncredit](#) or [adult high school](#) programs are available on the CPC Portal site.

7.4 INTEGRATION REQUIREMENT

Title 5 requires course outlines to be integrated, which is explained in [The Course Outline of Record: A Curriculum Reference Guide](#), posted on the CPC Portal site, as follows:

“At the most fundamental level ‘integration’ occurs when each element of the COR reinforces the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives.

At the onset, every course should be developed with a purpose or goal in mind. The course must have sufficient and appropriate learning objectives such that any student achieving these objectives will fulfill the intended purpose of the course. The course content items then define the elements of information, behavior, or capabilities for each objective to be mastered. Each content item and objective is then reflected in comprehensive assignments or lessons, which are taught using appropriate and effective methods. Finally, in the integrated course outline of record, the methods for evaluation of student performance validate the acquisition and mastery of each content item and the attainment of each objective. Also note that content is the only subject-based element; the others specifically focus on what the student will be doing.”

7.5 COR WRITING STANDARDS AND GUIDELINES

7.5.1 Cover Page

The cover page contains information that is important to all reviewers in the curriculum review process as well as the Office of Instruction, especially in terms of determining the intent or purpose of the proposal and the potential impact of the proposal on other courses and programs at the college. Certain modifications of existing courses (such as units or requisites) can trigger additional review (articulation) or paperwork; thus, **the rationale section must be completed as accurately and comprehensively as possible.**

Subject/Designator: Each course at MiraCosta College is assigned a three- or four-letter designator. Often, but not always, this designator reflects the discipline assignment for the course. New three- or four-letter designators may be created for any of the following reasons:

- To define a new program (for example MTEC, Music Technology). Faculty who are proposing new programs and/or certificates should meet with the dean of Career Education early to begin the extensive process of seeking Region 10 Workforce Development Council and/or Chancellor’s Office approval.
- To allow reorganization and/or improved numerical sequencing of courses within an existing program (for example, CIS to CSIT). Please note that creating new designators for existing courses can seriously impact existing courses, certificates, and degrees, thereby requiring extensive modifications to the official course/program database. Faculty should consult with the instructional technical support specialist for help assessing the impact of changing an existing designator.
- To identify a new, vocationally oriented discipline with unique minimum qualifications within a traditionally academic department (e.g., BTEC in the Biology Department).

Once a new designator is deemed appropriate, the department must contact the instructional technical support specialist, the dean supervisor to curriculum, and the chair of the CPC for preapproval of the new designator. Preapproval allows PeopleSoft and CurrIQūnet META to be changed to accommodate the development and review of proposals with the new designator.

While most courses are assigned to a single designator, some are not. These courses are referred to as “cross-listed.” Cross-listed courses must be recorded in two separate but identical CORs in CurrIQūnet META; therefore, any modification of one course requires simultaneous and identical modification of both CORs. Discipline selections for cross-listed courses must, by definition, be identical; thus, a cross-listed course may be taught by a faculty member meeting the minimum qualifications of whichever disciplines are selected.

Formerly: If a course is changing its designator, number, or title *as part of the current modification*, then the course information that is being replaced should be entered in this field. If the course used to be known as something else and that information is in the current catalog description, then this field should be left blank. After two years, the “formerly” notation is removed from the catalog description.

Discipline: The CPC is responsible for ensuring the appropriate discipline (or disciplines) has been assigned to all courses based on the evidence provided in the COR (see section 3.2.2, Discipline Selections and Course Placements in Disciplines). Proper assignment of the course to the discipline ensures that faculty with the appropriate expertise and minimum qualifications will teach the course.

Approved disciplines are listed in [Minimum Qualifications for Faculty and Administrators in the California Community Colleges](#), which is available as a link in CurrIQūnet META and on the CPC Portal site. An official composite listing of all disciplines offered at MiraCosta College and courses (both credit and noncredit) placed in each discipline is provided as a link in CurrIQūnet META and on the CPC Portal site.

In addition to selecting a discipline via the CurrIQūnet META course proposal process, requests for changes to discipline selections/course placements can be made via request to the CPC each spring by April. The committee circulates current discipline/course placement lists to all departments in February to initiate this process.

7.5.2 Course Status Page

For credit course proposals, the Course Status page identifies whether the course fulfills an associate degree requirement, such as a competency or general education requirement, and whether it is classified as a special type of course, such as basic skills, honors, or work experience. The stand-alone box must be checked if the course does not fulfill an associate degree or certificate of achievement requirement. This page also allows the author to identify the type of online approval the proposal is requesting (i.e., new or renewal, 100 percent or hybrid).

For noncredit course proposals, the Course Status page identifies any certificate affected by the addition or removal of the course and whether the course is requesting online approval. If a course is being added to a noncredit certificate, a modification proposal for that certificate must come through the CurrIQūnet META stages simultaneously with the course proposal.

7.5.2.1 Proposing a course for general education

Placement on the local general education (GE) plan is approved by the CPC. CPC members review the COR in the context of the GE criteria (see Figure 7-1) when making their recommendations for approval. The consideration to designate a course as meeting GE criteria at MiraCosta is based on the COR itself; thus, faculty are encouraged to meet with the articulation officer during course development to ensure the evidence to support this designation is clearly and explicitly embedded within the COR.

MiraCosta's general education pattern represents the universal curriculum component of the associate degree program irrespective of the major. Courses seeking the general education designation must fulfill universal criteria for scope, rigor, autonomy, breadth, critical thinking, communication and literacy, and relevancy as well as meet additional criteria specific to their area of specialty. A course may be listed in two different areas, but it may be used to satisfy a requirement in only one, except courses included in Areas F (Cultural Diversity) and G (American Institutions and History), which may be used to satisfy another area's (A-E) requirements.

MiraCosta's GE pattern is separate and distinct from the CSU GE and IGETC patterns. Requests for CSU GE or IGETC approval are submitted by the articulation officer and are determined based on external review of the COR by those institutions. New course proposals requesting CSU GE or IGETC approval must meet the early fall CPC submission deadlines.

Universal criteria for all courses designated for general education (GE) at MiraCosta College
Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses (i.e., each course provides exposure to foundations and fundamental tenets of the discipline).
Breadth: Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
Critical thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
Communication and literacy: Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.
Area A—Language and Reasoning
Courses in this area develop the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication.
Area A1: English Composition
Course must include both expository and argumentative writing and have an appropriate prerequisite that distinguishes it from a remedial course.
Area A2: Communication and Analytical Thinking
Courses include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines. Mathematics courses have a prerequisite of elementary algebra or higher math.
Area B—Natural Sciences
Courses in this area examine the physical universe, its life forms, and its natural phenomena. They include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.
Courses in this area should help students develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.
Area C—Humanities
Courses in this area study the cultural activities and artistic expressions of human beings. They include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
Courses in this area should help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
Courses in this area should help the student develop an aesthetic understanding and an ability to make value judgments.

Figure 7-1. MiraCosta College GE Criteria

Area D—Social and Behavioral Sciences
Courses in this area focus on people as members of society. They include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.
Courses in this area should <ul style="list-style-type: none"> • develop an awareness of the method of inquiry used by the social and behavioral sciences; • stimulate critical thinking about the ways people act and have acted in response to their societies; and • promote appreciation of how societies and social subgroups operate.
Area E—Lifelong Learning
Courses in this area equip students for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.
Area E1: Technology and Information Fluency
Courses in this area develop the students' ability to skillfully and effectively make use of two or more technological tools to access, evaluate, analyze, integrate, and utilize information in a variety of contexts in order to apply it to decision making, critical thinking, and problem solving in their lives.
Courses in this area provide significant and comprehensive understanding of two or more technological tools, such as multiple computer applications, for the specific purpose of accessing, evaluating, analyzing, integrating, and utilizing information.
Courses in this area emphasize a variety of contexts in which the responsible and ethical use of information and information technology tools can be applied to decision making, critical thinking, and problem solving in students' lives.
Courses in this area encourage information seeking from diverse sources through the use of technology to identify information problems, seek their solutions, and communicate these solutions accurately and creatively.
Courses in this area emphasize that accurate and comprehensive critical evaluation and analysis of information through the use of technology is a basis for intelligent decision making.
Area E2: Self-Development
Courses in this area encourage attentiveness to health and well-being and to the practical aspects of managing and improving students' lives.
Courses in this area include selective consideration of content, such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships, and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning.
Courses approved for this area should <ul style="list-style-type: none"> • analyze the relationship between an individual and the broader society; • recognize the human body as an integrated organism with systemic functions, such as movement, nutrition, growth, reproduction, and aging; • examine the study of the mental processes that create consciousness, behavior, emotions, and intelligence; • encourage students to recognize the human being as an integrated physiological, social, and psychological organism; and • provide opportunities for students to demonstrate the ability to apply life-success skills.

Figure 7-1. MiraCosta College GE Criteria (continued)

Area F—Cultural Diversity
Courses in this area demonstrate sensitivity to and promote a climate of cultural diversity. They focus specifically on a multicultural and global perspective and foster an understanding of the student's role in a global community.
Courses that fulfill this requirement introduce and examine the intersection of ethnicity, language, or culture with gender, sexuality, class, or other important social categories, such as religion. The emphasis for any course meeting this requirement must be substantial and thematic rather than incidental or supplemental.
Courses approved for this category meet at least four of the following goals and criteria: <ul style="list-style-type: none"> • Study the history, experience, and specific contributions of one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin. • Increase students' knowledge and understanding of other cultures. • Develop an awareness of racism or sexism and its impact on society. • Promote critical thinking about issues relevant to one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin. • Identify theories and practices of accommodation, assimilation, integration, and pluralism. • Recognize artistic achievements and aesthetic values of non-Western cultures. • Provide opportunities for students to recognize their own attitude toward cultural diversity. • Encourage and stimulate personal discovery of the individual's identity in a culturally diverse world.
Area G—American Institutions and History
Courses in this area develop the knowledge and skills necessary for intelligent citizenship. They focus on the major events and issues in U.S. history and the political processes used in the United States.
Courses approved for this category substantially meet at least one of the following goals and criteria: <ul style="list-style-type: none"> • Examine the historical development of American institutions and ideals. • Examine the U.S. Constitution and structure of federal and state government.

Figure 7-1. MiraCosta College GE Criteria (concluded)

General education at MiraCosta introduces the content and methodology of major areas of knowledge. Its purpose is to encourage students to select a broad spectrum of classes.

Students completing the MiraCosta College general education pattern can demonstrate the following:

- A broad understanding of mathematics, science, social science, humanities, and the arts.
- Effective communication in oral and written form.
- A multicultural, global perspective.
- Critical thinking skills that apply analytical and creative approaches to problem solving.
- The ability to adapt to new environments and technologies.
- Social awareness and responsibility as a participating member of society.

7.5.2.2 Proposing a course for placement in the liberal arts associate degree

The interdisciplinary liberal arts degree is overseen by the articulation officer. The articulation officer has primary responsibility for determining the appropriateness of course placement and course substitution on the degree's eight areas of emphasis.

The Arts and Humanities, Mathematics and Sciences, and Social and Behavioral Sciences areas are strategically linked to the correlating areas on the CSU GE pattern (Plan B). New courses are placed in these areas when they closely match the CSU criteria, which is very similar to the area of emphasis program overview in the college catalog. The articulation officer submits these GE courses to the CSU in December and receives CSU decisions by April 1. Courses approved for any CSU GE area remain in the liberal arts degree's correlating area; courses not approved are removed from the liberal arts designation in CurrIQūnet META. If a removed course was not approved for inclusion in Plan A or another program, then the course cannot be included in the college catalog. (Note: Modifications to these three areas of emphasis are considered technical changes; thus, they are performed and approved via the technical review process and do not appear on the CPC consent agenda. See section 1.3.3.)

Courses are proposed for inclusion in Applied Health, Nutrition and Kinesiology, Business and Technology, Creative and Applied Arts, and Multicultural Studies if they meet the overall program criteria as described in the college catalog. These areas are not correlated to the CSU GE pattern, and final attachment to an area of emphasis is not dependent on any external CSU review. CPC members review the appropriateness of a course's inclusion in one of these four areas of emphasis by using the catalog language describing the area, the learning outcomes, and the types of courses included in the area as a guide.

Revisions to the Liberal Arts—Elementary Subject Matter Education program are initiated by the articulation officer in consultation with the Liberal Studies Department at California State University San Marcos.

All revised liberal arts degrees that do not require CSU approval come to the CPC for review by the last meeting in the spring.

7.5.3 Duplication Page

The duplication page allows authors of new courses to consider whether their course content is the same or similar to the content covered by another course in their discipline, their department, or another department, and if so, to what degree the content is duplicated. For example, courses in a performing arts sequence cover nearly the same content, but they do so at different skill levels. Honors and integrated support courses duplicate all or much of the content of their

counterpart courses, but they differ in other significant ways (e.g., performance objectives, instruction methods, assignments).

Where instances of duplication occur, thoughtful dialogue between affected faculty in your discipline, department, or with other departments is expected to take place before the curriculum is launched out of stage one. Once this dialogue has taken place, please be sure to check the appropriate box in Meta, signifying to the committee that this work has been done. Failure to do this may cause the course to be delayed at CPC while the committee requests confirmation that the dialogue has taken place.

Encroachment issues identified through this process should be addressed through collegial dialog between the involved parties and resolved prior to the first read of a new course proposal by the CPC. However, if they are not successfully resolved, faculty presenting each side of the issue are invited to attend the appropriate CPC meeting to participate in the encroachment process outlined in section 2.4 of this handbook.

7.5.4 Hours/Scheduling Criteria Page

For credit courses, California Code of Regulations, title 5, section 55002.5 establishes the minimum expected time on task (lecture, study, and/or lab work) that is necessary to award one unit of credit. MiraCosta calculates weekly hours based on the Carnegie-Standard formula, illustrated in Figure 7-2, which relates units, type of instruction (lecture or lab), and the length of the semester. Faculty authors select the number of units of lecture and/or lab that is appropriate for their course. (Note: Units must be 0.5 increments.) CurrIQūnet META auto populates the total units as well as the lecture, lab, and weekly contact hours. For a 1-unit lab class, the “Out of Class Hours” will automatically be calculated and listed as zero in the COR, in keeping with the Carnegie-Standard formula. However, it is common and permissible for 1-unit lab classes to require students to spend some time outside of class on coursework. Students and instructors should note that even if students are expected to complete some coursework as “Out of Class Hours,” the “Total Course Hours” listed in CurrIQūnet Meta should not be exceeded.

Noncredit course outlines identify weekly lecture, lab, and instructor conference hours, and CurrIQūnet META auto populates the total hours as well as the total high school credits for adult high school courses.

For both credit and noncredit course proposals, the Hours page also requires faculty to enter the grading method used, the term(s) the course will typically be offered, and the maximum number of students allowed to enroll in any given section of the course. This number is referred to as the class size maxima (CSM).

CSMs are fixed according to previous agreements and are listed in the official CSM List, which is available via a link in CurrIQnet META and on the CPC Portal site. New courses should select the general maximum size for their discipline, which is in boldface type on the list.

If the faculty wish to request a different CSM, they must follow the process and timeline approved by the district and Faculty Assembly in May 2016, which is excerpted from the Memorandum of Understanding in Appendix C. The Class Size Maxima Proposal Request Form is available on the Faculty Assembly website (www.mccfacultyassembly.com). The same CSM practices, policies, and procedures apply to credit and noncredit courses.

Units and Required Hours		
Note: 1-Unit of Lecture = 1 hr per wk for 16 weeks; Each hr of lecture requires 2 hrs of homework (outside hours). 1-Unit of lab = 3 hrs per wk; no outside hours are required.		
Units	Lec Hrs per Wk	Lab/Act Hrs per Wk
5	5	0
5	4	3
5	3	6
4	4	0
4	3	3
4	2	6
4	3.5	1.5
3	3	0
3	2	3
3	0	9
2	2	0
2	1.5	1.5
2	1	3
1	1	0
1	0.5	1.5
1	0	3
0.5	0.5	0
0.5	0	1.5

Figure 7-2. Carnegie-Standard Units and Required Hours

7.5.5 Materials Fee Page (Credit CORs Only)

Instructional materials fees are regulated by California Code of Regulations, title 5, section 59402. MiraCosta's rules and procedures for allowable instructional materials fees are described in AP 5031. In brief, all required instructional materials for which a student pays a fee must have continuing value outside of the classroom setting and must be necessary to meet the course

objectives. To self-assess whether a materials fee may be allowable, course authors should consider the following questions:

- Are the materials a condition of enrollment in the class?
- Are the materials necessary to meet objectives for the class?
- Are the materials owned by the student and of lasting value outside the classroom?
- Is the college securing the materials for the student because there is a health and safety issue or because the cost of procuring the materials independently would be prohibitive for the student?

If the answer is “yes” to all the above questions, an instructional materials fee may be appropriate for the course. Faculty who answer “no” to any of the above questions should consider collaborating with the bookstore to develop a kit that students purchase through the bookstore as an alternative.

Faculty who are considering attaching an instructional materials fee to a course must consult with their dean and department chair to ensure an account is set up for materials fees and a process is in place to return unused fees to the student. In addition, they must create an itemized list of the required materials that indicates the cost of each item and the total cost. Faculty then send the list to their instructional dean and include it on the Materials Fee page of the COR in CurriQūnet META.

7.5.6 Concurrent Scheduling Page

Concurrent scheduling (“stacking”) refers to offering two or more courses concurrently—at the same time, with the same instructor, in the same location. Stacking has obvious pedagogical implications; thus, only CRCs or honors/non-honors paired courses should be considered for stacking. Due to pedagogical considerations, concurrent scheduling requests are reviewed and approved by the CPC. Courses will not be offered concurrently if the COR does not identify them as having been reviewed and approved for stacking.

7.5.7 Course Description Page

Catalog description. The catalog description should be a short paragraph that summarizes the objectives and content of the course. It should accomplish the following:

- State the goals and outcomes a successful learner can demonstrate at the end of the course.
- Identify key topical areas that the course will address/cover.
- Identify the target audience (if appropriate).

- Identify special requirements (such as required participation in field trips or attendance at performances).
- Use complete sentences (at least three), active voice, and the present tense.

Example: This course introduces beginning vocational nursing students to the role and responsibilities of nurses within the healthcare system. It relates patient care to communication, the nursing process, basic nursing skills, and ethics. Topics include patient rights, the legal aspects of nursing, principles and methods of administering medication, and how to develop nursing care plans.

The catalog description is monitored by Instructional Services for consistency, length, and content.

Schedule description. The schedule description is not currently being used, so it can be the same as the catalog description.

Lecture outline. The lecture outline should list the lecture content of the course and accomplish the following:

- Represent the specific body of knowledge the course will cover.
- Be culturally relevant and affirming as an equity-minded practice (as appropriate for the discipline).²
- Support the objectives (a reviewer should be able to read an objective and see where it is covered in the list of topics and vice versa; however, a 1:1 ratio is not necessary because sometimes a stated objective summarizes the combined learning of multiple topics. Using some of the same identifying language in topic headings and objectives helps reviewers who are unfamiliar with the subject see the correlation between the two.)
- Be in outline format: use two levels of headings that are subject-based rather than action-based (i.e., nouns rather than verbs) and include at least two subtopics for each main topic.
- Use the number of subtopic headings under a given topic to indicate emphasis.

² “By introducing concepts and topics into an academic setting such as a classroom, faculty in essence validate those concepts and topics as worthy of academic discourse for their students. In cases where topics reflect the students’ own background and cultural history, this acknowledgement serves to validate their own presence on campus and give them a sense of belonging.” Protecting the Future of Academic Freedom During a Time of Significant Change, Academic Senate for California Community Colleges, Fall 2020.

Lab outline: The lab outline should list the topics covered during laboratory portion of the course, and the outline should accomplish the same goals as the lecture outline. In lecture/lab combination courses in non-STEM disciplines, the following sentence may be used in lieu of actual lab content: “All lecture topics will be applied to lab activities.”

7.5.8 Performance Objectives Page

Student performance objectives should accomplish the following:

- Emphasize how students will be able to think critically about the course content and relate it to their own lived experiences and cultural contexts upon successful completion of the course.
- Establish the level of rigor expected of students.
- Adequately cover theory, principles, and concepts; skills and applications are used to reinforce and develop concepts.
- Begin with a verb that demonstrates a measurable, higher-level cognitive process from Bloom’s Taxonomy (Figure 7-3).

7.5.9 Student Learning Outcomes Page

The addition, deletion, and modification of course and program SLOs is done via the Portal by going to the Outcomes Assessment Committee (OAC) Portal site and completing the appropriate form. Once the faculty member submits the form, it is routed first to the department chair and then to the OAC. Once the OAC reviews and approves new, modified, or deleted SLOs, the instructional technical support specialist modifies the official course outline of record accordingly.

For new course and program proposals, faculty should copy their outcomes on the Student Learning Outcomes page of the outline and enter the date they submitted the appropriate form through the Portal. All new course proposals must include at least one SLO. For modification proposals, only the SLO coordinator and instructional technical support specialist can modify the SLO page in CurrIQūnet META.

The OAC must review and approve SLOs for new course proposals prior to the CPC’s second reading and approval of the COR. Modifications to existing course SLOs may be proposed only after they have been assessed. (The same practices, policies, and procedures related to credit-course student learning outcomes apply to noncredit courses.)

Verbs Demonstrating Measurable Cognitive Processes at Each Level of Bloom's Taxonomy					
Knowledge (Remembering)*	Comprehension (Understanding)	Application (Applying)	Analysis (Analyzing)**	Synthesis (Creating)	Evaluation (Evaluating)***
Identify	Restate	Apply	Analyze	Compose	Judge
Relate	Locate	Relate	Appraise	Produce	Assess
List	Report	Develop	Compare	Design	Compare
Define	Recognize	Translate	Probe	Assemble	Evaluate
Recall	Explain	Use	Inquire	Create	Conclude
Memorize	Express	Operate	Examine	Prepare	Measure
Repeat	Identify	Organize	Contrast	Predict	Deduce
Record	Discuss	Employ	Categorize	Modify	Argue
Name	Review	Restructure	Differentiate	Tell	Decide
Recognize	Infer	Interpret	Investigate	Plan	Choose
State	Illustrate	Demonstrate	Detect	Invent	Rate
Reproduce	Interpret	Illustrate	Survey	Formulate	Select
Underline	Draw	Practice	Classify	Collect	Estimate
<i>* lowest level</i>	Represent	Calculate	Deduce	Set up	Validate
	Differentiate	Show	Experiment	Generalize	Consider
	Conclude	Exhibit	Scrutinize	Document	Appraise
	Classify	Dramatize	Discover	Combine	Value
	Describe	Choose	Inspect	Relate	Criticize
	Select	Schedule	Dissect	Propose	Infer
	Translate	Sketch	Discriminate	Develop	Defend
	Paraphrase	Solve	Criticize	Arrange	*** highest level
	Summarize	Write	Distinguish	Construct	
			Question	Organize	
			Test	Originate	
			** first critical thinking level	Derive	
				Write	

Note: Performance objectives should emphasize how students will be able to think critically about the course content upon successful completion of the course.

Figure 7-3. Sample Verbs from Bloom's Taxonomy

7.5.10 Assignments Page

Reading, writing, and outside-of-class assignments are a means of teaching the course content and building student proficiency toward achievement of the performance objectives and learning outcomes. Title 5 does not mandate a comprehensive list of assignments; rather, the outline must “specify types or provide examples” that demonstrate what is appropriate for the content and objectives of the course. The actual assignments used by any instructor are to be consistent with but not limited by the provided types and examples.

Recognizing different students learn in different and unique ways, faculty should consider how variable assignments (such as non-text based assignments and activities or student-designed assignments) can empower students to demonstrate their learning in ways that are more authentic

and comfortable to them.³ In all cases, assignments must reflect college-level effort, particularly in terms of critical thinking, and should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives.

Sample reading assignments include those begun or completed during instruction. There should be at least two examples or types, and they should accomplish the following:

- Reflect coverage of course content by being course-specific.
- Promote student mastery of the objectives by including the purpose of the assignment.
- Include supplemental reading materials beyond the required course text(s), if appropriate.
- Reflect college-level effort.
- Begin with an active verb.

Sample writing assignments include those begun or completed during instruction. There should be at least two examples or types, and they should accomplish the following:

- Promote student mastery of the objectives by indicating the kind of critical thinking required for completion.
- Reflect college-level effort.
- Begin with an active verb.

Sample outside-of-class assignments must be sufficient to show that independent work performed on the student's own time each week satisfies the required two hours outside of class preparation time per unit per week for each lecture unit. These sample assignments should accomplish the following:

- Identify types of tasks students will do on a regular basis.
- Reflect college-level effort.
- Identify any special semester projects.
- Begin with an active verb.

³ Harris III, Frank, and J. Luke Wood, "Employing Equity-Minded & Culturally Affirming Teaching Practices in Virtual Learning Environments," March 27, 2020.

7.5.11 Methods of Instruction Page

Title 5 does not mandate a comprehensive list of instructional methods; rather, the outline must “specify types or provide examples” that demonstrate what is appropriate for the content and objectives of the course. The actual methodologies used by any instructor are to be consistent with but not limited by the provided types and examples.

The sample methods provide an opportunity for instructors to model the engagement they expect of students and to ensure that instructional quality will occur in an equal and consistent manner irrespective of any delivery constraints. They should characterize a learning environment that allows students to build community, share their personal perspectives, and learn from each other. By describing what students will be doing and experiencing with respect to the instructor, each other, and their environment, the sample methods should illustrate *how* diverse learners will achieve the stated performance objectives. Written and visual instructional materials should be relevant and affirming to students and their diverse cultures and identities.

When a course is approved for distance education, instructors should either avoid specifying instructional methods that presume students and faculty are physically together or balance in-person specific examples with online instructional examples.

7.5.12 Methods of Evaluation Page

Title 5 does not mandate a comprehensive list of evaluation methods; rather, the outline must “specify types or provide examples” that demonstrate appropriate methods of monitoring and assessing student mastery of the skills and abilities identified in the course objectives. The actual methodologies used by any instructor are to be consistent with but not limited by the provided types and examples.

Sample assessment strategies should address, either directly or indirectly, how sample assignments and class activities are evaluated, and they should focus on continuous improvement since the intention of all assignments and activities is to build proficiency toward achievement of the stated performance objectives and learning outcomes. They should avoid structural and cultural obstacles that may prevent courses from achieving equitable educational outcomes for all student demographic groups. Providing variable types of assessment, regularly monitoring student performance, and communicating unconditional positive regard are equity-minded

methods of engaging students proactively and demonstrating an authentic investment in their success.⁴

When a course is approved for distance education, instructors should either avoid specifying evaluation methods that presume students and faculty are physically together or balance in-person specific examples with online assessment examples.

7.5.13 Required Instructional Materials Page

The list of textbooks is not intended to be exhaustive or exclusive; instead, it should be representative of what is appropriate for the content and objectives of the course as well as relevant and affirming to students and their diverse cultures and identities. The actual instructional materials used by any instructor are to be consistent with but not limited by the provided examples.

Faculty should provide complete publication information for at least two texts published within the last five years because “[t]he primary text plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject” (Academic Senate of the California Community Colleges).

The Academic Senate of MiraCosta College supports and encourages faculty to consider using high quality, low cost or no cost, accessible course material alternatives, recognizing that textbook cost can be a barrier to college attendance, student access, and student success.⁵ Therefore, faculty are encouraged to list an Open Educational Resource (OER) text if one is appropriate for the course. They should keep in mind the CSUs and UCs accept OERs so long as they are stable and publicly available as textbooks. Online texts are evaluated on a case-by-case basis for CSU/UC course-to-course articulation.

The *Other Required Materials* section allows the faculty author to identify typical print and non-print materials other than textbooks that are required (such as safety goggles for some chemistry courses).

⁴ Harris III, Frank, and J. Luke Wood, “Employing Equity-Minded & Culturally Affirming Teaching Practices in Virtual Learning Environments.” March 27, 2020.

⁵ MiraCosta College Academic Senate Resolution in Support of Open Educational Resources, May 20, 2016.

7.5.14 Enrollments Page

Repeatability: Courses are not allowed multiple enrollments unless they meet one of the following exceptions:

- If a UC or CSU campus requires a specific unit amount for a major preparation course, then the course can be repeated by any student to meet that unit requirement.
- Intercollegiate athletics courses may be repeated up to three times. An intercollegiate athletics course is a course in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport.
- Intercollegiate academic or vocational competition courses may be repeated up to three times. Such courses must be necessary for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Participation in the event must be directly related to course content and objectives.

Courses Related in Content: Active participatory courses that share a similar primary educational objective are grouped together. The current CRC groups for art, dance, drama, kinesiology, and music are listed in Appendix B and are published in the college catalog.

As stated in section 3.3.1, students are allowed four enrollments within each CRC group, but each course in the group may be taken only once unless its catalog description indicates it is repeatable. This limitation applies even if a student receives a substandard grade or withdraws during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances. In specific cases in which the CSU/UC major preparation unit requirement can be attained only by enrolling more than four times in courses related in content, students are permitted the number of enrollments necessary to reach the unit requirement. When this exemption is invoked, the excess enrollments are not recorded for apportionment. This exemption is codified in [AP 4225](#).

When new kinesiology, visual arts, and performing arts courses are proposed, their respective CRC group must be updated and approved by the department's dean prior to the faculty submission of the new course proposal (i.e., before the course is moved to Stage 2). Reviewers at each stage of the approval process use the updated CRC groupings as a reference to ensure the enrollments and requisites pages of course outlines accurately reflect the changes made to a department's curriculum. For this reason, a CRC Grouping Modification Request form, illustrated in Figure 7-4, must be submitted to the instructional technical support specialist when proposals for new or modified courses in the affected CRC group(s) are launched. The form is available on CPC's Portal page under CPC Documents, Repetition Guidelines.

7.5.15 Registration Requisites/Limitations Page

Registration Requisites: If prerequisites and corequisites are established unnecessarily or inappropriately, they constitute justifiable obstacles to student access and success; thus, caution and scrutiny are necessary in establishing such registration controls to maintain academic standards while avoiding the imposition of unnecessary or unwarranted obstacles. California Code of Regulations, title 5, section 55002(a)2D states that “when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed and applied in accordance with the requirements of this article.”

Advisories are recommended preparation the student is advised but not required to have before or in conjunction with the course.

The policies, rules, and procedures for establishing, reviewing, and applying registration requisites at MiraCosta are described in [BP 4260/AP 4260](#) and include a mandated review of all course prerequisites and corequisites at least every six years and every two years for CE courses.

Other Registration Limitations: Most enrollment limitations prevent students from duplicating coursework. Others specify something the student must do prior to enrolling in a course, such as audition or obtain special approval. Some enrollment limitations restrict the number of units a student can earn or the number of courses a student can take within a group of courses that share a similar primary educational objective.

“Not open to students with prior credit in” is the most used enrollment limitation. A cross-listed, honors, or integrated support counterpart to a course must be identified here because of their duplicated content. Similarly, courses that have a new designator or title must identify their former designator or title to prevent students from taking and receiving no credit for the same course.

An enrollment limitation and a UC credit limitation are not the same: UC credit limitation means credit for the course has University of California transfer restrictions, which are identified at the end of the course description.

CRC Grouping Modification Request
<p>Complete this form to propose a change to your department's current CRC groupings. Reviewers at each stage of the approval process use the updated CRC groupings as a reference to ensure the enrollments and requisites pages of course outlines accurately reflect the changes made to a department's curriculum. For this reason, this form must be submitted to the instructional technical support specialist upon launch of new or modified courses that are included in the affected CRC group(s). Updated CRCs are routed to the CPC for information only; they do not appear on agendas as action items.</p>
<p>Department: Art</p>
<p>CRC Group(s) to be modified: Printmaking</p>
<p>Courses in the CRC: ART 210 Printmaking I, ART 218 Printmaking II, ART 221 Printmaking III, ART 222 Printmaking IV.</p>
<p>Proposed modification: Add ART 262 Introduction to Silkscreen (new) to the CRC.</p>
<p>Rationale for the modification: The new course is related in content to the printmaking courses.</p>
<p>How does the modification affect an existing enrollment limitation or require a new enrollment limitation? An enrollment limitation is now necessary for all five courses in the CRC group.</p>
<p>Has the modification been approved by the department/department chair? Yes</p>
<p>Form submitted by: Lauren Greenwald</p>
<p>Date: 10/19/21</p>

Figure 7-4. Sample CRC Grouping Modification Request

Definitions and regulations: For degree-applicable credit courses, California Code of Regulations, title 5, section 55002 requires the curriculum committee to determine whether prerequisites or corequisites are necessary for student success in a course, including prerequisite English or math levels. However, section 55003 requires, with certain limited exceptions, that prerequisites be scrutinized before they are established to be certain that they are necessary and not discriminatory. The review of prerequisites and corequisites by the CPC:

- Is part of the curriculum approval process managed via CurrIQūnet META.
- Must occur at least every six years for all courses and every two years for CE courses.

Selecting the requisite type: When considering the type of preparation needed for a course, the faculty must decide whether the preparatory knowledge/skills are required or recommended.

- If students are highly unlikely to perform successfully in the course unless they possess preparatory skills not taught in the course, then a prerequisite is appropriate (e.g., a prerequisite of elementary algebra for intermediate algebra).
- If two courses work in parallel, where the skills or knowledge gained during the same term in one course provides essential support of the objectives of the other course, then a corequisite is appropriate (e.g., a corequisite of general biology lecture for a general biology laboratory course).
- If knowledge or skills gained in another course is thought to improve the learning experience of a student in the course but is not deemed necessary for the student's success, then an advisory is appropriate (e.g., eligibility for English 100 for a general education course in philosophy). Students are not blocked from enrolling in courses based on advisories; the student can ignore an advisory and enroll at will in the course.

Enforcing prerequisites and corequisites. Once a prerequisite or corequisite has been approved by the CPC, the department is expected to consistently enforce it for all sections of the course. Students who do not meet the stated prerequisite (or corequisite) are blocked from enrolling in the course (in SURF and in person). Students may challenge a prerequisite on the grounds that they have prior knowledge or the ability to succeed in the course despite not meeting the stated prerequisite as described in [BP 4260/AP 4260](#).

Establishing requisites: Faculty proposing any prerequisite, corequisite, and/or advisory must validate such a proposal through the process of content review or content review with statistical validation unless the requisite is exempt:

- Content review is a rigorous, systematic process conducted by discipline faculty that identifies the necessary and appropriate body of knowledge or skills students need to either possess prior to enrolling in a course or acquire through simultaneous enrollment in a corequisite course.
- Statistical validation is a compilation of data according to sound research practices that shows a student is highly unlikely to succeed in the course unless he or she has met the proposed prerequisite or corequisite.
- A prerequisite or corequisite is exempt from scrutiny if it is required by statute or regulation, it is part of a closely related lecture-laboratory course pairing within a discipline, it is required by at least one CSU or UC campus, or at least one CSU or UC campus will not grant credit for the course without the requisite.

Reason for Co/Prerequisite or Advisory. The faculty author of the proposal must select one of five reasons for proposing an advisory, corequisite, or prerequisite.

- The advisory or requisite course ensures students have the knowledge and skills that are necessary for success in the proposed course, and it increases the likelihood that students will receive a satisfactory grade. If this justification is selected, then the faculty author must complete Section 2 or 3 of the form.

- The co/prerequisite course is required by a four-year public institution. If this justification is selected, then the faculty author must cite the UC/CSU campus, its course and requisite course title, prefix, and number, and its most recent catalog publication date where the information can be found. No further validation is required.
- The co/prerequisite is part of a closely related lecture/lab pairing within a discipline. If this justification is selected, then no further validation is required.
- If the proposed requisite is required via statute or regulation, then the faculty author must cite the statute or regulation and no further validation is required.
- If the proposed requisite is necessary to protect the health or safety of the student or others, then the faculty author must describe how the requisite provides this protection. If this justification is selected, then the author must complete Section 2 of the form.

Content Review

- **Content Review.** The faculty author must list either the exit skills from the advisory or prerequisite course that represent the entry skills necessary (or strongly recommended) for success in the proposed course or the skills students need to acquire through simultaneous enrollment in the corequisite course. The listed skills are obtained from the performance objectives of the advisory, corequisite, or prerequisite course.
- **Departmental Validation.** Departments are required to validate the establishment of prerequisites, corequisites, and advisories through discussion and review of the course outline of record for both the advisory/requisite course and the target course, sample assignments and exams for the target course, and sample syllabi for the target course.

Content Review with Statistical Validation

- **Content Review.** The faculty author must list either the exit skills from the advisory or prerequisite course that represent the entry skills necessary (or strongly recommended) for success in the proposed course or the skills students need to acquire through simultaneous enrollment in the corequisite course. The listed skills are obtained from the performance objectives of the advisory, corequisite, or prerequisite course.
- **Statistical Validation.** This section requires data collection to show that a student is highly unlikely to succeed in the course without the co/prerequisite. A co/prerequisite may be established for not more than two years while research is being conducted. Data collection does not apply when colleges in at least six different districts have previously satisfied the data collection requirements for the same requisite for the same program and the Research, Planning, and Institutional Effectiveness Office has determined the requisite has a disproportionate impact on particular groups of students.

7.5.16 Library Page

The Chancellor's Office considers it "good practice" for instructional and library faculty to collaborate about available library materials and services to ensure they can adequately support all, but especially new, courses and/or programs.

Faculty of new course proposals are required to complete the Library Resource Support Form prior to the proposal reaching the technical review stage (stage 6). Failure to do so successfully will result in the proposal being held at stage 6 and not progressing to the Agenda Development stage (stage 7). A link to the form is available in CurrIQūnet META and on the library's webpage.

7.5.17 Honors Page

MiraCosta College's honors courses are specifically designed to develop exceptional academic ability in highly motivated students. They provide intensive instruction and challenging coursework through close interaction with Honors Program faculty.

Although both non-honors and honors courses develop the student's critical thinking and communication skills, MiraCosta's honors courses require increased active student participation and independent study as well as more in-depth assignments. Additional criteria, as described on the Honors page in CurrIQūnet META, distinguish these courses from a non-honors course. Enrollment in honors courses at MiraCosta College is open to all students seeking an enriched educational experience.

Faculty wishing to develop a new honors course must first consult with the Honors Program coordinator to discuss the proposed curriculum's "fit" within the Honors Program. The date this consultation takes place must be entered on the Honors page.

To request the honors designation for a course, faculty must do the following:

- Create the course proposal with the letter "H" following the designator and number (e.g., ENGL 201H).
- Secure a recommendation from the Honors Program coordinator as described above.
- Complete the Honors page in CurrIQūnet META to indicate how the proposed course fulfills the additional requirements of an honors course, which are as follows:
 - This course expects a greater degree of student participation, engagement, and interaction.
 - Student work is evaluated with higher standards of performance expectation.

- Assignments and instructional methods require more critical thinking in terms of analysis, synthesis, and evaluation.
- The subject matter is presented in greater depth and/or breadth.
- Students have more opportunities for conducting research, using and citing sources, and preparing scholarly papers for oral and/or written presentation.
- Students have more opportunities for writing and independent reading.
- The course has greater flexibility in format and teaching methodologies.
- The consideration to designate a course as honors is based on the COR itself; as such, the evidence to support this designation should be clearly and explicitly embedded within the COR. The Honors page simply serves, by citing elements in the COR, as a guide in the review process.
- All honors/non-honors paired CORs must come through the CPC as modifications or additions together.

7.5.18 Codes/Dates Page

Faculty authors are responsible for completing or updating the Codes/Dates page for any new or modified course. In 2017/18, the college participated in the Code Alignment Project to examine the reporting codes assigned to all CE courses and programs at the college and to educate faculty about the importance of choosing the correct codes. While the verification of codes is still overseen by department chairs and deans during their review, as well as curricular support staff, primary responsibility for assigning and/or verifying codes resides with faculty. Any course or program that does not have codes assigned will be returned to the faculty member for more information before the course or program can be added to a CPC agenda.

The following types of reporting codes may be assigned:

- Taxonomy of Programs (TOP) codes are used for every course, degree, and certificate to help identify the **program of study**. They are specific to the California Community Colleges and are used as a proxy for programs, which impacts the Student Success Score Card, Data Mart, Salary Surfer, LaunchBoard, and any effort to compare outcomes across the state. Example:
 - ❖ 12 Health
 - ❖ 1230 Nursing
 - ❖ 1230.30 Certified Nursing Assistant
- Student Accountability Model (SAM) codes help identify **pathways** within CE programs and are used to identify which courses are introductory and which are capstone. SAM codes are used to determine Perkins and Strong Workforce Program funding and in the

calculations for the Student Success Scorecard, CE Outcomes Survey, and LaunchBoard.
Example:

- ❖ SAM A: Apprenticeship (offered to apprentices only)
 - ❖ SAM B: Advanced Occupational (not limited to apprentices)
 - ❖ SAM C: Clearly Occupational (but not advanced)
 - ❖ SAM D: Possibly Occupational (introductory courses)
 - ❖ SAM E: Not Occupational
- The Work Based Learning Status code is a new MIS data element that indicates whether the course requires students to participate in specific types of work-based learning.

Student Work Based Learning Status (SG21) *

N - Course does not use work-based learning.

A - Students participate in an internship, work experience, or capstone project as preparation for employment in a specific occupation.

B - Students interact with industry/community professionals through job shadows, service learning, mentorships, and/or class projects to learn about specific occupations.

C - Students explore career options and begin identifying areas of interest through guest speakers, company tours, field trips, mock interviews, etc.

N - Course does not use work-based learning.

Assignment of a course to the area of emphasis–subject area forms the basis for determining the Taxonomy of Programs (TOP) code that affects eligibility for certain types of funding (CE, Basic Skills, etc.). It also determines the Student Accountability Model (SAM) code that in turn determines the CE course/non-CE course level. Faculty who are unfamiliar with codes or who need additional resources may contact their dean or curricular support staff for assistance.

Appropriate codes are important and should be selected with careful consideration. Once the appropriate codes have been assigned and approved locally, they are sent to the Chancellor’s Office for review and approval. The Chancellor’s Office becomes the ultimate authority for assigning TOP codes.

7.5.19 General Education/Transfer Page

This section is completed by the articulation officer.

7.5.20 Course Proposal: Articulation Page

This section is completed by the articulation officer.

7.5.21 Distance Education (Form A) Page

Distance education is covered by California Code of Regulations, title 5, section 55200 et seq and is defined as “education that uses one or more ... technologies [including the internet] ... to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.” Both credit and noncredit courses may be offered through distance education. The regulations refer to all courses that are developed with the intent that, once approved for this modality, individual classes/sections or any portion of the course may be scheduled as distance education instead of traditional “face-to-face” instruction.

MiraCosta currently distinguishes between courses that may be delivered 100 percent via distance education and those that combine in-person instruction with distance education, which are called “hybrids.” In the case of hybrid course approval, aspects of the course that *must* be delivered in-person are described in detail on Form A (the Distance Education page in CurrIQūnet META). Departments seeking approval to offer a course via distance education only when emergency remote instruction is necessary may specify this condition on Form A.

Whether the course proposal requests 100 percent distance education delivery or hybrid-only status, it undergoes a separate review and approval process.

When approving distance education courses, the CPC certifies the following per AP 4105:

- Course quality standards: The same standards of course quality are applied to distance education courses as are applied to onsite courses.
- Course quality determinations: Determinations and judgments about the quality of distance education courses are made in accordance with all CPC course-approval criteria and procedures.
- Instructor preparation: By proposing a distance education course, the faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section should be prepared to teach distance education in accordance with any department and college procedures and negotiated agreements.
- Instructor and student interaction: Each section of a course that is offered through distance education will include regular and substantive interaction between instructor and students, including frequent, quality, instructor-initiated interaction. Departments may also specify that each section of a course offered through distance education will include regular and substantive interaction among students. For most courses, this is the recommended practice.
- Accessibility: Each section of a course in which the instructional time is conducted in part or in whole through distance education will comply with all applicable accessibility requirements. By proposing a distance education course, the faculty author and department chair agree that the course will be able to meet the accessibility requirements

in state and federal regulations (Americans with Disabilities Act of 1990 [ADA], Section 508 of the Rehabilitation Act of 1973, California Government Code §11135, and California Code of Regulations, title 5, §55205).

- **Publicizing institutional support:** By proposing a distance education course, the faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section will help students in a DE course section to be aware of MiraCosta College support services and resources, especially those available online.
- **Proactive support:** By proposing a distance education course, the faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section will monitor students' engagement and success, and promptly and proactively initiate substantive interaction with students when needed based on such monitoring and upon request by a student.

Once a course is approved for online (distance education) delivery, the department is responsible for determining how any section of the course will be scheduled. In the case of courses that have 100 percent distance education approval, individual sections may be scheduled at any percentage from zero up to and including 100 percent online.

Individual sections of courses that have hybrid-only approval may be scheduled at any percentage from zero up to the value that would be consistent with the hybrid-only limitations described in the approved course outline of record. Departments should work with their dean when creating the schedule to arrange the appropriate number of on-campus hours for any section that is offered at less than 100 percent online.

At the time of request for online delivery, the course outline of record must be simultaneously updated, in its entirety, according to current curriculum standards at the college. If the course outline contains language that seems to require or assume instruction in a physical classroom, faculty should consider modifying that language and/or adding online-specific elements. Course review, including consideration of new requests for online delivery, takes place during the regular fall/early spring curriculum review cycle. Courses approved for online delivery may be offered in this modality the following fall (i.e., the next academic year).

7.5.22 Co-contributor Page

This page is completed only when the outline has a co-author.

7.5.23 ASSIST and ASSIST Preview Pages

These pages are completed by the articulation officer.

7.6 MODIFYING OR UPDATING COURSE OUTLINES

As stated in section 7.5.1, the rationale section of the cover page should be completed as comprehensively as possible every time a course outline is modified. If the course is simply being reviewed for currency and no major changes are made, then the rationale should simply state the course is being reviewed for its six-year update.

However, if the review triggers a major or substantive change, such as a change to the course number, title, hours, units, requisites/other enrollment limits, or class size maxima, the rationale should list those changes. If the modification of the course includes a new request for distance education or for inclusion in a certificate, a degree, or the local general education pattern (Plan A), then the rationale should identify those proposed requests. Authors do not need to identify minor modifications to the more narrative areas of the course outline, such as to the sample assignments or sample methods of evaluation, in the rationale.

Every time a course outline is modified, the Required Instructional Materials page should be updated to ensure the listed textbooks are the most current published editions, and the Library page must indicate what kind of impact the course revision will have on the library.

If the course being reviewed and modified is cross-listed or part of an honors or integrated support course pairing, then proposals for both courses must be generated, updated, and reviewed together.

7.7 INSTRUCTIONS FOR TOPICS COURSES

“Topics” (296) courses at MiraCosta are, by virtue of their content or methodology, new explorations of a particular aspect of a discipline or disciplines. In general, a Topics course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is offered on a trial basis. Topics courses are given a unique number (such as 296-3 if the department has used 296-1 and 296-2 in the past), and they must be offered for credit.

Topics course proposals are required to meet the same writing and content standards as regular (permanent) course proposals. Faculty may submit proposals for Topics courses any time during the fall curriculum review cycle or at the first meeting of the CPC in the spring. If approved in the fall, a Topics course may be offered in the spring semester; if approved at the first spring meeting, a Topics course may be offered in the summer.

A Topics course should be submitted as a regular (permanent) course within one year of approval or be discontinued. To convert a Topics course to a permanent course, faculty must open the Topics course as a modification proposal, change the course number to a number that

has not been used before in the respective discipline, modify the course's stand-alone status, and make other modifications as necessary.

7.8 INSTRUCTIONS FOR PROGRAMS OR CERTIFICATES

7.8.1 New Credit Programs or Certificates

New programs of study and/or certificates (achievement and/or proficiency) originate from faculty and are the product of extensive discussion among the faculty member(s), department chair, instructional dean and, if appropriate, the articulation officer and/or the dean of Career Education. To propose a new program and/or certificate, faculty should do the following:

- Create a new proposal (certificate or program) in CurrIQūnet META.
- Consult with appropriate members of other disciplines/departments when the proposal includes courses outside of the faculty member's discipline.
- Meet with the dean of Career Education prior to submitting a new program to ensure the program will be reviewed by the Region 10 Workforce Development Council as required for all new career education programs.
- Meet with the appropriate instructional dean to complete all necessary paperwork, including program narratives, for submission of the proposal to the state. This narrative must accompany the program outline at the technical review stage of curriculum review.
- Meet all necessary deadlines for review by the CPC and submission to the state.
- Prepare a narrative and gather supporting documentation as described in the PCAH and submit to the instructional technical support specialist by November 1.

7.8.2 New Interdisciplinary Credit Programs

Faculty who wish to develop an interdisciplinary degree or certificate program must designate a lead author who will submit the program in CurrIQūnet META and oversee it for a three-year period. Additionally, they must create a rotation of faculty who will lead the program for subsequent three-year terms.

During each three-year period, the designated faculty lead will have the following responsibilities:

- Respond to inquiries about the interdisciplinary degree or certificate.
- Respond to course substitution requests.
- When necessary, coordinate the program review process with the other departments that have courses on the degree or certificate.
- Coordinate any modification or updates to the degree or certificate with all faculty authors.

Department chair and instructional dean oversight responsibilities will rotate accordingly (i.e., to the faculty lead's department and school assignment).

Once the new program is approved by the CPC, the faculty-lead rotation schedule must be given to the CPC chair. The instructional technical support specialist will be responsible for updating CurrIQūnet META and the annual catalog with the correct contact information per the rotation schedule.

Faculty interested in creating a new area of emphasis for the interdisciplinary liberal arts degree should meet with the articulation officer. As stated in section 4.4.2.3, the articulation officer serves as the faculty lead of all liberal arts degree programs.

7.8.3 New Non-Credit Programs or Certificates

New non-credit programs of study and/or certificates (competency and/or completion) originate from faculty and are the product of extensive discussion among the faculty member(s), department chair, and dean of Continuing and Community Education. Faculty wishing to propose a new non-credit program and/or certificate follow the same steps as outlined above in section 7.8.1.

7.8.4 Writing Instructions for Programs

When faculty create a program in CurrIQūnet META, they should do the following:

- In the description, include general information about the program of study and information about the transfer and/or occupational prospects of students who complete the program.
- Clearly define the required versus optional courses for the certificate or program. List any course equivalencies explicitly (e.g., BIO 110 or BIO 111 and BIO 111L). Many configurations of required versus optional courses in certificates are allowed; please refer to existing certificates or consult with the instructional technical support specialist about these options.
- Include any prerequisite courses that need to be completed prior to beginning the program, as well as prior to taking other classes in the program, if possible.
- List unit totals (required) as the lowest number of units that fulfill all requirements of the program.

Faculty are also responsible for selecting the appropriate TOP, CIP, and SOC codes for their programs.

- Taxonomy of Programs (TOP) codes are used for every course, degree, and certificate to help identify the **program of study**. They are specific to the California Community

Colleges and are used as a proxy for programs, which impacts the Student Success Score Card, Data Mart, Salary Surfer, LaunchBoard, and any effort to compare outcomes across the state. Example:

- ❖ 12 Health
 - ❖ 1230 Nursing
 - ❖ 1230.30 Certified Nursing Assistant
- Classification of Instructional Program (CIP) codes are the **federal** standard for postsecondary instructional program classification. All postsecondary institutions in the U.S. use CIP codes for coding. These codes are used for financial aid, veterans' programs, gainful employment reporting, and accreditation. Example:
 - ❖ 50 Visual and Performing Arts
 - ❖ 50.01 Design and Applied Arts
 - ❖ 50.0402 Commercial Advertising Art
 - Standard Occupational Classification (SOC) codes are used to classify workers into **occupational categories**. These are used when calculating supply and demand and developing labor market projections for job openings. Example:
 - ❖ 15-0000 Computer and Mathematical Occupations
 - ❖ 15-1100 Computer Occupations
 - ❖ 15-1120 Computer and Information Analysts
 - ❖ 15-1121 Computer System Analysts

Additionally, faculty authors must also write a program narrative to be submitted to the Chancellor's Office with the submission of the new program or certificate. This narrative must be completed by the time the new program or certificate reaches the technical review stage. Guidance for this narrative is available in the [PCA](#)H or from the instructional technical support specialist.

7.9 REVISIONS TO EXISTING PROGRAMS OR CERTIFICATES

Substantial modifications to credit and non-credit certificates and/or programs require resubmission to the state for approval. A certificate or program is substantially modified if any of the following applies:

- The program's goals and objectives are changed substantially, including coursework requirements.

- Job categories for which program completers qualify are substantially different from the job categories program completers previously qualified for.
- The major to which students typically transfer is different from the major students previously typically transferred to.
- The existing certificate is divided into two or more tracks, options, emphases, etc.
- The program's modifications change its primary student learning outcomes.
- Program goal change (e.g., AA to AS, Certificate of Achievement to AA).
- TOP code change.

A modified program narrative is required any time changes or updates are made to a program or certificate. Faculty authors should check with the instructional technical support specialist and/or appropriate instruction dean to determine if there is a past narrative to work from. The modified narrative must be completed by the time the program or certificate reaches the technical review stage.

8 GRADUATION REQUIREMENTS, TRANSFERABILITY, AND COURSE ARTICULATION

8.1 OVERVIEW

Credit courses approved by the CPC, Board of Trustees, and California Community Colleges Chancellor's Office may be eligible to be used to satisfy MiraCosta's associate degree requirements and/or be accepted for transfer by a four-year institution. While MiraCosta acts to define the requirements for its own associate degree (see [BP 4025/AP 4025](#)), the determination of course articulation to four-year institutions falls outside the purview of the CPC. Information in this section is provided to assist faculty who are developing courses that they hope will fulfill MiraCosta associate degree requirements and/or articulate to four-year institutions. Faculty who hope to have their courses meet one of these two areas should consult with the articulation officer early in the process of developing their courses.

8.2 MIRACOSTA COLLEGE GRADUATION REQUIREMENTS

The course requirements for the associate degree at MiraCosta fall into three categories as described in AP 4025:

- Courses that fulfill a major or area of emphasis (18 units that constitute the major).
- Courses that fulfill one of three GE patterns (MiraCosta GE, CSU–GE, or IGETC, the UC-acceptable GE pattern).
- Elective units.
- Competencies (English and math).

8.2.1 General Education

Courses considered for MiraCosta GE are usually introductory in nature, which generally means they have no prerequisites. A prerequisite may be acceptable if it is a course that is frequently taken at the high school or precollegiate level (e.g., foreign languages, English, ACE/ESL, or math). The criteria for GE courses are more fully described in section 7.5.2.

8.2.2 Major or Area of Emphasis

The 18 units (minimum) that describe a major or area of emphasis may consist of the requirements for a certificate of achievement in a discipline (CE) or a pattern of courses (a program) defined by the discipline as appropriate preparation for transfer (i.e., prep for a major). Programs of study that comprise the major or area of emphasis are reviewed and approved by the CPC and are described in the college catalog.

- A major includes a list of required courses that all students complete. If the degree is transfer-oriented, then the major will prepare students for a specific baccalaureate major.
- An area of emphasis is a broader group of courses than the major. The courses may be as broad as “social sciences” or a theme-based interdisciplinary grouping of courses. Students may choose from lists of courses that provide a pattern of learning experiences.

Such majors or areas of emphasis cover a wide range of focus including traditional academic majors (such as Italian or mathematics), vocationally oriented majors (such as business office technologies or dance instructor), as well as more general majors directed toward transfer (liberal arts with subareas of emphases). (Note: the Certificate of Achievement in IGETC or CSU GE cannot be used for a major or an area of emphasis.)

8.2.3 Competencies

California Code of Regulations, title 5, mandates that all community college students meet English, reading, and math competency requirements to earn an associate degree. The minimum course requirements for these competencies are transferable English composition (ENGL 100/100H) and intermediate algebra (MATH 64). The courses that meet the reading competency requirement are ENGL 100/100H, 201/201H, 202/202H, or READ 100. Courses that fulfill competency requirements may also fulfill either a GE or a major requirement (i.e., double-counting may be allowed as outlined in [BP 4025/AP 4025](#)).

8.2.4 Elective Units

If additional units are needed to meet the 60-unit requirement for the associate degree, students can complete any degree-applicable course. Degree-applicable courses are numbered 50 and above. (Note: Although courses numbered 50 to 99 are associate-degree applicable, they are not intended for transfer to a four-year college or university.)

8.3 CSU TRANSFERABILITY

The designation of CSU transferability is delegated by CSU to the individual community colleges. Faculty should consult with the articulation officer to determine whether their credit courses meet CSU transferability. The articulation officer will make the final decision regarding CSU transferability according to criteria set forth in CSU Executive Order 167 and in consultation with the CSU Chancellor’s Office.

8.4 UNIVERSITY OF CALIFORNIA (UC) TRANSFERABILITY

Only courses that have been reviewed and approved by the UC Office of the President may be designated as transferable to a UC campus. The following basic principles are used by UC in determining the transferability of community college courses:

- Courses should be comparable to those offered at the lower-division level at any of the UC campuses.
- Courses not equivalent to any offered at UC must be appropriate for a university degree in terms of purpose, scope, and depth.
- Once courses have been approved by the CPC, the articulation officer is responsible for preparing and submitting the course outlines to the UC Office of the President for consideration for transferability. Specific deadlines exist for the submission of new courses to the UC, making it imperative that faculty meet the early fall CPC submission deadlines for any courses under consideration for UC transferability. (See Part I, Figure 2-1 for [CPC Calendar](#).)

8.5 CSU GENERAL EDUCATION REQUIREMENTS

The CSU–GE pattern allows students to complete their lower-division GE requirements at MiraCosta prior to transfer. Courses that are approved by the CPC are automatically reviewed by the articulation officer and, if appropriate, are submitted to the CSU Chancellor’s Office for acceptance into one of the CSU–GE areas, which are identified in Figure 8-1.

Please note that the CSU–GE areas and subareas are *not* identical to the MiraCosta GE areas and subareas. Faculty should discuss CSU–GE eligibility with the articulation officer early in the curriculum development/writing process. MiraCosta courses approved for CSU–GE can be viewed online through the following link: [Plan B CSU–GE Advisement Sheet](#).

8.6 INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Students can follow the IGETC pattern to complete the lower-division GE requirements for either the CSU or UC system. Courses that are approved by the CPC are automatically reviewed by the articulation officer and, if appropriate, are submitted to the CSU and UC system offices for IGETC approval. Only UC transferable courses can be approved for IGETC. IGETC areas and subareas are listed in Figure 8-2.

CSU GE AREA	SUBAREAS
A: English Language Communication & Critical Thinking	A1: Oral Communication A2: Written Communication A3: Critical Thinking
B: Scientific Inquiry & Qualitative Reasoning	B1: Physical Science B2: Life Science B3: Laboratory Activity (taken with a course or as a course in B1 or B2) B4: Mathematics/Quantitative Reasoning
C: Arts & Humanities	C1: Arts C2: Humanities
D: Social Sciences	
E: Lifelong Learning & Self-Development	
F: Ethnic Studies	

Figure 8-1. CSU GE Areas and Subareas

IGETC AREA	SUBAREAS
1: English Communication	1A: English Composition 1B: Critical Thinking—English Composition 1C: Oral Communication (CSU only)
2A: Mathematical Concepts & Quantitative Reasoning	
3: Arts & Humanities	3A: Arts 3B: Humanities
4: Social & Behavioral Sciences	
5: Physical & Biological Sciences	5A: Physical Science 5B: Biological Science 5C: Laboratory Activity (taken as or with a 5A or 5B course)
6: Language Other Than English (UC only)	

Figure 8-2. IGETC Areas and Subareas

Please note that the IGETC areas and subareas are *not* identical to the MiraCosta GE areas and subareas. Faculty should discuss IGETC eligibility with the articulation officer early in the curriculum development/writing process. Courses approved for IGETC can be viewed online through the following link: [Plan C IGETC Advisement Sheet](#).

8.7 LOWER-DIVISION MAJOR PREPARATION ARTICULATION

These agreements indicate how lower-division courses satisfy specific requirements for various majors or academic programs on a CSU or UC campus. Lower-division major preparation agreements may also include specific selection criteria in the form of required course preparation or grade-point-average requirements and are the most useful agreements in helping students prepare for a particular degree on a particular campus.

8.8 COURSE-TO-COURSE ARTICULATION

The purpose of articulation agreements is to determine if a course at MiraCosta is comparable or can be used in lieu of a course at a UC, CSU, or private university. Courses identified in a course-to-course agreement represent all courses offered within one department on a four-year campus and include courses that can be used for general education, major preparation, or elective units for a bachelor's degree.

8.9 ARTICULATION RESOURCES

The primary resources for researching a transfer need and transfer-course development are the ASSIST database and university catalogs. The ASSIST database, www.assist.org, is the official repository of articulation between all California community colleges and all of the UC and CSU campuses. It provides visitors with major preparation, general education, and course-to-course articulation agreements.

College catalogs are useful for researching both lower-division courses at four-year universities and articulated courses at other community colleges. Faculty should network and collaborate when possible with feeder university partners to determine need and course content requirements, and they can search online for specific course syllabi at universities where they would like to articulate a course.

The CSU and UC campuses do not require or publish outlines for courses taught on their campuses. However, the articulation officer can often assist faculty by obtaining outlines from other community colleges that have been approved for articulation with a UC or CSU campus. These can be a helpful resource for guidance in course development.

**APPENDIX A: BPs AND APs PERIODICALLY REVIEWED AND UPDATED BY THE
CPC**

Board Policy/Administrative Procedure	Last Periodic Review	Next Periodic Review (Spring)	Last CCLC Recommendation
BP/AP 4020 Program and Curriculum Development	S22 (BP & AP)	2024	S21 (BP & AP)
AP 4021 Program Discontinuance (w/ AAC)	S22	2024	SP15
AP 4022 Course Approval Process	S22	2024	SP20
BP/AP 4025 Philosophy and Criteria for Associate Degrees and General Education	F15 (BP)/S21 (AP)	2023	F14 (BP & AP)
BP/AP 4025B Philosophy and Criteria for Baccalaureate Degree and General Education	S16 (BP)/S21 (AP)	2023	N/A (local)
AP 4026 Philosophy and Criteria for International Education (w/ AAC)	S21	2023	SP03
BP/AP 4050 Articulation	S16 (BP)/S21 (AP)	2023	F14 (BP)/SP17 (AP)
BP 4070 Course Auditing	S22	2024	F15
BP/AP 4100 Graduation Requirements for Degrees and Certificates	F15 (BP)/S21 (AP)	2023	F18 (BP)/S22 (AP)
BP/AP 4100B Graduation Requirements for Baccalaureate Degree and General Education	F18 (BP)/S21 (AP)	2023	N/A (local)
BP/AP 4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates	S22 (BP & AP)	2024	N/A (local)
AP 4101 Directed Studies	S21	2023	SP08
AP 4102 Career and Technical Education (w/ IPRC)	S22	2024	F15
AP 4105 Distance Education	S22	2024	F21
BP 4106 Post Baccalaureate Nursing Students	S22	2024	SP21
BP/AP 4220 Standards of Scholarship (w/ AAC)	S22 (BP & AP)	2024	SP20 (BP & AP)
AP 4222 Developmental Coursework	S22	2024	F18
BP/AP 4225 Course Repetition	S22 (BP & AP)	2024	F16 (BP)/SP18 (AP)
BP/AP 4260 Prerequisites and Corequisites	F15 (BP)/S21 (AP)	2023	SP08 (BP)/ SP20 (AP)
AP 5031 Instructional Materials	S21	2023	F12
BP/AP 5052 Student Open Enrollment	S22 (BP & AP)	2024	SP14 (BP)/F03 (AP)

APPENDIX B: COURSES RELATED IN CONTENT (CRCs)

ART

Ceramics CRC	
<u>ART 225</u>	Ceramics I
<u>ART 226</u>	Ceramics II
<u>ART 227</u>	Ceramics III
<u>ART 228</u>	Ceramics IV
Design CRC	
<u>ART 101</u>	Design and Color
<u>ART 201</u>	Objects and Ideas in Contemporary Art
Digital CRC	
<u>ART 244</u>	Digital Media for the Visual Artist
<u>ART 245</u>	Digital Art and Media
Digital Photography CRC	
<u>ART 251</u>	Digital Photography
<u>ART 253</u>	Applied Digital Photography
Drawing CRC	
<u>ART 100</u>	Drawing and Composition
<u>ART 102</u>	Drawing and Composition II
<u>ART 200</u>	Drawing III
<u>ART 203</u>	Figure Drawing I
<u>ART 213</u>	Figure Drawing II
<u>ART 263</u>	Figure Drawing III

Film Photography CRC	
<u>ART 207</u>	Film Photography I
<u>ART 208</u>	Film Photography II
<u>ART 268</u>	Film Photography III
<u>ART 269</u>	Film Photography IV
Mixed Media Representation CRC	
<u>ART 206</u>	Mixed Media Figure Studies I
<u>ART 211</u>	Mixed Media Figure Studies II
<u>ART 261</u>	Mixed Media Figure Studies III
New Genre CRC	
<u>ART 230</u>	Installation Art
<u>ART 232</u>	Video Art
<u>ART 234</u>	Kinetic Art
Painting: Oil Based Media CRC	
<u>ART 204</u>	Painting I: Oils
<u>ART 214</u>	Painting II: Oils
<u>ART 264</u>	Painting III: Oils

Painting: Water Based Media CRC	
<u>ART 202</u>	Painting I: Acrylic
<u>ART 205</u>	Painting I: Watercolor
<u>ART 212</u>	Painting II: Acrylic
<u>ART 215</u>	Painting II: Watercolor
<u>ART 241</u>	Painting III: Acrylic
<u>ART 242</u>	Painting III: Watercolor
Printmaking CRC	
<u>ART 210</u>	Printmaking I
<u>ART 218</u>	Printmaking II
<u>ART 221</u>	Printmaking III
<u>ART 222</u>	Printmaking IV
<u>ART 262</u>	Introduction to Silkscreen
Sculpture CRC	
<u>ART 103</u>	3D Design
<u>ART 216</u>	Sculpture
<u>ART 217</u>	Figure Sculpture I
<u>ART 219</u>	Figure Sculpture II

Woodworking CRC	
<u>ART 223</u>	Woodworking and Furniture Design I
<u>ART 224</u>	Woodworking and Furniture Design II
<u>ART 229</u>	Woodworking and Furniture Design III
<u>ART 239</u>	Woodworking and Furniture Design IV

DANCE

Ballet CRC	
<u>DNCE 152</u>	Ballet I
<u>DNCE 154</u>	Ballet II
Ballroom Dance CRC	
<u>DNCE 140</u>	Ballroom Dance Technique I
<u>DNCE 143</u>	Ballroom Dance Technique II
<u>DNCE 240</u>	Ballroom Dance Technique III
<u>DNCE 243</u>	Ballroom Dance Technique IV
Classical Dance Production CRC	
<u>DNCE 204</u>	Classical Dance Production I
<u>DNCE 205</u>	Classical Dance Production II
<u>DNCE 206</u>	Classical Dance Production III
<u>DNCE 207</u>	Classical Dance Production IV

Contemporary Dance Production CRC	
<u>DNCE 200</u>	Contemporary Dance Production I
<u>DNCE 201</u>	Contemporary Dance Production II
<u>DNCE 202</u>	Contemporary Dance Production III
<u>DNCE 203</u>	Contemporary Dance Production IV
Contemporary Dance Workshop CRC	
<u>DNCE 263</u>	Contemporary Dance Workshop and Performance A
<u>DNCE 264</u>	Contemporary Dance Workshop and Performance B
<u>DNCE 267</u>	Contemporary Dance Workshop and Performance C
<u>DNCE 269</u>	Contemporary Dance Workshop and Performance D
Dance in the Americas CRC	
<u>DNCE 146</u>	Latin Dance Technique I
<u>DNCE 147</u>	Latin Dance Technique II
<u>DNCE 246</u>	Latin Dance Technique III
<u>DNCE 247</u>	Latin Dance Technique IV
Dance in the Caribbean CRC	
<u>DNCE 132</u>	Afro-Cuban Dance I
<u>DNCE 133</u>	Afro-Cuban Dance II
<u>DNCE 169</u>	Introduction to World Dance Forms

Dance in the Middle East CRC	
<u>DNCE 130</u>	Middle Eastern Dance I
<u>DNCE 131</u>	Middle Eastern Dance II
<u>DNCE 230</u>	Middle Eastern Dance III
Dance in Oceania CRC	
<u>DNCE 134</u>	Pacific Island Dance I
<u>DNCE 135</u>	Pacific Island Dance II
Hip Hop CRC	
<u>DNCE 121</u>	Hip Hop I
<u>DNCE 122</u>	Hip Hop II
<u>DNCE 221</u>	Hip Hop III
<u>DNCE 222</u>	Hip Hop IV
Jazz Dance CRC	
<u>DNCE 166</u>	Jazz Dance I
<u>DNCE 168</u>	Jazz Dance II
<u>DNCE 266</u>	Jazz Dance III
<u>DNCE 268</u>	Jazz Dance IV
Modern Dance CRC	
<u>DNCE 176</u>	Modern Dance I
<u>DNCE 178</u>	Modern Dance II

Musical Theater CRC	
<u>DNCE 172</u>	Musical Theater Dance I
<u>DNCE 174</u>	Musical Theater Dance II
Student Choreography Production CRC	
<u>DNCE 214</u>	Student Choreography Production I
<u>DNCE 215</u>	Student Choreography Production II
Summer Dance Intensive CRC	
<u>DNCE 250</u>	Contemporary Dance Intensive I
<u>DNCE 253</u>	Contemporary Dance Intensive II
<u>DNCE 254</u>	Contemporary Dance Intensive III
<u>DNCE 256</u>	Contemporary Dance Intensive IV

DRAMATIC ARTS

Acting CRC	
<u>DRAM 130</u>	Acting I
<u>DRAM 148</u>	Acting for the Camera
<u>DRAM 231</u>	Acting II
Audition & Interview Prep CRC	
<u>DRAM 131</u>	Audition Preparation for the Stage
<u>DRAM 133</u>	Performance and Design Portfolio Practicum

Actor's Academy CRC	
<u>DRAM 126</u>	Shakespearean Acting Lab
<u>DRAM 226</u>	Advanced Performance Lab
<u>DRAM 227</u>	Dramatic Improvisation
Voice and Movement CRC	
<u>DRAM 109</u>	Practicum of Voice and Diction
<u>DRAM 232</u>	Movement for the Stage

KINESIOLOGY

Cardiorespiratory Training CRC	
<u>KINE 112</u>	Beginning Cardio Training
<u>KINE 113</u>	Intermediate Cardio Training
<u>KINE 114</u>	Advanced Cardio Training
Flexibility Training CRC	
<u>KINE 156</u>	Beginning Flexibility Training
<u>KINE 157</u>	Intermediate Flexibility Training
<u>KINE 158</u>	Advanced Flexibility Training
Martial Arts CRC	
<u>KINE 161</u>	Beginning Martial Arts
<u>KINE 162</u>	Intermediate Martial Arts
<u>KINE 163</u>	Advanced Martial Arts

Weight Training CRC	
<u>KINE 100</u>	Beginning Weight Training
<u>KINE 101</u>	Intermediate Weight Training
<u>KINE 102</u>	Advanced Weight Training
Yoga CRC	
<u>KINE 150</u>	Beginning Yoga
<u>KINE 154</u>	Intermediate Yoga
<u>KINE 155</u>	Advanced Yoga

MUSIC

Ear Training CRC	
<u>MUS 103</u>	Musicianship I
<u>MUS 104</u>	Musicianship II
<u>MUS 203</u>	Advanced Musicianship
Guitar CRC	
<u>MUS 130</u>	Guitar I
<u>MUS 131</u>	Guitar II

Individual Instruction CRC	
<u>MUS 145A</u>	Performance Lab I
<u>MUS 145B</u>	Performance Lab II
<u>MUS 245A</u>	Performance Lab III
<u>MUS 245B</u>	Performance Lab IV
Large Classical Instrumental Ensemble CRC	
<u>MUS 170A</u>	Symphony Orchestra I
<u>MUS 170B</u>	Symphony Orchestra II
<u>MUS 270A</u>	Symphony Orchestra III
<u>MUS 270B</u>	Symphony Orchestra IV
Large Classical Vocal Ensemble CRC	
<u>MUS 161A</u>	Concert Chorale I
<u>MUS 161B</u>	Concert Chorale II
<u>MUS 261A</u>	Concert Chorale III
<u>MUS 261B</u>	Concert Chorale IV
Large Instrumental Jazz Ensemble CRC	
<u>MUS 150A</u>	Contemporary Big Band I
<u>MUS 150B</u>	Contemporary Big Band II
<u>MUS 250A</u>	Contemporary Big Band III
<u>MUS 250B</u>	Contemporary Big Band IV

Piano CRC	
<u>MUS 120</u>	Piano I
<u>MUS 121</u>	Piano II
<u>MUS 128</u>	Piano for Music Majors I
<u>MUS 129</u>	Piano for Music Majors II
<u>MUS 228</u>	Advanced Piano
<u>MUS 229</u>	Jazz/Commercial Piano
Popular Music CRC	
<u>MUS 155A</u>	Popular Music Ensemble I
<u>MUS 155B</u>	Popular Music Ensemble II
<u>MUS 255A</u>	Popular Music Ensemble III
<u>MUS 255B</u>	Popular Music Ensemble IV
Small Classical Vocal Ensemble CRC	
<u>MUS 165A</u>	Chamber Choir I
<u>MUS 165B</u>	Chamber Choir II
<u>MUS 265A</u>	Chamber Choir III
<u>MUS 265B</u>	Chamber Choir IV

Small Instrumental Jazz Ensemble CRC

<u>MUS 152A</u>	Small Group Jazz Ensemble I
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<u>MUS 152B</u>	Small Group Jazz Ensemble II
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<u>MUS 252A</u>	Small Group Jazz Ensemble III
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<u>MUS 252B</u>	Small Group Jazz Ensemble IV
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Vocal Jazz Ensemble CRC

<u>MUS 166A</u>	Vocal Jazz Ensemble I
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<u>MUS 166B</u>	Vocal Jazz Ensemble II
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<u>MUS 266A</u>	Vocal Jazz Ensemble III
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<u>MUS 266B</u>	Vocal Jazz Ensemble IV
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Vocal Technique CRC

<u>MUS 141</u>	Vocal Fundamentals
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<u>MUS 241</u>	Advanced Vocal Techniques
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**APPENDIX C: CLASS SIZE MAXIMA POLICY EXCERPTED FROM THE
DISTRICT/FACULTY ASSEMBLY AGREEMENT JULY 2015–JUNE 2018 (UPDATED
MAY 2016)**

C.14.3 Implementation of new or altered CSM

All CSM for new courses shall take effect in the fall semester immediately following approval. Changes to existing CSM, temporary pilot projects, or other alternatives that modify CSM for one or more sections of a course shall be implemented in the registration cycle immediately following the approved change. The Office of Instruction shall archive and make available to faculty and administrators all rationales/validations used to establish changed CSM. The Office of Instruction is responsible for editing the course outline of record to include new and revised CSM and shall publish a list of CSMs that is revised by June 30 of each year and posted to the Courses and Programs Committee webpage.

C.14.4 Class size maxima process

This process allows faculty to request a class size maximum (CSM) for new courses and changes to existing courses. The process encourages a partnership with the school dean and includes a mediation process that allows faculty to resolve differences.

1. When requesting the establishment of or change to a CSM, the department chair/designee shall submit a “Class Size Maxima Proposal Form” requesting one of the following. Requests must adhere to the appropriate scheduling deadlines:

- Establish new course CSM: Form must be submitted to the dean in the academic year the new course is proposed.
- Modify existing course CSM: Form may be submitted to the dean at any time. Applicants should discuss timeline with their dean.
- Request a temporary change to a CSM as part of a pilot project or other alternative: Class Size Maxima Proposal Form may be submitted any time. Applicants should discuss timeline with their dean.

2. The school dean shall review the submission with the department chair/designee and respond within five (5) working days of the date of submission. Deans may accept the recommendation, reject the recommendation, or propose additional research (which may include the recommendation of a pilot program or other alternative). The review and response time may be extended upon agreement between the school dean and department chair/designee. If further research is agreed upon the process is suspended until completion of the research, pilot program or other alternative.

3. (a) If the CSM request is approved by the school dean the form shall be submitted to the Office of Instruction for inclusion on the new or existing course outline of record within five (5) business days of receipt.

(b) If the CSM request is rejected the school dean must submit rationale for the rejection on the “Class Size Maxima Request” form, recommend a CSM and return the form to the submitting department chair/designee within five (5) business days of receipt.

4. (a) If the department chair/designee accepts the school dean’s recommended CSM or proposal, she/he must notify the dean within 5 working days of the dean’s recommendation. The dean shall submit the form to the Office of Instruction for inclusion on the new or existing course outline of record within five (5) business days of receipt of the acceptance of the dean’s recommendation.

(b) If the department chair/designee disagrees with the school dean’s recommendation she/he may request the Faculty Assembly President or his or her designee to convene a Class Size Maxima Mediation Ad Hoc group. The Faculty Assembly President or his or her designee shall facilitate the scheduling of a hearing to take place within ten (10) working days of the request for a hearing. The ad hoc group shall consist of four members, including two instructional deans appointed by the vice president of Instruction (excluding the school dean who denied the request) and two faculty members appointed by the requesting faculty member’s department chair/designee (excluding the requesting department chair/designee).

5. The Class Size Maxima Mediation Ad Hoc Group shall review all information provided by the requesting department and school dean and make a recommendation to the vice president of Instruction.

The vice president of Instruction shall review the recommendation from the Class Size Maxima Mediation Ad Hoc Group and render a final decision within five working days of receiving the recommendation. That decision shall be final with no further appeals opportunities available and the resulting CSM shall be included in the course outline of record within five (5) working days of the decision.