MiraCosta College

Courses & Programs

2025-2026

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ABBREVIATIONS

AB	Assembly Bill
ACCJC	Accrediting Commission for Community and Junior Colleges
ACP	Academic and Career Pathway
ADT	associate degree for transfer
AO	articulation officer
AP	administrative procedure
AS	Academic Senate
ASCCC	Academic Senate for California Community Colleges
AA-T	Associate in Arts for Transfer
AS-T	Associate in Science for Transfer
BOT	Board of Trustees
BP	board policy
Cal-GETC	California General Education Transfer Curriculum
CB	Course Data Elements
CCCCO	California Community Colleges Chancellor's Office
CCLC	Community College League of California
CCN	Common Course Numbering
CDCP	Career Development and College Preparation
CE	career education
C-ID	Course Identification Numbering System
CIP	Classification of Instructional Program
CMS	curriculum management system
COCI	Chancellor's Office Curriculum Inventory
COR	course outline of record
CPC	Courses and Programs Committee
CPL	credit for prior learning
CRC	courses related in content

CSLO	course SLO
CSM	class size maxima
CSU	California State University
DE	distance education
ESL	English as a second language
FACCC	Faculty Association of California Community Colleges
IPRC	Institutional Program Review Committee
MCGE	MiraCosta College General Education
MCUL	Mandatory Course Update List
OAC	Outcomes Assessment Committee
OER	Open Educational Resource
OI	Office of Instruction
PCAH	Program and Course Approval Handbook
PSLO	program SLO
SAM	Student Accountability Model
SLO	student learning outcome
SOC	Standard Occupational Classification
TMC	Transfer Model Curriculum
TOP	Taxonomy of Programs
UC	University of California

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

As a subcommittee of the Academic Senate, the CPC makes recommendations about 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 modifies or 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 commitment to diversity, equity, and inclusion, as well as 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 and 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 MiraCosta College General Education (MCGE) pattern 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 and should make notes in the Curriculum Management System (CMS) if any comments, questions, or issues arise during their review.

Curriculum modification proposals are accessible to all members, but the responsibility for reviewing may be broken down into groups depending on the amount of curriculum items coming through.. Members should make notes in the CMS if any comments, questions, or issues arise during their review.

NOTE: 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. However, members may contact the instructional systems analyst or CPC chair if they have questions or concerns, and may direct questions to the curriculum author for clarification as well.

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.

- The college's mission, vision, commitment, institutional values, and institutional goals.

- Curriculum elements related to Academic and Career Pathways (ACPs).

Moreover, CPC members are to ensure consistency of course content, learning objectives, methods of evaluation, instruction and assessment, assignments, 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 (BP/AP).
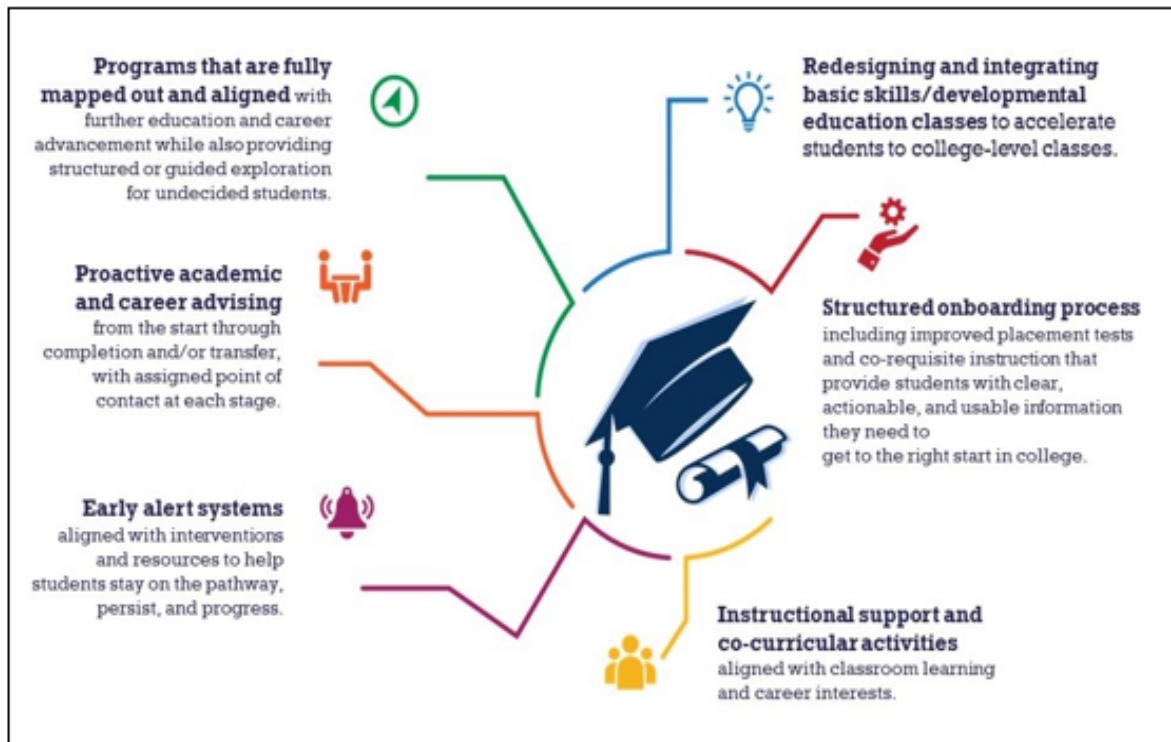
Figure 1-1. Key Elements of Guided Pathways

1.3.3 Curriculum Review Categories

All curriculum proposals submitted for approval are classified into one of many categories and 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 deactivated from the college catalog and the development of new honors or integrated support courses. New courses receive two readings at the CPC with approval voting at the second read. New programs require all documentation (narratives, labor market reports, etc.) to be submitted prior to being placed on the CPC agenda.

Modification to a course or program: These changes to an existing course, certificate, and/or degree include any of the following:

- Content changes (new or removed).

- Change to prerequisites, corequisites, or advisories.

- Change in hours/units.

- Repeatability status change.

- New request for or change to hybrid or online delivery.

- New request for general education status either for the local MCGE pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern.

- TOP, CIP, SAM, and SOC code changes.

- 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 (CCCCO).

- Modification to an existing degree or certificate 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 deactivated.

- Substitution (approved by the committee) of a course to replace an existing course in a certificate.

- Grading option change.

- Removal of erroneous (outdated or otherwise incorrect) information in the catalog/schedule description or corrections to either description.

- Rearrangement of courses between categories of an associate degree for transfer (ADT) due to changes in the state template.

- Renumbering and/or renaming of courses.

Proposals containing a modification undergo primary review by the technical review task force prior to being sent to CPC members, where they can be approved without a second read.

Technical modification to a course or program: 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 systems analyst. These appear directly on the CPC consent agenda and are not scheduled to be reviewed by CPC members. Such technical changes include the following:

- Change, update, or addition of a textbook, possibly due to C-ID requests.

- Credit for prior learning (CPL) changes in the course outline of record (COR).

- 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 proposal for the affected degree/certificate will need to be submitted through the CMS.

  - Designator change (e.g., CIS 100 to CSIT 110).

- CSLO change with no other COR modifications; the change must come through the OAC forms in consultation with the SLO coordinator.

- Modification of a 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 of three Liberal Arts—Area of Emphasis degrees to add courses approved for Cal-GETC. The articulation officer notifies all full-time faculty when such approvals are granted.

Deactivation of a course or program: Deactivations are sent out to the CPC for review and placed directly on the consent agenda. If the deactivation is included in other locations (like courses appearing on multiple programs), all impacted programs must be submitted at the same time with appropriate modifications. The CPC cannot approve the deactivation of a course without the impacted programs being updated too. Deactivation of a program might make certain courses stand-alone as well if they are no longer tied to a specific program. This includes the following:

- Deactivation of a degree upon state approval of a similar transfer degree (AA-T or AS-T).

- Deletion of a course and/or certificate and modification because of impact analysis (e.g., purge from catalog).

1.4 COMPOSITION AND TERMS

The full CPC membership consists of up to fourteen full-time faculty, one associate faculty, two 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 prior to the start of the academic year.

The full-time faculty members, including the chair and any selected for as-needed experience, serve three-year terms (renewable with no term limits) and are selected to represent the following areas:

- Six faculty members who represent the six MCGE areas (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 and non-credit..
- Up to two additional faculty with as-needed expertise (e.g., Honors coordinator).

Two permanent members are the faculty coordinator of online education and the articulation officer.

One associate faculty member is selected and serves one term that is renewable.

The two administrators and classified staff have no term limits on their participation.

The CPC is supported by a variety of resource personnel, including an instructional systems analyst and an enrollment database specialist. While not members of the committee, they are heavily involved with curriculum preparation and serve as members of the technical review group.

1.5 AUTHORITY

The ACCJC has specific standards for the 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 CCCCO. Title 5 also stipulates that credit programs must be reviewed by Career Education Regional Consortia when applicable.

1.6 REFERENCES AND RESOURCES

Faculty Groups:

- Academic Senate for California Community Colleges (ASCCC)
  - o The Course Outline of Record: A Curriculum Reference Guide Revisited
  - o Course Identification Numbering System (C-ID) Descriptors

- o DEI in Curriculum: Model Principles and Practices
- Faculty Association of California Community Colleges (FACCC)

Legislation Resources:

- California Code of Regulations, title 5
- California Education Code, title 3

Regulatory Bodies:

- Accrediting Commission for Community and Junior Colleges (ACCJC)
  - o Accreditation Standards (2024)
- California Community Colleges Chancellor's Office (CCCCO)
  - o California Community College Curriculum Submission and Approval Technical Manual
  - o Minimum Qualifications Handbook for Faculty and Administrators in California Community Colleges - 19th edition
  - o Program and Course Approval Handbook (PCAH) - 8th edition
  - o Templates for Approved Transfer Model Curriculum

Additional Curriculum Resources:

- CSU Diversity/Inclusivity Style Guide
- CSU Guiding Notes for Cal-GETC Course Review
- MiraCosta CPC - Committee webpage
- MiraCosta CPC - CurriQunet Help and User Manuals
- MiraCosta CPC - CMS (CurriQunet) Login
- MiraCosta CPC - Sharepoint Portal (requires login) The Portal includes the following forms:
  - o CE Biannual Requisite Review
  - o Deactivation (Sunset) Deferral
  - o New Curriculum
  - o Timeline Exception Request
- MiraCosta CPC - COR IDEAA recommendations for curriculum authors

2 CPC STANDING RULES AND OPERATING PROCEDURES

2.1 MEMBERSHIP AND ATTENDANCE

All members of the committee (see section 1.4) are expected to attend all CPC training sessions and meetings, as well as fully participate in the work of the committee. The roles and responsibilities of the CPC fall under three main categories: curriculum review and approval, governance items (district policies and procedures) related to curriculum, and committee operations. All CPC members review and provide their perspectives on curriculum, but only the faculty members and the vice president of Instructional Services (or their designee) may vote on curriculum. All CPC members contribute to and vote on the review and update of governance and committee items.

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. Participation and contributions are critical, so when a member has more than two absences, the chair will notify the AS president or the committee chair who appointed the member to the CPC. The CPC chair and committee members are not responsible for any action taken due to excessive absences.

2.2 CALENDAR AND DEADLINES

The CPC Calendar for the upcoming academic year is approved on or before the last CPC meeting in May, posted to the CPC webpage, and sent to the AS 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 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 CCCCO, potential transfer articulation, general education approvals, and inclusion in the annual update of the college catalog, the following deadlines apply:

STANDARD TIMELINE (fall approval)

- New **curriculum submission:**
    - This requires a new curriculum form to be submitted by May 1; new curriculum must be submitted to stage 2 in the CMS by July 1.
- Modified curriculum submissions or deactivations:
    - If a department is submitting any *new* curriculum or if changes are needed to an ADT under that department, then any additional modified curriculum or deactivations, as well as all programs affected by the new curriculum, must be submitted to stage 2 of the CMS on or before the last Monday in August.

- These will be reviewed by Tech Review and the CPC; all new curriculum and modifications to an ADT must be approved past all stages no later than the last CPC meeting in October.
- This includes any early deadlines for Common Course Numbering (CCN) courses based on ASCCC guidance.
  - If a department does not meet any of the conditions in the prior statement, then any modified curriculum or deactivations, as well as any programs affected by these changes, must be submitted to stage 2 of the CMS on or before the last Monday in September.
    - These will be reviewed by Tech Review and the CPC; all curriculum must be approved and all stages completed no later than the last CPC meeting in December.

NOTE: New curriculum not meeting these deadlines will be postponed for one academic year before they are included in the catalog.

ACCELERATED TIMELINE (spring approval)

- Accelerated new curriculum submission: This process is for courses seeking Cal-GETC or major prep articulation approval *only*. A new course proposal form must be submitted by December 1, followed by the new course proposal submission to stage 2 in the CMS by February 14.
  - Accelerated curricula is reviewed by Tech Review and the CPC and must be approved no later than the last CPC meeting in March.
  - Accelerated curricula should be approved by the AS and board of trustees prior to the end of the spring term so the articulation officer can submit them for the UC-TCA process by the July 1 deadline.

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. One standing discussion item is the CPC chair update, which may also include updates from the articulation officer.

Consent items are the first item on the agenda at each public meeting. The chair will ask for any objections to approving the consent items, and any committee member may request an

item be pulled from consent. All remaining items will be approved by unanimous consent. Pulled items will be discussed and voted on individually.

Items are typically placed on consent if there are no concerns when being reviewed. Deactivations will typically be on consent, but new curriculum will *not* be placed on consent.

All new courses and programs, modifications with noted concerns, and other governance items under the committee's jurisdiction appear on the agenda as *action items*. Action items may be delegated an amount of time deemed appropriate to the task on the agenda, as needed; however, times are estimates only. 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 needing a second read and modifications requiring more discussion automatically become action items for a vote at the next CPC meeting.

> *NOTES:* It is expected to have a discipline expert/faculty author or department chair in attendance for first and second reads at CPC. Also, when a proposal does not receive a majority of votes, which includes a tie vote, the proposal is not approved.

2.3.2 Posting

No later than 72 hours prior to each meeting date, CPC agendas are distributed electronically to committee members and "All Governance" as well as made available to the public on the CPC webpage and posted by AS staff outside the AS office. 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. Once established, the meeting schedule is published on the CPC webpage. **NOTE**: Exceptions are made when regularly scheduled meetings conflict with school holidays or other important school events.

Meeting protocol includes the following:

- As a subcommittee of the AS, the 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 should plan 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 systems analyst or CPC chair with relevant information or requests for clarification on their proposals to 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.

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 to make or break a tie). Some course proposals require separate additional motions and votes when the proposal includes a request for general education status. (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 and may be sent back to the curriculum authors for modifications. Faculty authors work with the CPC chair and the instructional systems analyst during this time interval to make the appropriate edits and/or modifications to their proposals. These documents are then sent back to the CPC for review and approval and must be resubmitted one week prior to the CPC meeting to give the committee time to review the changes.

2.5.2 Approved Curriculum Proposals and Curriculum Packets

Curriculum proposals approved by the CPC are combined into a *curriculum packet* and submitted as a consent item to the AS in accordance with AP 4022. The first curriculum packet is submitted with *all new* curriculum to the first AS meeting in November, and all other curriculum modifications are submitted in the second curriculum packet for the first AS meeting in February.

> *NOTE:* If there are any new courses using the accelerated timeline for approval, a third curriculum packet will be submitted for the first AS meeting in April.

Once approved by AS, the Office of Instruction (OI) submits the senate-approved curriculum packet to the secretary of the Board of Trustees (BOT) for inclusion as a consent item at the next BOT meeting.

Curriculum approval is ultimately granted by the BOT. Since the CPC is a subcommittee of the AS, curriculum approvals are considered a recommendation by the CPC and AS until the

BOT approves them. While CPC discusses and votes on individual courses and programs, the AS and the BOT vote only on the curriculum packet and not on individual curriculum items.

2.5.3 Post Approval Process for Curriculum

Upon board approval, the OI submits new and modified curriculum to the CCCCO 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, AS president, and CPC 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 OI 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 CMS with "FUTURE" status in the database; they cannot be further modified using the CMS until they are implemented. During this time frame, the articulation status of new courses is updated by the AO as the results of proposal submissions to transfer institutions are obtained.

Updated curriculum from the standard timeline (new, modifications, and deactivations) 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 and the status in the CMS will change to "CURRENT."

2.5.4 Approving Modifications to Policies and Procedures

Once the updated/modified or new BPs and APs are ready, they must be reviewed and voted on at a CPC meeting. Once the recommendations for change are approved, the CPC chair forwards the document(s) to the instructional systems analyst, who checks them out in the Portal, makes the agreed upon updates, and advances the BPs/APs to the next stage with AS. The CPC makes recommendations on all BPs/APs, but the final approval for BPs is the BOT, and the final approval for APs is College Council. BPs require two reads while APs require only one. However, BPs and their AP counterparts should be reviewed and approved together as a best practice.

> *NOTES:* In the event that a BP/AP is assigned to more than one AS committee, the BP/AP must be approved by that committee as well prior to being entered into the Portal.

Portal submission of BP/AP changes automatically creates cover sheets for each modification. The cover sheets serve as notification to the AS for inclusion on its next agenda; however, it remains the responsibility of the CPC chair and/or instructional systems

analyst to ensure that these policies and procedures follow the proper pathway to final approval.

The AS follows procedures outlined in [BP 2410](#) and [AP 2410](#) 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 BOT 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, preparing for each CPC meeting, and attending these meetings. This is the standing expectation. If any committee member is unable to commit to this expectation, they 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 may be assigned to a smaller group of CPC members for primary review. However, any CPC member may review any proposal on the agenda whether or not they have 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 (Honors, SLOs, Distance Education, etc.). Student learning outcomes (SLOs) are reviewed for consistency with the submitted COR content and objectives; however, final SLO wording is adjusted and approved through the SLO coordinator and the Outcomes Assessment Committee (OAC). Any unresolved discrepancies between SLOs and the COR may cause curriculum to be held up or not approved by the CPC.

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 the technical review group 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 can 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 the California community college mission (Education Code section 66010.4).
- 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 hybrid or online delivery, and transparency about required in-person components.
- Consistency of given courses to the standards and criteria set forth for lower- or upper-division general education, other upper-division coursework, honors contracts, or honors courses, as appropriate.
- Appropriateness for inclusion in the proposed GE area.

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 may 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)
- MCGE area approval (a check box on the Course Status page; for lower-division general education criteria, see BP 4025 for universal GE criteria and AP 4025 for subject area criteria).

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. (Ed Code 66010.4)
- Need that meets the stated goals and objectives in the region the college proposes to serve with the program.
- Curriculum standards.
- Adequate resources.
- Compliance.

  - Additional information and details about the development criteria are available in the California Community Colleges Program and Course Approval Handbook (PCAH 8th edition, pp. 24-28).

When the CPC approves a new program, which is then endorsed by the AS and ultimately the BOT, 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. (See section 4.4 for additional explanations of 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 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. 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 and review may be put into Program Review under IPRC, and any curriculum modifications listed and then brought to CPC for approval.

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 OI and distributed to department chairs for their review.

- By the Friday before spring break, department chairs complete the Career Education Biannual Review Request form located at the top of the CPC Portal page, 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 and acknowledges the process was completed. Departments then use their comments to guide modifications in the upcoming curriculum cycle.

- 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.

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. Each stand-alone course should include a rationale on the cover page in the CMS 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-alone courses, as are Topics courses, which are temporary and experimental.

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 published 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 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 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 instructional systems 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 instructional systems 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 instructional systems 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 deadline for approving the applicable BP/APs 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, working with discipline faculty, the CPC reviews and updates these lists based on possible changes to the Minimum Qualification Handbook and forwards the updated lists to the AS by the end of April. 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, the CPC Chair in consultation with the OI 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. The OI 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 AS and BOT.

> *NOTE:* The CPC chair will submit information to faculty department chairs related to Materials Fee Review, Discipline Review, Biannual Review of Completers, the Mandatory Course Update List (MCUL), and the Sunset Warning and Deactivation List on or before February 1.

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 COR 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. The requirement should be confirmed by the AO and 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; the CRC Grouping Modification Request Form, located on the CPC Portal site must be completed and emailed to the instructional systems analyst and CPC chair. 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 also on the CPC Portal.

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 spring term, 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. By 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 - New programs

The new process for academic map development for new programs is to be determined at this point based on the Program Mapper process.

3.3.2.2 Academic map modification - Existing programs

The new process for academic map development for modified programs is to be determined at this point.

When faculty modify programs in the CMS, 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 or unit values
- program title changes.

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

- changes to course titles, numbers, unit values, or "typically offered" patterns
- general education approval (MCGE or Cal-GETC)
- prerequisite changes.

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.

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 C1000). 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.

(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. All standards appear in title 5, section 55002(a).

4.2 NON DEGREE 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. All standards appear in title 5, section 55002(b).

4.3 NONCREDIT COURSES

4.3.1 Criteria

CCCCO 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.

- Supervised tutoring for foundational skills and for degree-applicable and transfer-level courses, as authorized pursuant to regulations adopted by the board of

governors on or before July 31, 2023. These regulations shall ensure that community colleges are compliant with section 78213 in the implementation of supervised tutoring pursuant to this paragraph.

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. All standards appear in Title 5, section 55002(c).

> *NOTE:* Attendance accounting for noncredit courses differs from credit courses; see your dean for details on attendance requirements for noncredit courses.

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 CCCCO approves only associate and bachelor's degrees, credit certificates of achievement, and noncredit certificates of completion and competency.

MiraCosta offers the following educational programs: 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.

4.4.0 Program Narratives and Required Documentation

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 CCCCO for approval. Narratives and documentation requirements are explained in the PCAH and must be submitted to the instructional system analyst and CPC chair prior to the program being placed on the CPC agenda.

> *NOTE:* If the submitted narrative does not match the program submitted in the CMS, the program will not be put on the agenda and CPC will return the program to the curriculum author for modification; this may cause the program to miss deadlines and not be approved for the subsequent catalog. The curriculum author and department chair should work collaboratively to make sure there is consistency with the program in CMS and the narrative.

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 CCCCO; 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 Programs

The ADTs were developed by the CCCCO to provide students a clear pathway to a CSU major and baccalaureate degree. California community college students who are awarded an Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) 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 CCCCO 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 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 Cal-GETC 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 CCCCO for an ADT to be approved:

● Program narrative.

● Completed CCCCO 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. All documentation for new or modified ADTs must be sent to the instructional systems analyst and the CPC chair prior to being added to the next CPC agenda.

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 CCCCO." 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 the CMS after consulting with the AO 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.

Additional documentation is required for a new CE major or a local major to be approved, and the documentation to be submitted to the CCCCO is 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 to the CPC prior to the program being put on the agenda for CPC approval. Revisions to existing programs and supporting documentation are submitted to the CCCCO after CPC approval by the instructional systems analyst.

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 AO and/or dean of Career Education before proceeding to evaluate the impact (and potential additional supporting documentation) of the proposed changes.

> *WARNING:* 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 CCCCO 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 CCCCO 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 CCCCO. 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 CCCCO. CE certificates are also approved by the Region 10 Workforce Development Council. Certificates of achievement may be submitted to the CCCCO for chaptering if they have 8 or more semester units. 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 achievement with 8 to 16 semester units may be submitted for CCCCO 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 CCCCO 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 CCCCO. Documentation for new programs is normally submitted in late fall to the CCCCO for return approval by the next year's catalog publishing date.

For a new or modified CE certificate of achievement to be approved, the documentation that must be submitted to the CCCCO is in the PCAH. The narrative must accompany the program outline at the technical review stage of curriculum review and is required to be received prior to the program being put on the next CPC agenda.

Faculty interested in creating a new program or certificate should review the PCAH and meet with the dean of Career Education as early as possible in spring term 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 documentation) 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 CCCCO; 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. The narrative for modified certificates must accompany the program outline at the technical review stage of curriculum review and the program will not be included on a CPC agenda without the documentation.

After a modified certificate of achievement has been approved by the CPC, the instructional systems analyst, 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 CCCCO.

> *WARNING:* Faculty should take care when deleting certificates, or modifying certificates to remove specific courses, as these actions may result in courses becoming stand-alone, thereby mandating separate and additional course review by the CPC.

4.4.3.3 Units for New or Revised Certificate of Achievement

Any new or modified certificates of achievement must report the total number of units required for completion. However, the [California Community College Curriculum Submission and Approval Technical Manual](#) limits options on total certificate units. Certificates must have a total number of units that falls into exactly one category listed below:

- 8 semester units to less than 16 semester units
- 16 semester units to less than 30 semester units
- 30 semester units to less than 60 semester units
- 60 or more semester units

Because of this requirement, certificates of achievement that have total units appearing in more than one category above (for example: total semester units of 28-32) cannot be approved and must be modified either up or down to fit completely in one category.

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 that are not submitted to the CCCCO. 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 CCCCO 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. The documentation must accompany the program submission at the technical review stage of curriculum review and is required to be received prior to the certificate being put on the next CPC agenda.

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 credits must be fulfilled in a core curriculum consisting of courses in the following categories: Natural Sciences, Social and Behavioral Sciences, Humanities, English, and Mathematics (per title 5, section 55154(d)(2)).

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 CCCCO 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 CCCCO. 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 CCCCO, 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.

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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 PCAH describes what must be submitted to the Chancellor's Office. The documentation must accompany the certificate at the technical review stage of curriculum review and is required to be received prior to the certificate being put on the next CPC agenda.

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 documentation that must be submitted to the Chancellor's Office is described in detail in the PCAH. The documentation must accompany the certificate at the technical review stage of curriculum review and is required to be received prior to the certificate being put on the next CPC agenda.

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 CCCCO by the instructional systems analyst.

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 (CMS).

- 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.

- Chapter 7 identifies the purpose of and standards for each section of the course outline of record (COR).

- Chapter 8 briefly 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), California Community Colleges Chancellor's Office (CCCCO), and Accrediting Commission for Community and Junior Colleges (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. Since they are not included automatically in the CMS editing process, the department chair must notify the instructional systems analyst when an associate faculty member needs access to the CMS.

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

- Determining appropriate and necessary changes to the college curriculum, based on a process of planning, visioning, and extensive discussion with department members, the articulation officer (AO), and appropriate administrators.

- Generating new course or program proposals after carefully investigating and addressing any overlapping content with existing curriculum.

- Collaborating with the AO to determine if a course satisfies California General Education Transfer Curriculum (Cal-GETC) general education criteria.

- Initiating action to modify or deactivate existing courses or programs.

- Evaluating program impact of course proposals and making appropriate modifications to any affected certificates and/or degree programs as well as CRC groupings at the same time.

- Completing all fields and forms related to curriculum proposals in the CMS. 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 CCCCO for new and modified programs. This narrative must accompany the program outline at the technical review stage of curriculum review for the program to be put on the CPC agenda.

- Working with the SLO coordinator before submission of new curriculum, or modified curriculum that requires student learning outcome (SLO) changes (course or program SLOs), and confirming those changes are made before submitting the curriculum in the CMS.

- Initiating action to develop and modify academic maps for new and modified programs, respectively.

- Attending the CPC meeting where the proposals are discussed and voted on, or ensuring that a knowledgeable representative is present to discuss and answer questions about the curriculum.

5.2 INSTRUCTIONAL SYSTEMS ANALYST

The instructional systems analyst is responsible for the following. The instructional systems analyst also participates as a resource to the technical review process.

- Upon department chair notification, providing associate faculty access to the CMS for the purpose of authoring curriculum.

- Assisting faculty in generating program proposals and performing program impact analyses.

- Ensuring curriculum proposals are complete and absent of technical errors.

- Ensuring program narratives are complete and absent of technical errors, and that the submissions match the program changes in the CMS.

- Monitoring and maintaining the accuracy of the official curriculum database.

- Generating CPC meeting agendas in collaboration with the CPC chair, and posting documents for the committee to review.

- In collaboration with the CPC chair, assigning CPC curriculum review tasks.

- 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.

- Updating information on the CPC webpage and Portal site.

- Preparing Academic Senate and Board of Trustees' agenda items related to curriculum.

- In collaboration with the CPC chair, generating annual Deactivation (Sunset) Warning lists, Discipline/Course Placement, CE Courses with Prerequisites (odd spring terms), Instructional Material Fees list, as well as the Mandated Course Update List (MCUL). These are sent out by the CPC chair on or before February 1 of each year.

- Updating the CPC Calendar for the committee's review and approval.

- Submitting new, revised, and deactivated programs along with their supporting documents to the CCCCO for approval.

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.

- Inclusive language is utilized throughout the COR.

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 in the CMS 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 AO's position is guided by Administrative Procedure 4050. The AO participates as a resource to the technical review process, 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 recommended Cal-GETC areas for new or modified courses.

- Advises faculty on Common Course Numbering (CCN) templates and Course Identification Numbering System (C-ID) descriptors, submits CORs 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.

- Updates all curriculum changes in ASSIST (the official transfer and articulation system for California's public colleges and universities) and any other required locations.

- Oversees the college's liberal arts degree programs as the faculty lead.
- Informs faculty of California Legislature and CCCCO policies regarding courses and programs for transfer.
- Reviews and submits courses for Cal-GETC 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 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 proposal in the CMS.

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 COORDINATOR OF ONLINE EDUCATION

As a permanent member of the CPC, the faculty coordinator of Online Education supports the development of online components of courses and distance-education related policies and procedures. The coordinator ensures the committee applies the same standards of quality to courses it approves for online delivery. The faculty coordinator 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 SLO COORDINATOR

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.

The SLO coordinator is stage 3 in the review process for all new and modified CORs as well as programs to review for clarity and content appropriateness as well as to update the COR in the CMS with any OAC-approved modifications.

- New course or program SLOs come through with the curriculum cycle, and updated SLOs must be integrated prior to technical review.

- Any modified PSLOs are required to be submitted for the fall curriculum cycle.
- If a CSLO modification is requested and the COR is also being modified, the SLO must come through with the curriculum cycle.
- If a CSLO modification is requested but there are no COR changes, the SLO coordinator can update the SLO in the COR and forward the proposal to the next stage. These are not reviewed by the CPC but are placed on the consent agenda to keep a record of the modification to the COR.

The SLO coordinator serves as a resource for CPC and participates in technical review or CPC meetings as needed; however, they do not need to attend all such meetings.

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 the Office of Instruction (OI) and/or the CPC chair to appropriate faculty members in the department, including, but not limited to, the following:
  - Mandatory Course Update List (MCUL)
  - Deactivation (Sunset) List and any deactivation deferral requests
  - Credit/Noncredit Disciplines List
  - Biannual Requisite Review and Program Completer information, if appropriate
  - Typically Offered lists
  - Materials Fee List.
- For career education (CE) proposals, reviewing appropriate selection of codes and consideration of local workforce needs.
- Submitting Biannual CE Requisite Review, if appropriate.
- Reviewing curriculum proposals for discipline- and departmental-specific impact, encroachment, accuracy, and completeness.
- Confirming that all curriculum proposals have been fully vetted by the discipline and department.
- Submitting requests for associate faculty permission to author curriculum as appropriate.
- Leading departmental work required by state-wide initiatives, such as CCN templates.
- Reviewing courses on probationary status to determine whether they warrant a rationale for keeping active.

- Reviewing and updating catalog pages with the curriculum changes or typically offered changes.

- Forwarding proposals to the instructional dean.

- Working with new/incoming department chairs on any pending curriculum.

- Reserving the Thursday time block (noon to 4 p.m.) with no courses being taught so required CPC meetings can be attended.

5.10 INSTRUCTIONAL DEAN

Instructional deans coordinate and manage curriculum from the perspective of the OI. 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 needs.

- Reviewing curriculum proposals for accuracy and completeness.

- Ensuring departments have submitted courses to meet legal deadlines, such as the MCUL six year review.

- 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 the CMS. Table 5-1 lists the faculty leads and deans who are responsible for the college's interdisciplinary programs.

Table 5-1. Interdisciplinary Program Dean Oversight

PROGRAM	FACULTY LEAD	ACP DEAN
Global Studies certificate program	Robert Bond	Jonathan Fohrman
Liberal Arts associate degree programs: ● Applied Health, Kinesiology, and Nutrition ● Business and Technology ● Arts and Humanities	● Articulation Officer ● Articulation Officer ● Articulation Officer	● Danielle Lauria ● Al Taccone ● Jonathan Fohrman

● Creative and Applied Arts	● Articulation Officer	● Jonathan Fohrman
● Mathematics and Sciences	● Articulation Officer	● Mike Fino
● Multicultural Studies	● Articulation Officer	● Jonathan Fohrman
● Social and Behavioral Sciences	● Articulation Officer	● Mike Fino
● Elementary Subject Matter	● Articulation Officer	● Mike Fino

5.11 TECHNICAL REVIEW PROCESS

The CPC chair, the vice president of Instructional Services, the AO, an instructional dean, and several OI staff members perform the final technical review of all curriculum proposals prior to their submission to the CPC agenda stage. Others may be included in the technical review process as-needed.

To submit a technical modification, the curriculum author sends the detailed changes by email to the CPC chair and the instructional systems analyst by the technical review deadline on the CPC calendar. The change will be considered at the following technical review meeting.

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 by returning the curriculum to the curriculum author for modifications at the technical review stage (after the CPC chair's consultation with faculty authors, department chairs, and/or instructional deans, as appropriate). After corrections are made by the faculty, the updates must be submitted in the CMS. Corrections made at this stage will not require review by prior stages and will be resubmitted directly to the technical review stage. 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 systems analyst 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, deactivation (sunset) lists, discipline/course placement lists, the CE requisite list, MCUL, and instructional materials fees, as well as for information, such as the academic map development and modification status lists. Most items on the list are to be sent out on or before the first business day in February of each year.

- 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 the CMS 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 AS and College Council.

- Signing off on all C-ID textbook change forms.

- Attending the annual ASCCC Curriculum Institute in July. Depending on the faculty member's contract length, this conference may be during a non-contractual time period. If held on non-contractual days, attendance cannot be required and the chair can choose to count this time for FLEX hours or be compensated.

- Signing the Annual Curriculum Approval Certification form in November for all credit and noncredit courses, in collaboration with the college president, vice president of Instructional Services, and Academic Senate president.

6 CURRICULUM REVIEW PROCESS

6.1 TIMELINES

6.1.1 Overview

Curriculum review by the CPC should be primarily completed in fall semester, with any carryovers at the first meeting of spring semester to ensure the committee's recommendations can be forwarded to the Academic Senate (AS) and ultimately to the Board of Trustees (BOT) for approval on or before the BOT meeting in 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 listed in the college catalog.

6.1.2 Submitting Course Proposals

Departments are responsible for keeping their curriculum current by adhering to the ASCCC recommended five-year or ACCJC 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.

On or before February 1 of each year, the chair of the CPC distributes a list of courses that *must* be brought to the CPC for fall review due either to the ACCJC and state-mandated six-year update or to other state or local mandates. Courses on the MCUL are treated as needing modifications (see section 1.3.3) and come to CPC in the fall. The MCUL sent out to department chairs will include courses on warning (5 years without review) as well as those requiring update to avoid deactivation (6 years without review).

Modifications should be identified in the department's most recent program review and carefully vetted throughout the department before any modifications are initiated in the CMS. 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.)

NOTE: Any crosslisted courses, as well as Honors courses and their parent course counterparts, must be reviewed together, so they are linked in the MCUL.

Per policy, MCUL courses that are not successfully updated are deactivated administratively and removed from the following year's catalog. This may also result in programs being removed from the catalog as well, if the course is a program requirement.

6.1.3 Courses on the Deactivation (Sunset) List

Any course that has not been offered successfully (scheduled and not canceled) for two previous fall-spring cycles, including the summer term between them, is placed on the deactivation list per ACCJC and college policies and procedures. Additionally, courses not offered successfully in the most recent fall-spring cycle are placed on the warning list.

In January, the instructional systems analyst generates a list of courses that have not been successfully offered based on the cycles above, and the CPC chair notifies the appropriate department chairs that these courses need to be planned for deactivation or scheduling in the upcoming summer, fall, or spring term. The list will clearly display courses that are up for deactivation and those with a warning.

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

Course Deactivation: If the department determines that a course on the list should be removed from the catalog, the department chair (or designee) must create and submit a deactivation proposal in the CMS to be approved by the CPC during the current curriculum review cycle. If the course impacts any programs, then all impacted programs must be submitted for modification in the next curriculum cycle.

Deactivation (Sunset) Deferral Request: When a department wants to continue offering a course on the Deactivation List, the department chair or another a faculty member is required to complete and submit a Deactivation (Sunset) Deferral Request form located on the CPC Portal, which provides the CPC the department's rationale and supporting documentation for keeping the course active and demonstrates that the department will proactively schedule the course. The department submitting the form must specify a term the course will be offered in the upcoming year (summer of current year, fall of current year, or spring of subsequent year). Deferral Request forms must be submitted by the Friday before spring break.

Once on the deactivation list, OI staff will create a draft deactivation in the CMS so no additional changes can be made until the course is offered successfully or deactivated. When the specified term commences, one of the following outcomes occurs:

- Successful offering: Courses on the deactivation list that are successfully offered are removed from the list and the draft deactivation in the CMS is deleted.
- Unsuccessful offering (summer/fall): If a course that was granted a deferral is not offered successfully in the summer or fall term listed on the Deactivation (Sunset) Deferral Request form, then it is administratively removed from the upcoming catalog.
  - o In this case, the CMS deactivation draft is launched into the curriculum cycle and all impacted programs must be submitted in the standard fall curriculum cycle.

- o CPC will vote on deactivation of the course(s) before the final CPC meeting in December.

- ● Unsuccessful offering (spring): If a course is granted a deferral and lists spring of the subsequent year as the term to be offered, but it is not offered successfully by week 2 of that spring term, then it is administratively removed from the subsequent catalog.

   - o In this case, the CMS deactivation draft is launched and held until August 1; it is then forwarded for CPC action in the upcoming fall term. Modifications for all impacted programs must come through in the same cycle.

CPC-approved deferrals are for one year only. When the department does not submit a request or the request is not approved by the CPC, the course can no longer be offered and is administratively deactivated. The CMS deactivation draft is launched, held until August 1, and then moved forward for CPC action in the upcoming fall curriculum cycle. All impacted programs must be submitted that same fall and the course is removed from the subsequent catalog.

Courses that are deactivated go into the CMS archive and do not appear in the college catalog. If at any time a department wants to resurrect a course that was previously deactivated, the department needs to contact the instructional systems analyst to have the outline reinstated in the CMS and then follow the curriculum submission deadlines for NEW courses. Please note: resurrections also require the submission of "NEW" SLO forms.

6.1.4 Committee Review

The CPC meets to review curriculum on the second and fourth Thursdays of the month (see CPC Calendar). New courses that require submission for articulation to UC/CSU must be reviewed and recommended for approval by the CPC no later than the last meeting in October (standard cycle) or the last meeting in March (accelerated cycle). 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 prior to the meeting. Committee members asynchronously review the posted proposals during this period, but all discussion about curriculum and voting to approve, whether on consent or action, takes place during the public meetings.

Faculty authors of curriculum proposals may be contacted by the instructional systems analyst or the 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 deactivated courses and programs) are forwarded to the AS as consent items at least once in the fall (for the first AS meeting in November) and once in the spring each year (for the first AS meeting in February).

6.1.5 Exceptions to the Timeline

The CPC Portal has a form where timeline exceptions can be requested. These exceptions require explanation of the *external* reasons (legislative mandate, title 5, etc.) that prevented the curriculum from being submitted by the appropriate deadline. Completion of this form will put the exception request to the CPC for a vote.

NOTE: Approval by the CPC will not change the deadlines of other groups (CCCCO, CSU, UC, etc.), and the curriculum or curriculum changes requested may still not make it into the next catalog.

6.2 APPROVAL PROCESSES

6.2.1 Course Approval

The credit and noncredit course approval process, as shown below in Figure 6-1 and 6-2, respectively, consists of nine stages, beginning with the originating faculty at stage 1 and ending with implementation at stage 9.
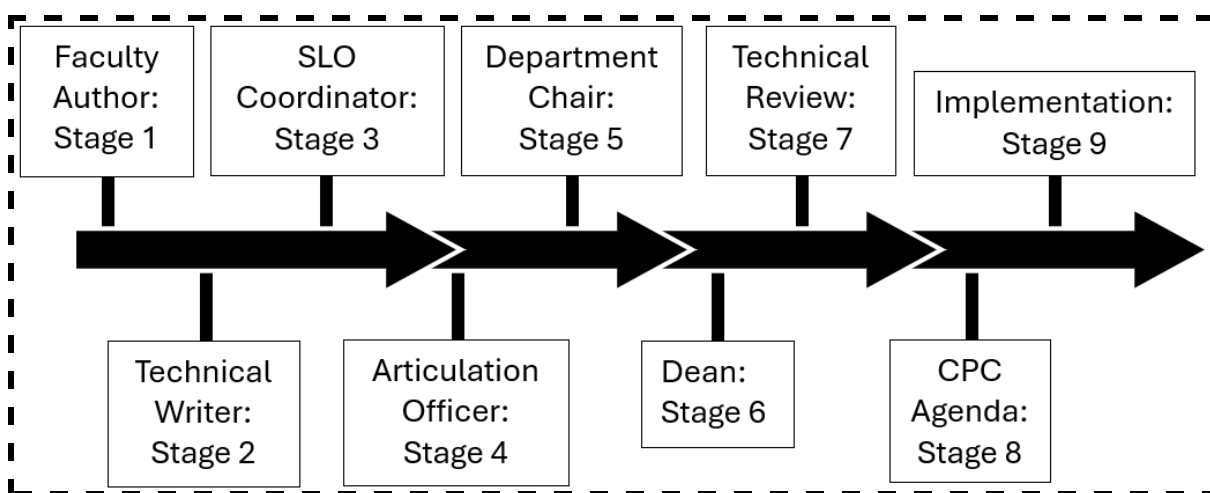
Figure 6-1. CMS Curriculum Review/Approval Stages (Credit)
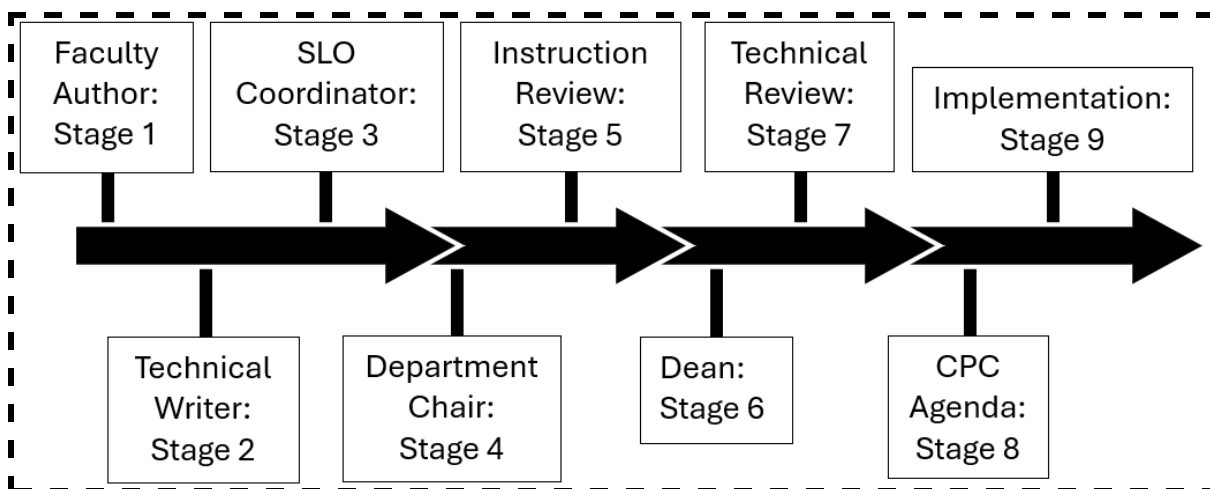
Figure 6-2. CMS Curriculum Review/Approval Stages (Noncredit)

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 completed the Tech Review stage. Agenda development occurs approximately one week prior to CPC meeting dates.

6.2.2 Program/Certificate Approval

New, revised, or deactivated program proposals follow the same approval process and timeline as described above for course proposals. Faculty proposing new CE degrees 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 CCCCO approval.

6.2.3 Distance Education Approval

The request for hybrid or 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.

6.3   IMPLEMENTATION OF APPROVED CURRICULUM

Curriculum proposals move from the agenda stage (stage 8) to the implementation stage (stage 9) once they are approved by the CPC. The implementation stage is a "future" database of the CMS that stores the proposals until August 1, when "current" curriculum becomes "archived" and "future" curriculum replaces the "current."

As outlined in section 2.5.2, the instructional systems analyst submits the approved curriculum first to the AS and then to the BOT at least twice a year for their respective approvals. Upon board approval, the instructional systems analyst submits new and substantially modified programs to the CCCCO 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 systems analyst works with the appropriate support personnel to update college programs that are integral to student registration and catalog/schedule development, and the AO 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 canceled, moved, or modified by anyone other than the instructional systems analyst, 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 using the Timeline Exception Request form on the CPC Portal.

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 and a detailed description of the changes requested that can be added to the next meeting agenda. The exception is voted on by the committee; if approved, the modifications to the CMS must be made. The written description is used by the instructional systems analyst to carefully make the changes to the proposal in the future database on the department's behalf. Following this update, the curriculum is be submitted through the final approval sequence (i.e., AS, BOT) 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, provides a thorough explanation of course outline requirements.

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[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, AS, and BOT.

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 of the criteria for approval, 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 deactivation list to be removed from subsequent catalogs. 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 pertinent information for all reviewers and the OI in the curriculum review process, 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.**

Designator (subject): Each course at MiraCosta College is assigned a two- to six-letter designator. Often this designator reflects the discipline assignment for the course. New 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 CCCCO 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 systems analyst for help assessing the impact of changing an existing designator and to confirm that the course numbers for the new designator are available.

● 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 systems analyst, the dean supervisor to curriculum, and the chair of the CPC for preapproval of the new designator. If the preapproval is granted, the CPC chair will direct the instructional systems analysts to update and/or modify PeopleSoft and the CMS 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 the CMS; 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.

Some courses have more than one discipline. It must be clearly noted in the CMS whether the faculty are required to satisfy the minimum qualifications for at least one of the listed disciplines ("OR") or all of them ("AND"). However, if multiple disciplines are listed, all must have the same minimum degree qualifications; for example, one discipline requiring a master's degree and another requiring a bachelor's degree cannot both be listed.

Approved disciplines are listed in [Minimum Qualifications for Faculty and Administrators in the California Community Colleges,](#) which is available as a link in the CMS 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 the CMS and on the CPC Portal site.

NOTE: The CPC neither modifies nor approves minimum qualifications for faculty; please contact the Equivalency Committee and/or Human Resources.

In addition to selecting a discipline via the CMS course proposal process, requests for changes to discipline selections/course placements can be made to the CPC each spring. The CPC chair circulates current discipline/course placement lists to all departments in February to initiate this process, and the updated lists are voted on by the CPC in April.

7.5.2 Course Status Page

For credit course proposals, the Course Status page identifies special characteristics of a course, such as whether it is part of a degree or certificate program, what local general education requirement it satisfies (if any), and if credit can be granted for the course through credit for prior learning (CPL). The stand-alone box must be checked if the course does not fulfill an associate degree, certificate of achievement, or general education requirement. This page also allows the author to identify the type of online approval the proposal is requesting (i.e., new or renewal, 100% online or hybrid).

> **NOTE:** 100% online is chosen when the department wants to teach the course at any percentage up to and including 100 percent. The "hybrid" option is selected when the department does not want the option to teach the course at 100 percent online, even in emergency circumstances.

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 CMS stages simultaneously with the course proposal.

7.5.2.1 Proposing a course for general education

Placement on the MiraCosta College General Education (MCGE) pattern is approved by the CPC. CPC members review the COR in the context of the GE criteria (see BP 4025 for universal GE criteria and AP 4025 for subject area criteria.) 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 authors are encouraged to meet with the AO during course development to ensure the evidence to support this designation is clearly and explicitly embedded within the COR.

The MCGE pattern represents the universal curriculum component of the associate degree program, irrespective of the major. Courses seeking MCGE 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.

The MCGE pattern is separate and distinct from the Cal-GETC pattern. Requests for Cal-GETC approval are submitted by the AO and are determined based on external review of

the COR by CSU/UC. New course proposals requesting Cal-GETC approval must meet the early fall CPC submission deadlines.

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 to demonstrate capabilities and insights described in AP 4025.

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

The interdisciplinary liberal arts degree is overseen by the AO. The AO has primary responsibility for determining the appropriateness of course placement and course substitution on the eight liberal arts degrees.

The Arts and Humanities, Mathematics and Sciences, and Social and Behavioral Sciences areas are strategically linked to the correlating areas on the Cal-GETC pattern. New courses are placed in these areas when they closely match the GE criteria, which is very similar to the area of emphasis program overview in the college catalog. The AO submits these GE courses in December and typically receives decisions in April. Courses approved for any Cal-GETC area remain in the liberal arts degree's correlating area; courses not approved are removed from the liberal arts designation in the CMS. If a removed course was not approved for inclusion in MCGE 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 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 Cal-GETC pattern, and final attachment to an area of emphasis is not dependent on any external 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 AO in consultation with the Liberal Studies Department at California State University San Marcos.

All revised liberal arts degrees that do not require Cal-GETC approval come to the CPC for review and approval 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). The duplication page requires authors to list each course that has duplicated content and to describe the degree (percentage) of duplication.

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 the CMS, signifying to the committee that this work has been done. Failure to do this may cause the course to be delayed at the 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 in Table 7-1 below, 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.) The CMS auto populates the total units as well as the lecture, lab, and weekly contact hours. For example, in a 1-unit lab class, the "Out of Class Hours" will automatically be calculated and listed as zero in the COR, consistent with the Carnegie-Standard formula. However, it is common and permissible for 1-unit lab classes to require students to spend a negligible amount of 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 the CMS should not be exceeded.

Table 7-1 shows the connection between lecture and lab units over a standard 17 week term. This table shows multiple ways a 5 unit course could be split up between lecture and lab units, but other options are available at 0.5 unit intervals. Every unit corresponds to 3 total hours for the student: lecture units have 1 in-class hour and 2 outside of class hours and lab units have 3 in-class hours only.

Lecture Units	Lab Units	Total Units	Hours in-class per week	Hours outside of class per week	Total hours per week
5	0	5	5 (5 lecture)	10 from lecture	15
4.5	0.5	5	6 (4.5 lecture, 1.5 lab)	9 from lecture	15
4	1	5	7 (4 lecture, 3 lab)	8 from lecture	15
3	2	5	9 (3 lecture, 6 lab)	6 from lecture	15
2	3	5	11 (2 lecture, 9 lab)	4 from lecture	15
1	4	5	13 (1 lecture, 12 lab)	2 from lecture	15
0.5	4.5	5	14 (0.5 lecture, 13.5 lab)	1 from lecture	15

Table 7-1: Carnegie Standard Units and Required Hours

Noncredit course outlines identify weekly lecture, lab, and instructor conference hours, and the CMS 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 as a link in the CMS and on the CPC Portal. 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. The Class Size Maxima Proposal Request Form is available on the Faculty Assembly website. The same CSM practices, policies, and procedures apply to credit and noncredit courses; any modified CSM will be effective in the next term that has not been opened for enrollment and registration.

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 the CMS. Materials Fee information is reviewed and updated each spring term.

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 courses that are primarily lab units should be considered for stacking within a CRC group. 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

The *catalog description* is 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 any in-person or special requirements (such as required participation in field trips or attendance of outside of class 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 the OI for consistency, length, and content.

The ***schedule description*** is not currently being used, so this section should duplicate the catalog description.

The ***lecture outline*** must list the lecture content of the course; this content is required to be covered by every instructor teaching the course, regardless of teaching modality. It must accomplish the following:

- Represent the specific body of knowledge the course will cover.
  - For broad content components, examples may be included for clarification as long as each example topic is required.
- Be culturally relevant and affirming as an equity-minded practice (as appropriate for the discipline). "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."[2]
- Support the objectives and the SLO(s). A reviewer should be able to read an objective or SLO 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.

In STEM courses, the ***lab outline*** should list the topics covered during the 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:

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[2] Protecting the Future of Academic Freedom During a Time of Significant Change, Academic Senate for California Community Colleges, Fall 2020.

- 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.

7.5.9 Student Learning Outcomes Page

The addition, deletion, and modification of course and program SLOs is done by going to the OAC Portal site and completing the appropriate form. The process for making and approving these changes is determined by the OAC. Individual assistance is available with the SLO coordinator for the discussion, creation, and revision of SLOs. For additional support creating SLOs, please check the OAC website.

> *NOTE:* The SLO practices, policies, and procedures apply to credit and noncredit courses and programs.

Separate processes exist for recording and updating SLOs in the CMS based on whether the curriculum is a new course/program or a current course/program.

7.5.9.1 - SLO Process for New Courses and Programs

Faculty creating new SLOs should consult with the SLO coordinator for assistance with these two required steps:

1. Faculty authors enter their new SLOs in the draft of the new course or program, located in the CMS.
2. Once the new SLOs are entered into the CMS, the faculty author then completes the New Course SLO (CSLO) or Program SLO (PSLO) form on the OAC Portal site.

The SLO coordinator must review and approve SLOs for new course proposals prior to the CPC's second read and approval of the COR. The SLO coordinator also confirms accuracy between the submitted OAC form and the CMS information, at the SLO Coordinator review stage. Any discrepancy is noted as a comment in the CMS workflow, and the curriculum moves forward through the stages.

7.5.9.2 - SLO Process for Modifying Current Courses and Programs

After reflecting on the assessment results for the SLOs, departments may want to modify or delete SLOs. Faculty should consult with the SLO coordinator for assistance with these updates; however, faculty authors *will not* be able to enter SLO updates directly into the CMS. Only the SLO coordinator and the instructional systems analyst can modify the SLO page of the existing curriculum.

To update SLOs, faculty authors must complete the appropriate form to "Modify an Existing CSLO/PSLO" or "Delete an Existing CSLO/PSLO"; all forms are on the OAC [Portal site](#). Once the SLO coordinator reviews and approves modified or deleted SLOs, the SLO coordinator updates the official COR or program outline accordingly.

7.5.10 Assignments Page

Reading, writing, other in-class assignments, and outside-of-class assignments (reading, writing, and other) 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.

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

Sample other assignments include those begun or completed during instruction, and that may not explicitly be reading or writing. There should be at least two examples or types that may be group or individually based (like presentations, active learning, peer discussions) 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 per unit per week for outside of class preparation time 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.
- If any of these are required outside of class work (attending concert, cultural event, etc.), it *must* be included in the catalog description. Additionally, for any distance education courses, in-person events must provide language about how to satisfy the requirements remotely.

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 seeking approval or 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 perpetuate equity gaps in course outcomes. 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 seeking approval or 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.

Whenever possible, 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" (ASCCC). Additional information from ASCCC about textbooks can be found on pages 33-34 of The Course Outline of Record: A Curriculum Reference Guide. For articulation purposes, courses may have different textbook requirements than the ASCCC or ACCJC requirements; please check with the AO if there are questions on this.

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

The AS 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 as 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.

> *NOTE:* OER books with authors and ISBNs can be included in the textbook portion of the COR. If these include only website links, the links can be added to the Other Recommended Materials section.

The *Other Recommended 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, films referenced in the course, and training videos).

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 (CRC): 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 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

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

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 form must be submitted to the instructional systems analyst and CPC chair when proposals for new or modified courses in the affected CRC group(s) are launched. The CRC Grouping Modification form is available on CPC's Portal page under CPC Documents, Repetition Guidelines and a sample form is available in the same location.

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.

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 the CMS.
- 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. 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. 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 they satisfy 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 Corequisite, 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 by 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 7). Failure to do so successfully will result in the proposal being held at stage 7 and not progressing to the Agenda Development stage (stage 8). A link to the form is available in the CMS and on the library's webpage.

7.5.17 Honors Page

MiraCosta College's honors courses 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 the CMS, 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, while honors contracts require a specific form to be submitted in order to qualify and are limited to only a few students per course.

Faculty wishing to develop a new honors course or to add honors contracts to a current 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.

Allowing a student to earn honors for a course occurs in two ways: honors courses and honors contracts.

7.5.17.1 - Honors Contracts

Honors contracts are linked to the parent course in the same COR and should be designated on the Honors page in the CMS. These do not require a separate COR as the student is enrolled in the main course; however, additional work outside the course is required to earn the honors credit. Honors contracts are limited to a few students per course and require additional approvals using the appropriate form.

To request honors contracts for an existing course, faculty must do the following:

- Secure a recommendation from the Honors Program coordinator as described above.
- Complete the Honors page in the CMS to indicate how the proposed honors contract option will fulfill the additional requirements.
- Provide a description or sample of the project or other assessment used to assess the honors contract portion.
- Because of changes to the honors program, honors contracts will not require creation of a different Canvas course and SURF section number; concurrent enrollment should not be selected.

7.5.17.2 - Honors Courses

Honors courses require a separate COR as the entire class of students enrolled in the courses will be earning honors credit.

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., POLS 101H).
- Secure a recommendation from the Honors Program coordinator as described above.
- Complete the Honors page in the CMS to indicate how the proposed course fulfills the additional requirements of an honors course, which are as follows:
  o This course expects a greater degree of student participation, engagement, and interaction.
  o Student work is evaluated with higher standards of performance expectation.

- o Assignments and instructional methods require more critical thinking in terms of analysis, synthesis, and evaluation.

- o The subject matter is presented in greater depth and/or breadth.

- o Students have more opportunities for conducting research, using and citing sources, and preparing scholarly papers for oral and/or written presentation.

- o Students have more opportunities for writing and independent reading.

- o 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. 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 California Community Colleges Management Information System Data Element Dictionary for Course Data Elements (CB) contains the reference for codes needed in the COR. 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.

- 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.

- The Work Based Learning Status code is an MIS data element that indicates whether the course requires students to participate in specific types of work-based learning.

Assignment of a course to the area of emphasis–subject area forms the basis for determining the TOP code that affects eligibility for certain types of funding (CE, Basic Skills, etc.). It

also determines the 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.

> *NOTE:* For courses, it is critical that the TOP code and SAM code match; if the TOP code selected has an asterisk, then the SAM code must be B, C, or D.

7.5.19 General Education/Transfer Page

This section is completed by the AO.

7.5.20 Course Proposal: Articulation Page

This section is completed by the AO.

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 the CMS). Departments seeking approval to offer a course via distance education only when emergency remote instruction is necessary may specify this condition on Form A.

The course proposal undergoes a separate review and approval process whether the faculty author is requesting 100 percent distance education delivery or hybrid-only status.

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

- *Course quality standards*: The same standards of course quality are applied to DE courses as are applied to onsite courses.

- ***Course quality determinations***: Determinations and judgments about the quality of DE courses are made in accordance with all CPC course-approval criteria and procedures.

- ***Instructor preparation***: By proposing a DE course, the faculty author, department chair, and dean agree that instructors assigned to teach a DE course section should be prepared to teach DE in accordance with any department and college procedures and negotiated agreements.

- ***Instructor and student interaction***: Each section of a course that is offered through DE 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 DE 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 DE will comply with all applicable accessibility requirements. By proposing a DE 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, section 55205).

- ***Publicizing institutional support***: By proposing a DE course, the faculty author, department chair, and dean agree that instructors assigned to teach a DE 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 DE course, the faculty author, department chair, and dean agree that instructors assigned to teach a DE 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 (DE) delivery, the department is responsible for determining how each section of the course will be scheduled. In the case of courses that have 100 percent online approval, individual sections may be scheduled at any percentage from zero up to and including 100 percent online. In that sense, 100 percent online approval is intended to mean fully online or hybrid.

Individual sections of courses that have hybrid-only approval may be scheduled at any percentage 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 COR must be simultaneously updated, in its entirety, according to current curriculum standards at the college. If the COR 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 AO.

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 updated or modified. If the course is simply being reviewed for currency and no other changes are made, then the rationale should simply state the course is being reviewed for its six-year update and confirm the appropriateness of any prerequisites, corequisites, or advisories.

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 all of 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 (MCGE), then the rationale should identify those proposed requests.

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 deactivated. 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 DEGREES OR CERTIFICATES

7.8.1 New Credit Degrees or Certificates

New programs of study including degrees 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 AO and/or the dean of Career Education. To propose a new degree and/or certificate, faculty must submit the appropriate new curriculum form (due either May 1 or December 1), and then do the following:

- Create a new proposal (certificate or degree) in the CMS.
- Consult with appropriate members of other disciplines/departments when the proposal includes courses outside of the faculty member's discipline.
- Submit the appropriate New SLO form on the OAC portal.
- 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 review 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; if the narratives are submitted or are not correct, the program will not be put on the CPC agenda and will be sent back for corrections.
- Meet all necessary deadlines for review by the CPC and submission to the state.
- Prepare a program narrative and gather supporting documentation as described in the PCAH and submit to the instructional systems analyst prior to the Tech Review stage.

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 the CMS 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 systems analyst will be responsible for updating the CMS 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: Degrees or Certificates

New non-credit programs of study for degrees 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. For any CE based programs, the dean of Career Education should also be consulted. 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 the CMS, 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 both 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 systems analyst 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.
- Include the program SLO (PSLO) and complete the appropriate form on the OAC portal.
- List unit totals (required) as the lowest number of units that fulfill all requirements of the program.
- For certificates of achievement, course totals must fall into one of the categories allowed by the Technical Manual and listed in section 4.4.3.3 of this handbook.

Faculty are also responsible for selecting the appropriate TOP, CIP, and SOC codes for their programs. The alignment of all selected codes is a requirement; if the codes are not aligned, the program will be sent back to faculty authors for updates and modifications.

- 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.
- Classification of Instructional Program (CIP) codes are the **federal** standard for postsecondary instructional program classification. All postsecondary institutions in the US use CIP codes for coding. These codes are used for financial aid, veterans' programs, gainful employment reporting, and accreditation.
- 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.

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 Program and Course Approval Handbook (PCAH) or from the instructional systems analyst.

Programs **must** also adhere to the requirements in the California Community College Curriculum Submission and Approval Technical Manual for the number of units. Any program with a range of total units must exist entirely in one category or another. For example, if a program allows 29-31 units and the program codes allow 16-30 units or 31-45 units, then the program must be modified to fit in exactly one program code.

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 systems analyst 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 or the program will not be moved to the CPC agenda.

8   GRADUATION REQUIREMENTS, TRANSFERABILITY, AND COURSE ARTICULATION

8.1   OVERVIEW

Credit courses approved by the CPC, BOT, and CCCCO 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. Reviewing the information about general education requirements is critical, and the links to the BP/AP are 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 AO early in the process of developing their courses.

- MCGE pattern
- Cal-GETC pattern