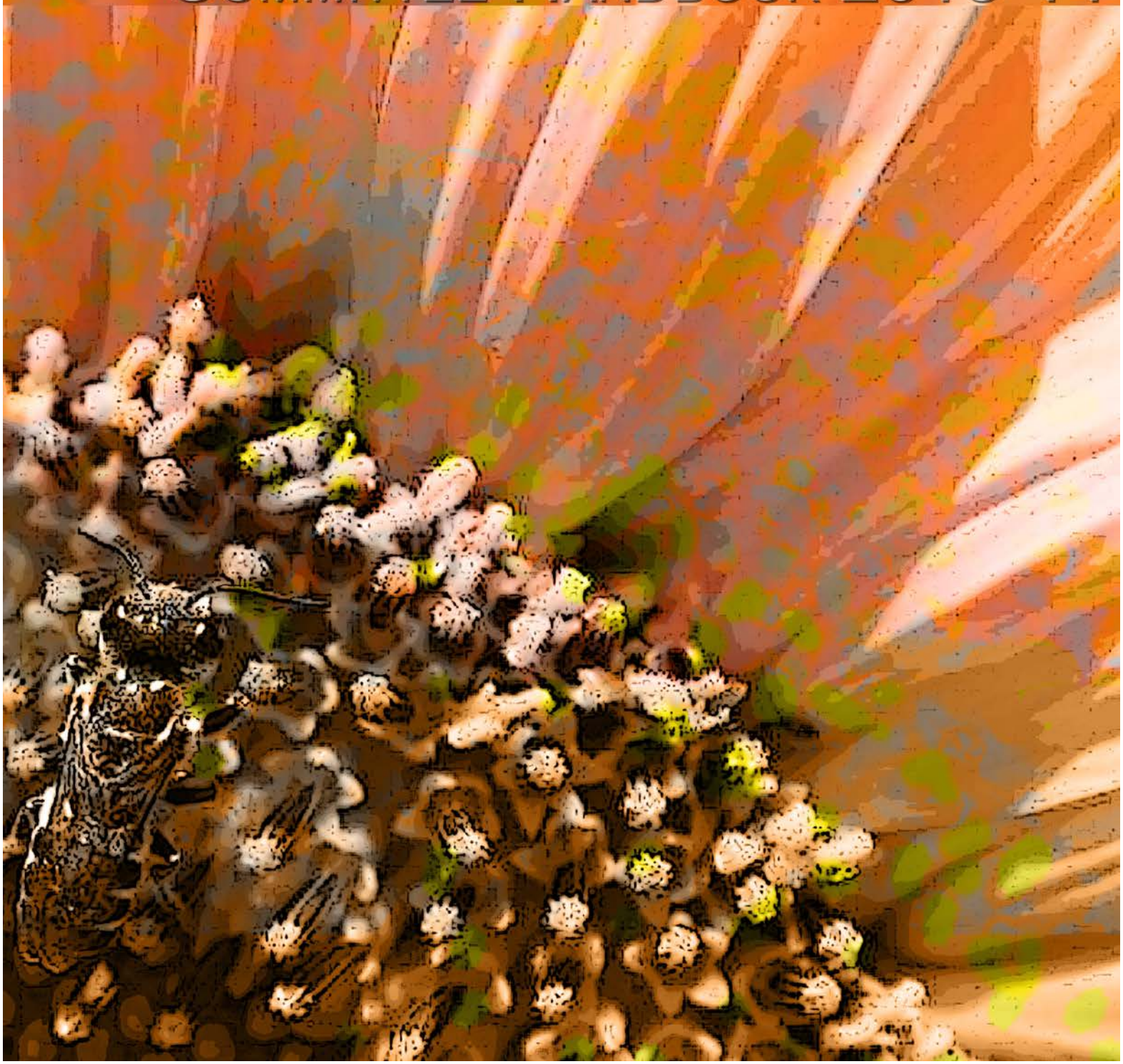
MiraCosta College

Courses and Programs Committee Handbook 2013-14



~ Cover art by Cheryl Broadhead, MAT 110 (Digital Imaging/Adobe Photoshop) student ~

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**** Note regarding the use of this handbook:** Some information in this handbook references electronic links that are available only in the pdf version of the document. All electronic links are available on the C & P website under Documents. (See http://www.miracosta.edu/governance/coursesandprograms/documents.aspx)

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PART I: CURRICULUM REVIEW AND APPROVAL

This section of the handbook is designed to clarify the responsibilities of the Courses and Programs (C & P) Committee and its members.

- 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 C & P.
- 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 Title 5 and the California Education Code that guide the work of C & P.

Chapter 1: Introduction to the C & P Committee

1.1 Scope and Mission

According to MiraCosta College's governance structure, illustrated in Figure 1-1, the C & P Committee exists for the purpose of advising the four college councils, the superintendent/president, and ultimately the Board of Trustees on recommendations pertaining to the programs and courses offered by the college. The committee acts by means of careful study and open discussion to assure the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures.

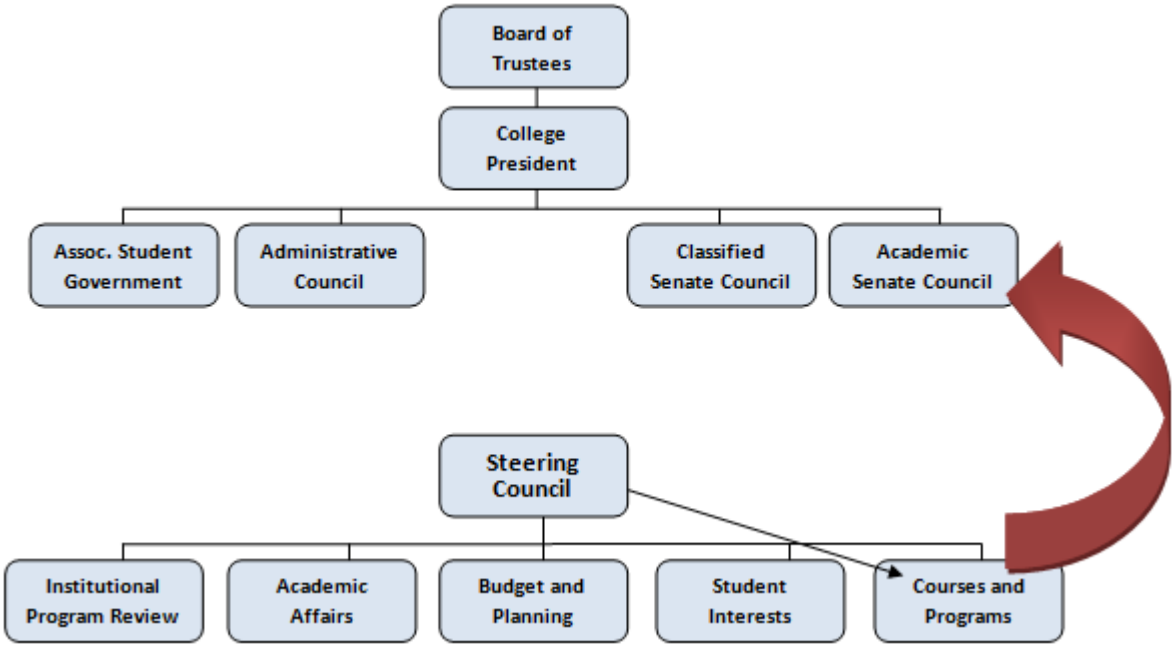


Figure 1-1. MiraCosta College Governance Structure

1.2 Role Within the College

The C & P Committee receives direction from the Steering Council, but its main role within the college is to review and approve (or not) the following:

- New and modified credit and noncredit courses
- New and modified degrees, certificates, and noncredit programs
- Requisites
- Distance education plans
- Honors curriculum
- Instructional materials fees
- General education requirements (for the local pattern only)
- Associated local policies, procedures, and guidelines.

C & P submits its recommendations primarily to the Academic Senate Council but also to the Classified Senate Council, Administrative Council, and Associated Student Government (see Figure 1-1). Once these recommendations are approved, they are forwarded to the Board of Trustees for approval and implementation.

1.3 Responsibilities

Committee members are expected to read all course, certificate, and degree proposals, concentrating on the overall academic integrity of the proposals and their function within the college, its programs, and its mission, provided in Figure 1-2. Moreover, they are to ensure consistency of course content, learning objectives, methods of evaluation, instruction and assessment, standards of reading and writing, and other elements relevant to curriculum college-wide.

> The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.

Figure 1-2. MiraCosta College Mission Statement

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.

1. 4 Composition and Terms

The full Courses & Programs Committee membership consists of thirteen faculty (including the chair, articulation officer, and director of online education), three administrators, two classified staff (one evaluator and one whose job duties relate to curriculum), one associate faculty, and one student, all of whom are selected by their appropriate constituent group because they do the following:

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

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

- Five faculty members who represent general education: one each who teaches in English (ENGL), math (MATH), natural sciences, art and humanities (excluding English), and social and behavioral sciences. (**Note**: If a faculty member from this group takes an absence during the academic year or if no one volunteers to serve, the substitute faculty member cannot be from a department already represented on the committee.)
- Two faculty members from career and technical education (CTE)
- One faculty member from each of the following: counseling, non-credit, and pre-transfer
- The faculty director of online education
- The articulation officer.

Administrators have no term limits on their participation. All other members, including the chair, serve three-year terms (renewable with no term limits) with the exception of the articulation officer and faculty director of online education, who are permanent members of the committee.

The C & P Committee is supported by a variety of personnel, including a curriculum support specialist and a technical writer. While not members of the committee, they are intimately involved with curriculum preparation and technical review.

1.5 Authority

The ACCJC has specific standards for the course outline of record that the college must meet for accreditation purposes. In addition, Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board. It provides the framework that guides the program and course approval process by the California Community Colleges Chancellor's Office. Title 5 also stipulates that credit programs must be reviewed by Career Technical Education Regional Consortia when applicable.

1.6 References and Resources

- Academic Senate for California Community Colleges: http://asccc.org/
- Accrediting Commission for Community and Junior Colleges: http://www.accjc.org/
- Barclays Official California Code of Regulations (Title 5): http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000
- California Community Colleges Chancellor's Office: http://www.cccco.edu/
- California Education Code: http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20
- C & P website: http://www.miracosta.edu/Governance/CoursesAndPrograms/

Chapter 2. C & P Committee Standing Rules and Operating Procedures

2.1 Membership and Attendance

Committee membership for 2013-14 is as follows (* indicates member of CPCC, Courses and Programs Curriculum Committee):

- Gail Baughman, Chair* (spring 2015)
- Shafin Ali, Economics * (spring 2015) GE Area D
- Rita Barden, Nursing* (spring 2014) CTE
- Angela Beltran-Aguilar, Mathematics* (spring 2014) GE Area A2
- Mary Benard, Vice President of Instructional Services (spring 2015)
- Joanne Benschop, Articulation Officer* (permanent appointment)
- Jim Julius, Faculty Director Online Education (permanent appointment)
- Andrew Layton, Dramatic Arts* (spring 2015) GE Area C
- Melissa Lloyd-Jones, English as a Second Language* (spring 2014) Basic Skills
- Carlos Lopez, Dean**,** Math, Sciences, and Performing Arts (spring 2014)
- Maria Lopez-Aguilar, Classified, Noncredit Support Supervisor (spring 2014)
- Gail Meinhold, Nutrition* (spring 2016) CTE
- Anthony Ongyod, Communication* (spring 2015) GE Area A1 (substitute)
- Erika Peters, Physics* (spring 2015) GE Area B
- Robbi Rosen, Career Counseling* (spring 2016) Counseling
- Angela Senigaglia, Noncredit English* (spring 2015) Non-credit
- Dixie Maroney, Classified, Admissions & Records Specialist (spring 2016)
- Al Taccone, Dean, Career and Technical Education* (spring 2015)
- Student Representative (TBD)
- Associate Faculty* (TBD)

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

A committee orientation and training meeting takes place during Flex week in August and **new member attendance is mandatory**. The state will remove MiraCosta's ability to approve curriculum locally if the college does not adequately train its committee members and submit the appropriate documentation of training to the Chancellor's Office.

2.2 General Operating Procedures

2.2.1 Calendar planning. The C & P Calendar for the upcoming academic year (Figure 2-1) is approved in May and posted to the C & P website. The approved calendar is sent to the Academic Senate Council as information.

2.2.2 Meetings and protocol. The C & P Committee meets from 2 to 4 p.m. on the second and fourth Thursdays of the month during the academic year. (Exceptions are made when the schedule conflicts with school holidays.) Once established, the meeting schedule is published on the C & P website. During the fall curriculum review cycle, CPCC may meet in lieu of the full C & P Committee to review and approve curriculum (see section 2.3.1 for a full description of CPCC's role within C & P).

Meeting protocol includes the following:

- Business is conducted in accordance with Robert's Rules of Order.
- All meetings of C & P are open to the public.
- Minutes recorded at each meeting are reviewed and approved at the following C & P meeting for posting within one week of approval on C & P's website: http://www.miracosta.edu/governance/coursesandprograms.
- A quorum of the full C & P Committee, or of CPCC, as appropriate to the published agenda, 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.

2.2.3 Posting of agendas. Draft agendas for C & P meetings are distributed electronically to committee members approximately 1 week prior to the meeting. C & P agendas are distributed to All Governance via email and posted to the C & P website no later than Tuesday morning prior to each meeting date. A final agenda, designating consent versus discussion items (see section 2.2.4), is released to All Governance via email approximately 24 hours prior to each C & P meeting.

2.2.4 Review and discussion using the Portal. Agenda items and supporting documents, including links to the Course Outlines of Record (CORs), are posted to the C & P Portal site for preliminary review and committee discussion (https://portal.miracosta.edu/default.aspx). Agenda items are assigned to all or a portion of CPCC and/or the full C & P Committee as primary reviewers (see section 2.3.1). All college faculty and staff may log in to view C & P's Portal discussion and commentary, but only committee members may post comments on agenda items. Committee discussion and recommendations on the Portal form the basis for generating the consent calendar. The C & P chair is responsible

for reviewing all recommendations on the Portal as well as for constructing and publishing the consent calendar approximately 24 hours prior to the meeting.

Fall 2013

Stage 5-Tech Review Date	C&P Meeting Date	Time	Location	Notes
N/A	**8/15**	3-5 p.m.	OC1202	C&P Committee members' training
8/9	**8/22**	2-4 p.m.	OC1202	
8/30	**9/12**	2-4 p.m.	OC1202	Sunset List sent to all departments
9/13	**9/26**	2-4 p.m.	OC1202	Last date for approval of all **NEW** UC transferable/IGETC courses.
9/27	**10/10**	2-4 p.m.	OC1202	Last date for approval of all **NEW** courses.
10/11	**10/24**	2-4 p.m.	OC1202	The last date for approval of all **NEW** certificates and degrees.
11/1	**11/14**	2-4 p.m.	OC1202	
11/22	**12/5**[1]	2-4 p.m.	OC1202	Last meeting for credit course/program approvals; review Sunset Deferral and Compliance Exception requests

[1] ***Due to Finals Week, C&P will meet on the first Thursday of December instead of the second Thursday.***

Spring 2014

Date	Time	Location	Notes
1/23	2-4 p.m.	OC1202	Non-credit, online, and topics courses plus any carry-over curriculum returned by, and returning to, C&P from fall
2/13	2-4 p.m.	OC1202	Instructional Materials Fee list review
2/27	2-4 p.m.	OC1202	Deadline for changes to APs/BPs that impact catalog production
3/27	2-4 p.m.	OC1202	
4/10	2-4 p.m.	OC1202	Updates to Disciplines/MinQuals/Course Placement lists
4/24	2-4 p.m.	OC1202	
5/8	2-4 p.m.	OC1202	C&P Handbook Updates; 2014-15 C&P Calendar approval

Figure 2-1. 2013-14 C & P Calendar

2.2.5 Annual deadline for curriculum review and approval. Curriculum proposals are reviewed throughout the fall semester. Faculty may initiate curriculum proposals at any time in response either to their department's needs or to state mandates for modifications.

All proposals for new curriculum (courses, degrees, and certificates) must be vetted to the department, dean, and Technical Review by May 1 preceding the fall curriculum review cycle using the New Curriculum Planning Form, illustrated

in Figure 2-2. New curriculum proposals have specific review deadlines, as illustrated in Figure 2-1.

New Curriculum Planning Form

(Additions to the Catalog: Year 2014-15) Stage: Submit

Submitted by: **Discipline/Department name:**

Title of new course (and proposed designator), certificate, or degree:

Brief description of new course, certificate, or degree:

Brief rationale for developing the new course, certificate, or degree, including how it fits within, or extends, the existing offerings at the college:

New course proposals (only): Please list all certificates and/or degrees that will be impacted by this new course proposal and the nature of the impact:

Has this new course/certificate/degree proposal been vetted through program review? Yes ○ No ○

Has the new course received approval from the Instructional Dean? Yes ○ No ○

Transferable courses (only):
If the new course is designed to be transferable, have you consulted with the Articulation Officer?
Yes ○ No ○
Articulation Officer has agreed the course will be transferable? Yes ○ No ○
Articulation Officer has agreed course meets requirements for transferable GE or major preparation?
Yes ○ No ○

New courses proposed for the Honors designation should be initiated only after consultation with the Honors Scholar Program (HSP) coordinator:
Has this course been approved for inclusion in the Honors Program? Yes ○ No ○
Date of consultation with Honors (HSP) Coordinator:

Department Chair:

Figure 2-2. New Curriculum Planning Form

Faculty are responsible for managing and updating their curriculum in accordance with standards set forth by Title 5, the Chancellor's Office, and ACCJC. All course and program proposals must come before the C & P Committee for review and approval during the fall curriculum review cycle. (See Part 2: Curriculum Development and Modification for specific information regarding how to create new or modify existing courses and programs.)

2.3 C & P Agendas

2.3.1 Format. The C & P agenda consists of items to be voted on (consent and action items) as well as items that are not up for a vote (discussion items). Action items are delegated an amount of time deemed appropriate to the task on the agenda; however, times are estimates only. The committee votes to approve the agenda, including all consent items, at the start of the meeting. Eleven of the twenty members must approve an item to have it placed on consent. Prior to the vote, any committee member may elect to pull any item off consent. Items approved on the consent agenda are not discussed at the meeting.

The roles and responsibilities of the C & P Committee fall under two main categories: curriculum review and governance items (district policies and procedures) related to curriculum. The responsibility for curriculum review (defined as all additions, modifications, or deletions of courses, certificates, or degrees managed via the WebCMS curriculum management system at the college) is exclusively delegated to a standing subcommittee of C &P referred to as CPCC, the Courses and Programs Curriculum Committee.

CPCC is comprised of thirteen faculty members and one administrator. The thirteen members include the chair, articulation officer, director of online education, two CTE faculty members, one counselor, one faculty member from non-credit, one faculty member who teaches pre-transfer level courses, and one faculty member from each of the five general education areas/subareas (Plan A Areas A-D). Seven of the thirteen members must approve new curriculum proposals to have them placed on consent. Curriculum modification proposals, which are reviewed by a four-member subgroup of CPCC, must be approved by three members to be placed on consent. The faculty chair of CPCC votes only in the case of a tie.

Governance items that include additions, modifications, or deletions to board policies and/or administrative procedures under C & P's jurisdiction are the responsibility of, and are acted upon by, the full C & P Committee. Eleven of the twenty members must approve an item to have it placed on consent.

C & P agendas are divided into CPCC items versus C & P items based on the delegation of responsibilities described above. It is thus possible that for any given meeting date, depending on the nature of the items on the agenda, only CPCC and not the full C & P Committee may meet. This is especially true during the fall curriculum review cycle when numerous curriculum-only items may comprise the full agenda.

All curriculum proposals submitted for CPCC approval are classified into one of four categories, illustrated in Figure 2-3, and reviewed by CPCC accordingly.

2.3.1.1 **New course or program**: This classification deals with all new curricular items proposed by faculty. Any form of new curriculum receives the full review of all members of CPCC as an agenda item. All new course and program proposals receive two readings by the committee: the first as a discussion item and the second as an action item.

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

- Hours/units change
- Content change (new or removed) estimated to be 25% or more
- Change to prerequisites, corequisites, or advisories
- Repeatability status change
- Request for online delivery
- New request for general education status (including cultural diversity, American institutions, and lifelong learning)
- Integration of the course outline (first update/modification since implementation of the integrated outline format in 2009)
- State-mandated 6-year update.

All proposals containing a major change undergo primary review by a team of CPCC members (comprised of a minimum of four members) and are included on the agenda.

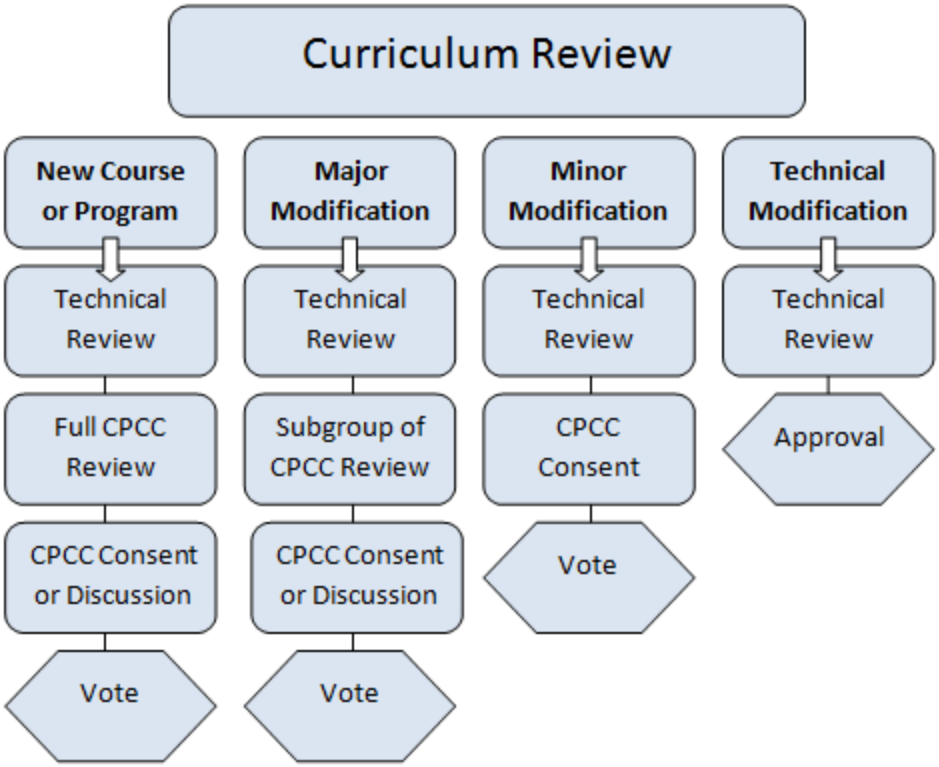


Figure 2-3. CPCC Curriculum Review Categories

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

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

All proposals containing minor changes are reviewed by the Technical Review Committee and placed on the CPCC agenda as a consent item.

2.3.1.4 **Technical modification**. Technical changes to a course, certificate, and/or degree are made by the Technical Review Committee and performed administratively by the curriculum support specialist. They do not appear on the CPCC agenda. Such technical changes include the following:

- Compensatory modifications to existing degrees and/or certificates **<u>after</u>** course proposals have been approved by CPCC, such as the following:
    - Name (title) change of courses (e.g., MUS 115 name change from "Intro to Music" to "History and Appreciation of Western Music")
    - Designator change (e.g., CIS 100 to CSIT 110)
    - Course unit changes (e.g., MATH 103, 3 units, to MATH 103, 4 units) as long as such changes do not cross the 18-unit threshold, necessitating a change in certificate type (i.e., proficiency versus achievement)
    - Substitution (approved by the committee) of a course to replace an existing course in a certificate (e.g., CSIT 125 substituting for CIS 150 and 151)
    - Addition of an honors course to degrees and certificates that already include its non-honors counterpart.
- Modification of CORs in the official database as the result of CPCC actions, such as the following:
    - Updating Form B (requisite form) when a course designator or number changes
    - Modifying section C1 of COR (prerequisites, advisories, corequisites, etc.) for the same purpose
    - Correcting punctuation, grammar, and/or spelling.
- Modification to an existing degree or certificate, upon department request and with dean approval, to allow the substitution of a higher level course (e.g., CHEM 110 in lieu of CHEM 100).
- Modification of the Liberal Arts—Area of Emphasis degrees to add courses approved for CSU and/or IGETC. The articulation officer notifies all full-time faculty when such approvals are granted.
- Deletion of a degree upon state approval of a similar transfer degree (AA-T or AS-T) provided the respective department supports its deletion.

2.3.2 <u>Proposal discussion</u>. The agenda's action (non-consent) items and first agenda postings for new course or program proposals are open for committee

discussion, and faculty authors of proposals are encouraged but not required to be present during this discussion to address any questions or concerns that are raised. Often the discussion at the meeting reflects and encompasses commentary posted on the C & P Portal site, so faculty authors can prepare in advance for the discussion by accessing and viewing the committee Portal discussion related to their proposal.

2.3.3 Advocacy process for unresolved encroachment issues. When encroachment issues between departments have not been resolved prior to bringing new curriculum forward to CPCC, each department will be allowed to advocate before the committee at the proposal's first reading. Each department is allowed up to three representatives and a maximum of six minutes for its presentation.

2.3.4 Motions/voting. All CPCC members have equal rights with regard to making motions and voting on program and course proposals as well as all other committee business on the agenda with the exception of the faculty chair of C & P who votes only in the case of a tie. Some course proposals require separate additional motions and votes because the proposal includes an additional parameter, such as a request for GE, online status, or prerequisites, to an otherwise standard course. (Information regarding the standards related to each of these additional requests is provided in Part II, section 4.6.)

2.4 Post-meeting Actions

2.4.1 Approved curriculum proposals. CPCC-approved curriculum proposals are submitted as consent items to the Academic Senate Council. The Office of Instruction then submits the ASC-approved curriculum to the Board of Trustees. Upon board approval, the curriculum support specialist works with appropriate support personnel to update college software programs that are integral to student registration and catalog/schedule development (such as PeopleSoft, TracDat, and Eddi).

Pending implementation, the recently approved curriculum proposals reside and can be viewed in the "future" database of WebCMS. During this time frame, the articulation status of new courses is updated in WebCMS by the articulation officer as the results of proposal submissions to transfer institutions are obtained.

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

2.4.2 Deferred curriculum proposals. Proposals requiring modifications based on committee discussion are deferred until the next C & P meeting. Faculty authors work with the curriculum support specialist during this time interval to make the appropriate edits and/or modifications to their proposals at the agenda stage in WebCMS.

2.4.3 Approved policies and procedures. A variety of board policies and administrative procedures pertaining to programs and courses (see Figure 3-2), as well as any other governance issues assigned to the C & P Committee by the Steering Council, fall under the responsibility of the full C & P Committee.

Recommendations for modifications to existing policies and procedures or the creation of new policies or procedures that are approved by C & P are submitted as recommendations to the Academic Senate Council. The Academic Senate Council follows procedures as outlined in BP/AP 2410 Policy and Administrative Procedures with regard to the review, approval, and subsequent forwarding of all procedures, policies, and recommendations received from C & P. All new or modified policies and/or procedures approved in this manner are posted on the Board of Trustees college website and/or incorporated in the next version of the college catalog and C & P Handbook, as appropriate.

Chapter 3. C & P 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 composition of the curriculum subcommittee (CPCC) of C & P reflects and supports the primary role of faculty in decisions regarding curriculum at MiraCosta College. C & P, through the actions of CPCC, assumes responsibility for the development, review, renewal, and recommendation of curriculum that is forwarded first to the Academic Senate Council and ultimately to the Board of Trustees for approval.

Members of C & P 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 as a whole.

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

3.1.1 Course outline review. A CPCC member who is assigned a proposal as a primary reviewer is expected to review each proposal in its entirety, including all supplemental forms. All new curriculum proposals (courses, certificates, and degrees) are assigned to all members of CPCC. Modification proposals for existing curriculum are assigned to a portion of the committee (a "team") for primary review, as described in section 2.3. Any committee member, however, may review any curriculum on the agenda, out of personal interest or in response to team discussion on the Portal, whether or not he or she has been assigned it for primary review.

Many, if not all, of the technical and legal aspects of proposals, including hours/units compliance, general integration of the course outline, and grammar and spelling, will have been reviewed by numerous parties (e.g., the respective department chair and instructional dean as well as members of the Technical

Review Committee) before the proposal is placed on the CPCC agenda; therefore, these issues should not constitute the primary focus of CPCC's review.

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

- Appropriateness of the discipline/designator assignment
- Validity of course prerequisites, corequisites, and advisories
- Consistency in content descriptions in terms of adequately describing the "body of knowledge" and supporting the learning objectives and student learning outcomes
- Consistent and clear evidence of required critical thinking
- Appropriateness to one of the five California community college missions
- Demonstrated student/workforce need, especially with regard to certificate proposals
- Potential overlap and/or competition with other courses outside of the department
- Adherence to guidelines and/or rules regarding course repeatability
- Adherence to guidelines and/or rules regarding allowed co-scheduling (stacking) of courses
- Appropriateness for online delivery
- Consistency of given courses to the standards and criteria set forth for general education or honors, as appropriate.

3.1.2 Course outline supplemental form review. The supplemental forms that accompany some course outlines trigger an additional level of scrutiny because each one represents a request to add a new or review an existing parameter to an otherwise standard course. These parameters, which require a separate vote of approval by CPCC as dictated by Title 5 or local standards, are as follows:

- Distance education course delivery (Form A)
- Allowed advisories, prerequisites, and/or corequisites (Form B)
- Honors status (Form C)
- MiraCosta general education (no supplemental form; see the Help link on the Cover Sheet of WebCMS, section 2A1, for the criteria or Part II, Figure 4-8, of this handbook).

The supplemental forms are not part of the publicly viewed COR; they represent internal documents that guide the committee to the evidence contained within the COR to be used as a basis for decision making. Additional information regarding the standards related to each of these additional approvals and/or supplemental forms is provided in Part II, section 4.6.

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

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

When CPCC approves a new program, which is then endorsed by the Academic Senate Council and ultimately the Board of Trustees, the college is ensuring with the state that the program is viable and affordable, and, in the case of a CTE program, it will lead to living-wage jobs in MiraCosta's service area.

Chapter 4, section 4.4, explains the curriculum approval standards and criteria CPCC uses to review certificate and degree programs. As faculty members consider the development of new programs of study, they should review the California Community Colleges Program and Course Approval Handbook (PCAH) to help determine the viability and need for a new transfer or CTE program. The handbook provides an in-depth explanation of all the criteria the state uses to approve transfer and CTE programs. (See Part II, section 4.8 for writing standards and guidelines regarding credit programs and certificates.)

3.1.4 Stand-alone course review. AB 1943 permits community college districts to approve 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. These courses, such as those that are included only in a certificate of proficiency, are commonly called "stand-alone" courses. AB 1943 also requires the Chancellor's Office to monitor local approval of stand-alone credit courses. To comply with this legal mandate, each year colleges must report their stand-alone course inventory to the state. Moreover, the state requires that all individuals involved in curriculum review and approval (i.e., all CPCC members, instructional deans, and support personnel) receive training on stand-alone courses. This training is conducted at the start of the fall semester, and documentation of 100% compliance is forwarded to the state each September. If the right to locally approve stand-alone courses is not used

discriminately by the college, the Chancellor's Office has the authority to revoke this privilege.

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 overall mission and goals. Each stand-alone course should include a rationale that explains its unique role within the curriculum so reviewers can distinguish its role from that of similar courses. Basic skills courses are appropriate stand-alones as are Topics courses, which by definition are temporary and experimental. Examples of other courses that do or do not meet state guidelines for stand-alone status are listed in training documents provided by the Chancellors Office: Local Approval of Credit Courses.

3.1.5 Technical Review Committee role. The Technical Review Committee focuses on the format, legalities, and writing standards of the course proposals rather than the merits of each outline. Forwarding a proposal from the technical review stage to the CPCC agenda stage does not constitute approval of the curriculum but rather signifies that all technical aspects of the proposal have been addressed, via dialog, between the Technical Review Committee and the author of the proposal. Any unresolved issues that remain of concern to the Technical Review Committee are documented in the proposal audit trail and are available for review by CPCC members. The Technical Review Committee has limited authority to review and approve certain non-substantial curricular modifications without additional and specific CPCC approval, as outlined in Figure 3-1.

3.2 Committee Work Related to Policies and Procedures

3.2.1 Steering Council assignments. A wide variety of Board Policies (BPs) and Administrative Procedures (APs) have been assigned to C & P by the College Steering Council. These APs and BPs, listed in Figure 3-2, are C & P's responsibility in terms of future edits and/or modifications and are located on the Board of Trustees webpage.

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

3.2.2 Discipline selections and course placements in disciplines. C & P maintains, in cooperation with Human Resources, an official disciplines and course list for all credit and noncredit courses. Each spring (April), working with discipline faculty, C & P reviews and updates these lists and forwards the updated lists to the Academic Senate Council. Once approved by ASC, the updated lists are

distributed to department chairs, instructional deans, and Human Resources and are posted on the C & P website.

3.2.3 Instructional Materials Fee review. At the start of the spring semester, Instructional Services contacts departments that have courses with an Instructional Materials Fee (per AP 5031). The department reviews and updates the material fee and its associated description. Instructional Services updates the Instructional Material Fee Annual Report to reflect any changes and submits the document to C & P for approval in February. C & P then forwards the report to the Academic Senate Council and the Board of Trustees.

Modification of existing degrees and certificates *after course approvals* with regard to the following:

- Name (title) changes of courses (e.g., MUS115 Introduction to Music to MUS115 History and Appreciation of Western Music) designator changes of courses (e.g., CIS100 Computer Applications to CSIT110, Computer Applications)
- Unit changes of courses (MATH103, 3 units to MATH103, 4 units) *as long as it does not result in the certificate crossing the 18 unit* mark (making it a certificate of achievement, which requires state approval)
- Substitution of a course that was approved by the committee as a replacement to existing courses on the certificate (e.g., when two small-unit courses are combined into a larger-unit course; CSIT125 = CIS150 + CIS151)
- Addition of the honors course to all degrees and certificates that currently list the parent course as part of the degree or certificate (e.g., adding HIST100H as an option with HIST100 in the requirements for the associate degree in history).

Modification of CORs in the official database with regard to the following:

- Form Bs, course designator or number, when the course has been approved for this change (e.g., making the CIS to CSIT change for any course that currently carries such a course as a prerequisite, corequisite, or advisory)
- Modification of the CORs (section C1: prerequisites, advisories, corequisites) for the same purpose.

Figure 3-1. Examples of Technical Review-Approved Non-substantial Modifications (Spring 2010)

BP/AP 4020	Program and Curriculum Development
AP 4021	Program Discontinuance
AP 4022	Course Approval Process
BP/AP 4025	Philosophy and Criteria for Associate Degrees and General Education
AP 4026	Philosophy and Criteria for International Education *(joint with Academic Affairs Committee)*
BP/AP 4050	Articulation
BP/AP 4070	Course Auditing
BP/AP 4100	Graduation Requirements for Degrees and Certificates
AP 4101	Directed Studies
AP 4102	Career and Technical Education *(joint with Institutional Program Review Committee)*
AP 4105	Distance Education
BP 4106	Post Baccalaureate Nursing Students
BP/AP 4220	Standards of Scholarship *(joint with Academic Affairs Committee)*
AP 4222	Developmental Course Work
BP/AP 4225	Course Repetition
BP/AP 4260	Prerequisites and Corequisites
AP 5031	Instructional Materials
AP 5052	Student Open Enrollment *(joint with Academic Affairs Committee)*

Figure 3-2. C & P Related Board Policies and Administrative Procedures

Chapter 4. Curriculum Approval Standards and Criteria

4.1 Degree Applicable Credit Courses

4.1.1 Criteria. A degree applicable credit course must meet one of the following criteria as specified in Title 5, §55805.5:

- A lower division course accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer
- A course that applies to the major in non-baccalaureate occupational fields
- An English course not more than one level below the first transfer level composition course (ENGL 100). Each student may count only one such course as credit toward the associate degree.
- A mathematics course above and including Elementary Algebra (MATH 30)
- A credit course in English or mathematics taught in or on behalf of other departments and which, as determined by the local governing board, requires entrance skills at a level equivalent to those necessary for the courses specified in the English and math descriptions above.

4.1.2 Standards. Degree applicable courses must adhere to the following regulations established in Title 5 §55002:

- **Degree-Applicable Credit Course**. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of §55062, and which 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.
    - **Curriculum Committee**. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

    - **Standards for Approval**. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

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

- **Units**. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

- **Intensity**. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

- **Prerequisites and Corequisites**. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

- **Basic Skills Requirements**. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

- **Difficulty.** The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

- **Level**. The course requires critical thinking, learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

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

- **Conduct of Course**. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

- **Repetition**. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with §55040) of subchapter 1 of chapter 6, and §58161.

4.1.3 Chancellor's Office data (required) elements. In addition to the criteria specified above, the Chancellor's Office of the California Community Colleges requires that the following additional information be contained on the Course Outline of Record for all credit courses:

- Taxonomy of Programs (TOPS) code
- Course Identification Number
- Course Title
- Credit Status
- Transfer status
- Basic skill status
- SAM code (occupational status)
- Course classification code (CB11-requred by SB361 and AB1943)

- Special class status (CB13-for disabled students Title 5, §56029)
- Prior to college level (CB21-English/ESL courses prior to college level)
- Funding agency category (CB23-funding for courses development, an Economic Development Grant)
- Program status (CB24- stand-alone or program applicable, per AP1943).

4.2 Non-degree Applicable Credit Courses

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 pre-collegiate basic skills courses

- To safeguard the integrity of the associate degree by ensuring that such courses are not counted within the degree.

4.2.1 Criteria. 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 governing board and falls within one of the following categories:

- Pre-collegiate basic skills courses as defined by §55502(b)

- Courses designed to enable students to succeed in college-level work (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills

- Pre-collegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs

- Essential occupational instruction for which meeting the standards of an associate degree credit course ins neither necessary nor required

- Courses not part of a degree or certificate program, including IGETC, CSU GE and local GE patterns (also known as "stand-alone" courses).

4.2.2 Standards. In addition to meeting the criteria above, a non-degree applicable credit course must conform to the following standards specified in Title 5 §55002(b):

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

  - **Units**. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.

  - **Intensity**. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

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

- **Course Outline of Record**. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a

whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

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

- **Repetition**. Repeated enrollment is allowed only in accordance with the provisions of §51002, article 4 (commencing with §55040) of subchapter 1 of chapter 6, and §58161.

4.2.3 Chancellor's Office data (required) elements. In addition to the criteria specified above, the Chancellor's Office requires that the following additional information be contained on the Course Outline of Record for all credit courses:

- Taxonomy of Programs (TOPS) code
- Course Identification Number
- Course Title
- Credit Status
- Transfer status
- Basic skill status
- SAM code (occupational status)
- Course classification code (CB11-requred by SB361 and AB1943)
- Special class status (CB13-for disabled students Title 5, §56029)
- Prior to college level (CB21-English/ESL courses prior to college level)
- Funding agency category (CB23-funding for courses development, an Economic Development Grant)
- Program status (CB24- stand-alone or program applicable, per AB1943).

4.3 Stand-alone Credit Courses

4.3.1 Definition. Any course that is not a required course or a restricted elective for any credit program (degree or certificate of achievement) approved by the State Chancellor's Office is designated as a "stand-alone" course.

4.3.2 Standards for local approval. Effective for courses to be offered beginning in fall 2007, a community college district may, until Dec. 31, 2013, approve and offer nondegree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program without separate approval by the Chancellor, provided that the district continuously complies with the following requirements:

- The college curriculum committee and district governing board have approved each such course pursuant to §55002.

- The district submits a certification by September 30th of each year verifying that the persons who will serve on the curriculum committee and others who will be involved in the curriculum approval process at each college within the district for that academic year have received training consistent with guidelines prescribed by the Chancellor on the review and approval of courses not part of educational programs.

- No course which has previously been denied separate approval by the Chancellor or is part of a program that has been disapproved by the Chancellor may be offered pursuant to this subdivision unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the college curriculum committee and district governing board.

- No group of courses approved pursuant to this subdivision which total 18 or more semester units or 27 or more quarter units in a single four-digit Taxonomy of Programs code may be linked to one another by means of prerequisites or corequisites.

- No student may be permitted to count 18 or more semester units or 27 or more quarter units of coursework approved pursuant to this subdivision toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major or area of emphasis for completion of an associate degree.

- The district promptly reports all courses approved pursuant to this subdivision to the Chancellor through the Chancellor's Office Management Information System.

The Chancellor may, at any time, terminate the ability of a district to offer courses pursuant to subdivision (b) if he or she determines that a district has failed to comply with all of the conditions set forth in that subdivision. In that event, the district will become immediately subject to the requirements of subdivision (d).

Effective Jan. 1, 2014 the governing board of each community college district shall separately submit for approval by the Chancellor all nondegree-applicable credit courses and individual degree-applicable credit courses which are not part of any approved educational program.

(Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: §70901 and §78401, Education Code.)

4.4 Degree Programs and Certificates

4.4.1 Overview. An "educational program" is defined in Title 5 as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." In practice, however, the Chancellor's Office approves only associate degrees and those credit certificates that community colleges wish to award to students that will be listed on transcripts. In addition, the state recognizes noncredit programs of a specified duration (288 hours or more).

MiraCosta offers defined courses of study that lead to an associate degree (associate in arts, associate in science, associate in arts for transfer, and associate in science for transfer), the associate in science degree, certificates of achievement, and certificates of proficiency. All new or substantially revised programs leading to a degree as well as new or substantially revised certificates of achievement are submitted to the Chancellor's Office for approval. In addition, all new or substantially revised programs in the vocational arena are submitted to the Region 10 Workforce Development Council for approval.

4.4.2 Types of credit certificates

- A *certificate of achievement* is a sequence of courses consisting 18 or more units of degree-applicable course work. Certificates of achievement must be approved by CPCC and the Chancellor's Office. Career and technical education (CTE) certificates are also approved by the Region 10 Workforce Development Council. Students who successfully complete all

requirements and petition for a certificate of achievement have the name of the certificate on their transcript. CTE certificates of 12 to 18 units may be submitted for Chancellor's Office and Region 10 Workforce Development Council approval if they cover a level of preparation and focused knowledge comparable to a certificate that consists of 18 units. Faculty interested in this option should contact the dean of career and technical education for more information.

- A *certificate of proficiency* is a sequence of courses consisting of fewer than 18 units of degree-applicable course work. Certificates of proficiency must be approved by CPCC but do not require Region 10 Workforce Development Council nor Chancellor's Office approval. Certificates of proficiency do not appear on the student's transcript.

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

Submission to the Chancellor's Office for a certificate of achievement requires completion of Form CCC-501, New Credit Program. It consists of 21 critical items that must be completed, including but not limited to the following:

- Statement of program goals and objectives
- Catalog description
- Program requirements
- Background and rationale
- Enrollment and completer projections
- Place of program in curriculum/similar programs
- Similar programs at other colleges in service area
- Labor market information and analysis or transfer documentation
- Facilities and equipment plan
- Financial support plan
- Faculty qualifications and availability.

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

fall to the Chancellor's Office for return approval by the next year's catalog publishing date.

Faculty interested in creating a new program or certificate should review the California Community Colleges Program and Course Approval Handbook and meet with the dean of career and technical education in early summer to begin this process.

4.4.4 Creating a new certificate of proficiency. Certificates of proficiency are short-term certificates designed to prepare students for the first step in the career ladder. Courses completed for a certificate of proficiency can often be applied toward a certificate of achievement and/or an associate degree. Certificates of proficiency proposals require a rationale for how the certificate will meet student and community needs, a certificate description, and a list of program requirements.

4.4.5 Creating a new program (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/AP4025.

All associate degrees require Chancellor's Office approval. Like submission of a certificate of achievement, a new major requires completion of Form CCC-501, New Credit Program, detailed above in section 4.4.3. Paperwork for new programs is normally submitted in late fall to the Chancellor's Office for return approval by the next year's catalog publishing date.

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 WebCMS after consulting with the articulation officer if the degree is intended for transfer students or the dean of career and technical education if it is intended for CTE 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.

4.4.6 Creating a new area of emphasis to the liberal arts degree. The Chancellor's Office has already approved this major, but any new areas of emphasis attached to the Associate in Arts in Liberal Arts degree must be submitted to the Chancellor's Office for approval. These areas are primarily transfer-based, and documentation must be submitted that demonstrates how a new emphasis will

work for the transfer student. Faculty interested in creating a new area of emphasis should meet with the articulation officer.

4.4.7 Revising or deleting a certificate of achievement. Once a certificate has been approved, revisions generally require much less paperwork. If the revisions are in keeping with the original scope of the certificate, then these "non-substantial" changes will be submitted to the Chancellor's Office by the dean of career and technical education after CPCC approval.

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 and technical education before proceeding to evaluate the "impact" (and potential additional paperwork) of the proposed changes.

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

4.4.8 Revising or deleting a program. Once a program (area of emphasis linked to a degree) has been approved, revisions generally require much less paperwork. If the revisions are in keeping with the original scope of the major, then these "non-substantial" changes will be submitted to the state by the dean of career and technical education after CPCC approval.

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

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

4.5 Noncredit Courses

4.5.1 Criteria. A noncredit course must fall under one of the nine areas covered by the California Education Code, §84711(a), as follows:

- 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 course or classes in reading, mathematics and language arts
- English as a second language
- Classes for immigrants eligible for educational services in citizenship, English as a second language, and work force 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.

These courses may or may not be designed to prepare students to succeed in degree-applicable courses. (For more information on noncredit, see Noncredit at a Glance.)

4.5.2 Standards. In addition to meeting the criteria above, a noncredit course must conform to the following standards specified in Title 5, §55002(c):

- The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with §55150) of subchapter 2 of this chapter and satisfy the requirements of §58160 and other applicable provisions of chapter 9 (commencing with §58000) of this division.

- The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, 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.

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

- Repeated enrollment is allowed only in accordance with provisions of section 58161.

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.

- Chapter 1 outlines the responsibilities of everyone involved in the curriculum development and review process.
- Chapter 2 explains the curriculum review process itself and identifies courses that should be updated and reviewed in the fall.
- Chapter 3 provides instructions for using WebCMS.
- Chapter 4 identifies the purpose of and standards for each section of the course outline of record (COR).
- Chapter 5 covers MiraCosta graduation requirements, California State University (CSU) and University of California (UC) transferability, and course articulation.

Chapter 1. Roles and Responsibilities

1.1 Faculty Authors

Community college faculty, as empowered by AB1725, have primacy in the area of curriculum development and as such are solely responsible for initiating new curriculum or making modifications to existing curriculum. The faculty's role in the curriculum development and modification process includes the following:

- Determining—based on a process of planning, visioning, and extensive discussion with department members, the articulation officer, and appropriate administrators—appropriate and necessary changes to the college curriculum
- Generating new course, certificate, or program proposals after carefully investigating and addressing any overlapping content with existing curriculum. (**Note**: Plans to propose new curriculum in the fall must be disclosed by May 1 of the preceding spring using the New Curriculum Planning Form located on the portal.)
- Initiating action to modify or delete existing courses, certificates, or programs
- Evaluating program impact of course proposals and making appropriate modifications to any affected certificates and/or programs at the same time
- Completing all fields and all forms related to curriculum proposals in the curriculum management system (WebCMS)
- Meeting college, regional, and state deadlines for curriculum review and approval.
- Revising new proposals or existing Course Outlines of Record in response to CPCC feedback.

1.2 Curriculum Support Specialist

The curriculum support specialist is responsible for the following:

- Providing faculty access (passwords) to WebCMS

- Ensuring proposals are complete
- Generating the Courses and Programs (C & P) meeting agendas and posting documents for CPCC and C & P Committee review
- Recording meeting proceedings (minutes) for the Technical Review and C & P Committees
- Processing proposals subsequent to committee approval for college-wide implementation
- Transferring approved courses and programs into the next catalog
- Assisting faculty in performing program impact analyses
- Updating information on the C & P website and portal
- Preparing Academic Senate Council (ASC) and Board of Trustee agenda items related to curriculum
- Generating annual Sunset, Discipline/Course Placement, and Instructional Material Fees lists as well as the Mandated Course Update List (MCUL).

1.3 Technical Writer

The technical writer participates in curriculum development and modification by working directly with faculty, deans, and department chairs to assist in writing high quality course outlines. The technical writer also participates as a member of the Technical Review Committee, following up with faculty authors as necessary to discuss and help resolve any committee-identified problems.

In reviewing course outlines, the technical writer 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 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 instructional materials, such as required textbooks, are currently recognized by those in the discipline (particularly discipline experts at transfer institutions) as major works that present the fundamental theories and practices of the subject.

The technical writer also reviews course and program proposals for technical accuracy, (such as compliancy with Carnegie-standard lecture and lab hours), proper grammar usage, and completeness. The technical writer monitors state regulations related to board policies and administrative procedures assigned to C & P, notifying the chair of C & P of any legislated changes. In addition, the technical writer assists the chair with updating the Courses and Programs Committee Handbook.

1.4 Articulation Officer

The articulation officer sits as a permanent member of CPCC and C & P 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
- 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
- Informs faculty of state legislation and Chancellor's Office policies regarding transfer, articulation, and associate degree requirements
- Reviews and submits courses for CSUGE and IGETC consideration
- Provides leadership within the college and significant legislative changes which affect curriculum/articulation.

1.5 Library Services Faculty

In keeping with "good practices" recommended by the California Community College State Chancellor's Office, 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 in the Library Resources section of the WebCMS proposal (Section D), illustrated in Figure 1-1.

1.6 Academic Information Services (AIS)

In keeping with "good practices" recommended by the Chancellor's Office, faculty authors are asked to consider media/technology resource implications of all new course, certificate, and degree proposals to ensure such resources are appropriate and adequate at MiraCosta to support new curriculum. The faculty author records any special equipment needs associated with the course in Section D, illustrated in Figure 1-1.

SECTION D - COURSE SUPPORT

1. Library Resources

New and revised courses may require adequate support from the library as well as have an impact on library growth. Please complete one of the following:

☐ This is a new course.
Complete the form at the following link. The Library Resource Support Form must be submitted prior to advancing the course out of stage one.
Provide the Library Resource Support Form submission date
☐ Confirmed by Technical Review

☐ This is a course revision that will impact the library, and a Library Resource Support Form is being submitted.

☐ This is a course revision whose impact on the library is unknown, and library personnel will be contacted.

☑ This is a course revision that will not impact the library, and no Library Resource Support Form is being submitted.

2. Technology/Media Resources

(Please identify any special equipment needs or special staff support associated with this course.)

Figure 1-1. Library Resources Section of WebCMS Proposals

1.7 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.

1.8 Student Learning Outcomes and Assessments Committee (SLOAC) Chair

Student Learning Outcomes (SLOs) are part of the official Course Outline of Record (COR). The SLOAC chair is available to answer questions regarding new course-level SLO development as well as SLO modification, which is based on existing SLO assessment results.

1.9 Department Chair

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

- Receiving and disseminating information related to curriculum from Instructional Services and/or the C & P chair to appropriate faculty members in the department
- Reviewing curriculum proposals for discipline- and departmental-specific "impact," encroachment, and, when appropriate, local workforce need
- Reviewing curriculum proposals for accuracy and completeness
- Reviewing courses on probationary status to determine whether or not they warrant a rationale for keeping active (see section 2.1.3)
- Forwarding proposals to the instructional dean.

Note: Department chairs need a separate WebCMS login and password to access proposals in the department chair review stage of WebCMS (stage 3). The curriculum support specialist provides this login and password when new department chairs assume their duties.

1.10 Instructional Dean

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

- Disseminating information related to curriculum to department chairs and/or appropriate discipline faculty
- Reviewing curriculum proposals for interdepartmental and college-wide "impact," encroachment, and, when appropriate, local workforce need
- Reviewing curriculum proposals for accuracy and completeness
- Assessing curriculum proposals, especially modifications, for their impact on divisional load (i.e., unit changes that affect lecture/lab assignments)
- Reviewing and/or completing appropriate college data collection/reporting fields, such as student/faculty workloads (Section F) and MIS coding (Section G)
- Forwarding proposals to technical review.

1.11 Technical Review Committee

The Technical Review Committee is composed of the C & P Committee chairperson, the administrative member of CPCC, the articulation officer, the technical writer, and the curriculum support specialist. The committee performs the final review of all curriculum proposals prior to submission to CPCC. In consultation with faculty authors, department chairs, and/or instructional deans, the Technical Review Committee identifies and corrects technical issues related to curriculum proposals, but it cannot override faculty authors or block curriculum from advancing to C & P for review.

In carrying out its responsibilities, the Technical Review Committee evaluates 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
- State standards pertaining to hours and units
- Local mandates on class size maxima.

The Technical Review Committee also reviews and documents any catalog changes that affect course outlines.

1.12 C & P Committee Chair

The faculty chair of C & P receives reassigned time and works, as appropriate, with the curriculum support specialist to complete the following duties and responsibilities:

- Serving as a resource person to assist faculty in the development of curriculum
- Training C & P members each year on their duties and responsibilities
- Reviewing all curriculum proposals as a member of the Technical Review Committee for technical accuracy, discipline assignment, and class size maxima,

and working with faculty authors, departmental chairs, and instructional deans to make necessary changes

- Developing and recommending the annual C & P calendar
- Scheduling and conducting all Technical Review Committee meetings
- Reviewing New Curriculum Planning Forms each May and facilitating discussions to enhance efficient and effective review of new curriculum proposals during the fall review cycle
- Generating and disseminating annual lists of items that must be brought to C & P for review, including curriculum, discipline/course placement lists, and Instructional Materials Fees
- Preparing draft and final C & P agendas with the goal of allowing all completed proposals to be reviewed during the fall curriculum cycle yet simultaneously providing the means to bundle interrelated proposals on specific agendas to facilitate comprehensive review by CPCC
- Developing the consent agenda based on committee discussion on the C & P Portal site
- Reviewing and approving all minutes (drafts) for dissemination to the committee
- Conducting all C & P and CPCC meetings; if absent, this responsibility falls to the articulation officer
- Facilitating updates and modifications in WebCMS to support the efforts of faculty and the committee
- Monitoring and maintaining the integrity of the official curriculum database
- Providing advice and guidance to the Vice President of Instruction, C & P members, instructional support staff assigned to curriculum, department chairs, instructional deans, faculty authors, and Academic Senate Council members on curriculum-related issues, such as Education Code regulations, Title 5 compliance, Accrediting Commission for Community and Junior Colleges (ACCJC) standards, and accepted “good practices”
- Updating the C & P handbook and developing procedures and forms that are needed for processing curriculum materials
- Preparing, submitting, and presenting (if necessary) curriculum-related materials to the Academic Senate Council.

Chapter 2. Curriculum Review Process

2.1 Timelines

2.1.1 Overview: Curriculum review by CPCC is conducted in the fall semester to ensure its recommendations can be forwarded to ASC and ultimately to the Board of Trustees for approval no later than March. This timeline allows all other elements of curriculum approval and implementation (such as Region 10 Workforce Development Council and Chancellor's Office review and approval, articulation submission, and PeopleSoft entry) to occur on time so new or modified curriculum can be included in the following academic year's catalog. The college cannot offer courses that are not described in the college catalog. Figure 2-1 provides the C & P approved policy and procedures for monitoring and enforcing curriculum compliance.

2.1.2 Proposal submission: Each March the chair of C & P distributes a list of courses that ***must*** be brought to C & P for fall review due either to the state-mandated six-year review and update or to other state or local mandates. Figures 2-2 and 2-3 provide the fall 2013 Mandated Course Update List (MCUL) for credit and noncredit courses, respectively. Per policy, MCUL courses that are not successfully updated will be recommended for removal from the following year's catalog. Departments may request an exception to the policy due to extenuating circumstances by completing and submitting a Request for Exception to Curriculum Compliance Policy form, illustrated in Figure 2-4.

Faculty initiate new curriculum proposals (for certificates, degrees, or courses) by submitting a New Curriculum Planning Form by May 1 each spring. New curriculum proposals may not be submitted in the fall if this part of the process was not completed by the May 1 deadline.

2.1.3 Inactive courses: Any course that has not been offered successfully (scheduled and not cancelled) for two years is placed on probationary status per college policy and procedures (reference AP & P Handbook, 2006). This rule became effective beginning with the 1992-93 academic year. In September, the curriculum support specialist generates a list of courses on probationary status and notifies the appropriate department chairs that these courses should be made inactive, or "sunset." Figure 2-5 identifies courses that should be "sunset" fall 2013 due to inactivity.

When a department does not want to sunset a course on the list, the department chair is required to complete and submit a Sunset Deferral Request form, illustrated in Figure 2-6, which provides CPCC the department's rationale and supporting documentation for keeping the course active. Sunset Deferral

Requests are due to C & P no later than the last meeting of the same fall semester the course is placed on the list.

Curriculum Compliance: Faculty Primacy and Accountability
(Approved by the C & P Committee, April 2010)

Education Code and Title 5 authorize academic senates (the faculty) primacy with regard to curriculum, with the understanding that the district board of trustees is the primary approving body for curriculum and the Chancellor's Office is tasked with ensuring compliance. Standards for curriculum appear in Title 5 regulation, the Chancellor's Office Program and Course Approval Handbook, and ACCJC accreditation standards.

At MiraCosta College, the Courses and Programs Committee (C & P), in cooperation with the Office of Instruction, is charged with monitoring, reviewing, and managing curriculum in accordance to the above named standards (as well as any locally set standards). Recommendations from C & P on curriculum matters (such as additions, deletions, and/or modifications to courses, programs, and/or degree requirements) are sent to the Academic Senate Council for approval and ultimately to the Board of Trustees.

In carrying out its charge, C & P and the Office of Instruction assume responsibility for informing the MiraCosta faculty of curriculum requirements set forward in these standards. It is the responsibility of the faculty to be responsive to this information and to submit updated proposals for such curriculum that brings the courses into compliance with these standards during the fall curriculum review cycle. In the absence of such action, it is the responsibility of the Office of Instruction to remove non-compliant curriculum from MiraCosta's college catalog, even if this may ultimately prove detrimental to our students.

C & P and the Office of Instruction propose that procedures be instituted to monitor and enforce curriculum compliance that include specific actions to inform faculty of the need for curriculum updates, measures to monitor progress towards compliance, and specific consequences when curriculum becomes non-compliant with regard to these standards.

1. **Procedures to inform faculty:**
   C & P will generate a list of courses that must come before C & P during the fall review cycle due to compliance issues (i.e., required 6-year review or other state mandates). This list (Mandated Course Update List, [MCUL]) will be distributed to department chairs each spring (no later than March 30).

Figure 2-1. C & P Approved Curriculum Compliance Policies and Procedures

2. **Procedures to monitor compliance:**
   (A). It is the responsibility of the full time faculty in the discipline to initiate all course review processes (create a course/program proposal in WebCMS and monitor its progress through the approval system). In order to ensure curriculum compliance with state mandates, course proposals for MCUL courses must reach stage 2 (technical writer stage) by October 1. Success (or failure) to meet this initial deadline will be reported by discipline faculty as part of the fall Program Review process (PERCY).

   (B). All MCUL course proposals will successfully progress through the various WebCMS stages, resulting in review of the proposals by C & P, during the fall curriculum review cycle. In January, C & P will generate a list of MCUL courses that failed to appear before the committee or that failed to be approved. This list of non-compliant courses will be forwarded to the Office of Instruction and ASC as recommendations for deletion from the college inventory of courses.

3. **Consequences/disciplinary actions:**
   As per regulations, MCUL courses that failed to be successfully updated will no longer be offered at the college (they will be submitted to ASC and the Board of Trustees as deletions and will be removed from the next rendition of the college catalog).

4. **Exceptions to the policy:**
   A request for an exception to the above policy would be allowed under extremely unusual and extenuating circumstances. Requests for exceptions must be made in writing, describe the nature of the extenuating circumstances, and be submitted to C & P for consideration before, or at, the last curriculum review meeting in December. The request must be signed off by the department chair, instructional dean, vice president of instruction, and chair of C & P. If an exception is granted, C & P will create a specific and detailed plan describing how the courses will reach compliance before, or during, the next curriculum review cycle.

Figure 2-1. C & P Approved Curriculum Compliance Policies and Procedures (continued)

Course	Course Title	Date Approved
ADM 220	Criminal Evidence	11/16/2007
ADM 240	Written and Oral Communication in the Administration of Justice	11/16/2007
ADM 250	Police Field Operations	10/19/2007
ADM 270	Crime and Delinquency	10/19/2007
ADM 280	Criminal Investigation	11/16/2007
ANTH 101	Biological Anthropology	11/16/2007
ANTH 102	Cultural Anthropology	11/16/2007
ASTR 120	Life in the Universe	10/5/2007
AUTO 102	Preventive Maintenance and Engine Performance	9/21/2007
BIO 105	Genes and Technology in Society	9/21/2007
BIO 150	General Botany	9/21/2007
BIO 202	Foundations of Biology: Evolution, Biodiversity, and Organismal Biology	9/21/2007
BIO 204	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology	9/21/2007
BIO 220	Human Physiology	9/21/2007
BTEC 203	Techniques in DNA Amplification	9/21/2007
BTEC 206	Principles of Separation and HPLC	9/21/2007
BTEC 210	Data Analysis with Excel	11/16/2007
BTEC 211	Technical Writing for Regulated Environments	11/16/2007
BTEC 221	Bioprocessing: Cell Culture and Scale-up	11/16/2007
BTEC 222	Bioprocessing: Large Scale Purification	11/16/2007
CHLD 106	Educational Play: Materials	10/5/2007
CHLD 130	Science and Math for Young Children	11/16/2007
CHLD 150	Art for Young Children	11/16/2007
CHLD 160	Music and Movement for Young Children	11/16/2007
COMM 101	Oral Communication	10/5/2007
DNCE 157	Pilates Apparatus I	10/19/2007
DNCE 163	Creative Dance and Improvisation	11/16/2007
DRAM 105	Introduction to Theatre	9/21/2007
DRAM 148	Acting for the Camera	10/19/2007
DRAM 149	Directing for the Stage	9/21/2007
EDUC 115	Foundations of Teaching as a Profession	12/7/2007
ENGL 100	Composition and Reading	11/16/2007
ENGL 201	Critical Thinking, Composition, and Literature	11/16/2007
ENGL 202	Critical Thinking and Composition	11/16/2007
ENGL 280	Creative Writing	11/16/2007
ENGL 40	English Grammar and Usage	11/16/2007
FILM 110	Film History	11/16/2007
GEOG 101L	Physical Geography Laboratory	11/16/2007
HIST 165	California History	9/21/2007
HUMN 201	Humanities of the Western World: Pre-History Through the Middle Ages	11/16/2007

Figure 2-2. Fall 2013 Mandated Credit Course Update List [Credit]

Course	Course Title	Date Approved
HUMN 202	Humanities of the Western World: The Renaissance to the Twentieth Century	11/16/2007
HUMN 205	Women in Western Art and Literature	11/16/2007
HUMN 250	American Studies	11/16/2007
HUMN 251	American Studies	11/16/2007
JAPN 210	Intermediate Conversation I and Reading	10/5/2007
JAPN 211	Intermediate Conversation II and Writing	10/5/2007
LING 110	Language Structure and Linguistics	11/16/2007
LIT 120	Introduction to Literature	11/16/2007
LIT 250	American Literature	11/16/2007
LIT 251	American Literature	11/16/2007
LIT 260	English Literature	11/16/2007
LIT 261	English Literature	12/7/2007
LRNS 40	Educational Planning and Assessment	11/16/2007
LRNS 42	Strategies Designed for Students with Learning Disabilities: Mathematics	11/16/2007
LRNS 46	English Essentials Designed for Students with Learning Disabilities	11/16/2007
MAP 104	Medical Coding	11/2/2007
MAP 105	Medical Insurance Practice	11/2/2007
MAP 110	Health Information Management: Introduction to the Electronic Health Record	11/2/2007
MTEC 140	Sound Reinforcement I	10/19/2007
MUS 161	Masterworks Chorale	10/19/2007
MUS 164	Musical Theater Ensemble	10/19/2007
MUS 166	Vocal Jazz Ensemble	10/19/2007
MUS 170	College-Community Symphonic Orchestra	10/19/2007
MUS 260	Songwriting	10/19/2007
NURS 170	Licensed Vocational Nursing I	10/19/2007
NURS 171	Licensed Vocational Nursing II	10/19/2007
NURS 172	Licensed Vocational Nursing III	10/19/2007
NURS 173	Licensed Vocational Nursing IV	10/19/2007
NURS 274	Licensed Vocational Nursing V	10/19/2007
NURS 275	Licensed Vocational Nursing VI	10/19/2007
PHIL 100	Informal Logic and Critical Thinking	11/16/2007
PHIL 221	Philosophy of Religion	11/16/2007
PHYS 152	Principles of Physics II	10/5/2007
PHYS 253	Principles of Physics III	10/5/2007
PLSC 101	Introduction to Political Science	11/16/2007
PLSC 103	Comparative Government	11/16/2007
PLSC 150	Introduction to International Relations	11/16/2007
READ 30	College Reading Development	11/16/2007
SPAN 152	Beginning Conversation	10/5/2007
SPAN 210	Intermediate Conversation and Reading	9/21/2007
SPAN 211	Intermediate Conversation and Writing	9/21/2007
81	Total Courses up for Six Year Review in Fall 2013	

Figure 2-2. Fall 2013 Mandated Credit Course Update List [Credit] (Continued)

Figure 2-3. Fall 2013 Mandated Noncredit Course Update List [none for 2013]

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

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

Discipline: _____

Department: _____

Course(s) requesting exception:

_____

_____

Describe extenuating circumstances:

_____

_____

_____

_____

_____

Signatures:
Discipline Lead: _____ Date: _____

Department Chair: _____ Date: _____

Dean: _____ Date: _____

VP of Instruction: _____ Date: _____

C&P Chair: _____ Date: _____

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

Section II *(C & P Review and Decision)*:

Date Reviewed by Courses and Programs: _____

Decision: _____

Action Plan (if any): _____

_____

_____

_____

C&P Chair Signature: _____ Date: _____

Figure 2-4. Request for Exception to Curriculum Compliance Policy Form

Course	#	Title	Status
CHNS	201	Intermediate Chinese (Third Semester)	Last offered Fall 2010
CSIT	195	Computer Studies Portfolio Development	Never successfully offered
DNCE	143	Ballroom Dance Performance II	Last offered Spring 2011
DNCE	163	Creative Dance and Improvisation	Last offered Summer 2011
DNCE	257	Pilates Apparatus II	Spring 2011; Canceled S2013
DNCE	258	Pilates Pedagogy	Last offered Spring 2011
DNCE	288	Dance Pedagogy	Last offered Spring 2011
ETEC	103	Radiation Fundamentals	Last offered Fall 2010
ETEC	113	Radiation Monitoring	Last offered Spring 2011
ETEC	133	Reactor Systems	Last offered Spring 2011
ETEC	223	Radiation Dosimetry	Last offered Summer 2011
ETEC	225	Primary and Secondary Power Plant Systems	Last offered Summer 2011
GEOG	124	Geographic Information Science and Spatial Reasoning	Never successfully offered
HORT	130	Advanced Irrigation Design and Troubleshooting	Last offered Spring 2011
HSMTH	41	Contemporary Mathematics 1	Last offered Spring 2011
JAPN	211	Intermediate Conversation II and Writing	Last offered Spring 2011
MAT	140	3D Animation 1: Maya	Last offered Spring 2011
MUS	158	Special Ensemble Project	Last offered Fall 2008
MUS	115H	History and Appreciation of Western Music (Honors)	Last offered Spring 2011
SPAN	152	Beginning Conversation	Last offered Spring 2011
SPAN	211	Intermediate Conversation and Writing	Last offered Spring 2011
TOTAL	**21**		

Figure 2-5. Fall 2013 Courses with Probationary Status

Courses on the sunset list that are scheduled to be offered the upcoming spring semester may request a sunset deferral pending a successful spring offering of the course. CPCC will defer action to delete such courses or approve the sunset deferral request until the first meeting of the spring semester to allow committee consideration of enrollment data. CPCC's approval to keep a course active (approve deferral) is extended for one year only. When the department does not submit a rationale or the rationale is not approved by CPCC, the course is sunset and removed from the next catalog.

2.1.4 Agenda development: Curriculum proposals are eligible to be placed on a CPCC agenda once they have successfully reached the agenda development stage in WebCMS, illustrated in Figures 2-7 (credit) and 2-8 (noncredit). These stages have no set deadlines; however, successful review through the entire series of stages takes approximately one month, depending on the work load and required effort at each stage. Agenda development occurs 7 to 9 days prior to the CPCC meeting dates. All proposals for new courses, certificates, and degrees are placed on two agendas: the first as a discussion item and the second as an action item.

2.1.5 Committee review: CPCC meets to review curriculum on the second and fourth Thursdays of the month (see C & P Calendar link or Part I, Figure 2-1). New courses that require submission for articulation to UC/CSU must be reviewed by CPCC no later than October 1. Faculty authors are responsible for having their curriculum proposals agenda-ready in sufficient time to be reviewed by the committee prior to October 1.

Sunset Deferral Request

Each September, any course that has not been successfully offered for two years is placed on probationary status. Per college policy, departments with courses on the probationary list are asked to inactivate ("sunset") probationary-status courses by creating and submitting deletion proposals in WebCMS during the regular fall curriculum review cycle. Any department that wishes to request a one-year sunset deferral may submit a written rationale to the Courses and Programs (C & P) Committee for such consideration. Requests for deferral will be reviewed by C & P at the committee's last meeting in the fall semester.

Section I: Please complete and submit one form per course.
Forms are due to the Curriculum Support Specialist no later than December 1.

Course Prefix and No.: _____ Course Name: _____

Is this course scheduled to be offered in the upcoming spring semester? Yes _____ No _____

(If the answer is yes to the above question, action on this sunset deferral request will be delayed until the January meeting of CPCC at which time enrollment information and success in offering the course will be considered by CPCC)

The department wishes to retain the course for the following specific reasons (attach supporting documentation):_____

Signatures:

Discipline Lead: _____ Date: _____

Department Chair: _____ Date: _____

Dean: _____ Date: _____

Section II *(Courses and Programs Action)*:

☐ OK to Sunset ☐ Deferral approved for one year ☐ Successfully offered spring semester

Courses and Programs Review and Approval Date: _____

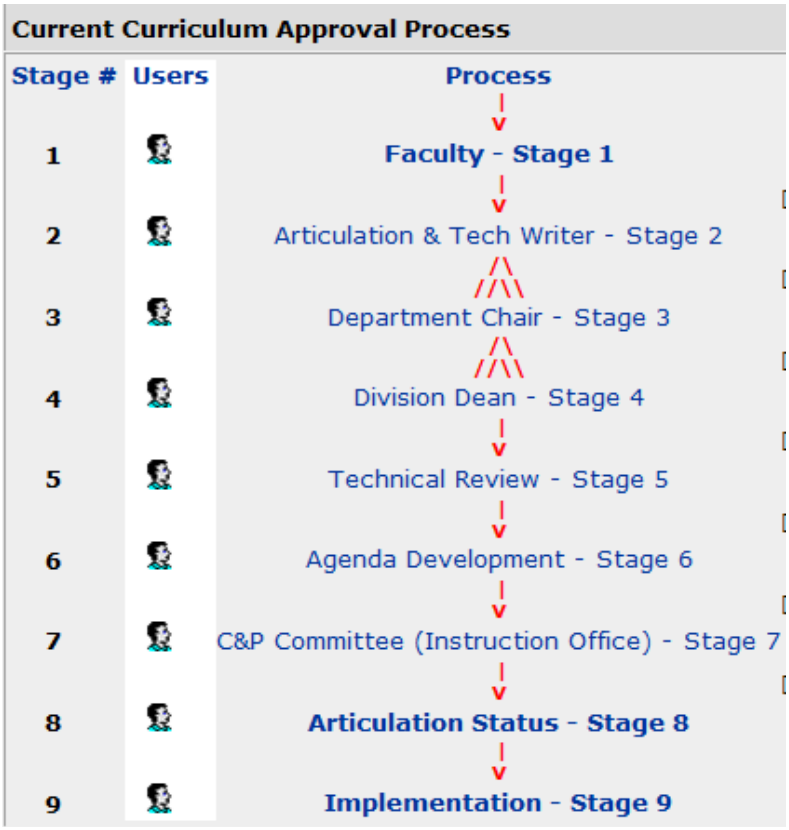
Comments: _____

C &P Chair Signature: _____ Date: _____

Figure 2-6. Sunset Deferral Request Form

C & P agendas are announced to the committee and posted to the Portal one week in advance of the meetings. C & P members asynchronously review and

discuss the posted proposals during this period, and all members of the college community may access the C & P Portal site to view this discussion. Faculty authors of curriculum proposals may respond to questions or concerns raised by CPCC members in advance of the committee meeting by communicating directly with the C & P chair or curriculum support specialist. The C & P chair finalizes a consent and discussion agenda through this process of asynchronous review and commentary approximately 24 hours prior to the live CPCC meeting.



Current Curriculum Approval Process

Stage #	Users	Process
1		**Faculty - Stage 1**
2		Articulation & Tech Writer - Stage 2
3		Department Chair - Stage 3
4		Division Dean - Stage 4
5		Technical Review - Stage 5
6		Agenda Development - Stage 6
7		C&P Committee (Instruction Office) - Stage 7
8		**Articulation Status - Stage 8**
9		**Implementation - Stage 9**

Figure 2-7. WebCMS Curriculum Review/Approval Stages for Credit Course and Program Proposals

All CPCC approved curriculum (new, modified, and deleted courses and programs) are forwarded to ASC as consent items no later than February each year.

2.1.6 <u>Exceptions to the committee review timeline</u>: Three exceptions to the above mentioned timeline for curriculum approval by CPCC exist at this time:

- Proposals that have been tabled by the committee may come to CPCC for review and approval on the first CPCC agenda of spring semester (January meeting) for implementation in the fall.

- "Topics" course proposals and course proposals that include a new request for online delivery may come to CPCC for review and approval on the first agenda of spring semester (January meeting) for implementation in the fall.
- Noncredit course proposals may come to CPCC for review and approval on the first agenda of spring semester (January meeting) for implementation in the fall.

2.2 Approval Processes

2.2.1 Credit course approval: The credit course approval process consists of nine stages, beginning with the originating faculty at stage 1 and ending with implementation at stage 9, as illustrated in Figure 2-7.

2.2.2 Credit program/certificate approval: New, revised, or deleted program and certificate proposals follow the same approval process and fall timeline as described above for credit course proposals. Faculty who are proposing new programs and/or certificates should meet with the dean of career and technical education early to begin the extensive process of seeking Region 10 Workforce Development Council and/or Chancellor's Office approval.

2.2.3 Noncredit course approval: The noncredit course approval process consists of nine stages, as illustrated in Figure 2-8.

Current Curriculum Approval Process		
Stage #	**Users**	**Process**
1		**Faculty - Stage 1**
2		Technical Writer - Stage 2
3		Department Chair - Stage 3
4		Instruction Review - Stage 4
5		Division Dean - Stage 5
6		Technical Review - Stage 6
7		Agenda Development -Stage 7
8		**AP&P Committee (Instruction Office) - Stage 8**
9		**Implementation - Stage 9**

Figure 2-8. WebCMS Curriculum Review/Approval Stages for Noncredit Course Proposals

2.2.4 "Topics" course approval: 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 CPCC at the first meeting of the spring semester (January) for implementation in the fall.

2.2.5 Distance education approval: The request for online delivery of an existing course requires that the course be reviewed and updated in its entirety according to the standard procedures for all credit and noncredit course proposals. However, in recognition of the need to be responsive to student demand, proposals for online approval of existing courses are allowed to be reviewed by CPCC as late as the first meeting of the spring semester (January) for implementation in the fall.

2.3 Implementation of Approved Curriculum

After the Board of Trustees approves the curriculum, the curriculum support specialist works with the appropriate support personnel to update college 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 “futures” database of WebCMS. During this same time frame, the articulation officer updates the articulation status of new courses. Updated curriculum is implemented into the system in August, at which point all approved proposals become part MiraCosta’s official curricular database.

Chapter 3. Using WebCMS

3.1 Overview

WebCMS is an online curriculum management system that allows MiraCosta College to automate the process of creating and approving changes to proposed courses and programs.

With this software, faculty members can initiate proposals for new courses and new programs as well as for modifications of existing courses and programs. They can also submit proposals for archiving ("sunsetting") outdated courses. All of these online proposals are moved through different stages in the college's curriculum process for review, approval, and implementation. At certain points in the review process, the proposal may be returned electronically to the faculty member for modification or revision. Every stage in the review process is included in an online audit trail, which allows faculty to track the status and location of their proposals at any time.

The public may view CPCC approved curriculum in WebCMS by going to http://www.miracosta.edu/governance/coursesandprograms/webcms.html and selecting "Public Access." The public view does not show pending proposals nor does it contain all of the information that is available on internal versions. Faculty members may view curriculum through the public access or by logging into https://webcms.miracosta.edu/admin/login.asp for a more comprehensive view. Each course proposal in WebCMS includes a course outline and related supplemental forms (see section 3.7).

3.2 Obtaining a Password

Logins and passwords are assigned by Instructional Services and are restricted to MiraCosta faculty, instructional deans, and active members of the C & P Committee. Full time faculty must request a user name and password from the curriculum support specialist for access to the course management system. The user name is usually the first initial of the faculty member's first name immediately followed by his or her last name. Noncredit faculty must enter NC after their user name (for example, jsmithNC). The WebCMS password that is assigned will not be the same as the faculty member's SURF password. **Note**: Department chairs use a separate WebCMS login and password to access their review and approval stage (stage 3).

3.3 Logging On

To log onto WebCMS, go to the following website and select "Faculty & Instructional Staff Login": http://www.miracosta.edu/governance/coursesandprograms/webcms.html. On the login page, illustrated in Figure 3-1, enter your user name and the password you were provided by the curriculum support specialist in Instructional Services.

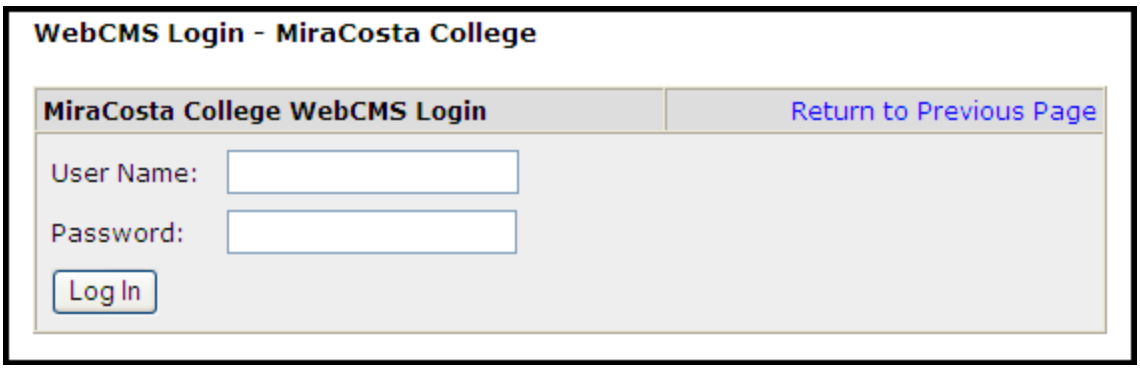


Figure 3-1. WebCMS Login Screen

3.4 Changing Passwords

Once assigned, the WebCMS password should be changed for security purposes. To change the password, select "My Profile" from the main menu, illustrated in Figure 3-2, respond to the prompts, and save by clicking the "update profile" field.

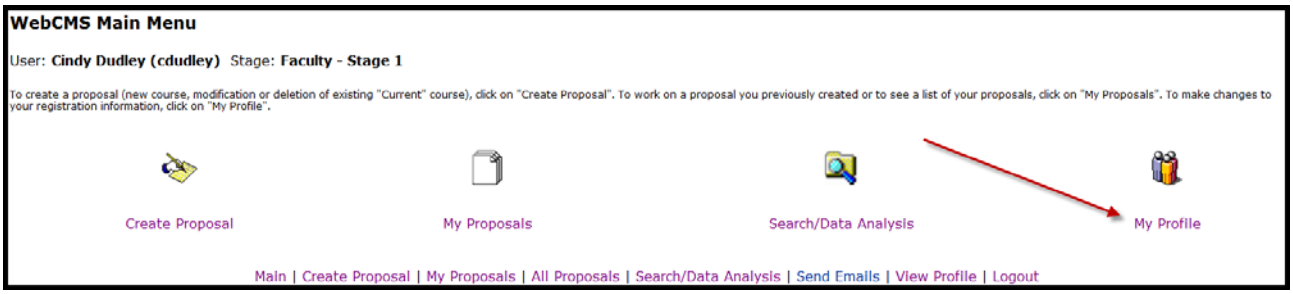


Figure 3-2. Selecting "My Profile" from the WebCMS Main Menu

3.5 Entering Information

Faculty authors should use the following general guidelines for entering information in WebCMS:

- Only "create" a proposal (new, modification, or deletion) once. On subsequent visits to WebCMS, access your proposal by clicking on "My Proposals" from the main menu, illustrated in Figure 3-3.

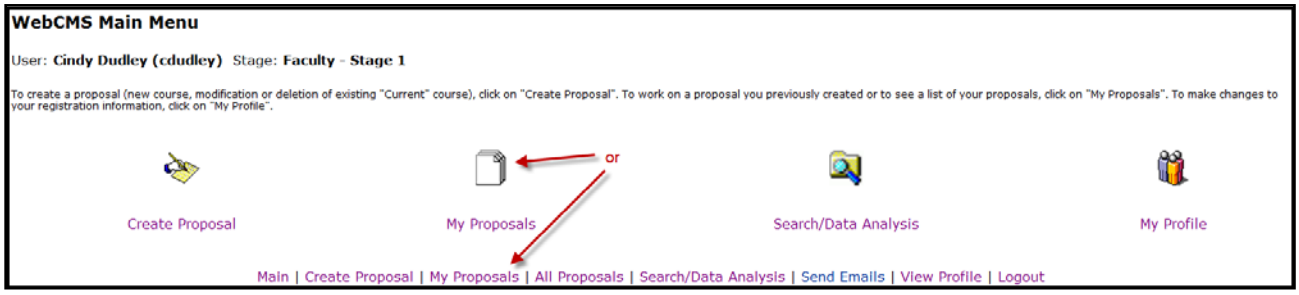


Figure 3-3. Selecting "My Proposals" from the WebCMS Main Menu

- Do not write the narrative sections of the COR, such as content, objectives, and assignments, in the WebCMS text boxes, as these allow a restricted view of your entries. Instead, compose these sections in a word processing program and use the copy/paste functions to transfer text into the WebCMS fields. This practice offers the added benefit of providing a backup copy of your work. The following Microsoft Word templates, which are also available on the C & P website, can be used for this purpose: [credit] [noncredit].
- Save your drafts frequently. The system will log you out after a period of inactivity without saving your work.
- Do not use bold, underlined, or italic text. WebCMS does not support these text styles and will convert them to plain text. It will, however, accept and preserve numbered lists created in a word processing document.
- MAC users need to use either Safari or Firefox when working in WebCMS. WebCMS will not work properly with other browsers on a MAC even if it is only to view or print proposals. To download Firefox, click here (Download FireFox Now).
- Retain a printed copy of your proposal for easy reference as your proposal proceeds through the curriculum approval process.

3.6 Creating Proposals

You can create three types of course and certificate proposals in WebCMS: new, modified (revised), and archived (deleted). The process to create these proposals is the same for both credit and noncredit and is initiated by clicking on the "Create Proposal" tab in the main menu (see Figure 3-4) and selecting the appropriate proposal type from the options that are presented on the Create Proposal screen, illustrated in Figure 3-5.

3.6.1 New proposal. Choose new proposal to create a course or certificate that has **never** been offered at MiraCosta—not as a Topics course, not as a course with a different designator and/or course number, and not as a course with the same content but with a different name.

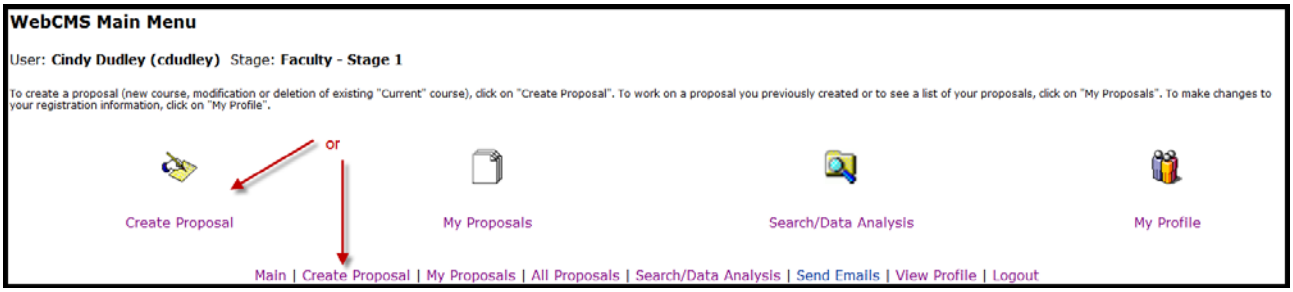


Figure 3-4. Selecting "Create Proposal" from the WebCMS Main Menu

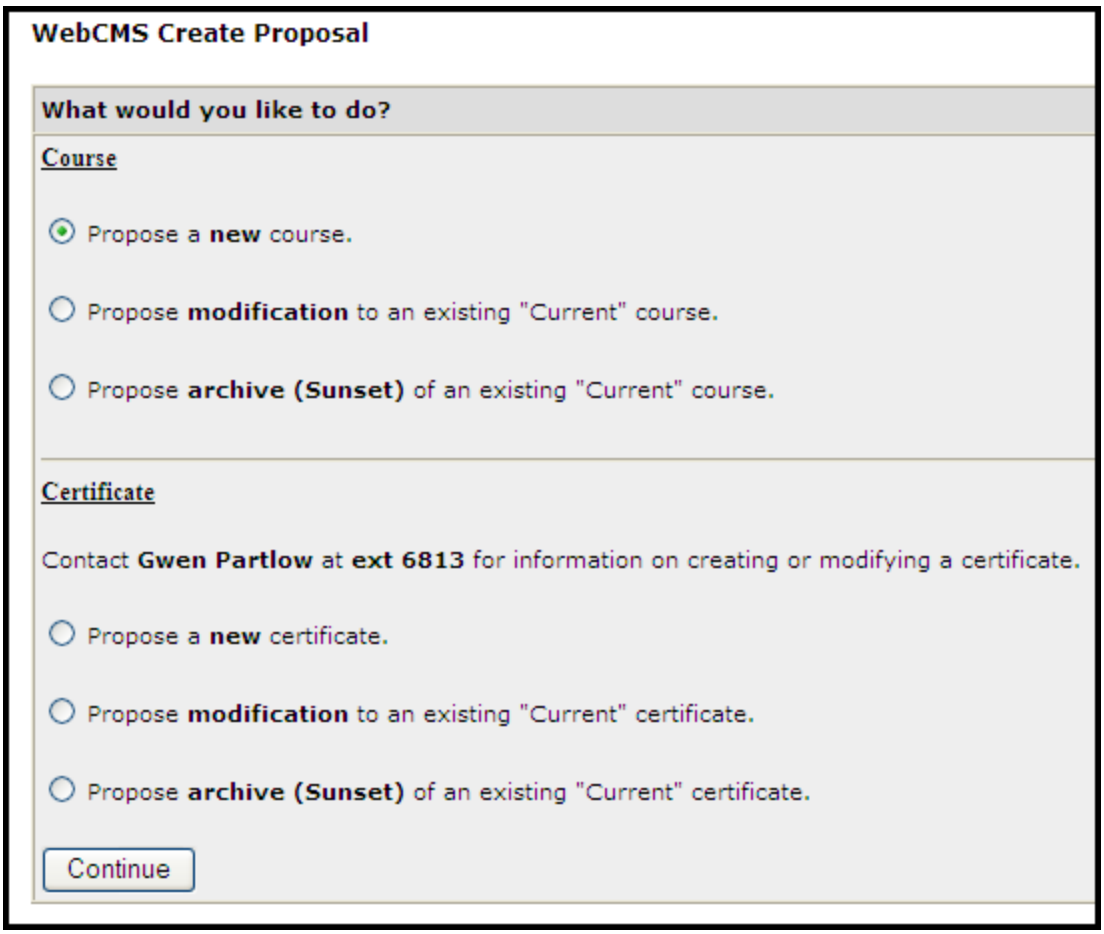


Figure 3-5. WebCMS Create Proposal Screen

3.6.2 Modification proposal. Choose modification to initiate a change to an existing or archived course or certificate. Such changes include changing a course number (e.g., changing DRAM 296-4 to DRAM 226), reactivating a course that has been archived ("sunset"), converting a topics course into a permanent course, changing a course designator (such as KINE 118 to ATHL 118), and adding courses to or removing courses from an existing certificate.

3.6.3 Archive (sunset) proposal. Choose archive to remove a course or certificate from the current catalog. Deleted courses and certificates are stored in WebCMS and can be brought back (reactivated) as modifications. For example, any course that is not successfully offered within a two-year period must be deleted from the catalog (see section 2.1.3). However, if the department determines at a later date that there is a new demand for the course or certificate, the archived version of the deleted course (or certificate) can be revised as a modified proposal and submitted to CPCC for review.

3.7 Completing the Cover Sheet

The cover sheet identifies whether the proposal is new or a modification, and it asks the faculty author to include a rationale that explains why the modification or addition of the course or certificate is needed. The cover sheet, illustrated in Figure 3-6, is of primary importance to the review committees (Technical Review and CPCC) and curriculum support personnel because its information frequently identifies additional considerations and/or actions, such as the following:

- Supplemental forms in WebCMS that must be attached to the COR (see section 3.7 below)
- Certificate and/or degree changes that are triggered by course-level changes
- Required additional levels of scrutiny (such as distance education requests, requisite changes, or requests for MiraCosta general education status).

3.8 Adding Supplemental Forms

Faculty seeking approval for online delivery, course requisites and/or advisories, or honors status must complete the appropriate supplemental forms to add to their course proposals. CPCC reviews and approves these addendums within the context of the CORs. The three forms are as follows:

- **Form A: Distance Education (Online)**. Must be completed and approved by CPCC before any portion of a course can be taught online
- **Form B: Requisites and Advisories**. Must be completed **for each** prerequisite, corequisite, and advisory
- **Form C: Honors Course Criteria**. Must be completed for courses seeking honors status to distinguish them from their non-honors counterparts.

To add a supplemental form to a course proposal, select "Supplemental" from the menu bar at the top of the screen, open the drop-down menu, select the appropriate form, and click on the "Add Form" tab, as illustrated in Figure 3-7.

3.9 Accessing Previously Created Proposals

Once a proposal has been created (new, modification, or archive) for any course or certificate, it may be accessed by the author in Stage 1 by clicking on "My Proposals" from the main menu (see Figure 3-3). Proposals remain in Stage 1 for faculty authors to work on until they submit them for review at the next stage.

Before submitting a course to stage 2, faculty should confirm the following:

- All fields in the COR have been completed; if the proposal is a modification, then all fields have been updated with current information.
- If the proposal is a modification of an existing course, the COR has been updated to reflect current standards for an "integrated COR" (see section 4.4).

- All supplemental forms have been completed; if the proposal is a modification, then all forms have been updated with current information.
- If the proposal is for a new course or certificate, the Library Check Off has been completed, which means the Library Resource Support Form has been completed and submitted online by clicking on the link in Section D—Course Support.

COVER SHEET

1. Proposal Type

A. ☑ **New course**

1. Rationale for new course:

2. Is any portion of the content of this new course currently duplicated in any other course in your discipline?

☐Yes or ☑No

In your department?

☐Yes or ☑No

In another department?

☐Yes or ☑No

If yes to any of the above questions, answer the following:

a. List the course(s) and describe the degree of duplication

b. Have you discussed such duplication with faculty in your discipline, department or in another department where such duplication occurs?

☐Yes or ☐No

If yes, indicate the persons contacted and the results of each contact:

c. If the faculty contacted were not supportive of this course, provide your rationale for developing and offering this course in the context of duplication of content:

B. ☐ **Modification of existing course**

Date of last approval (semester/year)

Note: If this course was last updated after summer 2009 and the proposed changes are minor, the modification may be able to be placed on the consent agenda after Technical Review. (See C&P Handbook, part 1, section 2.3.1.3.)

1. Rationale for modification:

2. Nature of modification

a. ☐ Comprehensive update

b. ☐ Course number

c. ☐ Course title

d. ☐ Course emphasis

e. ☐ Course content

f. ☐ Units

g. ☐ Requisites/advisories

h. ☐ Repeatability

i. ☐ Other, including requests for General Education approval.

Explain nature of modification:

Figure 3-6. WebCMS Proposal Cover Sheet (first half view)

2. Current or Proposed Course Status *(Check all that apply)*

A. Fulfills MiraCosta College associate degree requirements

1. ☐ General Education **Help**

Courses approved for a general education area must fulfill specific criteria related to their area of specialty. Please review the criteria provided in the Help link for assistance in selecting the appropriate area for this course.

a. Please select the proposed and/or approved area(s):

2. ☐ Major(s)

a. Identify major(s):

Note: If this course is part of a new associate degree, the degree proposal and this course proposal must be submitted and reviewed concurrently. (Please see Gwen Partlow for assistance.)

3. ☐ English Competency

4. ☐ Reading Competency

5. ☐ Math Competency

B. Fulfills certificate requirements

1. ☐ Certificate of Achievement

a. Identify certificates:

Note: If this course is part of a new certificate, the certificate proposal and this course proposal must be submitted and reviewed concurrently. (Please see Gwen Partlow for assistance.)

2. ☐ Certificate of Proficiency

*If this course is required **only** for a certificate of proficiency (i.e., it is neither a required course nor a restricted elective for any MiraCosta College associate degree, certificate of achievement, or general education area), you must check the stand-alone box below under Other.*

a. Identify certificates:

Note: If this course is part of a new certificate, the certificate proposal and this course proposal must be submitted and reviewed concurrently. (Please see Gwen Partlow for assistance.)

C. Other

1. ☐ Basic Skills (non-degree applicable)

2. ☑ Stand-alone

3. ☐ Topics

4. ☑ Work Experience/Internship

5. ☐ Directed Studies

6. ☐ Honors
If checked you must complete Form C

7. ☐ Online
If checked you must complete Form A

Figure 3-6. WebCMS Proposal Cover Sheet (second-half view)

3.10 Submitting Finished Proposals

To forward a proposal from Stage 1 to Stage 2, the faculty author must select the course from "My Proposals" and click the "Submit for Approval" tab, illustrated in Figure 3-8.

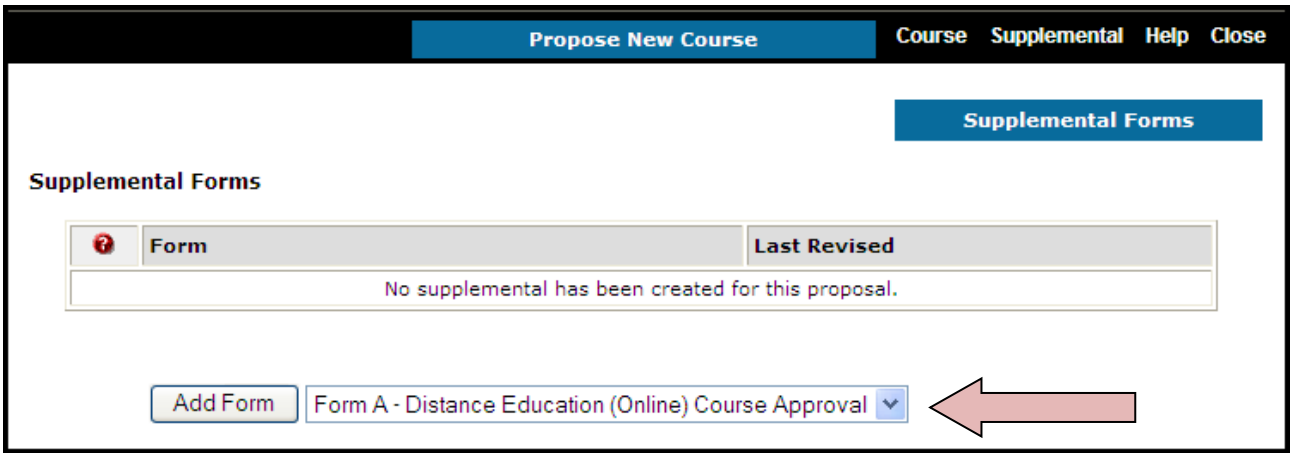


Figure 3-7. WebCMS Supplemental Form Screen

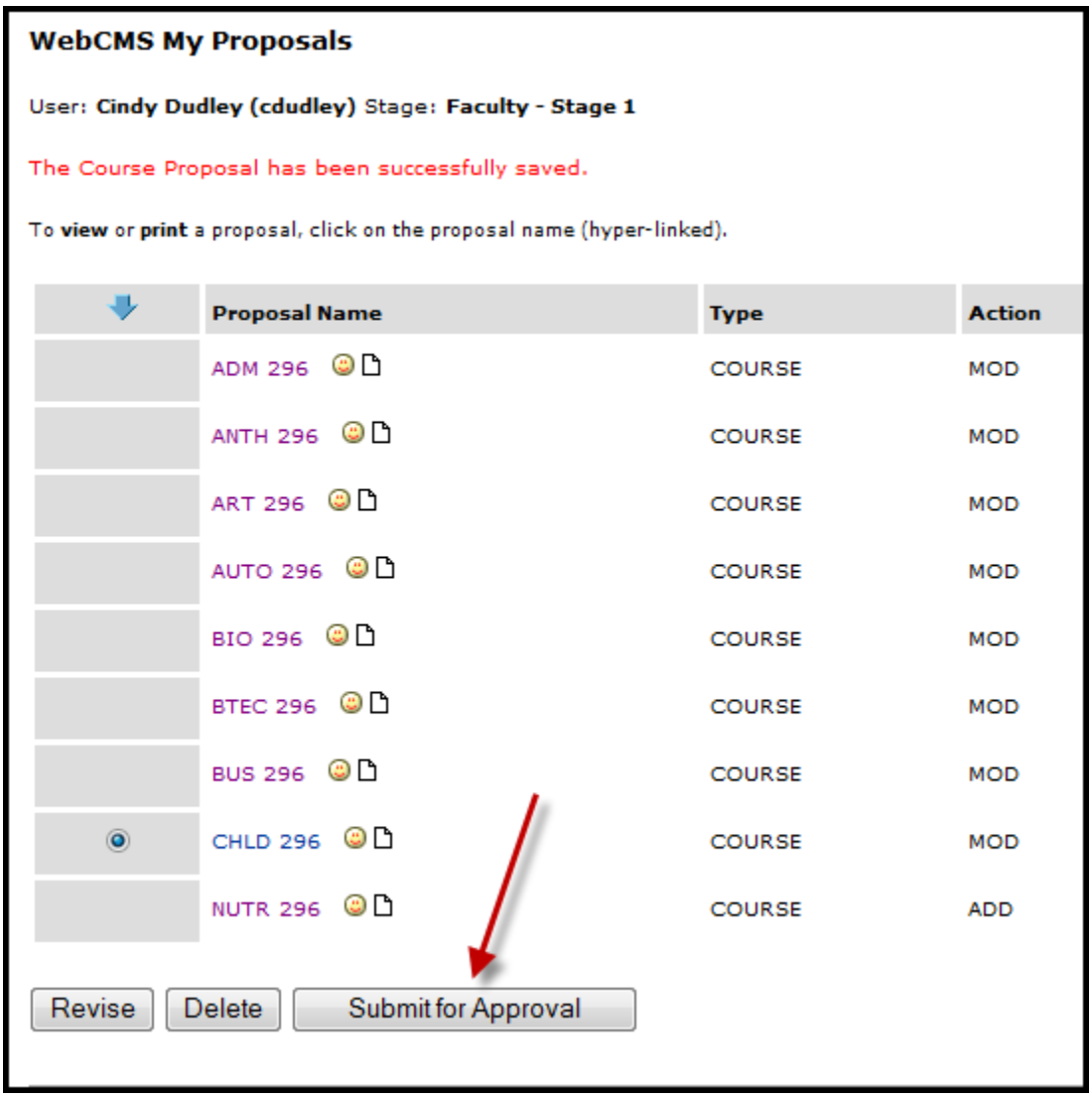


Figure 3-8. Selecting "Submit for Approval" from My Proposals Screen

Once a course has been submitted to Stage 2, the author can no longer access the proposal for editing. However, the author can still view the proposal and track its progress from the "My Proposals" screen. This screen, illustrated in Figure 3-9, shows each proposal's current stage in the review process. By selecting the document icon next to the course, the author can access the audit trail, which shows any comments that have been made by the various reviewers at each stage (see Figure 3-10).

To ensure their proposals make a fall CPCC agenda, faculty should remain proactive by monitoring the progress of their proposals and responding to all inquiries or correspondence related to their proposals in a timely manner.

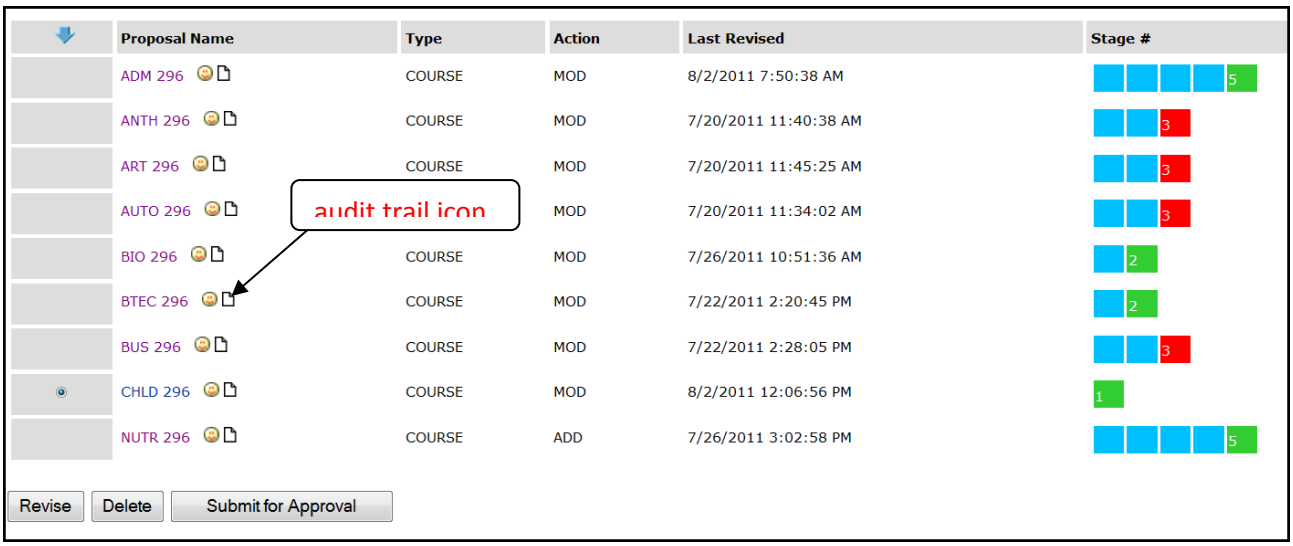


Figure 3-9. WebCMS Audit Trail Icon

Proposal modified	4/21/2011 10:57:00 AM	
Supplemental successfully saved.	4/21/2011 11:01:11 AM	
Proposal modified	4/21/2011 11:05:07 AM	
Supplemental successfully saved.	4/21/2011 11:09:34 AM	
Proposal modified.	5/6/2011 10:30:54 AM	
Proposal modified	5/6/2011 10:31:34 AM	
Supplemental successfully saved.	5/6/2011 10:36:51 AM	
The proposal was reviewed by Cindy Dudley in Articulation & Tech Writer - Stage 2 and is waiting for approval by other users in this stage.	5/6/2011 10:53:45 AM	I suggest removing the MATH 130 prerequisite for two reasons: one, the other prerequisite for this course, MATH 135, requires MATH 130, so MATH 130 is a traceable prerequisite; two, MATH 130 cannot be substantiated as a prerequisite for MATH 150 because we cannot find three California public universities that require Trigonometry as necessary preparation for Calculus. In lieu of having three university comps, the faculty would have to validate the MATH 130 prerequisite through statistical validation.
Proposal was reviewed by Joanne Benschop in Articulation & Tech Writer - Stage 2 and submitted to Department Chair - Stage 3.	5/6/2011 12:48:00 PM	I agree with Cindy that if we cannot find three CSU or UC's or a combination that have the stated trigonometry prerequiste we cannot list it wuthout the statistical validation. If we use 135, we are okay, because 130 is the prerequiste for 135.
Proposal was reviewed by MATH - Peter Avery in Department Chair - Stage 3 and submitted to Division Dean - Stage 4.	5/6/2011 3:12:37 PM	

Figure 3-10. WebCMS Sample Audit Trail Comments (Partial View)

Chapter 4. Course Outlines of Record

4.1 Purpose

The Course Outline of Record (COR) 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, Accrediting Commission for Community and Junior Colleges (ACCJC), and MiraCosta College Board Policies and Administrative Procedures
- 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 C & P website, provides a thorough explanation of course outline requirements.

4.2 Types of Courses

MiraCosta has two types of courses, and each requires review and approval by CPCC, ASC (and the other three councils), and the Board of Trustees.

4.2.1 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.

4.2.2 Experimental. An experimental course (termed "Topics" at MiraCosta) is by virtue of content or methodology a new exploration of a particular aspect of a discipline or disciplines. In general, a Topics course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. Topics courses are

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

4.3 Required COR Components

Title 5 §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.

4.3.1 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 of the California Community Colleges requires each course outline to include specific data elements, which are listed in Part I, section 4.1.3.

4.3.2 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 diploma programs are available on the C & P website.

4.4 Integration Requirement

Title 5 requires course outlines to be integrated, which is explained in The Course Outline of Record: A Curriculum Reference Guide 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."

4.5 COR Writing Standards and Guidelines

4.5.1 Cover Sheet. The cover sheet contains information that is important to the Technical Review Committee, CPCC, and the Office of Instruction, especially in terms of determining the intent or purpose of the proposal and the potential "impact" of the proposal on other courses and programs at the college. Certain modifications of existing courses (such as units or requisites) can trigger additional review (articulation) or paperwork; thus, this section must be completed as accurately and comprehensively as possible.

Courses that do not fulfill an associate degree or certificate of achievement requirement, which is noted on the cover sheet, are considered stand-alone, so the stand-alone box on the cover sheet must be checked.

4.5.2 Section A—Course Identification. Section A identifies the fundamental parameters of the course, such as subject, department, title, and units. While most of these parameters are straightforward, others warrant some explanation.

4.5.2.1 **Location (section A1)**: Proper assignment of a course to the area of emphasis-subject area forms the basis for determining the Taxonomy of Program (TOP) code that affects eligibility for certain types of funding (CTE, Basic Skills, etc.). It also determines the Student Accountability Model (SAM) code that in turn determines the CTE course/non-CTE course level.

By completing section G (MIS Coding) of the COR, the instructional dean suggests the appropriate TOP and SAM codes for all new courses. Careful consideration of TOP codes and consultation with the dean are essential to ensuring the appropriate TOP code is assigned during the curriculum review process. When courses and programs are sent to the Chancellor's Office for review and approval, the Chancellor's Office becomes the ultimate authority for assigning TOP codes.

4.5.2.2 **Designator (section A2)**: Each course at MiraCosta College is assigned a three or four letter designator. Often, but not always, this designator reflects the discipline assignment for the course.

4.5.2.3 **Creating a new designator**: New three- or four-letter designators may be created for one of the following reasons:

- To define a new program (for example ETEC, Energy Technology). Faculty who are proposing new programs and/or certificates should meet with the dean of career and technical education early to begin the extensive process of seeking Region 10 Workforce Development Council and/or Chancellor's Office approval.

- To allow reorganization and/or improved numerical sequencing of courses within an existing program (for example, CIS to CSIT). Please note that creating new designators for existing courses can seriously "impact" existing courses, certificates, and degrees, thereby requiring extensive modifications to the official course/program database. Faculty should consult with the curriculum support specialist for help assessing the impact of changing an existing designator.

- To identify a new, vocationally oriented discipline with unique minimum qualifications within a traditionally academic department (e.g., BTEC in the Biology Department).

Once a new designator is deemed appropriate, the department must contact the curriculum support specialist, the dean supervisor to curriculum, and the chair of C & P for preapproval of the new designator. Preapproval allows PeopleSoft and WebCMS to be changed to accommodate the development and review of proposals with the new designator.

4.5.2.4 **Cross-listed courses**. While most courses are assigned to a single designator, some are not. These courses are referred to as "cross-listed." Research Methods in Behavioral Sciences, for example, is assigned to both psychology and sociology and is designated as PSYC/SOC 205. Cross-listed courses must be recorded in two separate but identical CORs in WebCMS; 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. CPCC is responsible for ensuring the appropriate disciplines or disciplines have been assigned to all courses based on the evidence provided in the COR.

4.5.2.5 **Formerly (section A5)**: 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.

4.5.2.6 **Discipline (section A6):** C & P is responsible for ensuring that the appropriate discipline has been assigned to each course based on the evidence provided in the COR (see Part I, section 3.2.2, Discipline selections and course placements in disciplines). Proper assignment of the course to the discipline ensures that faculty with the appropriate expertise and minimum qualifications will teach the course.

Approved disciplines are listed in Minimum Qualifications for Faculty and Administrators in the California Community Colleges, which is available as a link in WebCMS and on the C & P website. Faculty select an appropriate discipline (or disciplines) for new courses in section A6, Course Identification, of WebCMS. An official composite listing of all disciplines offered at MiraCosta College and courses (both credit and noncredit) placed in each discipline is provided on the C & P website.

In addition to selecting a discipline via the WebCMS course proposal process, requests for changes to discipline selections/course placements can be made via request to CPCC each spring (April). C & P circulates current discipline/course placement lists to all departments in February to initiate this process.

4.5.2.7 **Required Materials Fee (section A8)**: Instructional materials fees are regulated by Title 5 §59402. MiraCosta's rules and procedures for allowable instructional materials fees are described in AP5031. 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 of the above questions, an instructional materials fee may be appropriate for the course. If you answered “no” to any of the above questions, consider collaborating with the bookstore to develop a kit that students purchase through the bookstore as an alternative.

If you are considering attaching an instructional materials fee to a course, you must consult with your 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, you will need to create an itemized list of the required materials that indicates the cost of each item and the total cost. This list should be sent to your instructional dean and entered in section A8 of the course outline.

4.5.2.8 **Course Hours (section A10)**: Title 5 §55002.5 establishes the minimum expected time on task (lecture, study, and or lab work) that is necessary to award one unit of credit. MiraCosta calculates weekly hours based on the Carnegie-Standard formula, illustrated in Figure 4-1, 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.) WebCMS auto populates the weekly contact hours as well as a variety of student/faculty workload factors (section F) based on the unit information entered by the author, so the weekly contact hours cannot be directly modified.

Units and Required Hours

Note: 1-Unit of Lecture = 1 hr per wk for 16 weeks; Each hr of lecture requires 2 hrs of homework (outside hours). 1-Unit of lab = 3 hrs per wk; no outside hours are required.

Units	Lec Hrs per Wk	Lab/Act Hrs per Wk
5	5	0
5	4	3
5	3	6
4	4	0
4	3	3
4	2	6
4	3.5	1.5
3	3	0
3	2	3
3	0	9
2	2	0
2	1.5	1.5
2	1	3
1	1	0
1	0.5	1.5
1	0	3
0.5	0.5	0
0.5	0	1.5

Figure 4-1. Carnegie-Standard Units and Required Hours

4.5.2.9 **Enrollment Limit (section A11)**: Each COR identifies the maximum number of students allowed to enroll in the course; this number is referred to as the class size maxima (CSM). The current college policy on class size maxima (approved in 2001 by the Academic Senate Council) is provided in Figure 4-2. Due to the outdated nature of this policy, the Instructional Services Office and the Academic Policies and Procedures (AP & P) Committee decided in 2009 to place a moratorium on all requests for changes in class size maxima until college policies and procedures related to CSM are revised and updated.

At the current time, CSMs are fixed according to previous agreements and are listed in the official CSM by Course List, which is available via a link in WebCMS and on the C & P website. The same practices, policies, and procedures related to credit-course class size maxima apply to noncredit courses.

4.5.2.10 **Concurrent Scheduling (section A12)**: 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 within a "family" (such as those that represent different levels of a similar activity) should be considered for stacking. Due to pedagogical considerations, concurrent scheduling requests are reviewed and approved by CPCC. Courses will not be offered concurrently if the COR does not identify them as having been reviewed and approved for stacking.

4.5.2.11 **Optional Unit Variants (section A13)**: Courses that allow for multiple unit offerings, such as work experience and internship courses, must complete this section by identifying all unit variants. (Note: When entering the unit information in section A10, faculty should enter the highest unit value.)

4.5.3 Section B—Course Content (Integrated Outline). Section B contains the primary narrative sections of the course outline, such as its content, achievement standards, assignments, and instructional methodologies.

4.5.3.1 **Course Catalog and Schedule Description (section B1):** The *catalog description* should be a short paragraph that summarizes the objectives and content of the course. It should accomplish the following:

- State the goals and outcomes a successful learner can demonstrate at the end of the course
- Identify key topical areas that the course will address/cover
- Identify the target audience (if appropriate)
- Identify special requirements (such as required participation in field trips or attendance at performances)
- Use complete sentences (at least three), active voice, and the present tense.

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

The *schedule description* should be one or two complete sentences that summarize the intent (introduces, explores, analyzes, addresses, develops, reviews, provides, etc.) and content of the course. It also should identify special requirements (such as required participation in field trips or attendance at performances).

The schedule description applies to all sections of a course, regardless of delivery modality (online, hybrid, summer session, etc.).

> ***Example:*** *This course introduces beginning vocational nursing students to therapeutic communication, the nursing profession, basic nursing skills, basic pharmacology, and the nursing process.*

Both the catalog and schedule descriptions are monitored by Instructional Services for consistency, length, and content. Faculty should consult with the technical writer when creating or modifying these descriptions.

4.5.3.2 **Content Outline (section B2)**: The content outline (topics) should accomplish the following:

- Represent the specific body of knowledge the course will cover
- Support the objectives (a reviewer should be able to read an objective and see where it is covered in 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.

> ***Example:***
>
> ***[From a drama literature course]***
> I. Strategies for reading, understanding, and analyzing dramatic literature
> A. Aristotle's Poetics
> B. Narrative structure/classical paradigm
> C. Production methodologies and styles.
> **II. Greek drama (5th Century B.C.)**
> A. Comedies (Old, Middle, and New)
> B. Tragedies.
> III. Roman drama
> A. Comedies (2nd Century B.C.)
> B. Tragedies (1st Century A.D.).
> IV. Medieval drama

Concern for the quality of instruction is the foundation on which the class size maxima document establishes policy, procedures and guidelines for governing class size.

1. The Department shall determine class size in cooperation with the Office of Instruction

2. When an instructor is not represented (or supported) by a Department in class size recommendations, s/he will have the right to a discussion which airs the recommendation with all affected parties and a right to follow the process for reaching agreement.

3. Agreements, along with rationales and criteria for decisions, will be published

4. Consideration will be directed to the possible effect experimentation and/or innovation in instructional design may have on class maxima.

Rationale: The Department can best determine the pedagogical soundness of numbers of students who can be served by an instructor within a single class. In cases where an individual instructor is a better determiner of pedagogical soundness of class size than the Department, or where an instructor may not have a Department which can make such a determination, then it makes sense to ensure that a discussion with "affected parties" is conducted.

Procedure:

1. Review Process:
   a. Each semester, as part of the schedule development process, the Department shall review class size maxima.
   b. As part of the Program Review process, guided by AP&P, Departments shall review class size maxima recommendations and include their recommendations and rationales in the Program Review Document using guidelines outlined in the "Criteria" section of this procedure.
   c. A request for change to the class size maxima figure earlier agreed-upon by the affected parties shall be made in writing, including rationale for the proposed change.
   d. "Affected parties" shall include (but not be limited to) the Instructor, the Department Chair, or Lead Instructor, and the Vice-President of Instruction (or Instructional Dean of the Department), the dean of Academic Information Services or the Chair of TAP or designee shall be a party for TMI-related discussions. "TMI" (Technology Mediated Instruction) refers to a course or class in which a substantial portion of the course content is delivered through or assisted by various technological devises, hardware, and/or software.
   e. Upon request of any of the affected parties, affected parties will meet within a month of the request for the purpose of discussing the change and coming to agreement on a class size figure that is supported by rationale consistent with the "Criteria" section of this procedure.
   f. The Academic Senate for California Community Colleges (ASCCC) action recommends the curriculum committee ensures that instructional methods are appropriate to the class size. When the "affected parties" cannot reach agreement, C & P will arbitrate.

Figure 4-2. Class Size Maxima Policy (approved by AP&P April 11, 2001)

g. As part of the Program Review process, guided by C & P, Departments shall review class size maxima recommendations and include their recommendations and rationales in the Program Review Document using guidelines outlined in the "Criteria" section of this procedure.

h. A proposal for a new or revised course, or course being considered for TMI, shall include a recommendation for maximum class size, with a rationale for that figure using guidelines outlined in the *Criteria for Making Decisions About Class Size Maxima* section of this procedure. Because TMI courses are understood to be equivalent in content to traditional courses, class maxima will approximate the maxima established for the traditional class.

i. When agreements exist between Instructional Services and Departments which assign course maxima to specific courses due to different workload, those agreements should be reviewed and applied, if appropriate, to the comparable TMI class.

j. The *Criteria for Making Decisions About Class Size Maxima* section of this procedure is intended to be used as a guideline in developing rationales for class size maxima for new courses, as well as for any part of the process for changing already agreed upon figures.

2. Effective Date for Change in Class Size Maxima Figure: When discussion between all "affected parties" has occurred, and agreement has been reached or an arbitrated decision has been made, the change in the class size maxima for a given class will be effective before registration begins for the next regular session/ semester.

3. Record Keeping Archiving: Beginning May 1999, AP&P shall keep a file archiving, for all courses in all Departments, the history of Class Size Maxima statements and rationales, plus relevant backup data and definitions. This file shall include all relevant policies and procedures, with effective dates. The *Criteria for Making Decisions About Class Size Maxima* section will be used in addition to relevant backup data and definitions to clarify the rationales provided for class size maxima statements. A copy of this file shall be readily available to faculty who are reviewing class size maxima.

4. Publication of Information Disclosure, Clarity, Equity: The Office of Instruction in cooperation with the Department will draft a written document recording the agreement and the rationale for the agreement (using the *Criteria for Making Decisions About Class Size Maxima* section of this procedure and including relevant data and definitions used to support the rationale), and will deliver the document to AP&P and to the Senate President as soon as possible after agreement is made. AP&P shall publish each year a "Class Size Maxima" document (a list of courses and maximum class size as agreed upon by the affected parties), which include rationales for agreements, using the "Criteria" section included in this procedure and including data and definitions which support the rationale.

Figure 4-2. Class Size Maxima Policy (continued)

Rationale: Program Review is already in place; it makes sense to complete a review of class size maxima as part of this process. Recommendations made in the Program Review are subject to review by AP&P (a general interdisciplinary committee), and this review process includes the Vice President of Instruction as well as the Senate President (co-chairs). Program Review recommendations are approved and then published.

Criteria for Making Decisions About Class Size Maxima

It is important that decisions about class size be made with a set of criteria that guide the rationales and that help parties to weigh the relative merits of different concerns in order to reach agreement.

The "Criteria" section is intended as a living document. When substantially new criteria or rationales are discovered, this document may be revised. The criteria listed below include brief explanations and/or examples; the explanations and examples are not exhaustive.

1. College Resources:
   a. Faculty: Availability to students, levels of experience and expertise.
   b. Administration and Staff: Availability access and level of assistance for students and teachers.
   c. Students: Access to curriculum and faculty; availability of tutors, teacher assistants, lab assistants or associates, program aides.
   d. Physical Plant and Equipment: Classroom size and availability (usage, square footage, number of seats available for students, number of workstations available).
   e. Technology: Stability, usability, and availability of technology and technological infrastructure, including technology support services, technology assistants, appropriate hardware and software as required or needed by the delivery mode or course content.
   f. Cost-effectiveness: Learning outcome costs, institutional needs, program needs.
   g. Other: Professional development opportunities, workshops, training, innovations grants.

2. Pedagogy:
   a. Types of student evaluation methods required in official Course Outline of Record (e.g. writing assignments, in-class presentations/performances, and exams).
   b. Instructional Delivery Mode: Lecture/lab, open entry-open exit, individualized or group instruction, asynchronous or synchronous, TMI or traditional.
   c. Innovation/experimentation with new teaching-learning modalities.
   d. Student-Teacher Interaction: Amount, type, and level of student-teacher interaction and communication required by official course outline and official course objectives.
   e. Retention/attrition considerations.
   f. Presence of placement tests and other course requisites.

3. Resources for Relevant Back-up Data and Definitions:
   a. Recommendations by relevant national associations.
   b. Academic freedom, integrity, and standards documents.
   c. Load, retention, and cost-effectiveness or productivity studies.

Figure 4-2. Class Size Maxima Policy (continued)

4.5.3.3 **Student Achievement Standards: Performance Objectives (section B3A)**: Student performance objectives should accomplish the following:

- Emphasize how students will be able to think critically about the course content upon successful completion of the course by beginning with a verb that demonstrates a measurable, higher-level cognitive process from Bloom's Taxonomy (Figure 4-3)
- Establish the level of rigor expected of students
- Adequately cover theory, principles, and concepts; skills and applications are used to reinforce and develop concepts.

Examples:

- Evaluate the effectiveness of theatrical techniques used in a performance [From a drama course]
- Assess anthropogenic impacts on the marine environment [From a biology course].

Verbs Demonstrating Measurable Cognitive Processes at Each Level of Bloom's Taxonomy

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

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

Figure 4-3. Sample Verbs from Bloom's Taxonomy

4.5.3.4 Student Achievement Standards: Student Learning Outcomes (section B3B): All new course proposals must include three SLOs and an appropriate means of assessment for each. (Note: Effective 2011, faculty are asked to limit course SLOs to three.) SLOs are submitted to the Student Learning Outcomes and Assessment Committee (SLOAC) by completing the Course SLO Modification form (Figure 4-4), which is available on the SLOAC website, and submitting it to the curriculum support specialist. SLOAC reviews and approves SLOs for new course proposals after CPCC has approved the course outline of record.

Modifications to existing course SLOs may be proposed only after they have been assessed. Modifications are made by completing the Course SLO Modification form, obtaining the necessary signatures (SLO lead and department chair), and submitting the form to the curriculum support specialist. Once SLOAC reviews and approves the changes, the curriculum support specialist modifies the official course outline of record accordingly. The same practices, policies, and procedures related to credit-course student learning outcomes apply to noncredit courses.

MiraCosta is committed to the following goals with respect to SLOs:

- To ensure that our students graduate, transfer, or complete any program with not only knowledge but also abilities needed in their journeys beyond MiraCosta College, whether career, educational, or personal.
- To create a coherent educational experience for every student who passes through a program at MiraCosta
- To make the continuity of programs transparent for students.

All MiraCosta courses are required to contain at least three SLOs. In writing course-level SLOs, faculty should do the following:

- Employ language with active verbs from the critical thinking categories (i.e., analysis, synthesis, and evaluation) of Bloom's Taxonomy (see Figure 4-3)
- Ensure that SLOs are measurable or observable
- Explicitly or implicitly address the conditions or context of the assessment (e.g., simulation, case study, various URLs).

Course Student Learning Outcome Form

This form may be used:
a) for **all new course proposals** submitted to Courses & Programs Committee for approval (submit one form for each SLO), or
b) when requesting a SLO modification(s) to any existing course (submit one form per SLO modification)

Department:_____ **Course:** _____ (ex: BIO 100)
What is the **designated SLO #** that you are modifying (existing course) or creating (for new course)? _____

Place an X in the appropriate space:
Is this a new course? ☐ **OR** a modification to an existing course? ☐

SLO Written (semester & year): _____
(If you are modifying a SLO, this information may be found in TracDat)

When was this SLO assessment last administered (semester & year) (if new course indicate NA): _____
If modifying an SLO prior to assessment, indicate "NA" and in the box below, briefly explain reasons for changing the SLO prior to assessment:

In the table below, use both the left and right columns for modifying a SLO. If this is a new course, use only the right column.

Old **Student Learning Outcome (for modification)**	**New** **Student Learning Outcome**
Old Means of Assessments	**New Means of Assessment**
Old Expected Level of Achievement/Baseline	**New Expected Level of Achievement/Baseline** *(this must be meaningful, e.g. 65% of the students assessed will score 70% or above on a graded rubric; etc.)*
Old Related CTE Program Outcomes *[to which of the following outcomes did this SLO apply? – information is available in TracDat (place an X in the box to the left of each applicable outcome)]*	**Related CTE Program Outcomes** *(to which of the following outcomes does this apply? Place an X in the box to the left of each applicable outcome)*
☐ Application of Discipline Skills ☐ Technical Skills ☐ Critical Thinking and Problem Solving ☐ Communication ☐ Professional Behavior	☐ Application of Discipline Skills ☐ Technical Skills ☐ Critical Thinking and Problem Solving ☐ Communication ☐ Professional Behavior
Old Related GE Program Outcomes *[to which of the following outcomes did this SLO apply? – information is available in TracDat (select one or more boxes that apply)]*	**Related GE Program Outcomes** *(to which of the following outcomes does this apply? Select one or more boxes that apply)*
☐ Effective Communication ☐ Critical Thinking ☐ Global Awareness and Responsible Citizenship ☐ Information Literacy ☐ Aesthetic Literacy and Appreciation ☐ Productive Work Habits	☐ Effective Communication ☐ Critical Thinking ☐ Global Awareness and Responsible Citizenship ☐ Information Literacy ☐ Aesthetic Literacy and Appreciation ☐ Productive Work Habits

Figure 4-4. Course SLO Modification Form

4.5.3.5 **Assignments (section B4)**: Reading, writing, and outside-of-class assignments must be appropriate to the stated performance objectives. Title 5 does not mandate a comprehensive list of assignments; rather, the outline must "specify types or provide examples." Assignments should be consistent with but not limited by these types and examples. 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 in class. 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.

Examples:

- Read about theatre appreciation in the class text and note the introduction and use of specialized terms, concepts, and theories [From a drama course]
- Compare articles about environmental sustainability published in scientific magazines, such as Discover, Scientific American, Audubon, and Natural History, as well as on the Internet, such as those published on the National Oceanic and Atmospheric Administration (NOAA) Fisheries website (www.nmfs.noaa.gov), to identify critical issues and proposed interventions. [From a biology course]

Sample writing assignments include those begun or completed in class. 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.

Examples:

- Write a critical review of a theatrical performance, using appropriate theatrical terminology and references to theory that evaluates the theatrical techniques employed. [From a drama course]
- Prepare expository essays that propose solutions to marine ecology-related problems, controversies, or debates, such as those associated with marine protected areas and the rights of fishermen/women. [From a biology course]

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

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

Example: Complete reading and writing assignments, including a term paper; prepare both oral and written presentations; conduct research about a ___ -related topic; study specific course material, such as ____ , to prepare for in-class discussions, assignments, and assessments.

4.5.3.6 **Methods of Instruction (section B5):** Title 5 does not mandate a comprehensive list of instructional methods; rather, the outline must "specify types or provide examples." Faculty are free to select instructional methods that best suit their discipline and their teaching style. In many cases, such as laboratory courses, the environment in which the learning occurs needs to be described.

The methodologies must be consistent with but not limited by the provided types and examples. In all cases, they 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. Because the learning experiences must include either critical thinking or experiences leading to this capability, the methods of instruction must effectively teach critical thinking. In summary, they should ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints, and they should illustrate sufficient opportunities for diverse types of learners to achieve those objectives.

Example: *If one performance objective from an English composition course is for students to complete the course with the ability to "[u]se the writing process to compose college-level expository writing assignments characterized by a limited topic, a thesis, coherence and logic, clear organization and structure, and general and specific support," then one method of instruction might be the "use of peer review groups to provide student writers a real audience context and valuable feedback and student readers the opportunity to practice critical thinking skills as they evaluate their peers' writing."*

4.5.3.7 **Methods of Evaluation (section B6)**: Title 5 does not mandate a comprehensive list of methods of evaluation; rather, the outline must "specify types or provide examples." The methodologies used by the instructor are to be consistent with but not limited by the provided types and examples. Sample evaluation methodologies should illustrate how students' mastery of the skills and abilities identified in the course objectives is measured. These sample methodologies should address, either directly or indirectly, how sample assignments are evaluated, since the intention of all assignments is to "promote student mastery of the objectives" (Title 5 §55002).

Example: *If a drama class was asked to write a critical review of a theatrical performance that evaluates the theatrical techniques employed, then a method of evaluation might be "Evaluation of written analyses for content, form, and application of dramatic performance review techniques" (ASCCC).*
Other examples that are appropriate for certain types of courses: *Evaluation of contributions to class discussion; participation.*

4.5.3.8 **Required Instructional Materials (section B7)**: Under *Textbooks* 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). If you use a text that is more than five years old, you should provide a brief explanation for its use. The *Other Required Materials* section allows the faculty author to identify typical print and non-print materials other than textbooks that are required (such as safety goggles for CHEM 110 or a graphing calculator for MATH 130).

4.5.4 <u>Section C—Course Registration Controls</u>

4.5.4.1 **Registration Requisites (section C1)**: If prerequisites, corequisites, advisories, and/or limitations on enrollment are established unnecessarily or inappropriately, they constitute justifiable obstacles to student access and success. Thus caution and careful scrutiny are necessary in establishing such registration controls in order to maintain academic standards while avoiding the imposition of unnecessary or unwarranted obstacles.

Title 5 §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."

The policies, rules, and procedures for establishing, reviewing, and applying registration requisites at MiraCosta are described in BP4260/AP4260 and include a mandated review of all course prerequisites and corequisites at least every 6 years and every 2 years for CTE courses. Requests for prerequisite, corequisite, and/or advisory limitations on enrollments are made using a supplemental form in WebCMS (Form B), described in section 4.6.2, and are reviewed by the committee at the same time as the complete course proposal.

4.5.4.2 **Other Registration Limitations (section C2)**: "Not open to students with prior credit in" is the most commonly used enrollment limitation. A cross-listed or honors counterpart to a course must be identified here because of their identical content. Similarly, courses that have a new designator or title must identify their former designator or title in this box to prevent students from taking and receiving no credit for the same course.

2. Other Registration Limitations

A. ☐ **Instructor permission**
1. Rationale:

B. ☐ **Special admission**
1. Rationale:

C. ☐ **Not open to students with prior credit in**
1. Course:

2. Rationale:

D. ☐ **Tryout or audition**
1. Rationale:

4.5.4.3 **Repeatability (section C3)**: 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 that share a similar primary educational activity must be grouped together as a "family." Four enrollments are allowed within a family of courses, but each course is limited to one enrollment unless the course has been designated as repeatable. The current "family plans" for art, dance, drama, kinesiology, and music are located on the C & P website.

3. Repeatability (applicable only to courses in the visual and performing arts, physical education, and athletics) **Help**

A. Total enrollments allowed: 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 to meet that requirement.
- Intercollegiate athletics courses may be repeated up to three times.
- Courses that are linked to a sanctioned intercollegiate academic or vocational competition may be repeated up to three times.

Courses that share a similar primary educational activity must be grouped together as a "family." Four enrollments are allowed within a family of courses, but each course is limited to one enrollment. This grouping requirement is optional for courses that meet the above criteria for multiple enrollments and CTE courses.
Enter 1 unless this course qualifies for multiple enrollments.
4

B. Rationale for multiple enrollments: If this course qualifies for multiple enrollments because it meets one of the three exceptions listed above, briefly summarize the rationale for allowing multiple enrollments, citing the UC/CSU campus that requires repetition of the course or the intercollegiate competition that all students taking the course participate in. *(Example: CSU Fullerton requires dance majors to transfer with 3 units of beginning ballet. Beginning Ballet is 1.5 units at MiraCosta, so a student would need to repeat the course once for two enrollments to satisfy the major prep unit requirement.)*
UCSB requires 8 units for the major - DANC 47-D, E, F.

C. If this course shares a simliar educational activity with one or more other courses, please identify all courses within the "family" in the text box below.
This course is exempt from the family requirement because of the allowed repeatability with UCSB.

Courses that have been designated as repeatable based on specific course and unit major preparation requirements at a UC/CSU campus, intercollegiate athletics courses, academic competition

courses, and courses designated Career Technical Education (CTE) are not required to be grouped into a family.

4.5.5 Section D—Course Support. 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 for New Courses/Programs form and meet with a library representative prior to the proposal reaching the Technical Review stage (stage 5). Failure to do so successfully will result in the proposal being held at stage 5 and not progressing to the Agenda Development stage (stage 6). A link to the form is available in WebCMS and on the library's webpage.

4.5.6 Section E—Course Articulation. Faculty authors of **new** course proposals (only) must complete sections E1 and E2, providing as much information as available to assist with course articulation. Only CSU and/or UC courses, not courses at other community colleges or local private institutions, can be included in these sections. Faculty must include the name of the UC or CSU campus and the course prefix (designator), number, title, and units in the appropriate section, UC or CSU.

SECTION E - COURSE ARTICULATION

For **new** courses only complete #1 and/or #2.

1. **CSU Comparable Course and Units**
   If this course is modeled after an existing CSU course, complete this section by identifying the college and course prefix, number, title, and units.
   San Diego State University -- ITAL 211, Intermediate Italian I, 4 units
2. **UC Comparable Course and Units**
   If this course is modeled after an existing UC course, complete this section by identifying the college and course prefix, number, title, and units.
   UC Irvine -- ITAL 2A and 2B (4 quarter units each)
3. **CSU Certification List**

4.5.7 Section F—Student/Faculty Workloads. Section F is not to be completed by the faculty. Information in this section is auto-populated based on information (such as units or department assignment) provided in earlier sections and/or will be completed by the Instructional Dean.

4.5.8 Section G—MIS Coding. Section G is not to be completed by the faculty. Information in this section is completed by Instructional Services.

4.6 Supplemental Form Writing Standards and Guidelines

Faculty seeking approval for online delivery, course requisites and/or advisories, honors or general education status must adhere to additional guidelines or criteria and include the appropriate supplemental forms, if necessary, as follows.

4.6.1 Form A: Online (Distance Education) Approval

4.6.1.1 **Rules and regulations**: Distance education is covered by Title 5 §55200 et seq and is defined as "instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology." 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.

At MiraCosta, we currently distinguish between courses that may be delivered 100% via distance education and those that combine traditional instruction with distance education, which are called "hybrids." In the case of hybrid course approval, aspects of the course that *must* be delivered in a traditional manner are described in detail in Form A.

Whether the course proposal requests 100% distance education delivery or hybrid only status, it undergoes a separate review and approval process. When approving distance education courses, CPCC certifies the following per Administrative Procedure 4105:

- **Course quality standards**: The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses.
- **Course quality determinations**: Determinations and judgments about the quality of distance education courses are made in accordance with all CPCC course-approval criteria and procedures.
- **Instructor contact:** Each section of a course that is offered through distance education will include regular effective contact between instructor and students.

4.6.1.2 **Scheduling courses approved for online delivery**: Once a course is approved for online (distance education) delivery, the department is responsible for determining how any particular section of the course will

be scheduled. In the case of courses that have 100% distance education approval, individual sections may be scheduled at any percentage from zero up to and including 100%, online. Individual sections of courses that have hybrid-only approval may be scheduled at any percentage from zero up to the value that would be consistent with the hybrid-only limitations described in the approved Form A. 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% online.

4.6.1.3 **Completing Form A**: Any course that *replaces* face-to-face instruction with technology-mediated instruction must have a completed Form A attached to the course proposal that indicates whether 100% online or "hybrid" approval is being sought for the course. Attachment of this form to the COR takes place via the traditional course proposal system in WebCMS. At the time of request for DE delivery, the Course Outline of Record must be simultaneously updated, *in its entirety*, according to current curriculum standards at the college. Course review, including consideration of new requests for online delivery, takes place during the regular fall curriculum review cycle. Courses approved for online delivery may be offered in this modality the following fall (i.e., the next academic year).

4.6.2 <u>Form B: Requisites and Advisories</u>

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

- Is part of the curriculum approval process managed via WebCMS
- Must occur at least every 6 years for all courses and every 2 years for CTE courses.

4.6.2.2 **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 the student is highly unlikely to perform successfully in the course unless he or she possesses preparatory skills not taught in

the course, then a prerequisite is appropriate (e.g., a prerequisite of elementary algebra for intermediate algebra).

- If two courses work in parallel, where the skills or knowledge gained during the same term in one course provides essential support of the objectives of the other course, then a corequisite is appropriate (e.g., a corequisite of general biology lecture for a general biology laboratory course).

- If knowledge or skills gained in another course is thought to improve the learning experience of a student in the course but is not deemed necessary for the student's success, then an advisory is appropriate (e.g., eligibility for English 100 for a general education course in philosophy). Students are not blocked from enrolling in courses based on advisories; the student can ignore an advisory and enroll at will in the course.

4.6.2.3 **Enforcing prerequisites and corequisites**. Once a prerequisite or corequisite has been approved by CPCC, the department is expected to consistently enforce it for all sections of the course. Students who do not meet the stated prerequisite (or corequisite) are blocked from enrolling in the course (in SURF and in person). Students may challenge a prerequisite on the grounds that they have prior knowledge or the ability to succeed in the course despite not meeting the stated prerequisite as described in BP4260/AP4260.

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

- Content review is a rigorous, systematic process conducted by discipline faculty that identifies the necessary and appropriate body of knowledge or skills students need to either possess prior to enrolling in a course or acquire through simultaneous enrollment in a corequisite course.

- Statistical validation is a compilation of data according to sound research practices that shows a student is highly unlikely to succeed in the course unless he or she has met the proposed prerequisite or corequisite.

- A prerequisite or corequisite is exempt from scrutiny if it is required by statute or regulation, it is part of a closely related

lecture-laboratory course pairing within a discipline, it is required by at least one CSU or UC campus, or at least one CSU or UC campus will not grant credit for the course without the requisite.

4.6.2.5 **Completing Form B**: Faculty requesting a prerequisite, corequisite, and/or advisory on their course must attach a separate supplemental Form B for each. For example, if two advisories (DNCE 152 and DNCE 166) are requested for DNCE 185, two Form Bs, one for DNCE 152 and one for DNCE 166, must be attached to the COR.

Section 1: Reason for Co/Prerequisite or Advisory. The faculty author of the proposal must select one of five reasons for proposing an advisory, corequisite, or prerequisite.

- The advisory or requisite course ensures students have the knowledge and skills that are necessary for success in the proposed course, and it increases the likelihood that students will receive a satisfactory grade. If this justification is selected, then the faculty author must complete Section 2 or 3 of the form.
- The co/prerequisite course is required by a four-year public institution. If this justification is selected, then the faculty author must cite the UC/CSU campus, its course and requisite course title, prefix, and number, and its most recent catalog publication date where the information can be found. No further validation is required.
- The co/prerequisite is part of a closely related lecture/lab pairing within a discipline. If this justification is selected, then no further validation is required.
- If the proposed requisite is required via statute or regulation, then the faculty author must cite the statute or regulation and no further validation is required.
- If the proposed requisite is necessary to protect the health or safety of the student or others, then the faculty author must describe how the requisite provides this protection. If this justification is selected, then the author must complete Section 2 of the form.

Section 2: Content Review

2A: 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.

2B: 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.

Section 3: Content Review with Statistical Validation
3A: 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.

3B: 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 Institutional Research & Grants Office has determined the requisite has a disproportionate impact on particular groups of students.

4.6.3 Form C: Honors Criteria

4.6.3.1 **Definitions and guidelines**: MiraCosta College's honors courses are specifically designed to develop exceptional academic ability in highly motivated students. They provide intensive instruction and challenging course work through close interaction with Honors Scholar 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 supplemental Form C, distinguish these courses from a non-honors

course. Enrollment in honors courses at MiraCosta College is open to all students seeking an enriched educational experience.

Faculty proposing a new honors course must complete the "Rubric for Consultation Regarding Honors Curriculum" form in addition to Form C. The Honors Curriculum Subcommittee, comprised of the honors faculty coordinator, articulation officer, an honors faculty member, and an honors counselor, reviews the rubric to assess the proposed curriculum's "fit" within the Honors Scholar Program.

4.6.3.2 **Completing Form C**. To request the honors designation for a course, faculty must do the following:

- Create the course proposal with the letter "H" following the designator and number (e.g., ENGL 201H)
- Secure a recommendation from the Honors Curriculum Subcommittee as described above
- Attach and complete supplemental Form C that indicates to CPCC how the proposed course fulfills the additional requirements of an honors course, which are as follows:
    - This course expects a greater degree of student participation, engagement, and interaction.
    - Student work is evaluated with higher standards of performance expectation.
    - Assignments and instructional methods require more critical thinking in terms of analysis, synthesis, and evaluation.
    - The subject matter is presented in greater depth and/or breadth.
    - Students have more opportunities for conducting research, using and citing sources, and preparing scholarly papers for oral and/or written presentation.
    - Students have more opportunities for writing and independent reading.
    - The course has greater flexibility in format and teaching methodologies.
- The consideration to designate a course as honors is based on the COR itself; as such, the evidence to support this designation should be clearly and explicitly embedded within the COR. Supplemental Form C simply serves, by citing elements in the COR, as a guide to CPCC in the review process.

4.6.4 MiraCosta General Education (formerly Form D)

4.6.4.1 **Definitions and guidelines**: General education at MiraCosta introduces the content and methodology of major areas of knowledge. Its purpose is to encourage students to select a broad spectrum of classes. Students completing this program are able to demonstrate the following:

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

MiraCosta's general education pattern represents the universal curriculum component of the associate degree program irrespective of the major.

Courses seeking the general education designation must fulfill universal criteria for scope, rigor, autonomy, breadth, critical thinking, communication and literacy, and relevancy as well as meet additional criteria specific to their area of specialty.

A course may be listed in two different areas, but it may be used to satisfy a requirement in only one, except courses included in Areas F (Cultural Diversity) and G (American Institutions & History), which may be used to satisfy another area's (A-E) requirements. The universal criteria, areas of specialty, and each area's criteria are outlined in Figure 4-5.

Universal criteria for all GE areas:
Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses, i.e., each course provides exposure to foundations and fundamental tenets of the discipline.
Breadth: Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines as well as to contemporary society.
Critical thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
Communication and literacy: Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.
Area A—Language and Reasoning
Course develops the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses.
Area A1: This English composition course includes expository and argumentative writing and an appropriate prerequisite to distinguish it from a remedial course.
Area A2: This course is within (or is closely related to) one of the following disciplines: oral communication, mathematics, logic, statistics, a computer language, or computer programming. If a mathematics course, it has a prerequisite of Elementary Algebra (MATH 830) or higher.

Figure 4-5. MiraCosta College GE Criteria

Area B—Natural Sciences
Course is within (or is closely related to) one of the following scientific disciplines: astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, or physics.
Course examines the physical universe, its life forms, and its natural phenomena.
Course helps the student develop an appreciation and understanding of the scientific method.
Course encourages an understanding of the relationships between science and other human activities.
Area C—Humanities
Course is within one of the following disciplines: the arts, foreign language, literature, philosophy, or religion.
Course studies the cultural activities and artistic expressions of human beings.
Course develops an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
Course develops an aesthetic understanding.
Course develops an ability to make value judgments.
Area D—Social and Behavioral Sciences
Course is within (or is closely related to) one of the following disciplines: cultural anthropology, cultural geography, economics, history, political science, psychology, sociology.
Course develops an awareness of the method of inquiry used by the social and behavior sciences.
Course stimulates critical thinking about the ways people act and have acted in response to their societies.
Course promotes appreciation of how societies and social subgroups operate.

Figure 4-5. MiraCosta College GE Criteria (continued)

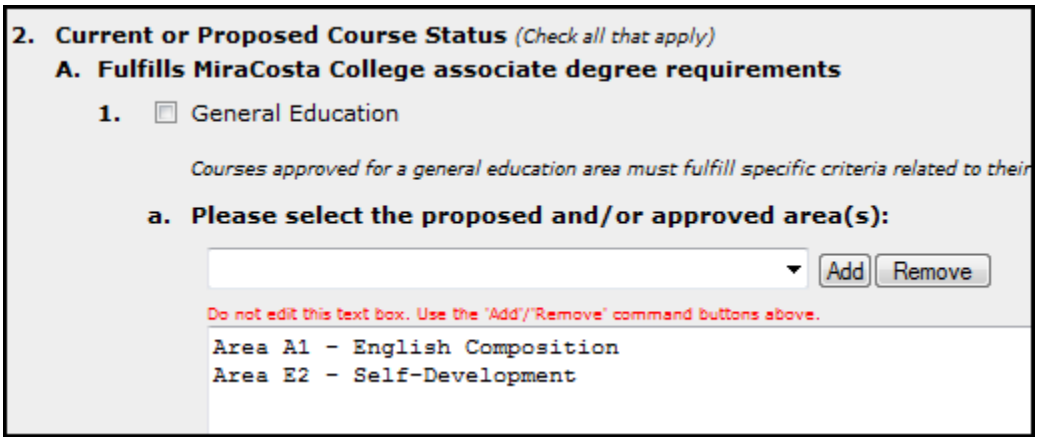
Area E—Lifelong Learning and Self-Development
Course equips student learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.
Area E1—Technology and Information Fluency
Course **develops the students' ability to skillfully and effectively make use of two or more technological tools,** such as multiple computer applications, for the specific purpose of accessing, evaluating, analyzing, integrating, and utilizing information **in a variety of contexts** in which the responsible and ethical use of information and information technology tools can be applied to decision making, critical thinking, and problem solving in students' lives.
Course encourages information seeking from diverse sources through the use of technology to identify information problems, seek their solutions, and communicate these solutions accurately and creatively.
Course emphasizes that accurate and comprehensive critical evaluation and analysis of information through the use of technology is a basis for intelligent decision making.
Area E2—Self-Development
Course includes selective consideration of content, such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships, and relationships with the environment as well as implications of death and dying and avenues for lifelong learning.
Course analyzes the relationship between an individual and the broader society.
Course recognizes the human body as an integrated organism with systemic functions, such as movement, nutrition, growth, reproduction, and aging.
Course examines the study of the mental processes that create consciousness, behavior, emotions, and intelligence.
Course encourages students to recognize the human being as an integrated physiological, social, and psychological organism.
If applicable, course provides opportunities for students to demonstrate the ability to apply life-success skills.

Figure 4-5. MiraCosta College GE Criteria (continued)

Area F—Cultural Diversity
Course demonstrates sensitivity to and promotes a climate of cultural diversity by focusing specifically on a multicultural and global perspective and by fostering an understanding of the student's role in a global community.
Course introduces and examines the intersection of ethnicity, language, or culture with gender, sexuality, class, or other important social categories, such as religion.
Course substantially and thematically meets **at least four** of the following goals and criteria:
It studies the history, experience, and specific contributions of one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin.
It increases the student's knowledge and understanding of other cultures.
It develops an awareness of racism or sexism and its impact on society.
It promotes critical thinking about issues relevant to one or more groups that are distinct from the dominant culture in the United States or the student's country of origin.
It identifies theories and practices of accommodation, assimilation, integration, and pluralism.
It recognizes artistic achievements and aesthetic values of non-western cultures.
It provides opportunities for students to recognize their own attitude toward cultural diversity.
It encourages and stimulates personal discovery of the individual's identity in a culturally diverse world.
Area G—American Institutions and History
Course develops the knowledge and skills necessary for intelligent citizenship by focusing on the major events and issues in U.S. history and the political processes used in the United States.
Course substantially meets **at least one** of the following goals and criteria:
It examines the historical development of American institutions.
It examines the U.S. Constitution and structure of federal and state government.

Figure 4-5. MiraCosta College GE Criteria (continued)

4.6.4.2 **Proposing a course for general education**: To request the general education (GE) designation for a course, faculty must select an area or areas from the pull down menu on the WebCMS cover sheet.



The consideration to designate a course as meeting GE criteria at MiraCosta is based on the COR itself; as such, the evidence to support this designation should be clearly and explicitly embedded within the COR. CPCC will review the COR in the context of the GE criteria (see Figure 4-8) when making their recommendations for approval. (Note: MiraCosta's GE pattern is separate and distinct from the CSU-GE and IGETC patterns. Requests for CSU-GE or IGETC approval are submitted by the articulation officer and are determined based on external review of the COR by those institutions. New course proposals requesting CSU-GE or IGETC approval must meet the early fall CPCC submission deadlines.)

4.7 Instructions for Topics Courses

"Topics" (299) 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 actually offered on a trial basis. Topics courses 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 CPCC in the spring. If approved, a Topics course may be offered the following semester. A topics course should be submitted as a regular (permanent) course within one year of approval or be discontinued.

4.8 Instructions for Credit Programs or Certificates

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

- Create a new proposal (certificate or program) in WebCMS
- Consult, in a collegial manner, with appropriate members of other disciplines/departments when the proposal includes courses outside of the faculty member's discipline
- Meet with the dean of career and technical education to initiate and complete all necessary paperwork for submission of the proposal to the state
- Meet all necessary deadlines for review by CPCC and submission to the state.

4.8.2 Writing instructions: When a faculty author creates a certificate in WebCMS, he or she 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 100 or BIO 101 and BIO 101L). Many configurations of required versus optional courses in certificates are allowed; please refer to existing certificates or consult with the curriculum support specialist about these options.
- Courses in the certificate should 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.
- Unit totals (required) for a certificate should be listed as the lowest number of units that fulfill all requirements of the certificate.

4.9 Revisions to Existing Programs or Certificates

All certificates of proficiency and achievement may be modified within WebCMS; however, associate degrees and areas of emphases must be created and revised as Microsoft Word documents, which are managed by the curriculum support specialist. Substantial modifications to 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
- 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.

Chapter 5: Graduation Requirements, Transferability, and Course Articulation

5.1 Overview

Credit courses approved by CPCC, the Board of Trustees, and the California Community Colleges Chancellor's Office may be eligible to be used to satisfy MiraCosta's associate degree requirements and/or be accepted for transfer by a four-year institution. While MiraCosta acts to define the requirements for its own associate degree (see BP4025/AP4025), the determination of course articulation to four-year institutions falls outside the purview of C & P. Information in this section is provided to assist faculty who are developing courses that they hope will fulfill MiraCosta associate degree requirements and/or articulate to four-year institutions. Faculty who hope to have their courses meet one of these two areas should consult with the articulation officer early in the process of developing their courses.

5.2 MiraCosta College Graduation Requirements

The course requirements for the associate degree at MiraCosta fall into three categories as described in AP4025:

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

5.2.1 General education. Courses considered for MiraCosta GE are usually introductory in nature, which generally means they have no prerequisites. A prerequisite may be acceptable if it is a course that is frequently taken at the high school or pre-collegiate level (e.g., foreign languages, English, ACE/ESL, or math). The criteria for GE courses are more fully described in Part II, section 4.6.4.

5.2.2 Major or area of emphasis. The 18 units (minimum) that describe a major or area of emphasis may consist of the requirements for a certificate of achievement in a discipline (CTE) or a pattern of courses (a program) defined by the discipline as appropriate preparation for transfer (i.e., prep for a major). Programs of study that comprise the major or area of emphasis are reviewed and approved by CPCC (see Part I, section 3.1.3) and are described in the college catalog.

- A major includes a list of required courses that all students complete. If the degree is transfer-oriented, then the major will prepare students for a specific baccalaureate major.

- An area of emphasis is a broader group of courses than the major. The courses may be as broad as "social sciences" or a theme-based interdisciplinary grouping of courses. Students may choose from lists of courses that provide a pattern of learning experiences.

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

5.2.3 Competencies: Title 5 mandates that all community college students meet English, reading, and math competency requirements to earn an associate degree. The minimum course requirements for these competencies are transferable English composition (ENGL 100) and intermediate algebra (MATH 64). The courses that meet the reading competency requirement are ENGL 100, 201, 201H, 202, 202H, or READ 100. Courses that fulfill competency requirements may also fulfill either a GE or major requirement (i.e., double-counting may be allowed as outlined in BP4025/AP4025).

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

5.3 CSU Transferability

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

5.4 University of California (UC) Transferability

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

- Courses should be comparable to those offered at the lower-division level at **any** of the UC campuses.
- Courses not equivalent to any offered at UC must be appropriate for a university degree in terms of purpose, scope, and depth.

Once courses have been approved by C & P, the articulation officer is responsible for preparing and submitting the course outlines to the UC Office of the President for consideration for transferability. Specific deadlines exist for the submission of new courses to the UC, making it imperative that faculty meet the early fall C & P submission deadlines for any courses under consideration for UC transferability. (See Part I, Figure 2-1 for C & P Calendar.)

5.5 CSU General Education Requirements

The CSU-GE pattern allows students to complete their lower-division GE requirements at MiraCosta prior to transfer. Courses that are approved by CPCC are automatically reviewed by the articulation officer and, if appropriate, are submitted to the CSU Chancellor's Office for acceptance into one of the CSU-GE areas, which are identified in Figure 5-1.

CSU GE Area	Subareas
A: Communication in the English Language and Critical Thinking	A1: Oral Communication A2: Written Communication A3: Critical Thinking
B: Physical Universe and its Life Forms	B1: Physical Science B2: Life Science B3: Laboratory Activity (taken with a course from B1 or B2) B4: Mathematics/Quantitative Reasoning
C: Arts, Literature, Foreign Language, and Philosophy	C1: Arts C2: Humanities
D: Social, Political, and Economic Institutions and Behavior, Historical Background	D0: Sociology and Criminology D1: Anthropology and Archeology D2: Economics D3: Ethnic Studies D4: Gender Studies D5: Geography D6: History D7: Interdisciplinary Social or Behavioral Science D8: Political Science, Government, and Legal Institutions D9: Psychology
E: Lifelong understanding and self-development.	

Figure 5-1. CSU GE Areas and Subareas

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

5.6 Intersegmental General Education Transfer Curriculum (IGETC)

Students can follow the IGETC pattern to complete the lower-division GE requirements for either the CSU or UC system. Courses that are approved by CPCC are automatically reviewed by the articulation officer and, if appropriate, are submitted to the CSU and UC system offices for IGETC approval. Only UC transferable courses can be approved for IGETC. IGETC areas and subareas are listed in Figure 5-2.

IGETC Area	Subareas
1: English Communication	1A: English Composition 1B: Critical thinking – English Composition 1C: Oral communication (CSU only)
2: Mathematical Concepts and Quantitative Reasoning	
3: Arts and Humanities	3A: Arts 3B: Humanities
4: Social and Behavioral Sciences	4A: Anthropology 4B: Economics 4C: Ethnic Studies 4D: Gender Studies 4E: Geography 4F: History 4G: Interdisciplinary 4H: Political Science 4I: Psychology 4J: Sociology
5: Physical and Biological Sciences	
6: Language Other than English	

Figure 5-2. IGETC Areas and Subareas

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

5.7 Lower-Division Major Preparation Articulation

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

5.8 Course-to-Course Articulation

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

5.9 Articulation Resources

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

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

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