



SAN DIEGO
MIRAMAR
COLLEGE

Curriculum/ IDEAA Training

2026-2027

Presentation Overview

- I. Purpose of the Curriculum Review Committee (CRC)
- II. Proposal process
- III. What the CRC will review
 - I. Criteria for approval
 - II. IDEAA requirements
 - III. Course Outline of Record (COR)
- IV. Activity: IDEAA in the COR
- V. Resources

Purpose of the Curriculum Review Committee (CRC)

Purpose of the CRC

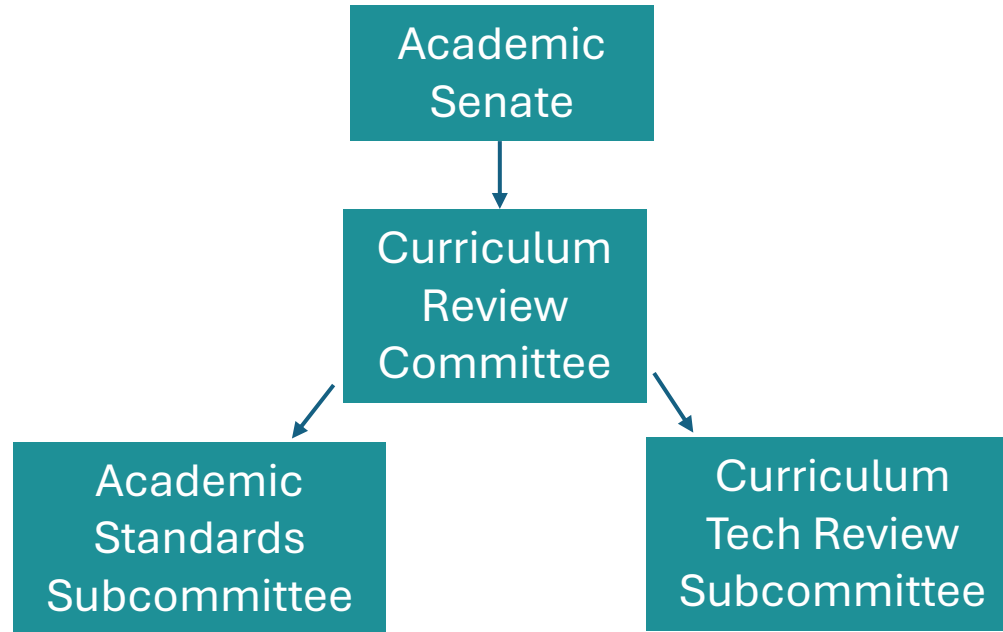
This committee is the campus **approval authority** for all curriculum proposals affecting San Diego Miramar College.

It follows **District policies** issued by the District Curriculum Instructional Council, **State policies** issued by the California Community Colleges Chancellor's Office, and State law and regulations set forth in **California Education Code and Title 5** of the California Code of Regulations.

This committee will also be informed and guided by curriculum-related recommendations from the **Academic Senate** for California Community Colleges.

Committee procedures are specified in **SDCCD Board Policies and Administrative Procedures, and the CCCCCO - Program and Course Approval Handbook**.

Miramar College Governance Organization



CRC Members

Rita Arabo, Counseling Faculty*

Matthew Cain, MBEPS Designee*
Exercise Science Faculty

Isabelle Ela, Counseling Faculty*

Evelyn Escalante, District Evaluator**

Veronica Hartmann, CRC Chair***
Counseling Faculty

Rose Marine, District Evaluator**

Michael Odu, Vice President of Instruction*

Mara Palma-Sanft, Articulation Officer*

Heather Paulson, Liberal Arts Designee*
English Faculty

Meilani Peleti, District Evaluator**

Brenda Wilburn, Math Subject Matter Expert
Math Faculty

David Wilhelm, BTCWI Designee*
Business Faculty

Sharilyn Wilson, Administrative Support

Vacant, Public Safety Designee*

TBD, Student Designee*

* Voting member

** Share two votes

*** Votes in case of a tie

Meeting: L-108 & Zoom

1st and 3rd Wednesday of each month

Fall 2026

September 2, 2026
September 16, 2026
October 7, 2026
November 14, 2026
December 2, 2026
December 16, 2026

Spring 2027

February 3, 2027
February 17, 2027
March 3, 2027
March 17, 2027
April 7, 2027
April 21, 2027
May 5, 2027
May 19, 2027

Proposals must be at CRC March 3rd meeting to make Fall 2028 deadline

Curriculum Review Committee

Website

Curriculum Committee

Contact Information

 Veronica Hartmann  vhartmann@sdccd.edu

Chair Requirements

Chair: Curriculum Chair/Coordinator Veronica Hartmann vhartmann@sdccd.edu

Committee Membership

Administrators (1)	Classified (2)	Faculty (8)**	Students (1)
Michael Odu - Vice President of Instructional Services	Evelyn Escalante - Evaluator*	Veronica Hartmann - Curriculum Chair/Coordinator	Kristine Huynh - ASG Designee
	Jamie Hammond - Evaluator*	David Wilhelm - BTCWI Designee	
	Mellani Peleti - Evaluator*	Heather Paulson - Liberal Arts Designee	
		Matthew Cain - MBEPS Designee	
		Vacant - Public Safety Designee	
		Mara Palma-Sant - Articulation Officer	
		Isabella Ela - Counselor Designee	
	*Designated by the District Office, share one vote	Rita Arabo - Counselor Designee	
		Brenda Wilborn - Math Subject Matter Expert	

Important Documents

-  2026-2027 Meeting Schedule
-  Program and Course Approval Handbook 8th Ed.pdf
-  CRC Common Review Questions.pdf
-  Curriculum Acronyms.pdf

Meetings, Agendas, & Minutes

Date	Location
Wed, 02-18-2026	R2 Conference Room ...
Wed, 03-04-2026	R2 Conference Room ...
Wed, 03-18-2026	R2 Conference Room ...
Wed, 04-08-2026	R2 Conference Room ...
Wed, 05-06-2026	R2 Conference Room ...
Wed, 09-02-2026	L-108 + Zoom

[VIEW ALL MEETINGS →](#)

Contact Information

Hartmann, Veronica
Counselor

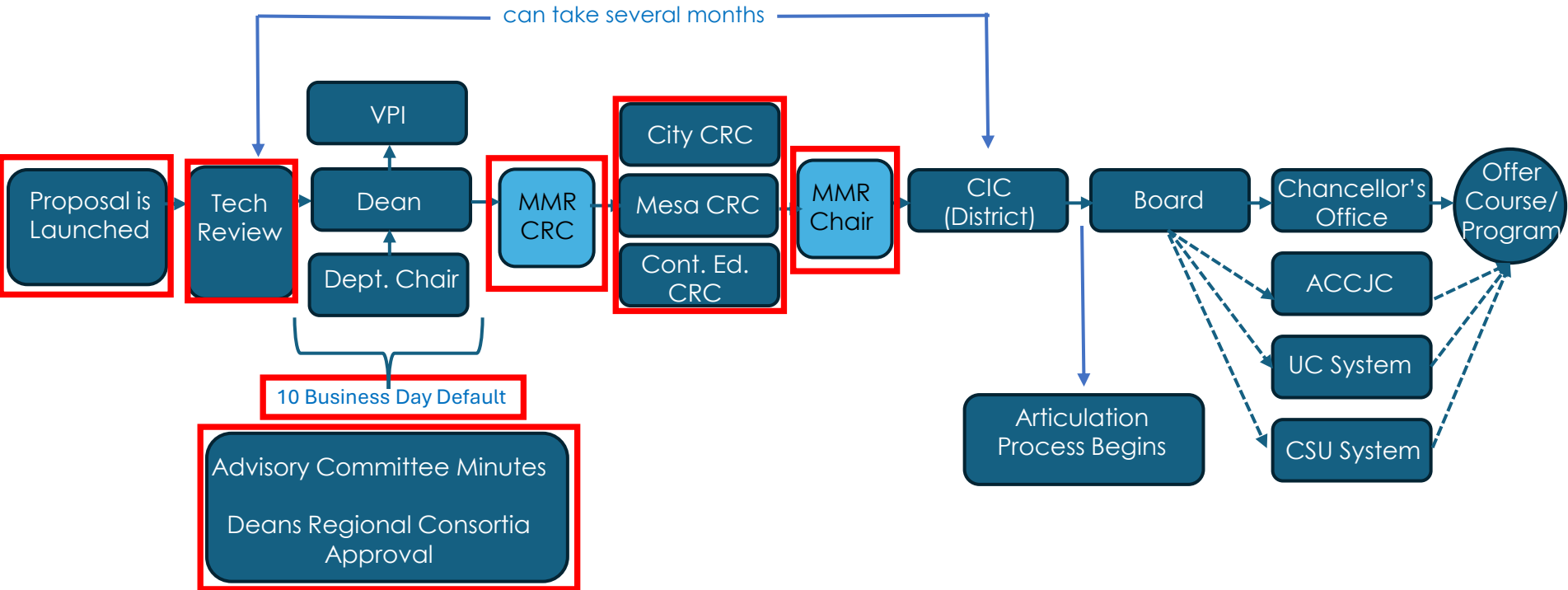
 K1-203H  vhartmann@sdccd.edu

 (619) 388-7033

<https://sdmiramar.edu/governance/committees/curriculum-committee>

Proposal Process

Approval Process (major steps)



Proposal Approval Email



noreply@curriqunet.com

To:  Veronica Hartmann



Some content in this message has been blocked because the sender isn't in your Safe senders list.

[EXTERNAL Email: Do not click any links or open attachments if you do not trust the sender and know the content is safe.]

Daily curriQunet notifications for **Veronica Hartmann**

Notifications contain all activity in the system related to you since your last notification.

Action Needed

You are a participant in the approval process for the following proposals

Proposal Type: Program Deactivation
Title: Biology - Associate in Science for Transfer Degree: Mesa
Originator: Erica Marrone
Your action as **CIC** is **optional**

[Login to curriQunet](#)

1. Click on the "Approvals" section at the top of the page.
2. All approvals requiring your action will be displayed. Click on the title of the proposal you wish to take action on.
3. To review the proposal, click "View Proposal" in the upper left section of the page.
4. From the "Approvals" page, select your action from the dropdown menu.
5. Enter any applicable notes in the "Comments" section. Keep in mind that your comments will be visible to other system users.
6. Select "Commit" to save your comments in the system. The proposal will be moved to the next appropriate level and your actions will be recorded in the history section at the bottom of the page.

 Reply

 Forward

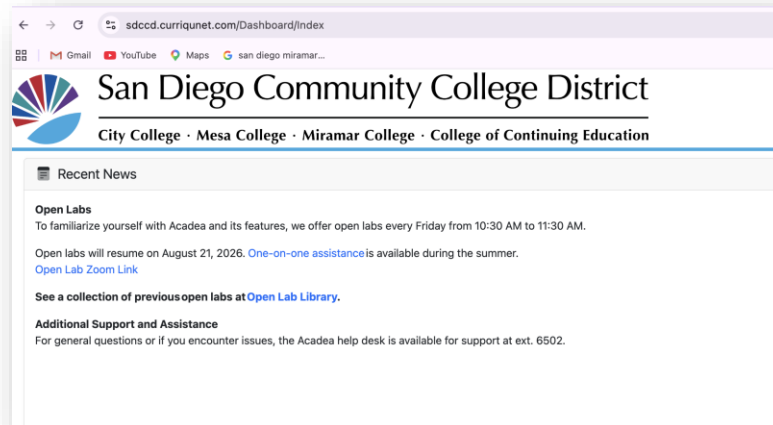
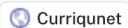
Approving Proposals



Take Action on a Proposal by Position

This guide provides step-by-step instructions on how to take action on a proposal based on your position in the approval process. It includes specific directions on how to navigate the platform, view and select your user role, search for proposals, choose an action to take, add comments, and commit your action. Following this guide will help ensure that you effectively address and move forward with the approval process for proposals.

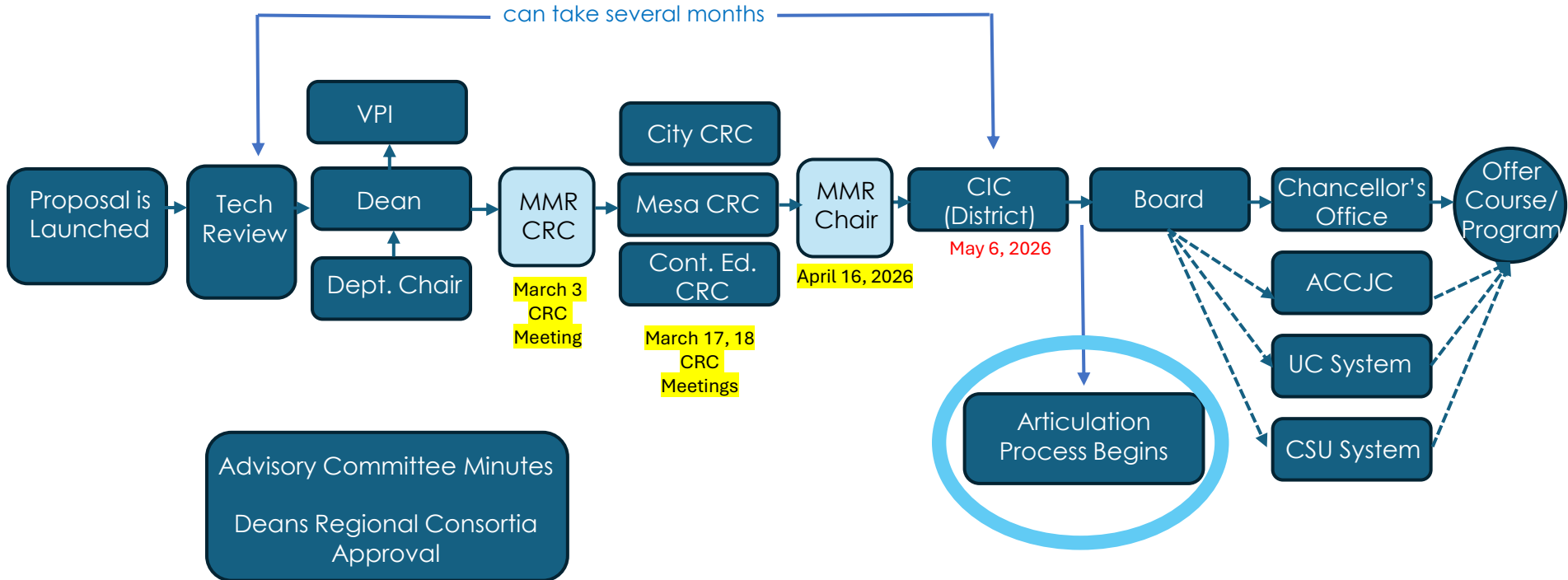
Angela Testado 11 steps 2 minutes ⌚ 2 years ago



[Take Action on a Proposal by Position Document](#)

[SDCCD CurriQnet Webpage](#)

Fall 2028 Deadlines!



Articulation & Curriculum

- Articulation is part of the curriculum approval process for transfer courses
 - Transferability and GE must be fully approved for Miramar before a course may be offered.
 - Because the 3 colleges of the SDCCCD have 100% aligned curriculum, articulation considerations and impacts applies to all 3 campuses if the course is active at two or more of our campuses.
- ***If you are designing a course or award for transfer, please involve our curriculum technical writer (Veronica Hartmann) and the Articulation Officer (Mara Sanft) early in the development process. We may be able to assist with addressing curriculum criteria and/or university alignment early in the process.*

Articulation : Process Timeline

Internal

- **Fall:** (i.e. August 2026): Curriculum launch date in CurriQunet/Acadea. Proposal forwarded in CurriQunet/Acadea
- **Spring:** (i.e. March 2027) course must reach Miramar's CRC to be approved at last district CIC meeting (i.e. May 2027) in order to be included in next catalog (i.e. 28-29 catalog)
- **Summer** (i.e. 2027) submitted to SDCCD Board for approval

External

- **Summer:** (i.e. 2027) Approval by CCCCC (and/or ACCJC if applicable)
- **Fall:** (i.e. August 2027) Proposed to UC for transferability during annual cycle
- **Fall:** (i.e. December 2027) Proposed for CalGETC during annual cycle

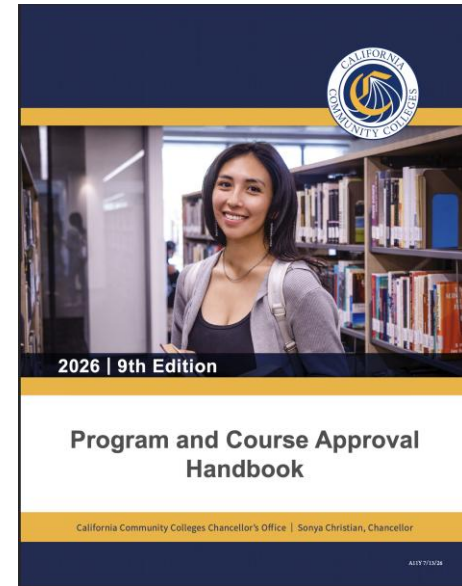
Implementation

- **Fall:** (i.e. 2028) course is implemented upon receiving all internal and external approvals

**What
exactly will
the CRC
review?**

Criteria for Approval

- Criteria A. Appropriateness to Mission
- Criteria B. Need
- Criteria C. Curriculum Standards & Compliance
- Criteria D. Adequate Resources
- Criteria E. Compliance
- Criteria F: Equity and Accessibility (NEW)



PCAH 9th Ed., Pages 11-16



Title 5, California Code of Regulations

§ 55001

(b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Final Revisions to Title 5, California Code of Regulations Relating to Course Outline of Record



IDEAA in the COR

IDEAA — Inclusion, Diversity, Equity, Anti-racism, and Accessibility

Curriculum Committees as Stewards of Equity and Inclusion (§ 55001).

For the first time, Title 5 charges curriculum committees with embedding **equity** and **accessibility** into the curriculum approval process. Committees must adopt written procedures ensuring that every course outline describes approaches that will engage diverse student populations and advance equitable outcomes. Also, the committee ensures there is a process that reflects the principles of Universal Design for Learning (UDL), providing multiple means of representation, engagement, and expression.

California Community Colleges Memorandum, October 7, 2025



New: Criteria F: Equity & Accessibility

Title 5, 55001.5, Course Outlines of Record, section (b) specifies
“Course outlines of record shall also include representative
descriptions of approaches faculty may use to accommodate and
engage diverse student bodies, advance equitable student outcomes,
and promote the inclusion of all students.”

Course Outline of Record (COR)

1. Lecture and Lab Units
2. Course Requisites
3. Title and Catalog description
4. Student Learning Objectives
5. Disciplines and Minimum Qualifications
6. Course Content
7. Methods of Instruction
8. Methods of Evaluation
9. Textbooks
10. Sample Reading, Writing, and Critical Thinking Assignments
11. Distance Education (DE)
12. Proposed transferability and General Education

1. Lecture and Lab Units

“(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work which may include inside and/or outside-of-class hours.”

What CRC will look for:

- Number of units in awards.
- Alignment of units to Student Learning Objectives and content.



IDEAA Considerations:

- *Compare units to similar courses at other colleges and transfer institutions.*
- *Consider impact on Financial Aid and time to degree.*
- *If making considerable changes to an award, consider the impact on non-traditional students (i.e. catalog rights).*

CHIL 149: Introduction to Curriculum (*College of the Sequoias*)

- Equity Review Description: “The lab component on this class is presenting a barrier to students for completion, retention, class scheduling, ability to move through courses and achieve certificate or degree in timely manner, and transfer. Department has made the determination to remove the lab component.”
- 3 lab hours were removed from the course and 1 lecture hour was added

2. Course Requisites

- Enrollment conditions that require students to complete and/or enroll in a course prior to enrolling in another course.

Advisories:

Recommended courses; students **should have** completed the advisory course prior to enrolling in the course, but it is not required.

Prerequisites:

Course(s) that are **required** to be completed prior to enrolling in the course.

Corequisites:

Completion of or concurrent enrollment in:

Course(s) that the student **must** enroll in concurrently, or complete **prior** to enrolling in the course

Concurrent enrollment in:

Course(s) that the student **must** enroll in concurrently with the course.

2. Course Requisites (cont'd)

What CRC will look for:

- Are the course requisites necessary for success in the proposed course?
- Should the course have a requisite, will the student be prepared without one?

IDEAA Considerations:

- *Course requisites don't unintentionally exclude students from marginalized groups.*
- *When possible, select various courses in a discipline that satisfy the prerequisite (course requisites are clear).*
- *When was the last 2/6-year review and are the course requisites still relevant?*
- *Compare requisites to other colleges and transfer institutions.*



3. Title and Catalog Description

- Summary of the course content, what the student will learn, and who the intended audience is.
- **This is what students read to determine if they want to enroll in your course.**

This course is...(sentence stating the nutshell version of the course). Emphasis is placed on...Topics include (then you could add something special if needed like “Students analyze..”). This course is designed for...

What CRC will look for:

- Is the course description clear and easy to understand for students?
- Does it follow the basic structure/formatting?



IDEAA Considerations:

- *Use accessible, inviting language.*
- *Would students from Disproportionately Impacted populations see themselves taking this course?*
- *Is there inclusive language used in the catalog description?*

BIOL 13: Human Reproduction, Development, and Aging (Mt. SAC)

Human Development, from conception to death. Conception, growth, maturation and aging are studied as a natural continuum, influenced by our biophysical and psychosocial environment. Includes developmental theories and scientific methods used to study development. Field trips to several off-campus sites are required.

Human development over the lifespan. Starting before conception, the continuum of life events are influenced by genetics and environment. Learn how biological, physical, psychological and social factors impact development, and what pattern and timing is considered average in human development. Follow conception through pregnancy as a child develops. Learn about childbirth, and how postnatal maternal and child health is assessed. Continue development through childhood into adolescence, with both sexual development **and the acquisition of gender identity**. Watch development progress through the rest of lifespan into young adulthood, middle age, and older adulthood. **At all stages, common diseases and injuries are considered.** Look at development through the lens of development theorists and **see how developmental theories have evolved**. Apply scientific thinking and analysis **to look at health disparities and how these can impact lifespan development**. At the end of life, learn about hospice care and the death process. After death, **learn about choices to handle human remains** including cremation, burial, and ceremonies. **Field trip required.**

ART 1A: History of Art (Woodland College)

Survey of art history, painting, sculpture, and architecture; Art from the Paleolithic period through the Early Christian World, including pre-literate art and Pre-Columbian art.

Survey of global art history, painting, sculpture, and architecture. This course will cover a geographically diverse range of art from around the world, starting with prehistoric art through the first millennium.

4. Student Learning Objectives

- What the student will learn in the course.
- Recommend using Blooms Taxonomy verbs to measure outcomes.

Upon successful completion of this course, the student will be able to [measurable verb] + [learning outcome]

What CRC will look for:

- Are the Student Learning Objectives measurable?
- Do the Student Learning Objectives align with the Catalog Description and Content?



IDEAA Considerations:

- *Write objectives that support access, equity, inclusion, and meaningful learning for diverse students.*
- *Recognize varied ways students may engage with and demonstrate learning.*

CSCI 110 Fundamentals of Computer Science (Mt. SAC)

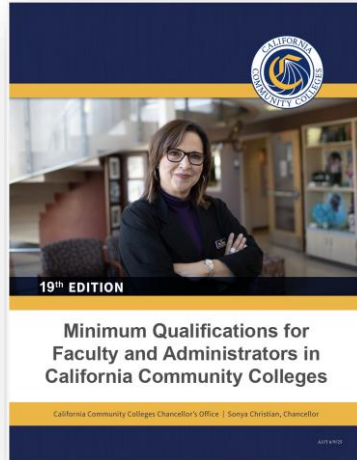
For a given algorithm students will be able to write the C++ code using a modular approach.

Students will be able to write modular C++ code to solve given problems and learn how to apply such programs to enrich the lives of those in their communities.

5. Disciplines and Minimum Qualifications

T5 §55002: *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.*

“Qualified instructor” means one that meets the minimum quals for the discipline that the course is assigned to.



Discipline and Areas	Paraphrased CCR Citation	Minimum Qualifications	CEC / CCR Code
Kinesiology		Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor's degree in any of the above AND Master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent	
Law		Juris Doctor (J.D.) or Legum Baccalaureus (LL.B.) (NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualifications purposes in the discipline of the application.)	
		Any master's degree level discipline in which learning	

Minimum Qualifications Handbook, 19th Ed. (2025)

What CRC will look for:

- Have all possible disciplines who can teach this course been consulted with?

6. Course Content

- Outline of what will be covered in the course.
- Everything in the content needs to be covered in the course.

What CRC will look for:

- Does the content align with the catalog description and the course outline?

IDEAA Considerations:

- *Design course content to support broad access, inclusion, and meaningful engagement.*
- *Incorporate diverse perspectives and contributions.*
- *Use inclusive language.*
- *Allow opportunities for students to connect learning to relevant experiences, identities, communities, and goals.*



Global Art History (Woodland College)

I. Prehistoric European Art

- A. Paleolithic sculpture
- B. Cave painting at Lascaux and Altamira

- C. Neolithic monuments

II. Non-Literate, Non-Western Art

- A. Oceanic sculpture
- B. African art
- C. Native American sculpture and architecture

III. Pre-Columbian Art

- A. Olmec sculpture
- B. Teotihuacan architecture
- C. Mayan architecture

IV. Ancient Arts of the Middle East

- A. Egyptian art
- B. Mesopotamian art

V. The Classical World

- A. "Pre-Greek" Cycladic, Minoan and Mycenaean art
- B. Greek art
- C. Etruscan art
- D. Roman art

VI. Early Christian Art

- A. Pre-Constantine catacombs
- B. Post Constantine regal images

Art history of global regions, listed alphabetically:

I. Africa

- A. Saharan cave painting
- B. Egypt – early, middle, and new kingdoms

- C. Eastern Nigerian pottery

II. Ancient Americas

- A. Indigenous North America
- B. Mesoamerica
- C. South America

III. Asia

- A. Neolithic through early Imperial China
- B. Northern Wei through Tang Dynasties
- C. Buddhist
- D. Indus Valley

IV. Europe

- A. Prehistoric
- B. Classical
- C. First century

V. Middle East

- A. Babylonia
- B. Mesopotamia

VI. Oceania/Polynesia

- A. Moai
- B. Rongorongo

7. Methods of Instruction

- Checklist of different types of instruction used in the course.
- “Other” option allows for additional methods of instruction not listed.

What CRC will look for:

Are there different types of methods of instruction for varied learning styles?



IDEAA Considerations:

- *Provide varied ways for students to engage with course material and with one another.*
- *Take varied learning styles into consideration.*
- *Use the “other” section to provide additional options that aren’t taken into consideration on the checklist.*

8. Methods of Evaluation

- Checklist for different types of methods of evaluation used in the course.
- “Other” option allows for additional methods of evaluation not listed.

What CRC will look for:

Are there different types of methods of evaluation for varied learning styles?

IDEAA Considerations:

- *Provide varied ways for students to engage with course material and with one another.*
- *Use equitable, accessible, and meaningful methods of evaluation that allow students to demonstrate achievement of course outcomes through varied ways of showing learning.*
- *Use the “other” section to provide additional options that aren’t taken into consideration on the checklist.*



9. Textbooks

- **Example** textbooks and other instructional materials.
- Open Educational Resources (OER).

What CRC will look for:

- Diversity in authors.
- Recency in textbooks (no older than 5 years for articulation).
- At least one text with an ISBN-13 number.



IDEAA Considerations:

- *Select texts that reflect diverse voices and perspectives.*
- *When possible, select free, or low-cost materials.*

10. Sample Assignments

- Sample reading, writing, and critical thinking assignments.

What CRC will look for:

- Are there at least 2 sample assignments per area.
- Active Verbs: “*Reading professional journal such as...*” instead of “*Students will read*”
- Do the critical thinking assignments align with the Student Learning Objectives?



IDEAA Considerations:

- *Include assignments that address real world issues and multiple perspectives.*
- *Connect content to student’s cultural context.*
- *Design assignments with and inclusive, accessible pathways for engagement, expression, and relevant connection.*

1. Listed are the IQ scores for 12 students. 90, 94, 97, 99, 100, 101, 104, 110, 110, 112, 114, 115. For these data, Find the following: (a) a scatterplot (b) a frequency distribution table (c) a stem-and-leaf plot (d) the mean, median, and mode (e) the five-point summary (f) an enhanced box plot (g) the variance and standard deviation.
2. About 35% of the population has blue eyes. Find the probability that four people are selected and they all do not have blue eyes.

STEM Professionals from Underrepresented Groups Presentation

Choose a STEM Professional from an underrepresented group (from designated websites) to learn more about, and thoroughly read through their biography. Then prepare a 5-minute PowerPoint presentation to answer the following questions:

- a) Which STEM professional did you choose to learn more about, and why?
- b) Provide a brief overview of this STEM professional and the field that they work in. This should be a general summary, not copy-and-pasted from their biography.
- c) What stood out to you about their academic journey?
- d) Are there any similarities between their academic journey and your own?
- e) What stood out to you about their research and/or their commitment to serving their community?
- f) How do they (or could they) demonstrate a commitment to social responsibility?

CSCI 110: Fundamental of CS (Mt. SAC)

- Assume that the content of the memory location for a variable declared as "float b;" is "8311 0000" in hexadecimal. What is the actual value of b as a real decimal number?
- Given the following recursive definition: $s(2) = 3$, $s(n) = 5 * s(n-1) + 6$, implement the corresponding program and use it to calculate $s(7)$. How many invocations are made to the function `seq()` when calculating $s(7)$?
- Write a function which will find the sum of the elements of even order in an array. Pass an array and a dimension (passing n means the array has dimension n), and return the value of the sum as the function's return value.
- Select and research a topic that is interesting or important to you. Write a one-page proposal to the professor on how a computer program might be used to help others interested in this topic. The program must include the following: decision structures, loops, arrays, and files.
- In a group, research one or two famous Computer Scientists and prepare a short five-minute presentation for the class. Possible subjects will be listed by the professor to emphasize the many rich and diverse voices in the field

11. Distance Education (DE)

- We approve the upper limit allowed to be in a DE modality. The actual amount the course is taught online is how the faculty schedule the course.
 - Fully Online = The maximum of DE allowed to be taught is **up to** 100% of the course hours; it **can be** fully online.
 - Partially Online = There is a **specific number** of in-person hours that are expected; there is a **limit** to the amount of time the course is taught online.

What CRC will look for:

- Is this course planned to be taught fully online or partially online?
- For partially online courses, is the in-person requirement clearly stated ?
- DE courses are approved separately.



IDEAA Considerations:

- *Consider appropriateness of content for an online course.*
- *Consider accessibility for students when deciding to make the course online.*

12. Proposed Transferability and General Education

- Proposing a course for UC and/or CSU transfer.
- Proposing a course for District and/or CalGETC General Education.
 - Not necessarily approved for the proposed UC/CSU transfer or GE.

What CRC will look for:

- Are more than one GE area selected in CalGETC?
 - Recommend only one area be selected.
- Have both the District GE and CalGETC been considered?



IDEAA Considerations:

- *Are similar courses at other colleges General Education or transferable?*
- *Would this course be able to articulate with a major at colleges/universities?*

Activity: IDEAA in the COR



Questions to ask:

1. Does this area reflect the college's mission to diversity, equity, and inclusion?
2. Would all students, regardless of background, feel their individual needs are being considered?
3. What edits can be made to incorporate IDEAA in this COR?

Resources

[ASCCC Inclusion, Diversity, Equity, Anti-Racism, and Accessibility \(IDEAA\) Tools](#)

[IDEAA in COR Presentation](#)

[DEI in Curriculum Model Principles and Practices](#)

[IDEAA and the Course Outline of Record \(COR\) Presentation](#)

Veronica Hartmann, CRC Chair

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Mara Palma-Sanft, Articulation Officer

Mpalma@sdccd.edu