

**College Curriculum Committee Meeting Agenda**  
**Tuesday, February 19, 2013**  
**2:00 p.m. - 3:30 p.m.**  
**President's Conference Room**

Item	Action	Attachment	Presenter/Time
1. Minutes: February 5, 2013	Action	#2/19/13-1	Holcroft - 3 min
2. Announcements a. Report out from Divisions b. Upcoming events c. Draft 2013-14 GE Requirements d. Curriculum Activity Reports	Information	#2/19/13-2 #2/19/13-3 thru 6	Curr Reps - 5 min Holcroft - 3 min Nuñez - 2 min Nuñez - 2 min
3. Consent Calendar: a. Stand Alone Applications	Approval	#2/19/13-7 thru 14	Holcroft - 5 min
4. Program Creation	Information	#2/19/13-15	Holcroft - 10 min
5. Prerequisite Data Collection	Discussion	#2/19/13-16	Kuo - 20 min
6. GE Minimum Unit Resolution	1st Read	#2/19/13-17	Holcroft - 10 min
7. New Course Creation Resolution Modification	Discussion	#2/19/13-18	Armstrong - 10 min

**Consent Calendar**

**FH General Education:**

*None*

**Stand Alone:** (attachments #7 - 14)

- MDIA 1, 2B, 5, 30, 31, 51, 52, 81B

**Attachment List:**

#2/19/13-1      Draft Minutes: February 5, 2013  
#2/19/13-2      DRAFT 2012-13 Program Creation/Discontinuance/Resource Reduction  
#2/19/13-3 thru 6      Curriculum Activity Reports  
#2/19/13-15      DRAFT 2012-13 Program Creation Discontinuance Resource Reduction  
#2/19/13-16      New Prerequisite Implementation Plan  
#2/19/13-17      Set Minimum Unit Level for Courses in the Foothill College General Education Pattern  
#2/19/13-18      New Course Resolution with Edits

**2012 -2013 Curriculum Committee Meetings**

**Fall 2012 Quarter:**

10/2/12  
10/16/12  
11/6/12  
11/20/12  
12/4/12

**Winter 2013 Quarter**

1/15/13  
1/29/13  
2/5/13  
2/19/13  
3/5/13  
3/19/13

**Spring 2013 Quarter**

4/16/13  
4/30/13  
5/7/13  
5/21/13  
6/4/13  
6/18/13

\* Standing reminder: items for inclusion on the CCC agenda are due no later than one week before the meeting

**2012-2013 Curriculum Deadlines**

~~12/1/12~~ — Deadline to submit courses to CSU for CSU GE approval.  
~~12/1/12~~ — Deadline to submit courses to UC/CSU for IGETC approval.  
~~12/7/12~~ — COR/Title 5 Updates for Fall 2013.

- 3/1/13 Curriculum Sheet Updates for 2013-14.  
 6/1/13 Deadline to submit new/revised courses to UCOP for UC transferability  
*Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

### **2012-2013 Professional Development Opportunities & Conferences of Interest**

- ~~11/8-10/12~~ ~~[Next Generation STEM Learning: Investigate, Innovate, Inspire](#)~~, Kansas, MO.  
~~11/8-10/12~~ ~~[ASCCC Fall Plenary Session](#)~~ - Irvine Marriott Hotel.  
~~2/8/12\*\*~~ ~~Global Citizenship Pathway - SJSU/WVC curriculum collaboration model.~~  
~~President's Conference Room, 12-1 p.m. (Compass II Networking Grant)~~  
 2/28-3/2/13 [General Education & Assessment: A Sea Change in Student Learning](#), Boston Park Plaza, Boston, MA.  
 4/4-6/13 [Student Success & the Quality Agenda](#), Miami, FL.  
 4/18-20/13 [ASCCC Spring Plenary](#), Westin San Francisco Airport.  
 6/13-15/13 [ASCCC Faculty Leadership Institute](#), Sheraton Grand, Sacramento.  
 7/11-13/13 [ASCCC Curriculum Institute](#), Sheraton Park Hotel, Anaheim.

#### **Distribution:**

Kathy Armstrong (PSME), Judy Baker (Dean), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Celillo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Patricia Gibbs (BSS), Brenda Hanning (BHS), Robert Hartwell (F A), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Marc Knobel (PSME), Don MacNeil (P E), Jean McCarron (Instr), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)

## COLLEGE CURRICULUM COMMITTEE

Committee Members - Winter 12-13

Meeting Date: 2/19/13Co-Chairs (2)

<input checked="" type="checkbox"/>	Carolyn Holcroft	7429	Vice President, Academic Senate (tiebreaker vote only)	holcrofthburnscarolyn@foothill.edu
<input checked="" type="checkbox"/>	Kimberlee Messina	7209	Vice President, Instruction	messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
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<input checked="" type="checkbox"/>	Rachelle Campbell (S)	7469	BH	campbellrachelle@foothill.edu
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<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input checked="" type="checkbox"/>	Don MacNeil	6967	P E	macneildan@foothill.edu
<input checked="" type="checkbox"/>	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
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<input checked="" type="checkbox"/>	Kella Svetich	7924	L A	svetichkella@foothill.edu
<input checked="" type="checkbox"/>	Judy Baker	7388	Dean	bakerjudy@foothill.edu
<input type="checkbox"/>	Peter Murray	7472	Dean	murraypeter@foothill.edu
<input type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu

Non-Voting Members (4)

<input type="checkbox"/>	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
<input checked="" type="checkbox"/>	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
<input checked="" type="checkbox"/>	Jean McCarron	7371	Curr/Schedule Asst.	mccarronjean@fhda.edu
<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
<input type="checkbox"/>			ASFC	

Visitors:

Chaine Kuo, Researcher

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	Criteria A spelling error and date incorrect. (M/S, Francisco, Cashmore) <b>Approved</b>
4. Program Creation	<b>Speaker: Carolyn Holcroft</b> Wrong document was attached to agenda, therefore this item will be moved to the next agenda. CH will forward correct document to everyone ASAP.
5. Prerequisite Content Review	<b>Speaker: Carolyn Holcroft</b> Holcroft drafted a document outlining a plan based on our discussion at the last meeting. There is a concern that adding English and math prerequisites might cause a shortage of sections to accommodate the student demand. It was suggested that wording be added to indicate that faculty work in consultation with administrators to coordinate the offering of the appropriate number of sections of the requisite courses. Murray encouraged us to push basic/primary courses and encourage students not to wait until their last quarter. Also, should we discuss cut-scores for the Math courses? Can add cut score wording to plan if needed. Armstrong suggested “booster” courses be created that bolster the skill set for the main course rather than requiring a full prereq course. Example: a low-unit math “booster” or prep for Chemistry. Holcroft asked for opinions re: how CCC training re: prereqs be handled? Committee suggested that CCC reps be trained and then they train their constituency groups on at least a yearly basis. CH will add the items discussed to the document and we will review at the next meeting. Will also discuss monitoring for disproportionate impact at next meeting.
6. Minimum Units for a GE Course	<b>Speaker: Marnie Francisco</b> GE subcommittee reviewed a 2.5-unit course application for Communication & Analytical Thinking GE Area. Since the area only requires “one course” from that area, there is a concern that a 2.5 unit course would be unable to cover the breadth and depth to satisfy the intent of the GE area. IGETC and CSU-GE require minimum 4 quarter units. May be doing disservice to students if we let them use a lower unit course that we know will not satisfy GE at transfer school. We would like to consider requiring 4 unit courses for GE areas other than physical activity courses. Please discuss this topic with your constituency groups, will take action later this quarter.
7. New Course Proposal Process Issues	<b>Speaker: Carolyn Holcroft</b> Discipline faculty have expressed some concerns about the established process. If there is a conflict between faculty from two disciplines and they are not able to come to consensus, what action occurs? Although our process states that the discussion would then come to this body, it appears courses may still be moving forward in approval process even when there is unresolved conflict. It appears what is missing from the procedures is a timing/mechanism that indicates when conversations move to the next level of moderation. Holcroft suggested the process should be modified to ask the faculty to go to their Division CCC Reps for assistance in mediating conversations, as CCC reps may have more insight about curriculum from a campus-wide perspective. If those conversations do not resolve the issue, the discussion will come to CCC. The CCC’s responsibilities are

	to oversee and approve courses and although we have not been in the business of micro-managing individual courses, it is our responsibility per Title 5 especially when content is interdisciplinary or overlapping. One committee member requested that they receive a document listing the courses being changed or added either be posted to the website or distributed to the members.
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**Attendees:**

## FOOTHILL COLLEGE GENERAL EDUCATION & GRADUATION REQUIREMENTS 2013-2014

The Foothill College general education pattern is designed to ensure that students meet the four Institutional/General Education Student Learning Outcomes:

**1. Communication:**

Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.

**2. Computation**

Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.

**3. Creative, Critical, and Analytical Thinking**

Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.

**4. Community/Global Consciousness and Responsibility**

Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.

Completion of the Foothill College general education pattern requires that students successfully earn a minimum of 30-35 units from the courses listed below with at least one course in Humanities, English, Natural Sciences (with lab), Social and Behavioral Sciences, Communication and Analytical Thinking, United States Cultures and Communities, and two courses in Lifelong Learning from two different academic departments. Courses may only be used in one area.

It is imperative to note that the Foothill College General Education pattern is only appropriate for students pursuing a Foothill College Associate in Arts or Associate in Science degree, but is not appropriate for students pursuing an AA-T or AS-T degree. Students planning to earn an AA-T or AS-T must complete either the IGETC or CSU-Breadth general education pattern. Note that completion of the IGETC or CSU-Breadth pattern may also be used satisfy the general education requirements for the Foothill AA/AS degree. **Because there are significant differences between the three patterns, students are strongly advised to meet with a counselor to determine which pattern will best meet the student's goals.**

### **I. Humanities**

**Arts:** ART 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2E, 2F, 2J, 4A, 5A, 5B, 36, 45B; DANC 10; F A 1; GID 1; MDIA 11; MUS 1, 2A, 2B, 2C, 2D, 2F, 7, 7D, 7E, 8, 8H; PHOT 8, 8H, 10, 10H, 11H; VART 2C; WMN 15.

2/13/13

**Letters:** ENGL 5, 5H, 7, 7H, 12, 14, 16, 17, 18A, 22, 24, 31, 40, 40H, 41, 42A, 42B, 46A, 46B, 46C, 48A, 48B, 48C; HUMN 1A, 1B, 3, 4; JAPN 14A, 14B; PHIL 2, 20A, 20B, 20C, 24, 25; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 2F, 26.

## **II. English**

ENGL 1A, 1AH, 1S & 1T; ESLL 26.

## **III. Natural Sciences (with laboratory)**

ANTH 1 w/1L; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 23(re#'d BTEC 10), 41; BTEC 10; CHEM 1A, 25, 30A; GEOG 1; HORT 10; PHYS 2A, 4A, 5A.

## **IV. Social & Behavioral Sciences**

ANTH 2A, 3, 5, 8, 12; BUSI 22, 53; CHLD 1, 2; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 15, 16, 16H, 17A, 17B, 17C, 18, 20; PHED 2; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 4, 10, 14, 21, 22, 25, 30, 33; SOC 1, 10, 11, 15, 19, 20, 21, 23, 30, 40; SPED 62; WMN 5, 21.

## **V. Communication & Analytical Thinking**

COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 54A, 55; C S 1A, 1B, 1C, 2A, 2B, 2C, 49; ENGL 1B, 1BH; MATH 1A, 1B, 1C, 10, 11, 22, 44, 48A, 48B, 48C, 57; PHIL 1, 7, 30; PSYC 7; SOC 7.

## **VI. United States Cultures & Communities**

CHLD 51A; COMM 10, 12; ENGL 7, 7H, 12, 40, 40H; F A 2; HIST 10; MDIA 12; PSYC 22; SOC 8; SPED 61; WMN 5.

## **VII. Lifelong Understanding**

Students must successfully complete a total of four units or more in Lifelong Understanding from two different academic departments. For the purpose of this area, ALAP, DANC and PHED will be considered one academic department:

ALAP 52, 52X, 52Y, 60, 60X, 61, 61X, 62, 62X, 63, 63X, 64, 64X, 66, 66X, 67, 67X, 68, 70, 70X, 71, 71X, 80, 80X; BIOL 9, 12; CNSL 1, 52, 72, 90; COMM 2, 10, 12, 55; CRLP 55, 70; DANC 1A, 1B, 2, 3A, 3B, 4, 5, 6, 7; HLTH 21; LIBR 10; PHED 4, 5, 10A, 10B, 10C, 11A, 11B, 13A, 14, 17A, 17B, 19A, 19B, 20A, 20B, 20C, 21A, 21B, 21C, 21D, 22, 22A, 22B, 22C, 23A, 23B, 23C, 24, 24A, 24B, 25A, 26, 26A, 27, 27A, 28, 29, 30, 34A, 34B, 34C, 34D, 34E, 34F, 34G, 34H, 34J, 35A, 35B, 35C, 35D, 35E, 35F, 35G, 36, 37, 38A, 38B, 39, 40, 41, 41A, 42, 45, 45X, 46, 46A, 47B, 47C, 49A, 49B, 52, 53; SPED 61, 72.

**Minimum proficiency:** ENGL 1A, ENGL 1AH, ENGL 1S & T or ESLL 26 and MATH 57 or 105 or 108\* completed with a letter grade of "C" or better.

\*Intermediate Algebra or equivalent means MATH 105, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.



**Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes**

**Board Item 2/4/13**

<b>NEW COURSES</b>			<b>1st Available to Schedule</b>	
<b>Div</b>	<b>Course ID</b>	<b>Title</b>	<b>Qtr</b>	<b>Yr</b>
SS	ACTG 52	ADVANCED ACCOUNTING	M	13
SS	ANTH 14	LINGUISTIC ANTHROPOLOGY	M	13
SS	APPR 158	SUPERMARKET REFRIGERATION	M	13
SS	BUSI 53A	BUSINESS COMMUNICATIONS & TECHNOLOGIES	M	13
PS	CHEM 20	I MATTER: INTRODUCTION TO GREEN CHEMISTRY & THE ENVIRONMENT	M	13
PS	ENGR 25	INTRODUCTION TO FRESH WATER	M	13
PE	KINS 1	INTRODUCTION TO KINESIOLOGY	M	13
PS	MATH 42	MATH FOR ELEMENTARY SCHOOL TEACHERS	M	13
FA	MDIA 6	FILM & NEW MEDIA GENRES	M	13
LA	NCEL 403A	TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART I	M	13
LA	SPAN 10A	SPANISH FOR HERITAGE SPEAKERS	M	13
<b>COURSE RENUMBER</b>			<b>New ID</b>	<b>Eff Qtr</b>
<b>Div</b>	<b>Old ID</b>	<b>Title</b>		
FA	ART 14C	PAINTING WITH THE COMPUTER	ART 15A	M13
FA	ART 47	WATERCOLOR	ART 47A	M13
<b>INACTIVATED COURSES</b>			<b>Deactivated for</b>	
<b>Div</b>	<b>Course ID</b>	<b>Title</b>	<b>Qtr</b>	<b>Yr</b>
GU	ALTW 215	TRANSITION TO WORK FOR THE DISABLED STUDENT	M	13
GU	ALTW 401	ELIGIBILITY ASSESSMENT FOR THE DISABLED STUDENT	M	13
GU	ALTW 402	TRANSITION TO WORK ORIENTATION	M	13
SS	ANTH 53H	HONORS INSTITUTE SEMINAR IN ANTHROPOLOGY	M	13
FA	ART 73	PAPER ARTS I	M	13
FA	ART 83	SERVICE LEARNING PROJECTS	M	13
FA	ART 9	TRADITIONAL ART MATERIALS	M	13
BH	BIOL 17	BIOTECHNOLOGY & SOCIETY	M	13
BH	BTEC 10	BIOTECHNOLOGY: GENERAL PRINCIPLES	M	13
BH	BTEC 51A	CELL BIOLOGY FOR BIOTECHNOLOGY	M	13
BH	BTEC 51AL	CELL BIOLOGY LABORATORY FOR BIOTECHNOLOGY	M	13
BH	BTEC 52A	MOLECULAR BIOLOGY FOR BIOTECHNOLOGY	M	13
BH	BTEC 52AL	MOLECULAR BIOLOGY LABORATORY FOR BIOTECHNOLOGY	M	13
BH	BTEC 53A	IMMUNOLOGY & VIROLOGY FOR BIOTECHNOLOGY	M	13

## Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes

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BH	BTEC 53AL	IMMUNOLOGY LABORATORY FOR BIOTECHNOLOGY	M	13
BH	BTEC 60	PLANT BIOTECHNOLOGY & TISSUE CULTURE	M	13
BH	BTEC 61	MICROBIAL BIOTECHNOLOGY	M	13
BH	BTEC 64	PROTEIN ELECTROPHORETIC SYSTEMS: LABORATORY TECHNIQUE	M	13
BH	BTEC 65	NUCLEIC ACIDS ELECTROPHORETIC SYSTEMS: LABORATORY TECHNIQUE	M	13
BH	BTEC 66	HPLC: LABORATORY TECHNIQUE	M	13
BH	BTEC 67	IMMUNOLOGICAL ASSAYS: LABORATORY TECHNIQUE	M	13
BH	BTEC 68	POLYMERASE CHAIN REACTION: LABORATORY TECHNIQUE	M	13
BH	BTEC 69	MAMMALIAN CELL CULTURE TECHNIQUES	M	13
BH	BTEC 71	ADVANCED MOLECULAR BIOLOGY TECHNIQUES	M	13
BH	BTEC 75	IMMUNOBIOTECHNOLOGY	M	13
BH	BTEC 77	ENVIRONMENTAL BIOTECHNOLOGY	M	13
SS	BUSI 97	MANAGEMENT SEMINAR	M	13
FA	COMM 35	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	M	13
FA	COMM 35X	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	M	13
FA	COMM 35Y	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	M	13
FA	COMM 35Z	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	M	13
FA	COMM 36	SPECIAL PROJECTS IN COMMUNICATION STUDIES	M	13
FA	COMM 36X	SPECIAL PROJECTS IN COMMUNICATION STUDIES	M	13
FA	COMM 36Y	SPECIAL PROJECTS IN COMMUNICATION STUDIES	M	13
FA	COMM 36Z	SPECIAL PROJECTS IN COMMUNICATION STUDIES	M	13
PS	ENGR 36	SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY	M	13
FA	F A 1	INTRODUCTION TO POPULAR CULTURE	M	13
FA	F A 2	POPULAR CULTURE & UNITED STATES HISTORY	M	13
SS	GEOG 100A	INTRODUCTION TO ARC VIEW GIS	M	13
SS	GEOG 36	SPECIAL PROJECTS IN GEOGRAPHY	M	13
SS	GEOG 36X	SPECIAL PROJECTS IN GEOGRAPHY	M	13
SS	GEOG 36Y	SPECIAL PROJECTS IN GEOGRAPHY	M	13
SS	GEOG 36Z	SPECIAL PROJECTS IN GEOGRAPHY	M	13
SS	GEOG 73	DYNAMIC & INTERACTIVE MAPPING	M	13
SS	GEOG 78	GEOGRAPHIC INFORMATION SCIENCE PROJECTS	M	13
SS	GERN 50	SOCIOLOGY OF AGING	M	13
FA	MUS 81F	MUSIC VIDEO PRODUCTION	M	13
FA	PHOT 150X	PHOTOGRAPHY PRODUCTION LABORATORY	M	13
FA	PHOT 180	PHOTOGRAPHIC PRACTICES	M	13
FA	PHOT 190	DIRECTED STUDY	M	13
FA	PHOT 190X	DIRECTED STUDY	M	13

## Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes

Board Item 2/4/13

FA	PHOT 190Y	DIRECTED STUDY	M	13
FA	PHOT 190Z	DIRECTED STUDY	M	13
PS	PHYS 36	SPECIAL PROJECTS IN PHYSICS	M	13
PS	PHYS 36X	SPECIAL PROJECTS IN PHYSICS	M	13
PS	PHYS 36Y	SPECIAL PROJECTS IN PHYSICS	M	13
PS	PSE 301X	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	M	13
PS	PSE 301Y	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	M	13
PS	PSE 301Z	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	M	13
SS	SPED 59	SELECTED TOPICS IN SPECIAL EDUCATION	M	13
SS	SPED 66	DISABILITY & TECHNOLOGY ACCESS	M	13
SS	SPED 69	SPECIAL EDUCATION STRATEGIES & PRACTICUM	M	13
SS	SPED 72	STRESS, WELLNESS & COPING	M	13
FA	THTR 21	INTRODUCTION TO TECHNICAL THEATRE	M	13
FA	THTR 23	ACTING FOR FILM & TELEVISION	M	13
FA	THTR 23X	ACTING FOR FILM & TELEVISION	M	13
FA	THTR 2C	INTRODUCTION TO DRAMATIC LITERATURE	M	13
FA	THTR 31L	THEATRE PRODUCTION MANAGEMENT LABORATORY	M	13
FA	THTR 43B	CONTEMPORARY METHODOLOGIES IN ACTING	M	13
FA	THTR 43D	FOUNDATIONS IN COMIC STYLES	M	13
FA	THTR 44	PRODUCTION PROJECTS	M	13
FA	THTR 44X	PRODUCTION PROJECTS	M	13
FA	THTR 5B	PLAYWRITING	M	13
FA	THTR 99	THEATRE WORKSHOP	M	13
FA	THTR 99X	THEATRE WORKSHOP	M	13
BH	V T 50	CURRENT TOPICS IN VETERINARY TECHNOLOGY	M	13
FA	VART 87	MOTION GRAPHICS	M	13
SS	WMN 54H	HONORS INSTITUTE SEMINAR IN WOMEN'S STUDIES	M	13
<b>NON-SUBSTANTIAL CHANGES</b>				
<b>Eff Qtr</b>	<b>Course ID</b>	<b>Title</b>	<b>Qtr</b>	<b>Yr</b>
SS	ACTG 68C	ADVANCED TAX ACCOUNTING III	M	13
GU	ALCB 408	ART APPRECIATION	M	13
BH	BIOL 1D	INTRODUCTION TO MOLECULAR GENETICS	M	13
PS	C S 1A	OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN JAVA	M	13
PS	C S 1B	INTERMEDIATE SOFTWARE DESIGN IN JAVA	M	13
GU	CNSL 1	COLLEGE SUCCESS	M	13

**Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes****Board Item 2/4/13**

GU	CNSL 72	STRESS, WELLNESS & COPING	M	13
SS	GEOG 12	INTRODUCTION TO GEOSPATIAL TECHNOLOGY	M	13
SS	HIST 19	HISTORY OF ASIA: CHINA/JAPAN	M	13
PE	PHED 62A	CLINICAL EXPERIENCES IN SPORTS MEDICINE I	M	13
SS	PHIL 20A	HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES THROUGH ST. THOMAS	M	13
FA	PHOT 13	EXPERIMENTAL PHOTOGRAPHY	M	13
FA	PHOT 51	ZONE SYSTEM PHOTOGRAPHY	M	13
SS	POLI 1	POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS	M	13
SS	POLI 2	COMPARATIVE GOVERNMENT & POLITICS	M	13
SS	POLI 2H	HONORS COMPARATIVE GOVERNMENT & POLITICS	M	13
LA	SPAN 10A	SPANISH FOR HERITAGE SPEAKERS	M	13
LA	SPAN 13B	INTERMEDIATE CONVERSATION II	M	13
FA	THTR 2F	HISTORY OF AMERICAN MUSICAL THEATRE	M	13

## Curriculum Activity -Substantial Changes

Board Item 2/4/13

SUBSTANTIAL CHANGES			
Eff Qtr	Course ID	Title	Change
M13	ALCB 421	AROUND THE WORLD IN TRAVEL STUDY	Changed total hours from 12 to 24 (non-credit)
M13	APPR 161	AIR CONDITIONING, PNEUMATIC CONTROLS, INSTRUMENTATION & PROCESS CONTROLS	Changed unit value from 3 to 4.5 units.
M13	APPR 163	REFRIGERATION & HYDRONICS PIPING, UA STAR	Changed unit value from 3 to 4.5 units.
M13	ENGL 1A	COMPOSITION & READING	Prerequisite change
M13	ENGL 1AH	HONORS COMPOSITION & READING	Prerequisite change; added Honors advisory
M13	ENGL 1B	COMPOSITION, CRITICAL READING & THINKING	Prerequisite change
M13	ENGL 1BH	HONORS COMPOSITION, CRITICAL READING & THINKING	Prerequisite change; added Honors advisory
M13	ENGL 48A	AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914	Prerequisite change
M13	ENGL 48B	AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914	Prerequisite change
M13	ENGL 48C	MODERN AMERICAN LITERATURE: 1914-PRESENT	Prerequisite change

## Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes

Board Item 3/11/13

NEW COURSES			1st Available to Schedule	
Div	Course ID	Title	Qtr	Yr
SS	ACTG 53	FINANCIAL STATEMENT ANALYSIS	Sum	13
SS	ANTH 14	LINGUISTIC ANTHROPOLOGY	Sum	13
SS	APPR 167	START, TEST & BALANCE	Sum	13
SS	APPR 167	START, TEST & BALANCE	Sum	13
FA	ART 15A	DIGITAL PAINTING I	Sum	13
FA	ART 15B	DIGITAL PAINTING II	Sum	13
FA	ART 19D	ACRYLIC PAINTING II	Sum	13
FA	ART 19E	OIL PAINTING III	Sum	13
FA	ART 19F	ACRYLIC PAINTING III	Sum	13
FA	ART 47A	WATERCOLOR I	Sum	13
FA	ART 47B	WATERCOLOR II	Sum	13
BH	BIOL 23	INTRODUCTION TO BIOTECHNOLOGY	Sum	13
SS	BUSI 59B	E-BUSINESS	Sum	13
LA	ENGL 18A	VAMPIRE LITERATURE: MULTICULTURAL REPRESENTATIONS OF THE BLOODSUCKER	Sum	13
LA	ENGL 24	UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL	Sum	13
BH	HORT 80A	ENVIRONMENTAL HORTICULTURE FALL SKILLS	Sum	13
BH	HORT 91A	COMPOSTING THEORY & TECHNIQUES	Sum	13
BH	HORT 91B	SKETCHUP FOR LANDSCAPE DESIGNERS	Sum	13
LA	HUMN 3	WORLD MYTHS IN LITERATURE ARTS & FILM	Sum	13
LA	HUMN 3H	HONORS WORLD MYTHS IN LITERATURE ARTS & FILM	Sum	13
LA	HUMN 4	TRAUMA & THE ARTS	Sum	13
LA	HUMN 4H	HONORS TRAUMA & THE ARTS	Sum	13
FA	LINC 63	MICROSOFT EXCEL OVERVIEW	Sum	13
FA	MUS 2F	HISTORY OF AMERICAN MUSICAL THEATRE	Sum	13
FA	MUS 60C	MASTERING, MARKETING & MANAGING YOUR MUSIC	Sum	13
GU	NCCN 412A	MAP TO COLLEGE: MY ACTION PLAN TO COLLEGE PART I	Sum	13
GU	NCCN 412B	MAP TO COLLEGE: MY ACTION PLAN TO COLLEGE PART II	Sum	13
LA	NCLA 406A	SUPPLEMENTAL INSTRUCTION ENGLISH: ESSAY & PARAGRAPH LEVEL REVISION	Spr	13
LA	NCLA 406B	SUPPLEMENTAL INSTRUCTION ENGLISH: SENTENCE LEVEL EDITING & PROOFREADING IN CONTEXT	Spr	13
FA	P A 311A	PERFORMANCE PRACTICES IN THEATRE I	Sum	13
FA	P A 311B	PERFORMANCE PRACTICES IN THEATRE II	Sum	13
FA	P A 311C	PERFORMANCE PRACTICES IN THEATRE III	Sum	13
FA	P A 311D	PERFORMANCE PRACTICES IN THEATRE IV	Sum	13
FA	P A 311E	PERFORMANCE PRACTICES IN THEATRE V	Sum	13

## Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes

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FA	P A 311F	PERFORMANCE PRACTICES IN THEATRE VI	Sum	13
FA	P A 315A	PERFORMANCE PRACTICES IN TECHNICAL THEATRE I-BASICS OF TECHNICAL THEATRE	Sum	13
FA	P A 315B	PERFORMANCE PRACTICES IN TECHNICAL THEATRE II-SETS	Sum	13
FA	P A 315C	PERFORMANCE PRACTICES IN TECHNICAL THEATRE III-COSTUME & MAKE-UP	Sum	13
FA	P A 315D	PERFORMANCE PRACTICES IN TECHNICAL THEATRE IV-LIGHTING	Sum	13
FA	P A 315E	PERFORMANCE PRACTICES IN TECHNICAL THEATRE V-SOUND	Sum	13
FA	P A 315F	PERFORMANCE PRACTICES IN TECHNICAL THEATRE VI-STAGE MANAGEMENT	Sum	13
FA	P A 321A	PERFORMANCE PRACTICES IN VOCAL MUSIC I	Sum	13
FA	P A 321B	PERFORMANCE PRACTICES IN VOCAL MUSIC II	Sum	13
FA	P A 321C	PERFORMANCE PRACTICES IN VOCAL MUSIC III	Sum	13
FA	P A 321D	PERFORMANCE PRACTICES IN VOCAL MUSIC IV	Sum	13
FA	P A 321E	PERFORMANCE PRACTICES IN VOCAL MUSIC V	Sum	13
FA	P A 321F	PERFORMANCE PRACTICES IN VOCAL MUSIC VI	Sum	13
FA	P A 331A	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC I	Sum	13
FA	P A 331B	PERFORMANCE PRACTICES IN THEATRE II	Sum	13
FA	P A 331C	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC III	Sum	13
FA	P A 331D	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC IV	Sum	13
FA	P A 331E	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC V	Sum	13
FA	P A 331F	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC VI	Sum	13
FA	P A 341A	PERFORMANCE PRACTICES IN OPERA-CHORUS, COACHINGS, REHEARSALS & PERFORMANCE VOICE	Sum	13
FA	P A 341B	PERFORMANCE PRACTICES IN OPERA-SMALL ROLES	Sum	13
FA	P A 341C	PERFORMANCE PRACTICES IN OPERA-COSTUME & MAKE-U	Sum	13
FA	P A 341D	PERFORMANCE PRACTICES IN OPERA-SETS	Sum	13
FA	P A 341E	PERFORMANCE PRACTICES IN OPERA-LIGHTING	Sum	13
FA	P A 341F	PERFORMANCE PRACTICES IN OPERA-ADVANCED OPERA	Sum	13
FA	PHOT 78B	SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY	Sum	13
BH	PHT 55C	PHARMACOLOGY C	Sum	13
BH	PHT 60	RETAIL CLINICAL	Sum	13
FA	THTR 2B	HISTORY OF DRAMATIC LITERATURE- MOLIERE TO MODERN	Sum	13
FA	THTR 47A	INTRODUCTION TO MUSICAL THEATRE PRODUCTION	Sum	13
FA	THTR 47B	INTERMEDIATE MUSIC THEATRE PRODUCTION WORKSHOP	Sum	13
FA	THTR 47C	ADVANCED MUSIC THEATRE PRODUCTION WORKSHOP	Sum	13
FA	THTR 48C	MUSICAL THEATRE REPERTOIRE FOR SINGERS	Sum	13

## Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes

Board Item 3/11/13

INACTIVATED COURSES			Deactivated for	
Div	Course ID	Title	Qtr	Yr
SS	APPR 158	ADVANCED TOPICS	Sum	13
BH	PHT 60A	RETAIL CLINICAL I	Sum	13
BH	PHT 60B	RETAIL CLINICAL II	Sum	13
BH	PHT 62A	HOSPITAL CLINICAL I	Sum	13
BH	PHT 62B	HOSPITAL CLINICAL II	Sum	13
FA	THTR 47X	MUSIC THEATRE PRODUCTION WORKSHOP	Sum	13
FA	THTR 85X	DIRECTED FIELD STUDY IN THEATRE	Sum	13
NON-SUBSTANTIAL CHANGES				
Div	Course ID	Title	Qtr	Yr
SS	ACTG 51B	INMTERMEDIATE ACCOUNTING II	Sum	13
SS	ACTG 51C	INTERMEDIATE ACCOUNTING III	Sum	13
SS	ACTG 68B	ADVANCED TAX ACCOUNTING II	Sum	13
SS	ALCB 403	CHANGING GENERATIONS	Sum	13
SS	ALCB 406	WORLD NEWS DISCUSSION	Sum	13
SS	ALCB 407	SOCIAL CHANGE	Sum	13
SS	ALCB 409	MUSIC APPRECIATION	Sum	13
SS	ALCB 413	RELAXATION TECHNIQUES	Sum	13
SS	ALCB 431	ANALYSIS OF CURRENT EVENTS	Sum	13
SS	ALCB 451	DRAWING & PAINTING	Sum	13
SS	ALCB 456	CRAFTS	Sum	13
SS	ALCB 462	VERBAL EXPRESSION	Sum	13
SS	ALCB 463	CREATIVE WRITING	Sum	13
SS	ALCB 464	POETRY & LITERATURE	Sum	13
SS	ALCB 465	CREATIVE SELF-EXPRESSION	Sum	13
SS	ANTH 50	MEDICAL ANTHROPOLOGY: METHODS & PRACTICE	Sum	13
SS	APIW 104	IRONWORKER HISTORY & TRADE SCIENCE	Sum	13
SS	APIW 107	WELDING II	Sum	13
SS	APIW 108	STRUCTURAL II	Sum	13
SS	APIW 109	POST-TENSIONING I	Sum	13
SS	APIW 112	LEAD HAZARD TRAINING	Sum	13
SS	APPT 173	BASIC ELECTRICITY FOR THE HVAC SERVICE TRADE	Sum	13
SS	APPT 177	START, TEST & BALANCE I	Sum	13



## Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes

Board Item 3/11/13

SS	APPT 179	CHILLERS/SPECIAL SYSTEMS/HVACR STAR REVIEW	Sum	13
FA	ART 2A	HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	Sum	13
FA	ART 2AH	HONORS HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	Sum	13
FA	ART 2B	HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	Sum	13
FA	ART 2BH	HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	Sum	13
FA	ART 2C	HISTORY OF WESTERN ART FROM THE BAROQUE TO POST-IMPRESSIONISM	Sum	13
FA	ART 2CH	HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST-IMPRESSIONISM	Sum	13
FA	ART 2F	INTRODUCTION TO ASIAN ART	Sum	13
FA	ART 2G	INTRODUCTION TO ISLAMIC ART	Sum	13
FA	ART 4A	FUNDAMENTALS IN DRAWING	Sum	13
FA	ART 4D	FIGURE DRAWING	Sum	13
FA	ART 4E	HEADS & HANDS DRAWING	Sum	13
FA	ART 5A	2-D FOUNDATION	Sum	13
PS	ASTR 10A	GENERAL ASTRONOMY: SOLAR SYSTEM	Sum	13
PS	ASTR 10B	GENERAL ASTRONOMY: STAR, GALAXIES, COSMOLOGY	Sum	13
PS	ASTR 10L	ASTRONOMY LABORATORY	Sum	13
BH	BIOL 58	FUNDAMENTALS OF PHARMACOLOGY	Sum	13
SS	BUSI 11	INTRODUCTION TO INFORMATION SYSTEMS	Sum	13
PS	CHEM 12A	ORGANIC CHEMISTRY	Sum	13
PS	CHEM 12B	ORGANIC CHEMISTRY	Sum	13
PS	CHEM 30A	SURVEY OF INORGANIC & ORGANIC CHEMISTRY	Sum	13
PS	CHEM 30B	SURVEY OF ORGANIC & BIOCHEMISTRY	Sum	13
SS	CHLD 89	CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS	Sum	13
BH	D A 50	ORIENTATION TO DENTAL ASSISTING	Sum	13
BH	D H 53	ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS	Sum	13
BH	D H 62A	CLINICAL DENTAL HYGIENE	Sum	13
BH	D H 64	ETHICS, LAW & DENTAL OFFICE PRACTICES	Sum	13
BH	D H 66	SOFT TISSUE CURETTAGE	Sum	13
PE	DANC 5	WORLD DANCE	Sum	13
LA	ENGL 110	INTRODUCTION TO COLLEGE WRITING	Sum	13
LA	ENGL 50C	TECHNICAL WRITING	Sum	13
SS	GEOG 1	PHYSICAL GEOGRAPHY	Sum	13
SS	GERN 52	HEALTH & AGING	Sum	13
FA	GID 40	DIGITAL PRINTMAKING	Sum	13
FA	GID 42	ETCHING & INTAGLIO PRINTING	Sum	13
FA	GID 44	RELIEF PRINTING	Sum	13

## Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes

Board Item 3/11/13

FA	GID 61	PORTFOLIO	Sum	13
SS	HIST 20	HISTORY OF RUSSIA & THE SOVIET UNION	Sum	13
LA	JAPN 4	INTERMEDIATE JAPANESE I	Sum	13
LA	JAPN 5	INTERMEDIATE JAPANESE II	Sum	13
LA	JAPN 6	INTERMEDIATE JAPANESE III	Sum	13
SS	JRYM 166B	MARINE SHEET METAL TRAINING FOR NON-APPRENTICES II	Sum	13
SS	JRYM 168A	JOURNEY LEVEL DIGITAL SYSTEMS I	Sum	13
FA	LINC 53A	INTEGRATING TECHNOLOGY INTO MATHEMATICS K-5	Sum	13
FA	LINC 66E	INTRODUCTION TO BLOGS & WIKIS	Sum	13
FA	LINC 70	WEB PAGE DESIGN OVERVIEW	Sum	13
FA	LINC 76A	CREATING EDUCATIONAL WEBSITES I	Sum	13
FA	LINC 76B	CREATING EDUCATIONAL WEBSITES II	Sum	13
FA	LINC 76C	CREATING WEBQUESTS	Sum	13
FA	LINC 86	VIDEO PODCASTING OVERVIEW	Sum	13
FA	LINC 86B	VIDEO PODCASTING OVERVIEW	Sum	13
FA	LINC 90A	WEBINARS	Sum	13
FA	LINC 90B	OPEN EDUCATION RESOURCES	Sum	13
FA	LINC 95B	TECHNOLOGY ETHICS & CYBER LAW	Sum	13
FA	MUS 10	MUSIC FUNDAMENTALS	Sum	13
FA	MUS 50B	ENTERTAINMENT LAW & NEW MEDIA	Sum	13
FA	MUS 50C	CAREERS IN MUSIC	Sum	13
FA	MUS 58A	SONGWRITER'S WORKSHOP	Sum	13
FA	MUS 62	SOUND REINFORCEMENT & LIVE RECORDING	Sum	13
FA	MUS 66A	INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS	Sum	13
FA	MUS 66B	REASON & PRO TOOLS	Sum	13
FA	MUS 66C	PRO TOOLS & VIRTUAL INSTRUMENTS	Sum	13
FA	MUS 7E	HISTORY OF THE BLUES	Sum	13
FA	MUS 80A	RECORDING STUDIO BASICS	Sum	13
FA	MUS 81A	RECORDING STUDIO PRODUCTION TECHNIQUES	Sum	13
FA	MUS 81B	SOUND DESIGN FOR FILM & VIDEO	Sum	13
FA	MUS 81C	MIXING & MASTERING WITH PRO TOOLS	Sum	13
FA	MUS 81D	PRO TOOLS & PLUG-INS I	Sum	13
FA	MUS 81E	PRO TOOLS & PLUG-INS II	Sum	13
FA	MUS 82A	PRO TOOLS 101: INTRODUCTION TO PRO TOOLS	Sum	13
FA	MUS 82B	PRO TOOLS 110: PRO TOOLS PRODUCTION I	Sum	13
FA	MUS 82C	PRO TOOLS 201: PRO TOOLS PRODUCTION II	Sum	13
PE	PHED 62B	CLINICAL EXPERIENCES IN SPORTS MEDICINE II	Sum	13

## Curriculum Activity - New, Renumbers, Inactivations Non-Substantial Changes

Board Item 3/11/13

FA	PHOT 20	INTRODUCTION TO COLOR PHOTOGRAPHY	Sum	13
FA	PHOT 22	PHOTOJOURNALISM	Sum	13
FA	PHOT 57A	PHOTOGRAPHIC PORTFOLIO DEVELOPMENT	Sum	13
FA	PHOT 57B	PROFESSIONAL PRACTICES IN PHOTOGRAPHY	Sum	13
FA	PHOT 68C	STUDIO LIGHTING TOPICS IN PHOTOGRAPHY	Sum	13
BH	PHT 50	ORIENTATION TO PHARMACY TECHNOLOGY	Sum	13
BH	PHT 51	BASIC PHARMACEUTICS	Sum	13
BH	PHT 52A	INPATIENT DISPENSING	Sum	13
BH	PHT 52B	ASEPTIC TECHNIQUE & IV PREPARATION	Sum	13
BH	PHT 53	AMBULATORY PHARMACY PRACTICE	Sum	13
BH	PHT 54A	DOSAGE CALCULATIONS A	Sum	13
SS	POLI 1	POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS	Sum	13
SS	POLI 2	COMPARATIVE GOVERNMENT & POLITICS	Sum	13
SS	POLI 2H	HONORS COMPARATIVE GOVERNMENT & POLITICS	Sum	13
SS	PSYC 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	Sum	13
BH	R T 62C	PROFESSIONAL DEVELOPMENT IN RADIOLOGY	Sum	13
LA	SPAN 13A	INTERMEDIATE CONVERSATION I	Sum	13
LA	SPAN 14A	ADVANCED CONVERSATION I	Sum	13
LA	SPAN 14B	ADVANCED CONVERSATION II	Sum	13
FA	THTR 2F	HISTORY OF AMERICAN MUSICAL THEATRE	Sum	13

## Curriculum Activity -Substantial Changes

Board Item 3/11/13

SUBSTANTIAL CHANGES			
Eff Qtr	Course ID	Title	Change
Sum 13	ART 19A	OIL PAINTING I	Title change; add a new prerequisite
Sum 13	ART 19B	ACRYLIC PAINTING I	Title change; add a new prerequisite
Sum 13	ART 19C	OIL PAINTING II	Title change; formerly ART 47
Sum 13	ART 4B	INTERMEDIATE DRAWING	Title and requisite change
Sum 13	ART 4C	REPRESENTATIONAL DRAWING	Title, description & requisite change
Sum 13	ART 5B	3-D FOUNDATIONS	Title, hours & unit change
Sum 13	BUSI 22	PRINCIPLES OF BUSINESS	Hours & unit change
Sum 13	CHLD 59	WORKING WITH SCHOOL-AGE CHILDREN	Title, description & unit change
Sum 13	D A 51A	INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING	Hours & unit change
Sum 13	D H 62B	CLINICAL DENTAL HYGIENE II	Hours & unit change
Sum 13	D H 62C	CLINICAL DENTAL HYGIENE III	Hours & unit change
Sum 13	D H 62D	CLINICAL DENTAL HYGIENE IV	Hours & unit change
Sum 13	EMTP 60A	PARAMEDIC COGNITIVE & AFFECTIVE IA	Hours & unit change
Sum 13	EMTP 61A	PARAMEDIC COGNITIVE & AFFECTIVE IIA	Hours & unit change
Sum 13	EMTP 62A	PARAMEDIC COGNITIVE & AFFECTIVE IIIA	Hours & unit change
Sum 13	LINC 62	WORD PROCESSING BEYOND THE BASICS	Title change
Sum 13	LINC 63A	MICROSOFT EXCEL I	Hours & unit change
Sum 13	MUS 13A	CLASS VOICE I	Hours & unit change
Sum 13	MUS 13B	CLASS VOICE II	Hours & unit change
Sum 13	MUS 13C	CLASS VOICE III	Hours & unit change
Sum 13	MUS 51	BASICS OF MUSIC PUBLISHING	Title change
Sum 13	MUS 56	MIDI ORCHESTRATION & ARRANGING	Title change
Sum 13	MUS 58B	MODERN SONG COMPOSITION	Title change
Sum 13	MUS 58C	ADVANCED SONG STRUCTURE	Title change
Sum 13	PHOT 72	LIGHTROOM & PHOTOGRAPHIC DESIGN	Title & description change
Sum 13	PHT 55A	PHARMACOLOGY A	Hours & unit change
Sum 13	PHT 55B	PHARMACOLOGY B	Hours & unit change
Sum 13	R T 51A	FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY I	Hours & unit change
Sum 13	R T 51B	FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY II	Hours & unit change
Sum 13	R T 51C	FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY III	Hours & unit change
Sum 13	THTR 48B	SINGING TECHNIQUE FOR MUSICAL THEATRE	Title, hours & unit change
Sum 13	THTR 2A	HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE	Title & description change
Sum 13	THTR 31	MANAGEMENT FOR THE THEATRE & STAGE	Title, description, hours & unit change
Sum 13	THTR 1	INTRODUCTION TO THEATRE	Title & description change

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 1                      **Division:** Fine Arts & Communications

**Course Title:** INTRODUCTION TO FILM STUDIES

**Catalog Description:**

A survey of the language, technology, theory and aesthetics of the moving image as an art form. The course emphasizes an introduction to the critical analysis of the film and video. Includes weekly readings, film viewing, and discussion.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

MDIA 1 is a transfer course, part of the mission of Community Colleges in California.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*  
*Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

MDIA 1 is a transfer course, part of the mission of Community Colleges in California.

**Criteria B. -- Need (Explain)**

There is tremendous demand for cinema studies courses in our service area. We are currently developing a Media Studies Program to fulfill this need, and this course will be one of the core components.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RJ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RJ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. -- Compliance (please initial as appropriate)**

RJ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** *RJ Ward*

**Date:** 2/12/13

2/12/13

Division Curriculum Representative: *Robert Hartwell*

Date: 2/12/13

College Curriculum Co-Chairman: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 2B                      **Division:** Fine Arts & Communications

**Course Title:** HISTORY OF FILM 1945-CURRENT

**Catalog Description:**

Critical analysis of film as an art form with emphasis on film evolution from the 1940s to the present.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

MDIA 2B is a transfer course, part of the mission of Community Colleges in California.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*  
*Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

MDIA 2B is a transfer course, part of the mission of Community Colleges in California.

**Criteria B. -- Need (Explain)**

There is tremendous demand for cinema studies courses in our service area. We are currently developing a Media Studies Program to fulfill this need, and this course will be one of the core components.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- RJ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- RJ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. -- Compliance (please initial as appropriate)**

- RJ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** *RJ Ward*

**Date:** 2/12/13

**Division Curriculum Representative:** *Robert Hartwell*

**Date:** 2/12/13

2/12/13

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 5

**Division:** Fine Arts & Communications

**Course Title:** AMERICAN CINEMA

**Catalog Description:**

Introduction to American Film as a component of art, history, culture and business. How Hollywood has shaped an industry that has come to reflect many aspects of the American experience. American cinematic history, terminology, economic structure and cultural importance. Skills and insight into watching films critically. Development of analysis and writing skills.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

MDIA 5 is a transfer course, part of the mission of Community Colleges in California.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*  
*Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

MDIA 5 is a transfer course, part of the mission of Community Colleges in California.

**Criteria B. -- Need (Explain)**

There is tremendous demand for cinema studies courses in our service area. We are currently developing a Media Studies Program to fulfill this need, and this course will be one of the core components.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RJ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RJ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. -- Compliance (please initial as appropriate)**

RJ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** *RJ Ward*

**Date:** 2/12/13

2/12/13

Division Curriculum Representative: *Robert Hartwell*

Date: 2/12/13

College Curriculum Co-Chairman: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 30

**Division:** Fine Arts & Communications

**Course Title:** DIGITAL VIDEO EDITING I

**Catalog Description:**

Basic instruction on the use of the computer for video and film editing. The theory and practice of cinematic editing which is explored through projects, screenings, class exercises, and demonstration. Topics include montage, pace and rhythm, openings, cutting dialogue, use of sound.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

MDIA 30 is a transfer course, part of the mission of Community Colleges in California.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*  
*Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

MDIA 30 is a transfer course, part of the mission of Community Colleges in California.

**Criteria B. -- Need (Explain)**

There is tremendous demand for video/audio editing courses in our service area. We are currently developing a Media Studies Program to fulfill this need, and this course will be one of the core components.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RJ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RJ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. -- Compliance (please initial as appropriate)**

RJ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** *RJ Ward*

**Date:** 2/12/13

2/12/13

Division Curriculum Representative: *Robert Hartwell*

Date: 2/12/13

College Curriculum Co-Chairman: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 31

**Division:** Fine Arts & Communications

**Course Title:** DIGITAL VIDEO EDITING II

**Catalog Description:**

Continuation of VART 30. Further exploration of technical and aesthetic considerations in film and video editing. The course will address advanced topics in digital post-production. Software topics include sync, audio mixing, color correction, and compositing.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

MDIA 31 is a transfer course, part of the mission of Community Colleges in California.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*  
*Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

MDIA 31 is a transfer course, part of the mission of Community Colleges in California.

**Criteria B. -- Need (Explain)**

There is tremendous demand for video/audio editing courses in our service area. We are currently developing a Media Studies Program to fulfill this need, and this course will be one of the core components.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RJ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RJ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. -- Compliance (please initial as appropriate)**

RJ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** *RJ Ward*

**Date:** 2/12/13

2/12/13

Division Curriculum Representative: *Robert Hartwell*

Date: 2/12/13

College Curriculum Co-Chairman: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 51

**Division:** Fine Arts & Communications

**Course Title:** WEB VIDEO

**Catalog Description:**

An introduction to new developments in the use of video on the internet. The course covers a variety of internet media concepts such as compression, streaming, podcasting, and RSS feeds. Students study both technical and aesthetic considerations for web video.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

MDIA 51 is a transfer course, part of the mission of Community Colleges in California.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*  
*Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

MDIA 51 is a transfer course, part of the mission of Community Colleges in California.

**Criteria B. -- Need (Explain)**

There is tremendous demand for video/audio editing courses in our service area. We are currently developing a Media Studies Program to fulfill this need, and this course will be one of the core components.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RJ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RJ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. -- Compliance (please initial as appropriate)**

RJ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** *RJ Ward*

**Date:** 2/12/13

2/12/13

Division Curriculum Representative: *Robert Hartwell*

Date: 2/12/13

College Curriculum Co-Chairman: \_\_\_\_\_ Date: \_\_\_\_\_



**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 52

**Division:** Fine Arts & Communications

**Course Title:** SCRIPTWRITING FOR FILM & VIDEO

**Catalog Description:**

An introductory course in scriptwriting for film and video which covers the basic skills needed in scripting for the media. Emphasis will be on the development of visual sensitivity, the examination of sample scripts and experience in progressing from concept to finished script. The role of the script in media production and the appropriate formats for fiction and non-fiction scripts will also be examined.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

MDIA 52 is a transfer course, part of the mission of Community Colleges in California.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*  
*Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

MDIA 52 is a transfer course, part of the mission of Community Colleges in California.

**Criteria B. -- Need (Explain)**

There is tremendous demand for video creation & editing courses in our service area. We are currently developing a Media Studies Program to fulfill this need, and this course will be one of the core components.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RJ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RJ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. -- Compliance (please initial as appropriate)**

RJ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** *RJ Ward*

**Date:** 2/12/13

2/12/13

Division Curriculum Representative: *Robert Hartwell*

Date: 2/12/13

College Curriculum Co-Chairman: \_\_\_\_\_ Date: \_\_\_\_\_  
high approval is requested.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 81B

**Division:** Fine Arts & Communications

**Course Title:** SOUND DESIGN FOR FILM & VIDEO

**Catalog Description:**

Creating and editing soundtracks and audio for digital video, music video and film. Recording live sound, and integrating sound effects from a digital library. Dialogue editing and re-recording (looping), and musical soundtrack creation. Synchronization of audio to video using timecode, aesthetic quality of sound and music as it relates to video content, and the production of video/audio projects using Final Cut Pro/Avid Media Composer and Pro Tools.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

MDIA 81B is a transfer course, part of the mission of Community Colleges in California.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*  
*Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

MDIA 81B is a transfer course, part of the mission of Community Colleges in California.

**Criteria B. -- Need (Explain)**

There is tremendous demand for video/audio editing courses in our service area. We are currently developing a Media Studies Program to fulfill this need, and this course will be one of the core components.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RJ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RJ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. -- Compliance (please initial as appropriate)**

RJ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

2/12/13

Faculty Requestor: *RJ Ward*

Date: 2/12/13

Division Curriculum Representative: *Robert Hartwell*

Date: 2/12/13

College Curriculum Co-Chairman: \_\_\_\_\_ Date: \_\_\_\_\_  
s for which approval is requested.

**This draft is for PaRC distribution and scheduled first read at the October 17, 2012 meeting. Constituent representatives on PaRC will share the drafts at their shared governance meetings and will bring their input and feedback to the PaRC meeting on November 21, 2012. The finalized and approved processes will go into effect immediately to direct the process following the Spring 2013 Program Review Committee report on their evaluations to PaRC.**

*Below is drafted new language for Governance Handbook*

### **Integrated Planning and Budget Process Overview**

The policies integrating planning, program review, and resource allocation were developed by the Integrated Planning and Budget Taskforce with final approval on June 24, 2009 by Roundtable, the existing highest participatory governance group. Prior to approval, multiple iterations were shared and revised with a number of college groups, including the Academic and Classified Senates and the Associated Students of Foothill College. Annual updates are approved using the same process, and have occurred every academic year in fall.

### **Integrated Planning and Budgeting Definitions**

#### **Instructional Program**

An Instructional Program is defined as a state approved degree or certificate or a series of basic skills courses that serve as a pathway to degree or certificate completion.

\*\*\* Non state-approved certificates have a December 2012 deadline to apply for state approval, and must be approved and published for Fall 2013-2014 Academic Year.

#### **Student Services Program**

A Student Services Program is defined as an offering of student services that primarily serve a non-instructional function and/or does not qualify as an Academic Program as defined above.

#### **Administrative Unit Program**

An Administrative Unit is defined as an offering of support services, primarily supporting faculty and/or staff, indirect student support, and/or does not qualify as an Instructional Program as defined above.

### **Resource Allocation Process**

The annual Program Review Process is the primary system by which resource allocation decisions are made. Prioritizations are forwarded from program level to the Planning and Resource Council (PaRC) for college-wide prioritization and ultimate recommendation to the College President. Final resource allocation decisions are communicated to PaRC and the campus community.

PaRC will only consider resource requests for ongoing budget allocation or redirection if current program review self-studies are on file. Requests which involve a new program, more than one program, or which don't fit within an existing program framework shall be accompanied by a division area review and/or planning document.

### **Program Creation**

Program Creation is handled similarly to resource allocation of existing programs to ensure the proposed program meets a substantiated student need, is aligned with the college mission and

that the college is able to commit to the resource needs of a program before the program is in development stages.

1. Divisions or program areas identify new programs, significant program expansions, or other initiatives, which would be viable, and meet emerging student needs. This identification could be based on program review, changing demographics or workforce needs, developing technologies, etc.
2. Funding sources could stem from the Divisions absorbing start-up costs or from funding requested through the Resource Allocation Process. Deans or program leaders could write a rationale for permanent “B” budget funding to be submitted through the Resource Allocation Process. Funding would follow the normal Resource Allocation Process, with the potential of seed funding through the “Fast Track to Innovation.”
3. A new academic program request to create a new degree or certificate of any unit value must be submitted by the Division dean to the appropriate governance bodies for review
  - a. All CTE programs (defined by TOPS code) should submit a program plan, along with employment data and other relevant information to the Workforce work group for discussion and feedback.
  - b. Add as an agenda item for Academic & Professional Matters (APM).
  - c. Transfer programs should submit a program plan, along with articulation and transfer data, to the Transfer Work group for discussion and feedback.
  - d. The program plan and the feedback from the work group should be forwarded to the Vice Presidents to determine if there are adequate resources (B budget, faculty, staff, facilities) to offer this new program.
  - e. This information comes to PaRC for final recommendation to the President.
  - f. If the determination is yes, then the program faculty will prepare and submit a program application to the College Curriculum Committee.
4. All new programs will complete program review in the following annual cycle and begin assessing student learning outcomes on an annual basis once the courses have been taught.

#### **Program Review Process (All Programs)**

All programs will complete a comprehensive program review on a three-year cycle. These program reviews will be reviewed and evaluated by PRC, as well as any program reviews that have been identified for an out of cycle review during their annual review and any program on remediation. Evaluation of Program Reviews will include the following:

- a. Using program review data, the PRC will categorize each program as Green, Yellow or Red. The PRC will present a summary of their evaluations and recommendations to PaRC.
- b. Any program receiving a Yellow or Red will have the opportunity to respond to this rating at PaRC (Note that this is a proposed addition to the PRC charge approved in Spring 2012).
- c. PaRC may accept the recommendations and/or request further information and clarification from the PRC. PaRC may then recommend program remediation, one-year suspension or reduction/discontinuance to the President.
- d. The President will either accept PaRC’s recommendation, or explain his/her reasons for not accepting PaRC’s recommendation.

### **Program Remediation**

1. If remediation is the final recommendation after the program review has been evaluated, all of the following will occur:
  - a. Program faculty and staff must collaborate with administrators to develop a remediation plan to address the area(s) of concern that explicitly identifies goals, benchmarks and timelines, and this plan must be accepted by PRC, PaRC and ultimately the president.
  - b. The next program review must address implementation efforts and progress and will be reviewed by the PRC and ultimately PaRC. Programs on remediation that do not meet stated benchmark goals by the next cycle may be brought back to PaRC as a continued Yellow, or may be identified as Red in the next cycle.
  - c. If PaRC affirms that a program is on continued yellow or red status, they may recommend to the president to extend the remediation plan for one more year, suspend the program for a year or to initiate the program discontinuance process.
  - d. The President will either accept PaRC's recommendation, or explain his/her reasons for not accepting PaRC's recommendation.

### **Suspension**

- 2) If suspension is the final recommendation, all of the following will occur.
  - a. The college will follow Board Policy 6015 to allow for students to complete their educational plans through limited offerings, course substitutions or other agreed upon options and adhere to the communication guidelines and timelines with De Anza, the district, and the collective bargaining units.
  - b. During the year suspension, the program will be evaluated again by PRC and assigned a green, yellow or red. PaRC can then recommend reactivation of the program or to initiate the program discontinuance process.
  - c. Program faculty and staff must collaborate with administrators to develop a remediation plan to address the area(s) of concern that explicitly identifies goals, benchmarks and timelines, and this plan must be accepted by PRC, PaRC and ultimately the president.
  - d. The President will either accept PaRC's recommendation, or explain his/her reasons for not accepting PaRC's recommendation.

### **Program Discontinuance (Instructional Programs)**

- 3) If program discontinuance is the final recommendation, the following will occur:
  - a. Instructional Program:
    - i. Program Discontinuance: As per Board Policy 6015 1.D ([see full policy here](#)), the President will share the timeline with affected administrators, staff and faculty regarding the communication to APM and CAC for discussion and feedback, as well as provide written formal notice to program faculty and staff, and appropriate bargaining units and collaborate on a plan to allow for students to complete their educational plans through limited offerings, course substitutions or other agreed upon options

### **Resource Reduction (Administrative Units and Service Areas)**

- 4) In cycle: If a resource reduction is identified through the program review cycle:

- a. Administrative Unit: As per Board Policy 6015 1.D ([see full policy here](#)), the President will share the timeline with affected administrators, staff and faculty regarding the communication to APM and CAC for discussion and feedback, as well as provide written formal notice to program faculty and staff, and appropriate bargaining units.
  - b. Service Area: As per Board Policy 6015 1.D ([see full policy here](#)), the President will share the timeline with affected administrators, staff and faculty regarding the communication to APM and CAC for discussion and feedback, as well as provide written formal notice to program faculty and staff, and appropriate bargaining units.
- 5) Out of Cycle: Resource reductions in Student Services and Administrative Unit Programs can occur out of the program review cycle, but will follow the process outlined below.
- a. The VP/dean of the area will meet with Cabinet to determine resources/amounts needed to reduce, will outline possibilities and share possible scenarios with PaRC without identifying names in the case of potential layoffs. The President will make a decision and share results with PaRC.
  - b. As per Board Policy 6015 1.D ([see full policy here](#)), the President will share the timeline with affected administrators, staff and faculty regarding the communication to APM and CAC for discussion and feedback, as well as provide written formal notice to program faculty and staff, and appropriate bargaining units.

#### **Extreme Financial Hardship (District Wide)**

In the event of an Extreme Financial Hardship (EFH), which is declared formally by the Board of Trustees, there will be a separate process to allow for expedient responses to budget and allocation needs.

- 1) Once the Board of Trustees has formally declared an extreme financial hardship the college will follow the following process:
  - A) The President shall notify the college as a whole, as well as PaRC, that the official EFH has been formally declared by the Board.
  - B) The President and Cabinet will review the financial details of the announcement, including how much the college must cut, and the required timeline, and bring a preliminary discussion draft to PaRC.
    - The discussion draft will address the potential steps that the college will take to address the EFH. The draft will identify areas of potential reductions incorporating data from program reviews, existing PRC summaries, and will include any other pertinent data.
  - C) This discussion draft, along with PaRC's questions and comments, will be circulated through the shared governance committees and groups.
  - D) To the extent that the timeline allows, PRC and PaRC will have the opportunity to suggest other alternatives, and to vet those with governance groups and stakeholders.
  - E) In the event that the timeline does not allow steps A-D to unfold, the Cabinet, including a member from the Academic and Classified Senates and/or the Planning and Resource Council could take immediate steps (*This is the current language in the governance handbook, pg. 17*).



## Foothill College Prerequisite/Co-requisite/Advisory Implementation Plan

1. Method of identification of courses that may need a pre- or co-requisite
  - a. For brand new courses, discipline faculty can identify potential need for a prerequisite based on:
    - i. content review of the proposed COR,
    - ii. comparison with similar courses at other schools or within the C-ID system
    - iii. review of requirements in statute or regulation\*
    - iv. review baccalaureate institution requirements (i.e. four-year institutions will not grant credit without the pre- or co-requisite course)\*
    - v. \*further content review is not required in these two cases
    - vi. if the course is part of a closely-related lecture-lab course pairing within a discipline, content review is not required
  - b. For already existing courses, discipline faculty can identify potential need for a prerequisite based on:
    - i. past experiences teaching the course
    - ii. reviewing student success data from program review and/or Student Learning Outcome Assessment/Reflection data, and/or
    - iii. comparison with similar courses at other schools or within the C-ID system
2. Once faculty identify a course (the “target course”) that may need a new pre- or co-requisite, a rigorous content review process is used:
  - a. Discipline faculty review the target course’s Course Outline of Record, course syllabus, exams, assignments, and grading criteria to identify the skills and knowledge students must have prior to enrolling in the target course.
  - b. If the target course may need a pre- or co-requisite within the same discipline (e.g. a history class needs a history prerequisite), discipline faculty use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
  - c. If the target course may need an interdisciplinary pre- or co-requisite in mathematics, or English, (e.g. a biology class needs a mathematics prerequisite), discipline faculty consult directly with mathematics and/or English faculty to use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
  - d. Faculty should consider whether an entire pre- or co-requisite class is truly necessary for student success in the target course, or whether another alternative might be viable. Such alternatives may include small unit “booster” courses, designating a short period of class time for math or English faculty to teach the concepts, etc.
  - e. Once the appropriate pre- or co-requisite course has been identified, discipline faculty are strongly encouraged to consult with De Anza discipline faculty, as implementing a prerequisite on a course at one college and not the other may have unintended consequences on enrollment.

- f. Once an appropriate interdisciplinary (math or English) pre- or co-requisite course has been identified, the division curriculum committee rep will notify the CCC of the proposal to implement the interdisciplinary requisite at the next CCC meeting.
    - g. All of the above steps must be documented on the "Pre- or Co-requisite Content Review Addendum" for review and approval by the appropriate Division Curriculum Committee
  - 3. Once discipline faculty have completed the content review process and the Division Curriculum Committee have vetted that the proposed pre/co-requisite is necessary and appropriate for student success:
    - a. the Division Curriculum Committee will consult with the Division Dean, Vice President of Instruction, and Institutional Researcher to assure that the college is offering sufficient sections of the pre/co-requisite courses, as well as courses without pre/co-requisites
    - b. the Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting
  - 4. Faculty serving on their Division Curriculum Committee and/or College Curriculum Committee will complete training about pre/co-requisite content review implementation at least once per academic year
  - 5. Research used to monitor impact of pre/co-requisites
  - 6. Ongoing content review
    - a. Each time faculty review a course for Title 5 compliance during the regular, established compliance review cycle, rigorous content review will be utilized to verify that previously established pre/co-requisite(s) are still necessary and appropriate
      - i. Review of the target course's Course Outline of Record, course syllabus, exams, assignments, and grading criteria to verify that previously identified requisite skills and knowledge remain evident
      - ii. Review of impact data

## **Set Minimum Unit Level for Courses in the Foothill College General Education Pattern**

Carolyn Holcroft  
February 13, 2013

Whereas, Foothill College faculty assert that a minimum of four quarter units are required to address the breadth and depth necessary for a general education course;

Whereas, courses must be a minimum of four quarter units to be considered for inclusion in the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Breadth Pattern,

Resolved, that effective immediately, courses submitted for inclusion in the Foothill College general education areas I-VI must be a minimum of four quarter units with the exception of low-unit laboratory courses that are attached to an accompanying lecture course with a minimum of four units; and

Resolved, that courses of less than four quarter units already in areas I-VI of the Foothill College general education pattern may remain there through the 2013-2014 academic year after which time they will be removed from the pattern unless they have revised the curriculum to be consistent with a higher unit value and reapplied for inclusion in the GE pattern.

## **Resolution Regarding Process for New Course Creation**

Whereas, courses must be created with careful consideration of how they align with the overall college mission and fit into the college's curricular offerings and the CCC has responsibility for coordinating the development of new curriculum between and among divisions,

Resolved that the Curriculum Team develop a brief user-friendly form that will guide CCC reps, deans, and faculty in presenting new (and/or radically-modified) course information concisely, and that CCC Rep(s) will briefly present this information at the next CCC meeting;

Resolved, that CCC members are responsible for carefully considering whether new courses might impact courses or curriculum in their own divisions and if so, for subsequently initiating communication with/between appropriate interdisciplinary faculty;

Resolved that any conflicts or concerns regarding potentially overlapping curriculum or perceived violations of State policy be resolved informally through discussions facilitated by Division Curriculum Committee members and involving interested faculty; and,

Resolved that in accordance with "primary reliance," and only in those rare cases where department and/or division faculty cannot informally agree on how to resolve a potential conflict, faculty will forward their concerns to their Division representatives who will then schedule the discussion for a regularly scheduled CCC meeting where the CCC will vote on a resolution of the issue.

### **11/6/12 CCC Meeting:**

**New Course Proposal Process:** The CCC approved a modification to the process for proposing new courses. As soon as the completed New Course Proposal form is received by the Instruction Office, the faculty author can receive a course number and shell in C3MS to begin work if they wish. The new course proposal will still be presented at the next CCC meeting.