
Appendix C Curriculum and Instruction Committee Handbook including Program and Course Development Guidelines

HCC's Curriculum

1. Student Goals
 - A. Students come to HCC with different goals. Most are not seeking a degree, but rather are hoping to transfer to a four-year institution.
 - B. Only a small percentage of our students actually earn a degree.
 - C. When creating a transfer program, try to keep the students goals in mind.
 - i. Be aware that students can transfer only 60 credits.
 - ii. Make programs transfer-friendly.
 - iii. While creating a transfer program, check with the transfer program coordinator.
2. Transfer
 - A. Transferability is a major issue in the state.
 - B. There is an agreed upon policy for colleges (see "Student Transfer Policies" in the Student Handbook).
 - C. Each college can further define their general education requirements within the statewide framework to best serve their students.
 - D. HCC would like to see more students attain a degree.
3. Course Outline vs. Course Syllabus
 - A. A course outline is submitted to the Curriculum and Instruction Committee when a new course is proposed. The course outline contains course objectives, major topics, and major policies. The course outline is agreed upon by the division that is proposing the course. All sections of this particular course follow the course outline.
 - B. A course syllabus is "section specific". The teacher explains the policies for that specific section of the course. Different sections of a course may have different syllabi.
4. Curriculum Design and Learning Outcomes Assessment
 - A. These two ideas are interconnected. The college is dedicated to Learning Outcomes Assessment. Designing curriculum with this in mind makes the assessment process easier.
 - B. When designing a curriculum, describe specific measurable objectives (called behavioral objectives.) For example: Instead of "The student will know the difference between a noun and a verb", a behavioral objective might say "The student will be able to identify the nouns and verbs within a paragraph".
 - C. Attend workshops on writing behavioral objectives.
5. Non-Credit Courses
 - A. Continuing Education is an alternate way of offering courses.
 - B. This is a great way to offer refresher courses or courses in remedial material.

General Information about C&I

1. Mission Statement

The Curriculum and Instruction Committee (C&I) has a primary responsibility for developing policies which facilitate the learning programs leading to the awarding of formal degrees or formal certificates.

2. Members of the Committee

- A. Chairperson
- B. Seven faculty, one representative from each division
- C. One student
- D. One support staff
- E. One administrator from the Student Services area

3. Exofficio Members

- A. Vice President of Academic Affairs
- B. Executive Associate to the Vice President of Academic Affairs
- C. Division Chair in charge of catalogue
- D. Representative from the Information Technology area

4. Role of the Committee

- A. The committee oversees the instructional area of the college. Changes to or new courses, programs (career and transfer), certificates of proficiency and letters of recognition need to be approved by the committee.
- B. It is not the intention of this procedure to require that the Curriculum and Instruction Committee become involved in minor course changes which affect the internal operation of only a single division.
- C. The following types of course and program changes must be submitted to the Curriculum and Instruction Committee for approval:
 - i. Substantive changes in existing courses which result in significant changes in the content of the course. Changes to the course description or course outline which are editorial in nature and do not result in a significantly different course do not need to be presented to the Curriculum and Instruction Committee for approval.
 - ii. New Courses
 - iii. New Career Programs (AAS Degrees) or Transfer Programs (AA Degrees)
 - iv. Changes in existing career or transfer programs
 - v. Change from special topics to permanent status
 - vi. Addition or deletion of prerequisites or co-requisites
 - vii. Course deletions

- viii. Career or Transfer Program deletions
- ix. Change in course prefix
- x. Changes in academic policies related to curriculum

5. The C&I Process

- A. Find and complete the appropriate proposal form in the Curriculum and Instruction folder on the S:drive.
- B. Proposal is sent electronically to the chair of the committee two weeks prior to the next meeting. Each proposal form explains what materials need to be sent.
- C. An agenda and the proposals are sent electronically to the committee members one week prior to the meeting so that the proposals can be reviewed.
- D. **Proposals will be discussed and debated during formally scheduled meetings. It is expected that the individual initiating the proposal will be present to answer questions. If the individual initiating the proposal cannot attend, it is expected that a representative from the division who can answer questions concerning the proposal will attend the meeting. In instances where no such individual is in attendance, proposals will be tabled until such time as an informed representative can be in attendance.**
- E. If there are problems with the proposal, changes will need to be made before the proposal continues through the process. **When revising and resubmitting a proposal, please update the footer and return the proposal to the chair of the committee in the same file (same name) as the original file. This helps with the clerical work.**
- F. When all questions are answered and the proposal is in its complete and correct form, the committee members will take it back to their constituencies. Each area will then discuss and vote on the proposal.
- G. At the next C&I meeting, the committee members will discuss any issues that came from their area meetings and vote on the proposal. Again, it would be helpful if someone is there to answer any new questions.
- H. **In order for new courses/programs/certificates of proficiency/letters of recognition to be included in the next year's catalogue, the proposals need to be approved by the end of February.** Although there are two meetings in February, it is suggested that proposals be submitted as early as possible since getting them approved is not always straight forward.

6. The General Education committee is a subcommittee of C&I whose membership is established through the Curriculum and Instruction Committee. In certain situations, an alternate representative could serve with the approval of the full C&I committee.

Submitting a Proposal

- 1. Each proposal must be accompanied by an appropriate proposal form. These forms can be found in the Curriculum and Instruction file folder on the S: drive.

There are ten proposal forms:

Change in Course	New Course
Change in Career Program (AAS Degree)	New Career Program
Change in Transfer Program (AA Degree)	New Transfer Program
Change in Certificate of Proficiency	New Certificate of Proficiency
Change in Letter of Recognition	New Letter of Recognition

2. Please submit only one proposal per form. (Multiple changes to a single course, program, etc., should be submitted on a single proposal form.)
3. All proposals must be submitted electronically to the chair of the committee two weeks prior to the next meeting.
4. Before submitting a proposal, please make sure the following steps have been completed:
 - A. Fill out the appropriate proposal form.
 - B. Include the appropriate materials. (Each form explains what additional information must be submitted.)
 - C. Please use a footer to date the file. To do this click:
Insert; Date/Time; Deselect "update automatically" so that you can change the date only when you actually make changes to the document; enter the current date
 - D. Division Chair must sign the proposal form electronically.
 - E. Name the file as "Type of Proposal: Name of program or course". For example:

Change in Course: MATH-070
or
New Career Program: Health Care for the Professional
5. When resubmitting a proposal, please use the original file name and update the date in the footer.

Information about Specific Proposal Forms

1. Change in Course Proposal Form
 - A. This form is used when a current course is being altered, such as: change in name, change in number, change in number of credits, change in pre-requisites, etc.
 - B. If the number of hours weekly is changing, but not the number of credits, this course change does not have to be presented to the Curriculum and Instruction Committee.
 - C. The current course outline, along with the revised course outline, must be submitted with the proposal form.
2. New Course Proposal Form
 - A. Name and Number
 - i. When choosing a number for the new course, make sure that the number has not been used before.

- ii. Developmental courses should use numbers below the 100 level.
 - iii. When creating a new course, consider whether the course should have a dual designator. If it will have a dual designator, the number must be the same.
- B. Special Topics Courses
- i. If the course is a Special Topics course, it must have a 900 level number. It must be presented to the Curriculum and Instruction Committee, but it does not have to be approved. The presentation is for information only.
 - ii. If a Special Topics course is being converted to a permanent course, it must be submitted as a New Course since it has never been approved.
 - iii. Special Topics courses must be changed to permanent status or not be offered after two semesters.
- C. A course outline must be attached to the proposal form. It should be no longer than one page, both sides.
- a. The course outline is generic and not time specific. This course outline is used for all sections of the course and does not change significantly from semester to semester. There needs to be consensus among all full and part-time faculty teaching different sections of the course concerning the catalog description, general course objectives, and course outline.
 - b. It is the responsibility of the faculty to review and update course outlines and submit to the division chair, or their designee, as necessary on a yearly basis or each time the course is offered.
 - c. Behavioral objectives identify the student learning for the course.
- D. General Education Core Courses
- i. After a course is approved by the Curriculum and Instruction Committee, it will also need to be approved by the General Education committee in order for the course to satisfy one or more of the general education requirements.
 - ii. Definition of General Education

General education is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. The General Education Program is designed to introduce undergraduates to the fundamental knowledge, skills, and values which are essential to the study of academic disciplines, to encourage the pursuit of life-long learning, and to foster the development of educated members of the community and the world.
 - iii. General education courses must connect with one or more of these goals:

- a. Introduce students to the fundamental principles, concepts, and methods essential for the acquisition of knowledge basic to mathematics, the physical and natural sciences, the social sciences, the arts and the humanities, and composition.
 - b. Develop in students an ability to connect knowledge across disciplines.
 - c. Foster in students qualities of open-mindedness, inquiry, and rational assessment of data.
 - d. Develop in students the ability to think and express themselves analytically, critically and creatively, and to read with comprehension.
 - e. Provide the opportunity for students to apply their knowledge and skills in solving complex problems.
 - f. Provide the knowledge needed to apply ethical principles to inquiry.
 - g. Prepare students to adapt to the increasing integration of information technology in all fields of knowledge.
 - h. Develop in students the ability to communicate effectively in oral and written English and to perform numerical analyses at a college level.
 - i. Provide students with an understanding of themselves as well as their social, aesthetic, political and physical environment.
 - j. Foster in students an understanding of and respect for diverse human cultures.
- iv. Criteria for determining which courses should be included in the core:
- a. Courses should present overviews of broad topics rather than interpretations of very specific topics.
 - b. Courses should be of general value to the education of a student at HCC.
 - c. The General Education core list should not be so long as to include virtually every course offering.
 - d. All General Education core history courses have a significant cultural diversity component.
 - e. The oral communications requirement can be met by enrolling in a speech course or by taking a course (or courses) with a significant oral component.
- v. Choose among the following categories:
- a. Arts and Humanities: The arts examine aesthetics and the development of the aesthetic form. Courses in this area may include, but are not limited to fine, performing and studio art,

appreciation of the arts, and history of the arts. All courses, including fine, performing and studio arts, should explore the relationship between theory and practice. The humanities examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include, but are not limited to, the language, history, literature, and philosophy of Western and other cultures. "Composition and Literature" courses may be placed with Arts and Humanities if literature is included as part of the content of the course.

- b. English Composition: English composition courses provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- c. Social and Behavioral Sciences: The social and behavioral sciences examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. They include, but are not limited to, subjects which focus on history and cultural diversity; on the concepts of groups, work, and political systems; on the applications of qualitative and quantitative data to social issues; and on the interdependence of individuals, society, and the physical environment.
- d. Mathematics: Mathematics courses provide students with numerical, analytical, statistical and problem-solving skills.
- e. Biological and Physical Sciences: The biological and physical sciences examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
- f. Interdisciplinary and Emerging Issues: Courses that are considered interdisciplinary must have at least one-third of the course material/content from a discipline other than the course designator discipline. An example of such a course is ENGL-211 (Science through Science Fiction) where the course is taught by an English faculty member with guest lectures by science faculty. Emerging Issues courses are characterized by being from a new "hotbed" of knowledge, covering current, significant issues that are not typically included in the traditional five areas of General Education. Such courses will be subject to periodic review as to their continued inclusion in this category

3. Change in Career Program (AAS Degree) Proposal Form

Along with the proposal form, a catalogue-ready revised program sheet must be submitted.

4. New Career Program (AAS Degree) Proposal Form

A. The minimum number of credits in an AAS Degree is 60.

- B. Students enrolled in career programs must take a minimum of 20 credits in General Education.
- C. A minimum of one course is required by the state in each of the five General Education areas.
- D. A typical AAS Degree Program at HCC must have the following General Education core requirements:
 - i. ENGL-121 (3 credits)
 - ii. Arts and Humanities Core (3 credits)
 - iii. Speech (3 credits)
 - iv. Social Science Core (3 credits)
 - v. Science Core (4 credits)
 - vi. Mathematics Core (3-4 credits)
- E. If 20 credits are not reached above, a course from the Interdisciplinary Core category may be added.
- F. Required courses related to the major complete the program.

5. Change in Transfer Program (AA Degree) Proposal Form

Along with the proposal form, a catalogue-ready revised program sheet must be submitted.

6. New Transfer Program (AA Degree) Proposal Form

- A. The minimum total number of credits in an AA Degree is 60.
- B. Students enrolled in transfer programs must take a minimum of 36 credits in General Education.
- C. Minimum State requirements:

<u>Core Category</u>	<u>Minimum Requirement</u>
Arts and Humanities	6 credits
English Composition	3 credits
Social and Behavioral Sciences	6 credits
Mathematics	3 credits
Biological and Physical Sciences	6 credits
Interdisciplinary and Emerging Issues (Optional)	6 credits maximum

D. A typical AA Degree Program at HCC must have the following General Education core requirements:

- i. ENGL-121 (3 credits)
- ii. ENGL-122 (3 credits)
- iii. Literature Core (3 credits)
- iv. Fine Arts Core (3 credits)
- v. Humanities Core (3 credits)
- vi. History Core (3 credits)
- vii. Social Science Core (6 credits, only 3 of which may be an additional history course)
- viii. Science Core (7-8 credits, one of these credits must be a lab credit.)
- ix. Mathematics Core (3-5 credits)
- x. Interdisciplinary/Emerging Issues Core (1-3 credits)

E. Required courses related to the major complete the program

7. Change in Certificate of Proficiency Proposal Form

Along with the proposal form, a catalogue-ready revised Certificate of Proficiency course list must be submitted.

8. New Certificate of Proficiency Proposal Form

Certificates of Proficiency have between 12 and 59 credits. Financial Aid recommends that certificates have at least 17 credits, but preferably 24 credits.

9. Change in Letter of Recognition Form

Along with the proposal form, a catalogue-ready revised Letter of Recognition course list must be submitted.

10. New Letter of Recognition Proposal Form

Letters of Recognition can contain no more than 11 credits.

Copies of Proposal Forms/Samples of Attachments

Curriculum and Instruction Committee

Proposal - **Change in Course**

(Use a [separate](#) proposal form for [each](#) change in course.)

NAME AND NUMBER OF THE COURSE BEING CHANGED:

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

SIGNATURE: [MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR](#)

DATE:

COMMENTS FROM DIVISION CHAIR(S)

**Submit (as appropriate) a complete standard HCC Course Description for the original course and one for the proposed revised course with this proposal.
(Please highlight the changes on both copies)**

What change is being proposed? (Delete the answers that don't apply.)

Delete the course

(For the following, please be specific about what changes are being made.)

Change the course name

Change the course number

Change the pre-requisites or co-requisites

Change the course content substantially

Other (Please specify)

NOTE: If the number of hours weekly is changing, but not the number of credits, the course does not have to go through C&I.

Why is this change needed?

What effect will this change have on other courses, transfer patterns, and/or programs?

Curriculum and Instruction Committee

Proposal - New Course

(Use a [separate](#) proposal form for [each](#) new course.)

NAME AND NUMBER OF THE NEW COURSE:

**Is this a SPECIAL TOPICS course?
must have 900 numbers.)**

(All Special Topics courses

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

SIGNATURE: [MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR](#)

DATE:

COMMENTS FROM DIVISION CHAIR(S)

Submit a complete standard HCC Course Description with this proposal.

NOTE: If you will be requesting a General Education Core designation for this course, you must submit a separate request for Gen Ed designation to the Gen Ed Committee after the course has been approved by C&I.

How do you expect this course to transfer to the UM System schools? (Delete the answers that don't apply.)

- As a General Education Core Requirement
- As an Elective
- Not expected to transfer

Why is this course needed? (If appropriate, include student population, expected enrollment, effects this course will have on other courses/programs, if the course has been a Special Topics course, etc.)

FORMAT for WRITING COURSE OUTLINES

**** (Font is Times New Roman, # in parentheses is point size. Top/bottom margins and L/R margins .5) ****

- (18) COURSE OUTLINE**
- (14) Course Number**
- (14) Course Title**
- (12) # Semester Hours**

(18) HOWARD COMMUNITY COLLEGE

(12 point for remainder of document)

Description

Identical to catalog description; includes listing of prerequisites. (# of hours weekly)

Overall Course Objectives (List only requirements that will be included in all sections of the course)

Upon completion of this course the student will be able to:

Behaviorally stated
10-20 specific to course

Major Topics

Listed in outline form or a list of major topics.

Course Requirements (List only objectives that will be included in all sections of the course)

Grading/exams: Grading procedures will be determined by the individual faculty member but will include the following:

Writing: Specific writing assignments will be determined by the individual faculty member.

Other Course Information

Meets college definition for: Oral communication, Cultural Diversity, Fine Arts.
This course is a _____core course and a _____elective.

Footer: Updated on date/faculty initials

COURSE OUTLINE
Course Number
Course Title
Semester Hours

HOWARD COMMUNITY COLLEGE

Description

Overall Course Objectives (List only requirements that will be included in all sections of the course)

Upon completion of this course the student will be able to:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Major Topics

- I.
- II.
- III.
- IV.
- V.

Course Requirements (List only objectives that will be included in all sections of course)

Other Course Information

SAMPLE
COURSE OUTLINE

MATH 121
Finite Mathematics
3 Semester Hours

HOWARD COMMUNITY COLLEGE

Description

In this course students will learn the language of sets and be introduced to counting theory, tree diagrams, probability, the binomial theorem, independence, Bayes' theorem, probability distributions, and random variables. Other topics include approximating data by linear models, graphing and analysis of systems of inequalities, matrix algebra and linear programming, and the mathematics of finance. Prerequisite: MATH 070 or appropriate math placement score. (3 hour weekly)

Overall Course Objectives

Upon completion of this course, the student will have demonstrated the ability to:

1. Calculate a regression equation.
2. Solve a linear system of equations.
3. Perform basic matrix operations.
4. Use matrices to model collections of data and solve application problems
5. Solve linear programming problems graphically.
6. Solve application problems using the simplex method.
7. Calculate present value for compound interest.
8. Calculate values of an annuity.
9. Use Venn diagrams to solve counting and logic problems
10. Find conditional probability

11. Apply the binomial probability theorem.
12. Calculate expected value and apply it to practical situations.

Major Topics

- I. Linear functions
 - A. Graphs
 - B. Applications
 - C. Linear regression
- II. Systems on linear equations and matrices
 - A. Solutions of linear systems
 - B. Addition and subtraction of matrices
 - C. Multiplication of matrices
 - D. Matrix inverses
- III. Linear programming
 - A. Graphing systems of linear inequalities
 - B. Linear programming
 - C. Graphical solution of linear programming problems
 - D. The Simplex method
- IV. Mathematics of finance
 - A. Compound interest
 - B. Annuities
 - C. Amortization
- V. Sets and counting
 - A. Sets and set operations
 - B. Multiplication principle
 - C. Permutations and Combinations
- VI. Probability and statistics
 - A. Rules of Probability
 - B. Counting techniques
 - C. Conditional probability and independence
 - D. Bayes theorem
 - E. Probability Distributions

Course Requirements

Grading procedures will be determined by the individual faculty member but will include the following:

There will be several unit exams, a final exam and written assignments.

Other Course Information

This course may be used as a mathematics core course or as a mathematics elective. Check your transfer institution to guarantee transferability.

Curriculum and Instruction Committee
Proposal - Change in Career Program (AAS Degree)
(Use a **separate** proposal form for **each** change in career program.)

NAME OF THE CAREER PROGRAM BEING CHANGED:

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

SIGNATURE: **MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR** **DATE:**

COMMENTS FROM DIVISION CHAIR(S)

Submit a complete description in catalog format for this change in career program with this proposal.

What change is being proposed? (Delete the answers that don't apply.)

Delete the career program

Change the name of the career program

Change the requirements in the career program (Please be specific about what changes are being made.)

Other (Please specify.)

Why is this change needed? (What is the rationale?)

What effect will this change have on other courses, transfer programs, and/or career programs?

Curriculum and Instruction Committee
Proposal - New Career Program (AAS Degree)
(Use a **separate** proposal form for **each** new career program.)

NAME OF THE NEW CAREER PROGRAM:

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

Signature: **MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR** Date:

COMMENTS FROM DIVISION CHAIR(S)

Submit in catalogue format a complete standard description of the new career program with this proposal.

What is the target population?

What is the expected enrollment per year?

Does this career program meet MHEC requirements?

What is the HEGIS/CIP code for this new career program?

Why is this new career program needed? (What is the rationale?)

What effect will this new career program have on other courses, transfer programs, and/or career programs?

FORMAT FOR NEW CAREER PROGRAM
(Arial, 16, bold) NAME OF CAREER PROGRAM
(Arial, 12, bold) ASSOCIATE OF APPLIED SCIENCE DEGREE

(Times New Roman, 10) A short paragraph should be inserted here that explains the purpose of this particular career program.

(Arial, 10, bold) GENERAL EDUCATION CORE (Times New Roman, 10) List Course Numbers List Course Names	Credits	Suggested Semester
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(Arial, 10, bold)
REQUIRED COURSES RELATED TO MAJOR
 (Times New Roman, 10)
 List Course Numbers List Course Names

SAMPLE
ELECTRONICS TECHNOLOGY
ASSOCIATE OF APPLIED SCIENCE DEGREE

Wireless Communications Technology

This program is designed to meet the demands of one of the fastest growing high technology fields. This program will prepare students in entry-level positions in the area of mobile and wireless data communications such as cell site technicians, switch technicians, wireless field engineers, networking technicians and wireless customer service representatives. This curriculum will give students a strong background in circuit theory, fundamental concepts of digital circuits and systems, computer systems and networks. Students also will receive theory and hands-on laboratory experience in RF test and measurement techniques, electromagnetic propagation, transmission lines, wireless networks, security related to wireless networking. Students planning to transfer to a four-year technical institution should contact that institution to check transferable courses. In addition, this curriculum prepares students to sit for the COMP TIA's A+ certification, ETA's Fiber Optic Installer certification and Certified Wireless Network Administrator certification.

GENERAL EDUCATION CORE		Credits	Suggested Semester
ENGL-101	Introduction to Composition I	3	1
Arts & Humanities	Arts & Humanities Core Course (see p. 66) (one course from either Literature, Fine Arts, or Humanities)	3	4
	SPCH-105 Fundamentals of Public Speaking OR		
Social Sciences	SPCH-110 Interpersonal Communications Select GEOG-102, HIST-111, HIST-112, HIST-121, HIST-122, HIST-123, POLI-201, SOCI-101, or SOCI-105	3	4
PHYS-101	Technical Physical Science	4	1
MATH-124	Technical Math	4	1

REQUIRED COURSES RELATED TO MAJOR

CMSY-105	Personal Computer Systems Repair I	3	1
CMSY-219	Microcomputer Operating Systems—DOS	3	1
ELEC-107	Introduction to Electronic Circuits	4	1
CMSY-106	Personal Computer Systems Repair II	3	2
CSCO-270	Cisco Network Technology	3	2
ELEC-117	Linear Electronics	4	2
ELEC-140	Network Cabling Systems	3	2
TELE-100	Introduction to Telecommunications	3	2
ELEC-213	Digital Circuits	4	3
WCOM-110	RF/Wireless Fundamentals	3	3
WCOM-120	Wireless Communications	3	3
WCOM-200	Wireless LANs	3	3
WCOM-220	Advanced Topics in Wireless Communications	3	4

Curriculum and Instruction Committee
Proposal - Change in Transfer Program (AA Degree)
(Use a **separate** proposal form for **each** change in transfer program.)

NAME OF THE TRANSFER PROGRAM BEING CHANGED:

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

SIGNATURE: **MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR** **DATE:**

COMMENTS FROM DIVISION CHAIR(S)

Submit a complete description in catalog format for this change in transfer program with this proposal.

What change is being proposed? (Delete the answers that don't apply.)

- Delete the Transfer Program
- Change the name of the Transfer Program
- Change the requirements in the Transfer Program (Please be specific about what changes are being made.)
- Other (Please specify.)

Why is this change needed? (What is the rationale?)

What effect will this change have on other courses, transfer programs, and/or career programs?

Curriculum and Instruction Committee
Proposal - New Transfer Program (AA Degree)
(Use a **separate** proposal form for **each** new transfer program.)

NAME OF THE NEW TRANSFER PROGRAM:

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

SIGNATURE: **MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR** **DATE:**

COMMENTS FROM DIVISION CHAIR(S)

Submit a complete description in catalog format of this new transfer program with this proposal.

What is the target population?

What is the expected enrollment per year?

How do you expect this transfer program to transfer to the UM System schools?

Why is this transfer program needed? (What is the rationale?)

What effect will this new transfer program have on other courses, transfer programs, and/or career programs?

FORMAT FOR NEW TRANSFER PROGRAM
(Arial, 16, bold) ARTS AND SCIENCES - NAME OF TRANSFER PROGRAM
(Arial, 12, bold) ASSOCIATE OF ARTS DEGREE

(Times New Roman, 10) A short paragraph should be inserted here that explains the purpose of this particular transfer program.

(Arial, 10, bold)

GENERAL EDUCATION CORE

General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student's total of general education and required courses must equal at least 60 semester hours of credit.)

(Times New Roman, 10)

List Course Numbers List Course Names

**Suggested
Credits Semester**

(Arial, 10, bold)

REQUIRED COURSES RELATED TO MAJOR

(Times New Roman, 10)

List Course Numbers List Course Names

SAMPLE

**ARTS AND SCIENCES – Music
ASSOCIATE OF ARTS DEGREE**

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor's degree in music majoring in performance, musicology, music education, or jazz/commercial music. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in the music program is the creation of an artistic point of view on the part of the student.

GENERAL EDUCATION CORE

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student's total of general education and required courses must equal at least 60 semester hours of credit.)

		Suggested Credits Semester
ENGL-101	Introduction to Composition I	3 1
ENGL-102	Introduction to Composition II	3 2
Arts & Humanities	Literature Core Course (see p. 66)	3 3
	MUSC-202 Music Literature in Context I	3 3
	MUSC-203 Music Literature in Context II	3 4
History	History Core Course (see p. 67)	3 4
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 67)	6 3-4
Science	Science Core Course (see p. 67; must include one course with lab)	7-8 1-2
Mathematics	MATH-122 or higher	3-5 1
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 68)	1-3 2

REQUIRED COURSES RELATED TO MAJOR

MUSC-110	Music Theory I	4	1
MUSC-111	Music Theory II	4	2
MUSC-210	Music Theory III	4	3
MUSC-211	Music Theory IV	4	4
MUSC-117	Applied Music I *	2	1
MUSC-118	Applied Music II *	2	2
MUSC-217	Applied Music III *	2	3
MUSC-218	Applied Music IV *	2	4
MUSC-114	Keyboard Skills I	1	1
MUSC-115	Keyboard Skills II	1	2
MUSC-214	Keyboard Skills III	1	3
MUSC-215	Keyboard Skills IV	1	4
MUSC-130-180	Ensemble (Major)	1(4)	1-4

(Participation in one major ensemble per semester is required and may be taken up to four times for students enrolled in the music curriculum.)

* Students seeking a Jazz/Commercial Music Emphasis should enroll in the jazz sections of Applied Music. Students are also encouraged to take MUSC-109 Techniques of Electronic and Computer Music if time permits.

Curriculum and Instruction Committee
Proposal - Change in Certificate of Proficiency
(Use a **separate** proposal form for **each** change in certificate.)

NAME OF THE CERTIFICATE BEING CHANGED:

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

SIGNATURE: **MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR** **DATE:**

COMMENTS FROM DIVISION CHAIR(S)

Submit a complete description in catalog format for this change in certificate with this proposal.

What change is being proposed? (Delete the answers that don't apply.)

Delete the certificate

Change the name of the certificate

Change the requirements in the certificate (Please be specific about what changes are being made.)

Other (Please specify.)

Why is this change needed? (What is the rationale?)

What effect will this change have on other certificate, courses, transfer patterns, and/or programs?

Curriculum and Instruction Committee
Proposal - New Certificate of Proficiency
(Use a **separate** proposal form for **each** new certificate.)

NAME OF THE NEW CERTIFICATE:

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

SIGNATURE: **MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR** **DATE:**

COMMENTS FROM DIVISION CHAIR(S)

Submit a complete description in catalog format of this new certificate with this proposal.

What is the target population?

To how many students do you expect to award this certificate each year?

Why is this new certificate needed? (What is the rationale?)

What effect will this new certificate have on other certificates, courses, transfer patterns, and/or programs?

FORMAT FOR NEW CERTIFICATE OF PROFICIENCY
(Arial, 16, bold) NAME OF CERTIFICATE OF PROFICIENCY
(Arial, 12, bold) CERTIFICATE OF PROFICIENCY

(Times New Roman, 10) A short paragraph should be inserted here that explains the purpose of this particular certificate of proficiency.

Certificates of Proficiency have between 12 and 59 credits. Financial Aid recommends that certificates have at least 17 credits, but preferably 24 credits.

Suggested
(Arial, 10, bold) Credits Semester

(Times New Roman, 10)
 List Course Numbers List Course Names

SAMPLE
NETWORK ADMINISTRATION
Certificate of Proficiency
Network Security Administration

This certificate is designed to meet the increasing needs in the network security field for skilled mid-level administrators. Students with a background in computer operations and networks will gain the knowledge and skills necessary to transit to new areas in the job market. This certificate will prepare graduates to function in public and private agencies in roles requiring assessment, operations, and improvement of network security systems. The courses focus on the CISSP domains and are designed to meet the NSA standards. Students without experience should prepare for MSFT 299 by completing CMSY 219 or CSMY 134, 142, and 143.

		Credits	Suggested Semester
MSFT-299	Fundamentals and Practice for Network + Certification	3	1
CMSY-162	Introduction to Network Security Systems	3	1
CMSY-163	Introduction to Firewalls and Internet Security	3	1
CMSY-164	Introduction to Intrusion Detection Systems	3	1-2
CMSY-262	Introduction to Encryption and VPN Technology	3	2
CMSY-263	Securing and Auditing Network Systems	3	2

Curriculum and Instruction Committee
Proposal - Change in Letter of Recognition
(Use a **separate** proposal form for **each** change in letter of recognition.)

NAME OF THE LETTER OF RECOGNITION BEING CHANGED:

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

SIGNATURE: **MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR** **DATE:**

COMMENTS FROM DIVISION CHAIR(S)

Submit a complete description in catalog format for this change in letter of recognition with this proposal.

What change is being proposed? (Delete the answers that don't apply.)

Delete the letter of recognition

Change the name of the letter of recognition

Change the requirements in the letter of recognition (Please be specific about what changes are being made.)

Other (Please specify.)

Why is this change needed? (What is the rationale?)

What effect will this change have on other letters of recognition, courses, transfer patterns, and/or programs?

Curriculum and Instruction Committee
Proposal - New Letter of Recognition
(Use a **separate** proposal form for **each** new letter of recognition.)

NAME OF THE NEW LETTER OF RECOGNITION :

Date of this Proposal:

Submitted by:

Division(s):

Signature of Division Chair(s) indicates prior Approval of the Division(s):

SIGNATURE: **MUST HAVE ELECTRONIC SIGNATURE FROM THE DIVISION CHAIR** **DATE:**

COMMENTS FROM DIVISION CHAIR(S)

Submit a complete description in catalog format of this new letter of recognition with this proposal.

What is the target population?

To how many students do you expect to award this letter of recognition each year?

Why is this new letter of recognition needed? (What is the rationale?)

What effect will this new letter of recognition have on other courses, transfer patterns, and/or programs?

FORMAT FOR NEW LETTER OF RECOGNITION
(Arial, 16, bold) NAME OF THE LETTER OF RECOGNITION
(Arial, 12, bold) LETTER OF RECOGNITION

(Times New Roman, 10) A short paragraph should be inserted here that explains the purpose of this particular letter of recognition.

Letters of Recognition can contain no more than 11 credits.

Suggested
(Arial, 10, bold) Credits Semester

(Times New Roman, 10)
List Course Numbers List Course Names

SAMPLE
INTERNET SECURITY
LETTER OF RECOGNITION

Check Point Technologies

The courses in this program of study provide training in the area of internet security, specifically in Check Point Software Technologies products. Upon completion of this course of study, the student will be prepared for job placement. The student will also be prepared for successful completion of the Check Point Certified Security Administrator (CCSA) exam and the Check Point Certified Security Expert (CCSE) exam.

		Credits
CKPT-210	Management I of the Virtual Private Network (VPN)-1 and FireWall-1 – NG	3
CKPT-220	Management II of the Virtual Private Network (VPN)-1 and FireWall-1 – NG	3