College Curriculum Committee Manual

2012-2013

CATALOG PROPOSAL DEADLINE:
FEBRUARY 13, 2013*

*Deadline for Agenda Items-January 23, 2013
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What Is Curriculum?

Curriculum is the sum total of the instructional programs at the college. Generally, curriculum is described in terms of specific courses and patterns of course completion (degree programs). For the purposes of this handbook, the curriculum discussed is limited to credit programs, Pre-Majors, and courses.

The Role of Faculty, Administration, the Governing Board and the College Curriculum Committee

At Valencia College, development of curriculum is an important responsibility of the faculty, administration and governing board. Faculty members of the College Curriculum Committee are appointed by the Faculty Council. Deans are appointed by the Instructional Affairs Committee (IAC). Terms of office are two years. In keeping with SACS Comprehensive Standard 3.4.12, “The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty,” every credit course is broadly defined by a college course outline developed and approved by the designated, credentialed faculty who teach the courses on the various campuses. The course outline includes general course information (included in the catalog), the common learning outcomes necessary for satisfactory performance (e.g., learning outcomes, a grade of "C" or better) in the course, and a possible assessment of a General Education outcome. Individual faculty members are responsible for determining and implementing the exact course content for individual courses they teach. This exact course content is explained in the course syllabus prepared by the faculty member and distributed to each student enrolled in the course. Thus, by a combination of college cooperation and individual effort, faculty members determine and manage the specific courses in the college curriculum.

The offering of degree programs is the joint responsibility of faculty, discipline leaders, appropriate academic administrators, the College Curriculum Committee, the College Learning Council, the President and the District Board of Trustees. Degree and certificate programs consist of a specific sequence of college-level credit courses to be completed by students prior to awarding of the degree and certificates. Determination of degree and certificate requirements involves a review of state laws and rules, accreditation requirements, needs of the graduates, intended application of the degree after graduation, university requirements, and business and industry needs. It is the responsibility of the academic administration to ensure that proper college procedures are followed for all curriculum matters and to provide supervision to the instructional process at the college. The faculty and administration work closely with the Faculty Council, the Instructional Affairs Committee (IAC), the Curriculum Committee, the College Learning Council, and the President to provide leadership and support for an excellent curriculum that meets the needs of Valencia students.

Curriculum Committee Charge

The College Curriculum Committee is responsible for ensuring that all courses, Pre-Majors, and programs have instructional integrity, address appropriate learning outcomes, fit into a sequential framework that leads to students’ achieving the respective competencies, and meet the college’s standards of excellence. The committee reviews and must approve all additions, deletions, and major modifications to credit courses and programs and therefore may assume leadership when there are no tenured faculty in a particular discipline or to suggest a change (addition, deletion, modification) where one may be necessary. The College Learning Council and the President receive the recommendations of this committee.

The curriculum development and review process is planned to ensure compliance with regional accreditation requirements of the Southern Association of Colleges and Schools (SACS), Commission on Colleges (Principles of Accreditation, Foundations for Quality Enhancement). The specific Core Requirements, Comprehensive
Standards and Federal Requirements listed in Appendix C relate directly to the design, scope, and quality of the college’s curriculum. The curriculum development process is also guided by the requirements of the State of Florida.

History

The committee was approved by the College Council in August 1978 and began functioning in October 1978. It replaced the individual campus Curriculum and Instruction Committees. The membership composition and procedures were revised during the 1991-92 academic years, and again in 2007.*

Membership

The committee consists of twenty-one members: one Associate in Arts dean, one Associate in Science dean, and nineteen tenured/tenure-track professors [one each from the following disciplines: communications, fine arts, foreign languages, Allied Health, humanities, mathematics, natural sciences, physical education, public service, business, social sciences, technical education, counselor, librarian, engineering/architecture programs, nursing, IT, one at-large member, and the Faculty Council President-Elect]. Each member shall have an alternate. Ex-officio members are a student representative, a Campus President, the AVP for Workforce Development, the catalog coordinator, and representatives for Banner, Dual Enrollment, Financial Aid, SACS, Institutional Research, Graduation, Atlas, and Assessment. The committee is co-chaired by a faculty member and the AVP for Curriculum and Articulation. The faculty co-chair will be a voting member, will serve a one year term as co-chair during the second year or later of membership on the committee, and may be re-elected to the position. The faculty co-chair will be elected by the voting members of the committee during the May meeting. The AVP for Curriculum and Articulation or his/her designee may cast a ballot only to break a tie vote.

A quorum shall be considered to be more than half of the voting membership.

Term of Office

Faculty and administrators serve staggered, two-year terms, but can be elected for subsequent terms. The faculty co-chair serves a one-year term, but can be elected for subsequent terms if there is consensus in the committee. The Assistant Vice President for Curriculum and Articulation is a permanent member, and serves as co-chair. The committee meets ten times per year, including electronic meetings when appropriate.

*During the period from 1978 – 1991, membership was based on campus location and the committee chair was rotated among campuses every two (2) years.

Selected Topics

The purpose of a selected topics course is to offer faculty an opportunity to offer a course not presently in the catalog. Before creating a selected topics course, faculty will prepare a common course outline. If faculty determine that the course will become a permanent part of the curriculum, the outline will be used to apply for a statewide course number through SCNS. To make this request, the faculty member should contact the Administrative Assistant, Curriculum and Articulation, at extension 3418. A particular selected topics course may be taught only three times before it must receive a State number.
General Education

The State of Florida has determined that a general education program shall have 36 hours (Florida Statute1007.25): “An associate in arts degree shall require no more than 60 semester hours of college credit, including 36 semester hours of general education coursework.” For a course to be considered eligible for the general education program it should fit SACS Comprehensive Standard (3.4.10): “The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.” The Curriculum Committee will determine if a proposed course meets the principles established by the Curriculum Committee in 2008. The Curriculum Committee will act as the official voting group for any changes to the general education curricula.

General Education Principles

Courses within the General Education Program will:

1. be able to meet the A.A., A.S., and A.A.S degree requirements;
2. significantly contribute to Valencia’s general education outcomes;
3. not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession;
4. be transferrable for all programs; and
5. contribute significantly to breadth of knowledge

The Issue of Breadth

In order to ensure consistency with decisions regarding the addition of courses to the General Education program, the following questions will be addressed:

1. Does the course contribute significantly to satisfying the General Education Outcomes? (yes)
2. Does this course, when added to the General Education program, satisfy the mission of Valencia College? (yes)
3. Is this course specific to a particular faculty member? (no)
4. Does this course focus on a specific occupation? (no)
5. Will this course, if added, be transferable to upper division programs? (yes)
6. Does this course have prerequisites that are not General Education courses? (no)

General Education Outcomes

- **Cultural and Historical Understanding:** Demonstrate understanding of the diverse traditions of the world, and an individual’s place in it.

- **Quantitative and Scientific Reasoning:** Use processes, procedures, data, or evidence to solve problems and make effective decisions.

- **Communication Skills:** Engage in effective interpersonal, oral, written communication.

- **Ethical Responsibility:** Demonstrate awareness of personal responsibility in one’s civic, social, and academic life.

- **Information Literacy:** Locate, evaluate, and effectively use information from diverse sources.
• **Critical Thinking:** Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.

### General Education Voting Procedures

In keeping with SACS Comprehensive Standard 3.4.10, *The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty*, the Curriculum Committee will serve as the eligible voters for changes to the General Education program. However, effective collaboration and communication will be a part of all General Education decisions made at the college.

1. When deciding course additions to or deletions from the General Education program, the discipline specific voter eligibility list will serve as a means of communication and collaboration.

2. In matters which relate to major changes across the five General Education areas, there will be communication from the faculty Co-Chair of the Curriculum Committee to all tenured and tenure-track faculty at the college. This communication will include the proposed change, the timetable for decision making, access to resources for decision input, identification of opportunities to provide input, and required date of response.

### Curriculum Change

There are six (6) distinct types of curricular change. Curriculum proposals related to each type of change are associated with a specific form including **Credit Program Addition (CPA)**, **Credit Program Modification (CPM)**, **Credit Program Deletion (CPD)** and **Credit Course Addition (CCA)**, **Credit Course Modification (CCM)** and **Credit Course Deletion (CCD)**. These forms are designed to collect key information, response data, and required signatures. In order for changes to be considered, forms must be filed with the College Curriculum Committee according to agenda deadlines on the committee’s annual calendar. Individual proposals will be recorded, numbered sequentially, and scheduled for consideration by the Administrative Assistant for Curriculum and Articulation. (See Appendix D.)

### Process for Proposed Curriculum Change

When preparing a proposed curriculum change, the initiator of a course and/or program addition, modification or deletion will identify the Dean(s) and Program Director(s) (coordinator) of disciplines directly impacted by the curriculum proposal. The names and their responses will be included on the proposal form. Also, the initiator will obtain the Voter Eligibility List for Curriculum Changes from the Administrative Assistant, Curriculum and Articulation. The initiator will share the proposal with and request a response from the individuals of disciplines directly impacted and the individuals on the Voter Eligibility List.

### Voter Eligibility List for Curriculum Changes

Names on the Voter Eligibility List for Curriculum Changes will include the names of each full-time tenured or tenure-track faculty member, the director (coordinator) associated with the specified discipline or program for the current academic year, and all deans who provide oversight to the specified discipline or program. “Faculty associated with a specific discipline or program” are defined as a full-time tenured or tenure-track faculty members who are credentialed in the discipline and have primary teaching responsibility in the discipline or program. In cases where there are no tenured or tenure-track faculty for specific courses, the dean/director in conjunction with the Curriculum Committee will designate the appropriate faculty.
The dean(s) and/or staff responsible for the discipline and/or program will present to the Administrative Assistant, Curriculum and Articulation additions and/or changes of names to the list in July or when changes may occur. The Voter Eligibility Lists are maintained by the Administrative Assistant, Curriculum and Articulation.

**The Relationship of College Catalog to the Curriculum Committee**

The portions of the college catalog that present academic programs, degrees and certificate programs represent materials approved through the curriculum development and review process. Generally, with the exception of minor modifications, all course descriptions and program requirements have been approved by the College Curriculum Committee prior to inclusion in the college catalog.

**When Curriculum Changes Take Effect**

Modifications and deletions to the curriculum typically take effect at the beginning of a new academic year (i.e., the fall term). However, when external circumstances dictate (in accreditation, certification, exams, state mandates) exceptions may be made. New courses and programs may begin in any term.

**The Course Outline**

At Valencia College, the course outline is intended to be a college document that describes the learning outcomes expected of each student who successfully completes the course according to the guidelines of the respective department or program curriculum. Each active credit course will have an up-to-date course outline on file in appropriate department and Campus President offices. The course outline is a fundamental statement of course competencies to be used by all professors teaching a given course, whether they are full-time or adjunct, at all campuses. The course outline will be reviewed at least every two years with the most recent effective date representing the last time review (and/or revision) was completed. The course outline is intended to be combined with a credit course addition form or modification form (if the course has had any changes to the general course information) to make a complete curriculum file for each course suitable for filing in the curriculum database. While each course outline should contain the same components, the exact terminology and arrangement of topics may vary by discipline upon agreement of the respective faculty members.

The following components should be contained in all Valencia course outlines:

**General Course Information (If any of this information changes, a modification form should accompany the common course outline):**

- **COMMON COURSE NUMBER:**
- **COURSE TITLE:**
- **PREREQUISITE(S):**
- **COREQUISITE(S):**
- **CREDIT HOURS:**
- **CONTACT HOUR BREAKDOWN:**
- **DISCIPLINE:**
- **CATALOG DESCRIPTION (with lab fee if applicable):**
- **EFFECTIVE DATE / REVIEW DATE:**

**Outline Components:**

- **MAJOR TOPICS:**
- **MAJOR LEARNING OUTCOMES:**
  - Corresponding Evidence of Learning
  - Core Competencies
  - Methods of Assessments
  - General Education Outcomes: (if applicable)
  - Indicators
  - Shared Assessments
Course Outline Approval Process

Creating Course Outlines

- Full-time faculty or dean convenes course outline work team. Any member may lead. (See Principles for selections of members for course outlines work teams below)

Course outline work team members participate in appropriate faculty development.

Outline work team authors a draft in Outline Builder. (Use Outline Builder log in directions.)

Draft outline circulated for input to faculty in disciplines and/or programs in which the course is taught. (Voter Eligibility List)

At least one live college-wide or e-mail discussion will be coordinated.

Draft outline is revised to reflect input.

Current voter eligibility list for curriculum will be used to vote on draft outline.

Votes and comments submitted electronically.

One-half of eligible faculty vote and two-thirds approve? (Note: abstention counts as vote, but not as a Yes or No vote.)

Yes

Votes and comments submitted electronically.

Process moves to Adopting Course Outlines

Adopting Course Outlines

Draft, faculty comments, and voting record are submitted to Collegewide Curriculum Committee (CCC) for approval.

CCC approves Outline?

No

CCC moves official outline into approved column in COB

Yes

Process moves to Reviewing and Revising Course Outlines (as needed or every 2 years)

Reviewing and Revising Course Outlines

Review/update cycle is 2 years.

Use Creating Course Outlines Process.

Outline Builder Login
- Log in to Atlas Portal as normal.
- Click on the College Services tab
- Click on the link that says Outline Builder
- Click on “Choose a Course”, or “Start a New Course.”

Note: Up to 5 faculty members may be authorized to co-author in the Outline Builder.

Principles for selection of members for course outline work teams:
- Collegewide representation.
- Full-time faculty from the respective discipline (tenured, tenure track, and 4 month) and deans if desired.
- Adjunct faculty when an adequate number of full-time faculty do not teach the course.
- Faculty from both disciplines or programs when a course is taught in two programs or a program other than the primary discipline.
- One faculty member from a discipline other than the discipline of the course undergoing the outline design/revision process. (Best practice in curriculum development suggests that an out-of-discipline faculty member who has also participated in curriculum-related faculty development activities can provide valuable perspective on the process of developing the outline.)
The Course Syllabus

At Valencia Community College, the course syllabus is intended to be the primary document whereby a professor communicates to the student the learning outcomes, assessment methods and directions for the course. Every professor must provide a current syllabus to each student in the class. While each professor's course syllabus should contain the same topics, the layout and exact content of the syllabus are the prerogative of the individual professor. Copies of course syllabi should be maintained in the appropriate department, the office of Curriculum and Articulation, and the Campus President office. The following components should be contained in all Valencia course syllabi, where applicable:

SESSION AND YEAR:

COURSE:
Name and Catalog description
Credit
Prerequisite(s) and Co-requisite(s)
Supplemental meeting places and times
Statement about major learning outcomes, skills, TVCA core competencies, and Gordon Rule requirements

PROFESSOR:
Name
Office
Phone number
Office hours (also by appointment)

EDUCATIONAL MATERIALS:
Text - title, edition, author
Supplements
Additional supplies (if needed)
Resources - names and locations

ASSESSMENT METHODS AND EVALUATION:
Examinations
Quizzes
Projects, assignments, papers
Type of final
Calculation of final grade (as specific as possible)

CLASSROOM POLICIES:
Attendance
Make-up examination procedure
Academic honesty

DISCLAIMER:
Changes may be made at the discretion of the instructor (usually in writing)

SCHEDULE OF CLASSES AND/OR LABS:

SPECIAL RULES:

NOTE: Valencia Core Competencies are Think, Communicate, Value, and Act
General Education Outcomes are Cultural and Historical Understanding, Quantitative and Scientific Reasoning, Communication Skills, Ethical Responsibilities, Information Literacy, and Critical Thinking
A full description can be found in the College Catalog and on the Valencia website.
Writing a Catalog Course Description

The course description printed in the College Catalog* is the only source of information on a particular course available to the student, unless the student individually seeks advice from professors or advisors. Because the course description is so important, it should be written as carefully and precisely as possible. The general purpose of the course description is to provide a brief synopsis of the course content and to list any special conditions related to the course. Special conditions might include co-requisites, prerequisites, department approval requirement, inclusion of a lab, special fees, and whether or not the course meets Gordon Rule requirements, or is a multiple credit course. The following list of pointers for writing catalog course descriptions might help:

1. Course title should be short but as descriptive as possible. (Title should not be repeated in the course description.)

2. Credit, class, lab hours must be entered on one of the curriculum forms.

3. There are separate entries on the forms for Prerequisites, Prerequisites or Co-requisites, and Co-requisites.

4. If department approval is a requirement or an option (in place of prerequisite courses), it should be stated as part of the appropriate Prerequisites, Prerequisites or Co-requisites, or Co-requisites entry using the following phrase: "department approval."

5. When writing the main body of the course description, consider the following:
   a. Eliminate as much verbiage as possible. Keep the description clear and concise.
   b. Keep items as parallel as possible with existing descriptions for similar courses. Review course descriptions for other courses while writing the new one.

6. If applicable, the Gordon Rule writing or mathematics component should be noted after the body of the description.

7. If a multiple credit course, so indicate and include appropriate conditions (may be repeated for credit, indicate maximum number of credits through repeats, and grade forgiveness cannot be applied).

8. If needed, minimum grade requirements should follow the Gordon Rule information.

9. If the course is a lab or includes a lab and/or if the number of hours of instruction per week is needed in the description, they should come next in the description. A “C” designation is reserved for a “combined” lecture/lab course, and an “L” designation is reserved for a separate lecture/lab course (see college lab manual for details).

10. Special fees, if required, should be typed in parentheses at the end of the description, after the approval process has been followed (see lab manual process http://valenciacollege.edu/curriculumcommittee/LabManual.cfm)

*However, the online catalog is the official catalog of the college.
Sample Course Descriptions

Examples of different types of course descriptions are printed below for reference.

BSC 1011C
FUNDAMENTALS OF BIOLOGY II
Prerequisite: Minimum grade of C in BSC 1010C or BSC 1010H
A continuation of BSC1010C. Includes an analysis of biological systems at the organismal and supraorganismal levels: Unity and diversity of life, organismal structure and function. Will examine such topics as: Darwinism, origin of life, diversity and origin of Eukaryotes, evolution and diversity of the five kingdoms; animal and plant morphology, reproduction, development of animal behavior, population biology and ecology. (Special Fee $58.00)

BUL 2241
BUSINESS LAW I
Prerequisite: ENC 1101 or ENC 1101H or ENC 1210 or GEB 1011 or IDH 1110 or OST 1335
Introduction to law, its social forces and agencies for enforcement; effects of governmental regulation on business and society, including environmental law; community planning and consumer protection; contracts; personal property, including bailments and sales.

SON 1804L
CLINICAL SONOGRAPHY I
Prerequisite: SON 1000C
Prerequisite or Co-requisite: RTE 2762
Co-requisite: SON 1001C
Supervised clinical experience and competency evaluation of professional interaction and performance of sonographic procedures with emphasis on patient care, ultrasound computer equipment orientation, cross-sectional imaging planes, and performance of quality exams. This course includes learning activities designed to ensure competence in the basic use of computers. (Special Fee: $23.00)

DIG 2930
Selected Topics in Digital Media Technology
For students who are interested in advanced topics in digital media technology. May include lab and/or field work as part of the class, depending on topic. Multiple credit course. May be repeated for a maximum of 6 credits, provided a different topic explored each time, but grade forgiveness cannot be applied. (Special Fee: $35.00)

ENC 1101H
Freshman Composition I-Honors
Same as ENC 1101. In addition, course content will satisfy one Honors Program Learning outcome. Honors Program permission required.
How to Add or Delete a Course in the General Education Core, and/or Gordon Rule Requirements

**Modifications to the General Education Program:**
1) Submit a Credit Program Modification form.

**Modifications to the Gordon Rule Program:**
1) Submit a Credit Program Modification form.
2) Submit a Credit Course Modification form to include appropriate prerequisite(s) and the Gordon Rule statement in the catalog course description.

State Board of Education Rule 6A-10.030, the Gordon Rule, requires that students complete with grades of C or better 12 credit hours in designated courses in which the student is required to demonstrate college-level writing skills through multiple assignments and six credit hours of mathematics course work at the level of college algebra or higher. These courses must be completed successfully (grades of C or better) prior to the receipt of an A.A. Degree and prior to entry into the upper division of a Florida public university.

Standard Gordon Rule Writing Statement: “Gordon Rule course in which the student is required to demonstrate college-level writing skills through multiple assignments. Minimum grade of C required if (insert course prefix and number) is used to satisfy Gordon Rule requirement.”

Standard Gordon Rule Mathematics Statement: “Minimum grade of C required if (insert course prefix and number) is used to satisfy Gordon Rule and general education requirement.”

**Curriculum Committee Time Lines**
- An annual schedule of meetings is prepared and distributed by the Curriculum Committee Co-Chairs.

- **The deadline for proposals making it into the 2012-2013 Catalog is February 13, 2013, with an Agenda submission deadline of January 23, 2013.**

- Proposals for curriculum modifications are due in the office of Curriculum and Articulation two weeks (14 calendar days) prior to the next meeting date with the exception of the February Curriculum meeting, which requires three weeks.

- Submitted proposals are reviewed and scheduled for committee presentation. Incomplete proposals will be returned to the proposal’s initiator.

- Proposal initiators are required to appear before the committee to give a brief presentation of the proposal.

- Meeting agendas and copies of proposals for consideration are mailed to committee members and resource persons one week (7 calendar days) prior to the meeting.

- Proposals that receive committee approval are signed by the AVP, Curriculum and Articulation. Approved curriculum changes are submitted to the Board of Trustees for approval following review by the College Learning Council and approval by the President.

- Proposals that receive Board approval are signed by the President and submitted to the Florida Department of Education Statewide Course Numbering System.

- Proposals that receive State approval are added to Banner. The Administrative Assistant for Curriculum and Articulation will notify the appropriate department and catalog coordinator when the change will take effect.
There are six (6) forms used to process curriculum changes: the Credit Program Addition, Credit Program Modification, Credit Program Deletion, Credit Course Addition, Credit Course Modification, and Credit Course Deletion. **Checklists** for each type of proposal are provided as tools for planning and review purposes.

The program forms can be accessed from the Valencia website at the following link: [http://valenciacollege.edu/faculty/forms/](http://valenciacollege.edu/faculty/forms/). All course forms can be accessed through the Course Outline Builder.

You can access the Course Outline Builder only through Atlas. Please log in to your Atlas Account. The link for the Course Outline Builder is listed under "Faculty Tools" on the Faculty Tab. **If you are not a faculty member, you will not see this tab/link.**

Voter Eligibility Lists can be found at the following link: [http://faculty.valenciacollege.edu/forms/](http://faculty.valenciacollege.edu/forms/). This page can also be accessed from the Curriculum Committee website, under “Related Links.” Voter lists are updated annually prior to the beginning of each new academic year, as well as throughout the year, when changes occur.
APPENDIX A
TRANSFER PLANS
The Associate in Arts (A.A.) Degree is designed for the student who plans to transfer to a Florida public university as a junior to complete a bachelor’s degree. Valencia offers lower division preparation worksheets (Transfer Plans) for 31 majors in the State University System (SUS) of Florida. The Transfer Plan will help a student utilize his/her general education and elective requirements to facilitate a smooth transition toward a major.

DESIGNATION OF 60 CREDIT HOURS
Each Transfer Plan must be exactly 60 college-level, transferable credit hours. The 60 credit hours shown for each Transfer Plan should reflect the courses the student would take for the specific major as a freshman and sophomore at one of the state universities. Consequently, students who must take college-level prerequisites such as MAT 1033C or EAP 1640 may take more than 60 hours to satisfy the requirements.

COMMON PREREQUISITES
Valencia’s Transfer Plans will list only Common Prerequisite courses. These are the courses that a student must take in order to be admitted to a major at the junior level in the SUS of Florida. If Florida’s Department of Education has not assigned a common course number to a course (e.g., COP XXXX Any Scientific Programming Language), the Transfer Plan will incorporate that language.

FACTS.org
FACTS.org lists the Common Prerequisites for each major at http://www.facts.org/cgi-bin/eaglec on an annual basis. Only a few of the majors listed on this site have their Common Prerequisites changed each year.

CHANGES TO THE TRANSFER PLAN
The AVP for Curriculum and Articulation will check the common prerequisites annually, and make appropriate changes as necessary. These changes will be brought to the Curriculum Committee as an information item. There will not be any course substitutions in the Transfer Plans.

GUIDELINES FOR A.A. PRE-MAJORS AND ARTICULATED PRE-MAJORS
APPROVED
COLLEGE CURRICULUM COMMITTEE
FEBRUARY 11, 2009

PRE-MAJOR FUNCTION
Valencia offers five Pre-Majors: Art/Studio/Fine Art, Dance Performance, Music Performance, Sign Language Interpretation, and Theatre/Drama/Dramatic Arts. Each Pre-Major includes program outcomes and assessments, the courses to satisfy Valencia’s general education requirements for the A.A. degree, and the Statewide Common Course Prerequisites for an upper division major at one of the 12 state universities in Florida. Students may earn only one A.A. degree. In the process of attaining an A.A. degree, a student may obtain only one Pre-Major.

ARTICULATED PRE-MAJOR FUNCTION
Some Pre-Majors are based upon articulated agreements with specific universities. They are designed for A.A. degree seeking students looking to transfer into a specific major at a designated university, public or private. Articulated Pre-Majors have the required courses listed for transfer.
The following information pertains to both the Pre-Majors and Articulated Pre-Majors.

**PROGRAM/PRE-MAJOR GENERATOR FORM (Approved 2006)**
A Pre-Major will be added based upon student demand and ability to offer common prerequisites. Prior to the addition of a new Pre-Major, the Program/Pre-Major Generator form will be completed and shared with the Instructional Affairs Committee. The intent of the form is to generate discussion of new programs and Pre-Majors and their impact on academic divisions as well as student services.

http://faculty.valenciacollege.edu/forms/

**COURSES WITHIN PRE-MAJORS**
Because Pre-Majors are designed to aid students in transferring efficiently while affording the maximum degree of student choice, a specific course will appear as part of a Pre-Major only if it:

1. Meets specific Valencia A.A. degree requirements
2. Represents a statewide Common Prerequisite, or courses required at four-year institution (Articulated Pre-Major)
3. Aligns to program outcomes
4. Receives approval by the College-wide Curriculum Committee
5. Receives approval from the District Board of Trustees

**MINIMUM GRADE OF C**
The requirement of a minimum grade of C will be reflected (by a plus sign in front of the course) for all Common Prerequisites and a sufficient number of Gordon Rule courses to satisfy Gordon Rule requirements.

**UNIFORM TEXT ON PROGRAM SHEETS AND IN THE CATALOG**
All program sheets appearing in the catalog or in loose-leaf distribution will contain the following paragraphs. (The wording of the first paragraph for Pre-Majors articulated with a specific university will reflect the “uniqueness” of the particular Pre-Major.)

This Pre-Major is designed for the student who plans to transfer to a Florida public university as a junior to complete a four-year bachelor’s degree in (stated Pre-Major). If this Pre-Major transfers to a limited access program, you are responsible for completing the specific requirements of the institution to which you will transfer as completion of this Pre-Major does not guarantee admission to an upper division limited access program. For specific transfer information, meet with a Valencia advisor or Academic Dean to review your transfer plans, and check the transfer institution catalog for specific degree requirements. Students are strongly encouraged to take electives that relate to their intended baccalaureate degree program.

**ADVISORY NOTES**
Academic deans and faculty should advise students to refer to the specific requirements of the institution to which they would be transferring, so that students take the correct courses. Recommended electives should be stated on each Pre-Major sheet to help students be more prepared for transfer.
**COURSE SUBSTITUTIONS**

Course substitutions will be granted for AA Pre-Majors upon the approval of an academic dean (or Program Director) whose decision will be based on established guidelines. The integrity of the AA Pre-Major must be preserved when awarding a substitution.

Following are the guidelines for granting substitutions:

1. When substituting a State University System (SUS) Common Prerequisite course, the academic dean must choose an alternate SUS Common Prerequisite.

2. Each Academic Dean may work with a Dean of Students before granting a substitution to verify the institution to which the student is transferring because prerequisites may be different at different institutions.

3. Courses approved as substitute courses must be completed with a minimum grade of “C” in cases where the original courses had to be completed with a minimum grade of “C.”

4. Substituted courses must be at an equivalent or higher level than the required course.

**OVERSIGHT**

Each Pre-Major will be reviewed annually by the Assistant Vice President of Curriculum and Articulation to verify the SUS common prerequisites. Any changes to the common prerequisites will be made on a Credit Program Modification form, and sent to the academic deans and faculty within that discipline for their vote, and to the Curriculum Committee for their approval.

The AVP of Curriculum and Articulation, or designee, working with academic deans, will annually review indicators of effectiveness to warrant continuation of the Pre-Major. The annual review of indicators of effectiveness may include the following:

- Number and names of declared majors
- Enrollments in specialized courses
- Courses for which “declared” students have registered
- Number of graduates in Pre-Major

An extensive program review will be conducted every five years or when needed, according to college guidelines. In addition to the indicators of effectiveness above, this review might include universities that offer the major and job outlook for the major.

Should the Pre-Major need to be modified or deleted, the academic dean will submit the Credit Program Modification or Deletion form to the College Curriculum Committee.

Should the Pre-Major be deleted, the AVP of Curriculum and Articulation or designee will work with the academic deans on all campuses to communicate the closing of the Pre-Major and to ensure that this information is shared with declared students so that they can complete their program of study through a teach-out plan.
SACSCOC – Substantive Change for Accredited Institutions of the Commission on Colleges Policy for Teach-out Plans

A Teach-out plan is a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program, ceases to operate before all students have completed their program of study, and may include, if required by the institution’s accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACSCOC in advance of implementation.

To be approved, a teach-out plan must include the following information:

1. Date of closure
2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure.
3. An explanation of how students will be helped to complete their programs of study with minimal disruption or additional expense.
4. Signed copies of teach-out agreements with other institutions, if any
5. How faculty and staff will be redeployed or helped to find new employment
6. If closing an institution, arrangement for the storing of student records, disposition of final financial resources and other assets.

VALENCIA COLLEGE
TEACH-OUT PLAN TO DISCONTINUE
PRE-MAJORS AND ARTICULATED PRE-MAJORS

Some potential reasons for deletion of a Pre-Major or Articulated Pre-Major

- Valencia’s curriculum does not, and will not, include one or more SUS Common Prerequisites or a requirement of the institution with which an articulated Pre-Major is articulated.
- The SUS Common Prerequisites and Valencia’s General Education requirements cannot be completed within 60 credit hours.
- It is unlikely that Valencia will teach frequently enough one or more course requirements (either an SUS Common Prerequisite, a Valencia-designated requirement, or a requirement of the institution with which an articulated Pre-Major is articulated).
- The curriculum changes at Valencia or another institution (in most instances University of Central Florida) and the AA Pre-Major or Articulated Pre-Major no longer is appropriate.
- Number of students who have declared the Pre-Major or Articulated Pre-Major is insufficient to warrant offering every course in the Pre-Major frequently enough on various campuses to maintain the Pre-Major.
Factors to Consider

When reviewing a Pre-Major for possible deletion, in addition to considering the indicators for effectiveness, used in the annual review, consideration should be given to some or all of the following:

- SUS Common Prerequisites for the major
- The number of students whose official records indicate the declaration of the Pre-Major
- The number and location of universities in the SUS offering the major
- The availability of credentialed faculty to teach the required courses
- The numbers of sections taught annually of any “specialized” courses in the Pre-Major
- The number of campuses on which the “specialized” courses are taught annually.

The academic dean will submit the Credit Program Deletion form, which implies involvement of faculty affected by the proposed deletion, to the Curriculum Committee for consideration. The Credit Program Deletion form should be modified to reflect the last date a student can declare the program as a major (the End of Term of the upcoming Summer Term, which is the last day of the current academic year) and the last term in which a student can be awarded a degree in the specific Pre-Major (the Summer Term at the end of the second full academic year following the Board of Trustees’ approval of the deletion). Courses within the program being deleted will be offered through the close-out plan.

Upon approval by the Board of Trustees of the deletion of the Pre-Major, the page in the online catalog on which the Pre-Major appears should be modified to read: This Pre-Major has been deleted from the curricular offerings of the college. The last term this degree can be awarded is (Term and Year).

Upon approval by the Board of Trustees of the deletion of the Pre-Major, currently-enrolled students whose official records indicate the deleted Pre-Major as their declared major will be notified by the registrar in writing, via e-mail and letter, that the Pre-Major will be deleted from the curriculum. When appropriate, students enrolled in specialized courses also will be apprised in case they are pursuing more than one degree and the Pre-Major is not their declared degree. The official notification will provide the reason for the deletion, general information about options students may have relative to program completion or declaration of another program, and when the student’s major automatically will be changed to the AA if the student does not respond within the specified time period. The notifications will advise the students they need to take the initiative to discuss their plans relative to the Pre-Major deletion with appropriate college staff.

Following the approval by the Board of Trustees of the deletion of the Pre-Major, any student (applicant or continuing student) who declares the specific Pre-Major as his/her major prior to the End of Term for the upcoming Summer Term will be notified that the Pre-Major is being deleted from the college’s curriculum and will be advised of the term by which all requirements for the Pre-Major must be completed in order for the Pre-Major to be awarded.

The departments will continue to offer the Pre-Major as necessary to ensure that “declared students” have the opportunity to complete the degree by the End of Term of the last term students can be awarded the Pre-Major. The lead dean will work with the deans on other campuses to determine options for students to complete the Pre-Major.

Academic deans will be prepared to make substitutions as necessary and will work with individual students to help them complete the Pre-Major, if possible based on their current progress.
## DELETION OF PROGRAM TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term 2012</td>
<td>Deletion approved by Curriculum Committee</td>
</tr>
<tr>
<td>Spring Term 2013</td>
<td>Deletion approved by Board of Trustees</td>
</tr>
<tr>
<td><strong>Upon Board Approval</strong></td>
<td>Page in online catalog on which the Pre-Major appears should be modified to read:  This Pre-Major has been deleted from the curricular offerings of the college. The last term this degree can be awarded is (Term and Year).  All students whose official record indicates the deleted Pre-Major as their declared major will be notified that the Pre-Major will be deleted from the curriculum.  Any student (applicant or continuing student) who declares the specific Pre-Major as his/her major prior to the End of Term for the upcoming Summer Term will be notified that the Pre-Major is being deleted from the college’s curriculum.</td>
</tr>
<tr>
<td>End of Term, Summer 2013</td>
<td>Last day a student can declare deleted Pre-Major as his/her major.</td>
</tr>
<tr>
<td>Fall 201310</td>
<td>Deleted Pre-Major does not appear in curricular offerings in 2013-2014 catalog.</td>
</tr>
<tr>
<td>Academic Years 2013/2014-2014/2015</td>
<td>Specialized courses continue to be offered as needed to assist students in completing graduation requirements by End of Term, Summer 2015.</td>
</tr>
<tr>
<td>Summer Term 2015</td>
<td>Last term in which deleted Pre-Major can be awarded for graduation.</td>
</tr>
</tbody>
</table>
When a BS/AS/AAS Degree or Technical/Career Certificate program is recommended to be discontinued based on a program review or evaluation process, the following Teach-Out Plan activities will be conducted.

1. The lead Academic Dean in the program area will submit a College wide Curriculum Program Deletion Form according to college guidelines and a Teach-out plan (for up to five years) for discontinuation and a process for students who are currently enrolled to complete the program. The program deletion must be approved by the Assistant Vice President for Career and Workforce Education.

2. The plan will include a date of closure for the program, and it will reflect the last term students were able to declare the major.

3. The plan will include a process to communicate with students, faculty and staff about the closing of the program(s). All enrolled students and program majors in the program(s) being closed will be identified and notified:

   - **ENROLLED STUDENTS**: Enrolled in specific related courses within the program during last two reporting years and current academic year.
   - **STUDENT MAJORS**: Students who are declared majors in program(s) in last two reporting years and the current academic year.

   To notify students, the following information will be collected:
   - Student Name, VID #, Atlas E-Mail Address, Mailing Address, Phone Numbers

4. Students who will be affected by the closing of the program will be notified and provided information about the discontinuation of the program.

   A. Appropriate method for notifying students will be:
      - A letter to inform students and/or inform students through their Atlas e-mail.

   B. The following information should be included:
      - Notification of discontinuation of the program and explanation for closure.
      - Information that will help students to complete their program of study with minimal disruption or additional expense.
      - Define other program options (if any), and how required courses within the program will be scheduled and offered so that students interested can complete their program within a specified period of time. (Determine appropriate course substitutions that may be offered for program completion).
      - The number of specialized courses for the program of study may need to be reviewed to determine how many may have been completed in order for students to be eligible to complete the discontinued program (this should be reviewed by the appropriate program advisor(s), program chair(s), academic dean(s), campus president(s) and assistant vice president for career and workforce education).
      - Identify responses needed from students by a specified date to be eligible to continue and complete the program.
- Include specified times and name/phone/e-mail address of appropriate contact person(s) for students to obtain advisement to complete the program and answer any questions.

5. Notification of closure of the program will be sent to all identified students.

6. Appropriate faculty and staff will be included in the communication of closure of the program.

7. A master list will be prepared to include all students who are interested in completing the program to schedule advising appointments and/or orientations.

8. Communication will continue with students and report progress to the academic dean(s) and assistant vice president for Career and Workforce Education.

9. A review of the results of students responding to the request who need to complete the program.

10. Review the results needed to schedule courses and/or course substitutions for students to complete the program within the identified period of time.

11. If other institutions are involved in offering any of the courses related to the closure of the program, an agreement will be developed with the institution to assist in providing the courses and services needed for students to complete the program of study.

12. The college will review other program areas of need in which faculty are qualified to teach and/or provide assistance in identifying other institutions with potential employment opportunities (if needed).
APPENDIX B
GLOSSARY

A.A. Pre-Major: Program designed for the student who plans to transfer to a Florida public university as a junior to complete a four-year bachelor’s degree in certain majors. See Associate in Arts.

Academic Honesty: Refers to required statement in the course syllabus. The statement must clearly state that cheating and plagiarism are not tolerated by the college and that the professor may take disciplinary action against students proven to be academically dishonest. See definition and description of the course syllabus.

Advisory Committee: Advisory committees are composed of representatives from business, industry, and/or other educational institutions. Advisory committees may assist with course and/or program development and review.

Articulated Pre-Major: Program designed for the student who plans to transfer to a specific private or public university as a junior to complete a four-year bachelor’s degree in a specific major.

Associate in Arts: The A.A. Degree is designed for the student who plans to transfer to a Florida public university as a junior to complete a bachelor’s degree. Through the A.A. Degree, Valencia offers lower division preparation for almost all of the approximately 200 majors in the Florida State University System.

The Associate in Arts Degree Pre-Majors are designed for students who plan to earn the A.A. Degree from Valencia and transfer to one of the eleven state universities in Florida as a junior to complete a bachelor’s degree in one of the specific majors.

The Associate in Arts Degree: General Studies is available for students who want a two-year college degree and have not selected a Pre-Major for transfer to a state university in Florida and for students who plan to transfer to a private and/or out-of-state institution. Although the Pre-Majors provide the best preparation for transfer to specific majors in the Florida State University System, a student still may choose the Associate in Arts: General Studies for a variety of reasons.

Associate in Applied Science
Associate in Science: The A.A.S. and A.S. Degrees are designed to prepare students to enter careers upon completing a degree, with no further study required. Certain A.S. Degrees articulate with bachelor’s degree programs in the Florida State University System. These degrees, called Articulated A.S. to B.A./B.S. Career Path Degrees, are designed for students who seek immediate employment in the specified field and who decide to continue to a Florida public university as a junior to complete a bachelor’s degree in the specified field. Valencia offers approximately 40 A.A.S. and A.S. Degrees ranging from Accounting to Theater and Entertainment Technology. The A.A.S. and A.S. Degrees are described in full in the Career Programs section of the college catalog.

Board of Trustees: The Valencia District Board of Trustees is the governing body of the college. The board members are appointed by the Governor of the State of Florida and are responsible for approving the college curriculum. The President of the college reports directly to the Board of Trustees.
Certificates:

TECHNICAL CERTIFICATE PROGRAMS
The Technical Certificate programs prepare students for immediate entry into a career in the workforce. Technical Certificate programs require prescribed technical courses, and may require general education courses, for a minimum of 12 college credits. For students who meet degree-seeking requirements, college credit hours earned in a Technical Certificate program are applicable towards a related Associate in Applied Science or an Associate in Science degree; for example, the course in the Human Resources Management Technical Certificate can be applied towards the Business Administration Associate in Applied Science degree. Students who complete the course work prescribed for a Technical Certificate automatically will receive the certificate. Also, students may request at Technical Certificate from the academic department.

VOCATIONAL CREDIT CERTIFICATE PROGRAMS
The Vocational Credit Certificate programs prepare students for careers directly in the workforce. The programs require prescribed vocational credit courses and basic skills proficiency achieved through college-preparatory courses. Students will receive a certificate upon completion of the Vocational Certificate program.

ADVANCED TECHNICAL CERTIFICATE PROGRAMS
The Advanced Technical Certificate, an extension of a specific A.S. degree program, consists of at least nine (9) but less than 45 credit hours of college-level course work. Students who have already received an A.S. degree and are seeking a specialized program of study to supplement their associate degree may seek the Advanced Technical Certificate. Students will receive a certificate upon completion of the program.

College Preparatory Courses:
College-preparatory courses are those courses designed to bring students’ skills to college level. College-prep courses all have a course number beginning with "00" and do not carry college credit, i.e., college-prep courses do not satisfy any degree requirements. Students are required to take specific college-prep courses in the general areas of reading, English language skills, and math based on entry assessment scores. These college-preparatory courses must be completed in a prescribed manner.

Common Course Numbering System:
The common course numbering system is operated by the Florida Department of Education and includes all postsecondary courses taught in state community colleges and universities. The system defines each college-level course by a number consisting of a three-letter discipline designator and a four-number course designator. For example, ENC 1101 is the course number of freshman composition with the ENC referring to English and 1101 to the specific English course defined by the content taught in freshman composition. Because all state colleges and universities use the same system, transfer of credit is greatly facilitated among Florida public institutions. Course numbers are assigned by the Department of Education. (See the college catalog for a more specific definition.)

Co-requisite:
A co-requisite is a course that must be taken simultaneously with a particular course. The course description for a course requiring a co-requisite must clearly indicate the co-requisite course by number.
Course Description: The course description is a basic statement of the course content that is printed in the college catalog. The course description should include any co- or prerequisites, departmental approval (if required), a general list of the discipline-related topics to be covered, and whether or not the course includes a Gordon Rule writing component.

Course Outline: Valencia College requires that each credit course be described in terms of major learning outcomes, specific Valencia student core competencies, shared assessments and major discipline-related topics. CLAST competencies are specified for Gordon Rule courses and courses required for education courses. The course outline is unique for each course; only one course outline exists for a given course at the college. Course outlines are fully defined and described in the Valencia Curriculum Manual. Copies of course outlines are on file in the office of the Chair of the Curriculum Committee.

Course Syllabus: Valencia requires that each professor prepare and distribute to all students a course syllabus defined and described fully in the curriculum manual and in the faculty handbook. The syllabus is a professor’s basic contract with her/his students and must include the learning outcomes and assessment components specified in the course outline.

Credit: Credit or college credit refers to those courses which contribute toward satisfaction of a particular degree or certificate program. Credit courses are those which have been approved by the college and State of Florida and assigned a common course number of 1000 or greater. Generally, one hour of college credit requires 15 contact hours of instruction. Laboratory credit generally requires two to three instructional hours per hour of college-level credit.

Curriculum Committee: The college curriculum committee is the body whose primary responsibility is to provide an oversight function for the college curriculum. A specific description and list of members is located elsewhere in the curriculum manual.

DACUM: DACUM stands for “develop a curriculum” and represents a process whereby appropriate individuals develop and put in priority components of a course or program and is most often used to identify the duties and tasks for occupations to determine the program content. A version of the DACUM process is utilized as part of the program review process described in the curriculum manual.

Disclaimer: The disclaimer statement must be included in a professor’s course syllabus. A disclaimer essentially states that the professor reserves the right to make changes in the syllabus upon written notification to the student. Typically, the professor distributes a revised syllabus or schedule. A disclaimer statement is also included at the beginning of the college catalog.

Educational Materials: Educational materials are textbooks, lab manuals, computer software, and audiovisual or other materials that are utilized by the student during a course. The professor’s syllabus must list those educational materials which the student is required to purchase and any others of which the student should be aware during the course.

Entry Assessment: All first-time-in-college students are required to take an entry assessment examination to determine whether they are ready to begin college-level work. The State of Florida allows for several specific assessment instruments. For
those students who have not already taken an entry assessment, Valencia provides the Computerized Placement Tests (CPT) and evaluation. Depending on the test scores a student may be required to take college-preparatory courses (see College Preparatory Courses).

**Evaluation:**
Evaluation refers to the method of determining a student’s grade. An evaluation section is required in a professor’s course syllabus. Generally, the more clearly the grading determination process can be described, the better for the student-professor relationship.

**General Education:**
General Education refers to the basic core curriculum that a student must complete to receive a degree. General education courses are clearly described in the college catalog. The purpose of general education is to ensure that all students have some college-level course work in communications, math, natural science, social science, and humanities. Foreign language course work is required for A.A. degree-seeking students who have not satisfied the college’s foreign language proficiency requirement. For A.A. students, the general education requirement is from 36 to 45 credit hours, depending on the student’s level of foreign language skills. For A.S. and A.A.S. students, the general education requirement is a minimum of 15 to 18 credit hours.

**General Studies:**
See Associate in Arts.

**Gordon Rule:**
Gordon Rule (6A-10.030) is the common name for the Florida higher education requirement which specifies that all students must complete with grades of C or better 12 credit hours in designated courses in which the student is required to demonstrate college-level writing skills through multiple assignments and 6 credit hours of math at the level of college algebra or higher. These courses must be completed successfully (grades of “C” or better) prior to the receipt of an A.A. degree and prior to entry into the upper division of a Florida public university.

**Instructional Affairs Council:**
The Instructional Affairs Council comprises the deans at Valencia College. The council is responsible for recommending and reviewing instructional policies and procedures for the college.

**Major:**
An academic major is generally defined as the discipline area of concentration in which a degree is granted. At Valencia each A.S. degree represents a separate major.

**Non-credit:**
Non-credit instruction consists of courses, workshops and seminars that do not result in the awarding of college credit hours upon completion. Non-credit courses are not supervised by the curriculum committee. Non-credit courses do result in the awarding of CEUs or “continuing education credits,” which may be important to demonstrate that employees maintain current job skills.

**Prerequisite:**
A prerequisite is a course that must be completed prior to enrollment in a given course. Courses which require prerequisites should clearly indicate the prerequisite by course number in the course description.

**Program:**
In the context of the curriculum committee, the term “program” refers to a degree or certificate offered by the college.

**Program Generator Form:**
A form designed for collaborative input from all divisions to determine how a new program or Pre-Major will affect other areas.
SACS: SACS stands for the Southern Association of Colleges and Schools. SACS is the regional accreditation body from which Valencia receives its basic accreditation. SACS accreditation is required by the state of Florida and verifies that Valencia’s instructional program meets a set of standards or criteria against which all colleges and universities in our region are measured.

SCNS: SCNS stands for the Statewide Course Numbering System. Created in the 1960s, it is a key component of Florida’s K-20 seamless system of articulation. The system provides a database of post-secondary courses at public vocational-technical centers, community colleges, universities, and participating nonpublic institutions. The assigned numbers describe course content to improve research, assist program planning, and facilitate the transfer of students. Check their website for institution course information, reports, and more about the SCNS and articulation in Florida. [http://scns.fldoe.org/scns/public/pb_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)

State University System: The State University System of Florida consists of the 11 public universities. The Articulation Law provides that all A.A. graduates of a Florida public community college must be accepted into the SUS upon request.

SUS: SUS stands for the State University System of Florida.

Teaching Discipline: Teaching discipline generally refers to the broad areas in which universities offer bachelor’s degrees, such as computer science, business administration, biology, history, etc. A second, much more specific definition of discipline is used by the common course numbering system to designate course numbers. The teaching discipline concept is important in determining faculty credentials relative to the teaching assignment.

Transfer Plan: A worksheet designed to help students plan how to take their general education and elective course requirements using common prerequisites, so that they can transfer to a four-year, public Florida university.

Valencia’s Core Competencies: Valencia Core Competencies (THINK, VALUE, COMMUNICATE, ACT) are complex abilities that are addressed developmentally and demonstrated by students throughout the college’s curriculum. A detailed listing of the competencies and indicators is printed in the college catalog and available on the Valencia website.

Voter Eligibility List: List containing the names of each full-time tenured or tenure-track faculty member who is credentialed in the discipline, deans, and director associated with the specified discipline or program for the current academic year. The list is used to vote on proposed curriculum changes. The Voter Eligibility List is maintained by the Administrative Assistant, Curriculum and Articulation.
Regional Accreditation and Curriculum Process

The curriculum development and review process is planned to ensure compliance with regional accreditation requirements and standards of the Southern Association of Colleges and Schools (SACS), Commission on Colleges (The Principles of Accreditation, Foundations for Quality Enhancement). The specific Core Requirements, Comprehensive Standards and Federal Requirements listed below relate directly to the design, scope and quality of the college’s curriculum.

CORE REQUIREMENTS

Core Requirements are basic, broad-based, foundational requirements that an institution must meet to be accredited with the Commission on Colleges. They establish a threshold of development required of an institution seeking initial or continued accreditation by the Commission and reflect the Commission’s basic expectations of candidate and member institutions. Compliance with the Core Requirements is not sufficient to warrant accreditation or reaffirmation of accreditation. Accredited institutions must also demonstrate compliance with the Comprehensive Standards and the Federal Requirements of the Principles, and with the policies of the Commission.

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (General Education)

COMPREHENSIVE STANDARDS

The Comprehensive Standards set forth requirements in the following four areas: (1) institutional mission, governance, and effectiveness; (2) programs; (3) resources; and (4) institutional responsibility for Commission policies. The Comprehensive Standards are more specific to the operations of the institution, represent good practice in higher education, and establish a level of accomplishment expected of all member institutions. If an institution is judged to be significantly out of compliance with one or more of the Comprehensive Standards, its
reaffirmation of accreditation may be denied. (See Commission policy “Sanctions, Denial of Reaffirmation, and Removal from Membership.”)

Implicit in every Comprehensive Standard mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.

3.4 Educational Programs: All Educational Programs (includes all on campus, off-campus, and distance learning programs and course work) (See Commission policy “Distance Education.”)

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval)

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. (Academic policies)

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. (Practices for awarding credit)

3.4.7 The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution. (consortial relationships/contractual agreements)

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (Responsibility for curriculum)

3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (Academic program coordination)

3.5 Educational Programs: Undergraduate Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

3.5.3 The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (Undergraduate program requirements)

FEDERAL REQUIREMENTS

The U.S. Secretary of Education recognizes accreditation by the Commission on Colleges in establishing the eligibility of higher education institutions to participate in programs authorized under Title IV of the 1998 Higher Education Amendments and other federal programs. Through its periodic review of institutions of higher education, the Commission assures the public that it is a reliable authority on the quality of education provided by its member institutions.
The federal statute includes mandates that the Commission review an institution in accordance with criteria outlined in the regulations of the Amendments developed by the U.S. Department of Education. As part of the review process, institutions are required to document compliance with those criteria and the Commission is obligated to consider such compliance when the institution is reviewed for initial membership or continued accreditation.

Implicit in every Federal Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.

4.2 The institution’s curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

4.4 Program length is appropriate for each of the institution’s educational programs. (Program length)

4.9 The institution has policies and procedures for determine the credit hours awarded for courses and programs that conform to the commonly accepted practices in higher education and to the Commission policy. (Definition of credit hours)
APPENDIX D
Preparing a Curriculum Proposal

Step One: Determine what kind of proposal you are preparing.

1. Are you adding a new course? (CCA form)
2. Are you modifying an existing course? (CCM form)
3. Are you deleting a course? (CCD form)
4. Are you adding a new program (i.e. technical certificate, A.A.S./A.S. degree, or a new Pre-Major)? (Program Proposal Generator Form, CPA form and a mock-up of the program sheet)
5. Are you modifying an existing program? (CPM form and a red-line of the current program sheet)
6. Are you deleting a program (CPD form and follow the deletion timeline guidelines in the catalog)

If you need additional guidance, please see your division or department representative. If you still have questions, please contact either the Administrative Assistant for Curriculum and Articulation at extension 3418 or the Assistant Vice President for Curriculum and Articulation at extension 3455.

Step Two:

1. For a CCA, make sure to create an outline in the Course Outline Builder and have it voted on prior to completing the CCA form. As soon as the basic course information (Catalog information) is available, notify Kim Adams so that she can submit the course to the State Course Numbering System (SCNS) for an official number. The course cannot be taken before the CCC without an approved number. The voting occurs only through the Course Outline Builder process; no additional voting needs to occur with the CCA form. Be sure to attach a course syllabus in the Credit Course Addition form (required). If the course is intended to be included in the General Education Program, a CPM form will be needed. Notify your voting list, and the CCC will serve as the voting body for the General Education Program Modification.

2. For a CCM, CCD, CPM, and CPD proposal, complete the appropriate form in the builder and vote (and encourage your colleagues to vote).

3. For a CPA form, take the Program Proposal Generator to your dean and campus president for approval, then take the form to IAC for feedback. Once all appropriate stakeholders have been given an opportunity to review the proposal, voting can occur.

Step Three:
Submit the completed proposal (including, as appropriate, a course outline, Program Proposal Generator form, mock-up sheet, proposal form, and voting list) to the Administrative Assistant for Curriculum and Articulation two weeks prior to the Curriculum Committee meeting.

Step Four:
Attend the CCC meeting and be prepared to answer the following questions:
o How does the course that is being approved fit into the program? (Context)
o For proposals where the initiator is requesting that a course be put into General Education – what does the Committee look for? (see questions in Curriculum Manual, page 5)
o Is the course description language consistent and appropriate for the Catalog?
o Is the course modification changing hours? If so, please check with other disciplines to ensure that the credit hour changes do not impact another program.
o Does the program include the appropriate General Education requirements? At least 15 hours for an A.S. degree and 18 hours if you plan on articulating to a BAS or BS degree. Remember there needs to be an ENC 1101 course, a humanities course, a math or science course, and a social science course.
o If you are deleting a course is it impacting other program areas or General Education?
o If you are changing program hours, does this impact the total number of program hours? Remember, this is assigned by the state, and cannot change.
o If you are considering a course for General Education, does your course description state this it is a General Education course? There should be no language in the Catalog Course Description that refers to the course as being a “General Education Course.”
o If your course is repeatable for credit, did you make sure that you put a credit hour limit on the course?
o If the course is an honors course, did you follow the current Honors course description?

Important Things to Remember

o The CCC is here to help you. We ask questions from a broad perspective, so that we can cover all issues.
o You know your proposal better than anyone; you should attend the CCC meeting to explain it.
o Make sure your dean knows that you have a proposal.
o If your proposal is not approved, you may be able to go back to your department, re-work the proposal, and present it again.
APPENDIX E
Valencia College  

**CREDIT COURSE ADDITION form**  
(#{54})  

**Initiator**  
Barbara Peterson  

**Extension**  
236  

**Mail Code**  
3-2  

**E-Mail**  
bpeterson@atlas.valenciacc.ed  

**Official Use Only**  
C.C. Proposal #  
0708-077  

**Course Number**  

**CUDA Code**  

**Division Code**  
VPAS: Visual and Performing  

**Dean**  
Aida Diaz  

**Subject Prefix**  
DIG  

**Requested Course Number**  
203C  

**Effective Term**  
Fall  

**Effective Year**  

**Department Code**  
Digital Media Technology (DIGM)  

**Official Course Title**  
(Make sure there are no abbreviations in the course title.)  

Digital Video and Sound  

**Reason for Addition**  
(State the specific reason this Addition is needed.)  

The addition of this course is part of the revisions to the Digital Media program which will provide students with more specialized training in digital media, create a better hierarchy of sequential course outcomes and prepare students for opportunities in the industry.  

**List all Course Prerequisites.**  
Specifically state whether any require a minimum grade of a C or better. (The minimum passing grade is a D at VCC.)  

Minimum grade of C in DIG 2430 and DIG 2109C or departmental approval.  

**List all Course Co-requisites.**  

**Catalog Course Description**  
(Make sure there are no abbreviations in the course description.)  

Introduction to the concepts, principles, tools and techniques of producing, assembling, and mixing digital video and
audio. Understand story, creativity, planning, and organizational skills as a part of the production process.

| Credit Hours | 3 |
| Class (Lecture) Contact Hours | 3 |
| Lab Contact Hours | 1 |
| Vocational Contact Hours | 0 |

| Repeatable for Credit | Yes -- If Yes, Enter Total Number of Hours Allowed | 0 |

This course Addition will affect which degree/certificate program(s)?

(Please check all that apply) □ A.A. ✔ A.S. / A.A.S ✔ Certificate / ATD □ N/A

General Education Impact Review

For this course to apply toward the General Education Outcomes for the Associate in Arts, Associate in Applied Science and/or Associate in Science degree(s), you must complete the Credit Program Modification (CPM) form, using General Education Outcomes for the AA, AAS and/or AS degree(s) as the program title.

N/A

For this course to be added as a requirement, or to an elective list of any existing degree/Pre-Major/certificate program(s), you must submit a Program Modification Form.

Student Skills Inventory (Check all that apply)

The following specific skill areas are addressed by the course design and content:

<table>
<thead>
<tr>
<th>Valencia Student Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think - Think clearly, critically, and creatively. Analyze, synthesize, integrate, and evaluate in many domains of human inquiry</td>
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<td>Communicate - Communicate with different audience using varied means.</td>
</tr>
<tr>
<td>Act - Act purposefully, reflectively and responsibly.</td>
</tr>
</tbody>
</table>

Resource Impact (Describe the resources needed for the course and how they will be provided. If none, state none.)

<table>
<thead>
<tr>
<th>Resource Area</th>
<th>Requested Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Resources</td>
<td>none</td>
</tr>
<tr>
<td>OIT Resources</td>
<td>none</td>
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</tr>
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<td>none</td>
</tr>
<tr>
<td>Supplies</td>
<td>none</td>
</tr>
<tr>
<td>Staff</td>
<td>none</td>
</tr>
</tbody>
</table>

Course Syllabus
Before you submit your request, you must upload a course syllabus.

### Upload Course Syllabus

**Upload not needed.** Syllabus already on file: [DIGN013CIntroDV&S.pdf](#) | 32 KB

### Course Outline

If there is an outline in the Course Outline Builder, it will automatically be associated. If not, you will need to complete an outline for this course in the Course Outline Builder before you submit this Credit Addition/Modification Form.

**Associated Outline:** 979: DIG2030

### Dean Use Only

(Note to Initiator: Please meet with your Dean for him or her to input the information requested in this section.)

**Dean Notes:**

<table>
<thead>
<tr>
<th>Is this a Gordon Rule course?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Faculty Credentials Review** Indicate credential status for online **Credentials procedures Manual.**

- Transfer
- Non-Transfer
- Developmental

<table>
<thead>
<tr>
<th>Are provisional students eligible to take this course?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Special Fees**

<table>
<thead>
<tr>
<th>Special Fees</th>
<th>Lab</th>
<th>Special</th>
<th>Internship</th>
<th>Amount</th>
<th>$35.00</th>
</tr>
</thead>
</table>

### Office Use Only

**Abbreviated Course Title** (maximum 27 characters)

**College Designation.**

**Equivalent Course**

### Voter Results (from Course Outline Builder)

Listed below are the names of each full-time faculty member, dean and director associated with the specified discipline or program and the voting result.

<table>
<thead>
<tr>
<th>Name</th>
<th>Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aida Diaz</td>
<td>YES</td>
</tr>
<tr>
<td>Ralph Clemente</td>
<td>YES</td>
</tr>
<tr>
<td>Barbara Peterson</td>
<td>YES</td>
</tr>
</tbody>
</table>

### College Curriculum Committee Website

Office of the Vice President for Academic Affairs & Chief Learning Officer
Valencia College
Orlando, Florida
Copyright © 2005 - 2009
<table>
<thead>
<tr>
<th>Valencia College</th>
<th>Date: 01/14/2008</th>
<th>Modified: 02/04/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREDIT COURSE MODIFICATION form</td>
<td>(#43)</td>
<td></td>
</tr>
</tbody>
</table>

**Initiator**
- Barbara Peterson

**Extension**
- 236

**Mail Code**
- 3-2

**E-Mail**
- bpetersen@atlas.valenciacc.edu

**Dean**
- Aida Diaz

**Subject Prefix**
- DIG

**Course Number**
- 200C

**Effective Term**
- Fall

**Effective Year**
- 2008

**Department Code**
- Digital Media Technology (DIGM)

**VPAS: Visual and Performing**

**CUDA Code**

**Division Code**

**C.C. Proposal #**
- 0708-085

**Course Number**

**Official Use Only**

---

**Official Course Title** (Make sure there are no abbreviations in the course title.)

`Introduction to Digital Media and Design`

**New Course Title** (Make sure there are no abbreviations in the course title.)

**Reason for Modification** (State the specific reason this Modification is needed.)

`Course Modification will allow Valencia's course to be included in the Banner Initiative with possible transfer to UCF and allow course to now meet objectives and competency set by the consortium.`

**List New Course Prerequisites.**

Specifically state whether any require a minimum grade of a C or better. (The minimum passing grade is a D at VCC.)

**List New Course Co-requisites.**

**Catalog Course Description** (Make sure there are no abbreviations in the course description.)

`The course will present the various applications for digital media. Industry-standard operating systems, hardware, and software utilized to produce digital media design elements will be utilized to plan and implement a digital media project. This course includes learning activity designed to ensure competence in oral communication.`
### New Catalog Course Description
(Make sure there are no abbreviations in the course description.)

An introduction to computers and application programs currently used in the industry for visual communication projects. Students will apply principles of design and typography to plan, produce and present individual and group projects typical of those used in the graphics and digital media industry. (Special Fee)

### Credit Hours
(Please state minimum and maximum if variable)

<table>
<thead>
<tr>
<th>Class (Lecture) Contact Hours</th>
<th>5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lab Contact Hours</th>
<th>2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Vocational Contact Hours</th>
<th>0</th>
</tr>
</thead>
</table>

#### Reversible for Credit
- Yes -- If Yes, Enter Total Number of Hours Allowed > > 0
- No

### New Credit Hours
(Please state minimum and maximum if variable)

<table>
<thead>
<tr>
<th>Class (Lecture) Contact Hours</th>
<th>0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lab Contact Hours</th>
<th>0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Vocational Contact Hours</th>
<th>0</th>
</tr>
</thead>
</table>

#### Reversible for Credit
- Yes -- If Yes, Enter Total Number of Hours Allowed > > 0
- No

### This course Modification will affect which degree/certificate program(s)?

(Please check all that apply) A.A. √ A.S. / A.A.S √ Certificate / ATD N/A

**General Education Impact Review**
For this course to apply toward the General Education Outcomes for the Associate in Arts, Associate in Applied Science and/or Associate in Science degree(s), you must complete the Credit Program Modification (CPM) form, using General Education Outcomes for the AA, AAS and/or AS degree(s) as the program title.

N/A

For this course to be added as a requirement, or to an elective list of any existing degree/Pre-Major/certificate program(s), you must submit a Program Modification Form.

### Course Outline
If there is an outline in the Course Outline Builder, it will automatically be associated. If not, you will need to complete an outline for this course in the Course Outline Builder before you submit this Credit Addition/Modification Form.

**Associated Outline:** 734: DIG 2000C

### Gordon Rule Changes
Select the case that applies to your situation:
- No change: This IS and remains a Gordon Rule course.
- No change: This IS NOT a Gordon Rule course.
- Change: This IS now a Gordon Rule course.
- Change: This IS NOT now a Gordon Rule course.

### Dean Use Only

(Note to Initiator: Please meet with your Dean for him or her to input the information requested in this section.)

#### Dean Notes:

<table>
<thead>
<tr>
<th>Is this a Gordon Rule course?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

- Faculty Credentials Review Indicate credential status for online Credentials procedures Manual.
  - Transfer
  - Non-Transfer
  - Developmental

- Are provisional students eligible to take this course? Yes | No

<table>
<thead>
<tr>
<th>Special Fees</th>
<th>Lab</th>
<th>Special</th>
<th>Internship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$35.00</td>
</tr>
</tbody>
</table>

### Office Use Only

- Abbreviated Course Title (maximum 27 characters)

- Equivalent Course

### Voter Results (from Course Outline Builder)

Listed below are the names of each full-time faculty member, dean and director associated with the specified discipline or program and the voting result.

<table>
<thead>
<tr>
<th>Name</th>
<th>Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aida Diaz</td>
<td>YES</td>
</tr>
<tr>
<td>Daniel Dutkofski</td>
<td>YES</td>
</tr>
<tr>
<td>Dale Husbands</td>
<td>NOT</td>
</tr>
<tr>
<td>Kristy Pennino</td>
<td>YES</td>
</tr>
<tr>
<td>Barbara Peterson</td>
<td>YES</td>
</tr>
</tbody>
</table>
Valencia College  

CREDIT COURSE DELETION form  
(#265)

Initiator  
Debra Drobney

Extension  Mail Code  E-Mail  
288  3-29  ddrobney1@atlas.valenciacc.ed

Dean  
Myrna Villanueva

Subject Prefix  Course Number  Effective Term  Effective Year  
SPA  2000  Fall  09-10

Department Code  
Sign Language (SIGN)

Official Course Title  
Survey of Communicative Disorders

Reason for Deletion  
Course has never been taught.

General Education Impact Review  
If this course applies toward the General Education Outcomes for the Associate in Arts, Associate in Applied Science and/or Associate in Science degree(s), you must complete the Credit Program Modification (CPM) form, to delete the course from the General Education program.

None

COURSE INFORMATION  
Note: Section 233.015, Florida Statutes, requires courses that have not been taught for five years to be deleted from the college catalog and the Common Course Designation and Numbering System. Rule 6A-10.0331, Florida Administrative Code, implements this provision in law.

Dean Use Only  
(Note to Initiator: Please meet with your Dean for him or her to input the information requested in this section.)

Dean Notes:  

Check this box to verify that you have deleted all future sections of this course in Banner.

Voter Results  
(from Course Outline Builder)  
Listed below are the names of each full-time faculty member, dean and director associated with the specified discipline or program and the voting result.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Name</th>
<th>Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Mulholland</td>
<td>YES</td>
</tr>
<tr>
<td>Daniel Dutkofski</td>
<td>NOT VOTED</td>
</tr>
<tr>
<td>Debbie Drobney</td>
<td>YES</td>
</tr>
<tr>
<td>Myrna Villanueva</td>
<td>YES</td>
</tr>
</tbody>
</table>

College Curriculum Committee Website

Office of the Vice President for Academic Affairs & Chief Learning Officer
Valencia College
Orlando, Florida
Copyright © 2005 - 2009
**Initiator**  Emil Vasquez  
**Extension** 194  
**Mail Code** E  
**E-Mail** evazquez@valenciacc.edu  
**Dean** Nasser Hedayat  
**Date** 01/14/2008

**Program Information**

- **Program Title** (Do not abbreviate)
  - Robotics and Simulation Technician

- **Type of Program**
  - Technical Certificate

- **Total Program Hours** 12

- **Reason for Program Addition**
  - This program prepares individuals to install, maintain, and troubleshoot general robot systems and simulators. Graduates of this technical program will be prepared to enter advanced training and education in specialized Robotics and Simulation related fields. Students wishing to transfer any credits from this program to another institution must accept the responsibility.

**Student Skills Inventory** (Check all that apply)

The following specific skill areas are addressed by the course design and content:

<table>
<thead>
<tr>
<th>Valencia Student Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Think</strong> - Think clearly, critically, and creatively. Analyze, synthesize, integrate, and evaluate in many domains of human inquiry</td>
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<td><strong>Value</strong> - Make reasoned value judgments and responsible commitments</td>
</tr>
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</table>
Communicate - Communicate with different audience using varied means.

Act - Act purposefully, reflectively and responsibly.

Resource Impact (Describe the resources needed for the course and how they will be provided.)

<table>
<thead>
<tr>
<th>Resource Area</th>
<th>Requested Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Resources</td>
<td>None</td>
</tr>
<tr>
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<td>None</td>
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<td>None</td>
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<td>Equipment</td>
<td>None</td>
</tr>
<tr>
<td>Supplies</td>
<td>None</td>
</tr>
<tr>
<td>Staff</td>
<td>None</td>
</tr>
</tbody>
</table>

Program Catalog Information

NOTE: You must submit a template for the Catalog Page with all courses, credit hours, and program total hours listed, with all information as you want it to appear in the College Catalog. Please forward this template to the Curriculum Assistant.

Catalog Form ID: ________

Indicate that you have received Advisory Committee Approval. (For A.A.S / A.S. / Certificate Only)

[ ] Yes

Assistant Vice President for Workforce Development (For A.A.S / A.S. / Certificate Only)

[ ] Yes

Assistant Vice President for Curriculum & Articulation (For A.A. Pre-Majors Only)

[ ] No

Online Automatic Notification and Impact Review:

Voter Results (from Course Outline Builder)
Listed below are the names of each full-time faculty member, dean and director associated with the specified discipline or program and the voting result.

<table>
<thead>
<tr>
<th>Name</th>
<th>Vote</th>
<th>Email Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nasser Hedayat</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Ali Notash</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Deb Hall</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

The completed form must be submitted to the Curriculum Assistant by established deadline date. The completed form must be submitted in sufficient time for voters to review.

College Curriculum Committee Website

Office of the Vice President for Academic Affairs & Chief Learning Officer
Valencia College
Orlando, Florida
Copyright © 2005 - 2009
(Example of Submission Showing Addition of a Program to Catalog)

**Robotics and Simulation Technician**

Technical Certificate

This program prepares individuals to install, maintain and troubleshoot general robot systems and simulators. Graduates of this technical program will be prepared to enter advanced training and education in specialized Robotics and Simulation related fields. The content includes, but is not limited to: Robotic Applications, Modeling and Simulation, and Virtual Reality Environment. Integrated into this program will be communications skills, leadership skills, human relations skills, employability skills, safe and efficient work practices, use of circuit diagrams and schematics, laboratory practices and technical recording and reporting.

<table>
<thead>
<tr>
<th>Prefix/Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Fundamentals of Robotics and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>*Modeling and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>*Robotics Applications</td>
<td>3</td>
</tr>
<tr>
<td>*Principles of Virtual Reality</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Certificate Credits** 12

* This course has a prerequisite; check description in Valencia catalog.
CREDIT PROGRAM MODIFICATION FORM

(#357)

* Indicates a required field to initiate request.

Valencia College

Date: 08/11/2009

**Initiator**
Terry Pasfield

**Extension**
222

**Mail Code**
E-

**Mail Code**
E-

**E-Mail**
tpasfield@valenciacc.edu

**Dean**
Aida Diaz

**Effective Term**
Fall

**Effective Year**
09-10

REQUARED SIGNATURES AND APPROVAL DATE

Co-Chair, Curriculum Committee/Date

Date Approved by Board of Trustees

President/Date

Date Transmitted to State

Program Information

* Current Program Title (Do not abbreviate)

General Education for A.A./A.S./A.A.S. Degree(s)

* Proposed Program Title (Do not abbreviate)

* Type of Program

Other

* Current Total Program Hours

* Proposed Total Program Hours

* Reason for Program Modification

To add ARH 2500, Non-Western Art History, to the General Education Requirements for the A.A. Degree in the Catalog; Section A. Area 2. Humanities.
Student Skills Inventory (Check all that apply)
The following specific skill areas are addressed by the course design and content:

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</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
<tr>
<td>Supplies</td>
<td>None</td>
</tr>
<tr>
<td>Staff</td>
<td>None</td>
</tr>
</tbody>
</table>

Courses Impacted (Describe the courses impacted by this change.)

Courses Deleted:  

Courses Added: ARH 2500, Non-Western Art History

Course Equivalencies: New Subj Code, New Crse#, Old Subj Code, Old Crse#, Title

Program Catalog Information

NOTE: You must submit a photocopy of the existing Catalog Page with all changes (additions, deletions, etc.) marked with red ink. Please send Catalog Markup to the Curriculum Assistant.

Catalog Form ID: blank

Indicate that you have received Advisory Committee Approval. (For A.A.S / A.S. / Certificate Only)

[ ] No

Assistant Vice President for Workforce Development (For A.A.S / A.S. / Certificate Only)

[ ] No

Assistant Vice President for Curriculum & Articulation (For A.A. Pre-Majors Only)

[ ] No

Online Automatic Notification and Impact Review:

Voter Results (from Course Outline Builder)
Listed below are the names of each full-time faculty member, dean and director associated with the specified discipline or program and the voting result.

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<th>Email Status</th>
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</table>

The completed form must be submitted to the Curriculum Assistant by established deadline date. The completed form must be submitted in sufficient time for voters to review.
3. You may earn one Associate In Arts Degree from Valencia. If you have earned an Associate in Arts or Bachelor's Degree from an institution that has regional accreditation in the United States, you are not eligible to be awarded an Associate in Arts Degree from Valencia. (In addition to the Associate in Arts Degree, you may earn any number of Associate in Applied Science and/or Associate in Science Degrees.)

If you want to earn more than one degree at Valencia, you may complete the first degree and then pursue another degree or you may pursue two or more degrees at the same time! Whenever possible, a course will be applied to more than one degree.

1. You will not receive grade forgiveness for any course that counts toward your degree and is repeated after you have been awarded the degree from Valencia.

Associate in Arts Degree Course Requirements at Valencia Community College

The Associate in Arts Degree requires a minimum of 60 college-level credits including 36 credits in general education, 24 credits of acceptable electives, and satisfaction of the foreign language proficiency requirement.

General Education Requirements for the Associate in Arts Degree 36 Credits

The general education program at Valencia is an integral part of the A.A. Degree program and is designed to contribute to the student's educational growth by providing a basic liberal arts education.

There are two approaches to general education at Valencia. The first is 36 semester credits which serve as the core of the curriculum. The 36 credits are selected from 5 core areas of academic courses offered at Valencia: Communications, Humanities, Mathematics, Science and Social Sciences.

The second approach is the 24-semester-credit Interdisciplinary Studies Honors Program and completion of SPC 1600, POS 2041, and the six-semester-credit mathematics requirement outlined in Area 3. The description of the first approach follows, and the second approach is described in the Honors section of this catalog.

When a number of courses may be used to satisfy a degree requirement, a course attribute code identifies each course that may be used to satisfy that specific requirement.

AREA 1. COMMUNICATIONS 9 Credits

Required Courses - A minimum of nine semester credits. These composition courses must be completed with a minimum grade of C.

Freshman Composition
(The following courses have attribute codes: COMM, ENC, GREG)
ENC 1101 Freshman Composition I (3 cr) or ENC 1101H Freshman Composition I - Honors (3 cr)

AND

Freshman Composition II
(The following courses have attribute codes: COMM, ENC, GREG)
ENC 1102 Freshman Composition II (3 cr) or ENC 1102H Freshman Composition II - Honors (3 cr)

AND

Fundamentals of Speech
(The following courses have attribute codes: COMM, SPC)
SPC 1600 Fundamentals of Speech (3 cr) or SPC 1600H Fundamentals of Speech - Honors (3 cr)

AREA 2. HUMANITIES 9 Credits

Required Courses - A minimum of nine semester credits.

(a) Complete one course from the list below or from Area 2 (b).
Courses listed in AREA 2 (a) do NOT satisfy the Gordon Rule Writing requirement.

(These following courses have attribute code: HUMN)

Architecture
ARC 2702 History of Architecture II (3 cr)

Art
ARH 1000 The Visual Arts Today (3 cr)
ARH 2500 Introduction to Art History I (3 cr)

Film
ENG 2100 Introduction to Film (3 cr)

Foreign Language
FRE 2200 Intermediate French I (3 cr)
FRE 2201 Intermediate French II (3 cr)
SPAN 2200 Intermediate Spanish I (3 cr)
SPAN 2201 Intermediate Spanish II (3 cr)
SPAN 2201H Intermediate Spanish II - Honors (3 cr)

Humanities
HUM 1020 Introduction to Humanities (3 cr)
HUM 2950 Selected Topics in Humanities (1-3 cr)

Music
MUL 1101 Music Appreciation (3 cr)
MUT 1121 Musicianship I (4 cr)

Philosophy
PHI 2010 Philosophy (3 cr)
PHI 2020 Ethics and Critical Thinking (3 cr)

Religion
REL 2000 Understanding Religious Traditions (3 cr)
**Indicates a required field to initiate request.**

**Valencia College**

**CREDIT PROGRAM DELETION FORM**

(#363)

<table>
<thead>
<tr>
<th>* Initiator</th>
<th>Notify Students?</th>
<th>Official Use Only C.C. Proposal #</th>
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<tr>
<th>* Extension</th>
<th>* Mail Code</th>
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<table>
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<tr>
<th>Person to contact with Concerns:</th>
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<table>
<thead>
<tr>
<th>* Dean</th>
<th>* Effective Term</th>
<th>* Effective Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>09-10</td>
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**Student Alternatives:**

Add statement regarding timeline for students in program to take classes (i.e. the summer following the term the program was deleted).

**REQUIRED SIGNATURES AND APPROVAL DATE**

<table>
<thead>
<tr>
<th>Co-Chair, Curriculum Committee/Date</th>
<th>Date Approved by Board of Trustees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>President/Date</th>
<th>Date Transmitted to State</th>
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**Program Information**

<table>
<thead>
<tr>
<th>* Program Title (Do not abbreviate)</th>
<th>CIP Code</th>
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<table>
<thead>
<tr>
<th>* Type of Program</th>
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<tbody>
<tr>
<td>A.A. Degree</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>* Total Program Hours</th>
<th>0</th>
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</table>
### *Reason for Program Deletion*

| Indicate that you have received Advisory Committee Approval. (For A.A.S / A.S. / Certificate Only) | No |
| Assistant Vice President for Workforce Development (For A.A.S / A.S. / Certificate Only) | No |
| Assistant Vice President for Curriculum & Articulation (For A.A. Pre-Majors Only) | No |

#### Online Automatic Notification and Impact Review:

**Voter Results** (from Course Outline Builder)
Listed below are the names of each full-time faculty member, dean and director associated with the specified discipline or program and the voting result.

**COURSE OUTLINE VOTER LIST(s) WERE not FOUND**

The completed form must be submitted to the Curriculum Assistant by established deadline date.
The completed form must be submitted in sufficient time for voters to review.

---

**College Curriculum Committee Website**

Office of the Vice President for Academic Affairs & Chief Learning Officer
Valencia College
Orlando, Florida
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APPENDIX F
### College Curriculum Committee
#### 2012-2013 Meeting Schedule

*All meetings begin at 2:00 p.m.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION</th>
<th>AGENDA DEADLINE</th>
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<tbody>
<tr>
<td>August, 2012</td>
<td>No Meeting Scheduled</td>
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<tr>
<td>September 12, 2012</td>
<td>West Campus, Room 6-202</td>
<td>August 29, 2012</td>
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<tr>
<td>October 10, 2012</td>
<td>West Campus, Room 6-202</td>
<td>September 26, 2012</td>
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<tr>
<td>November 14, 2012</td>
<td>West Campus, Room 6-202</td>
<td>October 31, 2012</td>
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<tr>
<td>December, 2012</td>
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<tr>
<td>January 9, 2013</td>
<td>East Campus, Room 3-113</td>
<td>December 12, 2012</td>
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<tr>
<td>February 13, 2013</td>
<td>East Campus, Room 3-113</td>
<td>January 23, 2013*</td>
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<tr>
<td>March 20, 2013**</td>
<td>East Campus, Room 3-113</td>
<td>February 27, 2013</td>
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<td>April 10, 2013</td>
<td>East Campus, Room 3-113</td>
<td>March 27, 2013</td>
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<td>May 8, 2013</td>
<td>East Campus, Room 3-113</td>
<td>April 24, 2013</td>
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<tr>
<td>June 12, 2013</td>
<td>West Campus, Room 6-202</td>
<td>May 29, 2013</td>
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<tr>
<td>July 10, 2013</td>
<td>West Campus, Room 6-202</td>
<td>June 26, 2013</td>
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</tbody>
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*This date has been moved back one week due to the heavy volume for the February Catalog meeting. Agenda materials will not be accepted after this date (January 23, 2013)*

**Note: Spring Break is March 4-8, 2013**
APPENDIX G
### 2011-2012 College Curriculum Committee

<table>
<thead>
<tr>
<th>Representative</th>
<th>Term Date</th>
<th>Alternate</th>
<th>Term Date</th>
<th>Area Represented</th>
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</thead>
<tbody>
<tr>
<td>Caldero, Ana</td>
<td>7/13</td>
<td>Gonzalez, Yolanda</td>
<td>7/13</td>
<td>Foreign Language</td>
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<tr>
<td>Borglum, Chris</td>
<td>7/14</td>
<td>Melanson, Sarah</td>
<td>7/14</td>
<td>Communications</td>
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<tr>
<td>Boeringer, Melody</td>
<td>7/14</td>
<td>Smith, Patricia</td>
<td>7/13</td>
<td>Natural Science</td>
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<tr>
<td>Qadri, Yasmeen</td>
<td>7/13</td>
<td>Trier-Bieniek, Adrienne</td>
<td>7/13</td>
<td>Social Science</td>
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<tr>
<td><strong>Vacant</strong></td>
<td><strong>7/14</strong></td>
<td><strong>Vacant</strong></td>
<td><strong>7/14</strong></td>
<td>Public Service</td>
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<tr>
<td>Kovalsky, Anita</td>
<td>7/13</td>
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<td>7/14</td>
<td>Nursing</td>
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<td>Manley, Adrian</td>
<td>7/14</td>
<td>Henry, Celeste</td>
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<td>Counselor</td>
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<td>Givoglu, Wendy</td>
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<td>Husbands, Dale</td>
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<td>A.S. Dean</td>
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<td>Machin, Mabel</td>
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<td>Gray, Lisa</td>
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<td>Physical Education</td>
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<td>Thomas, Lee</td>
<td>7/14</td>
<td>Pedone, Melissa</td>
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<td>A.A. Dean</td>
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<tr>
<td>Niss, John (co-chair)</td>
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<td>7/14</td>
<td>Mathematics</td>
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<td>Pennino, Kristy</td>
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<td>7/13</td>
<td>Fine Arts</td>
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<td><strong>Vacant</strong></td>
<td><strong>7/14</strong></td>
<td>Humanities</td>
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<td>Wanielista, Betty/Howard, Marie</td>
<td>7/13</td>
<td>Johnson, Jim</td>
<td>7/13</td>
<td>Technical Education</td>
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<tr>
<td>(West Campus)</td>
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<tr>
<td>Johnson, Suzanne</td>
<td>7/14</td>
<td>Seguin, Regina</td>
<td>7/13</td>
<td>Library</td>
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<td>Holmes Dubois, Deidre</td>
<td>7/13</td>
<td>McCaffrey, Robert</td>
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<td>Watters, Allen</td>
<td>7/13</td>
<td>Kar, Mohua</td>
<td>7/13</td>
<td>Engineering</td>
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<tr>
<td>Sandy, Pam</td>
<td>7/14</td>
<td>Bond, Beverly</td>
<td>7/14</td>
<td>Allied Health Programs</td>
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<tr>
<td>Archibald, Colin</td>
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<td>7/14</td>
<td>IT</td>
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<tr>
<td>Oliver, Bonnie</td>
<td>7/13</td>
<td>Trier-Bieniek, Adrienne</td>
<td>7/13</td>
<td>At-Large Representative</td>
</tr>
</tbody>
</table>

### Ex-Officio Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Area Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heard, Kiawania</td>
<td>Dual Enrollment</td>
</tr>
<tr>
<td>Christensen, Christen</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Ewen, Kurt</td>
<td>Assessment/SACS</td>
</tr>
<tr>
<td>Williams, Falecia</td>
<td>Provosts</td>
</tr>
<tr>
<td>Cortez, Krystal</td>
<td>Banner</td>
</tr>
<tr>
<td>Robinson, Cheryl</td>
<td>Catalog and Student Services</td>
</tr>
<tr>
<td>Arceneaux, Alys</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>Hedayat, Nasser</td>
<td>Workforce Development</td>
</tr>
<tr>
<td>Sanchez, Edwin</td>
<td>Graduation and Student Records</td>
</tr>
<tr>
<td><strong>Vacant</strong></td>
<td></td>
</tr>
<tr>
<td>Ruiz, George</td>
<td>ATLAS/MEP (MyEducationPlan)</td>
</tr>
</tbody>
</table>

### Co-Chair/Assistant

<table>
<thead>
<tr>
<th>Name</th>
<th>Area Represented</th>
</tr>
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<tbody>
<tr>
<td>Borglum, Karen</td>
<td>Committee Co-Chair, AVP Curriculum &amp; Articulation</td>
</tr>
<tr>
<td>Adams, Kim</td>
<td>Administrative Asst., Curriculum &amp; Articulation</td>
</tr>
</tbody>
</table>

*Revised 07/03/2012*