Course Revisions and Proposals for New Courses

Submission Instructions:

1. Please submit proposals to the COI representative from your Divisional Executive Committee (HEC, NSEC, SSEC, ID) no later than the first Monday of each block. Committee representatives need time to review proposals, ask questions and gather more information, if necessary. Check with them for possible earlier deadlines.

2. If divisional committee approves, it will forward proposals to the Committee on Instruction (COI); the COI reviews proposals the second Wednesday of each block. Approved proposals will be included in the faculty meeting agenda of the same block.

3. All proposals must be submitted as an electronic WORD document. PDFs will not be accepted. Use CALIBRI 11 (font and font size, respectively) so that the proposals, once approved by COI, can be inserted easily into the faculty meeting agenda.

4. Each example below provides a format for a particular type of proposal. All proposals must follow the format and include the type of information presented in the example that is most similar to your request. Although you may not see an example that exactly matches the nature of your request, you can make adjustments depending on whether you are requesting a change in course enrollment limits, a change in level, or a change in unit, etc.

5. Course Additions refer to proposals for new courses. Note: the Registrar assigns course numbers, but proposals can indicate the appropriate course level such as SO2?? for a two-hundred level sociology course.

6. Course revisions pertain to changes in course title, description, prerequisites, units of credit, enrollment limits etc. You will need course catalogue information on course.

7. Course descriptions and rationales should be as clear and concise as possible. Please describe the essential details of the course in no more than 50 words. Include the reasons for the proposed addition or change in the rationale, not in the course description. The rationale should also be brief and succinct, no more than 150 words.

8. Library and Technology Impact: It is important to reach out to your Library representative so they are aware of the changes and can assist you.

9. Changes in a Department or Program Major should be presented to your divisional committee, and then to the COI so they can appear in the faculty meeting agenda as FYI, even though these changes do not require faculty approval.
Example A: Proposal to Add a New Course

The Department of Chemistry and Biochemistry proposes a new course CH480: Advanced Metabolic Pathways, with the approval of the Natural Science Executive Committee and the Committee on Instruction.

ADD: CH480: Advanced Metabolic Pathways.

Investigation of the regulation and energy transductions in protein metabolism and cholesterol synthesis, with emphasis on integration of material with carbohydrate and lipid metabolism. Special emphasis will be on presentation of scientific literature related to inborn errors of metabolism. Laboratory included.

Prerequisite: Chemistry 382. 1 unit.

Rationale: Following the eighth block offering in the 2012-2013 academic year a version of this course will have been offered 3 times as a special topics course (CH 400, Advanced Topics in Chemistry: Metabolism). Continued offering requires an official course designation. The course has been well received by students and the chemistry department would like to make it a permanent addition to our offerings. CH 480 - Advanced Metabolic Pathways is intended to provide a deeper investigation into the regulation of metabolic processes. The course expands upon the basic carbohydrate and lipid pathways that were introduced in CH 382 – Biochemistry I. The curricular changes that were introduced by the Chemistry and Biochemistry department in the academic year 2010-2011 allows students increased flexibility to take advanced topical courses in their particular field of chemistry. This course will provide Chemistry and Biochemistry majors an additional opportunity to delve deeper into the chemistry of biological processes.

Library Impact: No impact. The course has been taught twice as a topics course and has not needed any new library resources. The resources needed were already available because they overlap with what we use for Biochemistry II.

Technology Impact: None.

Examples B: Proposal to Change a Course Title, Description, Prerequisite, etc.

This format can be used for proposed changes in course title or description, units of credit, enrollment limits, etc. Please include the original course description and information as it is presented in the most current course catalogue, followed by the newly proposed version.

Example B1:

The Department of English proposes the following changes to the title, course description, and prerequisite for EN365: British Romantic Authors, with the approval of the Humanities Executive Committee and the Committee on Instruction.

CURRENT TITLE, DESCRIPTION and PREREQUISITE

EN365: British Romantic Authors
Principal works of selected authors, such as Wordsworth, Coleridge, Blake, Byron, Keats, the Shelleys, Hazlitt, and Lamb, with attention to formal, critical, and historical issues.

Prerequisite: EN221, EN250, or consent of instructor. 1 unit.
PROPOSED TITLE, DESCRIPTION and PREREQUISITE

EN365: British Romantic Poetry
Principal works of selected Romantic-era poets, such as Hemans, Wordsworth, Coleridge, Blake, Smith, Barbauld, Burns, Robinson, Byron, Keats, the Shelleys and Clare, with attention to formal, critical, and historical issues.

Prerequisite: EN221 or consent of instructor. 1 unit.

Rationale: The changes to title and course description serve to indicate that this course centers on the poetry of the era and the philosophical and aesthetic concerns of the Romantics rather than on their biographies. The changes to the course description reflect current critical views by recognizing the growing diversity and breadth of the Romantic literary canon, more specifically the crucial role of the era’s female poets and their place alongside their male contemporaries. The change of prerequisite also focuses emphasis on the works themselves by requiring students to have a solid grounding in prosody, poetic form, and poetic periodization before taking on more advanced literary study of a specific literary movement. The current prerequisite option of literary theory (EN250) might prove useful to students in EN365, but a firm grounding in poetry (EN221) is simply vital.

Library Impact: None

Technology Impact: None

Example B2:

The Department of Sociology proposes to change the course description and prerequisite for SO203: Sociology of Sexuality, with the approval of the Social Science Executive Committee and the Committee on Instruction.

CURRENT DESCRIPTION AND PREREQUISITE

SO303: Sociology of Sexuality
The ways in which sexual identities, desires and practices are socially constructed and, as such, how they vary historically and culturally. The course will address a range of theoretical and methodological approaches that have contributed to the sociological study of sexuality, including psychoanalytic theory, survey research, social constructionism, feminist theory, critical race theory and queer theory. Specific topics include the political economy of sex; the construction of sexual identities; intersections of sexuality, gender, race and class; social movements; sexuality and institutions; families; marriage and "moral panics."

Prerequisite: Any 200-level Sociology course or Consent of Instructor. (Also listed as Feminist and Gender Studies 303.) 1 unit.

PROPOSED DESCRIPTION AND PREREQUISITE

SO303: Sociology of Sexuality
An advanced examination of the ways in which sexual identities, desires and practices are socially constructed and, as such, how they vary historically and culturally. The course will address a range of theoretical and methodological approaches that have contributed to the sociological study of sexuality, including psychoanalytic theory, survey research, social constructionism, feminist theory, critical race theory and queer theory. Specific topics include the political economy of sex; the construction of sexual identities; intersections of sexuality, gender, race and class; social movements; sexuality and institutions; families; marriage and
"moral panics." Offered in some years as a field research and writing course.

**Prerequisite:** Any 200-level Sociology course and Consent of Instructor. (Also listed as Feminist and Gender Studies 303.) 1 unit.

**Rationale:** The department proposes admission to the course by consent of instructor. Engagement with course content requires comprehension of sociological theory and a high level of psychological and emotional maturity. In addition, in some years the course will include field trips to sites in which students’ level of adjustment and maturity are paramount.

**Library Impact:** None

**Technology Impact:** Minimal. Course will utilize existing lab space.

**Examples C:** Presenting Changes to a Major (Note that proposal includes 1) a proposal to add a course and 2) change prerequisites for the major, 3) a proposal to add the new course into the major.

**Example C1:**

The Department of Computer Science proposes a new capstone course, **CP499: Senior Project** with the approval of the Natural Science Executive Committee and the Committee on Instruction.

**ADD: CP499: Senior Project**

Software project in computer science approved by the student’s advisor. Students design, document, implement, and test a long-term software project. Required for majors in computer science.

**Prerequisite:** Computer science major, senior standing. 1 unit.

**Rationale:** This course adds a capstone to our computer science major. Students would draw on their previous courses and apply principles of design and analysis to a longer term software project. The end result would require both a well-documented program and a written report analyzing the design and evaluating the efficiency of the software.

**Example C2:**

The Department of Computer Science proposes changing the prerequisites for the upper division courses with the approval of the Natural Science Executive Committee and the Committee on Instruction.

**Changes to Prerequisites:**
All 300 and 400 level courses will have the following prerequisites: CP215, CP222, CP275. This change applies to the following courses and will be changed in the catalog:

- CP341: Topics in Computer Science
- CP342: Distributed Systems
- CP344: Database Systems
- CP355: Independent Study
- CP360: Computer Graphics
- CP365: Artificial Intelligence
The Department of Computer Science submits the following changes to the major with notice to the Natural Science Executive Committee and the Committee on Instruction.

Changes to Major:
In addition to the general college requirements, a major in computer science must complete:
CP122, MA126 and MA129
CP222 and either MA201 or MA251 (a student should complete these before declaring the major); CP215 and CP275
One unit from CP342 and CP344 One unit from CP360, CP365, CP341 CP405 and CP407
CP499

A student majoring in computer science must also attend at least four department seminars or department-approved talks after declaring the major and submit a one-page summary of each to the department chair within two weeks of the seminar. This should be completed by the end of Block 7 of the student’s senior year.

Rationale: The only change is to add CP499, the capstone project, to the list of required courses bringing the total to 12 units for the major.

Library Impact: None

Technology Impact: None

Examples D: Presenting request to the Interdisciplinary Studies Representative

The Southwest Studies Program proposes to change the title, description, and prerequisites for one course, the title and description of two courses, and the addition of a new course, with the approval of the Interdisciplinary Studies Representative and the Committee on Instruction.

Example D1: PROPOSAL TO CHANGE A COURSE TITLE, DESCRIPTION AND PREREQUISITE

The Southwest Studies Program proposes the following changes to the title, course description, and the listed prerequisite for SW272: Nature, Region, and Society of the Southwest, with the approval of the Interdisciplinary Studies Representative and the Committee on Instruction.

CURRENT TITLE, DESCRIPTION, and PREREQUISITE
SW272: Nature, Region, and Society of the Southwest

An introduction to the human-environments of the Greater Southwest. Geographic and regional research problems, including a focus on socio-ecological issues of the Southwest. Includes an independent project and off-campus fieldwork. Required for Southwest Studies majors.

Prerequisite: Required for Southwest Studies majors.

PROPOSED TITLE, DESCRIPTION, and PREREQUISITE

SW272: Cultural Landscapes of the Southwest

An introduction to the cultural landscapes of the Greater Southwest. Guides students with the concepts, terms, and approaches of cultural landscape studies, with a focus on socio-ecological challenges and material-cultural landscapes of the Southwest often perceived to be completely natural. Includes an independent project and may involve a multiple day off-campus excursion. [Provisional approval: to meet the new GenEd Societies and Human Behavior].

Prerequisite: None.

Rationale: The changes to title and description of the course reflect the program’s desire to be more legible to students at the college, and to more accurately reflect the current content of the course. It also allows Southwest Studies faculty to pivot more flexibly into this course in shared teaching assignments given the new title and focus.

Library Impact: None

Technology Impact: None

Example D2: PROPOSAL TO CHANGE COURSE TITLES AND DESCRIPTIONS

The Southwest Studies Program proposes the following changes to the titles and course descriptions for two courses SW273: Southwest Arts & Culture, and SW337: Interdisciplinary Approaches to Chicana/o Literature (Cross-listed as EN380) with the approval of the Interdisciplinary Studies Representative and the Committee on Instruction.

CURRENT COURSE TITLE AND DESCRIPTION

SW273: Southwest Arts & Culture

Southwestern Arts and Culture. This course introduces interdisciplinary methods of analysis and interpretation in Southwestern visual arts, material culture, music, drama, and literature. The Fine Arts Center collections will be used to: discuss art and identity; examine art as a decolonizing tool; and explain artist narratives of resistance and accommodation through their work. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement.

PROPOSED COURSE TITLE AND DESCRIPTION

SW273: Art, Power, & Resistance

This course introduces interdisciplinary methods of analysis and interpretation in Southwestern art/cultural production/expressive culture, including, but not limited to visual arts, material culture, music, drama, and literature. Students gain a historical foundation that allows them to
analyze and interpret early forms of Indigenous, Mexicana/o, and Hispano art, which we use to examine the relationship between art, identity, and power. As we move through the course, we examine how histories of colonialism and cultural mixing produce new identity categories and influence contemporary Southwestern art/cultural production/expressive culture created by Indigenous, Latinx/Chicano, Hispana/o, and Mexicana/o artists, writers, performers, and musicians. We utilize the rich collections of Southwest art and material culture housed at the Fine Arts Center (FAC) at CC, along with visits to regional sites like museums, artist’s studios, and artist communities, to engage in discussions about art and identity, to address how art is a tool for decolonization, and to imagine the ways that artists (broadly speaking) have created narratives of resistance and accommodation through their work.

**Rationale:** Art, Power, & Resistance better represents the subject matter of the course and the frameworks from which we draw our analyses. When this course was first introduced to the SWS curriculum, its focus was not on decolonial approaches to understanding art. Since fall 2016, the course content has changed such that it engages theoretical frameworks of decoloniality, critical Indigenous Studies, and Cultural Studies, along with artists whose work address notions of power and whose work can be read as a form of resistance.

**Library Impact:** None

**Technology Impact:** None

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**CURRENT COURSE TITLE AND DESCRIPTION**

**SW337: Interdisciplinary Approaches to Chicana/o Literature (Cross-listed as EN380)**

This course examines Chicana/o literature, including fiction, poetry, and critical essays through a comparative, regional, and interdisciplinary approach. Through our study of Chicana/o literature, we will underscore the relationship between place and identity for Chicanas/os of the southwest, west, and Midwest; and we will consider how written texts reflect social, political, and historical contexts. We will read literature that crosses a wide temporal sequence to discuss how Chicana/o authors have, and continue to address, issues of colonialism, race, class, gender, and sexuality. Throughout the course, we will also examine how Chicanas’/os’ increasing U.S. presence is radically reshaping the American literary canon.

**PROPOSED COURSE TITLE AND DESCRIPTION**

**SW337: Chicanx/Latinx Literature (Cross-listed as EN380)**

This course examines Chicanx/Latinx literature, including fiction, poetry, and critical essays through a comparative, regional, and interdisciplinary approach. Through our study of Chicanx/Latinx literature, we will underscore the relationship between place and identity for Chicanx/Latinx peoples of the southwest, west, and Midwest; and we will consider how written texts reflect social, political, and historical contexts. We will read literature that crosses a wide temporal sequence to discuss how Chicanx/Latinx authors have, and continue to address, issues of colonialism, race, class, gender, and sexuality. Throughout the course, we will also examine how the increasing U.S. presence of Chicanx/Latinx peoples is radically reshaping the American literary canon.

**Rationale:** Chicanx/Latinx literature is a more appropriate title for this course because it takes into account the broad range of identities that comprise what we broadly conceive of as “Latinidad.” This name change is also attentive to the ways in which the authors whose work is assigned in this course self-identify and reflects the broader regional, national, and global scope of Latinidad that is the foundation for the literature we read, discuss and analyze.
Library Impact: None

Technology Impact: None

Example D3: PROPOSAL TO ADD A NEW COURSE

The Southwest Studies Program proposes a new course SW352/EV352: Waters of the West, with the approval of the Interdisciplinary Studies Representative, Natural Science Executive Committee, and the Committee on Instruction.

ADD: SW352/EV352: Waters of the West

An introduction to western water laws, water management policies, and the legacy of water federalism. Particular attention is given to instream flow programs, Native waters, community ditches, water justice, and water conservation efforts in the Southwest. 1 unit.

Prerequisite: SW102 or EV128 or EV145, or COI.

Rationale: The addition of this new course bolsters demand from students on water policy and management in the western and Southwestern U.S. not solely focused on hydrology or economics. The course will be a permanent upper-level addition to offerings in the Environmental Studies and Southwest Studies programs and reflects the instructor’s joint appointment between the two interdisciplinary programs.

Library Impact: Minor, some new additional texts or a few journal additions, but there are separate budget supports for these additions in the Tutt Library and internal to the Hulbert Center for Southwest Studies.

Technology Impact: None.