I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

III. NOTIFICATION

<table>
<thead>
<tr>
<th>ART</th>
<th>124</th>
<th>Color &amp; Design 1</th>
<th>Remove from MJC Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
</tr>
</tbody>
</table>

IV. DISCUSSION

<table>
<thead>
<tr>
<th>FSCI</th>
<th>352</th>
<th>Training Instructor 1A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Effective: Spring 2009 Expedited!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modify: Title, materials fees, learning goals, content, methods of instruction, methods of assessment, textbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrollment Restrictions: Maintaining: (P) Satisfactory completion of FSCI 301.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distance Education Status: Not approved for Distance Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials Fee Status: Requesting Materials fee of $100. (Currently approved for $110.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Articulation Status: Does not transfer to CSU or UC.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Education Status: Not approved for GE</td>
</tr>
<tr>
<td>GEOG</td>
<td>104</td>
<td>California Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective: Summer 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modify: Title, learning goals, methods of assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrollment Restrictions: None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distance Education Status: Not approved for Distance Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Education Status: Requesting placement on CSU-GE area D.5, IGETC area 4E.</td>
</tr>
<tr>
<td>GEOG</td>
<td>109</td>
<td>Introduction to Geographic Information Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective: Summer 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modify: Modalities, learning goals, content, methods of instruction, methods of assessment, textbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrollment Restrictions: None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distance Education Status: Requesting Hybrid and Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Education Status: Not approved for GE.</td>
</tr>
</tbody>
</table>
V. PROGRAMS

Program Inactivations

(CLDDV) Assistant (C) 6 61
Effective: Summer 2008
Inactivate

FAMILY AND CONSUMER SCIENCES (AA, AS) 30 65
Effective: Summer 2009
Inactivate

VI. GE TRANSFER PATTERNS

A. MJC Graduation Requirements

PEC 166 X,A Intermediate Judo ½,1 67
Activities

PEW 167 X,A Women's Beginning Judo ½,1 71
Activities

VII. UNFINISHED BUSINESS

Action Items

1. AP Grid, Revisions to R. Cranley 77
   a. AP – English 79

2. Student Learning Outcomes and the Course Outline of Record A. Peek
Informational Items

1. Title 5 Compliance Progress
2. Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards K. Walters Dunlap
3. Broadness of Degrees – Revised Deadlines and Instructions B. Sanders
   a. Areas of Emphasis B. Sanders
   b. AOEs and Production of 08-09 Addendum L. Senechal
4. CurricUNET Trainings B. Adams
   a. Training scheduled 11/20/08 2:30-4:30 in FH 154.
5. Revised outlines needed to reflect articulation correspondence: B. Sanders
   a. EASCI 162
   b. METEO 161
6. Granting of Credit for Courses Taken at Institutions of Higher Learning Outside the United States – Approved Document S. Agostini
7. ASCCC: Course Outline of Record: A Curriculum Reference Guide-Approved Document B. Adams

VIII. NEW BUSINESS

1. Minimum Requirements for Associates Degree R. Cranley/B. Adams
2. Satisfying the Guidance requirement M. Garcia
3. Distance Education Workgroup M. Adams
4. Technical Review Committee Membership
5. Multiple Degrees/Awards S. Agostini
6. Reuse of Inactive/Dropped Course Numbers at MJC K. Walters Dunlap/L. Senechal
7. Foreign Language Course Equivalency R. Cranley

IX. TASK FORCES

1. Special Topics, Experimental, Independent, Work-Experience Committee B. Adams
2. CurricUNET Implementation Committee Update B. Sanders

X. PUBLIC COMMENT
Curriculum Committee

MINUTES

Tuesday, November 04, 2008
Yosemite, 205 2:40 PM


Members Absent: J. Beebe, M. Robles T. Lopez (ASMJC)


I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

M/S/U to approve the minutes of 10/21/08 with changes

III. NOTIFICATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 121</td>
<td>Introduction to Engineering Drafting &amp;</td>
<td>4</td>
<td>001</td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inactivate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Does not fulfill GE requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The committee was notified that ENGR 121 is to be inactivated.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGTC 214</td>
<td>3D Cad Applications for Architects &amp; Engi</td>
<td>1</td>
<td>013</td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inactivate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Does not fulfill GE requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The committee was notified that ENGTC 214 is to be inactivated.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGTC 222</td>
<td>Engineering Drafting and Design 1</td>
<td>2</td>
<td>023</td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inactivate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Does not fulfill GE requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The committee was notified that ENGTC 222 is to be inactivated.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGTC 223</td>
<td>Engineering Drafting and Design 2</td>
<td>2</td>
<td>033</td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. DISCUSSION

AGEC 225  Agriculture Computer Applications  
Effective: Spring 2009 (EXPEDITED!)  
Modify: Description, learning goals, content, methods of assessment, textbooks  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU and UC.  
General Education Status: Requesting placement on MJC-GE area D.2.  
M/S/U to modify AGEC 225 to include EXPEDITED APPROVAL (J. Daly, C. Hudelson Putnam)

AGGE 191 X,A,B  Agriculture Field Studies  
Effective: Summer 2009  
Adopt  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU.  
General Education Status: Does not fulfill GE requirement.  
M/S/U to approve the NEW COURSE, AGGE 191 X,A,B, (C. Hudelson Putnam, K. Ennis)

CLDDV 126 C,D,E  Inclusion Special Needs Practicum  
Effective: Summer 2009  
Adopt  
Enrollment Restrictions: Maintaining (A) Satisfactory completion of ENGL 50, (C) Concurrent enrollment in or satisfactory completion of CLDDV 121, (P) Satisfactory completion of CLDDV 103 (or CLDDV 104 and CLDDV 105), (L) TB clearance required.  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU.  
General Education Status: Does not fulfill GE requirement.  
M/S/U to approve the NEW COURSE, CLDDV 126 C,D,E (C. Hudelson Putnam, K. Ennis)

CLDDV 127 B,C,D,E  Infant / Toddler Practicum  
Effective: Summer 2009  
Modify: Description, field trips, repetitions, restrictions, course goal, content, methods of instruction, methods of assessment, textbooks  
Enrollment Restrictions: Removing (P) Satisfactory completion of CLDDV 122. Requesting (C) Concurrent enrollment in or satisfactory completion of CLDDV 125. Maintaining (A) Satisfactory completion of ENGL 50, (L) TB clearance required.  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU.  
General Education Status: Does not fulfill GE requirement.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Effective</th>
<th>Modify</th>
<th>Enrollment Restrictions</th>
<th>Distance Education Status</th>
<th>Materials Fee Status</th>
<th>Articulation Status</th>
<th>General Education Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLDDV 128 B,C,D,E</td>
<td>Preschool Practicum</td>
<td>2,3,4,5</td>
<td>Summer 2009</td>
<td>Description, learning goals, content, methods of instruction, methods of assessment</td>
<td>Maintaining (A) Satisfactory completion of ENGL 50, (P) Satisfactory completion of CLDDV 101, (P) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105), (L) TB clearance required.</td>
<td>Not approved for Distance Education</td>
<td>No materials fee required.</td>
<td>Transfers to CSU.</td>
<td>Does not fulfill GE requirement.</td>
</tr>
<tr>
<td>CLDDV 150</td>
<td>Administration of Children's Programs</td>
<td>3</td>
<td>Summer 2009</td>
<td>Description, learning goals, textbooks</td>
<td>Maintaining (P) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105).</td>
<td>Requesting Online</td>
<td>No materials fee required.</td>
<td>Transfers to CSU.</td>
<td>Does not fulfill GE requirement.</td>
</tr>
<tr>
<td>CLDDV 151</td>
<td>Advanced Administration of Children's Pro</td>
<td>3</td>
<td>Summer 2009</td>
<td>Description, restrictions, content</td>
<td>Removing (P) Satisfactory completion of CLDDV 150. Maintaining (P) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105).</td>
<td>Not approved for Distance Education</td>
<td>No materials fee required.</td>
<td>Transfers to CSU.</td>
<td>Does not fulfill GE requirement. Pulled for discussion by D. Gilbert</td>
</tr>
<tr>
<td>CLDDV 154</td>
<td>Adult Relationship &amp; Mentoring in School</td>
<td>3</td>
<td>Summer 2009</td>
<td>Description, repetitions, content, methods of instruction, methods of assessment, textbooks</td>
<td>Maintaining (P) Satisfactory completion of CLDDV 101, (P) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105). Removal of CLDDV 150.</td>
<td>Not approved for Distance Education</td>
<td>No materials fee required.</td>
<td>Transfers to CSU.</td>
<td>Does not fulfill GE requirement.</td>
</tr>
</tbody>
</table>
M/S/U to approve MODIFICATIONS to CLDDV 154 (C. Hudelson Putnam, K. Ennis)

M/S/U to approve ENROLLMENT RESTRICTIONS for CLDDV 154 (P. Guerra Schmidt, K. Ennis)

ENGL 103  Adv Comp & Critical Thinking  3  177
Effective: Summer 2009
Modify: Modalities
Enrollment Restrictions: Maintaining (P) Satisfactory completion of ENGL 101.
Distance Education Status: Requesting Hybrid & Online
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area D.2, CSU-GE area A.3, IGETC area 1B.

M/S/U to approve ONLINE and HYBRID MODALITIES for ENGL 103 (P. Guerra Schmidt, J. Sola)
M/S/U to approve ENROLLMENT RESTRICTIONS for ENGL 103 (P. Guerra Schmidt, K. Ennis)

ESL 920  English at Work 1  0  195
Effective: Summer 2009
Modify: Discipline/number, repetitions, course goal, typical assignments, methods of instruction
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.

M/S/U to approve MODIFICATIONS to ENGL 920 (C. Hudelson Putnam, K. Ennis)

ESL 921  English at Work 2  0  227
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.

M/S/U to approve the NEW COURSE, ESL 921 (C. Hudelson Putnam, K. Ennis)

FAMLF 800  Parent Education  0  251
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.
Pulled for discussion by M.Garcia

M/S/U to approve the NEW COURSE, FAMLF 800 (P. Guerra Schmidt, L. Lanigan)

HUMSR 142  Introduction to Psychosocial Rehabilitation  3  265
Effective: Spring 2009 ( Expedited! )
Adopt
Enrollment Restrictions: None
Distance Education Status: Requesting Hybrid, Online, & Telecourse
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Requesting MJC-GE area B.

M/S/U to approve the NEW COURSE, HUMSR 142 (C. Hudelson Putnam, K. Ennis)
M/S/U to approve ONLINE, TELECOURSE and HYBRID MODALITIES for HUMSR 142 (P. Guerra Schmidt, J. Sola)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Catalog Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMSR 143</td>
<td>Psychosocial Rehabilitation Practice</td>
<td>3</td>
<td>281</td>
</tr>
<tr>
<td></td>
<td>Effective: Spring 2009 <em>(Expedited!)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adopt</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distance Education Status: Requesting Hybrid, Online, &amp; Telecourse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Requesting MJC-GE: B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to approve the NEW COURSE, HUMSR 143 (C. Hudelson Putnam, K. Ennis)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to approve ONLINE, TELECLASS and HYBRID MODALITIES for HUMSR 143 (P. Guerra Schmidt, J. Sola)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to place HUMSR 143 on MJC-GE:B (J. Daly, C. Hudelson Putnam)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to EXPEDITE APPROVAL for HUMSR 142 (C. Hudelson Putnam, M. Morales)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 10</td>
<td>Introduction to Math</td>
<td>4</td>
<td>299</td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Methods of assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distance Education Status: Requesting Teleclass</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Does not transfer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Does not fulfill GE requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to approve MODIFICATIONS to MATH 10 (C. Hudelson Putnam, K. Ennis)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to approve TELECLASS MODALITY for MATH 10 (P. Guerra Schmidt, J. Sola)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 20</td>
<td>Pre-Algebra</td>
<td>5</td>
<td>313</td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Units, methods of instruction, methods of assessment, textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining (P) Satisfactory completion of MATH 10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distance Education Status: Requesting Hybrid &amp; Teleclass</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Does not transfer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Does not fulfill GE requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to approve MODIFICATIONS to MATH 20 (C. Hudelson Putnam, K. Ennis)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to approve ENROLLMENT RESTRICTIONS for MATH 20 (P. Guerra Schmidt, K. Ennis)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to approve HYBRID and TELECLASS MODALITIES for MATH 20 (P. Guerra Schmidt, J. Sola)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>Applied College Algebra</td>
<td>3</td>
<td>341</td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Description, learning goals, content, methods of assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining (P) Satisfactory completion of MATH 90.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distance Education Status: Not approved for Distance Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Approved for MJC-GE area D.2, CSU-GE area B4, IGETC area 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to approve MODIFICATIONS to MATH 111 (C. Hudelson Putnam, K. Ennis)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U to approve ENROLLMENT RESTRICTIONS for MATH 111 (P. Guerra Schmidt, K. Ennis)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 134</td>
<td>Elementary Statistics</td>
<td>5</td>
<td>359</td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Description, learning goals, content, methods of assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enrollment Restrictions: Maintaining (P) Satisfactory completion of MATH 90.
Distance Education Status: Maintaining Teleclass. Removing Online
Materials Fee Status: Requesting fee of $16.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area D.2, CSU-GE area B4, IGETC area 2.

**M/S/U to approve MODIFICATIONS to MATH 134 (C. Hudelson Putnam, K. Ennis)**
**M/S/U to approve ENROLLMENT RESTRICTIONS for MATH 134 (P. Guerra Schmidt, K. Ennis)**
**M/S/U to approve TELECLASS MODALITY for MATH 134 and to remove the ONLINE modality (P. Guerra Schmidt, J. Sola)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Effective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 138</td>
<td>Calculus for Business &amp; Social Sciences</td>
<td>3</td>
<td>Winter 2009</td>
<td>Modify: Methods of assessment</td>
</tr>
</tbody>
</table>

Enrollment Restrictions: Maintaining (P) Satisfactory completion of MATH 90.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area D.2, CSU-GE area B4, IGETC area 2.

**M/S/U to approve MODIFICATIONS to MATH 138 (C. Hudelson Putnam, K. Ennis)**
**M/S/U to approve ENROLLMENT RESTRICTIONS for MATH 138 (P. Guerra Schmidt, K. Ennis)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Effective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDAST 354</td>
<td>Intermediate Medical Coding / ICD9CM</td>
<td>3</td>
<td>Fall 2008</td>
<td>Expedited!</td>
</tr>
</tbody>
</table>

Adopt
Enrollment Restrictions: Requesting (P) Satisfactory completion of MDAST 321, MDAST 352, MDAST 353.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.

**Pulled for discussion by M. Garcia**

**M/S/U to approve the NEW COURSE, MDAST 354 (C. Mulder, M. Garcia)**
**M/S/U to approve ENROLLMENT RESTRICTIONS for MDAST 354 (P. Guerra Schmidt, K. Ennis)**
**M/S/U to EXPEDITE APPROVAL for MDAST 354 (C. Hudelson Putnam, M. Morales)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Effective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 116</td>
<td>Football Team Play Concepts</td>
<td>2</td>
<td>Summer 2009</td>
<td>Modify: Description, grading, content, methods of instruction, methods of assessment</td>
</tr>
</tbody>
</table>

Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Does not fulfill GE requirement.

**PE 116, PE 137, PEC 180, PEVW 120 pulled for discussion by M. Garcia**

M. Garcia noted that the reports within the agenda show the courses as “not applicable to the associate degree.” Leadership confirmed that this malfunction is being addressed by CurricUNET. Confirmation was sought as to whether the course was transferable to UC. It was confirmed that it is transferable, and that the reports do not yet reflect that.

**M/S/U to approve MODIFICATIONS to PE 116 (J. Sola, K. Ennis)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Effective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEC 137</td>
<td>Indoor Rock Climbing</td>
<td>1</td>
<td>Summer 2009</td>
<td>Adopt</td>
</tr>
</tbody>
</table>

Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU. Requesting transfer to UC.
General Education Status: Requesting MJC Activities.

**PE 116, PE 137, PEC 180, PEVW 120 pulled for discussion by M.Garcia**
See comments for PE 116

**M/S/U to approve the NEW COURSE, PEC 137 (J. Sola, K. Ennis)**

**M/S/U to place PEC 137 on MJC-Activities (C. Mulder, J. Sola)**

---

**PEC 180** Advanced Judo
Effect: Summer 2009
Adopt
Enrollment Restrictions: Requesting (A) Satisfactory completion of PEC 165A or PEW 167A or demonstrate competencies.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU. Requesting transfer to UC.
General Education Status: Requesting MJC Activities.

**PE 116, PE 137, PEC 180, PEVW 120 pulled for discussion by M.Garcia**
See comments for PE 116

**M/S/U to approve the NEW COURSE, PEC 180 (J. Sola, K. Ennis)**

**M/S/U to approve ENROLLMENT RESTRICTIONS for PEC 180 (P. Guerra Schmidt, K. Ennis)**

**M/S/U to place PEC 180 on MJC-Activities (C. Mulder, J. Sola)**

---

**PEC 841** Fitness for Life
Effect: Summer 2009
Modify: Description, learning goals, content, typical assignments
Enrollment Restrictions: None.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.

Questions arose as to whether non-credit courses require stand-alone approval. M. Adams mentioned they do not, because non-credit falls into other approval processes.

**M/S/U to approve MODIFICATIONS to PEC 841 (C. Hudelson Putnam, K. Ennis)**

---

**PEVW 120** Women's Varsity Softball
Effect: Summer 2009
Modify: Course goal, learning goals, content, methods of instruction, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC Activities.

**PE 116, PE 137, PEC 180, PEVW 120 pulled for discussion by M.Garcia**
See comments for PE 116

**M/S/U to approve MODIFICATIONS to PEVW 120 (J. Sola, K. Ennis)**

---

**PHILO 135** Environmental Ethics
Effect: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Requesting Hybrid
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU. Requesting UC transferability.
General Education Status: Requesting MJC-GE area C, CSU-GE area C.2, IGETC area 3B.  

Pulled for discussion by M. Garcia  
Concern about the number of completions allowed and the requisite skills. The committee discussed the requisite skills and commented that they were valid skills, but not linked with an enrollment restriction. B. Anelli mentioned that he may determine a different way to offer the course as repeatable, and was agreeable to the requisite skills being struck.  

M/S/U to approve the NEW COURSE, PHILO 135 with a friendly amendment that there will be revisions to the number of completions allowed (zero) and to delete requisite skills, PHILO 135 (K. Ennis, E. Maki)  
M/S/U to approve HYBRID MODALITY for PHILO 135 (P. Guerra Schmidt, J. Sola)  
M/S/U to place PHILO 135 on MJC-GE:C, and to pursue external approvals for CSU-GE:C.2 and, IGETC:3B (J. Daly, C. Hudelson Putnam)  

RATV 143 Non-Linear Video Editing  
Effective: Summer 2009  
Adopt  
Enrollment Restrictions: (A) Basic computer skills.  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU.  
General Education Status: Requesting CSU-GE area C.1.  

Pulled for discussion by M. Garcia  
M. Garcia noted the advisory within the reports, and the fact that the agenda cover sheet did not reflect the advisory. L. Senechal agreed that it needed correction and would be reflected in the minutes. Another member sought clarification as to what the process is for consultation between divisions when the subject matter is being taught in other divisions, and if CurricUNET would have the feature built into CurricuWeb. B. Adams confirmed MJC has requested that feature in CurricUNET. B. Adams added that – because of the current limitations of CurricUNET – that the committee is relying on collegiality between faculty members in instances like this.  

M/S/U to approve the NEW COURSE, RATV 143 (K. Ennis, E. Maki)  
M/S/U to approve ENROLLMENT RESTRICTIONS for RATV 143 (P. Guerra Schmidt, K. Ennis)  
M/S/U to pursue external approval for CSU-GE:C1 (C. Mulder, J. Sola)  

SPCOM 106 Group & Organizational Communication  
Effective: Summer 2009  
Modify: Transferability  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU. Requesting transfer to UC.  
General Education Status: Approved for MJC-GE area D.2.  
M/S/U to approve MODIFICATIONS to SPCOM 106 (C. Hudelson Putnam, K. Ennis)  

V. PROGRAMS  

CLLDV Matrix  

EW PROGRAM  
SKILLS RECOGNITION IN PSYCHOSOCIAL REHABILITATION  
M/S/U to approve MODIFICATIONS to SPCOM 106 (G. Boodrookas, C. Hudelson Putnam)  

VI. UNFINISHED BUSINESS  

1. AP Grid, Revisions to R. Cranley 525
R. Cranley asked that the grid be brought back to the committee at the November 18, 2008 meeting because a number of changes need to take place. M/S/U to postpone review and approval of the AP Grid until November 18, 2008 where it will be Item 1 on Unfinished Business (M. Morales, K. Ennis)

2. Title 5 Compliance Progress

a. Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards K. Walters Dunlap 527
   K. Walters Dunlap informed the committee that many Certificate of Achievement applications were returned to MJC from the System Office, because they were reportedly missing elements. The deans now have these applications and are working with the faculty to find this information. There are concerns that information that was sent to the office got lost somewhere in the process.

b. Broadness of Degrees – Revised Deadlines and Instructions B. Sanders
   No Report

c. Areas of Emphasis B. Sanders
   No Report

d. AOEs and Production of 08-09 Addendum L. Senechal
   L. Senechal reported that the Addendum has been created and forwarded to webmaster Brian Hill, who should post it on www.mjc.edu/catalog before Friday, since the goal is to have it posted by the Accreditation site visit, Friday, November 7.

3. CurricUNET Trainings B. Adams
   B. Adams is trying to establish a training on a Wednesday or Thursday afternoon training for faculty. B. Sanders is going to attempt conducting a training for Science, Math and Engineering faculty. B. Adams will set up Founders Hall 154, on the days specified, and will send an email to representatives announcing the training date.

4. Granting of Credit for Courses Taken at Institutions of Higher Learning Outside the United States S. Agostini 535
   (Motion: Accept the proposed draft with some changes. (S. Agostini, K. Ennis)

   More students are presenting coursework from foreign colleges and universities. MJC has no process in place for processing the foreign coursework. When students bring a high volume of foreign units, they are calculated as GENX - or generic units - which aren’t associated with a particular MJC course. This approach implies that the student has completed X number of units of lower-division coursework. When these students talk to a counselor or apply for graduation very few of those units are ever equated with a specific MJC course that applies toward specific graduation, certificate or transfer requirements. To this effect, we hurt students.

   Students occasionally insist that a course on the foreign transcript is equivalent to a course at MJC. To validate this, the student must go to the division and request a course substitution. In that case, the student doesn’t have much evidence to present about the foreign course. Over the summer, B. Adams, R. Cranley, M. Garcia, M. Robles, and S. Agostini, evaluated other college policies designed to deal with this issue.

   Should we evaluate a new student’s foreign transcript, or wait until the student has progressed in the YCCD curriculum with a C average or higher? This particular approach would be very time consuming for many at MJC. Evaluations can only evaluate GENX coursework, and must leave the role of evaluating the equivalency of the course to faculty experts. It is thought that it would be beneficial to wait until the student has progressed in the curriculum to before investing in any sort of evaluation.

   Many recognize that transcript/foreign curriculum evaluation could be problematic without having evidence that the student will persist at MJC. One member, however, noted that policy limiting transcript evaluations to those who have persisted to 12 units or higher, would present obstacles for students who only come to MJC to fill a specific prerequisite requirement. It was suggested that an exception be made in those instances where prerequisite completion is the goal. It was also noted that there are numerous attempts for course substitutions from a foreign transcript, and that foreign transcripts are significantly different from American transcripts. They are also written in a foreign language making
them almost impossible for many to evaluate. MJC requires that students pay a service provider to have foreign transcripts translated. This policy will be revised and placed in the next agenda for the purpose of the record.

M. Garcia recommended that the policy be revised to acknowledge that “courses taken outside the US may not use courses to substitute for Reading, Writing, and Oral Communication requirements.”

MISU: to accept as academic policy the document dated May 19, 2008, “CREDIT FOR COURSES TAKEN AT INSTITUTIONS OF HIGHER LEARNING OUTSIDE THE UNITED STATES” (S. Agostini, K. Ennis),

- with the friendly amendment to add “an exception to the 12-unit requirement will be made if the student needs the course to meet a prerequisite” (S. Agostini)
- with the friendly amendment to change the word “challenge” to “petition” in Section 3.2.A (P. Guerra-Schmidt)
- with the friendly amendment students may petition this requirement (Section 3.2.A) if the student completed the course in English speaking countries such as, The United Kingdom, Australia, Canada. (S. Agostini)

5. Revised outlines needed to reflect articulation correspondence: B. Sanders
   a. EASCI 162
   b. METEO 161

R Cranley noted that these courses did not reflect lab content, and that these courses should be brought back through the curriculum process.

6. Educational Requirements Committee K. Walters Dunlap

   (This item postponed definitely)

   It was noted that this item should be struck from the agenda, with the understanding that K. Walters Dunlap will bring this back before the committee at a later date.

ASCCC: Course Outline of Record: A Curriculum Reference Guide B. Adams

Course Outline Language & Elements

Motion: That the committee accept the revised course outline language & elements proposed in the agenda (B. Adams, A. Peek)

The ASCCC has provided new recommendations on structure and elements within course outline of record in the publication, Course Outline of Record: A Curriculum Reference Guide, or “Mustard Copy.” Many at MJC are currently confused between student learning goals, assessment, and quantity and quality. B. Adams has proposed that MJC’s course outline be modeled after the recommendations of the Mustard Copy, with the addition of some other elements currently in use at MJC. She asked the committee, “Do we want to follow the recommendations of the Mustard Copy?” There was lively discussion. There was praise for the Mustard Copy as a resource, and it was noted that we need to devise a consistent terminology in whatever we decide to do for the benefit of the end-user of the outline and the CurricUNET system.

Amendment to the Motion: That the proposed outline elements be accepted by the committee with the category OVERALL STUDENT LEARNING OUTCOME, be revised to read EXPECTED STUDENT LEARNING OUTCOMES

A. Peek explained that, like the course goal, outcomes are what the student is supposed to do as a result of mastery of the objectives, what they can do as a whole with the discrete objectives listed on the outline. B. Adams commented that she liked the idea of keeping EXPECTED COURSE STUDENT LEARNING OUTCOME.

B. Adams, as a point of information, clarified that this discussion had now combined Old Business items 7 and number 8 on this agenda. It was pointed out that it is easier for faculty to understand the course outline context if we include the word “course.” It was clarified that CurricUNET currently reads the prompt, “Overall Course Goal.” Concern was expressed about the implications of changing the language to “Overall Student Learning Outcomes” in that it gives the perception that we are asking faculty to put their student learning outcomes onto the course outline. A. Peek brought a
letter from J. Sahlman, Academic Senate president, which was a statement in support of placing Student Learning Outcomes on the course outline of record. B. Adams, as a point of information, informed the committee that the Mustard Copy does not make a recommendation about placement of SLOs on the course outline, and reported that 50% approve placing SLOs on the outline, and 50% do not. She also expressed concern that voting to approve placing SLOs on the course outline without comprehensive college-wide discussion would be problematic. A. Peek read from a document from the Curriculum Institute, detailing the pros and cons of including SLOs. She added that changes to SLOs do not necessarily mean that a course must go through the curriculum review process again to be revised. B. Adams commented that, if the course outline is changed as result of changing one component (SLOs), she would want to see the course would need to go before the committee for review.

Amendment to the Motion: That the proposed outline elements be accepted by the committee with the category OVERALL STUDENT LEARNING OUTCOME, be revised to read EXPECTED STUDENT LEARNING OUTCOMES M/S/F 1 Aye, 14 Nays.

Clarification was sought on the original language, which B. Adams clarified was the original language “Overall Course Student Learning Outcome.”

Original Motion: That the committee accept the revised course outline language & elements (which includes the category Overall Course Student Learning Outcome (B. Adams, A. Peek)

Amendment to the Motion: That the committee accept the revised course outline language and elements, by striking the proposed revision “Overall Course Student Learning Outcome” and changing it back to Overall Course Goal. (C. Hudelson Putnam.)

K. Walters Dunlap asked where SLOs are being housed now if not on the outline? Multiple members commented that syllabi and other locations house them. A. Peek commented that - without SLOs on the course outline - there would be no need to purchase the program review module of CurricUNET. K. Walters Dunlap commented that, since this may affect Accreditation, it may be a good idea to table this discussion until we determine how this decision will affect our Institutional Effectiveness Report. It was mentioned that it should go to a wider faculty audience to make decisions.

M. Adams sought clarification on the implications of not putting SLOs into CurricUNET. He asked what the negative outcomes would be. It was shared that MJC has purchased a program review module which will house outcomes, and that we will not be able to use it to that purpose. K. Walters Dunlap clarified that it is not just the software program, but the ability to regularly record, evaluate and respond to our outcomes each semester. She added that, without a tool, we will not be demonstrating to the accreditors that we are making changes to how we do business at MJC.

It was asked if CurricUNET could generate an addendum which includes the SLOs. B. Adams commented that she believed it could. A. Peek asked why we would not want it on the course outline of record? M. Adams commented the reason may be analogous to why we do not include Distance Education, in that it may have negative impacts.

It was asked what changes are urgent and must be taken care of now, and clarified that the issue of SLOs are not settled yet. B. Adams clarified her goal of she wanting to expediently address issues with much of the course outline language in CurricUNET.

C. Mulder asked for clarification on the Senate’s position because the committee has not been informed on its position, despite the letter from the Academic Senate president. K. Walters Dunlap mentioned it was acceptable to

**MEETING ADJOURNED at 5:02 PM**
VI. NEW BUSINESS

1. Satisfying the Guidance requirement  M. Garcia
2. Distance Education Workgroup  M. Adams
3. Technical Review Committee Members  B. Adams
4. Multiple Degrees/Awards  S. Agostini
5. Minimum Requirements for the Associate’s Degree  B. Adams/R. Cranley  539
6. Enforcement of Prerequisites in Datatel  S. Agostini/L. Senechal

VII. TASK FORCES

1. Special Topics, Experimental, Independent, Work-Experience Committee  B. Adams
2. CurricUNET Implementation Committee Update  B. Sanders

VIII. PUBLIC COMMENT
DATE: October 29, 2008

TO: MJC Curriculum Committee

FROM: Rob Stevenson, Art Department

RE: Art 124

Dear Curriculum Committee Members:

The Art Department faculty respectfully request committee approval of the removal of ART 124 from the MJC Activities area. Art faculty made this decision after collegial discussion.

Thank you for your consideration.
I. DIVISION: Arts, Humanities & Communications   DIV./DEPT. NO: 21/1000

PREFIX/NO.: ART 124   COURSE TITLE: Color and Design 1

Formerly listed as:   Date Changed:

II. ALSO OFFERED AS:

Div:   Prefix/No.:   Title:

Div:   Prefix/No.:   Title:

III. COURSE INFORMATION:

Units: 3 or Variable Units: ☐ X=1/2 unit ☐ A=1 unit ☐ B=2 units ☐ C=3 units ☐ D=4 units
Total Hours: Lecture: 26.5   Lab: 78.5   Other: ______________

Explain Other hours:

Transfer Credit:   CSU – ☑ UC – ☑ CAN – ART 14

General Ed: (Approved) AA/AS Area:   CSU GE Area: C.1   IGETC Area: ______________

Offered Only: Fall – ☐ Spring – ☐ Summer – ☐ Eve – ☐ Not offered every semester – ☐

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:

(Please check all that apply and list below. Also attach appropriate documentation forms)

Prerequisite (P) – ☐ Corequisite (C) – ☐ Recommended for Success (R) – ☑ Limitation on Enrollment (L) – ☐

(R) ART 120 or previous drawing experience

V. CATALOG DESCRIPTION:

Design principles and color theory. Problems in two dimensional form using various media.

VI. FIELD TRIPS REQUIRED?   Yes ☐ No ☐ Maybe ☑

VII. GRADING:   A-F Only ☐ CR/NC Only ☐ CR/NC Option ☑ Non-Graded ☐

VIII. REPEAT PROCEDURES: Credit: No ☑ *Yes ☐ Maximum Completions: _____ Maximum Units: _____

Non-Credit: No ☐ Yes ☐ Maximum Completions: _____

*(If course is repeatable ,attach a memo with the appropriate justification )

IX. EXPLAIN FEE REQUIRED:
X.  PREREQUISITE SKILLS  
Before entering the course, the student will be able to:

XI.  OBJECTIVES (Expected outcomes for students)  
Upon successful completion of the course, the student will be able to:

A.  Identify and describe the role of each of the elements of art and principles of organization in two dimensional art.
B.  Apply these elements and principles in solving various visual problems.
C.  Analyze and discuss how the composition and form of any work of fine or applied art convey content or provide function.*
D.  Identify and analyze the use of color and color schemes in any artwork or setting.*
E.  Demonstrate an understanding of the additive and subtractive primary color systems through discussion and in mixing of pigments.
F.  Identify and discuss the use of and difference between symbolic color and emotional/psychological color in any work of fine or applied art.*
G.  Demonstrate the use of appropriate tools and materials for solving visual problems.
H.  Examine and review the strengths and weaknesses of fellow student’s designs
I.  Apply the principles of color theory to any related course the student might take: the Fine Arts, Computer Graphics, Graphic Design, Illustration, Photography, Interior or Fashion design.

XII.  CONTENT  

A.  The content of this course can be broken down into three different categories of information; the Elements of Art, Compositional Principles, and Presentation and Media. They will be addressed in an overlapping fashion through a combination of lecture, reading, group discussion, individual projects, and group critique. The scope of the class should cover the art history, modern art, and the applied arts*

B.  The Elements of Art
   1.  Line.
      a.  Types of line*
      b.  Line and value*
      c.  Line character*
      d.  Implied/subjective lines*
   2.  Shape
      a.  Geometric, organic, irregular and rectilinear shapes*
      b.  Positive and negative shapes/space*
      c.  Implied shapes and visual grouping*
   3.  Value
      a.  Value scales and value structure
      b.  Value and representation*
      c.  Value’s role in expression and mood*

* = Multi-cultural objective or content item  Rev 5/2002
ART 124  Color and Design 1

4. Texture
   a. Simulated, actual, and invented texture*

5. Color
   a. Color theory
      1. The spectrum and the physics of color
      2. The additive system, subtractive system, and process colors
      3. Traditional and industry based color wheels/systems
      4. The properties of color; hue, value and intensity
      5. Simultaneous contrast
      6. Color mixing
   b. Color and expression
      1. The history of color*
      2. Symbolic and psychological color*

C. Compositional Principles
   1. The components of Art: subject, form and content*
   2. Harmony and variety*
      a. Rhythm, repetition, and pattern*
   3. Balance*
      a. Symmetrical, asymmetric, and radial*
   4. Dominance*
   5. Movement*
   6. Scale and proportion*
   7. Economy*
   8. Space
      a. Decorative, shallow, and infinite space*
      b. History of spatial traditions*
      c. Intuitive space*
   9. Organic unity*

D. Presentation and Media
   1. Craftsmanship
   2. Format and the conventions of matting
   3. Demonstration of the use of traditional design materials

* = Multi-cultural objective or content item
ART 124  Color and Design 1

XIII. TEACHING METHODS
A. Methods to achieve course objectives:
   1. Related material will be presented through designated class lecture and studio demonstration
   2. 35mm slides or digital images will augment lectures
   3. Discussion, individual and group critiques
   4. Assigned readings
   5. Continual research in sketchbook

B. Typical assignments used in achieving learner independence and critical thinking:
   1. Collage portrait. Students will break down a human face into interlocking shapes of value, replacing them with found text. Students will need to use judgment in matching values, and in creating the appearance of volume through the direction of the text.
   2. Throughout the semester students are asked to keep a sketchbook journal. Entries can either be preliminary design ideas, work on related visual problems, notes, or examples of design principles found in the work of others. Keeping all of these ideas in one place also encourages students to see connections between what they are learning, and the use of this knowledge by established artists and professionals.

XIV. TEXTBOOKS AND OTHER READINGS  (Typical)
A. Required texts:

B. Other readings:

XV. SPECIAL STUDENT MATERIALS  (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS
A. 8-10 assignments are presented for evaluation throughout the semester term. The following criteria is used for evaluation
   1. Evidence of learning through increased competence in visual skills, tools and materials manipulation
   2. Creative involvement through personal interpretation
   3. Participation in group discussions
   4. Presentation of each individual assignment

B. A written examination at the end of each unit
C. A final written examination and/or performance examination to demonstrate competence in color application

* = Multi-cultural objective or content item

Rev 5/2002

Curriculum Committee Agenda  6
November 18, 2008
Rationale for Course Action
State mandates require a course title change and materials fees.

Transfer and GE Status

Course Data Elements
Credit Type: Requested  Credit Sub-Type: Requested
TOP Code: 2133.00  SAM Code: C  State Classification: I
Open Entry/Open Exit: No  Work Experience: Occupational

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSCI-352</td>
<td>Lecture</td>
<td>18.00</td>
<td>5.88%</td>
<td></td>
</tr>
<tr>
<td>FSCI-352</td>
<td>Lab</td>
<td>54.00</td>
<td>17.65%</td>
<td></td>
</tr>
<tr>
<td>FSCI-352</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>72</td>
<td>23.53%</td>
<td></td>
</tr>
</tbody>
</table>

Material Fees

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Fee</td>
<td>1</td>
<td>$80</td>
</tr>
<tr>
<td>CA State Student Manual</td>
<td>1</td>
<td>$20</td>
</tr>
</tbody>
</table>

These materials are related to the Student Learning Goals for the course because:
Student manual has the occupational analysis in it, which list all the jobs and tasks for a fire fighter.

These items have continuing value because:
The materials in Training Instructor 1A will be used as reference for the rest of the Training Instructor series of classes all the way the Master Fire Training Instructor.

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
State Fire Training has mandated the fees be paid though the college.

Enrollment Restrictions & Advisories

Prerequisite: FSCI 301
I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

FSCI-352 Training Instructor 1A  
2 Units

**Formerly listed as:** FSCI - 352: Fire Instructor 1A  
**Prerequisite:** Satisfactory completion of FSCI 301 with a minimum grade of C or better  
**Materials Fee Required**

Designed to provide the prospective or active fire company officer with a variety of methods and techniques for training fire service personnel in accordance with latest concepts in vocational education. Emphasizes teaching technical lessons, evaluating teaching and learning efficiency and the application of principles of learning through practice teaching demonstrations. Materials fee required. Course is not repeatable. Field trips are not required. Course is applicable to the associate degree.

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   1. Reasons for Fire Instructor training
      1. Instructional terms

   2. Types of learning
      1. Cognitive (Knowledge) Learning
      2. Psychomotor (Skill) Learning
      3. Affective (Attitude) Learning
      4. Psychology of learning

   3. Definitions/Descriptions
      1. Occupational analysis in course development
      2. Procedures to complete a job breakdown
      3. Introduction of levels of instruction

   4. Fitting into the organization
      1. Company officer, the vital link
      2. Learning the principles of organization
3. Understanding fire service organizational structure

2. **Required Lab Content**:

1. Demonstrate the Procedures
   1. Constructing behavioral objectives
   2. Constructing manipulative lesson plans
   3. Developing a course outline

2. Discussion of Impacts
   1. Equal employment opportunity legislation
   2. Affirmative action legislation
   3. Diversity issues
   4. Sexual discrimination

3. Teaching Demonstrations
   1. Course development
   2. Four step method of instruction
   3. Manipulative lesson plan delivery
   4. Job breakdown
   5. Evaluation

3. **Recommended Content**:

[C@9b3b3f

B. **Enrollment Restrictions**

1. **Prerequisites**
   - FSCI 301 with a minimum grade of C or better

2. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   Identify terminology specific to the fire service occupation. Explain fire service organization structure and its relationship to national, state and local government. Identify the specialties within the fire service occupation. Identify the basic concepts of fire behavior, chemistry and extinguishment. Describe the role of education and certification programs. Identify laws, occupational standards and minimum qualifications related to the fire service.
C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>18.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Lab</td>
<td>54.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

a. Course material is presented through class lecture, visual aids and teaching demonstrations.

b. Additional studies will be required from technical manuals and textbooks.

c. Instructor gives practical exercises and student activities to prepare the student to construct and deliver a manipulative (hands-on) teaching lessons.

d. Instructor uses group discussions to gain feedback from students about subject matter and to gauge student progress.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)

   1. Students must develop course outlines, job breakdowns and manipulative lesson plans throughout the course of instruction.

   2. Develop and deliver two lesson plans using manipulative skills for the lesson.

   3. Students will develop a course of instruction.

   4. Students will conduct two teaching demonstrations per term, including the following:

      1. Course outlines

      2. The four step method of instruction

      3. Manipulative lesson plan delivery

      4. Job breakdown sheets

      5. Student evaluation sheets

2. **EVIDENCE OF CRITICAL THINKING**

   Assignments require the appropriate level of critical thinking

   1. Students must develop course outlines, job breakdowns and manipulative lesson plans throughout the course of instruction.

   2. Develop and deliver two lesson plans using manipulative skills for the lesson.

   3. Students will develop a course of instruction.

   4. Students will conduct two teaching demonstrations per term, including the following:

      1. Course outlines
2. The four step method of instruction
3. Manipulative lesson plan delivery
4. Job breakdown sheets
5. Student evaluation sheets

F. TEXTS AND OTHER READINGS (TYPICAL)

1. None. California State Fire Training Student Manual. IFSTA

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to plan and conduct manipulative lessons training for fire service personnel according to California State Fire Training standards. Students will be able to evaluate the training standards and performance standards set forth by the National Fire Protection Association.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

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

a. Analyze training need for Fire Departments and students. FORMATIVE ASSESSMENT
   1. Quizzes given weekly
   2. Evaluation of weekly assignment, e.g., Occupational Analysis
   3. Evaluation of lesson plans and job breakdowns
   
   SUMMATIVE ASSESSMENT
   1. Evaluations of two 15-minute manipulative (hand-on) teaching demonstrations

b. Analyze the California Fire Services occupational analysis. FORMATIVE ASSESSMENT
   1. Quizzes given weekly
   2. Evaluation of weekly assignment, e.g., Occupational Analysis
   3. Evaluation of lesson plans and job breakdowns
   
   SUMMATIVE ASSESSMENT
   1. Evaluations of two 15-minute manipulative (hand-on) teaching demonstrations

   c. Validate the IFSTA 500 Competencies. FORMATIVE ASSESSMENT
      1. Quizzes given weekly
      2. Evaluation of weekly assignment, e.g., Occupational Analysis
3. Class discussion on fire service training

SUMMATIVE ASSESSMENT

1. California State Fire Training course final exam
2. Evaluations of two 15-minute manipulative (hand-on) teaching demonstrations

d. Design and write behavioral objectives. FORMATIVE ASSESSMENT

1. Quizzes given weekly
2. Evaluation of weekly assignment, e.g., Occupational Analysis

SUMMATIVE ASSESSMENT

1. California State Fire Training course final exam

e. Develop course outlines. FORMATIVE ASSESSMENT

1. Review of course outlines

SUMMATIVE ASSESSMENT

1. Evaluation of final course development

f. Develop manipulative (hands-on) lesson plans. FORMATIVE ASSESSMENT

1. Evaluation of lesson plans and job breakdowns

SUMMATIVE ASSESSMENT

1. Evaluations of two 15-minute manipulative (hand-on) teaching demonstrations

g. Choose instructional material for manipulative (hands-on) student teaching demonstrations. FORMATIVE ASSESSMENT

1. Evaluation of lesson plans and job breakdowns

SUMMATIVE ASSESSMENT

1. Evaluations of two 15-minute manipulative (hand-on) teaching demonstrations

h. Develop comprehensive testing tools for manipulative (hands-on) skills. FORMATIVE ASSESSMENT

1. Evaluation of lesson plans and job breakdowns

SUMMATIVE ASSESSMENT

1. Evaluations of two 15-minute manipulative (hand-on) teaching demonstrations

i. Evaluate student learner outcomes. FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

1. Evaluation of final course development

j. Evaluate the manipulative (hands-on) instructional processes. FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT
1. Evaluation of final course development

2. **Lab Learning Goals**
   *Upon satisfactory completion of the lab portion of this course, the student will be able to:*
   
a. Present 15-minute manipulative (hands-on) teaching demonstrations.
   
b. Develop course outlines.

3. **Recommended Learning Goals**
   *Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*
   
a. Breakdown the Occupational Analysis
      
      **FORMATIVE ASSESSMENT**
      
      1. Evaluation of weekly assignment, e.g., Occupational Analysis
      2. Evaluation of lesson plans and job breakdowns
      
      **SUMMATIVE ASSESSMENT**
      
b. Units
      
      **FORMATIVE ASSESSMENT**
      
      1. Evaluation of weekly assignment, e.g., Occupational Analysis
      2. Evaluation of lesson plans and job breakdowns
      
      **SUMMATIVE ASSESSMENT**
      
c. Tasks
      
      **FORMATIVE ASSESSMENT**
      
      1. Evaluation of weekly assignment, e.g., Occupational Analysis
      2. Evaluation of lesson plans and job breakdowns
      
      **SUMMATIVE ASSESSMENT**
      
d. Jobs
      
      **FORMATIVE ASSESSMENT**
      
      1. Evaluation of weekly assignment, e.g., Occupational Analysis
      2. Evaluation of lesson plans and job breakdowns
      
      **SUMMATIVE ASSESSMENT**
      
e. Identify and differentiate between the three Levels of Learning
      
      **FORMATIVE ASSESSMENT**
      
      1. Quizzes given weekly
      
      **SUMMATIVE ASSESSMENT**
      
      1. California State Fire Training course final exam
      
   f. Level 1: Basic Knowledge
      
      **FORMATIVE ASSESSMENT**
      
      1. Quizzes given weekly
      
      **SUMMATIVE ASSESSMENT**
      
      1. California State Fire Training course final exam
Materials Fee:

Yes:

<table>
<thead>
<tr>
<th>Item</th>
<th>Qty</th>
<th>Price</th>
<th>SubTtl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Fee</td>
<td>1</td>
<td>80.00</td>
<td>80.00</td>
</tr>
<tr>
<td>CA State Student Manual</td>
<td>1</td>
<td>20.00</td>
<td>20.00</td>
</tr>
</tbody>
</table>

Total: 100.00

1) Explain how these materials are related to the Student Learning Goals for the course.
   - Student manual has the occupational analysis in it, which list all the jobs and tasks for a fire fighter.

2) Explain how the materials have continuing value outside the classroom.
   - The materials in Training Instructor 1A will be used as reference for the rest of the Training Instructor series of classes all the way the Master Fire Training Instructor.

3) Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district’s actual cost?
   - Yes:

4) If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
   - State Fire Training has mandated the fees be paid through the college.
<table>
<thead>
<tr>
<th>Expedited Approval Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What effective date are you requesting?</strong></td>
</tr>
<tr>
<td><strong>Why are you requesting expedited approval?</strong></td>
</tr>
</tbody>
</table>
GEOG 104 - California Geography  
3 Units

Action Type: Course Revision Minor
Effective:
Primary Author: Cecelia Hudelson-Putnam
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - D5 Requested
IGETC Category: IGETC - 4E Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 2206.00  SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG-104</td>
<td>Lecture</td>
<td>54.00</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>GEOG-104</td>
<td>Lab</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>GEOG-104</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>54</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Material Fees

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
Enrollment Restrictions & Advisories

Recommended for success: ENGL 101
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

GEOG-104 California Geography
Formerly listed as: GEOG - 104: Ca Geography
Introduction to California's unique geography; examining political, economic, cultural, physical, and historical processes and characteristics. Course is not repeatable. Field trips might be required. Course is applicable to the associate degree. General Education:
CSU-GE - D5
IGETC Category: IGETC - 4E

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

A. Geographical Methodology
1. Core-periphery relationship
2. Site and Situation
3. Distance Decay and spatial analysis
4. Sequent occupance, cultural layering
5. Man-land relationships
6. Areal functional zonation

B. California Regions
1. The San Francisco Bay Area
2. Coastal Communities
3. The Central Valley
4. The Southern Coast
5. The Southern Desert
6. Sierras
7. North Coast Ranges
8. Northeast California

C. California's Physical Environment
1. Climates
2. Water Resources
3. Soils
4. Biomes
5. Tectonics
6. Degradation process

D. California's Historical Development
1. Immigration
2. Resources
3. Religious patterns, ethnic clusters
4. War
5. The role of education

E. California's Economic Development
1. Population dynamics
2. Agricultural development
3. Economic activities
4. Industrialization
5. Urbanization
6. High-tech growth
7. Peripheral Communities
F. Politics within California
   1. Government structure
   2. Redistricting
   3. Interest groups
   4. Infrastructural development and planning
   5. Historical debates and current issues
G. California's Cultural Diversity
   1. Ethnic patterns
   2. Cultural layering
   3. Historical imprints on the landscape
   4. Mobility
   5. Discrimination and barriers to participation

B. ENROLLMENT RESTRICTIONS

C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

a. Lecture, discussion, group activities, reading, writing, mapping activities, observational exercises and online projects
b. Maps, slides, videos, films, and websites related to course materials
c. Observational and writing assignments emphasizing descriptive, analytical and evaluative skills demonstrating use of geographical forms of presentation
d. Role-situation simulations including teaching and personal experience extension to incorporate objectivity and culturally diverse perceptions

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

- weekly reading assignments
- weekly mapping and writing assignments
- weekly internet search activities
- preparation for in-class essays and mapping assignments

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

- weekly reading assignments
- weekly mapping and writing assignments
weekly internet search activities
preparation for in-class essays and mapping assignments

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to describe the physical, cultural, economic, and historical processes which contribute to California's unique geography.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Describe the geographical uniqueness of California; locally, nationally, and globally.

   FORMATIVE ASSESSMENT

   1. Essays, multiple choice, matching
   2. term paper, student presentation
   3. map assignments
   4. landscape and photo analysis

   SUMMATIVE ASSESSMENT

   1. Essays, multiple choice, matching
   2. Term paper, student presentations
   3. Map assignments
   4. landscape and photo analysis

   b. Identify and describe the major geographic regions within California. FORMATIVE ASSESSMENT

   1. Essays, multiple choice, matching
   2. term paper, student presentation
   3. map assignments
   4. landscape and photo analysis

   SUMMATIVE ASSESSMENT

   1. Term paper, student presentations
   2. Map assignments
   3. landscape and photo analysis
c. Define and locate California’s dominant economic activities. FORMATIVE ASSESSMENT
   1. Essays, multiple choice, matching
   2. Term paper, student presentation
   3. Map assignments
   4. Landscape and photo analysis

SUMMATIVE ASSESSMENT
   1. Essays, multiple choice, matching
   2. Term paper, student presentation
   3. Map assignments
   4. Landscape and photo analysis

d. Assess the economic role played by the state of California in national and global contexts. FORMATIVE ASSESSMENT
   1. Essays, multiple choice, matching
   2. Term paper, student presentation

SUMMATIVE ASSESSMENT
   1. Essays, multiple choice, matching
   2. Term paper, student presentation

e. Describe the rich cultural landscape of California, identifying contributions of diverse cultural groups, and assessing discrimination caused by economic, locational, political and cultural structures. FORMATIVE ASSESSMENT
   1. Essays, multiple choice, matching
   2. Term paper, student presentation
   3. Map assignments
   4. Landscape and photo analysis

SUMMATIVE ASSESSMENT
   1. Essays, multiple choice, matching
   2. Term paper, student presentation
   3. Map assignments
   4. Landscape and photo analysis

f. Describe push-pull factors stimulating migration to California, assessing the affect of waves of immigration to California. FORMATIVE ASSESSMENT
   1. Essays, multiple choice, matching
   2. Term paper, student presentation
   3. Map assignments
4. landscape and photo analysis

SUMMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentations
3. Map assignments
4. Landscape and photo analysis

g. Analyze and assess urban processes stimulating settlement and growth in California. FORMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentation
3. Map assignments
4. Landscape and photo analysis

SUMMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentations
3. Map assignments
4. Landscape and photo analysis

h. Describe the historical and current agricultural practices utilized in California. FORMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentation
3. Map assignments
4. Landscape and photo analysis

SUMMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentations
3. Map assignments
4. Landscape and photo analysis

i. Identify and locate the resource base for California’s economy; water, energy, minerals, soils, and labor supplies. FORMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentation
3. Map assignments
4. Landscape and photo analysis
SUMMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentations
3. Map assignments
4. Landscape and photo analysis

j. Assess the dominant transport and communication infrastructure within California.

FORMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentation
3. Map assignments
4. Landscape and photo analysis

SUMMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentations
3. Map assignments
4. Landscape and photo analysis

k. Identify current conflict within California, and propose alternatives to these problems.

FORMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentation
3. Map assignments
4. Landscape and photo analysis

SUMMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentations
3. Map assignments
4. Landscape and photo analysis

l. Describe geologic and atmospheric processes which shape California landscapes.

FORMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Term paper, student presentation
3. Map assignments
4. Landscape and photo analysis

SUMMATIVE ASSESSMENT
1. Essays, multiple choice, matching
2. Term paper, student presentations
3. Map assignments
4. Landscape and photo analysis

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Essays, multiple choice, matching
2. Essays, multiple choice, matching
3. Essays, multiple choice, matching
4. Essays, multiple choice, matching
5. Essays, multiple choice, matching
6. Essays, multiple choice, matching
7. Essays, multiple choice, matching
8. Essays, multiple choice, matching
9. Essays, multiple choice, matching
10. Essays, multiple choice, matching
11. Essays, multiple choice, matching
12. Essays, multiple choice, matching
13. Term paper, student presentation
14. Term paper, student presentation
15. Term paper, student presentation
16. Term paper, student presentation
17. Term paper, student presentation
18. Term paper, student presentation
19. Term paper, student presentation
20. Term paper, student presentation
21. Term paper, student presentation
22. Term paper, student presentation
23. Term paper, student presentation
GEOG 109 - Introduction to Geographic Information

Action Type: Course Revision Minor

Effective:

Primary Author: Cecelia Hudelson-Putnam

Other Author(s):

CC Representative Approval By:

CC Staff Review By:

Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested

UC Transfer: Requested

Course Data Elements

Credit Type: Requested

Credit Sub-Type: Requested

TOP Code: E

SAM Code: E

State Classification: A

Open Entry/Open Exit: No

Work Experience: Occupational

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG-109</td>
<td>Lecture</td>
<td>36.00</td>
<td>13.33%</td>
<td></td>
</tr>
<tr>
<td>GEOG-109</td>
<td>Lab</td>
<td>54.00</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>GEOG-109</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
<td>28.33%</td>
<td></td>
</tr>
</tbody>
</table>

Material Fees

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog.

**GEOG-109 Introduction to Geographic Information**

3 Units

*Also offered as:* ENSCI - 109: Introduction to Geographic Information

Introduction to Geographic Information Systems (GIS). GIS centers upon mapping as a tool for identifying and assessing the locations of human activity. Applications to business, economics, weather, geology, real estate, agriculture, etc. Students will create and evaluate databases which generate maps using ArcView. Course is not repeatable. Field trips are not required. Course is applicable to the associate degree.

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. What is GIS?
      1. Geographical Approach
      2. Analysis of Spatial Patterns
      3. Layers of data

   B. Geographical Representations
      1. Map projections
      2. Areal Photography
      3. Remote Sensing
      4. Digital Representation
      5. Rasters and Vectors

   C. The Nature of Geographic Data
      1. Scale and Distortion
      2. Spatial Autocorrelation
      3. Distance Decay

   D. Georeferencing
      1. Placenames
      2. Postal codes
      3. Linear systems
      4. Survey systems
      5. Latitude and Longitude

   E. Cartography and map production
      1. Principles of map design
      2. Map series
      3. Applications
      4. Users and Audience
      5. Legal constraints

   F. GIS in specialized disciplines
      1. Geography
      2. Production agriculture
      3. Natural resources' surveys
      4. Environmental assessment
5. Government agencies
6. Utility companies

2. **Required Lab Content:**

A. Introducing ArcGIS desktop
   1. Arc Map
   2. Arc Catalog

B. Displaying Data
   1. Symbolizing, Classifying and Labeling Features
   2. Layer files
   3. Rasters

C. Querying Data

D. Joining and Relating Tables

E. Analyzing Feature Relationships
   1. Location Queries
   2. Creating graphs, layers
   3. Buffering features
   4. Overlaying data
   5. Projecting data
   6. Defining a projection

F. Building Geodatabases
   1. Creating feature classes
   2. Adding fields and domains
   3. Creating features
   4. Editing feature attribute values

G. Making Maps from Templates

H. Making Maps for Presentations

B. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>36.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Lab</td>
<td>54.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

C. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

a. Class lectures and discussion.

b. Videos and internet examples.

c. Guest speakers.

d. Classroom or small group analysis of map projections, computer applications, and database manipulations.

e. Data collection, interpretation and analysis.

f. Individual presentation of projects.
g. Demonstration of computer software and GIS applications.

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   - weekly reading assignments
   - weekly practice with ArcView software
   - weekly online research for maps and databases

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*
   
   - weekly reading assignments
   - weekly practice with ArcView software
   - weekly online research for maps and databases

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to create, analyze, and evaluate maps generated using ArcView GIS software. Assess and manipulate databases used to generate maps using ArcView software.*

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

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

   a. Define geographic information systems (GIS) and describe the value of illustrating locational traits with maps. **FORMATIVE ASSESSMENT**

      1. Essays, multiple choice and matching questions
      2. Evaluation of maps based upon data set collection.

   **SUMMATIVE ASSESSMENT**

      1. Evaluation of maps based upon data set collection.
      2. Essays, multiple choice and matching questions

   b. Identify and evaluate the capabilities of various GIS applications. **FORMATIVE ASSESSMENT**

      1. Essays, multiple choice and matching questions
2. Individual and group problem-solving activities or presentations

SUMMATIVE ASSESSMENT
1. Individual and group problem-solving activities/presentations.
2. Evaluation of maps based upon data set collection.
3. Essays, multiple choice and matching questions

c. Explain how to manipulate data from one spatial matrix to another. FORMATIVE ASSESSMENT
1. Creation of databases and maps
2. Essays, multiple choice and matching questions
3. Individual and group problem-solving activities or presentations
4. Evaluation of maps based upon data set collection.

SUMMATIVE ASSESSMENT
1. Individual and group problem-solving activities/presentations.
2. Evaluation of maps based upon data set collection.
3. Essays, multiple choice and matching questions
4. Creation of databases and maps

d. Identify the principles of cartography and evaluate maps based upon these principles. FORMATIVE ASSESSMENT
1. Creation of databases and maps
2. Essays, multiple choice and matching questions
3. Individual and group problem-solving activities or presentations
4. Evaluation of maps based upon data set collection.

SUMMATIVE ASSESSMENT
1. Individual and group problem-solving activities/presentations.
2. Evaluation of maps based upon data set collection.
3. Essays, multiple choice and matching questions
4. Creation of databases and maps

e. Demonstrate the value of GIS application to agriculture, business, environmental, natural resources, and government areas. FORMATIVE ASSESSMENT
1. Creation of databases and maps
2. Essays, multiple choice and matching questions
3. Individual and group problem-solving activities or presentations
4. Evaluation of maps based upon data set collection.
SUMMATIVE ASSESSMENT
1. Individual and group problem-solving activities/presentations.
2. Evaluation of maps based upon data set collection.
3. Essays, multiple choice and matching questions
4. Creation of databased and maps

f. Evaluate appropriateness of GIS applications. FORMATIVE ASSESSMENT
1. Creation of databases and maps
2. Essays, multiple choice and matching questions
3. Individual and group problem-solving activities or presentations
4. Evaluation of maps based upon data set collection.

SUMMATIVE ASSESSMENT
1. Individual and group problem-solving activities/presentations.
2. Evaluation of maps based upon data set collection.
3. Essays, multiple choice and matching questions
4. Creation of databased and maps

g. Evaluate map patterns based upon database information. FORMATIVE ASSESSMENT
1. Essays, multiple choice and matching questions
2. Individual and group problem-solving activities or presentations

SUMMATIVE ASSESSMENT
1. Individual and group problem-solving activities/presentations.
2. Evaluation of maps based upon data set collection.
3. Essays, multiple choice and matching questions

h. Identify and assess the degree of accuracy reflected in map illustrations based upon data set information. FORMATIVE ASSESSMENT
1. Creation of databases and maps
2. Essays, multiple choice and matching questions
3. Individual and group problem-solving activities or presentations
4. Evaluation of maps based upon data set collection.

SUMMATIVE ASSESSMENT
1. Individual and group problem-solving activities/presentations.
2. Evaluation of maps based upon data set collection.
3. Essays, multiple choice and matching questions
4. Creation of databased and maps

i. Identify, describe, and assess map projections based upon accuracy and intended use.

FORMATIVE ASSESSMENT

1. Creation of databases and maps
2. Essays, multiple choice and matching questions
3. Individual and group problem-solving activities or presentations
4. Evaluation of maps based upon data set collection.

SUMMATIVE ASSESSMENT

1. Individual and group problem-solving activities/presentations.
2. Evaluation of maps based upon data set collection.
3. Essays, multiple choice and matching questions
4. Creation of databased and maps

2. **Lab Learning Goals**

*Upon satisfactory completion of the lab portion of this course, the student will be able to:*

a. Create new GIS databases.

b. Analyze data used in GIS applications.

c. Create and evaluate maps using GIS applications.

d. Collect, filter, and integrate data for GIS layers using traditional data sources and online data sources.

e. Identify and apply appropriate map projections for GIS layers.

### IV. METHODS OF ASSESSMENT (TYPICAL)

#### A. FORMATIVE ASSESSMENT

1. Creation of databases and maps
2. Creation of databases and maps
3. Creation of databases and maps
4. Creation of databases and maps
5. Creation of databases and maps
6. Creation of databases and maps
7. Essays, multiple choice and matching questions
8. Essays, multiple choice and matching questions
9. Essays, multiple choice and matching questions
METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Lecture and portion of lab is face-to-face (approximately 70%), remaining lab is done at home using ArcView software with online access for practice, help and guidance (40%).

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Orientation Sessions</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Telephone Contact</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td>E-mail</td>
<td>Other Assigned Readings</td>
</tr>
<tr>
<td>Asynchronous Discussion</td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td>Synchronous Chat</td>
<td>Quizzes, Self-test and Exams</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td></td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td></td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

Lecture and lab hours will conform to course outline and Carnegie Units.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

No difference from traditional class.
TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone Contact</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>E-mail</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Asynchronous Discussion</td>
<td>Community Activities</td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td></td>
<td>Other Assigned Readings</td>
</tr>
<tr>
<td></td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Lecture and lab hours will conform to course outline and Carnegie Units.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   No different from traditional course.
GEOG 110 - World Regional Geography
Action Type: Course Revision Minor
Effective: 
Primary Author: Cecelia Hudelson-Putnam
Other Author(s): 
CC Representative Approval By: 
CC Staff Review By: 
Division Dean Approval By: 

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - D5 Requested
IGETC Category: IGETC - 4E Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 2206.00  SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG-110</td>
<td>Lecture</td>
<td>54.00</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>GEOG-110</td>
<td>Lab</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>GEOG-110</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>54</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Material Fees

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
Enrollment Restrictions & Advisories

Advisory:
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**GEOG-110 World Regional Geography**

3 Units

**Advisory:** Before enrolling in this course, students are strongly advised to complete English 101

Survey of the world's major geographical regions and their physical, economic, political, and cultural characteristics. Emphasis is placed upon historical influences which explain current problems and conditions. Course is not repeatable. Field trips are not required. Course is applicable to the associate degree. General Education:

- CSU-GE - D5
- IGETC Category: IGETC - 4E

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Geographical Approach
      1. Cultural hearths and diffusion
      2. Colonialism and independence
      3. Sequent occupance, cultural layering and ethnic mix
      4. Industrialization and economic development
      5. Urban patterns
   B. Europe
      1. Western Europe
      2. British Isles
      3. Northern Europe
      4. Eastern Europe
   C. Russia
      1. Republics
      2. The Russian core
      3. Eastern Europe
   D. North America
      1. The United States
      2. Canada
   E. Middle America
      1. Caribbean
      2. Mexico
      3. Central American republics
   F. South America
      1. Brazil
      2. The North: Caribbean South America
      3. The West: Andean South America
      4. The South: Mid-latitude South America
   G. North Africa/Southwest Asia
      1. Egypt and the lower Nile basin
      2. The Maghreb and Libya
      3. The African transition zone
      4. The Middle East
      5. Arabian peninsula
      6. The Empire states – Turkey, Iran, Afghanistan
7. Turkestan
H. Subsaharan Africa
1. West Africa
2. Equatorial Africa
3. East Africa
4. South Africa
I. South Asia
1. Pakistan
2. India
; 3. Bangladesh
4. The Southern Islands – Sri Lanka, Maldives
5. Nepal, Bhutan
J. East Asia
1. China
2. Japan
3. Korea
4. Taiwan
K. Southeast Asia
L. Australia and New Zealand
M. The Pacific Rim
1. Melanesia
2. Micronesia
3. Polynesia

B. ENROLLMENT RESTRICTIONS

1. Advisories
   • complete English 101

C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

a. Lecture, discussion, group activities, reading, writing, mapping, and observation projects.

b. Maps, slides, videos, films, and handouts to supplement lecture, discussion, and reading.

c. Observational and writing assignments emphasizing descriptive, analytical, and evaluate skills demonstrating use of geographical forms of presentation.

d. Role-situation simulations including teaching and personal experience extension to incorporate objectivity and culturally diverse perceptions.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   • weekly reading assignments
• weekly mapping and research assignments
• weekly internet assignments
• preparation of student presentations and term papers

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*
   • weekly reading assignments
   • weekly mapping and research assignments
   • weekly internet assignments
   • preparation of student presentations and term papers

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to identify geographical regions of the world, describing the historical, cultural, political, economic and physical features which make them unique. Additionally, students will be able to describe and assess current world problems from a geographical perspective.*

B. **STUDENT LEARNING GOALS**
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**
   *Upon satisfactory completion of this course, the student will be able to:*

   a. Define regional spatial organization and assess the value of the regional paradigm for geographical study and analysis of global issues. **FORMATIVE ASSESSMENT**
      1. essays, multiple choice and matching questions
      2. map assignments
      3. landscape and photo analysis
      4. student presentations, term papers
      **SUMMATIVE ASSESSMENT**
      1. essays, multiple choice and matching questions
      2. map assignments
      3. landscape and photo analysis
      4. student presentations, term papers

   b. Distinguish spatial features and identify their relationship to political, economic and cultural variations. **FORMATIVE ASSESSMENT**
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

SUMMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

c. Appraise unique features of each geographical region, illustrating regional traits with maps. FORMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

SUMMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

d. Compare and contrast geographical regions, identifying their similarities and differences. FORMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

SUMMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

e. Describe significant historical migrations and evaluate their effect upon regional uniqueness and stability. FORMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

SUMMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

f. Evaluate the historical, cultural, economic, political and physical basis of current global conflict. FORMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

SUMMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

g. Propose solutions to current global and regional crises appropriate to the location’s regional history and characteristics. FORMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

SUMMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

h. Predict future challenges and possibilities on a global scale. FORMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

SUMMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

i. Analyze the interrelatedness between global regions – physically, culturally, politically and economically. FORMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

SUMMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. map assignments
3. landscape and photo analysis
4. student presentations, term papers

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. essays, multiple choice and matching questions
2. essays, multiple choice and matching questions
3. essays, multiple choice and matching questions
4. essays, multiple choice and matching questions
5. essays, multiple choice and matching questions
6. essays, multiple choice and matching questions
7. essays, multiple choice and matching questions
8. essays, multiple choice and matching questions
9. essays, multiple choice and matching questions
10. map assignments
11. map assignments
12. map assignments
13. map assignments
14. map assignments
15. map assignments
16. map assignments
17. map assignments
18. map assignments
19. landscape and photo analysis
20. landscape and photo analysis
21. landscape and photo analysis
22. landscape and photo analysis
23. landscape and photo analysis
24. landscape and photo analysis
25. landscape and photo analysis
26. landscape and photo analysis
27. landscape and photo analysis
28. student presentations, term papers
29. student presentations, term papers
30. student presentations, term papers
31. student presentations, term papers
32. student presentations, term papers
33. student presentations, term papers
34. student presentations, term papers
35. student presentations, term papers
36. student presentations, term papers

B. **SUMMATIVE ASSESSMENT**

1. essays, multiple choice and matching questions
2. essays, multiple choice and matching questions
3. essays, multiple choice and matching questions
4. essays, multiple choice and matching questions
5. essays, multiple choice and matching questions
METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Students will interact with instructor for class lecture, discussion, videos, exams, and student presentations. Online elements will consist of lectures, student discussion, exams, and online research. Approximately 60% face-to-face and 40% online.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Orientation Sessions</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Telephone Contact</td>
<td>Community Activities</td>
</tr>
<tr>
<td>E-mail</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td>Asynchronous Discussion</td>
<td>Other Assigned Readings</td>
</tr>
<tr>
<td>Synchronous Chat</td>
<td>Field Trips</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td>Quizzes, Self-test and Exams</td>
</tr>
<tr>
<td></td>
<td>Group Projects</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Hours of instruction will reflect current course outline and Carnegie units.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   no difference from traditional course
TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Orientation Sessions</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Telephone Contact</td>
<td>Community Activities</td>
</tr>
<tr>
<td>E-mail</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td>Asynchronous Discussion</td>
<td>Other Assigned Readings</td>
</tr>
<tr>
<td>Synchronous Chat</td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>Quizzes, Self-test and Exams</td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td></td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Items listed above will conform to required hours/Carnegie Units needed to fulfill course requirements. Videos used account for 26 30-minute recordings.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   No difference from methods of evaluation in class.

Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Cecelia Hudelson-Putnam
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: GEOG 110
COURSE TITLE: World Regional Geography
EFFECTIVE DATE:

METHOD OF INSTRUCTION

TELECOURSE professionally produced television course that can be seen on cable television and on videotape.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Orientation Sessions</td>
<td>Other Assigned Readings</td>
</tr>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Field Trips</td>
</tr>
<tr>
<td>Telephone Contact</td>
<td>Quizzes, Self-test and Exams</td>
</tr>
<tr>
<td>E-mail</td>
<td></td>
</tr>
<tr>
<td>Individual Meetings</td>
<td></td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td></td>
</tr>
</tbody>
</table>
Items listed above will conform to required hours/Carnegie Units needed to fulfill course requirements. Videos used account for 26 30-minute recordings.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

no difference from traditional course

---

Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Cecelia Hudelson-Putnam
DATE SUBMITTED:
COURSE PREFIX AND NUMBER: GEOG 110
COURSE TITLE: World Regional Geography
EFFECTIVE DATE:

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Orientation Sessions</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Telephone Contact</td>
<td>Community Activities</td>
</tr>
<tr>
<td>E-mail</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td>Asynchronous Discussion</td>
<td>Other Assigned Readings</td>
</tr>
<tr>
<td>Synchronous Chat</td>
<td>Field Trips</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td>Quizzes, Self-test and Exams</td>
</tr>
<tr>
<td></td>
<td>Group Projects</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

Required hours of contact will conform to course outline and Carnegie Unit.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

no difference from traditional course.
PE 100 - Introduction Physical Education

Action Type: Course Revision Major
Effective:
Primary Author: Paul Brogan
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action
Periodic review and update

Transfer and GE Status
CSU Transfer: Requested
UC Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: E
SAM Code: E
State Classification: A
Open Entry/Open Exit: No
Work Experience: Occupational

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE-100</td>
<td>Lecture</td>
<td>54.00</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>PE-100</td>
<td>Lab</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>PE-100</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>54</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

Material Fees

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
Modesto Junior College
Course Outline of Record
PE 100

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PE-100 Introduction Physical Education 3 Units

History, philosophy, and principles of Physical Education. Study of the aims and objectives of modern physical education with emphasis on the development of basic philosophy and background for the profession of physical education. Course is not repeatable. Field trips are not required Course is not applicable to the associate degree.

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   
   1. Gymnastics systems
   
   2. The Great Depression
   
   3. The post war years
   
   4. Title IX

2. Background and education needed to teach physical education and related areas.
   
   1. Sport involvement
   
   2. Degree in PE/Sports Science/Kinesiology
   
   3. Youth sports

3. Examine the philosophical forces in sport, fitness, and physical education.
   
   1. Human movement
   
   2. Humanistic sport and physical education
   
   3. Play and sport education
   
   4. Experiential and adventure education
   
   5. Fitness renaissance and the wellness movement
4. Future career trends in the field of physical education.
   1. Physical education, teaching/coaching
   2. Exercise physiologist
   3. Motor behavior specialist
   4. Sport sociologist
   5. Sport psychologist
   6. Fitness industry
   7. Sports marketing

2. Recommended Content:

B. HOURS AND UNITS

<table>
<thead>
<tr>
<th></th>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td></td>
<td>54.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

a. Lecture/discussion
b. Audio-visual presentation
c. Group discussion
d. Cooperative learning
e. Guest speakers

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

1. Weekly homework assignments
2. Research paper "per term"
3. Observe outside physical education class and write summary report
2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*
   
   1. Weekly homework assignments
   2. Research paper "per term"
   3. Observe outside physical education class and write summary report

E. **TEXTS AND OTHER READINGS (TYPICAL)**
   

III. **DESIRED LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to demonstrate knowledge and an understanding of the history, current issues, controversies, available career opportunities, and values associated with Physical Education.*

B. **STUDENT LEARNING GOALS**
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*
   
   1. **Required Learning Goals**
      *Upon satisfactory completion of this course, the student will be able to:*
      
      a. Identify the important historical events that have influenced physical education. **FORMATIVE ASSESSMENT**
         
         1. Quizzes
         2. Research Paper
         3. Tests
         4. In-class writing assignments
         
         **SUMMATIVE ASSESSMENT**
         
         1. Comprehensive Final Exam

      b. Identify leaders (past and present) who have been actively involved in the development of the physical education profession. **FORMATIVE ASSESSMENT**
         
         1. Quizzes
         2. Research Paper
         3. Tests
         4. In-class writing assignments
         
         **SUMMATIVE ASSESSMENT**
         
         1. Comprehensive Final Exam
c. Identify different philosophies that influence the aims and objectives of physical education. FORMATIVE ASSESSMENT
   1. Quizzes
   2. Tests
   3. In-class writing assignments

SUMMATIVE ASSESSMENT
   1. Comprehensive Final Exam

d. Develop a personal philosophy for physical education as a profession FORMATIVE ASSESSMENT
   1. In-class writing assignments

SUMMATIVE ASSESSMENT
   1. Comprehensive Final Exam

e. Assess the opportunities in the physical education profession as a chosen career. FORMATIVE ASSESSMENT
   1. In-class writing assignments

SUMMATIVE ASSESSMENT

f. Analyze and compare aims and objectives of physical education. FORMATIVE ASSESSMENT
   1. Quizzes
   2. Tests
   3. In-class writing assignments

SUMMATIVE ASSESSMENT
   1. Comprehensive Final Exam

g. Utilize values of physical education as an integral part of the education of the whole being. FORMATIVE ASSESSMENT
   1. In-class writing assignments

SUMMATIVE ASSESSMENT

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Quizzes
   2. Quizzes
   3. Quizzes
4. Quizzes
5. Research Paper
6. Research Paper
7. Tests
8. Tests
9. Tests
10. Tests
11. In-class writing assignments
12. In-class writing assignments
13. In-class writing assignments
14. In-class writing assignments
15. In-class writing assignments
16. In-class writing assignments
17. In-class writing assignments

B. SUMMATIVE ASSESSMENT
1. Comprehensive Final Exam
2. Comprehensive Final Exam
3. Comprehensive Final Exam
4. Comprehensive Final Exam
5. Comprehensive Final Exam
DATE: November 12, 2008

TO: MJC Curriculum Committee

FROM: Pam Guerra-Schmidt, Child Development Department

RE: Child Development Assistant Certificate

Dear Curriculum Committee Members:

The Child Development Department faculty respectfully request committee approval of the inactivation of the 6-unit Child Development Assistant Certificate, effective Summer 2008. The certificate is being inactivated in order to become Title 5 compliant and to follow the guidelines approved by our college Senate. The Child Development Department faculty elected to inactivate the 6-unit Child Development Assistant Certificate and to remove from the 2008-2009 catalog, supporting the recommendation to only submit existing certificates between 12 and 18 units to the System Office for approval as Basic Skills Recognition; this particular certificate was below the 12-unit minimum.

Thank you for your consideration.
### CLDDV DEGREES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>AA Degree</th>
<th>AS Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>103 or 104+105</td>
<td>103 or 104+105</td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>109</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>122 or 123</td>
<td>122 or 123</td>
<td></td>
</tr>
<tr>
<td>125</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>126C OR 127C OR 128C</td>
<td>126C OR 127C OR 128C</td>
<td></td>
</tr>
</tbody>
</table>

### CLDDV SKILLS RECOGNITIONS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Associate Teacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 or 103 or 104+105</td>
<td>101 or 104+105</td>
<td>101 or 104+105</td>
</tr>
<tr>
<td>107</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>109</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>122 or 123</td>
<td>122 or 123</td>
<td></td>
</tr>
<tr>
<td>125</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>126C OR 127C OR 128C</td>
<td>126C OR 127C OR 128C</td>
<td></td>
</tr>
</tbody>
</table>

### CLDDV CERTIFICATES OF A

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Associate Teacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 or 103 or 104+105</td>
<td>101 or 104+105</td>
<td>101 or 104+105</td>
</tr>
<tr>
<td>107</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>109</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>122 or 123</td>
<td>122 or 123</td>
<td></td>
</tr>
<tr>
<td>125</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>126C OR 127C OR 128C</td>
<td>126C OR 127C OR 128C</td>
<td></td>
</tr>
</tbody>
</table>

### State of California Child Permit Matrix

#### Child Development

<table>
<thead>
<tr>
<th>Permit Name</th>
<th>Assistant</th>
<th>Associate</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant</td>
<td>N/A</td>
<td>N/A</td>
<td>16 General Education Units</td>
</tr>
<tr>
<td>Associate</td>
<td>N/A</td>
<td>50 days at 3+ hours per day within 2 years</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>175 days at 3+ hours per day within 2 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Coursework

- **6-UNIT OPTIONS** (required for AS Degree and Master Teacher Certificate)
  - 3150 [3 or 4]
  - 3293 [3 or 4]
  - 3291 [3 or 4]
  - 3292 [3 or 4]
  - 3293 [3 or 4]
  - 3294 [3 or 4]
  - 3151 [3 or 4]
  - 3290 [3 or 4]

#### Additional Coursework

- 3150 [3 or 4]
- 3290 [3 or 4]
- 3291 [3 or 4]
- 3292 [3 or 4]
- 3293 [3 or 4]
- 3294 [3 or 4]
- 3151 [3 or 4]

#### Royal College

- **CLDDV Units**
  - 24-25
  - 26-27
  - 12-13
  - 24-25

- **Units in Option**
  - 6*

- **Grad Reqmts**
  - 35-36
  - 27-28

- **Total Units**
  - 60

---

*Number(s) in parenthesis refers to recommended se...
### CHIEVEMENT

<table>
<thead>
<tr>
<th>Master Teacher</th>
<th>Site Supervisor</th>
<th>Early Intervention Assistant 1</th>
<th>Early Intervention Assistant 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>103 or</td>
<td>103 or</td>
<td>103 or</td>
<td>103 or</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>26-27</th>
<th>32-33</th>
<th>24-25</th>
<th>32-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>350 days at 3+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hours per day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>within 2 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EARLY START COMMUNITY COLLEGE PERSONNEL PREPARATION PROJECT

<table>
<thead>
<tr>
<th>Master Teacher</th>
<th>Site Supervisor</th>
<th>Early Intervention Specialist 1</th>
<th>Early Intervention Specialist 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 General Education Units</td>
<td>AA or 60 units with 24 Early Childhood/Child Development units (including required courses) + 16 General Education units</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units of the 6-Unit option must be</th>
<th>Master Child Care</th>
<th>Infant/Toddler</th>
<th>Literacy and Literature</th>
<th>School-Age and Paraprofessional</th>
</tr>
</thead>
<tbody>
<tr>
<td>231 or HE 110 or HE 118 or PSYCH 130</td>
<td>232 [3 or 4]</td>
<td>160 [3 or 4]</td>
<td>274 [3 or 4]</td>
<td>280 [3 or 4]</td>
</tr>
<tr>
<td>or HE 110 or</td>
<td>or SPCOM 123</td>
<td>or ENGL 168</td>
<td>or ENGL 169</td>
<td></td>
</tr>
<tr>
<td>or HE 118 or</td>
<td>or ENGL 168</td>
<td>or ENGL 169</td>
<td>or ENGL 169</td>
<td></td>
</tr>
<tr>
<td>or PSYCH 130</td>
<td>or ENGL 169</td>
<td>or ENGL 169</td>
<td>or ENGL 169</td>
<td></td>
</tr>
</tbody>
</table>
Request to Convert Non-compliant Degree to Compliant Degree or Certificate of Achievement

Date Submitted: November 13, 2008

College: Modesto Junior College
District: Yosemite Community College District
Contact Person /Title: Pam Guerra-Schmidt, Curriculum Rep
Phone #: 209-575-6345
E-mail: guerraschmidt@mj.edu

Check one of the boxes below to indicate the type of change:

☐ Delete the non-compliant degree.

☐ Replace the non-compliant degree with a Certificate of Achievement in either IGETC or CSU Breadth. (See Title 5 §55070.)

☐ Revise the non-compliant degree to include or identify 18 or more semester units (27 or more quarter units) in a major or area of emphasis.

Date Program Change Approved: Required for all requests!

Curriculum Committee approved _____________ District Board approved _________________

Briefly describe change(s) being requested:
Due to Title 5 changes, it was discovered that the Family and Consumer Sciences Degrees (AA and AS) were considered “too vague” under the new guidelines. After presenting to the Child Development Advisory Committee in two different meetings (spring and fall 2008) and receiving input from the Family and Consumer Sciences faculty, it has been decided to inactivate this program.

<table>
<thead>
<tr>
<th>FIELDS</th>
<th>AS LISTED in CURRENT INVENTORY</th>
<th>AS REVISED (fill in updated fields only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique Code</td>
<td>06685</td>
<td>System Office will assign new unique code.</td>
</tr>
<tr>
<td>T.O.P. Code</td>
<td>1301.00</td>
<td></td>
</tr>
<tr>
<td>Local Title</td>
<td>AA Degree: Family &amp; Consumer Sciences&lt;br&gt;AS Degree: Family &amp; Consumer Sciences</td>
<td></td>
</tr>
<tr>
<td># Units required for Certificate of Achievement</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td># Units required for Degree Major or Area of Emphasis</td>
<td>20 (AA) 30 (AS)</td>
<td></td>
</tr>
<tr>
<td>Degree Type (AA, AS or both)</td>
<td>Both AA and AS</td>
<td></td>
</tr>
<tr>
<td>Year Approved by System Office</td>
<td>1970</td>
<td></td>
</tr>
<tr>
<td>Transfer Status</td>
<td>Many courses for the major were numbered between 100-299 and transferred to CSUs as elective units.</td>
<td>Substantial Change: Use CCC-510 to add or change status.</td>
</tr>
<tr>
<td>Occupational Status</td>
<td>?</td>
<td></td>
</tr>
</tbody>
</table>

Comments (for college use):
Attach catalog description of new program including list of all requirements for completion.
SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

PEC 166A, X - Intermediate Judo 0.5, 1 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to satisfactorily complete PEC 165.

Instruction and practice in the intermediate skills of the sport of Judo. Course will cover the terminology, etiquette along with throwing and grappling techniques, with integration of various Katas (forms) and Randori (free exercise).

May be completed up to 4 times. A-F and CR/NC. Applicable to the Associate Degree. Transfer to CSU and UC. MJC-GE - 2.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

1. Introduction to Department Policies
2. History of Kodokan Judo
3. Tai-sabake (use of the feet in movement)
4. Use of strength (composure)
5. Kuzshi (disturbing balance)
6. Uki-mi (brake fall)
7. Nage-waza (throwing) and Fusegi (escapes)
8. Katame-waza (holds, pinning) and Fusegi (escapes)
9. Shime-waza (choking) and Fusegi (escapes)
10. Kansetsu-waza (arm locks, arm bars) and Fusegi (escapes)
11. Rondori (free practice)
12. Shiai (competition)

2. ENROLLMENT RESTRICTIONS

1. Advisories:
   Before enrolling in this course, students are strongly advised to
satisfactorily complete PEC 165.

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th>TYPE of HOURS</th>
<th>TERM HOURS</th>
<th>UNITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Discussion</td>
<td>4.38</td>
<td>0.25</td>
</tr>
<tr>
<td>Lab/Studio/Activity</td>
<td>13.12</td>
<td>0.25</td>
</tr>
<tr>
<td>Total Units Earned:</td>
<td></td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE of HOURS</th>
<th>TERM HOURS</th>
<th>UNITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Discussion</td>
<td>8.76</td>
<td>0.5</td>
</tr>
<tr>
<td>Lab/Studio/Activity</td>
<td>26.24</td>
<td>0.5</td>
</tr>
<tr>
<td>Total Units Earned:</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

Face-to-face education -
1. Lecture
2. Lab
3. Group & Individual. instructions to demonstrate:
   a. Falling
   b. Throwing
   c. Mat Work.

5. TYPICAL ASSIGNMENTS

A. Quality: Assignments require the appropriate level of critical thinking

1. Daily practice of fundamental techniques.
2. Student will effectively demonstrate one skill from each area of skills listed in the objective's section. The instructor will evaluate on the form demonstrated in each technique.
3. The student will identify and demonstrate the three psychological and social aspects of each physical skill presented (e.g., when to apply a specific technique, what "effective cooperation" is when learning motor skills.
4. The student will identify two intellectual principals of effective movement which underlie each technique discussed and the student
will be able to demonstrate competence in each of these three areas.

**B. Quantity:** Hours spent on assignments in addition to hours of instruction (lecture hours)

1. View video or televised events within the field of judo.
2. Go to Judoinfo.com to view judo techniques, history, etc.
3. Attend or participate in local judo clinics/seminars
4. Attend or participate in local competition for beginning judo students.
5. Go to the library to reach articles about judo training techniques.
6. Read and complete all handouts.

**6. TEXTS AND OTHER READINGS**

**A. Required Texts:**
  Comments: One of the best books on the subject.
  Comments: One of the best books on the subject.

**B. Other reading material:**
- www.JudoInfo.com
- www.UnitedStatesJudoFederation.com

**III. DESIRED LEARNING**

**A. COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:
identify the intellectual principals of effective movement which underline each technique discussed and demonstrate competency in each of these areas.

**B. STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

**REQUIRED LEARNING GOALS**

Upon satisfactory completion of this course, the student will be able to:
Mastery of the following core learning goals will enable the student to
achieve the overall course goal.

**RECOMMENDED LEARNING GOALS**

Upon satisfactory completion of this course (when the related recommended content is covered), the student will be able to:

1. understand the basic skills of the sport of Judo, its terminology, and etiquette along with throwing and grappling techniques, with integration of various Katas (forms) and Randori (free exercise).
2. identify and demonstrate the various psychological and social aspects of each physical skill presented (e.g., when to apply a specific technique, what "effective cooperation" is when learning motion skills).
3. identify the intellectual principals of effective movement which underline each technique discussed.
4. demonstrate competency in the areas of throwing, choking, and pinning.

**IV. METHODS OF MEASURING STUDENT PROGRESS**

**A. FORMATIVE ASSESSMENT:**

1. Evaluation of skills when demonstrated by student
2. Pre test
3. Ongoing assessment of skill competency
4. Participation frequency

**B. SUMMATIVE ASSESSMENT:**

1. Final evaluation
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

PEW 167A, X - Women's Beginning Judo 0.5, 1 Unit(s)

Instruction and practice in the basic skills of the sport of Judo used for women as a self defense. Course will cover terminology, etiquette, throwing and grappling techniques, with integration of various Katas (forms), Randori (free exercise) and Japanese jujutsu.

May be completed up to 4 times. A-F and CR/NC. Applicable to the Associate Degree. Transfer to CSU and UC. MJC-GE - 2.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

1. Introduction to Department Policies
2. History of Kodokan Judo
3. Tai-sabake (use of the feet in movement)
4. Use of strength (composure)
5. Kuzshi (disturbing balance)
6. Uki-mi (brake fall)
7. Nage-Waza (throwing)
8. Tachi-Waza (standing)
9. Ogoshi (major hip throw)
10. Koshi Guruma (hip wheel)
11. Uki Goshi (floating hip)
12. Osotogari (major outer reaping)
13. Morote Seoinage (two arm shoulder throw)
14. Yoko Otoshi (side drop)
15. Deashi Harai (advancing foot sweep)
16. Osae-Waza (holding) and Fusegi (escapes)
17. Kasa-Gatame (scarf hold) and Fusegi (bridge and roll)
18. Kata-Gatame and Fusegi (legs over head)
19. Tateshio-Gatame and Fusegi (leg out-entanglement)
20. Yoko-Shiho-Gatame and Gusegi (side bridge and roll)
22. Shime-Waza (choking) and Fusegi (escapes)
23. Hadaka-jime (naded choke)
24. Okuri-eri-jime (sliding collar choke)
25. Kata-ha-jime (sliding collar choke)
26. Nami-juji-jime (normal cross choke)
27. Gyaku-juji-jime (reverse cross choke)

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

None

3. HOURS OF INSTRUCTION PER TERM

Prorated Hours and Units - 0.5 Unit Course
<table>
<thead>
<tr>
<th>TYPE of HOURS</th>
<th>TERM HOURS</th>
<th>UNITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Discussion</td>
<td>4.38</td>
<td>0.25</td>
</tr>
<tr>
<td>Lab/Studio/Activity</td>
<td>13.12</td>
<td>0.25</td>
</tr>
<tr>
<td>Total Units Earned:</td>
<td></td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE of HOURS</th>
<th>TERM HOURS</th>
<th>UNITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Discussion</td>
<td>8.76</td>
<td>0.5</td>
</tr>
<tr>
<td>Lab/Studio/Activity</td>
<td>26.24</td>
<td>0.5</td>
</tr>
<tr>
<td>Total Units Earned:</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

- Face-to-face education -
  1. Lecture
  2. Lab
  3. Group & Individual instructions to demonstrate:
     a. Falling,
     b. Throwing
     c. Mat work

5. TYPICAL ASSIGNMENTS

A. Quality: Assignments require the appropriate level of critical thinking

1. Daily practice of fundamental techniques.
2. Physical Development: Student will be able to demonstrate effectively one skill from each area of skills listed in the objective's section. The instructor will evaluate on the form demonstrated in each technique.
3. The student will be able to identify and demonstrate the three psychological and social aspects of each physical skill presented (e.g., when to apply a specific technique, what "effective cooperation" is when learning motor skills).
4. The student will be able to identify two intellectual principals of effective movement which underlie each technique discussed and the student will be able to demonstrate competence in each of these three areas.

B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
1. View video or televised events within the field of judo. Internet: go to JudolInfo.com to view judo techniques, history, etc.
2. Attend or participate in local judo clinics/seminars.
3. Attend or participate in local competition for beginning judo students.
4. Go to the library to read articles about judo training techniques.
5. Read and complete all handouts.

6. TEXTS AND OTHER READINGS
      Comments: This author gives a women's prospective on the art of women's judo as a sport and as self defense.

   B. Other reading material: www.JudoInfo.com
      United States Judo Federation.com

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared to:
      identify the intellectual principles of effective movement which underline each technique taught and demonstrate competency in each of these areas.

   B. STUDENT LEARNING GOALS
      Mastery of the following learning goals will enable the student to achieve the overall course goal.

      REQUIRED LEARNING GOALS
      Upon satisfactory completion of this course, the student will be able to:
      1. Understand the basic skills of the sport of Judo, it's terminology, etiquette, throwing and grappling techniques, with integration of various Katas (forms) and Randori (free exercise).
      2. Identify and demonstrate the various psychological and social aspects of each physical skill presented (e.g., when to apply a specific technique, what "effective cooperation" is when learning motion skills).
      3. Identify the intellectual principals of effective movement which underlie each technique discussed. Demonstrate competency in the areas of throwing, choking, and pinning.
RECOMMENDED LEARNING GOALS
Upon satisfactory completion of this course (when the related recommended content is covered), the student will be able to:

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Instructor evaluation/assessment of skills when demonstrated by student.
4. Participation frequency.

B. SUMMATIVE ASSESSMENT:
1. Final evaluation
Advanced Placement Credit (PROPOSED)

Updated for the MJC Curriculum Committee Meeting, November 18, 2008

Modesto Junior College recognizes the Advanced Placement (AP) Program of the College Entrance Examination Board. Advanced Placement credit will be granted to those students earning a score of 3, 4, or 5 according to the following policy:

### AP POLICY

- Students must be enrolled at MJC in order to apply for unit credit for AP exams.
- Students will be granted unit credit for AP exam scores of three (3), four (4), or five (5) toward the fulfillment of requirements reflected in the chart.
- Unit credit earned through AP exams will be listed on the transcript based on the AP exam passed.
- Unit credit earned through AP exams to satisfy MJC-GE/Activities/Competencies will be based on the comparable course in the MJC catalog. A list of the comparable courses for each AP exam will be available from the MJC Articulation Officer (MM 205 D) upon request.
- All CSU campuses will accept the minimum units shown toward the fulfillment of the designated general education breadth area if the exam is included in a full or subject area certification.
- Units earned by AP exams will be accepted to meet IGETC (Intersegmental General Education Transfer Curriculum), with the exception of critical thinking, Area 1B & Speech Communications, Area 1C.
- Official score reports from the College Board AP Program must be sent to Modesto Junior College, Attention: Vice President, Student Services. Official score reports can be requested at (888) 225-5427 (toll-free).

### FOUR-YEAR UNIVERSITY CAUTION

The applicability & quantity of unit credit for AP exams granted toward major or satisfaction of prerequisites, or baccalaureate degree, and/or GE Breadth requirements continues to be determined by the individual CSU/UC/private campuses. Students should meet with an MJC counselor and/or check with the transfer campus of their choice for its policies on awarding unit credit for AP exams.

### AP RESTRICTIONS

- Unit credit for AP exams will not be included in the fourteen (14) unit P/NP graduation limitation established by MJC or the thirty (30) unit credit by examination limitation on challenge examinations.
- Unit credit for AP exams will not be used to satisfy the college’s twelve-unit (12) residency requirement.
- Unit credit for AP exams will not be used to satisfy financial aid, veterans, or EOPS eligibility criteria regarding enrollment status.
- Unit credit for AP exams will not be used in lieu of MJC Assessment Tests to satisfy reading, or math prerequisites.

---

<table>
<thead>
<tr>
<th>AP Examination Name</th>
<th>MJC GE/Activities Requirement</th>
<th>MJC GE/Activities Competency Met or Exceeded</th>
<th>MJC GE/Activities Competency Met or Exceeded</th>
<th>MJC GE/Activities Competency Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>C</td>
<td>C1</td>
<td>3A or 3B or 3C</td>
<td>1A or 3B or 3C</td>
</tr>
<tr>
<td>Biology</td>
<td>A</td>
<td>B2 &amp; B3</td>
<td>5A w/lab or 5B</td>
<td>4A or 5B or 5C</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>D2</td>
<td>B4</td>
<td>2A</td>
<td>2B</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>D2</td>
<td>B4</td>
<td>2A</td>
<td>2B</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A</td>
<td>B1 &amp; B3</td>
<td>5A w/lab or 5B</td>
<td>4A or 5B or 5C</td>
</tr>
<tr>
<td>Chinese Language &amp; Culture</td>
<td>C</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>Comparative Gov. &amp; Politics</td>
<td>B</td>
<td>D8</td>
<td>4B</td>
<td>4A</td>
</tr>
<tr>
<td>Computer Science A/B</td>
<td>D2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Literature</td>
<td>D1</td>
<td>A2 or B2 &amp; C2</td>
<td>1A or 3B or 3C</td>
<td>1A or 3B or 3C</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>A</td>
<td>B2 &amp; B3</td>
<td>5A w/lab or 5B</td>
<td>4A or 5B or 5C</td>
</tr>
<tr>
<td>European History</td>
<td>C</td>
<td>D6</td>
<td>3B or 4B or 4C</td>
<td>3B or 4B or 4C</td>
</tr>
<tr>
<td>French Language</td>
<td>C10</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>French Literature</td>
<td>C10</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>German Language</td>
<td>C</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>Human Geography</td>
<td>C</td>
<td>D5</td>
<td>4B</td>
<td>4A</td>
</tr>
<tr>
<td>Italian Language &amp; Culture</td>
<td>C</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>Japanese Language &amp; Culture</td>
<td>C</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>C10</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>C</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>B</td>
<td>D2</td>
<td>4B</td>
<td>4A</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>B</td>
<td>D2</td>
<td>4B</td>
<td>4A</td>
</tr>
<tr>
<td>Music Theory</td>
<td>C</td>
<td>C1</td>
<td>1B or 3B or 3C</td>
<td>1B or 3B or 3C</td>
</tr>
<tr>
<td>Physics B</td>
<td>A</td>
<td>B1 &amp; B3</td>
<td>5A w/lab or 5B</td>
<td>4A or 5B or 5C</td>
</tr>
<tr>
<td>Physics C: Electricity/Magnetism</td>
<td>A</td>
<td>B1 &amp; B3</td>
<td>5A w/lab or 5B</td>
<td>4A or 5B or 5C</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>A</td>
<td>B1 &amp; B3</td>
<td>5A w/lab or 5B</td>
<td>4A or 5B or 5C</td>
</tr>
<tr>
<td>Psychology</td>
<td>B</td>
<td>D9</td>
<td>4B</td>
<td>4A</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>C</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>C</td>
<td>C2</td>
<td>3B or 6A or 6B</td>
<td>3B or 6A or 6B</td>
</tr>
<tr>
<td>Statistics</td>
<td>B</td>
<td>D2</td>
<td>4B</td>
<td>4A</td>
</tr>
<tr>
<td>Studio Art: 2D Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Art: 3D Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Art: Drawing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Government &amp; Politics</td>
<td>C</td>
<td>D8</td>
<td>4H</td>
<td>4A</td>
</tr>
<tr>
<td>U. S. History *</td>
<td>C</td>
<td>D6</td>
<td>3B or 4B or 4C</td>
<td>3B or 4B or 4C</td>
</tr>
<tr>
<td>World History</td>
<td>D</td>
<td>E6</td>
<td>3B or 4B or 4C</td>
<td>3B or 4B or 4C</td>
</tr>
</tbody>
</table>

* Does not contain the California State and Local Government Requirements required for American Institution certification.

1. Students seeking certification in GE Breadths prior to transfer must have passed the test before Fall 09.

2. If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and four units of credit may be applied to a certification in GE Breadth.

3. AP exams may be used in either area regardless of where the certifying CCC’s discipline is located.

NOTE: Each AP exam may be applied to one IGETC area as satisfying one course requirement, with the exception of Language other Than English (LTE).
On November 7, 2008, the MJC English Department approved the equivalency of MJC ENGL 101 to the following AP Examinations when a student earns an AP score of 3, 4, or 5:

- AP English: Language and Composition
- AP English Literature and Composition

As a result, the following MJC requirements will be met when a student earns an AP score of 3, 4, or 5.

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>AP Score</th>
<th>MJC Subject Credit</th>
<th>Prerequisite Met for the following courses(s)</th>
<th>MJC GE</th>
<th>CSU GE</th>
<th>IGETC</th>
<th>Writing Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL Lang/Comp</td>
<td>3,4,5</td>
<td>ENGL 101</td>
<td>Courses that reflect ENGL 101 as a prerequisite</td>
<td>3 units Area D1</td>
<td>3 units Area A2</td>
<td>3 units Area 1A</td>
<td>Met</td>
</tr>
<tr>
<td>ENGL Lit/Comp</td>
<td>3,4,5</td>
<td>ENGL 101</td>
<td>Courses that reflect ENGL 101 as a prerequisite</td>
<td>3 units Area D1</td>
<td>3 units Area A2 &amp; 3 units in Area C2</td>
<td>3 units Area 1A or Area 3B</td>
<td>Met</td>
</tr>
</tbody>
</table>
Section 1: Policy

The intent of this policy is to provide a process for granting Associate Degree credit for coursework completed at institutions of higher education outside the United States which are deemed comparable or equivalent to the first two years of college at regionally accredited institutions. Credit is authorized for work completed at these institutions under this procedure.

1. After completion of 12 units within the Yosemite Community College District with a “C” (2.0) or higher grade point average, students may submit an International Transcript Course Equivalency Request to have coursework completed at institutions of higher education outside the United States evaluated by Modesto Junior College. Exceptions to the 12 unit requirement will be made if the student needs a course to meet a prerequisite.

2. A maximum of the equivalent of 30 semester units may be accepted for coursework completed at an institution of higher education outside the United States.

3. Students who have attended a college or university outside of the United States and would like to have their credits transferred to Modesto Junior College must first have their official transcripts evaluated by a NACES (National Association of Credential Evaluation Services) affiliated foreign transcript evaluation service. The list of NACES members is available in Morris Memorial, Rm 107.

4. For UNIT credit to be awarded, the following must be included in the official evaluation/equivalency report:
   a. Detailed evaluation of course work to include the courses, units (semester or quarter), grades (A-F, P/NP, CR/NC, percentage—including percentage required for a passing grade)
   b. Information regarding the level of the course (upper or lower division)
   c. The evaluation must indicate that the studies are comparable to those awarded by regionally accredited institutions in the United States. No credit will be awarded if there is no “regionally accredited” notation.

5. For COURSE credit to be awarded, the following information needs to be obtained and attached to the International Transcript Course Equivalency Request. It is the responsibility of the student to obtain this information from course catalogs, course syllabi, or detailed transcripts. This information must be translated into English. Modesto Junior College faculty and Division Deans will utilize this information to determine course/subject equivalency.
a. course description  
b. topics covered  
c. hours (lecture hours and/or lab hours)  
d. prerequisite(s), if applicable  
e.  
A meeting with the instructor may be required if insufficient information is provided for items a-d.

Note: Only unit credit* can be granted if provisions of Section 1: # 5 of this regulation have not been met.

6. If coursework that has been evaluated by a foreign transcript service is further reviewed and approved by an MJC division through the course equivalency request process, then:
   a. Course title(s) will reflect those in the MJC catalog.  
   b. Course(s) will be granted unit credit as they equate to MJC course(s) whether or not the evaluated transcript reflects fewer or greater units than the MJC course(s).  
   c. All grades of (C) or better will be converted to a Pass (P) grade. These units will not be counted toward the student’s GPA.

*Unit credit is defined as elective credit, not equivalent to a specific course

Section 2: Procedures

Modesto Junior College has developed the following procedures for students seeking to obtain course and/or unit credit for coursework completed at institutions of higher education outside the United States

1. Student submits official evaluation equivalency report to the Records Office, Morris Memorial, Rm 105  
2. Student is sent notification that official evaluation equivalency report has been received and is directed to meet with a counselor to discuss how coursework may apply to his/her academic goals at MJC.  
3. Student meets with a counselor to review academic goals and official evaluation equivalency report to determine if any courses may satisfy those goal requirements or may be equivalent to MJC courses. Only lower division work will be considered.  
4. Student will complete the International Transcript Course Equivalency Request form, attach additional information outlined in # 1: Policy 5 a-d, and submit it to the appropriate division for review.  
5. Division faculty/Dean will review the course equivalency request and supporting documents, complete the “For Division Use Only” portion of the International Transcript Course Equivalency Request form and return it to the Evaluations Office.  
6. Evaluator will award the student a course equivalency based upon the recommendation of the division. Equivalent coursework will not be listed on the student’s official transcript. These equivalencies will only be used to satisfy MJC Associate Degree and/or certificate requirements and will not be transferred or forwarded to other colleges or universities.
7. All grades of “C” or better will be converted to a Pass (P) grade. These units will not be counted toward the GPA.

8. Evaluations Office will notify the student in writing of the outcome of his/her equivalency request.

Section 3: Restrictions

1. Equivalent coursework will not appear on MJC’s official transcript.

2. The equivalent coursework shall be used for all degrees and certificates awarded by MJC, except that:
   a. Coursework taken outside the United States may not be used to satisfy the Associate Degree’s Reading and Written Expression or Oral Communication requirement. Students may petition the division offering the course that satisfies this requirement if courses were taught and taken in countries such as the United Kingdom, Canada, South Africa, Australia, or New Zealand. Additional information outlined in Section 1: Policy 5 a-d must be submitted to the appropriate division for challenge review.
   b. Possessing a foreign degree comparable to a bachelor’s degree or higher does not satisfy the general education, competency requirements, and guidance and activities requirement for an Associate of Arts or Associate of Science degree at Modesto Junior College.

3. Students wishing to transfer should consult with their prospective institution. Transfer institutions evaluate foreign transcripts based on their own criteria.

4. Evaluated/equivalent coursework will not be used to satisfy requirements for transfer or be applied toward the CSU-GE and IGETC breadth patterns.

5. Unit credit for international coursework equivalency will not be included in the fourteen (14) unit P/NP graduation limitation established by MJC.
MJC COURSE OUTLINE OF RECORD

The MJC Curriculum Committee recognizes the central role the course outline of record plays in the curriculum process. In addition, the committee recognizes MJC faculty may follow a clear framework for writing a course outline of record by referencing the Spring 2008 ASCCC publication, “The Course Outline of Record: A Curriculum Reference Guide.” Therefore, MJC course outlines of record shall include the following components not only to comply with Title 5 regulations, but also to ensure consistent, quality outlines.

Degree-Applicable and Non degree-Applicable Courses
A rationale shall be provided in the course data summary for the purpose of meeting the need criteria stipulated in the Program and Course Approval Handbook (CCCCO, 2008).

Components of MJC Course Outline of Record:
- Course Title
- Catalog Description
- Grading Policy
- Units
- Content
- Required Lecture
- Required Lab
- Recommended Lecture
- Recommended Lab
- Prerequisites, Corequisites, Advisories, and Limitations on Enrollment
- Prerequisite Skills and Limitations on Enrollment justification (if applicable to course)
- Objectives (Required – Lecture, Lab; Recommended – Lecture, Lab)
- Overall Course Goal
- Methods of Instruction
- Methods of Evaluation
  - Formative Evaluations (to inform for the purposes of tailoring the learning experience)
  - Summative Evaluations (for the purpose of a final determination of the student’s mastery of the subject materials)
- Typical Assignments
  - Intensity – Evidence of student work outside of class time
  - Difficulty and Level – Evidence of critical thinking and learning skills appropriate for a college course
- Required Text and Other Instructional Materials
- Modality of Instruction (Distance Education addendums)

Noncredit Courses
MJC course outlines of record for noncredit courses shall include the following components not only to comply with Title 5 regulations, but also to ensure consistent, quality outlines.
A rationale shall be provided in the course data summary for the purpose of meeting the need criteria stipulated in the Program and Course Approval Handbook (CCCO, 2008).

The Components of MJC Course Outline of Record for noncredit courses will contain all of the same components as MJC Course Outline of Record for degree-applicable and non degree-applicable courses except for grading policy and units.

Components of MJC Course Outline of Record:

- Course Title
- Catalog Description
- Contact Hours (Lecture, Lab, Discussion)
- Content (Required – Lecture, Lab; Recommended – Lecture, Lab)
- Prerequisites, Corequisites, Advisories, and Limitations on Enrollment
- Prerequisite Skills and Limitations on Enrollment justification (if applicable to course)
- Objectives (Required – Lecture, Lab; Recommended – Lecture, Lab)
- Overall Course Goal
- Methods of Instruction
- Methods of Evaluation
  - Formative Evaluations (to inform for the purposes of tailoring the learning experience)
  - Summative Evaluations (for the purpose of a final determination of the student’s mastery of the subject materials)
- Typical Assignments
  - Intensity – Evidence of student work outside of class time
  - Difficulty and Level – Evidence of critical thinking and learning skills appropriate for a college course
- Required Text and Other Instructional Materials
- Modality of Instruction (Distance Education addendums)
Foreign Language course equivalencies (2 yrs HS Foreign. Language.)
At MJC, current policy is that satisfactory completion of two years of a high school foreign language equate to the completion of the first course in the same foreign language sequence at MJC.

However, the logic of “two years of high school foreign language” cannot be enforced syntactically by the Datatel System because we do not consistently receive incoming student transcripts or do anything electronically with them.

Because we will need to move forward with globally enforcing all prerequisites and corequisites, it has therefore been decided that all references to high school foreign language will need to be removed from any prerequisite listing within the MJC Catalog.

However, this policy still needs to be plainly apparent to students and to articulating bodies outside of MJC. As an solution to this problem, the statement “This course is equivalent to the successful completion of two years of high school Spanish (or other languages)” will be embedded in the course description of of FREN 101, GERM 101, SIGN 101, or SPAN 101 and SIGN 125 effective 2009-2010. All subsequent foreign language classes (FREN, GERM, SIGN, SPAN) at the 102, and 103 levels will also reflect the comparable level of high school class equivalencies in the course description body of the catalog. For example,

“FREN 102 – This course is equivalent to the successful completion of three years of high school French

When prerequisites and co-requisites are fully enforced campus-wide, students who have met the equivalent high school coursework, but are being blocked by Datatel will have the ability to petition for enrollment in foreign language sections.
### FSCI 352
Typical Assignments – Evidence of Critical Thinking

1. Review and analyze the Occupational Analysis.
2. Develop a job breakdown using the Occupational Analysis.
3. Construct behavior objectives.
4. Develop a course outline.
5. Develop manipulative (hands-on) skills lessons.

#### Recommended Content

1. Handling interpersonal relationships
   1. Communicating effectively
   2. Learning group dynamics and effective group interaction skills
2. Influencing the group through leadership
   1. Filling the role of Manager
   2. Managing individual performance
3. Motivating employees
4. Career counseling
5. Taking corrective action
6. Solving problems

### GEOG 104
Typical Assignments – Evidence of Critical Thinking

- Describe and demonstrate the tectonic processes currently active in California. How do these processes affect economic, cultural, and political activities? Be sure to use maps and specific examples to validate your ideas.
- Describe the rainshadow effect as it determines local water budgets in California. Be sure to identify precipitation patterns, river systems, aquifers, and arid regions created by the rainshadow. How did natural vegetation adapt to water availability? How have humans adapted to these patterns? How have Californians attempted to modify these resources?
- Identify two cultural landscapes in California which reflect ethnic clusters. Use a camera to capture images of buildings, signs, dress, language, diet, and economic activities found in each cluster. Are there signs of discrimination or acculturation in these clusters? Are there signs of assimilation of these cultural groups in the host society?
- What is the California Dream? Describe historical and current paths of immigration to California. What are the push-pull factors affecting these migrations? How have perceptions of California changed since first settlement? Do all immigrants realize this dream?

### GEOG 109
Typical Assignments – Evidence of Critical Thinking

- List and describe three map projections and give one example of how each projection can best be utilized, and one example of how each projection should not be employed.
- Using the map provided, identify five problems within this illustration. Describe how you could alter this map to conform to USGS mapping standards.
Distance Education Addendum

Describe how the methods selected will allow students to meet the student learning goals of the course.

Online
Access to technology (computer and software) will be provided by the college. Students will have the information, techniques, and software available to assess and create maps using ArcGIS.

Hybrid
Access to technology (computer and software) will be provided by the college. Students will have the information, techniques, and software available to assess and create maps using ArcGIS.

GEOG 110
Typical Assignments – Evidence of Critical Thinking

1. Regions within Europe and Asia reflect great variation in levels of economic and social development. What is the cause of these disparities; the physical environment, culture, political development, history, or purely economic differences? Be sure to utilize maps to show these patterns. Will trade patterns, such as globalization or entry into the European Union, reduce or exacerbate these disparities?

2. The Middle East is an area of constant tension. Describe and demonstrate the historical patterns which have led to the political crises surrounding the Israeli nation. Which political system has had the most influence upon the stability of this region; imperialism, nationalism or supranationalism? What do you think can be done to reduce violence in this region?

3. India and China have both reached one billion in population over the last twenty years. Describe and demonstrate the role played by population growth, cultural diversity and political policies in stimulating this growth. Compare the success of population policies and Green Revolution strategies in both societies. How will globalization affect these nations?

Distance Education Addendum

Describe how the methods selected will allow students to meet the student learning goals of the course.

Telecourse
Students will be required to fulfill formative and summative assessments similar to a traditional course. Internet and Reading materials will provide students with specific examples and global patterns needed to fulfill course learning goals.

Hybrid
Students will be required to fulfill formative and summative assessments similar to a traditional course. Internet and Reading materials will provide students with specific examples and global patterns needed to fulfill course learning goals.

Online
Students will be required to fulfill formative and summative assessments similar to a traditional course. Internet and Reading materials will provide students with specific examples and global patterns needed to fulfill course learning goals.

Teleweb
Students will be required to fulfill formative and summative assessments similar to a traditional course. Internet and Reading materials will provide students with specific examples and global patterns needed to fulfill course learning goals.
PE 100
Typical Assignments – Evidence of Critical Thinking

1. Written analysis of current issues in physical education, fitness, and sport.
   1. Develop fitness curriculum for high school fitness class
   2. Develop national coaching certification program
   3. Develop philosophy of physical education
   4. Apply "gymnastics systems" to today's physical education
2. Development of a letter of application for a current job within the profession
3. Out of class observations with written summary report
4. Research paper dealing with current issues in physical education
5. Analysis of current events through in class discussions