I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

October 9, 2012

III. COURSE NOTIFICATION AGENDA

The following inactivations appear before the committee to show that the courses have been inactivated in CurricUNET. When the program discontinuances occurred and courses were inactivated across the curriculum in Fall 2011, the SME division was unable to inactivate these courses because revisions to these courses had recently been revised by the faculty author, and were pending in the system.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Effective</th>
<th>Program Impact</th>
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</thead>
<tbody>
<tr>
<td>ARCH 106</td>
<td>Materials of Construction</td>
<td>Summer 2013</td>
<td>1. Landscape Design Certificate of Achievement</td>
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<tr>
<td>ARCH 107</td>
<td>Materials of Construction Laboratory</td>
<td>Summer 2013</td>
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<tr>
<td>ARCH 121</td>
<td>Beginning Graphics and Design 1</td>
<td>Summer 2013</td>
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<td>Credits</td>
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<td>ARCH 131</td>
<td>Architectural Drafting 1</td>
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<td>ARCH 152</td>
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<tr>
<td>ARCH 349</td>
<td>Work Experience</td>
<td>1-4</td>
<td>Summer 2013</td>
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<tr>
<td>ARCH 399</td>
<td>Special Problems</td>
<td>1-5</td>
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**IV. COURSE CONSENT AGENDA**

**V. COURSE DISCUSSION AGENDA**

**INACTIVATIONS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Program Impact</th>
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<tr>
<td>AGM 252</td>
<td>Farm Construction Advanced Lab</td>
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<td>1. Mechanized Agriculture A.S. Degree</td>
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<td>2. Mechanized Agriculture Technician Certificate of Achievement</td>
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<tr>
<td>HE 100</td>
<td>Standard First Aid/CPR</td>
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<td>INACTIVATE: 1. Recreational Land Management A.S. Degree</td>
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<td>HE 198</td>
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<tr>
<td>HE 199</td>
<td>Independent Study/Special Problems</td>
<td>1, 2 or 3</td>
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<tr>
<td>INTDS 10A</td>
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<td>INTDS 245</td>
<td>Kitchen and Bath Design</td>
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<td>PE 199</td>
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<td>PEA 141</td>
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<tr>
<td>PEC 106</td>
<td>Badminton</td>
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<td>PEC 118</td>
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<td>PEC 125</td>
<td>Beginning Ballroom Dance</td>
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<td>Summer 2013</td>
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<tr>
<td>PEC 130</td>
<td>International Folk Dancing</td>
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<td>Summer 2013</td>
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<tr>
<td>PEC 134</td>
<td>Contact Improvisation</td>
<td>½ or 1</td>
<td>Summer 2013</td>
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</table>
PEC 136 Indoor Rock Climbing 1
Effective: Summer 2013
INACTIVATE
Program Impact:
Stand Alone

PEC 174 Table Tennis ½ or 1
Effective: Summer 2013
INACTIVATE
Program Impact:
1. Physical Education A.A. Degree

PEC 841 Fitness for Life 0
Effective: Summer 2013
INACTIVATE
Program Impact:
Stand Alone

PEM 111 Baseball-Team Play Concepts ½ or 1
Effective: Summer 2013
INACTIVATE
Program Impact:
1. Physical Education A.A. Degree

UPDATES

PLACEMENT OF COURSES IN DISCIPLINES:

ENGL 48 Grammar Review 1
Modify: Disciplines
Proposed Discipline(s): ENGLISH
Rationale for Disciplines: “English 48 - Grammar Review offers a review of the fundamentals of standard English grammar and requires the expertise of an instructor who has met the minimum qualifications for English.”

ENGL 49 Basic English Skills 5
Modify: Disciplines
Proposed Discipline(s): ENGLISH
Rationale for Disciplines: “English 49 - Basic English Skills is a comprehensive course on the fundamentals of writing, with an emphasis on improving writing fluency, developing sentence structure, and learning to edit for spelling and punctuation, and the course requires the expert”

ENGL 172 Introduction to Chicano Literature 3
Modify: Disciplines
Proposed Discipline(s): ENGLISH
Rationale for Disciplines: “English 172 is a course designated to explore some of the literary trends, influences, and styles that characterize contemporary Chicano literature and requires the expertise of an instructor who has met the minimum qualifications in English.”
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ENGL 173</td>
<td>Introduction to Latin American Literature</td>
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<tr>
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<td>Rationale for Disciplines: “English 173 offers a survey of Latin American literature from the pre-Colonial era to the present and requires the expertise of a teacher who has met the minimum qualifications for English.”</td>
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<tr>
<td>ENGL 174</td>
<td>Introduction to Modern Asian Literature</td>
<td>3</td>
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<td>Proposed Discipline(s): ENGLISH</td>
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<td>Rationale for Disciplines: “This course is an introductory course on Asian literature from the 19th century to the present in its English translation with an emphasis on major works that have made an impact on western literary tradition and the social, cultural, and historical force.”</td>
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<tr>
<td>ENGL 175</td>
<td>Introduction to Women’s Literature</td>
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<td>Proposed Discipline(s): ENGLISH</td>
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<tr>
<td></td>
<td>Rationale for Disciplines: “A course that includes an introduction to literature by and about women, including an historical overview, archetypes, stereotypes, cultural impediments to women’s writing, methods of criticism, and recent literary achievements. An instructor of this course must meet the minimum qualifications for English”</td>
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<tr>
<td>ENGL 179</td>
<td>Introduction to Native American Literature, Mythology, and the Oral Tradition</td>
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<td>Rationale for Disciplines: “This course includes study of traditional and contemporary Native American literature, oral traditions, and myths from a variety of nations, including some local Native American peoples and requires an instructor with the minimum qualifications for English”</td>
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<td>MUSA 121</td>
<td>Elementary Piano</td>
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<td>Rationale for Disciplines: “Elementary Piano requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC”</td>
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<td>MUSA 122</td>
<td>Piano Enrichment</td>
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<td>MUSA 123</td>
<td>Intermediate Piano</td>
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<td>Rationale for Disciplines: “Intermediate Piano requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC”</td>
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<tr>
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<td>Description</td>
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<tr>
<td>MUSA 124</td>
<td>Advanced Piano</td>
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<tr>
<td>MUSA 151</td>
<td>Elementary Voice</td>
<td>1</td>
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<tr>
<td>MUSA 152</td>
<td>Elementary Voice 2</td>
<td>1</td>
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<tr>
<td>MUSA 153</td>
<td>Applied Vocal Repertoire 1</td>
<td>1</td>
</tr>
<tr>
<td>MUSA 154</td>
<td>Applied Vocal Repertoire 2</td>
<td>1</td>
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<tr>
<td>MUSA 155</td>
<td>Vocal Master Class</td>
<td>1</td>
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<tr>
<td>MUSA 161</td>
<td>Elementary Strings</td>
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<tr>
<td>MUSA 163</td>
<td>Applied Music (Violin &amp; Viola)</td>
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</table>
MUSA 164  Applied Music (Cello & Bass)  1
Modify: Disciplines
Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Applied Music (Cello & Bass) requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”

MUSA 173  Applied Music Brass Percussion  1
Modify: Disciplines
Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Applied Music Brass Percussion requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”

MUSA 183  Applied Music (Woodwinds)  1
Modify: Disciplines
Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Applied Music (Woodwinds) requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”

MUSC 112  Recording Arts 2  1
Modify: Disciplines
Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Recording Arts 2 requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”

MUSC 121  Intro Synth/MIDI  1
Modify: Disciplines
Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Intro Synth/MIDI requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”

MUSC 122  Electronic Music 2  1
Modify: Disciplines
Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Electronic Music 2 requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”

MUSC 126  Music Production for Multimedia  1
Modify: Disciplines
Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Music Production for Multimedia requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”

MUSE 155  Concert Choir  1
Modify: Disciplines
Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Concert Choir requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”
<table>
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<tr>
<th>MUSE 156</th>
<th>Chamber Choir</th>
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<th>String Orchestra</th>
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<th>Chamber Music Ensemble (Strings)</th>
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<td>MUSE 861</td>
<td>Community Orchestra</td>
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<td>MUSE 871</td>
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<td>MUSG 111</td>
<td>Intro to American Pop Music</td>
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<td>MUSG 122</td>
<td>History of Western Music 2</td>
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<td>MUSI 199ABC</td>
<td>Independent Study/Special Problems</td>
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<td>MUSP 153</td>
<td>Advanced Music Theatre Workshop</td>
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<td>MUSP 155</td>
<td>Musical Theatre Workshop</td>
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<td>Practica Musica</td>
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<td>THETR 100</td>
<td>Introduction to Theatre</td>
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<td>Proposed Discipline(s): THEATER ARTS</td>
<td></td>
</tr>
<tr>
<td>THETR 105</td>
<td>Introduction to Stagecraft</td>
<td>3</td>
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<td></td>
<td>Proposed Discipline(s): STAGECRAFT, THEATER ARTS</td>
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<tr>
<td>THETR 120</td>
<td>Oral Reading and Interpretation</td>
<td>3</td>
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<td></td>
<td>Proposed Discipline(s): THEATER ARTS</td>
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<tr>
<td>THETR 122</td>
<td>Introduction to Reader's Theatre</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Proposed Discipline(s): THEATER ARTS</td>
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<tr>
<td>THETR 123</td>
<td>Storytelling</td>
<td>3</td>
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<td></td>
<td>Proposed Discipline(s): THEATER ARTS</td>
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<tr>
<td>THETR 124</td>
<td>Advanced Reader's Theatre</td>
<td>3</td>
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<td></td>
<td>Proposed Discipline(s): THEATER ARTS</td>
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</tbody>
</table>
THETR 150  Elements of Playwriting  3
Modify: Disciplines
Proposed Discipline(s): THEATER ARTS
Rationale for Disciplines: “This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts.”

THETR 156  Rehearsal and Performance in Comedy  2
Modify: Disciplines
Proposed Discipline(s): THEATER ARTS
Rationale for Disciplines: “This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts.”

THETR 157  Rehearsal and Performance in Drama  2
Modify: Disciplines
Proposed Discipline(s): THEATER ARTS
Rationale for Disciplines: “This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts.”

THETR 158  Rehearsal and Performance in Classical Theatre  2
Modify: Disciplines
Proposed Discipline(s): THEATER ARTS
Rationale for Disciplines: “This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts.”

THETR 159  Rehearsal and Performance in Musical Theatre  2
Modify: Disciplines
Proposed Discipline(s): THEATER ARTS
Rationale for Disciplines: “This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts.”

THETR 160  Fundamentals of Acting  3
Modify: Disciplines
Proposed Discipline(s): THEATER ARTS
Rationale for Disciplines: “This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts.”

THETR 161  Intermediate Acting  3
Modify: Disciplines
Proposed Discipline(s): THEATER ARTS
Rationale for Disciplines: “This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts.”

THETR 164  Improvisational Theatre  3
Modify: Disciplines
Proposed Discipline(s): THEATER ARTS
Rationale for Disciplines: “This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts.”
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Modify: Disciplines</th>
<th>Proposed Discipline(s):</th>
<th>Rationale for Disciplines:</th>
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<tbody>
<tr>
<td>THETR 174</td>
<td>Stage Makeup</td>
<td>3</td>
<td>Disciplines</td>
<td>STAGECRAFT, THEATER ARTS</td>
<td>&quot;This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts and Stagecraft.&quot;</td>
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<tr>
<td>THETR 175</td>
<td>Stage Costuming</td>
<td>3</td>
<td>Disciplines</td>
<td>STAGECRAFT, THEATER ARTS</td>
<td>&quot;This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts and Stagecraft.&quot;</td>
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<tr>
<td>THETR 178</td>
<td>Introduction to Scenery Design</td>
<td>3</td>
<td>Disciplines</td>
<td>STAGECRAFT, THEATER ARTS</td>
<td>&quot;This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts and Stagecraft.&quot;</td>
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<tr>
<td>THETR 182</td>
<td>Practical Stage Lighting</td>
<td>3</td>
<td>Disciplines</td>
<td>STAGECRAFT, THEATER ARTS</td>
<td>&quot;This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts and Stagecraft.&quot;</td>
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<tr>
<td>THETR 190 A,B</td>
<td>Theatre Production Workshop</td>
<td></td>
<td>Disciplines</td>
<td>STAGECRAFT, THEATER ARTS</td>
<td>&quot;This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts and Stagecraft.&quot;</td>
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<tr>
<td>THETR 192</td>
<td>Rehearsal and Performance</td>
<td>2</td>
<td>Disciplines</td>
<td>THEATER ARTS</td>
<td>&quot;This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts.&quot;</td>
</tr>
<tr>
<td>THETR 196</td>
<td>Theatre Management</td>
<td>1</td>
<td>Disciplines</td>
<td>STAGECRAFT, THEATER ARTS</td>
<td>&quot;This course requires the breadth and depth of knowledge assured by meeting the minimum qualifications for Theatre Arts and Stagecraft.&quot;</td>
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</table>
### MODIFICATIONS/REACTIVATIONS

<table>
<thead>
<tr>
<th>AG 249</th>
<th>Agriculture Internship</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>Effective:</strong> Spring 2013 <strong>Expedited! SUMMER 2013</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Rationale for Expedited Approval:</strong> To ensure student progression within program. Expedited approval will allow the internship course to be offered next semester.</td>
<td></td>
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<tr>
<td>Request for expedited approval overridden by Instruction Office. Timelines for spring scheduling have passed. Course is currently active, and may be offered Spring 2013, however, for 4 units, instead of 2.</td>
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<tr>
<td><strong>MODIFY:</strong> Units, hours/face to face modalities, grading, content, methods of instruction, typical assignments, objectives, methods of evaluation.</td>
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<td><strong>Enrollment Restrictions:</strong> None</td>
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<td><strong>Distance Education Status:</strong> None</td>
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<tr>
<td><strong>Materials Fee Status:</strong> None</td>
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<tr>
<td><strong>Articulation Status:</strong> Transfer to CSU</td>
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<tr>
<td><strong>General Education Status:</strong> Not approved for GE</td>
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<tr>
<td><strong>Rationale:</strong> Expedited approval will allow the internship course to be offered next semester.</td>
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<tr>
<td><strong>Program Impact:</strong></td>
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<tr>
<td>Stand Alone</td>
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<tr>
<th>AGM 215</th>
<th>Machinery Management</th>
<th>3</th>
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<tr>
<td><strong>Effective:</strong> Summer 2013</td>
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<td></td>
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<tr>
<td><strong>MODIFY:</strong> Content, objectives.</td>
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<td><strong>Distance Education Status:</strong> None</td>
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<td><strong>Materials Fee Status:</strong> Maintaining fee of $10</td>
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<td><strong>Articulation Status:</strong> Transfer to CSU</td>
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<tr>
<td><strong>General Education Status:</strong> Not approved for GE</td>
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<tr>
<td><strong>Rationale:</strong> This course is up for the mandated review</td>
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<tr>
<td><strong>Program Impact:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Advanced Heavy Equipment Technician Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Forestry A.S. Degree</td>
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<td></td>
</tr>
<tr>
<td>3. Forestry Technician Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Heavy Machinery Management Certificate of Achievement</td>
<td></td>
<td></td>
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<tr>
<td>5. Landscape and Park Maintenance Certificate of Achievement</td>
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<td></td>
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<tr>
<td>6. Mechanized Agriculture A.S. Degree</td>
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<td></td>
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<tr>
<td>7. Mechanized Agriculture Technician Certificate of Achievement</td>
<td></td>
<td></td>
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<tr>
<td>8. Recreational Land Management A.S. Degree</td>
<td></td>
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<tr>
<td>9. Recreational Land Management Certificate of Achievement</td>
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<tr>
<td>10. University Preparation, Emphasis in Agricultural Sciences A.A. Univ Prep - Area of Emphasis</td>
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<td>Course Code</td>
<td>Title</td>
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<tr>
<td>AGM 220</td>
<td>Industrial/Agricultural Machinery</td>
<td>3</td>
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<tr>
<td>AGM 221</td>
<td>Equipment Diagnosis &amp; Repair</td>
<td>3</td>
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</table>
AGM 240  Truck and Tractor Power Trains  3
Effective: Summer 2013
MODIFY: Objectives
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE
Rationale: This course is up for mandated review
Program Impact:
  1. Advanced Heavy Equipment Technician Certificate of Achievement
  2. Mechanized Agriculture A.S. Degree

AGM 241  Diesel Engine Principles  3
Effective: Summer 2013
MODIFY: Materials fee, content, typical assignments, textbooks, objectives, methods of evaluation
Enrollment Restrictions: Maintaining: (A) satisfactory completion of AGM 289 or AUTEC 289
Distance Education Status: None
Materials Fee Status: Increasing fee from $10 to $25
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE
Rationale: This course is up for mandated review
Program Impact:
  1. Basic Heavy Equipment Technician Certificate of Achievement
  2. Mechanized Agriculture A.S. Degree
  3. Mechanized Agriculture Technician Certificate of Achievement

AGM 242  Diesel Engine Overhaul  3
Effective: Summer 2013
MODIFY: Content, enrollment restrictions, objectives
Enrollment Restrictions: Before enrolling in this course, students are strongly advised to have successfully completed AGM 241
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE
Rationale: This course is up for mandated review
Program Impact:
  1. Advanced Heavy Equipment Technician Certificate of Achievement
<table>
<thead>
<tr>
<th><strong>AGM 243</strong></th>
<th><strong>Heavy Machinery Electrical System</strong></th>
<th><strong>3</strong></th>
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<tbody>
<tr>
<td><strong>Effective:</strong> Summer 2013</td>
<td><strong>MODIFY:</strong> Enrollment restrictions, materials fee, content, objectives, textbooks</td>
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<tr>
<td><strong>Enrollment Restrictions:</strong> Maintaining: (A) Before enrolling in this course, students are strongly advised to have successfully completed AGM 241. Removing: (A) AGM 241 (cross-listing was inactivated on 04/10/12)</td>
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<td><strong>Distance Education Status:</strong> None</td>
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<td><strong>Materials Fee Status:</strong> Requesting fee of $50</td>
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<td><strong>Rationale:</strong> This course is up for mandated review</td>
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<td><strong>Program Impact:</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Basic Heavy Equipment Technician Certificate of Achievement</td>
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<table>
<thead>
<tr>
<th><strong>AGM 245</strong></th>
<th><strong>Diesel Engine Fuel systems &amp; Diagnosis</strong></th>
<th><strong>3</strong></th>
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<tr>
<td><strong>Effective:</strong> Summer 2013</td>
<td><strong>MODIFY:</strong> Objectives, methods of evaluation</td>
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<td><strong>Enrollment Restrictions:</strong> None</td>
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<td><strong>Distance Education Status:</strong> None</td>
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<td><strong>Materials Fee Status:</strong> None</td>
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<tr>
<td><strong>Articulation Status:</strong> Transfer to CSU</td>
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<td><strong>General Education Status:</strong> Not approved for GE</td>
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<tr>
<td><strong>Rationale:</strong> This course is up for mandated review</td>
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<tr>
<td><strong>Program Impact:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Advanced Heavy Equipment Technician Certificate of Achievement</td>
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<tr>
<th><strong>AGM 280</strong></th>
<th><strong>Mobile Machinery Hydraulic Systems</strong></th>
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<tr>
<td><strong>Effective:</strong> Summer 2013</td>
<td><strong>MODIFY:</strong> Enrollment restrictions, content, objectives</td>
<td></td>
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<tr>
<td><strong>Enrollment Restrictions:</strong> Removing: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete AGM 280 and (AGM 214 or AGM 220).</td>
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<td><strong>Distance Education Status:</strong> None</td>
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<td><strong>Materials Fee Status:</strong> Maintaining fee of $10</td>
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<td><strong>Articulation Status:</strong> Transfer to CSU</td>
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<td><strong>General Education Status:</strong> Not approved for GE</td>
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<tr>
<td><strong>Rationale:</strong> This course is up for mandated review</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Impact:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Basic Heavy Equipment Technician Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mechanized Agriculture A.S. Degree</td>
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<tr>
<th><strong>AGM 289</strong></th>
<th><strong>Principles of Power Mechanics/Sm Engines</strong></th>
<th><strong>3</strong></th>
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<tr>
<td><strong>Effective:</strong> Summer 2013</td>
<td><strong>MODIFY:</strong> Content, objectives</td>
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<tr>
<td><strong>Enrollment Restrictions:</strong> None</td>
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<td><strong>Distance Education Status:</strong> None</td>
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<td><strong>Materials Fee Status:</strong> Maintaining fee of $25</td>
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<td><strong>Articulation Status:</strong> Transfer to CSU</td>
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<td><strong>General Education Status:</strong> Not approved for GE</td>
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<td><strong>Rationale:</strong> This course is up for mandated review</td>
<td></td>
<td></td>
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<tr>
<td><strong>Program Impact:</strong></td>
<td></td>
<td></td>
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<tr>
<td>1. Basic Heavy Equipment Technician Certificate of Achievement</td>
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<td></td>
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<tr>
<td>2. Mechanized Agriculture A.S. Degree</td>
<td></td>
<td></td>
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<tr>
<td>3. Mechanized Agriculture Technician Certificate of Achievement</td>
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</tbody>
</table>
ART 173  Digital Imaging for Photographers  3
Effective: Summer 2013
MODIFY: Description, repetitions, grading, hours/face to face modalities, content, methods of
instruction, typical assignments, textbooks, objectives, methods of evaluation.
Enrollment Restrictions: Maintaining: (A) before enrolling in this course, students are
strongly advised to satisfactorily complete ART 170.
Distance Education Status: None
Materials Fee Status: Maintaining fee of $20
Articulation Status: Transfer to CSU and UC
General Education Status: Approved for MJC Activities
Rationale: Major changes in software and some in overall curriculum. Important modification
of lecture and lab unit values to reflect actual course objectives and content. Also periodic
review.
Program Impact:
1. Art A.A. Degree
2. Photography A.A. Degree Major

ART 175  Color Photography  3
Effective: Spring 2013 Expedited! Summer 2013 Request for expedited implementation
overridden by Instruction Office. To ensure student progression within program. “Art 175 is
a required class for photography majors and is in danger of being out of compliance. Since the
class is offered only once per year, I hope that expedited will help avoid problems with
scheduling.” Curriculum review dates drive compliance criteria, not effective dates of courses
that have been reviewed. No problems with scheduling should be encountered since the
course will have gone through curriculum review.
MODIFY: Description, requisite skills, content, methods of instruction, typical assignments,
textbooks, objectives, methods of evaluation.
Enrollment Restrictions: Maintaining: (A) Satisfactory completion of ART 172 or 186.
Distance Education Status: None
Materials Fee Status: Decreasing fee from $46 to $45
Articulation Status: Transfer to CSU and UC
General Education Status: Approved for MJC Activities
Rationale: Art 175 is a required class for photography majors and is in danger of being out of
compliance. Since the class is offered only once per year, I hope that expedited will help
avoid problems with scheduling.
Program Impact:
1. Art A.A. Degree
2. Photography A.A. Degree Major
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Effective</th>
<th>MODIFIED:</th>
<th>Enrollment Restrictions</th>
<th>Distance Education Status</th>
<th>Articulation Status</th>
<th>General Education Status</th>
<th>Rationale</th>
<th>Program Impact</th>
</tr>
</thead>
</table>
| ASTRO 151   | Introduction to Astronomy Lab                    | 1     | Summer 2013    | Description, field trips, enrollment restrictions, requisite skills, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation | Maintaining: (C) Concurrent enrollment in or satisfactory completion of ASTRO 160. Removing: (C) Concurrent enrollment in ASTRO 141 | None                | Transfer to CSU and UC                                                                    | Maintaining (MJC-GE: A) (CSU-GE: B3) (IGETC: 5C); Removing: (CSU-GE: B1) | This course is being updated as a periodic review, and to reflect changes in the astronomy programs at MJC in terms of facilities and equipment. | 1. CSU General Education Pattern Certificate of Achievement  
2. Earth Sciences A.A. Univ Prep - Area of Emphasis  
3. Physical Science A.S. Degree                                                                 |
| ASTRO 160   | Introduction to Modern Astronomy                  | 3     | Summer 2013    | Description, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation | None                                              | None                | Transfer to CSU and UC                                                                    | Maintaining (MJC-GE: A) (CSU-GE: B1) (IGETC: 5A) | This course is being modified as necessary in its periodic review cycle to maintain compliancy with normed standards in astronomy and science education.. | 1. CSU General Education Pattern Certificate of Achievement  
2. Earth Sciences A.A. Univ Prep - Area of Emphasis  
3. General Studies, Emphasis in Natural Sciences A.A. Degree  
4. MJC-GE Pattern A.A. Degree Major  
5. Physical Science A.S. Degree                                                                 |
| AUTEC 319   | AB: Engine Performance                            | 31/5  | Summer 2013    | Requisite skills, content, methods of instruction, objectives, methods of evaluation                        | Maintaining: (P) Satisfactory completion of AUTEC 368 and (C) satisfactory completion of or concurrent enrollment in AUTEC 369 | None                | Does not transfer                                                                       | Not approved for GE                                                                                         | Due for periodic review.                                                                                   | 1. Automotive Diagnosis Certificate of Achievement  
2. Automotive Technician A.S. Degree  
3. Automotive Technician Certificate of Achievement  
4. Maintenance Mechanic Certificate of Achievement                                                                 |
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Units</th>
<th>Effective</th>
<th>MODIFIED:</th>
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<tr>
<td>AUTEC 320</td>
<td>L1: Advanced Engine Performance</td>
<td>4</td>
<td>Summer 2013</td>
<td>Title, description, requisite skills, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation</td>
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<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining: (P) Satisfactory completion of AUTEC 319</td>
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<td>General Education Status: Not approved for GE</td>
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<tr>
<td></td>
<td>Rationale: Due for periodic review.</td>
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<td></td>
<td>Program Impact:</td>
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</tr>
<tr>
<td></td>
<td>1. Automotive Diagnosis Certificate of Achievement</td>
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<td>3. Automotive Technician A.S. Degree</td>
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<tr>
<td>AUTEC 321</td>
<td>AS: Brake Systems</td>
<td>31/2</td>
<td>Summer 2013</td>
<td>Description, content, methods of instruction, textbooks, objectives</td>
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<td></td>
<td>1. Autobody/Refinishing A.S. Degree</td>
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<td>2. Automotive Brakes and Suspension Certificate of Achievement</td>
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<td>3. Automotive Service Certificate of Achievement</td>
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<td>4. Automotive Technician Certificate of Achievement</td>
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<td>5. Automotive Technician A.S. Degree</td>
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<td>1. Automotive Diagnosis Certificate of Achievement</td>
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<td>4. Automotive Technician Certificate of Achievement</td>
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<td>CLDDV 101</td>
<td>Principles and Practices of Teaching Young Children</td>
<td>3</td>
<td>Summer 2013</td>
<td>Content, methods of instruction, typical assignments, objectives</td>
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<td></td>
<td><strong>Rationale:</strong> We are bringing this course into alignment with the state guidelines for the Curriculum Alignment Project.</td>
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<td><strong>Program Impact:</strong></td>
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<td></td>
<td>1. Associate Teacher Skills Recognition Award</td>
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<td>2. Early Intervention Assistant 1 Certificate of Achievement</td>
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<td>3. Early Intervention Assistant 2 Certificate of Achievement</td>
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<td>4. Master Teacher Certificate of Achievement</td>
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<td>5. Site Supervisor Certificate of Achievement</td>
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<td>Child Growth and Development</td>
<td>3</td>
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<td><strong>Rationale:</strong> We need to address some deficiencies in the course to align with the Early Childhood Curriculum Alignment Project</td>
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<td><strong>Program Impact:</strong></td>
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<td></td>
<td>1. Associate Teacher Skills Recognition Award</td>
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<td>2. CSU General Education Pattern Certificate of Achievement</td>
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<td>3. Early Intervention Assistant 1 Certificate of Achievement</td>
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<td></td>
<td>4. General Studies, Emphasis in Language and Rationality A.A. Degree</td>
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<td>5. General Studies, Emphasis in Social and Behavioral Sciences A.A. Degree</td>
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<td>6. MJC-GE Pattern A.A. Degree Major</td>
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<td>9. Teacher Certificate of Achievement</td>
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**CMPET 206**  
Personal Computer Assembly, Upgrading & Repairing  
**Effective:** Summer 2013  
**MODIFY:** Enrollment restrictions, objectives, content, typical assignments, methods of evaluation.  
**Enrollment Restrictions:** Requesting: (A) before enrolling in this course, students are strongly advised to satisfactory completed or concurrently enroll in CMPSC 201. Removing: (P) Satisfactory completion of CMPSC 201 or equivalent.  
**Distance Education Status:** None  
**Materials Fee Status:** Maintaining fee of $30  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Course compliance and to update to meet current curriculum standards.  
**Program Impact:**  
1. Computer Electronics A.S. Degree  
2. Computer Electronics Certificate of Achievement  
3. Computer Electronics A.A. Degree Major  
4. Computer Network Technician Certificate of Achievement  
5. Electronics Technology-Computer Electronics Certificate of Achievement  
6. Industrial Electronics Certificate of Achievement  
7. Industrial Electronics A.S. Degree

**ELTEC 221**  
Instrumentation Devices and Systems  
**Effective:** Spring 2013  
**Expedited Rationale for expedited approval:** “To ensure student progression within program.” To offer course, course outline hours and units must reflect schedule layout of course for Spring 2013. This hour modification will ensure this information is accurately reflected.” Instruction Office confirmed that erroneous errors on the course outline could be traced to a clerical data-entry error when we migrated to CurricUNET. P Wallace and L. Miller agreed to accommodate expediting the changes for Spring 2013, deadlines permitting.  
**MODIFY:** Hours/face-to-face modalities, objectives, content  
**Enrollment Restrictions:** Maintaining: (P) Satisfactory completion of ELTEC 208.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** To offer course, course outline hours and units must reflect schedule layout of course for Spring 2013. This hour modification will ensure this information is accurately reflected.  
**Program Impact:**  
1. Computer Electronics Certificate of Achievement  
2. Computer Electronics A.S. Degree Major  
3. Electronics Technology-Computer Electronics Certificate of Achievement  
4. Industrial Electronics Certificate of Achievement  
5. Industrial Electronics A.S. Degree  
6. Industrial Electronics A.S. Degree
ELTEC 230  
**Blueprint Reading for Electricians**  
*Effective: Summer 2013*  
*MODIFY:* Units, description, enrollment restrictions, field trips, hours/face-to-face modalities, objectives, textbooks, content, typical assignments, methods of evaluation.  
**Enrollment Restrictions:** Maintaining: (A) before enrolling in this course, students are strongly advised to complete AGM 225 and ELTEC 229 and ELTEC 226. *Note: Catalog and Datatel will require removal of INTEC cross-listings previously associated with ELTEC 229 and ELTEC 226.*  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Periodic course review.  
**Program Impact:**  
1. Computer Electronics Certificate of Achievement  
2. Computer Electronics A.S. Degree  
3. Industrial Electronics Certificate of Achievement  
4. Industrial Electronics A.S. Degree

ELTEC 320  
**Electrical Safety**  
*Effective: Summer 2013*  
*MODIFY:* Title, description, field trips, content, methods of instruction, typical assignments, objectives, textbooks.  
**Enrollment Restrictions:** Maintain (P) satisfactory completion of FSCI 301; modify LOE students accepted into the Fire Academy program by Fire Academy Selection Committee and who possess CPAT certification, per NFPA regulation; request (P) satisfactory completion of FSCI 304 and FSCI 305 and EMS 390  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Periodic course review.  
**Program Impact:**  
1. Industrial Electronics Certificate of Achievement  
2. Industrial Electronics A.S. Degree

FSCI 362  
**Basic Fire Academy**  
*Effective: Summer 2013*  
*MODIFY:* Enrollment restrictions, requisite skills, hours/face-to-face modalities, textbooks, content, methods of evaluation.  
**Enrollment Restrictions:** Maintaining: (P) Satisfactory completion of FSCI 301; Requesting: (P) satisfactory completion FSCI 304 and FSCI 305, and EMS 390; Requesting: (L) Enrollment limited to students who are accepted into the Fire Academy program by Fire Academy Selection Committee and who possess CPAT certification, per NFPA 1582 regulation.  
**Distance Education Status:** None  
**Materials Fee Status:** Increasing fee from $300 to $305 (from 11/22/11 expedited approval for fee change)  
**Articulation Status:** Does not transfer  
**General Education Status:** Not approved for GE  
**Rationale:** Course is being modified to include prerequisites that have been recommended by advisory committee, to choose a discipline, and to update textbook.  
**Program Impact:**  
1. Fire Science A.S. Degree  
2. Fire Science Certificate of Achievement
FSCI 363  Advanced Fire Academy  9
Effective: Summer 2013
MODIFY: Hours/face-to-face modalities, description, textbooks, content.
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of FSCI 362.
Distance Education Status: None
Materials Fee Status: Increasing fee from $230 to $362
Articulation Status: Does not transfer
General Education Status: Not approved for GE
Rationale: Course is being modified for adherence to scheduled periodic review in curriculum review matrix, Spring 2012. Lecture and lab hours have been modified and textbook has been updated.
Program Impact:
1. Fire Science A.S. Degree
2. Fire Science Certificate of Achievement

GERM 101  German 1  5
Effective: Summer 2013
MODIFY: Requisite skills, content, methods of instruction, textbooks, objectives, methods of evaluation.
Enrollment Restrictions: None
Distance Education Status: Maintaining: Hybrid
Materials Fee Status: None
Articulation Status: Transfer to CSU and UC
General Education Status: Approved for (MJC-GE:C) (CSU-GE:C2) (IGETC:6A)
Rationale: Periodic review
Program Impact:
1. Art History for Transfer AA-T Associate of Arts for Transfer
2. CSU General Education Pattern Certificate of Achievement
3. General Studies, Emphasis in Humanities A.A. Degree
4. MJC-GE Pattern A.A. Degree Major
5. University Preparation, Emphasis in Humanities A.A. Degree
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<td>GERM 102</td>
<td>German 2</td>
<td>Summer 2013</td>
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<td>1. CSU General Education Pattern Certificate of Achievement</td>
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<td>2. General Studies, Emphasis in Humanities A.A. Degree</td>
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<td>3. MJC-GE Pattern A.A. Degree Major</td>
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<td>1. Athletic Training /Sports Medicine A.S. Degree</td>
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<td>3. General Studies, Emphasis in Language and Rationality A.A. Degree</td>
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<td>HUMSR 144</td>
<td>Human Services Practicum</td>
<td>Summer 2013, Spring 2013</td>
<td>1</td>
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<td>EXPEDITED: To facilitate workforce training demands MODIFY: Title, description, hours/face-to-face modalities, enrollment restrictions, requisite skills, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation.</td>
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<td>Rationale: This course is expected to be offered online to students by the Spring semester of 2013.</td>
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<td>1. Chemical Dependency Counseling A.A. Degree</td>
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<td>5. Human Services/ Chemical Dependency Counseling A.A. Degree</td>
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<td>6. Psychosocial Rehabilitation Skills Recognition Award</td>
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ITAL 101  Italian 1
Effective: Summer 2013
MODIFY: Requisite skills, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation.
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU and UC
General Education Status: Approved for (MJC-GE:C) (CSU-GE:C2) (IGETC:6A)
Rationale: Periodic review
Program Impact:
1. Art History for Transfer AA-T Associate of Arts for Transfer
2. CSU General Education Pattern Certificate of Achievement
3. General Studies, Emphasis in Humanities A.A. Degree
4. MJC-GE Pattern A.A. Degree Major
5. University Preparation, Emphasis in Humanities A.A. Degree

MACH 213  Machine Tool Technology 3
Effective: Summer 2013
MODIFY: Discipline/number, description, hours/face-to-face modalities, enrollment restrictions, content, methods of instruction, typical assignments, objectives, methods of evaluation.
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of MACH 212
Distance Education Status: Requesting: Hybrid
Materials Fee Status: Reducing fee from $37 to $20
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE
Rationale: Periodic review
Program Impact:
1. Maintenance Machinist 1 Skills Recognition Award
2. Maintenance Machinist 2 Certificate of Achievement
3. Maintenance Machinist 2 Certificate of Achievement
<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE DESCRIPTION</th>
<th>EFFECTIVE DATE</th>
<th>PREREQUISITE</th>
<th>MODIFIED</th>
<th>GENERAL EDUCATION STATUS</th>
<th>ARTICULATION STATUS</th>
<th>RATIONALE</th>
<th>PROGRAM IMPACT</th>
</tr>
</thead>
</table>
| MATH 171 | Calculus: First Course | Summer 2013 | Requisite skills, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation. | Requisite skills, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation. | Approved for (MJC-GE:D2) (CSU-GE:B4) (IGETC: 2) (C-ID: Math 900S) | Transfer to CSU and UC | Periodic review | 1. CSU General Education Pattern Certificate of Achievement  
2. Chemistry A.S. Univ Prep - Area of Emphasis  
3. Construction Management A.S. Degree  
4. Earth Sciences A.A. Univ Prep - Area of Emphasis  
5. Engineering A.S. Degree  
6. General Studies, Emphasis in Language and Rationale A.A. Degree  
7. Geology for Transfer AS-T Associate of Science for Transfer  
8. MJC-GE Pattern A.A. Degree Major  
9. Mathematics AS-T Associate of Science for Transfer  
10. Physical Science A.S. Degree  
11. Physics AS-T Associate of Science for Transfer  

| MATH 172 | Calculus: Second Course | Summer 2013 | Requisite skills, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation. | Requisite skills, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation. | Approved for (MJC-GE:D2) (CSU-GE:B4) (IGETC: 2) | Transfer to CSU and UC | Periodic review | 1. CSU General Education Pattern Certificate of Achievement  
2. Chemistry A.S. Univ Prep - Area of Emphasis  
3. Construction Management A.S. Degree  
4. Earth Sciences A.A. Univ Prep - Area of Emphasis  
5. Engineering A.S. Degree  
6. General Studies, Emphasis in Language and Rationale A.A. Degree  
7. Geology for Transfer AS-T Associate of Science for Transfer  
8. MJC-GE Pattern A.A. Degree Major  
9. Mathematics AS-T Associate of Science for Transfer  
10. Physical Science A.S. Degree  
11. Physics AS-T Associate of Science for Transfer  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
</table>
| MATH 173   | Calculus: Third Course        | 5            | Effective: Summer 2013<br><br>**MODIFY:** Content, textbooks, objectives, methods of evaluation.<br><br>**Enrollment Restrictions:** Maintaining: (P) satisfactory completion of MATH 172<br><br>**Distance Education Status:** None<br><br>**Materials Fee Status:** None<br><br>**Articulation Status:** Transfer to CSU and UC<br><br>**General Education Status:** Approved for (MJC-GE: D2) (CSU-GE: B4) (IGETC: 2)<br><br>**Rationale:** Periodic review and to maintain C-ID status.<br><br>**Program Impact:**
1. CSU General Education Pattern Certificate of Achievement
2. Chemistry A.S. Univ Prep - Area of Emphasis
3. Construction Management A.S. Degree
4. Engineering A.S. Degree
5. Mathematics AS-T Associate of Science for Transfer
6. Physics AS-T Associate of Science for Transfer
7. Physics A.S. Univ Prep - Area of Emphasis |
| MUST 101   | Music Fundamentals 1          | 3            | Effective: Summer 2013<br><br>**MODIFY:** Description, content, methods of instruction, typical assignments, textbooks, objective, methods of evaluation.<br><br>**Distance Education Status:** Requesting: Online<br><br>**Enrollment Restrictions:** None<br><br>**Materials Fee Status:** Request Online<br><br>**Articulation Status:** Transfer to CSU and UC<br><br>**General Education Status:** Requesting: (CSU-GE: C1) (IGETC: 3A)<br><br>**Rationale:** Periodic review for compliance<br><br>**Program Impact:**
1. Music A.A. Degree
2. Recording Arts Skills Recognition Award |
| PEC 191    | Powerlifting                 | 1            | Effective: Summer 2013<br><br>**MODIFY:** Grading, content, requisite skills, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation.<br><br>**Enrollment Restrictions:** Maintaining: (A) before enrolling in this course, students are strongly advised to satisfactorily complete PEC 195 or satisfactory complete PEW 192<br><br>**Distance Education Status:** None<br><br>**Materials Fee Status:** None<br><br>**Articulation Status:** Transfer to CSU and UC<br><br>**General Education Status:** Approved for (MJC-Activities)<br><br>**Rationale:** Periodic review<br><br>**Program Impact:**
1. Physical Education A.A. Degree |
### POLSC 196 Internship in Political Science

**Effective:** Summer 2013  
**MODIFY:** Units, description, content, requisite skills, hours/face-to-face modalities, objectives, methods of evaluation.  
**Enrollment Restrictions:** Maintaining: (C) Concurrent enrollment in POLSC 195.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU and UC  
**General Education Status:** Approved for (MJC-Activities)  
**Rationale:** After having taught the course for about five years, I have learned it is best to offer POLSC 196 (Internship in Political Science) as a fixed two-unit course. This is because POLSC 196 as a two-unit course requires students to work as an intern for 6-10 hours per week. This works best for everyone involved in the internship program. So I request that instead of continuing to have POLSC 196ABC, which is a variable unit course, we just have POLSC 196 as a fixed two-unit course. I also revised the catalog description to indicate that students may intern for a public interest law organization. I did this because these organizations, such as CRLA, do work that relates well to topics in our political science classes.  
**Program Impact:**  
1. Respiratory Care A.S. Degree

### RSCR 240 Advanced Cardiopulmonary Physiology

**Effective:** Summer 2013  
**MODIFY:** enrollment restrictions, content, methods of Instruction, typical assignments, textbooks, objectives, methods of evaluation.  
**Enrollment Restrictions:** Maintaining: (P) Satisfactory completion of RSCR 222 and RSCR 224; Requesting: (L) Enrollment limited to students who are accepted into the Respiratory Care Program.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Updating for course compliance to adhere to curriculum review matrix.  
**Program Impact:**  
1. Respiratory Care A.S. Degree

### RSCR 242 Critical Care Procedures

**Effective:** Summer 2013  
**MODIFY:** description, field trips, hours/face-to-face modalities, content, methods of Instruction, typical assignments, textbooks, objectives, methods of evaluation.  
**Enrollment Restrictions:** Maintaining: (P) Satisfactory completion of RSCR 222 and RSCR 224, and MICRO 101. Requesting: (L) Enrollment limited to students admitted to the Respiratory Care program.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Updating for course compliance to adhere to curriculum review matrix.  
**Program Impact:**  
1. Respiratory Care A.S. Degree
Current Issues in Respiratory Care

**Effective:** Summer 2013  
**MODIFY:** Description, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation.  
**Enrollment Restrictions:** Maintaining: (P) Satisfactory completion of RSCR 240 and RSCR 242. Requesting: (L) Enrollment limited to students admitted to the Respiratory Care program.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Updating for course compliance to adhere to curriculum review matrix.  
**Program Impact:**  
1. Respiratory Care A.S. Degree

Advanced Cardiopulmonary Physiology

**Effective:** Summer 2013  
**MODIFY:** Enrollment restrictions, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation.  
**Enrollment Restrictions:** Maintaining: (P) Satisfactory completion of RSCR 222 and RSCR 224; Requesting: (L) Enrollment limited to students who are accepted into the Respiratory Care Program.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Updating for course compliance to adhere to curriculum review matrix.  
**Program Impact:**  
1. Respiratory Care A.S. Degree

**NEW COURSES**

Painting 3

**Effective:** Summer 2013  
**ADOPT**  
**Enrollment Restrictions:** Requesting: (P) Satisfactory completion of ART 149  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU and UC  
**General Education Status:** Requesting (MJC: Activities)  
**Rationale:** Preparation for UC transfer in Fine Art.  
**Program Impact:**  
Stand Alone

Painting 4

**Effective:** Summer 2013  
**ADOPT**  
**Enrollment Restrictions:** Requesting: (P) Satisfactory completion of ART 158 and/or ART 149.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU and UC  
**General Education Status:** Requesting (MJC: Activities)  
**Rationale:** To create murals on campus for public viewing. Preparation for UC transfer in Fine Art.  
**Program Impact:**  
Stand Alone
HUMSR 146  Psychosocial Rehabilitation with Children/Families  3  
Effective: Spring 2013  Expedited  
Request overridden by Instruction Office: Skills Recognition Award is not yet active (SUMMER 2013). NEW COURSE APPLICATION would require YCCD BOT approval, as well as CCCCO approval prior to November. Scheduling deadlines for SPRING 2013 passed in early September. Not a feasible timeline for implementation.

Rationale for Expedited Approval: This course is being proposed to meet the emerging need in the human services field to recruit and hire qualified persons to provide services for people who have mental health problems, including consumers and family members as employees in the mental health system.

ADOPT  
Enrollment Restrictions: None  
Distance Education Status: Requesting: Online  
Materials Fee Status: None  
Articulation Status: Transfer to CSU  
General Education Status: None  
Rationale: The lead writer received a grant from the California Institute of Mental Health to expand, and develop an online component for the Skills Recognition Award in Psychosocial Rehabilitation that is currently offered at the college. This course is expected to be taught by Spring of 2013.  
Program Impact:  
Stand Alone

MUSA 162  Intermediate Strings  1  
Effective: Summer 2013  
ADOPT  
Enrollment Restrictions: Requesting: (A) before enrolling in this course, students are strongly advised to satisfactorily complete MUSA 161.  
Distance Education Status: None  
Materials Fee Status: None  
Articulation Status: Transfers to CSU and UC  
General Education Status: Requesting (MJC: Activities)  
Rationale: To comply with Title 5 code on repeatability.  
Program Impact:  
Stand Alone

PEC 131  Aerobics 2  1  
Effective: Summer 2013  
ADOPT  
Enrollment Restrictions: None  
Distance Education Status: None  
Materials Fee Status: None  
Articulation Status: Transfers to CSU and UC  
General Education Status: Requesting (MJC: Activities)  
Rationale: To enable students to take a higher-level aerobics class.  
Program Impact:  
1. Physical Education, A.A Degree
PEW 181  Defensive Softball  1
Effective: Summer 2013
ADOPT
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Requesting (MJC: Activities)
Rationale: This course is being proposed as a conditioning/training course to enable female softball players to train and condition throughout the year. This is necessary to sustain the women's varsity softball program and improve the opportunities offered to female athletes.
Program Impact:
Stand Alone

VI. PROGRAM NOTIFICATION AGENDA

Chancellor's Office Approvals: PROGRAMS: CCC-501, CCC510, CCC-511, CCC-300 Application Approvals

Chancellor's Office Denials: PROGRAMS

Chancellor's Office Updates

VII. PROGRAM CONSENT AGENDA

VIII. PROGRAM DISCUSSION AGENDA

Program Learning Outcomes

(NONE)

Program Changes that do not require Chancellor's Office Notification/Application

SR:  Autobody/Refinishing  10 units
  MODIFY: program description, program learning outcomes, required courses, total units
  Effective: Summer 2013
  Rationale: This program is being revised due to the removal of AUBDY 115, AUBDY 399 and the addition of AUBDY 301.

AS:  Health and Physical Education  19 units
  MODIFY: program learning outcomes
  Effective: Summer 2013
  Rationale: This is a current program for Physical Education transfer students. In addition to PE, this major will enable students who have completed the pre-requisite course work for the MJC Nursing Program to receive an AS degree.
## CCC-501: Application for Approval - New Credit Programs

<table>
<thead>
<tr>
<th>AA:</th>
<th>Dance</th>
<th>22-23 units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADOPT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effective:</strong></td>
<td>Summer 2013</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td>The Modesto Junior College Dance Department offers a comprehensive foundation in the theory, history, technique, and art of dance to students seeking a degree to transfer or dance training and enrichment. The department offers a structured program of dance study in the areas of core techniques, historical and contemporary styles, choreography, performance, and dance history. Students have the opportunity to demonstrate their abilities through technical, interpretive, and expressive dance, as well as public performances. Students qualify to pursue a variety of dance-related careers and advanced degree options. Upon completing the course requirements for this major, the successful student will earn an Associate in Arts Degree in Dance. The transfer program offers a variety of courses in dance technique in the areas of jazz dance, ballet, modern dance and choreography. Students also have the opportunity to perform in a public departmental dance production each semester and in an informal dance showing each school year. The AA Dance degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine and Performing Arts. The degree is designed to prepare students to meet the admission criteria for programs such as a Bachelor of Fine or Performing Arts which may require performance, technique, dance history, and a choreography requirement.</td>
<td></td>
</tr>
</tbody>
</table>

## CCC-510: Substantial Changes to an Approved Credit Program

- **None**

## CCC-511: Non-Substantial Changes to Approved Program or Change of Active–Inactive Status

<table>
<thead>
<tr>
<th>C:</th>
<th>Autobody/Collision Repair</th>
<th>19 units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODIFY</strong></td>
<td>Program description, program learning outcomes, competencies (removed), required courses, total units</td>
<td></td>
</tr>
<tr>
<td><strong>Effective:</strong></td>
<td>Summer 2013</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td>This program is being modified due to the removal of MATH 20, AUTEC 311 and the inactivation of AUBDY 115. This program is being modified due to the removal of MATH 20, AUTEC 311 and the inactivation of AUBDY 115.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AS:</th>
<th>Automotive Technician (formerly Automotive Technology)</th>
<th>38½ units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODIFY</strong></td>
<td>Award title, required courses, elective courses, total units</td>
<td></td>
</tr>
<tr>
<td><strong>Effective:</strong></td>
<td>Summer 2013</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td>This program proposal will remove AUTEC 115, MACH 301 and 211D from the list of required courses and introduce AUTEC 200. It will also introduce AUTEC 211 as an elective and move ELTEC 208 from a required to an elective. These changes were approved by our automotive advisory committee to make our program more relevant to automotive industry needs and provide better choices for our students.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AA:</th>
<th>Chemical Dependency Counseling (formerly Human Services/Chemical Dependency Counseling)</th>
<th>36 units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODIFY</strong></td>
<td>Award title, program learning outcomes, required courses, total units</td>
<td></td>
</tr>
<tr>
<td><strong>Effective:</strong></td>
<td>Summer 2013</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td>As of April 1, 2005, the counselor certification regulations, Title 9, Division 4, Chapter 8, made specific the requirements regarding counseling services in any Alcohol and Other Drug (AOD) program licensed or certified by the Department of Alcohol and Drug Programs (ADP). Within six (6) months of the date of hire, all non-licensed or non-certified individuals providing counseling services in an AOD program must be registered to obtain</td>
<td></td>
</tr>
</tbody>
</table>
certification as an AOD counselor by one of the approved certifying organizations, complete certification as an AOD counselor within five years from the date of registration, and complete of a minimum of forty (40) hours of continuing education every two years. ADP currently recognizes the California Association for Alcohol and Drug Educators (CAADE), as a National Commission for Certifying Agencies (NCCA) accredited organizations to register and certify AOD counselors in California. On January 15, 2010, the MJC Chemical Dependency Program, was accredited by the California Association of Drug and Alcohol Educators (CAADE) pending the proposed changes that will make MJC the only community college in Stanislaus County with a Chemical Dependency Counseling program that meets the educational requirements necessary to take California’s Department of Alcohol and Drug Program’s (ADP) state licensing exam.

IX. STANDING REPORTS

1. Transfer Model Curriculum
   B. Adams
2. C-ID
   R. Cranley
3. CurricUNET Implementation/Issues
   B. Adams/L. Miller

X. UNFINISHED BUSINESS

Action Items

1. Course Substitutions for Academic Awards
   M. Robles
   Postponed until December
2. Outcomes Assessments and Curriculum Modifications
   J. Todd/L. Miller
3. Policies for Prerequisites/Corequisites/Advisories
   M. Robles
   Postponed until December

Informational Items

1. Equating Courses and Repetitions
   L. Miller
   Postponed indefinitely
2. Independent Study and Work Experience Course Outlines
   B. Adams
   Postponed indefinitely

XI. NEW BUSINESS

Action Items

1. Prerequisite/Corequisite/Advisory/Limitation on Enrollment Language Standardization
   L. Miller
   No report
2. Repeatability for PE and Visual and Performing Arts
   B. Adams

Informational Items
XII. PUBLIC COMMENT


Others Present: L. Gerasimchuk (Administrative Assistant, Instruction Office), J. Hughes (Evaluator), L. Miller (Curriculum Specialist), L. Kropp (BUSAD), N. Sill (BUSAD), G. Wray (AUTEC)

I. APPROVAL OF ORDER OF AGENDA

Hearing no objections, the committee approved the order of the agenda taking into account that guests from AUTEC and BUSAD were present.

II. APPROVAL OF MINUTES

September 25, 2012

M/S/U (C. MULDER. J SOLA) to approve the minutes of 09/25/2012

III. COURSE NOTIFICATION AGENDA

Hearing no objections, the committee was notified of the following actions

Because of extenuating circumstances encountered during scheduling, the VPI (S. Kincade) authorized expedited implementation of FSCI 328 for Spring 2013, instead of Summer 2013. The course was originally approved for SU 2013 implementation at the 01/17/12 meeting. The minutes of that meeting appear below.

<table>
<thead>
<tr>
<th>FSCI</th>
<th>Investigation of Fires</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>328</td>
<td>Effective: Summer 2013 SPRING 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MODIFY: Units, hours/face to face modalities, enrollment restrictions, content, methods of assessment</td>
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<tr>
<td></td>
<td>Enrollment Restrictions: Removing (P) Satisfactory completion of FSCI 301 with a minimum grade of C or better; Requesting: (A) before enrolling in this course, students are strongly advised to satisfactorily complete FSCI 301</td>
<td></td>
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<tr>
<td></td>
<td>Distance Education Status: None</td>
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<tr>
<td></td>
<td>Materials Fee Status: None</td>
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</tr>
<tr>
<td></td>
<td>Articulation Status: Does not transfer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Not approved for GE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rationale: Change unit value, from 4 to 3 units.</td>
<td></td>
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<tr>
<td></td>
<td>Program Impact:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Fire Science A.S. Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Fire Science Certificate of Achievement</td>
<td></td>
</tr>
</tbody>
</table>
IV. COURSE CONSENT AGENDA

V. COURSE DISCUSSION AGENDA

INACTIVATIONS

**AGM 310**
Agricultural Welding
*Effective: Summer 2013*

**INACTIVATE**
Program Impact:
Stand Alone

*M/S/U (L. HATCH, L. LANIGAN) to INACTIVATE AGM 310*

**PORTG 51**
Introduction to Practical Portuguese 1
*Effective: Summer 2013*

**INACTIVATE**
Program Impact:
1. General Studies, Emphasis in Humanities A.A. Degree

*M/S/U (L. HATCH, L. LANIGAN) to INACTIVATE PORTG 51*

**PORTG 52**
Introduction to Practical Portuguese 2
*Effective: Summer 2013*

**INACTIVATE**
Program Impact:
Stand Alone

*M/S/U (L. HATCH, L. LANIGAN) to INACTIVATE PORTG 52*

UPDATES

PLACEMENT OF COURSES IN DISCIPLINES:

*During blanket discussion of course modifications, M. Adams asked why some courses coming through CurricUNET as regular course proposals did not have disciplines assigned to them. He wanted to remind the committee that courses need to have this in place. Some mentioned the field does not always work. Some explained that, if the proposal was launched prior to the interface being developed, that the system would not have captured this information.*

MUSA 141
Beginning Guitar
*Modify: Disciplines*

Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Beginning Guitar requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”

*M/S/U (L. HATCH, L. LANIGAN) to MODIFY MUSA 141*

MUSA 142
Guitar Enrichment
*Modify: Disciplines*

Proposed Discipline(s): MUSIC
Rationale for Disciplines: “Guitar Enrichment requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”

*M/S/U (L. HATCH, L. LANIGAN) to MODIFY MUSA 142*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
</table>
| MUSA 143    | Guitar Advancement           | 1       | Modify: Disciplines  
Proposed Discipline(s): MUSIC  
Rationale for Disciplines: “Guitar Advancement requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”  
M/S/U (L. HATCH, L. LANIGAN) to MODIFY MUSA 143 |
| MUSA 144    | Intermediate Guitar          | 1       | Modify: Disciplines  
Proposed Discipline(s): MUSIC  
Rationale for Disciplines: “Intermediate Guitar requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”  
M/S/U (L. HATCH, L. LANIGAN) to MODIFY MUSA 144 |
| MUSA 145    | Applied Guitar               | 1       | Modify: Disciplines  
Proposed Discipline(s): MUSIC  
Rationale for Disciplines: “Applied Guitar requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”  
M/S/U (L. HATCH, L. LANIGAN) to MODIFY MUSA 145 |
| MUSE 145    | Guitar Orchestra             | 1       | Modify: Disciplines  
Proposed Discipline(s): MUSIC  
Rationale for Disciplines: “Guitar Orchestra requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”  
M/S/U (L. HATCH, L. LANIGAN) to MODIFY MUSE 145 |
| MUSG 101    | Music Appreciation           | 3       | Modify: Disciplines  
Proposed Discipline(s): MUSIC  
Rationale for Disciplines: “Music Appreciation requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”  
M/S/U (L. HATCH, L. LANIGAN) to MODIFY MUSG 101 |
| MUSG 102    | World Music                  | 3       | Modify: Disciplines  
Proposed Discipline(s): MUSIC  
Rationale for Disciplines: “World Music requires the depth and breadth that comes with meeting the minimum qualifications for the discipline of MUSIC.”  
M/S/U (L. HATCH, L. LANIGAN) to MODIFY MUSG 102 |

**MODIFICATIONS/REACTIVATIONS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
</table>
| ART 173     | Digital Imaging for Photographers | 3       | Modify: Description, repetitions, grading, hours/face to face modalities, content, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation.  
Enrollment Restrictions: Maintaining: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ART 170.  
Distance Education Status: None  
Materials Fee Status: Maintaining fee of $20  
Articulation Status: Transfer to CSU and UC  
General Education Status: Approved for MJC Activities  
Rationale: Major changes in software and some in overall curriculum. Important modification of lecture and lab unit values to reflect actual course objectives and content. Also periodic review. |
Program Impact:
1. Art A.A. Degree
2. Photography A.A. Degree Major

**ART 173 pulled for discussion by C. Mulder due to concerns about the proposed repeat policy.** She noted that repeatability is allowed, but this is also an activities course. She expressed concern in light of the new Title 5 regulations on repeatability. It was noted that the TOP code had changed to a vocational TOP code. Many solutions to the problem were discussed, including revising the repeat policy and content at the meeting, or sending it back to the author. B. Adams noted that there is an additional meeting wherein this course could be approved, and also reminded the committee that courses need to be compliant for repetitions by FALL 2013. The issue focused on the fact that the course appeared to be coded as a vocational course, but was also retaining Activities placement. C. Mulder noted that a course cannot have activities placement and repeatability. L. Miller informed the group that repetitions are not currently reported to the state, but will be soon. She advised the group that if the course is to be evaluated and revised, that the coding be reevaluated as well.

M/S/U (C. MULDER, E. MAKI) WITHDRAWN BY REP for further evaluation of the REPEAT POLICY and CODING.

**BUSAD 230**

**Personal Finance**

*Effective:* Summer 2013

*MODIFY:* Description, field trips, content, methods of Instruction, typical Assignments, textbooks, leaning goals, methods of Assessment.

*Enrollment Restrictions:* None

*Distance Education Status:* Maintaining Online course; Mixed modalities/Hybrid (DE Approved at 09/25/12 meeting. No vote required.)

*Materials Fee Status:* None

*Articulation Status:* Transfer to CSU

*General Education Status:* Requesting: (MJC-GE:E) (CSU-GE: E)

*Rationale:* As per action requested at the 09/25/12 Curriculum Meeting, faculty have made revisions to course outline to reflect their request for GE Area E.

*Program Impact:*
1. Accounting Certificate of Achievement

M/S/U (L. HATCH, L. LANIGAN) to MODIFY BUSAD 230

M/S/U (L. HATCH, M. LYNCH) to MODIFY DE MODALITIES for BUSAD 230

**BUSAD 248**

**Introduction to Business**

*Effective:* Summer 2013

*NOTE:* This course is reappearing as a result of review at the 09/25/12 Curriculum Meeting.

*MODIFY:* DE Modalities, Description, Outcomes, Objectives, Content, Typical Assignments, Methods of Instruction, Methods of Evaluation, Textbooks.

*Enrollment Restrictions:* None

*Distance Education Status:* Maintaining: Online course; Requesting: Mixed Modalities/Hybrid

*Materials Fee Status:* None

*Articulation Status:* Transfer to CSU and UC

*General Education Status:* Not approved for GE

*Rationale:* BUSAD faculty have indicated they have revised the course to align with C-ID descriptor. This will be included on 10/9/12 agenda.

*Program Impact:*
1. Bookkeeping Certificate of Achievement
2. Supervisory Management A.S. Degree
3. Supervisory Management A.A. Degree

M/S/U (L. HATCH, L. LANIGAN) to MODIFY BUSAD 248

M/S/U (L. HATCH, M. LYNCH) to MODIFY DE MODALITIES for BUSAD 248
**BUSAD 364** Total Quality Management  
**Effective:** Summer 2013  
**MODIFY:** DE Modalities  
**Enrollment Restrictions:** Maintaining; (A) before enrolling in this course, students are strongly advised to satisfactorily complete SUPR 351 or BUSAD 240.  
**Distance Education Status:** Maintaining; Online, Requesting Mixed Modalities/Hybrid  
**Materials Fee Status:** None  
**Articulation Status:** Does not transfer  
**General Education Status:** Not approved for GE  
**Rationale:** (Instruction Office note 09/25/12 AM: This course was approved for ONLINE modality in 02/19/02. CurricUNET did not have this information in the course record when the course was previously revised, misleading many involved. The proposal that appeared before the committee on 09/25/10 did not show the course as being approved for, or requesting DE. The department wished to retain previous ONLINE approval, and to also add HYBRID modalities for the course, and chose to revise the course after the 09/25/12 meeting to justify those modalities in CurricUNET.)  
**Program Impact:**  
Stand Alone  

**During blanket discussion of the motion to modify courses, M. Adams asked if the course should have more than one discipline defined. The faculty authors said that, at the time of developing the proposal, they were only focusing on curriculum, and were not aware that they should make this change in the system.**  
**M/S/U (L. HATCH, L. LANIGAN) to MODIFY BUSAD 364/SUPR 364**  
**M/S/U (E. MAKI, J. BEEBE) to MAINTAIN REQUISITES for BUSAD 364/SUPR 364**  
**M/S/U (L. HATCH, M. LYNCH) to MODIFY DE MODALITIES for BUSAD 364/SUPR 364**

**HUMSR 104** Aging in America  
**GERON 101**  
**Effective:** Spring 2013  
**MODIFY:** DE modalities, content, description, methods of instruction, typical assignments, textbooks, objectives, methods of evaluation.  
**Enrollment Restrictions:** None  
**Distance Education Status:** Requesting Online, Telecourse, Mixed modalities/Hybrid course  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU.  
**General Education Status:** Not approved for GE  
**Rationale:** A new skills recognition award in Gerontology was created, and this course is one of the required courses related to the SRA in Gerontology that the lead writer is scheduled to teach in the Spring of 2013.  
**Program Impact:**  
1. Gerontology Skills Recognition Award  

**During blanket discussion of the motion to modify courses, M. Adams asked if the course should have more than one discipline defined. B. Adams stated she spoke with author and this was the discipline she provided.**  
**M/S/U (L. HATCH, L. LANIGAN) to MODIFY HUMSR 104/GERON 101**  
**M/S/U (L. HATCH, M. LYNCH) to MODIFY DE MODALITIES for HUMSR 104/GERON 101**

**NEW COURSES**  

*(None)*

**VI. PROGRAM NOTIFICATION AGENDA**
Chancellor’s Office Approvals: PROGRAMS: CCC-501, CCC510, CCC-511, CCC-300 Application Approvals
(None)

Chancellor’s Office Denials: PROGRAMS

Chancellor’s Office Updates

VII. PROGRAM CONSENT AGENDA

VIII. PROGRAM DISCUSSION AGENDA

Program Learning Outcomes

(NONE)

Program Changes that do not require Chancellor’s Office Notification/Application

(NONE)

CCC-501: Application for Approval - New Credit Programs

(NONE)

CCC-510: Substantial Changes to an Approved Credit Program

ADOPT

AA-T: Theatre
Effective: SUMMER 2013 pending CCCCO approval
NOTE: Division has provided application narrative and other required documentation for CCCCO application.
M/S/U (J. BEEBE, M. LYNCH) to ADOPT and APPLY FOR AA-T in Theatre

ADOPT

C: Automotive Brakes and Suspension
Effective: SUMMER 2013 pending CCCCO approval
NOTE: CCCCO or YCCD BOT approval cannot take place until the division provides CCCCO application paperwork to begin the application review process
M/S/U (J. BEEBE, M. LYNCH) to ADOPT and APPLY FOR C: AUTOMOTIVE BRAKES and SUSPENSION

ADOPT

C: Automotive Diagnosis
Effective: SUMMER 2013 pending CCCCO approval
NOTE: CCCCO or YCCD BOT approval cannot take place until the division provides CCCCO application paperwork to begin the application review process
M/S/U (J. BEEBE, M. LYNCH) to ADOPT and APPLY FOR C: AUTOMOTIVE DIAGNOSIS

ADOPT

C: Automotive Engines and Transmissions
Effective: SUMMER 2013 pending CCCCO approval
NOTE: CCCCO or YCCD BOT approval cannot take place until the division provides CCCCO application paperwork to begin the application review process
M/S/U (J. BEEBE, M. LYNCH) to ADOPT and APPLY FOR C: AUTOMOTIVE ENGINES AND TRANSMISSIONS
ADOPT

C: Automotive Service
Effective: SUMMER 2013 pending CCCCO approval
NOTE: CCCCO or YCCD BOT approval cannot take place until the division provides
CCC CO application paperwork to begin the application review process
M/S/U (J. BEEBE, M. LYNCH) to ADOPT and APPLY FOR C: AUTOMOTIVE SERVICE

CCC-511: Non-Substantial Changes to Approved Program or Change of Active–Inactive Status
(None)

IX. STANDING REPORTS

1. Transfer Model Curriculum
   B. Adams reported that she and R. Cranley met with the English department to discuss the English TMC.
   The department determined that it needs to revise the curriculum to align with C-ID descriptors to be eligible for
   the English A.A.-T degree. E. Kerr reported that C. Hudelson Putnam had spoken to the division about
   TMC. M. Garcia had questions about the 80% criteria for TMC compliance in Fall 2012. It was unclear who
   was held accountable to the 80% number for determining compliance. L. Hatch stated that she had spoken
   with a CCCCO representative who said it was for the CCCCO, who would strive to approve 80% of all
   eligible TMC applications received by Fall 2013. Some felt that was an erroneous interpretation. B. Adams
   cited a CIO listserv memo from the CCCCO stating that colleges will have to have 80% of eligible TMC
   programs established by Fall 2013, and noted that there have to be programs developed at the local level in
   order for the CCCCO to approve 80% of the programs.

2. C-ID
   R. Cranley reported that she had announced to the college that DIG (Discipline Input Groups) are being
   established in new disciplines, including but not limited to; Graphic Design, Child and Adolescent
   Development*, Exercise Science*, Graphic Arts/Graphic Design, Health Science, Hospitality/Hotel
   Management, Nutrition/Food Science/Dietetics, and Environmental Science/Studies. B. Sinclair (CMPGR)
   will be attending the DIG event taking place October 19th in SF/Millbrae.

   New descriptors are in need of vetting and faculty are encouraged to participate in vetting the new C-ID
   descriptors at http://www.c-id.net/forum.html

   R. Cranley stated that the English department helped to facilitate the process of vetting the C-ID
   descriptors. She is going to talk with Counseling as well.

   M. Adams wanted clarification on expediting C-IDs. B. Adams explained that to comply, we will need to
   expedite courses, if discipline faculty members self-certify that the courses on TMC templates align with the
   C-ID descriptors. She did note, however, that expediting for SPRING 2013 does not seem feasible from an
   operational standpoint.

3. CurricUNET Implementation/Issues
   B. Adams/L. Miller
   B. Adams explained to the committee that, since implementation is not a task force, and does not appear to
   be an issue that will end, that it no longer will be classified as a task force. She reported that this item will
   now appear under Reports, and that she will simply report on issues and progress being made with the
   system. For example, she submitted two new “tickets” to Governet to facilitate getting some bugs/issues
   resolved in the system.

X. UNFINISHED BUSINESS
Action Items

1. **Course Substitutions for Academic Awards**  
   **M. Robles / B. Adams**
   M. Robles will come back with a report on the new Course Substitution form at the end of the term. The form has been sent to the divisions.

2. **Outcomes Assessments and Curriculum Modifications**  
   **J. Todd/L. Miller**
   J. Todd reported that the Outcomes Assessment Workgroup (OAW) are in the process of looking at CLOs using the newly established CurricUNET review process for CLOs. Two reports are in the process of being developed. One is for ACCJC. It is clear that Outcomes Assessment is driving accreditation.

   The OAW is attempting to develop a process for review of outcomes statements, and are striving to incorporate that into the established cycle of curriculum and program review. A new assessment cycle will begin in Spring 2013. The goal is to have courses assessed every two years. Faculty will need to see that CLOs inform PLOs.

   J. Todd continued by reporting on the Student Success Conference he attended the week previously. He saw examples of institutions that was assessing at all levels of the institution. For example, one institution gave a test to exiting graduates. He remarked that this was a questionable approach. His vision would be to streamline assessment and try to incorporate as much of it as possible into the course level using embedded assessment. This spring, at Assessment Day the goal is to map CLOs to PLOs and to ILOs.

Informational Items

1. **Equating Courses and Repetitions**  
   **L. Miller**
   Postponed Indefinitely

2. **Independent Study and Work Experience Course Outlines**  
   **B. Adams**
   Postponed Indefinitely

3. **Policies for Prerequisites/Corequisites/Advisories**  
   **M. Robles**
   A meeting will be held on Tuesday, October 16 with those who volunteered to be members of the subcommittee. Each volunteer should have received an invitation.

4. **Course Inactivation and Program Impacts**  
   **B. Adams**
   In response to the dialog at the last curriculum meeting, B. Adams showed the committee that the week's voting grid spreadsheet included another worksheet containing an overview of program impact in a format that was sortable. She hopes to expand this with each meeting’s data, and give it back to the group during catalog production so that they can review their programs for accuracy for the next catalog. The appreciation for B. Adams' efforts in the room was palpable, as the group recognized the importance of the task and the amount of work required to complete it.

XI. NEW BUSINESS

Action Items

1. **Prerequisite/Corequisite/Advisory/Limitation on Enrollment Language Standardization**  
   **L. Miller**
   No Report

Informational Items

1. **Repeatability for PE and Visual and Performing Arts**  
   **B. Adams**
   B. Adams reminded the committee that the state has come out with new Title 5 criteria on repeatability, but
that there is still some confusion on the issue. Guidelines have been provided on how disciplines may go about creating “families” or sequences of courses in lieu of previously established repeat policies no longer permitted. She showed a report she worked with L. Miller to extract from Datatel, which identifies the “registration retake policy” currently in place for active courses. She informed them that there are over 300 courses that may require attention. The group was surprised by the volume. The group was interested in seeing the documentation and language from the state, and B. Adams agreed to send out information to the group.

**XII. PUBLIC COMMENT**

*M/S/U to adjourn at 4:04 PM*
UPDATES TO THE CALIFORNIA COMMUNITY COLLEGES BUDGET AND ACCOUNTING MANUAL
July 9-10, 2012

ACTION
Presentation: Frederick E. Harris, Assistant Vice Chancellor, College Finance and Facilities Planning

Item 2.1

Issue

This item presents primarily technical changes and revisions to the California Community Colleges Budget and Accounting Manual. These changes update and improve the accounting procedures of the California Community Colleges. No new program or increased level of district effort is mandated by this revision.

Background

The California Community Colleges Budget and Accounting Manual has the authority of regulation in accordance with title 5 section 59011 of the California Code of Regulations. The manual is distributed as part of the Board of Governors’ responsibility to define, establish, and maintain the budgeting and accounting structure and procedures for the California Community Colleges. This responsibility is defined in California Education Code section 70901. Each community college district is required to follow California Community Colleges Budget and Accounting Manual in accordance with California Education Code section 84030, which states: “The accounting system, including the uniform fund structure used to record the financial affairs of any community college district, shall be in accordance with the definitions, instructions, and procedures published in the California Community Colleges Budget and Accounting Manual...”

The last manual update was in 2000.

Authoritative Requirements

California community college districts are required by regulations (California Code of Regulations title 5 section 58300 et seq.) to prepare financial reports and annual budgets that report all their actual and projected revenues and expenditures on forms provided by the Chancellor’s Office. The California Community Colleges Budget and Accounting Manual facilitates compliance with this requirement by providing for a uniform fund structure, revenue and expenditure classifications, and other accounting procedures for the consistent and comparable reporting of financial data by all community college districts.

The manual is primarily written for the individuals who work daily with the community college accounting system; however, the information assists those readers who may desire more detailed understanding of fiscal information for the California Community Colleges. The process to update
the manual includes a coordinated effort from the Chancellor’s Office and the Association of Chief Business Officials (Fiscal Standards and Accountability Committee). The annual district audit by the contracted independent auditor will assess district compliance with the manual.

Summary of Recommended Changes

Chapter 1

• Referencing throughout the California Community Colleges Budget and Accounting Manual has now been updated to incorporate current guidance from the Governmental Accounting Standards Board, the American Institute of Certified Public Accountants Accounting Standards Executive Committee and recent implementation guides for new standards and pronouncements.
• The specific web site citing for the Governmental Accounting Standards Board and The Federal Office of Management and Budget guidance is included.
• The budgeting overview and important dates section has been updated to include reporting requirements for the appropriation limit and submission of the annual audited financial statements to the California Community Colleges Chancellor’s Office.
• A table of references to California Code of Regulations title 5 is included for significant accounting and budgetary requirements

Chapter 2 – Fund/Structure

• References were removed related to the general fixed asset account group and the general long term debt account group.
• Additional designations and definitions were provided for the Capital Project Fund Type to reflect the General Obligation Bond Fund (Fund Type 43) and Other Capital Project Funds (Fund Type 4X).
• The section related to special accounting applications has been separated to Chapter 7.

Chapter 3 – Accounting for Revenues and Financing Sources

• Provides additional guidance, related to The Federal Office of Management and Budget Circular A-21; Cost Principals for Educational Institution.
• Provides referencing to the Catalog of Federal Domestic Assistance.
• Provides guidance for the Proposition 20 Lottery Funds to be included within the Restricted General Fund.
• Provides guidance for redevelopment agency funds accounted for within the General Fund Property Tax object codes and incorporates some language addressing the recent disbandment of the redevelopment agencies.
• Provides a reference to the Student Fee Handbook and the Chancellor’s Office website.
• References to student parking fees to be accounted for in the Restricted General Fund.
Chapter 4 – Expenditures and Other Outgo

- Some clean up language throughout to match current guidance and standards.
- Updated references to the Vocational and Technical Education Act have changed to Career and Technical Education Act.
- Administrative and support activities references language to faculty released from instruction.
- Update language for capital outlay plan expenditures to conform to current Governmental Accounting Standards Board guidance.

Chapter 5 – Balance Sheet

- Expands definition of the fund balance classifications and includes guidance to include the classifications of the Governmental Accounting Standards Board Statement 54: Fund Balance Reporting and Governmental Fund Type Definitions.

Chapter 6 –Governmental Accounting and Financial Reporting

- New Chapter to provide guidance for reporting under the business type activity model of the Governmental Accounting Standards Board Statement 35.
- Includes Managements Discussions and Analysis.
- Notes to the financial statements.
- Required supplementary information.
- Reconciliations of governmental funds to the full accrual entity-wide financial reporting.
- Typical consolidation and conversion entries for the financial statement reporting.

The appendix was updated for current regulations and guidance throughout the California Community Colleges Budget and Accounting Manual.

Recommended Action

The recommendation is for the Board of Governors to approve the recent revisions to the California Community Colleges Budget and Accounting Manual.

Staff: Michael Yarber, College Finance and Facilities Planning
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES:
APPOINTMENT OF ALICE PEREZ TO THE BOARD OF DIRECTORS OF THE
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES
July 9–10, 2012

ACTION
Presentation: Jan Dehesh, Board Chair, Foundation for California Community Colleges
Keetha Mills, President and CEO, Foundation for California Community Colleges

Item 2.2

Issue

This item requests the selection of Alice Perez to the Foundation for California Community Colleges, Board of Directors.

Background

Alice Perez

Alice Perez is well-known to the Board of Governors, having previously served as a member for several years and more recently as vice president. Ms. Perez’ successful career in both public and private industry makes her a natural fit for the Foundation for California Community Colleges Board, especially in light of her years of service to the California Community Colleges. Ms. Perez’ private industry work includes serving as director of multicultural markets for U.S. Bank and manager of customer strategy and residential services for Sacramento Municipal Utility District (SMUD).

In 2011, Ms. Perez founded Alice Perez Consulting, through which she has focused efforts on engaging elected officials in education reform strategies throughout the United States as well as advocating for policies to improve all students’ access to education. Ms. Perez’ dedication to educational reform is further demonstrated by her former role as director of governmental affairs for STAND UP, an education non-profit devoted to improving public schools in the Sacramento region. Ms. Perez has served many roles in educational organizations including: commissioner of the California Postsecondary Education Commission, member of the Scholar Share Investment Board, and member of the California Student Aid Commission. Currently, Ms. Perez serves as president/CEO of the Sacramento Hispanic Chamber of Commerce.

Ms. Perez received her Bachelor of Science from California State University, Sacramento. She was recently honored with the Distinguished Graduate Award from California State University, Sacramento. Alumni who have made notable contributions to the campus and the community are selected to receive this award.

Please see attached resume and biography for more information.
Recommendation

The Board of Governors approves the selection of Alice Perez to the Foundation for California Community Colleges, Board of Directors.
Results driven professional with solid background in customer engagement and acquisition. Success in optimizing productivity, efficiency and profitability through delivery of value-added services and programs. Capable of building teams across organizational boundaries to support, develop and implement key business strategies. Solid presentation, negotiation, public speaking and communication skills.

Cross-functional expertise in:

- Effective Relationship Management and Business Development Abilities
- Strong Sales and Credit Quality Skills
- Building Strategic Alliances and Partnerships
- Market and Customer Expansion
- Strategic Planning and Business Development
- New Product Development and Revenue Generation
- Market Positioning and Awareness
- Expert in Ethnic Market strategy development
- Expertise in Community and Public Outreach

Proven track record of success and skills in developing new clients and business, including prospecting, sourcing and networking.

PROFESSIONAL EXPERIENCE

President / CEO Sacramento Hispanic Chamber of Commerce
Sacramento, CA
2011-Present
Responsible for the overall management of the organization and the long-range strategic planning and focus of the Chamber. Plans, organizes and directs all operations of the Sacramento Hispanic Chamber of Commerce and the Sacramento Business Service Center. Manages the day-to-day operations of the office/staff, membership development and sales, close communication with Chamber members, business/industry, government and school officials, as well as community members on various issues affecting the economic vitality and quality of life within the Sacramento Region.

Director Governmental Affairs STANDUP
Sacramento, CA
2011-2012
Advance STAND UP’s policy goals and values, before elected officials, special interest groups and the business community throughout the United States and locally.

Manager Customer Strategy/Manager Residential Services Sacramento Municipal Utility District (SMUD), Sacramento, CA
2006-2010
Set the direction of the Customer Services Business Unit by designing the business unit’s strategic plan and managing the financial performance of the Business Unit’s $166M annual operating budget. Scope of responsibility included managerial and budgetary leadership for Market Research, Program and Operations Planning, Technology Management, Energy & Technology Center, Economic Development, and Community Engagement. As Manager of Residential Services directed implementation of SMUD’s residential programs, products and services to over 500,000 residential customers, the finance group that supports funding for the energy efficiency loan programs, and the billing and credit teams.

- Oversaw the development of the Community Engagement team developed to organize the district’s strategic community partnerships and sponsorships.
- Directed strategy to develop and win a $20M State Energy Efficiency Grant; directed program design for grant.
- Spearheaded the development of business unit Business Performance Management Reports enabling management to make more timely business oversight decisions used to identify 12% budget reduction over three years.
- Directed the development of the District’s Umbrella Marketing Campaign incorporating program and district marketing with communications strategy to educate and engage customers in managing energy use.
Managed the development of five new programs including the award-winning Solar Shares program.

Initiated and sponsored development of Employee Networking Program – SMILE Network.

**Director of Multicultural Markets/Hispanic Market**, National Position  
U.S. Bank, Sacramento, CA 2000-2006  
Developed and defined the strategic direction of U.S. Bank’s Hispanic/Multicultural Banking Segment and provided guidance to ensure customer needs and markets were met while increasing bank market share and profitability by effectively targeting the high-growth ethnic segments. Strategies were designed to reach consumers and small business owners through four impact areas: staffing, community involvement, marketing and products.

- Promoted the image of US Bank throughout the western hemisphere and internationally by integrating US Bank’s mission and vision into community activities, public relations, communications media, legislative activity and events.

- Managed Multicultural Sponsorship Budget. Identified key market opportunities and leveraged key sponsorships, political associations, community/foundation investments and mobilized local markets to position U.S. Bank as a national leader in Multicultural segments.

- Developed and implemented business/marketing strategies. Partnered closely with Retail Bank, Product Groups, Small Business, Marketing and Emerging Market teams to benchmark and track portfolio profitability, household growth, commission relevant segment-specific actionable research and to execute marketing campaigns (including advertising, merchandising and direct mail). Achieved 16% customer growth year over year.

- Developed three signature programs that increased product offerings and market presence: Access to Capital program, “Capital!” partnership with United States Hispanic Chamber of Commerce/local Chambers of Commerce; “Latina Style Affinity Credit Card program” partnership with Latina Style Magazine and National Partnership program with Mexican/Central American Consulates.

- Principal organizer of historical roundtable banking forum with President Vicente Fox of Mexico. Primary consultant on creation of Consumers Bankers Association’s first Hispanic Banking Forum where leading banks presented strategies to offer financial services to the growing Hispanic population.

- Developed multi-level marketing approach to reach Ethnic markets by integrating bilingual collateral materials, bilingual website, branding, event/trade show coordination and media relations to increase product awareness and customer acquisition.

- Primary spokesperson and advocate for US Bank’s Multicultural Banking Strategy, presenting to national and local audiences as subject matter expert.

**Retail Market Manager** U.S. Bank, Sacramento Metro, Placer Sutter/Suburban, CA 1998-2000  
Established aggressive, goal-oriented sales management team and provided direction in branch operations, new business development, core deposit growth, marketing, human resources, and loss control.


**Branch Manager** U.S. Bank California/Sacramento, CA 1995-1998  
Responsible for overall profitability of branch including expense control, loss prevention, quality customer service, community partnership development, business development and sales goals.
Alice D. Perez

- Exceeded commercial loan production goals by 144% and SBA/Opportunity Loan goals by 200% by developing and implementing calling programs, identifying existing and potential customers to increase market penetration and develop profitable accounts and relationships.

**Branch Manager, Business Banker** Wells Fargo Bank, Rancho Cordova, CA 1993-1995

Responsible for overall profitability of branch including expense control, loss prevention, quality customer service, community partnership development, business development and sales goals.

- Assigned to one of the regions busiest branches. Created and implemented new leadership and team building programs to recruit, train and develop a highly motivated and customer sensitive branch team. Taught cross selling techniques and used proven human resource skills to oversee the sales and service activities of 24 employees. Attained a Level 1 rating for consistently exceeding 100% of goal.

- Designed and implemented creative marketing strategies to cultivate new revenue sources, grow core deposits, and develop new commercial accounts. Recognized by regional executives for increasing sales 30% in less than six months while overseeing as many as 28,000 transactions.

**AWARDS**

- KVIE - Hispanic Community Leader Award 2006
- California State University Sacramento - Distinguished Graduate Award 2007

**BOARD POSITIONS/ORGANIZATIONS**

**Current**

- Community College Board of Governors, Vice President Appointed 2007
- California Asian Pacific Chamber of Commerce, Vice Chair
- Sacramento State University Foundation, Board Member
- Center for Fathers and Families, Board Member

**Previous**

- Mercy Health Foundation, Board Member
- California Post Secondary Education Commissioner
- American Leadership Forum Mountain Valley Chapter, Board Member
- Asian Pacific Chamber of Commerce Sacramento, Past Chair
- California Museum for Women, History and Arts, Board Member
- Scholar Share Investment Board, Appointed 2006
- California Student Aid Commission, Appointed 2006
- National Low Income Energy Consortium, Board Member
- National Hispanic Corporate Council, Board Member
- United States Hispanic Chamber of Commerce, Past Co-Chair Senior Executive Corporate Advisory Board
- United States Mexican Chamber of Commerce, Past Board Member
- California Hispanic Chamber of Commerce, Corporate Advisory Board Member
- Hispanic Chamber of Commerce Sacramento, Past Chair
- Center for Youth Citizenship, Board Member
- Hispanics Organized for Political Equality (HOPE) PAC Northern California, Past Chair
- Assistant District Governor for Rotary District 5180
- Rotary Club of Roseville-Sunrise, Past President

**EDUCATION**

Bachelor of Science – Finance / Insurance, California State University, Sacramento 1999
Alice Perez is currently the President / CEO for the Sacramento Hispanic Chamber of Commerce. The chamber provides a number of business development programs that encourage the creation, expansion and growth of small business and emerging businesses, including women and minority-owned businesses throughout Sacramento County and the 6-county region. The Chambers goal is to impact economic development, workforce development, jobs creation, financial literacy and general business acumen.

In 2011 she founded Alice Perez Consulting, focused on Business and Community Engagement Strategies. She has served clients focused on increasing small business exporting in California and also engaging elected officials in Education Reform strategies throughout the United States.

Alice previously served as the Manager of Customer Strategy at Sacramento Municipal Utility District (SMUD). She was responsible for overseeing the Customer Service Business Unit’s strategic direction which included new program development and planning, community engagement, operations planning and implementation, market research, technology initiatives and the financial performance of the Business Unit. Prior to this role Alice Perez was responsible for overseeing the delivery of all of SMUD’s residential programs, products and services to over 500,000 residential customers.

Alice D. Perez was Vice President and Director of U.S. Bank’s national Multicultural Banking initiatives. In her role, Alice guided U.S. Bank in its decisions to effectively serve and meet the unique financial services needs of high-growth Hispanic and other Multicultural markets. She also coordinated the bank’s national outreach and developed strategic partnerships with other organizations in order to provide to the Greater Hispanic, African American and Asian Community enhanced access to financial services.

Ms. Perez was recognized in 2006 by KVIE for her dedicated leadership in the Hispanic Community and California State University Sacramento recognized her in 2007 with the Distinguished Graduate Award for her outstanding service in the community.

Ms. Perez is an accomplished leader who is active in business, not-for-profit, political, civic, and community affairs. She was appointed by California Governor Arnold Schwarzenegger to the California Community College Board of Governors. She is Vice Chair of the California Asian Chamber of Commerce, and on the board of Mercy Health Foundation, Center for Fathers and Families, and Cristo Rey High School. She is a founding member and Past-Chair of the Northern California affiliate of the political action committee known as Hispanics Organized for Political Equality or “HOPE-PAC. She has served as Co-Chair of the United States Hispanic Chamber of Commerce Senior Executive Corporate Advisory Board, past member of the corporate advisory board of the statewide California Hispanic Chamber of Commerce, past board member of the California Student Aid Commission, ScholarShare Investment Board, past chair of Asian Pacific Chamber of Commerce Sacramento, California Museum for History, Women and Arts, American Leadership Forum Mountain Valley Chapter, National Hispanic Corporate Council, National Low Income Energy Consortium, Chair of the Sacramento Hispanic Chamber of Commerce in 2004 and is past Assistant District Governor for Rotary District 5180 and past President of the Rotary Club of Roseville-Sunrise.

Ms. Perez is a graduate of California State University where she earned a Bachelor of Science degree in Finance and Insurance. She resides in the greater Sacramento area.
Item 2.3

Issue

Under the current economic and legislative climate, the community colleges have come under increasing scrutiny concerning the ability of students to repeat classes in a manner that is not productive to the California Community Colleges’ goal of increasing overall student success and completion. The System Advisory Committee on Curriculum has been studying the issue over the past year and a half and has determined that there are certain sections of title 5 that should be changed. This item presents for a second reading and Board adoption the proposed changes to course repeatability regulations in title 5.

Background

Beginning in the fall of 2009, questions have been coming up concerning whether college-level courses should be repeated and under what circumstances. One of the key areas of discussion was that of physical education. In physical education alone, there were approximately 50,000 FTES reported for classes in which a student repeated after successfully completing the course previously.

The main issue seemed to center around the use of the word “activity.” As applied to courses, the term activity became problematic when getting to specific repeatability questions and policy choices. Under current title 5 language the groups of courses included were physical education, intercollegiate athletics, visual or performing arts courses in music, fine arts, theatre, and dance. In addition, a part of the language, “including, but not limited to” provided a somewhat open door for excessive use of repeatability (55041(c) (3)).

With that information, a series of meetings were held with groups across the state. The Academic Senate for California Community Colleges (ASCCC) conducted several focus groups on their own to determine what courses should be repeated and under what circumstances. Their work culminated in a resolution (09.03) at the spring 2011 plenary session and subsequent resolutions (09.07 and 09.08) at the fall 2011 plenary session. These documents were used to guide the discussions and were attached to the Board of Governors item 3.1 of the May 7-8, 2012 agenda.
Following the direction of the Academic Senate for California Community Colleges, the Chancellor’s Office worked through the System Advisory Committee on Curriculum to revisit the language of title 5 to determine how best to solve the current issues. At the same time, there was also language going through the system to deal with repetition issues created when students were taking classes too many times with the effect of blocking other students out of classes. In July 2011, the Board of Governors adopted regulations that limited the number of times a student could enroll in a course to three times, except in limited circumstances. Enrollments now include any combination of withdrawals and repetitions. However, those changes did not address the issues surrounding repeatable courses.

The result of the discussions regarding repeatable courses are included in the proposed revisions to a series of sections in title 5, Division 6, Chapter 6, Subchapter 1, Article 1, Section 55000 – 55045 and 58161 – 58162. These sections cover the following topics:

55000 Definitions
55023 Academic Record Symbols and Grade Point Average
55030 Definitions (deleted and moved to 55000)
55040 District Policy for Course Repetition
55041 Repeatable Courses
55043 Course Repetition Due to Significant Lapse of Time

58161 Apportionment for Course Enrollment
58162 Intercollegiate Athletics
58166 Field Trips

Analysis

These regulation changes are being presented to the Board of Governors for a second reading and adoption. The changes were heard as a first reading at the May 7, 2012, Board of Governors meeting and previously at the Consultation Council on April 19, 2012. Attachment 1 is the proposed regulation changes. Attachment 2 provides proposed responses to the comments received during the comment period.

Recommended Action

The Board of Governors is asked to adopt the following resolution:

Be it Resolved

The Board of Governors of the California Community Colleges, acting pursuant to Education Code sections 66700, 70901(c) and 70901.5, hereby:

- accepts the comments and proposed responses;
• directs the chancellor to file the regulations with the Secretary of State and submit the regulations to the Office of Administrative Law for printing upon receipt of an approved Economic and Fiscal Impact Statement from the Department of Finance;
• authorizes the chancellor to take any necessary ministerial action to process these regulations; and
• adopts the regulations effective thirty days after filing with the Secretary of State and submission of the regulations to the Office of Administrative Law.
1. Section 55000 of article 1 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55000. Definitions.

For the purpose of this chapter, the following definitions shall apply:

(a) “Active participatory courses” are those courses where individual study or group assignments are the basic means by which learning objectives are obtained.

(b) “Advisory on recommended preparation” means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

(c) “All units attempted” means all units of credit for which the student has enrolled in the current community college district of attendance.

(d) “CR” means “credit” and is a symbol used to denote that a student received credit for at least satisfactory work in a course taken on a “credit-no credit basis” prior to the Fall 2009 term.

(e) “Community Services Offering” means a fee-supported community services class authorized pursuant to Education Code section 78300 and approved pursuant to subdivision (d) of section 55002 for which state apportionment is not claimed and credit is not awarded.

(f) “Content review” means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

(g) “Contract Course” means a course which a community college district offers under a contract pursuant to Education Code section 78021 with a public or private agency, corporation, association, or other organization.
(e)-(h) “Corequisite” means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

(f)-(j) “Course” means an organized pattern of instruction on a specified subject offered by a community college pursuant to subdivisions (a), (b) or (c) of section 55002.

(j) “Course repetition” occurs when a student who has previously received an evaluative symbol in a credit course, as set forth in section 55023, re-enrolls in that course and receives an evaluative symbol.

(k) “Courses that are determined to be legally mandated” are courses that are required by statute or regulation as a condition of paid or volunteer employment.

(l) “Courses that are related in content” are those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation.

(m) “Educational program” is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

(n) “Enrollment” occurs when a student receives an evaluative or nonevaluative symbol pursuant to section 55023 in a credit course.

(o) “Extraordinary conditions” are those conditions meeting the requirements of section 58509(a) allowing a community college to provide a full refund of enrollment fees to a student.

(p) “Intercollegiate academic or vocational competition course” is a course that is designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. The participation in the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section 55002.

(q) “Intercollegiate athletic course” is a course in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport.

(r) “NC” means “no credit” and is a symbol used to denote that a student did not receive credit for a course taken on a “credit-no credit basis” prior to the Fall 2009 term.

(s) “Necessary and appropriate” means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.
“Noncredit basic skills courses” are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses pursuant to subdivision (c) of section 55002.

“Nondegree-applicable basic skills courses” are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree-applicable credit courses pursuant to subdivision (b) of section 55002.

“Prerequisite” means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

“Satisfactory grade” means that, for the course in question, the student’s academic record has been annotated with the symbol A, B, C or P as those symbols are defined in section 55023.

“Special classes” means those instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations as set forth in section 56028.

“Substandard academic work” means course work for which the grading symbols “D,” “F,” “FW,” “NP” or “NC” (as defined in section 55023) have been recorded.


2. Section 55023 of article 2 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55023. Academic Record Symbols and Grade Point Average.

(a) Except as provided in subdivisions (b) and (c), grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student’s grade point average using only the following evaluative symbols:
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Less than satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Passing (At least satisfactory - units awarded not counted in GPA. Has the same meaning as “CR” as that symbol was defined prior to June 30, 2007.)</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (Less than satisfactory, or failing - units not counted in GPA. NP has the same meaning as “NC” as that symbol was defined prior to June 30, 2007.)</td>
<td></td>
</tr>
</tbody>
</table>

(b) The governing board of a community college district may use “plus” and “minus” designations in combination with letter grades, except that the grade of C minus shall not be used. If pluses and minuses are used, the grade point value of a plus shall be computed by adding 0.3 to the value assigned to the letter grade with which it is combined, and the grade point value of a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade with which it is combined, except that no grade point value shall be less than 0 or greater than 4.0.

(c) Regardless of whether the governing board elects to use plus and minus grading, it may provide for the use of the “FW” grade symbol to indicate that a student has both ceased participating in a course sometime after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances. The “FW” symbol may not be used if a student has qualified for and been granted military withdrawal. If “FW” is used, its grade point value shall be zero (0).
(d) The governing board of each community college district shall publish the point equivalencies for the grades used in subdivision (a), or, subdivisions (a) and (b) (if pluses and minuses are used) in the catalog or catalogs of each college in the district as a part of its grading policies. In the event the governing board chooses to use the “FW” described in subdivision (c), it shall be included in the grading system and point equivalencies published in the catalog.

(e) The governing board of each community college district may authorize the use, under controls and conditions specified below, of only the following nonevaluative symbols:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an “I” symbol being entered in the student's record. The condition for the removal of the “I” shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The “I” may be made up no later than one year following the end of the term in which it was assigned. The “I” symbol shall not be used in calculating units attempted nor for grade points. The governing board shall provide a process whereby a student may petition for a time extension due to unusual circumstances.</td>
</tr>
<tr>
<td>IP</td>
<td>In progress: The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of a term and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluative symbol (grade) in accordance with subdivision (a) or (a) and (b)</td>
</tr>
</tbody>
</table>
(if plus and minus grading is used) to be recorded on the student's permanent record for the course.

RD Report Delayed: The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.

W Withdrawal: The “W” symbol may be used to denote withdrawal in accordance with the requirements of section 55024.

MW Military Withdrawal: The “MW” symbol may be used to denote military withdrawal in accordance with section 55024.

(f) In calculating students' degree-applicable grade point averages, grades earned in nondegree-applicable credit courses shall not be included.

(g) The governing board of each district shall adopt rules and regulations governing the inclusion or exclusion of units in which a student did not receive a grade or “pass-no pass” or from which the student withdrew in accordance with rules adopted by the district.


3. Section 55030 of article 3 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is repealed:

§ 55030. Definitions.

For the purposes of this chapter, the following terms shall have the specified meanings:

(a) “All units attempted” means all units of credit for which the student is enrolled in the current community college of attendance. The governing board of each district shall adopt rules and regulations governing the inclusion or exclusion of units in which a student did not receive a grade or “pass-no pass” or from which the student withdrew in accordance with rules adopted by the district governing board.
(b) “CR” means “credit” and is a symbol used to denote that a student received credit for at least satisfactory work in a course taken on a “credit-no credit basis” prior to the Fall 2009 term.

(c) “NC” means “no credit” and is a symbol used to denote that a student did not receive credit for a course taken on a “credit-no credit basis” prior to the Fall 2009 term.


4. Section 55040 of article 4 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55040. District Policy for Course Repetition.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by instructors, or with subchapter 2.5 (commencing with section 59020) of chapter 10 of this division, pertaining to the retention and destruction of student records.

(b) For purposes of course repetition, academic renewal, and all other related provisions in this division, the following terms shall have the meanings specified below:

(1) “Course repetition” occurs when a student who has previously received an evaluative symbol as defined in section 55023, in a particular course re-enrolls in that course and receives an evaluative symbol as defined in section 55023.

(2) “Substandard academic work” means course work for which the grading symbols “D,” “F,” “FW,” “NP” or “NC” (as defined in sections 55023 and 55030) have been recorded.

(c) The policies and procedures adopted pursuant to subdivision (a) may:

(1) designate certain types of courses as “repeatable courses” consistent with the requirements of section 55041.

(2) allow permit a student to repeat a course in an effort to alleviate substandard academic work consistent with the requirements of section 55042.

(3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043.
(4) permit a student to repeat a portion of a variable unit open-entry/open-exit course which the student previously completed only under the circumstances described in section 55044.

(5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether or not substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition.

(6) permit a student to repeat a course in occupational work experience under the circumstances described in section 55253. When an occupational work experience course is repeated pursuant to that section, the grade received each time shall be included for purposes of calculating the student’s grade point average.

(7) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy may allow the previous grade and credit to be disregarded in computing the student’s GPA each time the course is repeated.

(8) permit a student to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is legally mandated.

(9) permit a student to petition the district to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times. The governing board of the district may establish policies and procedures requiring students to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.

(c) The policies and procedures adopted by the governing board of each community college district pursuant to subdivision (a) may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.
(d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

(e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161.


5. Section 55041 of article 4 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is repealed:

§ 55041. Repeatable Courses

(a) The district policy and procedures on course repetition adopted pursuant to section 55040 may designate as repeatable courses only those courses described in this section.

(b) If a district permits repetition of courses regardless of whether substandard academic work has been recorded, repetition shall be permitted, without petition, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subdivision.

(c) The district policy adopted pursuant to section 55040 may also designate courses of the types described in this subdivision as repeatable courses, subject to the following conditions:

(1) The district must identify the courses which are to be repeatable, and designate such courses in its catalog.

(2) The district must determine and certify that each identified course is one in which either:

(A) the course content differs each time it is offered; or
(B) the course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the following reasons:

(i) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or

(ii) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

(3) Activity courses which may qualify as repeatable courses meeting the requirements of paragraph (2)(B) of this subdivision include, but are not limited to the following:

(A) Physical education courses; or

(B) Visual or performing arts courses in music, fine arts, theater or dance.

(4) Foreign language courses, ESL courses and nondegree-applicable basic skills courses are not considered “activity courses” for purposes of paragraph (2)(B) of this subdivision.

(5) The district must develop and implement a mechanism for the proper monitoring of such repetition.

(6) Students may repeat a course pursuant to this subdivision for not more than three semesters or five quarters. For purposes of this subdivision, semesters or quarters include summer or intersessions.

(7)(A) Except as provided in subparagraph (B) of this paragraph, where a college establishes several levels of courses which consist of similar educational activities, the repetition limitation in paragraph (6) of this subdivision applies to all levels of courses that involve a similar primary educational activity regardless of whether the repetitions reflect multiple enrollments in a single course or in multiple courses involving the same primary activity.

(B) Visual or performing arts courses in music, fine arts, theater or dance which are part of a sequence of transfer courses are not subject to subparagraph (A) of this paragraph.

(d) When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student’s grade point average.

6. Section 55041 of article 4 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is added to read:

§ 55041. Repeatable Courses.

(a) Districts may only designate the following types of courses as repeatable:

(1) Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The governing board of a district must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section 59020 et seq.;

(2) Intercollegiate athletics, as defined in section 55000; and

(3) Intercollegiate academic or vocational competition, as defined in section 55000, where enrollment in the course and courses that are related in content, as defined in 55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.

(b) The district must identify all courses which are repeatable and designate such courses in its catalog.

(c) When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student’s grade point average.

(d) Notwithstanding the limitations above, apportionment will be limited as set forth in section 58161.


7. Section 55043 of article 4 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55043. Course Repetition Due to Significant Lapse of Time.

(a) In addition to permitting course repetition in the circumstances described in other provisions of this article, a district may also permit or require repetition of a course where
the student received a satisfactory grade the last time he or she took the course but the
district determines that there has been a significant lapse of time of no less than 36 months
since that grade was obtained and:

(1) the district has properly established a recency prerequisite for a course or program
pursuant to section 55003, or has otherwise defined “significant lapse of time” in its policy
on course repetition, or

(2) another institution of higher education to which the student seeks to transfer has
established a recency requirement which the student will not be able to satisfy without
repeating the course in question. Pursuant to petition, a district may allow repetition where
less than 36 months have elapsed pursuant to this subdivision if the student documents the
repetition is necessary for the student’s transfer to the institution of higher education.

(b) If the district determines that a student needs to repeat an active participatory
experience course, as defined in section 55000, in physical education or visual or performing
arts, or an active participatory experience course that is related in content, as defined in
section 55000, an activity course of the type described in subdivision (c)(2)(B) of section
55041 due to significant lapse of time, that repetition shall be counted in applying the limit
on repetitions set forth in subdivision (c)(6) of section 55041 section 55040(c) except that, if
the student has already exhausted the number of repetitions permitted under subdivision
(c)(6), an additional repetition due to significant lapse of time may be permitted or required
by the district.

(c) When a course is repeated pursuant to this section, the district policy may allow the
previous grade and credit to be disregarded in computing the student’s GPA.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections
70901 and 70902, Education Code.

8. Section 58161 of article 5 of subchapter 2 of chapter 9 of division 6 of title 5 of the
California Code of Regulations is amended to read:

§ 58161. Apportionment for Course Enrollment.

(a) A community college district may claim the attendance of students who enroll for
enrollments, in credit courses for state apportionment only if so authorized by this section
and if all other requirements of this chapter division are satisfied. For purposes of this
section, the definition of enrollment found in section 55000 shall apply an enrollment
occurs when a student receives an evaluative or nonevaluative symbol pursuant to section
55023.
(b) A district may claim state apportionment for an enrollment in a credit course for the attendance of a student who receives a satisfactory grade, as defined in section 55000, one time unless an exception applies.

(a)-(c) A district may claim state apportionment for the attendance of students for enrollments totaling a maximum of three semesters or five quarters times, including summer sessions and intersessions, per credit course and if all other requirements of this chapter division are satisfied. For purposes of this section, enrollments include any combination of withdrawals and repetitions.

(d) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students for enrollments in credit courses designated as repeatable, as provided in section 55041, and courses that are related in content, as defined in section 55000, for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course.

(b)-(e) Notwithstanding subdivisions (a)-(b), (c), (d) and (e) of this section, a district may claim state apportionment for one additional enrollment if all other requirements of this chapter division are met and only in the following circumstances:

(1) The attendance of a student for an enrollment in a credit course resulting in that student’s repetition of repeating a the credit course because the district determines pursuant to section 55043 that there has been a significant lapse of time of no less than 36 months since the student previously took successfully completed the course, unless an exception to the 36 month requirement applies.

(2) The attendance of a student for an enrollment in a credit course which is a repetition of repeating a the credit course pursuant to section 55045 due to extenuating circumstances, if such credit course is not designated as repeatable pursuant to section 55041(c).

(e)-(f) Notwithstanding subdivisions (a)-(b), (c) and (d) of this section, a district may claim state apportionment for the attendance of students in credit courses for students’ enrollments in the credit courses without limitation if all other requirements of this chapter division are met and in the following circumstances:

(1) The attendance of a student in legally mandated training as provided in section 55041(b), 55040(b)(8).

(2) The attendance of a student with a disability may be claimed for state apportionment for each time the student repeats enrollment by that student in a credit special class as a
disability-related accommodation which is justified by one of the circumstances described in section 56029.

(3) The attendance of a student repeating for each enrollment in a portion of a variable unit open entry/open exit credit course, that is necessary for the student to complete one time the entire curriculum of the course as described in the course outline of record, may be counted for state apportionment only to the extent that repetition of such courses is permitted pursuant to section 55044.

(4) The attendance of a student repeating for each enrollment in a cooperative work experience course pursuant to section 55253 may be claimed for state apportionment without limitation.

(5) The attendance of a student withdrawing as a result of extraordinary conditions pursuant to section 55024(a)(10).

(6) The attendance of a student receiving a military withdrawal (“MW”) pursuant to section 55024(d)(1).

(7) The attendance of a student withdrawing as a result of discriminatory treatment pursuant to section 55024(a)(8).

(8) The attendance of a student in a course as a result of a change in industry or licensure standards such that repetition of the course is necessary for employment or licensure as set forth in section 55040(b)(9).

(d) Notwithstanding subdivisions (a), (b) and (c) of this section, a district may claim state apportionment for students’ enrollments in credit courses designated as repeatable as provided in section 55041(c) for a maximum of four semesters or six quarters. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.

(e) To the extent permitted by article 4 of subchapter 1 of chapter 6, a district may permit enrollment in credit courses beyond the limits set forth in this section, but such additional enrollments may not be claimed for state apportionment.


9. Section 58162 of article 5 of subchapter 2 of chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:
§ 58162. Intercollegiate Athletics.

(a) State apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section 55000, which are otherwise eligible for state assistance.

(b) State apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 175 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport.


10. Section 58166 of article 5 of subchapter 2 of chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 58166. Field Trips.

(a) State apportionment may be claimed for the attendance of students in courses which include a field trip or excursion pursuant to section 55220.

(b) State apportionment for the attendance of students in courses which include a field trip or excursion shall not be claimed for more than forty-eight hours per unit of credit earned. No more attendance may be claimed for a field trip or excursion than if the class were held on campus.

ATTACHMENT 2

SUMMARY AND PROPOSED RESPONSES TO COMMENTS RECEIVED DURING THE COMMENT PERIOD OF APRIL 26, 2012, THROUGH JUNE 15, 2012, INCLUSIVE

Official Notice of proposed changes to the California Code of Regulation, title 5, regarding course repeatability was published on April 26, 2012. The original proposed text was made available for public comment for at least 45 days from April 26, 2011 through June 15, 2011. The Notice specified the process to comment on the proposed changes. Ten written comments were received during the comment period. A public hearing was held during the Board of Governors Meeting on May 7, 2011, at the Chancellor’s Office. No comments were made during the meeting. Pursuant to Standing Order 206, subdivision (b)(3), the Chancellor’s Office has summarized all written comments and proposed responses below for adoption by the BOG.

1. **Reiko, Student at Monterey Penninsula College:**
   Monterey Penninsula College truly has been serving me as my post-cancer therapy. It is outrageous that the Sacramento legislators don’t realize how much we contribute not only being benefited; we are the ones who are paying the taxes for the young kids/students who may transfer later on. "Cut off their own salaries and benefits" before messing up with our community colleges.

2. **Paula O’Connor, Student:**
   I am 66 yrs old. I have attended Gentrain and I am a subscriber to the theatre. I am on a fixed income and depend on these two programs and other classes from Monterey Peninsula College with my daily life situation. The enrichment and knowledge that I receive is invaluable to me and please think of us lifelong learners that depend on these classes to live in the present situation.

3. **Laura Burian, Associate Professor, Monterey Institute of International Studies:**
   I am writing to express my strong opposition to any legislation or act or regulation that will take away the right of California residents to repeat registration in any coursework in community colleges. I have gladly paid my tuition for a number of years to participate in a community college orchestra (at Monterey Peninsula College) that has been the only way for me to meet fellow musicians and gain a strong sense of community in my hometown. Anything that denies us the right to register repeatedly for these courses takes the “community” out of community college. Thank you for your consideration of this appeal.
4. Jennifer Crowley, Creative Dance and Movement:
I’ll be brief. A community college is there for the betterment of the community. We hear about “lifelong learners” and we promote that to children every day. Now colleges are trimming down to only have classes for people who are aiming to get a degree? That is NOT lifelong learning. Please keep arts, including dance, and physical education opportunities in the public universities and colleges. Those of us who are lifelong learners with established careers are even willing to pay more to the college we attend in order to fund these programs. Please don’t be a part of what is making our quality of life in this country go down the toilet.

5. Maria-Elena Cordero, Casting Coordinator, The Western Stage:
If this happens, what do the older learners do? Will they have to stop taking that certain class which provides ongoing refinement of their skills and expansion of their knowledge? Some folks want to continue their education by learning better skills in a certain field, such as theater, where, as most theatre folks know, you never stop learning.

Yes, community colleges are supposed to provide a education for the younger population that leads to employment - among other things. It's also supposed to provide an enrichment of our lives, to provide a venue in which we can create and connect with each other, and teach us how to relate to each other.

Again, taking theatre as an example, consider the education one accumulates when learning to be:

1. responsible (getting to a costume fitting on time, learning lines),
2. cooperative (working with other actors to make a scene better),
3. respectful (telling the story exactly as it was written, word for word, by the playwright),
4. considerate (being quiet when another actor is being directed, giving a stage manager a helping hand when a table is too heavy to move alone)

This just a smattering of valuable life lessons much needed in our society. We don't learn these skills in just one class. It takes time. Please allow people the time to complete their life-long learning.

Response to 1-5: Given the difficult budget situation, the proposed regulations will provide some direction to districts on the issues of repeatability. Each college will have to make its own decisions concerning the scheduling of essential courses and responding to its own community needs.

6. Patricia Arack, Editor, City Currents, City College of San Francisco:
Question 1: As I recall, the amount of repeatability for community enrichment classes was now limited to four? Is that correct?

Response: There is no such term as “community enrichment classes” in title 5 and the term could have many different meanings from campus to campus. The change recommends limiting
the types of courses that a district may designate as repeatable to three; 1) courses that are required by a CSU or UC major, 2) intercollegiate athletics, and 3) courses that are linked to some kind of sanctioned intercollegiate academic or vocational competition. (Section 55041.) All other types of courses may not be designated as repeatable, though some students meeting specified requirements can repeat certain classes. (Section 55040.)

Question 2: It’s confusing, and nowhere do I find a statement of what exactly this will mean for the community person, not a degree-seeking student, who has taken a state subsidized course in textiles, weaving, piano, photography, etc. Will there be no repeatability for these kinds of courses, other than paying the full price of the class, which would be about $700? People who look to the community college as the "village square," so to speak and rely on it for cultural and public benefit really want to know about this. I and others understand that the extremely severe cuts to the CCC budget have made it necessary to cut many excellent programs and benefits that the community colleges provide. If they know exactly what is proposed--the facts, I think people will be more accepting of the inevitable cuts that are to come.

Response: Individual colleges make their own decisions about courses schedules, course programming, and degrees. The emphasis for the state has been identified by the Legislature in several budget statements recently. That is, colleges should limit their cuts so that they do not impact basic skills, CTE, or transfer courses. We are quickly approaching a time when even cuts to those areas may be necessary...but each college should still strive for a strategic planning process that helps them respond to their own students' needs. San Francisco City College has the option of providing much programming for the “village square” participants to whom you refer...just as long as it is not at the expense of those students who are enrolling in basic skills, CTE, or transfer courses.

Question 3: It was stated in the radio interview with 89.3 FM that cutting these classes does not affect a lot of students; that compared to the regular degree or transfer-seeking student, these 'enrichment' students are minimal in numbers, and won’t make much of a dent in the availability of math or chemistry courses. Do you have any figures on what percentage of students are from the community are repeating courses for what may seem personal enrichment? It may be a drop in the bucket in the much bigger bleak budget picture for matriculated students, but it will be very disappointing for low-income people who will not be able to continue taking courses because they cannot afford to pay the full price of the class.

Response: The Chancellor’s Office has looked at figures for the whole state and the size is large enough to recommend that the Board of Governor’s to make these changes. We have identified that about 50% of students throughout the state repeat courses. We recognize these repeats are for various reasons...but we feel that major reasons are not centered around degree attainment or transfer. City College of San Francisco may want to run their own numbers and come up with their own policy changes based on those numbers.
Question 4: Is there any way to develop a waiver system for seniors or others who don't make over a certain level of income so they can continue to take Older Adults movement or computer classes, or art, etc., like we have here in San Francisco?

**Response:** *City College of San Francisco has the flexibility to provide some kind of waiver system for these students, but they will not be able to claim apportionment (state-based funding) for those courses.*

Question 5: It was also stated in the radio interview that these classes were cultural classes, not simply pleasure classes. This is true. Music, poetry, art, dance--these are the experiences people need to continue in dark and demoralizing economic times when they have no money. We can transcend the gloomy economic news continually blasting from the state and federal governments through cultural experiences, and low-income community members, often the most gifted-yet poor artists among us, should not be shut out. It is a luxury to provide state-subsidized enrichment classes for those who can afford to pay the full amount, like myself and other employed middle class people. We (the state of California comm. college system) just can't afford that right now. However, very low-income people should also be given that option in some way with a fee or tuition waiver or reduction based on income and age.

**Response:** *Once again, many of the choices are local policy choices and San Francisco College will have to develop its own policy based on its own values. If enrichment classes rise above the level of basic skills, CTE and transfer, then the college may offer them...again, with the assistance of the state.*

7. **Eric and Peggy Egli, Auburn, CA:**

I read in today’s Sacramento Bee that you will consider limiting students to taking a class only once for credit. Let me tell you why I think this is a serious threat to music students’ education.

Many music majors specialize in music education or music performance. Knowledge of solo, chamber, and large-ensemble repertoire is required for their careers. They must be expert at both solo and ensemble playing. Working with a director, understanding musicality at the group level, blending tone with others: these are all skills that can only be gained by experience. Experience playing in large ensembles is so important that music majors at CSUS and UOP must participate in at least one large performing ensemble every semester.

That experience will only be gained if there is a group of appropriate skill and instrumentation to play with. If students can only enroll once, what happens to the size of the group? What happens if there are no French horns or oboes or just one trumpet? Sierra College’s small Wind Ensemble class already lacks players of essential instruments, so faculty or other expert players have to sit in. Since it’s a 2x/week daytime class, some may not regularly attend rehearsals. Sierra’s larger Wind Symphony (a night class) also benefits from “fill-in” by experienced players of all ages.
My son took Sierra College Music 54 (Wind Symphony) three times through Academic Enrichment (high school) and again this spring as a college student. He is currently undeclared, wants to major in computer science and maybe minor in music. He was first chair alto sax in Wind Symphony this semester and played some nice solos in yesterday’s concert. His contribution is valuable to the group even though he’s not a music major. He loves playing in the Wind Symphony. It is unlikely he could find another community ensemble of equal skill to perform with, since they are few, often distant, and openings are limited.

I believe that the current rules for enrollment in music classes should not be changed for community college students, in order to protect their access to what at 4-year colleges is a required component of their education. Perhaps community members who “fill out the ranks” musically could enroll in the same class through community education? Please preserve music education opportunities for our college students.

Response: Since the Sierra College small Wind Ensemble is a performance class that is the type of course for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree, the district may designate this type of course as repeatable. (Section 55041(a).) As all classes are open to the public, students do not have to be music majors to enroll in the class.

8. Dr. Jane Stave Viemeister and Professor Greg McLaughlin, Sierra College:

I was greatly dismayed to read in the Sacramento Bee article you’re considering eliminating repeatability of music classes as a way of saving money. To compare chemistry to golf or ballroom dance classes is doing a great disservice to those students planning on careers in the arts. The implied message is that the arts are a frivolous aspect of life, a luxury that can be sacrificed any time life gets tough. This is an old, tired concept that is trotted out any time there is an economic downturn. In reality, the arts make it possible to survive the tough times.

What we contribute to human society is directly connected to our critical thinking skills, our ability to integrate many modes of thinking and expression which the arts do provide to students. We are not mechanical cogs in a machine, nor are we programmable drones. For the music student, repeatability of ensemble classes as well as applied classes is necessary for transfer to the four-year institution not only for developmental experience but also for the practical aspect of graduating within a four-year program. Our courses do result in degrees that are just as academic and rigorous as any other field of study.

We are the training ground for great artists of the future just as much as chemistry courses are the training ground for great discoveries. Our discoveries are no less worthy.

Response: Since music ensembles are performance classes for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree, the district may designate the course as repeatable. (Section 55041(a).)
9. **Unknown Author:**

One size fits all is rarely correct. For many courses it may be fine and proper to limit the times a student could take the class, after successful completion. But in the creating or performing arts, the "same" course is NOT the same each time. Ex. music--the musician continues to learn; art--the painter continues to experiment and learn; photography--the photo student continues to perfect the craft ETC.

As a retired teacher of both academic subjects and the fine arts, I would appreciate it if you would keep this difference in mind. It takes both academics (where limiting the classes is OK) and the arts to make a well-rounded person. The arts are struggling enough as it is.

**Response:** If these courses are necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree, the district may designate them as repeatable. (Section 50041(a).)

10. **Jonathan H. Penley, OCTranscription.com:**

I went to Orange Coast College, Irvine Valley College, and Saddleback College in a two-year span to transfer in an appropriate time, while getting a 4.0 GPA, and transferred to UCLA. From the experience of going to four different public colleges, I have several recommendations.

First and foremost, provide more classes that will lead to higher paying jobs. Because all of the science classes were always full before it was my time to register, I chose a non-science degree. For all intents and purposes, it was good for nothing. There should never be 1 anatomy class for every 15 dance classes. The state/people's tax money should not be funding other people's hobbies as evidenced by our surplus of starving artists. The educational system needs to be self-sufficient by providing people with higher paying jobs that will pay more taxes that will allow others to also get an education.

Second, the two-tiered registration at UCLA was nice. It allowed people to register for 10 units (usually two classes) on their first time around. Most people are able to register for the hard to get into classes before people with higher priority selected their second set of classes.

Third, charging more money for classes that are in high demand and necessary for certificates and transfers, as was proposed at Santa Monica College, does not sound like the mission statement of public education. In my English 100 class, which everyone needs, started with 50 people and 20 others trying to get in. We finished with 14. A roughly 20% attrition rate is very low, and indeed costly for the tax payers. Maybe more education in college orientation and emails every semester reminding students that colleges they plan on transferring to will weigh more heavily dropped classes. In addition, maybe the dates for withdrawal without any penalties can be moved to the end of the first week so that there is either a mark on the transcript and/or no refund. By moving the date of withdrawal to the end of the first week, this will allow petitioning students to get into the class the next week before too much instruction has passed. Obviously when students drop after their second or even thirteenth week, that does not allow petitioning students to get in. In addition, people
who have legitimate hardships in life should be able to petition for no transcript notation or for a refund.

Fourth, if the community college was to charge more money, I would raise the price per unit. People who have the money will be able to afford it and those who cannot will either get more financial aid or loans. If someone cannot afford the ridiculously low price of community college, they will have even more problems affording a four-year university. Fifth, in the same vein of preparing students for higher paying jobs, I would explore the possibility of requiring an internship or other skill-developing option that will make graduates more marketable. Currently, in even the more practical majors, it is possible for many students to graduate without any marketable skills. Thus they will be making less money and paying less taxes, making the public education system not self-sufficient.

**Response:** *The purpose of the regulation change is to provide districts with clear directions concerning the repeatability of classes, and in some cases, to curtail budget pressures through excessive repetition of classes. The other points of this comment are not related to the repeatability regulations changes, but are taken as general comments.*