I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

III. COURSE NOTIFICATION AGENDA

CCCCO APPROVALS

THETR 168 (CCC00551811)
CMPSC 261 (CCC00551993)

Course Activity Report

(NONE)

IV. COURSE CONSENT AGENDA

V. COURSE DISCUSSION AGENDA

INACTIVATIONS

GERM 51  Introductory German 1  3
Effective: Summer 2014  Expedited
Rationale: We haven't offered German 51 for several years since the college's focus has shifted to the transfer-level courses in German. Expedited approval of Summer 2014 is being requested to ensure accuracy of course information for students.
Program Impact:
- General Studies, Emphasis in Humanities A.A. Degree
MODIFICATIONS/REACTIVATIONS

ADJU 212  
**Criminal Investigation**  
**Effective:** Summer 2015  
**MODIFY** outcomes, objectives, content, textbooks  
**Rationale:** Course received C-ID conditional approval so it’s being updated to revise based on C-ID comments  
**Enrollment Restrictions:** Maintaining (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ADJU 201  
**Distance Education Status:** Maintaining: Online  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU  
**General Education Status:** Not approved for GE  
**Program Impact:**  
- Administration of Justice A.S. Degree  
- Administration of Justice AS-T Degree

ART 172  
**Intermediate Photography**  
**Effective:** Summer 2015  
**MODIFY** objectives, content, methods of instruction  
**Rationale:** Fee statement revision (IO Note: Total fee did not change, items did not change, only the order of items listed.)  
**Enrollment Restrictions:** Maintaining (P) Satisfactory completion of ART 170 or ART 182.  
**Distance Education Status:** None  
**Materials Fee Status:** Maintaining $28 fee  
**Articulation Status:** Transfers to CSU and UC  
**General Education Status:** Not approved for GE  
**Program Impact:**  
- Photography A.A. Degree

EASCI 161  
**Earth Science**  
**Effective:** Summer 2015  
**MODIFY** description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation  
**Rationale:** Mandated. Course is being updated to address C-ID review comments  
**Enrollment Restrictions:** None  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU and UC  
**General Education Status** Approved for: (MJC-GE:A) (CSU-GE:B1, B3) (IGETC:5A, 5C)  
**Program Impact:**  
- Anthropology AA-T Degree  
- CSU-GE Certificate of Achievement  
- University Preparation, Emphasis in Earth Sciences AS Degree  
- General Studies, Emphasis in Natural Sciences AA Degree  
- MJC-GE Pattern  
- Physical Science AS Degree
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<th>Expedited</th>
<th>Rationale for Expedited Approval</th>
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<td>PHILO 130</td>
<td>Political Philosophy</td>
<td>3</td>
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<td>MODIFY title, objectives, content, typical assignments, methods of instruction, textbooks</td>
<td>Rationale: Course is being updated for compliance so it may be included in the TMC template</td>
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<td></td>
<td></td>
<td></td>
<td>- CSU-GE Certificate of Achievement</td>
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</table>

| PHYS 160 | Descriptive Introduction to Physics            | 3     | Summer 2014 Expedited | Expedited | Rationale for Expedited Approval: The math department added a new intermediate algebra option. We need to add this new course as a prerequisite option at the same time as the new course takes effect to protect students. | MODIFY enrollment restrictions, outcomes |
|          | Enrollment Restrictions: Modifying: (P) Satisfactory completion of MATH 90 or MATH 89 |       |                    |           |                                                        | Rationale: The only proposed modification of this course is to add MATH 89 as an optional prerequisite. None of the physics content is being changed, but we are widening the pool of students able to take the class. |
|          | Distance Education Status: Maintaining: Mixed Modalities/Hybrid |       |                    |           |                                                        | Enrolled: None                             |
|          | Materials Fee Status: None                     |       |                    |           |                                                        | Materials Fee Status: None                  |
|          | Articulation Status: Transfers to CSU and UC   |       |                    |           |                                                        | General Education Status                  |
|          | General Education Status Approved for: (MJC-GE:A)(CSU-GE:B1)(IGETC:5A) |       |                    |           |                                                        | Program Impact:                           |
|          | Program Impact:                                |       |                    |           |                                                        | - CSU-GE Certificate of Achievement        |
|          |                                               |       |                    |           |                                                        | - General Studies, Emphasis in Natural Sciences AA Degree |
|          |                                               |       |                    |           |                                                        | - MJC-GE Pattern                           |

| PHYS 180 | Conceptual Physics: A Hands On Approach        | 3     | Summer 2014 Expedited | Expedited | Rationale for Expedited Approval: The math department created a new intermediate algebra course. We need to add this as an option for student entering this physics course at the same time as the new math course takes effect. | MODIFY enrollment restrictions, general education |
|          | Enrollment Restrictions: Modifying: (P) Satisfactory completion of MATH 90 or MATH 89 |       |                    |           |                                                        | Rationale: The proposed modification of this course is primarily to add MATH 89 as an optional prerequisite. Doing so, we are widening the pool of students able to take the class. The only other change is (A) to add lab content to a field that was oddly blank when this copy was made and (B) to correct the outlining of the content section |
|          | Distance Education Status: Maintaining: Mixed Modalities/Hybrid |       |                    |           |                                                        | Enrolled: None                             |
|          | Materials Fee Status: None                     |       |                    |           |                                                        | Materials Fee Status: None                  |
|          | Articulation Status: Transfers to CSU and UC   |       |                    |           |                                                        | General Education Status                  |
|          | General Education Status Approved for: (MJC-GE:A)(CSU-GE:B1,B3)(IGETC:5A, 5C) |       |                    |           |                                                        | Program Impact:                           |
|          | Program Impact:                                |       |                    |           |                                                        | - Elementary Teacher Education AA-T Degree (PENDING APPROVAL) |
|          |                                               |       |                    |           |                                                        | - CSU-GE Certificate of Achievement        |
|          |                                               |       |                    |           |                                                        | - General Studies, Emphasis in Natural Sciences AA Degree |
|          |                                               |       |                    |           |                                                        | - MJC-GE Pattern                           |
NEW COURSES

ANTHR 192  
Anthropology of the Pacific Northwest 3  
Effective: Summer 2014 Expedited To comply with Title 5 55041(a)
Rationale for Expedited Approval: Course is being adopted to comply with repeatability issues to be offered in Summer 2014.
ADOPT
Rationale: Adopting for repeatability compliance.
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Not approved for General Education
Program Impact: - Stand-Alone

VI. PROGRAM NOTIFICATION AGENDA

CCCCO Approvals: Programs

Program Activity

MODIFY  
Accounting program 18  
C: Accounting Clerk
MODIFY: Program learning outcomes
Effective Term: Summer 2014 Expedited To ensure accuracy of catalog information for 2014-2015
Rationale: PLOs were previously approved at the 01/21/14 Curriculum Committee with some minor issues. K. Ennis has since worked with the department faculty to improve the PLO statements and they have been updated in CurricUNET since the last meeting.

AS: Accounting
MODIFY: Program learning outcomes
Effective Term: Summer 2014 Expedited To ensure accuracy of catalog information for 2014-2015
Rationale: (See rationale for the C: Accounting Clerk)

MODIFY  
Bookkeeping program 18  
C: Bookkeeping
MODIFY: Program learning outcomes
Effective Term: Summer 2014 Expedited To ensure accuracy of catalog information for 2014-2015
Rationale: (See rationale for the C: Accounting Clerk)

AS: Bookkeeping
MODIFY: Program learning outcomes
Effective Term: Summer 2014 Expedited To ensure accuracy of catalog information for 2014-2015
Rationale: (See rationale for the C: Accounting Clerk)
Real Estate program

SR: Real Estate Salesperson

MODIFY: Program learning outcomes
Effective Term: Summer 2014 Expedited! To ensure accuracy of catalog information for 2014-2015
Rationale: (See rationale for the C: Accounting Clerk)

C: Real Estate Broker

MODIFY: Program learning outcomes
Effective Term: Summer 2014 Expedited! To ensure accuracy of catalog information for 2014-2015
Rationale: (See rationale for the C: Accounting Clerk)

AS: Real Estate

MODIFY: Program learning outcomes
Effective Term: Summer 2014 Expedited! To ensure accuracy of catalog information for 2014-2015
Rationale: (See rationale for the C: Accounting Clerk)

VII. PROGRAM CONSENT AGENDA

VIII. PROGRAM DISCUSSION AGENDA

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

MODIFY Business Administration Program
AS-T: Business Administration 27

MODIFY: program learning outcomes, catalog description, semester preferences (removed)
Effective Term: Summer 2014 Expedited! To ensure accuracy of catalog information for the 2014-2015 catalog
Rationale: This is a periodic review in alignment with the Business Administration curriculum review cycle.

MODIFY Maintenance Machinist Program
C: Maintenance Machinist 2 21

MODIFY: elective options, unit requirements for required and elective options
Effective Term: Summer 2014 Expedited! To ensure accuracy of catalog information for the 2014-2015 catalog
Rationale: Periodic review, to modify the requirements, and to remove courses that are no longer being offered. To correct math errors in unit calculation as printed in the 2013-2014 MJC catalog.

MODIFY General Studies, Emphasis in Natural Sciences Program
AA: General Studies, Emphasis in Natural Sciences 18

MODIFY: degree prompt, program structure. Concentration A requirements, Concentration B requirements
Effective Term: Summer 2014 Expedited!
Rationale: The purpose of the Natural Sciences emphasis is to recognize a focused study of science exhibited by MJC students. The mechanism to ensure appropriate depth has been completion of 6 units in at least two different disciplines, such as Physics or Chemistry. However, this approach is problematic for nursing students, who complete many often-sequential science courses but with different course prefixes. Similarly, a student may study several aspects of the earth such as meteorology, geology, and astronomy, not achieve six units in any one of these disciplines, yet clearly present the depth expected for a major. Lastly, biology majors complete three courses in three distinct disciplines – BIO, BOT, and ZOOL – and clearly this is an emphasis. The following proposed wording is designed to properly reward the focused efforts of these students.
Application for Approval - New Credit Programs (Formerly the CCC-501)

ADOPT

Elementary Teacher Education Program
AA-T: Elementary Teacher Education
Effective Term: Upon CCCCO Approval Expedited
Rationale: This program is being proposed for compliance with SB1440 and to streamline student transfer to a CSU campus.

Substantial Changes to an Approved Credit Program (Formerly the CCC-510)

(NONE)
Non-Substantial Changes to Approved Program or Change of Active–Inactive Status (Formerly the CCC- 511)

MODIFICATIONS

**MODIFY**  Business Administration Program
AS: Business Administration  27 (previously 30)
**MODIFY**  PLOs, description, required course options, elective course options, program prompt
**Effective Term:** Upon CCCCO approval
**Rationale:** Modifications for curriculum review cycle

**MODIFY**  Network Technician Program
C: Computer Network Technician  16 (previously 17)
**MODIFY**  required courses, number of required units, total units
**Effective Term:** Summer 2014 **Expedited** To ensure accuracy of catalog information for the 2014-2015 catalog
**Rationale:** Program is being updated to reflect a required course that was inactivated.

**MODIFY**  Theatre Program
AA-T: Theatre  18
**MODIFY**  total units, required core requirements, List A requirements
**Effective Term:** Upon CCCCO approval
**Rationale:** This program proposal updates both the required and elective course lists in order to reflect new courses and a modified unit value course. The CLOs were modified slightly in order to align with the CLOs listed for the Theatre AA degree.

INACTIVATIONS

(No nne)

IX. STANDING REPORTS

1. Transfer Model Curriculum (Associate Degrees for Transfer)  B. Adams
2. C-ID  R. Cranley
3. CurricUNET Implementation/Issues  B. Adams/L. Miller
4. Outcomes Assessment Workgroup (OAW)  K. Ennis

X. UNFINISHED BUSINESS

Action Items

1. Policies for Prerequisites/Corequisites/Advisories  M. Robles
2. Independent Study Course Outlines  B. Adams/M. Robles

Informational Items

(NONE)
XI. NEW BUSINESS

Informational Items

1. Datatel Repeatability Extract – Summer 2014

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### Action Items

1. **Proposal to Create THART prefix**
   - M. Lynch/B. Adams

2. **Proposal to Create DANCE prefix**
   - M. Lynch/B. Adams

3. **Request to Change Program Learning Outcomes prompt in the MJC Catalog**
   - B. Adams

### XII. PUBLIC COMMENT
I. APPROVAL OF ORDER OF AGENDA

M/S/U (E. Maki, M. Lynch) to approve the order of the agenda.

II. APPROVAL OF MINUTES

M/S/U (E. Lucas, L. Hatch) to approve the minutes of 12/03/13 and 1/09/14 (Special Session)

III. COURSE NOTIFICATION AGENDA

The committee was notified of the following activity:

CCCCO APPROvals

- CMPSC 219 (CCC00551416)
- CMPSC 241 (CCC00551750)
- ENGL 107 (CCC00551627)
- ESL 39 (CCC00551751)
- MUST 141 (CCC00551632)
- MUST 142 (CCC00551631)
- MUST 143 (CCC00551630)
- MUST 144 (CCC00551633)
- THETR 135 (CCC00551629)
- THETR 136 (CCC00551626)
- THETR 154 (CCC00551628)

L. Miller noted that ENGL 107 is going to be changed to ENGL 111. The course was approved at the 11/08/13 meeting with a course ID (ENGL 107) that had previously been used for ‘Magazine Writing’ that was inactivated in 1988. MJC has a policy of not reusing course numbers that have been used in the past. The course had been approved as ENGL 107 at the district and CCCCCO. This revision will be facilitated through the Instruction Office.
The committee was notified of the following course activity:

**ADJU 215**  
**Firearms and Range Application**  
Effective: Spring 2014  
**Expedited**  
**MODIFY** Materials fees  
**Rationale:** Course was approved on 10/08/13 with a materials fee for Livescan through the district. It was discovered that the department does not need to collect a materials fee for Livescan. Students will acquire the Livescan at the location of their choice. This change has been implemented in Datatel and enrolled students have been remunerated for the Spring 2014 term.  
**Materials Fees:** Removing $74 fee

**ADJU 216**  
**Advanced Firearms and Range Application**  
Effective: Spring 2014  
**Expedited**  
**MODIFY** Materials fees  
**Rationale:** Course was approved on 10/08/13 with a materials fee for Livescan through the district. It was discovered that the department does not need to collect materials for Livescan. Students will acquire the Livescan at the location of their choice. This change has been implemented in Datatel and enrolled students have been remunerated for the Spring 2014 term.  
**Materials Fees:** Removing $74 fee

**ENGL 111 407**  
**Creative Writing: Creative Nonfiction**  
Effective: Upon CCCCO approval  
**MODIFY** Course ID  
**Rationale:** Course was approved on 11/08/2013 with a course ID (ENGL 107), previously used for 'Magazine Writing' that was inactivated in 1988. We do not reuse course numbers because of the potential effects on student transcripts. The course had been approved as ENGL 107 at the district and CCCCO. This revision will be facilitated through the Instruction Office.

**PEC 145**  
**Advanced Golf**  
Effective: Summer 2014  
**Expedited**  
**MODIFY** Repeat Policy  
**Rationale:** Repeat policy is “not repeatable” in CurricUNET and Datatel. Needs to be repeatable 3x because this is a conditioning course.

**PEC 170**  
**Advanced Swimming**  
Effective: Summer 2014  
**Expedited**  
**MODIFY** TOP Code  
**Rationale:** Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is a conditioning course.

**PEC 178**  
**Tournament Tennis**  
Effective: Summer 2014  
**Expedited**  
**MODIFY** TOP Code  
**Rationale:** Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course.

**PEC 179**  
**Track and Field**  
Effective: Summer 2014  
**Expedited**  
**MODIFY** TOP Code  
**Rationale:** Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course.
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<th>Code</th>
<th>Course</th>
<th>Credit</th>
<th>Effective</th>
<th>Expedited</th>
<th>TOP Code, Repeat Policy</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEC</td>
<td>Power Volleyball</td>
<td>1</td>
<td>Summer 2014</td>
<td>Expedited</td>
<td>Modify</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course. Repeat policy is currently set at &quot;not repeatable - 0X&quot; in Datatel. It should be coded at 3X.</td>
</tr>
<tr>
<td>PEC</td>
<td>Advanced Water Polo</td>
<td>1</td>
<td>Summer 2014</td>
<td>Expedited</td>
<td>Modify</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an athletics conditioning course.</td>
</tr>
<tr>
<td>PEM</td>
<td>Advanced Basketball</td>
<td>1</td>
<td>Summer 2014</td>
<td>Expedited</td>
<td>Modify, Repeat Policy</td>
<td>Repeat policy is “not repeatable” in CurricUNET and Datatel. Needs to be repeatable 3x because this is an athletics conditioning course.</td>
</tr>
<tr>
<td>PEM</td>
<td>Advanced Touch Football</td>
<td>½</td>
<td>Summer 2014</td>
<td>Expedited</td>
<td>Modify</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an athletics conditioning course.</td>
</tr>
<tr>
<td>PEM</td>
<td>Soccer</td>
<td>1</td>
<td>Summer 2014</td>
<td>Expedited</td>
<td>Modify</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083500 because this is not an athletics conditioning nor is it an intercollegiate athletics course.</td>
</tr>
<tr>
<td>PEM</td>
<td>Soccer 3</td>
<td>1</td>
<td>Summer 2014</td>
<td>Expedited</td>
<td>Modify, Repeat Policy</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course. Repeat policy is currently set at &quot;not repeatable - 0X&quot; in Datatel. It should be coded at 3X.</td>
</tr>
<tr>
<td>PEM</td>
<td>Soccer 2</td>
<td>1</td>
<td>Summer 2014</td>
<td>Expedited</td>
<td>Modify, Repeat Policy</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course. Repeat policy is currently set at &quot;not repeatable - 0X&quot; in Datatel. It should be coded at 3X.</td>
</tr>
<tr>
<td>PEW</td>
<td>Women’s Softball</td>
<td>1</td>
<td>Summer 2014</td>
<td>Expedited</td>
<td>Repeat Policy</td>
<td>Repeat policy is “not repeatable” in Datatel. Needs to be repeatable 3x because this is an athletics conditioning course.</td>
</tr>
</tbody>
</table>
IV. COURSE CONSENT AGENDA

(None)

V. COURSE DISCUSSION AGENDA

INACTIVATIONS

PLSC 287  Integrated Pest Management  1
Effective: Summer 2014 Expedited
INACTIVATE
Rationale: No staff member to teach this course.
Program Impact:
- Stand-Alone
M/S/U (E. Lucas, L. Hatch) to INACTIVATE PLSC 287

MODIFICATIONS/REACTIVATIONS

ANSC 243  Equine Fitting and Showing  2
Effective: Summer 2015
MODIFY General Education, outcomes, objectives, content, typical assignments, textbooks
Rationale: Course is being updated for compliance.
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE
Program Impact:
- Stand-Alone
M/S/U (E. Lucas, L. Hatch) to MODIFY ANSC 243

ANSC 258  Beginning Horsemanship  3
Effective: Summer 2015
MODIFY Field trip, description, objectives, content, typical assignments, methods of instruction, methods of evaluation.
Rationale: Course is being updated for compliance.
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE
Program Impact:
- Equine Science Certificate of Achievement (in progress)
M/S/U (E. Lucas, L. Hatch) to MODIFY ANSC 258
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Effective</th>
<th>Rationale</th>
<th>Enrollment Restrictions</th>
<th>Distance Education Status</th>
<th>Materials Fee Status</th>
<th>Articulation Status</th>
<th>General Education Status</th>
<th>Program Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 259</td>
<td>Pack Animal- Walk/Ride</td>
<td>2</td>
<td>Summer 2015</td>
<td>Course is being updated for compliance.</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Not approved for GE</td>
<td>- Equine Science Certificate of Achievement (in progress)</td>
</tr>
<tr>
<td></td>
<td>MODIFY Hours, outcomes, objectives, content, typical assignments, methods of instruction.</td>
<td></td>
<td></td>
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<td></td>
<td>M/S/U (E. LUCAS, L. HATCH) to MODIFY ANSC 259</td>
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<tr>
<td>ANSC 260</td>
<td>Advanced Horsemanship</td>
<td>3</td>
<td>Summer 2015</td>
<td>Course is being updated for compliance.</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Not approved for GE</td>
<td>- Equine Science Certificate of Achievement (in progress)</td>
</tr>
<tr>
<td></td>
<td>MODIFY Field trip, description, outcomes, objectives, content, typical assignments, methods of evaluation.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>M/S/U (E. LUCAS, L. HATCH) to MODIFY ANSC 260</td>
</tr>
<tr>
<td>ANSC 265</td>
<td>Introduction to Colt Training</td>
<td>3</td>
<td>Summer 2015</td>
<td>Course is being updated for compliance.</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Not approved for GE</td>
<td>- Equine Science Certificate of Achievement (in progress)</td>
</tr>
<tr>
<td></td>
<td>MODIFY Outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks.</td>
<td></td>
<td></td>
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<td></td>
<td>M/S/U (E. LUCAS, L. HATCH) to MODIFY ANSC 265</td>
</tr>
</tbody>
</table>
ENGL 106  
Creative Writing: Short Fiction  
Effective: Summer 2015  
**MODIFY** Field Trip, general education, outcomes, content, typical assignments, methods of instruction, methods of evaluation, textbooks.  
**Rationale**: This course is in the fall 2013 curriculum review cycle.  
**Enrollment Restrictions**: Maintaining (P) satisfactorily completion of ENGL 101.  
**Distance Education Status**: None  
**Materials Fee Status**: None  
**Articulation Status**: Transfers to CSU and UC  
**General Education Status**: Remove Activities; Requesting (MJC-GE:C); Approved for (CSU-GE: C2)  
**Program Impact**:  
- CSU General Education Pattern Certificate of Achievement  
- English AA-T Associate of Arts for Transfer  
- English A.A. Degree  
M/S/U (E. LUCAS, L. HATCH) to MODIFY ENGL 106  
M/S/U (P. MENDEZ, M. LYNCH) to MAINTAIN REQUISITES for ENGL 106  
M/S/U (L. HATCH, E. KERR) to MODIFY PLACEMENT OF ENGL 106 on GE PATTERNS  
M/S/U (E.MAKI, L. LANIGAN) to REMOVE ENGL 106 from ACTIVITIES

NURWE 361  
Work Experience-Nursing  
Effective: Spring 2014 **Expedited**  
**Rationale for Expedited Approval**: To update the course for the AS: Associate Degree Nursing  
**REACTIVATE/MODIFY** Description, outcomes, objectives  
**Rationale**: A regional healthcare facility is reintroducing work experience as a non-compensated course for students eligible for NURS 265 and NURS 267.  
**Enrollment Restrictions**: Maintaining: (P) Satisfactory completion of NURSE 260 and NURSE 261. Maintaining: (C) Concurrent enrollment in NURSE 262 or NURSE 263 or NURSE 264 or NURSE 265 or NURSE 266 or NURSE 267; Removing (C) or NURSE 299XABCDEF  
**Distance Education Status**: None  
**Materials Fee Status**: None  
**Articulation Status**: Does not transfer  
**General Education Status**: Not approved for GE  
**Program Impact**:  
- Stand-Alone  
M/S/U (E. LUCAS, L. HATCH) to MODIFY NURWE 361  
M/S/U (P. MENDEZ, M. LYNCH) to MODIFY REQUISITES for NURWE 361  
M/S/U (C. VAUGHN, S. CIRCLE) to EXPEDITE MODIFICATIONS of NURWE 361
CURRICULUM COMMITTEE AGENDA – JANUARY 21, 2014

NURWE 362  Work Experience-Nursing  1
Effective: Spring 2014  Expedited
Rationale for Expedited Approval: To facilitate workforce training demands. Students will work in an acute healthcare facility under the guidance of a RN.
MODIFY Repeat policy, description, outcomes, objectives, content, typical assignments
Rationale: There is a proposal by a local acute healthcare facility to hire students as nurse externs through the work experience program.
Enrollment Restrictions: Maintaining; (P) Satisfactory completion of NURSE 260 and NURSE 261. Maintaining; (C) Concurrent enrollment in NURSE 262 or NURSE 263 or NURSE 264 or NURSE 265 or NURSE 266 or NURSE 267; Removing (C) or NURSE 299XABCDEF.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Does not transfer
General Education Status: Not approved for GE
Program Impact:
- Stand-Alone
M/S/U (E. LUCAS, L. HATCH) to MODIFY NURWE 362
M/S/U (P. MENDEZ, M. LYNCH) to MODIFY REQUISITES for NURWE 362
M/S/U (C. VAUGHN, S. CIRCLE) to EXPEDITE MODIFICATIONS of NURWE 362

PSYCH 111  Psychology of Gender  3
Effective: Summer 2015
MODIFY Enrollment restrictions, description, outcomes, content, typical assignments, methods of evaluation, textbooks, requisite skills.
Rationale: Course is being updated for periodic review and to adhere to curriculum review matrix.
Enrollment Restrictions: Maintaining: (A) before enrolling in this course, students are strongly advised to satisfactorily complete PSYCH 101.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for (MJC-GE:B) (CSU-GE: D4, D9) (IGETC: 4D, 4I)
Program Impact:
- CSU General Education Pattern Certificate of Achievement
- General Studies, Emphasis in Social and Behavioral Sciences A.A. Degree
- MJC-GE Pattern
- Psychology AA-T Degree (in progress)
M/S/U (E. LUCAS, L. HATCH) to MODIFY PSYCH 111
M/S/U (P. MENDEZ, M. LYNCH) to MAINTAIN REQUISITES for PSYCH 111
M/S/U (L. HATCH, E. KERR) to MAINTAIN PLACEMENT OF PSYCH 111 on GE PATTERN(S
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Effective Start</th>
<th>Expedited</th>
<th>Rationale for Expedited Approval</th>
<th>Enrollment Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUTOR 50</td>
<td>Tutor Training</td>
<td>Spring 2014</td>
<td>Yes</td>
<td>To ensure student progression within program.</td>
<td>Requesting: (L) Enrollment limited to students selected as tutors for the Library &amp; Learning Center.</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>TUTOR 850</td>
<td>Supervised Tutoring</td>
<td>Spring 2014</td>
<td>Yes</td>
<td>To ensure student progression within program.</td>
<td>Requesting Mixed Modalities/Hybrid Course</td>
</tr>
</tbody>
</table>

Rationale: This course has not been taught for several years and is being updated per Title V, section 58170 (see attached document).

MODIFY Enrollment restrictions, DE modalities, description, outcomes, objectives, content, typical assignments, methods of evaluation, textbooks.

Rationale: This course has not been taught for several years and is being updated in order to allow systematic and comprehensive training of our tutors. Changes include adding a TMI and CLOs, updating text, and ensuring course conforms to MJC's current CAR requirements.

Enrollment Restrictions: Requesting: (L) Enrollment limited to students selected as tutors for the Library & Learning Center.

Distance Education Status: Requesting Mixed Modalities/Hybrid Course

Materials Fee Status: None

Articulation Status: Does not transfer

General Education Status: Not approved for GE

Program Impact:

Stand-Alone

M/S/U (E. Lucas, L. Hatch) to MODIFY TUTOR 50
M/S/U (P. Mendez, M. Lynch) to ADOPT REQUISITES for TUTOR 50
M/S/U C. Vaughn, K. Ennis) to ADOPT DE for TUTOR 50
M/S/U (C. Vaughn, S. Circle) to EXPEDITE MODIFICATIONS of TUTOR 50
NEW COURSES

GEOL 187

Geology of the Death Valley Region

Effective: Upon CCCCO approval

Rationale for Expedited Approval: Because of changes in state policy regarding repeatability of courses, it is necessary to introduce new field courses to emphasize the very different nature of field studies in areas of contrasting geology. California possesses some of the most diverse geologic landscapes on the planet. Each of these proposed courses emphasize the field relationships and principles in particular regions. Geology/earth science majors will be able to continue to benefit from each unique field experience.

ADOPT

Rationale: The Death Valley course is being offered during the spring semester as Geology 171B (the older general course of field study). A large number of geology majors at MJC have already taken Geology 171B in the Cascades or Eastern Sierra and are therefore ineligible to enroll in the Spring semester, even though they would strongly benefit from the course.

Enrollment Restrictions: Requesting (A) Before enrolling in this course, students are strongly advised to be enrolled in or have successfully completed any geology or earth science course, or get consent of the instructor.

Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU.
General Education Status: Not approved for GE
Program Impact:
  - Stand-Alone

M/S/U (E. LUCAS, L. HATCH) to ADOPT GEOL 187
M/S/U (P. MENDEZ, M. LYNCH) to ADOPT REQUISITES for GEOL 187
M/S/U (C. VAUGHN, S. CIRCLE) to EXPEDITE ADOPTION of GEOL 187

GEOL 192

Geology of the Pacific Northwest

Effective: Upon CCCCO approval

Rationale for Expedited Approval: Because of changes in state policy regarding repeatability of courses, it is necessary to introduce new field courses to emphasize the very different nature of field study classes in areas of contrasting geology. California and the other western states and Canada possess some of the most diverse geologic landscapes on the planet. Each proposed course emphasizes unique field relationships and principles. Geology majors at Modesto Junior College will continue to benefit from each unique field experience.

ADOPT

Rationale: Course is needed because of changes to repeatability.

Enrollment Restrictions: Requesting (A) Before enrolling in this course, students are strongly advised to satisfactorily complete any geology or earth science course, or get consent of the instructor.

Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU.
General Education Status: Not approved for GE
Program Impact:
  - Stand-Alone

M/S/U (E. LUCAS, L. HATCH) to ADOPT GEOL 192
M/S/U (P. MENDEZ, M. LYNCH) to ADOPT REQUISITES for GEOL 192
M/S/U (C. VAUGHN, S. CIRCLE) to EXPEDITE ADOPTION of GEOL 192
Modern Dance 4  

Adopt

Effective: Upon CCCCO approval [Expedited]

Rationale: This course is the fourth in a sequence of four levels of modern dance. This course further develops the student's ability to use the body as an instrument of expression, with emphasis on advanced.

Enrollment Restrictions: Requesting (P) Satisfactory completion of THETR 185.

Distance Education Status: None

Materials Fee Status: None

Articulation Status: Transfer to CSU. Requesting: UC

General Education Status: Requesting (MJC: Activities)

Program Impact:
- Stand-Alone

M/S/U (E. Lucas, L. Hatch) to adopt THETR 176/PEC 137
M/S/U (P. Mendez, M. Lynch) to adopt requisites for THETR 176/PEC 137
M/S/U (L. Hatch, E. Kerr) to maintain placement of THETR 176/PEC 137 on GE pattern(s)
M/S/U (E. Maki, L. Lanigan) to maintain placement of THETR 176/PEC 137 on activities
M/S/U (C. Vaughn, S. Circle) to expedite adoption of THETR 176/PEC 137

VI. PROGRAM NOTIFICATION AGENDA

(None)

VII. PROGRAM CONSENT AGENDA

(None)

VIII. PROGRAM DISCUSSION AGENDA

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

**MODIFY**

Child Development/Early Intervention Program  
C: Early Intervention Assistant 2

MODIFY: units (in catalog from 32 to 24), required and elective courses

Effective Term: Summer 2014 [Expedited]

Rationale: To ensure accuracy of 2014-15 catalog requirements and to conform to CCCCO program data on file which currently shows the award as approved for 24 units

M/S/U (E. Maki, K. Ennis) to modify C: Early Intervention Assistant 2

**MODIFY**

Clerical Program

C: Clerical

MODIFY: required courses

Effective Term: Summer 2014 [Expedited] To ensure accuracy of catalog offerings and to conform to CCCCO program data on file.

Rationale: To ensure accuracy of catalog information by reflecting changes in required coursework due to revised repeatability regulations.

M/S/U (E. Maki, K. Ennis) to modify C: Clerical.

C: Clerical Program pulled for discussion by K. Ennis expressing minor concerns about Program Student Learning Outcomes language. Minor modifications were made to PLOs during meeting.
MODIFY Theatre Program
SR: Design and Technical Theatre
MODIFY: required courses, program learning outcomes
Effective Term: Summer 2014 Expedited
Rationale: To ensure accuracy of 2014-15 catalog requirements
M/S/U (E.MAKI, K. ENNIS) to MODIFY SR: Design and Technical Theatre.
SR: Theatre Program was pulled for discussion by K. Ennis due to concerns about Program Student Learning Outcomes language. B. Adams revised to modify PLOs.

MODIFY Welding Program
AS: Welding
MODIFY: required courses, total units (in catalog from 27 to 30)
Effective Term: Summer 2014 Expedited
Rationale: To ensure accuracy of 2014-15 catalog requirements and to conform to CCCCO program data on file which currently reflects the award as approved for 30 units.
M/S/U (E.MAKI, K. ENNIS) to MODIFY AS: Welding.

Application for Approval - New Credit Programs (Formerly the CCC-501)

(None)

Substantial Changes to an Approved Credit Program (Formerly the CCC-510)

MODIFY Early Childhood Education Program
ADOPT: AS-T in Early Childhood Education
Effective Term: (Upon CCCCO Approval)
Rationale: To conform with SB1440
M/S/U (E.MAKI, K. ENNIS) to MODIFY AS-T: in Early Childhood Education.
Non-Substantial Changes to Approved Program or Change of Active–Inactive Status (Formerly the CCC 511)

MODIFICATIONS

**MODIFY** Theatre Program 21 (previously 20)
AA: Theatre
**MODIFY:** major units, program learning outcomes, elective courses, required courses.
**Effective Term:** Summer 2014 [Expedited]
**Rationale:** To ensure accuracy of 2014-15 catalog requirements
**M/S/U (E.MAKI, K. ENNIS) to MODIFY AA: Theatre.**

AA: Theatre Program was pulled for discussion by K. Ennis due to concerns about Program Student Learning Outcomes language. K. Ennis is working with theatre faculty to revise and will inform B. Adams of revisions so they may be made in CurricUNET.

**MODIFY** Word Processing Program 31½ (previously 32)
C: Word Processing
**MODIFY:** units (to reflect changes in repeatability of required courses)
**Effective Term:** Summer 2014 [Expedited]
**Rationale:** To ensure accuracy of catalog offerings and to conform to CCCCO program data on file which shows the award approved at 32 units.
**M/S/U (E.MAKI, K. ENNIS) to MODIFY C: Word Processing.**

C: Word Processing Program pulled for discussion by K. Ennis expressing minor concerns about Program Student Learning Outcomes language. Minor modifications were made to PLOs during meeting.

INACTIVATIONS

**INACTIVATE:** A.A. Accounting 20
**Effective:** Summer 2014 [Expedited]
**Rationale:** To ensure accuracy of catalog offerings
**M/S/U (E.MAKI, K. ENNIS) to INACTIVATE A.A: Accounting.**

**INACTIVATE:** A.S. University Preparation, Emphasis in Physics 25
**Effective:** Summer 2014 [Expedited]
**Rationale:** Program is being inactivated because the AS-T in Physics has been approved by the CCCCO and the Physics faculty want to have just one single-focused transfer award.
**M/S/U (E.MAKI, K. ENNIS) to INACTIVATE A.S. University Preparation, Emphasis in Physics.**
IX. STANDING REPORTS

1. **Transfer Model Curriculum (Associate Degrees for Transfer)**  
   B. Adams  
   B. Adams announced the approval of the AA-T in Early Childhood Education program, which will now go the Board for approval and L. Miller will submit this program to State for approval. Psychology is in final review at the CCCCO. The TMC for Chemistry has been finalized, but the template is not yet available on Chancellor’s Office website. B. Adams informed the committee that E. Kerr and she just had finished worked yesterday on TMC template for Elementary Teacher Education course, so this draft might appear on the next agenda. There are still more courses that need to be submitted for C-ID approval, such as Social Science and Geography. B. Adams encouraged reps to continue working with the faculty. She went on to explain that the committee can review any information about Transfer Model Curriculum using [www.c-id.net](http://www.c-id.net) and going to the TMC tab. The Chancellor’s office has posted AA-T and AS-T degrees. This website shows these examples, the level of the course, date reviewed and more.

2. **C-ID**  
   R. Cranley  
   R. Cranley reported that there are now 101 courses that have been approved for C-IDs, and 73 courses are in the process of being reviewed. MJC is 1st statewide for C-ID submittals. R. Cranley referred to the newest spreadsheet that was created and now can be found on the MJC Curriculum Website. To view these courses go to View C-ID reviewer feedback on requests for C-ID descriptors.

3. **CurricUNET Implementation/Issues**  
   B. Adams/L. Miller  
   B. Adams reported no tickets needed to be submitted since the last curriculum meeting.

4. **Outcomes Assessment Workgroup (OAW)**  
   K. Ennis  
   K. Ennis announced that the Outcomes Assessment Workgroup (OAW) has been working hard and due dates for CLOs have been established. Courses that have been assessed from fall semester 2013 need to be in curriculum no later than January 31st. In addition for those who decided to assess courses for spring 2014 semester are due no later than May 31st. Each department should have a point person that has ability to access her/his course.

   B. Adams stated that some faculty members were asking to have the ability to enter/update data or assess their own courses. B. Adams shared that more than one faculty member may be teaching a course, but not everybody has access to check assessment data; an option for all faculty to have access and check data could be beneficial.

   Curriculum Committee members all have access to CurricUNET. K. Ennis was not able to answer those concerns, but will take those issues to the next OAW meeting. Discussion regarding OAW and assessment ensued.

X. UNFINISHED BUSINESS

**Action Items**

1. **Policies for Prerequisites/Corequisites/Advisories**  
   M. Robles  
   The subcommittee had been working to update a rough draft for Policies for Prerequisites/Corequisites/Advisories. Draft #3 “Prerequisite based on content review only” was provided as an attachment to the current agenda for members to review. B. Adams asked everyone to provide feedback or additional comments to her by Tuesday, January 28, so any suggestions may be incorporated in the draft for the next curriculum meeting.

2. **Independent Study Course Outlines**  
   B. Adams/M.Robles  
   B. Adams provided a separate form as Independent Study Course Outlines. B. Adams asked members to read and provide feedback or additional comments to her by Tuesday, January 28, so suggestions may be incorporated for the next curriculum meeting. For independent study course proposals, B. Adams recommended using [www.assist.org](http://www.assist.org) website to review other community college course outlines of record.
Informational Items

No new information for informational Items.

XI. NEW BUSINESS

Informational Items

(NONE)

Action Items

(NONE)

XII. PUBLIC COMMENT

No public comment.

B. Adams provided some goody bags for each member as gifts. B. Adams and J. Hamilton predicted a good year and acknowledged the committee’s hard work.

MEETING ADJOURNED at 4:10 PM
BUSAD/REAL ESTATE PLOs which have been rewritten.

Bookkeeping Cert:

1. Recognize and analyze ethical issues as they apply to the business environment.
2. Obtain employment as an entry-level bookkeeper.
3. *Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle.

Bookkeeping AS:

1. Recognize and analyze ethical issues as they apply to the business environment.
2. Obtain employment as an entry-level bookkeeper.
3. *Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle.

Accounting Clerk Cert:

1. Utilize technology to perform general office procedures.
2. Obtain entry level employment as an accounting clerk.
3. *Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle.

Accounting Cert:

1. Recognize and analyze ethical issues as they apply to the business environment.
2. Obtain employment in an entry-level position in the accounting field.
3. *Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle.

Accounting AS:

1. Recognize and analyze ethical issues as they apply to the business environment.
2. Obtain employment in an entry-level position in the accounting field.
3. *Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle through financial statements.

Real Estate Broker Certificate:

1. Recognize and analyze ethical issues as they apply to the real estate environment.
2. Obtain employment in an entry-level position in the real estate field.
3. *Identify and use common California real estate practices and basic real estate terminology.
4. Meet the education requirement for the basic California real estate agent’s and/or salesperson’s license exam.
Real Estate AS:

1. Recognize and analyze ethical issues as they apply to the real estate environment.
2. Obtain employment in an entry-level position in the real estate field.
3. *Identify and use common California real estate practices and basic real estate terminology.
4. Meet the education requirement for the basic California real estate agent’s and/or salesperson’s license exam.

Real Estate Salesperson Skills Recognition Award:

1. Recognize and analyze ethical issues as they apply to the real estate environment.
2. *Identify and use common California real estate practices and basic real estate terminology.
3. Meet the education requirement for the basic California real estate salesperson’s license exam.
Prerequisite Validation – Reference Guide

The curriculum committee at each college is charged with the responsibility for establishing prerequisites, corequisites, and advisories on recommended preparation to courses offered by a community college during the approval process according to standards and criteria established in Title 5, Section 55002.

Establishing prerequisites and corequisites
Title 5, section 55003(d) delineates the four purposes for which prerequisites and corequisites may be established:

1. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;
2. The prerequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
3. The corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
4. The prerequisite or corequisite is needed to protect the health or safety of the student or others.

Additional requirements for districts conducting content review alone
In addition to the foregoing, districts establishing prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence using content review alone (without statistical validations), must also adopt a plan that specifies:

- the method used to determine which courses might be the most compelling candidates for new prerequisites and corequisites
- the provision of appropriate numbers of prerequisite and corequisite course sections
- the assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
- training for the curriculum committee, and
- the use of research to evaluate the effect of new prerequisites and corequisites on student success; particular attention should be given to disproportionate impact.
Definitions of Terms

“Content review” is defined in title 5, section 55000(c) as: 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.

In other words, content review is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (prerequisite) or while taking (corequisite) a given course. It is more than reviewing the traditional “exit and entrance skills” and involves examining how the course is taught and all components of the Course Outline of Record (COR).

Prerequisites are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

Corequisites also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.

Advisories signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.
Modesto Junior College  
Curriculum Committee  
Prerequisite based on content review only

This process is to be used when requesting prerequisite within a different discipline  
Only applicable for communication or computational skills - Not for sequential courses

PREREQUISITE PROPOSAL CHECKLIST

☐ 1. Is a new course needed? <OR> Is it time for the 5-year review?
   a. Evaluate offerings at other community colleges and within CSU/UC systems.
   b. Evaluate needs of the community and local industries.

☐ 2. Discipline/department faculty create or review
   a. C-ID course descriptors (if applicable)
   b. outcomes
   c. objectives
   d. content
   e. entry and exit skills
   f. appropriate texts
   g. typical assignments
   h. potential alignment with industry needs or CSU/UC
   i. repeatability guidelines
   j. course impact on current/future degrees and certificates

☐ 3. Analysis of requisite skills
   Discussion within the discipline/department, with curriculum representatives, and with faculty who teach courses containing the prerequisite entry-level skills. The MJC Foundational Skills Cross-Reference and Appendix B of Implementing Content Review for Communication and Computation Prerequisites (ASCCC 2011) [http://asccc.org/sites/default/files/Content-Review-Spring-2011.pdf](http://asccc.org/sites/default/files/Content-Review-Spring-2011.pdf) to be used in guiding the discussions.
   a. Review and Discuss the Curriculum Guide to Determine Prerequisites
   b. Review syllabi, sample assignments, texts, course outline of record and overall course rigor
   c. Determine entry skills required to pass the course with a satisfactory grade across all sections of the course
   d. Determine which courses contain those entry skills – entry level skills must apply to all sections of the course
   e. Consult with discipline faculty who teach the potential prerequisite course(s)
   f. Consider potential effects on enrollment if prerequisites are put in place
g. Discuss the ability of students without the prerequisite skills to find courses to take within the program.

☐ 4. Determine Appropriate Level of Course
   This should directly reflect the level of rigor required in the course
   a. 1-49 Pre-college level courses
   b. 50-99 Courses that count toward associate’s degree credit only
   c. 100–299 Courses demonstrating critical thinking through composition or computation. Appropriate for baccalaureate or associate’s degree credit
   d. 300-399 Vocational courses appropriate for associate’s degree credit, but not baccalaureate degree credit
   e. 900-999 Basic education (Non-degree applicable)

☐ 5. Evaluate Linkages to External Groups
   Some courses may be intended for both transfer and industry
   a. For CTE courses, discussion with Advisory Committees is recommended
   b. For transfer courses, discussion with Articulation officer is recommended

☐ 6. LAUNCH COURSE TO CURRICUNET

☐ 7. Check your email/voicemail regularly
   As course moves through the curriculum stream, be on the lookout for feedback on your requested prerequisite from interested parties. Addressing issues and answering questions in a timely manner will help your course(s) move through the approval process. Interested parties include:
   a. Division Curriculum Committee representative for the course
   b. Division Curriculum Committee representative for the prerequisite
   c. Division Deans
   d. Technical Review Committee
   e. Curriculum committee members

☐ 8. Curriculum Committee Meeting
   It is highly recommended that course authors attend the curriculum committee meeting in case there are further questions on the course. At a minimum, the Division Representative should be in attendance.
## MJC Curriculum Guide to Determine Appropriate Prerequisites

**Mathematics:** Course objectives commonly considered as possible prerequisites for other MJC courses.

<table>
<thead>
<tr>
<th>Math 70</th>
<th>Math 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Solve linear equations in one variable</td>
<td>□ Graph lines and find the equation of a line, given sufficient information</td>
</tr>
<tr>
<td>□ Solve and graph linear inequalities in one variable</td>
<td>□ Graph linear, quadratic, absolute value, and simple cubic functions using transformations</td>
</tr>
<tr>
<td>□ Determine the slope of a line from either the graph or the equation and explain its meaning</td>
<td>□ Solve systems of equations in two or three variables by choosing the most effective method for the given problem</td>
</tr>
<tr>
<td>□ Graph linear equations and inequalities in one variable</td>
<td>□ Solve linear, quadratic, absolute value, and rational inequalities</td>
</tr>
<tr>
<td>□ Write the equation of a line describing the relationship between two variables</td>
<td>□ Solve quadratic equations with real and complex solutions by completing the square and using the quadratic formula</td>
</tr>
<tr>
<td>□ Solve systems of linear equations in two variables</td>
<td>□ Graph quadratic functions by determining and using the vertex and the stretching constant</td>
</tr>
<tr>
<td>□ Add, subtract, multiply, and divide polynomials</td>
<td>□ Add, subtract, multiply, and divide complex numbers</td>
</tr>
<tr>
<td>□ Factor polynomials</td>
<td>□ Add, subtract, multiple, divide, or compose two given functions</td>
</tr>
<tr>
<td>□ Solve quadratic equations by factoring, completing the square, or the quadratic formula</td>
<td>□ Solve exponential and logarithmic equations</td>
</tr>
<tr>
<td>□ Multiply and divide rational expressions</td>
<td>□ Simplify expressions using the properties of logarithms</td>
</tr>
<tr>
<td>□ Add and subtract rational expressions</td>
<td>□ Identify the equations for and sketch the graphs of conic sections</td>
</tr>
<tr>
<td>□ Simplify radicals and expressions involving radicals, including fractional exponents</td>
<td>□ List a requisite number of terms of a given arithmetic, geometric, or recursive sequence</td>
</tr>
<tr>
<td>□ Solve equations involving radical expressions</td>
<td>□ Determine the general term of a given arithmetic or geometric sequence</td>
</tr>
<tr>
<td>□ Sketch the graphs of simple parabolas from their equations</td>
<td>□ Determine the sum of a fixed number of terms of an arithmetic or geometric series, and determine the sum of an infinite geometric series when it exists</td>
</tr>
<tr>
<td>□ Create mathematical models of applications described in words, including those involving linear, quadratic, rational and radical expressions</td>
<td>□ Solve problems involving permutations, combinations, and probability</td>
</tr>
<tr>
<td>□ Convert numbers to and from scientific notation and apply the rules of exponents to these numbers</td>
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</tbody>
</table>
### English: Required Course Objectives

<table>
<thead>
<tr>
<th><strong>English 50</strong></th>
<th><strong>English 101</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Articulate the main idea and supporting elements of a reading selection.</td>
<td>□ Read and think critically (e.g. distinguish supporting ideas from main ideas, distinguish between student's own thoughts and thoughts of writer, and draw inferences and make judgments about a writer's thoughts and attitudes).</td>
</tr>
<tr>
<td>□ Identify the major types of discourse: description, narration, exposition, and argument.</td>
<td>□ Write papers that demonstrate the use of expository and argumentative or persuasive forms of writing.</td>
</tr>
<tr>
<td>□ Make and support reasonable inferences about the attitudes and thoughts of a writer based on evidence provided.</td>
<td>□ Write papers that demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling.</td>
</tr>
<tr>
<td>□ Identify the principle techniques a writer uses to construct an effective piece of writing (e.g. organization, coherence, diction, etc.).</td>
<td>□ Write papers that show evidence of drafting, revising, and editing to reflect an academic style and tone.</td>
</tr>
<tr>
<td>□ Utilize various invention and pre-writing strategies.</td>
<td>□ Use scholarly sources in a legitimate way, a. summarizing and paraphrasing source material, b. synthesizing multiple sources, c. integrating source ideas with his or her own ideas, and d. avoiding plagiarism by documenting sources according to MLA conventions.</td>
</tr>
<tr>
<td>□ Include appropriate details and examples to develop main points in paragraphs.</td>
<td>□ Evaluate and articulate the credibility of print and online sources.</td>
</tr>
<tr>
<td>□ Write fully developed essays that provide coherence within and between paragraphs and are controlled by a clear unifying theme, perception, or thesis.</td>
<td>□ Write papers that are correctly formatted according to MLA conventions.</td>
</tr>
<tr>
<td>□ Demonstrate ability to use a variety of sentence structures, maintain sentence boundaries, and use appropriate diction.</td>
<td></td>
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</tbody>
</table>
# MJC Curriculum Guide to Determine Appropriate Prerequisites

## Reading: Required Course Objectives

### Reading 184
- Identify the mode of discourse and approach the reading in a manner appropriate for the particular mode.
- Identify author’s purpose as determined by mode and context.
- Identify method of development and use this information to express thesis with greater accuracy.
- Appraise the author’s word choice and explain the denotative and connotative meanings of words as used in assigned readings and express the effect of these word choices on the reader’s reaction to the piece.
- Identify an author’s use of slanted language and express the effect on the meaning.
- Identify the use of figurative language (personification, similes, metaphors) in assigned readings and explain the quality or trait being exposed or emphasized by the author.
- Identify and evaluate the author’s tone (including irony) and point of view.
- Distinguish among the various ironic stances (wit, satire, cynicism, sarcasm).
- Identify special effects used by authors, specifically: understatement, hyperbole, alliteration, repetition, and unusual sentence structure.
- Analyze an author’s argument and the unstated assumptions on which the argument rests.
- Interpret the author’s bias and authority.
- Analyze the appeals an author makes in presenting his argument.
- Appraise logical fallacies present in arguments.
- Identify and describe key aspects of the plot: 1. setup 2. suspense 3. Climax 4. denouement 5. resolution
- Trace the development of characters through their actions and motivations.
- Explain any character or action which is meant to be symbolic.
- Identify and express the story’s theme.

### Reading 82
- Identify context clues and utilize them to define unknown words.
- Transfer appropriately efficient reading techniques such as pre-reading and questioning to a wide variety of reading materials.
- Distinguish between general and specific sentences.
- Identify the topic sentence of a paragraph.
- Predict the content of a paragraph utilizing the topic sentence.
- Infer unstated main ideas of both paragraphs and longer selections.
- Distinguish details which support the main idea from those which do not.
- Translate the author’s main idea into student’s own words.
- Apply reading transition devices to aid comprehension.
- Identify different methods of development in a variety of readings.
- After identifying method of development, apply appropriate strategies and outline major and minor points.
- Identify the functions of the paragraph within an article or essay.
- Select which paragraphs should be read carefully and which may be skimmed.
- Outline information to show its organization.
- Analyze author’s language and word choices with the understanding that words suggest positive or negative attitudes.
- Make inferences based upon reading.
- Locate figurative language and assess its meaning.
- Infer the author’s purpose by considering style and intended audience.
- Infer author’s point of view.
- Judge the value and accuracy of reading material.
- Assess author bias.
- Evaluate author’s assumptions as valid or specious.
- Determine any value judgments made by author.
INDEPENDENT STUDY POLICY

Independent Study allows students to pursue projects under faculty advisement and supervision. The projects may be directed field experience, research or development of skills and competencies. Independent Study credit may be earned in any discipline that has compliant course outlines of record.

Independent Study projects may be 1-3 units of credit and require a minimum of 54 hours of directed work per unit of credit. Within the 54 hour minimum, the instructor meets with each student on a weekly basis for at least one hour or a minimum of 18 hours for each one-unit project. The supervising instructor is responsible for keeping documentation of meeting dates/times as evidence of meeting the required number of hours. The proposed project must be approved by the supervising instructor and the division dean, along with notification to the Vice President of Instruction. Independent Study is offered on a credit/no credit basis. A maximum of 6 units may be earned in Independent Study.

Independent Study projects are normally undertaken in the department or division of the student’s academic major. Exceptions to this rule must approved by both the division dean of the student’s academic major and the dean of the division to which the student is applying for exception.

To be eligible for Independent Study a student must be concurrently enrolled in at least one other class at Modesto Junior College except for summer sessions. The student must also show evidence of competence in the academic major and in the area in which Independent Study is proposed.

The proposal is subject to prior approval by the supervising instructor and the division dean in order for the student to enroll in Independent Study.
Modesto Junior College
Independent Study Proposal

Date ___________ Semester/Year ___________ Student Name _______________________________ Student ID# ________________

Student Telephone # ___________________________ Division ___________________________ Supervising Instructor ____________________________

List completed courses (not more than three) or equivalent experience related to the field of Independent Study. Include any other Independent Study projects attempted or completed. If course work was completed at another institution, indicate so.

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Grade</th>
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Type of Experience | Firm or Institution | Dates
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</tbody>
</table>

Proposed Project (attach pages as necessary) Independent Study Section # ________________

Title ________________________________ Course # ___________ Units ________

Description ____________________________________________________________________________
____________________________________________________________________________________________

SUPERVISING INSTRUCTOR: COMPLETE THE FOLLOWING:

Describe ways in which project will be evaluated: ____________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Beginning Date of Project: ___________________________ Anticipated completion date: _____________

Faculty Obligation: I understand I must keep accurate records of meeting times/dates as evidence of meeting minimum required hours. Supervising Instructor Initials ________________

Student Approval of Agreement: The policy governing Independent Study is on the reverse side of this form. I have read the policy and understand that I will be enrolled in Section # ________ and that I will be responsible for paying all fees associated with that enrollment. I also understand to receive credit, the project must be completed by the end of the semester. Student Initials ________________

Signatures Required:

Student ________________________________ Date _______ Instructor ________________________________ Date _______

Division Dean (of major) __________________ Date _______ Admissions Technician __________________ Date _______

Division Dean (of exception to major, if necessary) ___________________________ Date ______________

Distribution: Original: Division Office Canary: Instructor Pink: Student Goldenrod: Admissions
To: Modesto Junior College Curriculum Committee

From: Michael Sundquist, Dean – Arts, Humanities and Communications Division
       Michael Lynch, Professor of Theatre

Date: January 24, 2014

Re: Request for New Dance Prefix

Currently Dance course are listed under both the THETR and PE-C prefixes. A new Dance AA-Degree has been proposed and it is necessary to move the courses under a new prefix.

We are requesting the prefix “DANCE” be created for use with the new Dance Program. We would like to begin the process of organizing the Dance courses using the new prefix.

Once the classes are active in the system, we plan to remove the THETR and PE-C listings for the courses.

Thank you for your consideration.
To: Modesto Junior College Curriculum Committee

From: Michael Sundquist, Dean – Arts, Humanities and Communications Division
       Michael Lynch, Professor of Theatre

Date: January 24, 2014

Re: Request for New Theatre Prefix

The current prefix used for the Theatre course listings has reached end of life. In order to introduce new curriculum to the program it is necessary to create a new prefix for the program.

We are requesting the prefix “THART” be created for use with the theatre degrees and certificates. Initially we will use this new prefix to facilitate the creation of new Independent Study courses.

At some point in the future we will move all Theatre courses over to the new prefix in order to organize the courses into a logical sequence.

Thank you for your consideration.
Proposal to change statement in Catalog from “Expected Student Learning Outcomes” to Program Learning Outcomes

Currently the catalog is inconsistent by saying either “Expected Student Learning Outcomes” or “Program Learning Outcomes.” It would be great to have one standard statement throughout the catalog. CurricUNET currently shows “Program Learning Outcomes” as the statement for all program learning outcomes. I would like to suggest that we stick with what is listed in CurricUNET.

**CurricUNET:**

**Clerical**

**Certificate of Achievement: Clerical**

The Clerical program is designed to prepare students for various types of office occupations in the clerical field. Clerical training involves the study of various procedures, duties and practices applicable to many business offices, as well as the development and acquisition of basic skills necessary for success in those positions. Students learn keyboarding, records management, human relations, office software, and business computations. Career possibilities in the clerical field are numerous. Jobs exist in governmental agencies, schools, health facilities, stores, and in private businesses. Some of the career alternatives for clerical graduates are records clerk, file clerk, general office clerk, mail clerk, receptionist, word processor, and office assistant.

**PROGRAM LEARNING OUTCOMES**

Upon satisfactory completion of this program, the student should be prepared to:

1. Productively work as a team member with people of diverse experiences and backgrounds in a workplace environment.
2. Competently use a wide variety of office equipment, including computers, peripherals, and non-computerized office machines.
3. Actively assist in implementing general office procedures, including records management.

**PROGRAM REQUIREMENTS**

To earn a Certificate of Achievement, the student must complete the following coursework. Each course must be completed with a grade of C or better.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSAD 56</td>
<td>Business Computations</td>
<td>3</td>
</tr>
<tr>
<td>BUSAD 310</td>
<td>Bookkeeping</td>
<td>2</td>
</tr>
<tr>
<td>OPADM 202</td>
<td>Intermediate Keyboarding</td>
<td>2</td>
</tr>
<tr>
<td>OPADM 221</td>
<td>Intermediate Word Processing</td>
<td>2</td>
</tr>
<tr>
<td>OPADM 300</td>
<td>Keyboarding for Speed and Accuracy</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Catalog:**

**Clerical**

**Certificate of Achievement: Clerical**

The Clerical A.A., A.S., Degree/Certificate programs are designed to prepare students for various types of office occupations in the clerical field. Clerical training involves the study of various procedures, duties and practices applicable to many business offices, as well as the development and acquisition of basic skills necessary for success in those positions. Students learn keyboarding, records management, human relations, business communications, and math.

Career possibilities in the clerical field are numerous. Jobs exist in governmental agencies, schools, health facilities, stores, and in private businesses. Some of the career alternatives for clerical graduates are records clerk, file clerk, general office clerk, mail clerk, inventory clerk, receptionist, and word processor.

**EXPECTED STUDENT LEARNING OUTCOMES**

Upon the successful completion of the Certificate of Achievement in Clerical at Modesto Junior College, students will be able to:

1. Productively work as a team member with people of diverse experiences and backgrounds in a workplace environment.
2. Demonstrate the ability to competently use a wide variety of office equipment, including computers, peripherals, and non-computerized office machines.
3. Actively assist in implementing general office procedures, including records management.

To earn a Certificate of Achievement, the student must complete the following coursework. Each course must be completed with a grade of C or better.