I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

III. COURSE NOTIFICATION AGENDA

CCCCO COURSE APPROVALS

(None)

Course Activity Report

2014 GE review decision report

Modesto Junior College submitted these courses for statewide GE articulation in December 2013. The CSU and UC are reporting these determinations to ASSIST for publication in early summer. In the meantime, you can rely on this report to prepare catalog and advising materials.

<table>
<thead>
<tr>
<th>proposals from community college</th>
<th>GE Area</th>
<th>approval begins</th>
<th>approval ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHR 101 Biological Anthropology</td>
<td>4A  Anthropology &amp; Archeology</td>
<td>F13</td>
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<tr>
<td>ENGL 107 Creative Writing: Creative Nonfiction</td>
<td>C2</td>
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<tr>
<td>HUMSR 101 Introduction to Human Services</td>
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<tr>
<td>POLSC 180 Human Rights</td>
<td>D8</td>
<td>DB Political Science</td>
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<tr>
<td>POLSC 180 Human Rights</td>
<td>4H</td>
<td>4H Political Science</td>
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<td>PSYCH 130 Personal Adjustment</td>
<td>E</td>
<td>E Lifelong Learning</td>
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<tr>
<td>PSYCH 130 Personal Adjustment</td>
<td>D9</td>
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<tr>
<td>SPAN 110 Spanish for Spanish Speakers 2</td>
<td>3B</td>
<td>no (not approved)</td>
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</tr>
</tbody>
</table>

Per guidelines, Spanish for Spanish speakers is not appropriate for area 3B.
IV. COURSE CONSENT AGENDA

(None)

V. COURSE DISCUSSION AGENDA

INACTIVATIONS

(None)

MODIFICATIONS/REACTIVATIONS

ENGL 112  Introduction to the Novel and Short Story  3
Effective: Summer 2015
MODIFY description, outcomes, content, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: To be current in the five-year review cycle.
Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Maintain: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)
Program Impact:
- CSU-GE Pattern Certificate of Achievement
- English AA-T Degree
- General Studies, Emphasis in Humanities A.A. Degree
- MJC-GE Pattern

ENGL 114  Introduction to Poetry  3
Effective: Summer 2015
MODIFY description, outcomes, content, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: To be current in the five-year review cycle.
Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Maintain: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)
Program Impact:
- CSU-GE Pattern Certificate of Achievement
- English AA-T Degree
- General Studies, Emphasis in Humanities A.A. Degree
- MJC-GE Pattern
ENGL 116

**Introduction to Drama**

**Effective:** Summer 2015

**MODIFY** outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks, requisite skills

**Rationale:** To be current in the five-year review cycle.

**Enrollment Restrictions:** Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Maintain: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

**Distance Education Status:** None

**Materials Fee Status:** None

**Articulation Status:** Transfers to CSU and UC

**General Education Status:** Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)

**Program Impact:**
- CSU-GE Pattern Certificate of Achievement
- English AA-T Degree
- General Studies, Emphasis in Humanities A.A. Degree
- MJC-GE Pattern
- University Preparation, Emphasis in Humanities A.A. Degree

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ENGL 151

**Folklore**

**Effective:** Summer 2015

**MODIFY** outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks

**Rationale:** The course is being updated to be current in the 5-year Curriculum Review cycle.

**Enrollment Restrictions:** Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Maintain: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

**Distance Education Status:** None

**Materials Fee Status:** None

**Articulation Status:** Transfers to CSU and UC

**General Education Status:** Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)

**Program Impact:**
- CSU-GE Pattern Certificate of Achievement
- English AA-T Degree
- General Studies, Emphasis in Humanities A.A. Degree
- MJC-GE Pattern
- University Preparation, Emphasis in Humanities A.A. Degree
- Ethnic Studies Skills Recognition Award
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Effective</th>
<th>Rationale</th>
<th>Enrollment Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 156</td>
<td>The Bible as Literature: The Hebrew Canon and Intertestamental Writings</td>
<td>3</td>
<td>Summer 2015</td>
<td>MODIFY description, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rationale: The course is being updated to be current in the 5-year Curriculum Review cycle.</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Removing: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.</td>
<td></td>
</tr>
<tr>
<td>ENGL 157</td>
<td>The Bible As Literature: The New Testament</td>
<td>3</td>
<td>Summer 2015</td>
<td>MODIFY description, objectives, content, typical assignments, methods of instruction, textbooks</td>
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<tr>
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<td>Rationale: To maintain currency in the five-year review cycle.</td>
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<tr>
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<td></td>
<td>Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Maintaining (A) Students are strongly advised to satisfactorily complete ENGL 101.</td>
<td></td>
</tr>
<tr>
<td>ENGL 163</td>
<td>Introduction to Shakespeare</td>
<td>3</td>
<td>Summer 2015</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<td>Rationale: To be current in the five-year review cycle.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Maintain: (A) Students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102.</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:** The course is being updated to be current in the 5-year Curriculum Review cycle. Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Removing: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

**Distance Education Status:** None

**Materials Fee Status:** None

**Articulation Status:** Transfers to CSU and UC

**General Education Status:** Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)

**Program Impact:**
- CSU-GE Pattern Certificate of Achievement
- English AA-T Degree
- General Studies, Emphasis in Humanities A.A. Degree
- MJC-GE Pattern
ENGL 168  Adolescent Literature  3  
Effective:  Summer 2015  
MODIFY description, outcomes, objectives, content, typical assignments, methods of instruction, 
methods of evaluation, textbooks  
Rationale: To be current in the five-year review cycle.  
Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the 
MJC assessment process. Maintain: (A) Students are strongly advised to satisfactorily complete 
ENGL 101.  
Distance Education Status: None  
Materials Fee Status: None  
Articulation Status: Transfers to CSU and UC  
General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)  
Program Impact:  
- CSU-GE Pattern Certificate of Achievement  
- English AA-T Degree  
- General Studies, Emphasis in Humanities A.A. Degree  
- MJC-GE Pattern

ENGL 171  Introduction to African-American Literature  3  
Effective:  Summer 2015  
MODIFY description, outcomes, objectives, content, typical assignments, methods of instruction, 
textbooks  
Rationale: To be current in the 5 year review cycle  
Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the 
MJC assessment process. Maintain: (A) Students are strongly advised to satisfactorily complete 
ENGL 101.  
Distance Education Status: None  
Materials Fee Status: None  
Articulation Status: Transfers to CSU and UC  
General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)  
Program Impact:  
- CSU-GE Pattern Certificate of Achievement  
- English AA-T Degree  
- General Studies, Emphasis in Humanities A.A. Degree  
- MJC-GE Pattern  
- Ethnic Studies Skills Recognition Award
ENGL 172  Introduction to Chicano/a Literature  3
Effective: Summer 2015
MODIFY description, outcomes, content, typical assignments, methods of instruction, textbooks
Rationale: To maintain currency in five-year review cycle
Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Remove: (A) Students are strongly advised to satisfactorily complete ENGL 101.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)
Program Impact:
- CSU-GE Pattern Certificate of Achievement
- English AA-T Degree
- General Studies, Emphasis in Humanities A.A. Degree
- MJC-GE Pattern
- Ethnic Studies Skills Recognition Award
- Spanish A.A. Degree
- Spanish AA-T Degree (PENDING APPROVAL)
- University Preparation: Language Studies A.A. Degree

ENGL 176  Introduction to Mexican Literature  3
Effective: Summer 2015
MODIFY outcomes, objectives, typical assignments, methods of instruction, textbooks
Rationale: To stay current with the five year review cycle
Enrollment Restrictions: Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Maintain: (A) Students are strongly advised to satisfactorily complete ENGL 101.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)
Program Impact:
- CSU General Education Pattern Certificate of Achievement
- English AA-T Degree
- General Studies, Emphasis in Humanities A.A. Degree
- MJC-GE Pattern
- Spanish AA-T Degree (PENDING APPROVAL)
- University Preparation: Language Studies A.A. Degree
GEOG 102  Cultural Geography  3
Effective: Summer 2015
MODIFY DE modalities, Columbia College equivalency, description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: Periodic Update. Author is requesting CID# GEOG 120 for MJC GEOG 102
Enrollment Restrictions: Maintain: (A) Students are strongly advised to satisfactorily complete ENGL 101
Distance Education Status: Requesting: Online, Mixed Modalities/Hybrid
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for (MJC-GE: B) (CSU-GE:D5) (IGETC:4E)
Program Impact:
- CSU General Education Pattern Certificate of Achievement
- Ethnic Studies Skills Recognition Award
- General Studies, Emphasis in Social and Behavioral Sciences A.A. Degree
- Geography AA-T Degree (PENDING APPROVAL)
- History AA-T Degree
- MJC-GE Pattern

GEOG 105  Economic Geography  3
Effective: Summer 2015
MODIFY DE modalities, pattern placement, description, outcomes, objectives, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: Periodic Review Cycle
Enrollment Restrictions: None
Distance Education Status: Requesting: Online, Mixed Modalities/Hybrid
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for (MJC-GE: B) (CSU-GE: D2, D5) (IGETC: 4E)
Requesting: (IGETC: 4B)
Program Impact:
- CSU General Education Pattern Certificate of Achievement
- General Studies, Emphasis in Social and Behavioral Sciences A.A. Degree
- Geography AA-T Degree (PENDING APPROVAL)
- MJC-GE Pattern

GEOG 109  Introduction to Geographic Information Systems  3
Effective: Summer 2015
MODIFY objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: Periodic review. GEOG 109 should align with CID# GEOG 155.
Enrollment Restrictions: None
Distance Education Status: Maintaining: Online, Mixed Modalities/Hybrid
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Not approved for GE
Program Impact:
- Geography AA-T Degree (PENDING APPROVAL)
**GUIDE 116**  Orientation for Re-Entry Adults  2  
**Effective:** Summer 2015
**MODIFY** textbooks
**Rationale:** Course is up for review.
**Enrollment Restrictions:** Maintain (A) Before enrolling in this course, students are strongly advised to be able to speak, write, and understand the English language
**Distance Education Status:** None
**Materials Fee Status:** None
**Articulation Status:** Transfers to CSU
**General Education Status:** Approved for (MJC Guidance)
**Program Impact:**
- Stand Alone

**GUIDE 120**  Success Strategies for Transfer Students  3  
**Effective:** Summer 2015
**MODIFY** description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks
**Rationale:** Course is in the five-year cycle for review.
**Enrollment Restrictions:** None
**Distance Education Status:** Maintain: Online
**Materials Fee Status:** None
**Articulation Status:** Transfers to CSU and UC
**General Education Status:** Approved for (MJC Guidance)
**Program Impact:**
- Stand Alone

**SOCSC 109**  Introduction to Education-Practicum in Tutoring  3  
**Effective:** Summer 2015
**MODIFY** Rationale: hours, field trip policy, outcomes, objectives, content, typical assignments, textbooks
**Enrollment Restrictions:** Maintaining (L) Enrollment limited to students who provide fingerprint and TB clearance.
**Distance Education Status:** None
**Materials Fee Status:** None
**Articulation Status:** Transfers to UC and CSU
**General Education Status:** Not approved for GE
**Program Impact:**
- Elementary Teacher Education AA-T Degree (PENDING APPROVAL)

**SPAN 103**  Spanish 3  5  
**Effective:** Summer 2015
**MODIFY** DE modalities, outcomes, content, typical assignments, methods of instruction
**Rationale:** Course is being updated to align with C-ID descriptor
**Enrollment Restrictions:** Maintaining (P) Satisfactory completion of SPAN 102
**Distance Education Status:** Maintain: Mixed Modalities/Hybrid, Requesting: Online
**Materials Fee Status:** None
**Articulation Status:** Transfers to UC and CSU
**General Education Status:** Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B,6)
**Program Impact:**
- CSU General Education Pattern Certificate of Achievement
- General Studies, Emphasis in Humanities A.A. Degree
- Spanish A.A. Degree
- Spanish AA-T Degree (PENDING APPROVAL)
- University Preparation: Language Studies, A.A. Degree
SPAN 104  Spanish 4  5
Effective: Summer 2015
MODIFY DE modalities, description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks, requisite skills
Rationale: This course is being updated for compliance and to align with C-ID descriptor included in Transfer Model Curriculum
Enrollment Restrictions: Maintaining (P) Satisfactory completion of SPAN 103
Distance Education Status: Requesting: Mixed Modalities/Hybrid, Online
Materials Fee Status: None
Articulation Status: Transfers to UC and CSU
General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B,6)
Program Impact:
- CSU General Education Pattern Certificate of Achievement
- General Studies, Emphasis in Humanities A.A. Degree
- Spanish A.A. Degree
- Spanish AA-T Degree (PENDING APPROVAL)
- University Preparation: Language Studies A.A Degree
- University Preparation, Emphasis in Humanities A.A. Degree

STSK 78  College Study Skills  3
Effective: Summer 2015
MODIFY description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: Course is up for review in the matrix cycle.
Enrollment Restrictions: Maintaining (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50 and satisfactorily complete READ 82
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Not a transferable course
General Education Status: Approved for (MJC Guidance)
Program Impact:
- Stand Alone

DE (DISTANCE EDUCATION) ONLY PROPOSALS

ENGL 169  Children’s Literature  3
Effective: Summer 2014 Expedited!
Rationale for Expedited Approval: Instructor developed this course as a student in MJC’s Fall 2013 Online Instruction Program and wants to finish and implement this course in a timely manner so as to apply the skills learned. Additionally, there is a strong push from administration to have more distance ed courses for our student population, and this is a very popular course that serves majors in English, Liberal Studies and Child Development.
MODIFY DE modalities only
Rationale: Add distance education component
Distance Education Status: Requesting: Online
NEW COURSES

(NONE)

VI. PROGRAM NOTIFICATION AGENDA

CCCO Approvals: Programs

(NONE)

Program Activity

(NONE)

Program learning outcomes for the following programs were modified in CurricUNET

VII. PROGRAM CONSENT AGENDA

(NONE)

VIII. PROGRAM DISCUSSION AGENDA

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

(NONE)

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

(NONE)

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: Landscape and Park Maintenance Program
Certificate of Achievement: Landscape and Park Maintenance  25 (previously 41)
MODIFY: Learning outcomes, program structure, program requirements, Career courses, (internship/work experience must be Agriculture related).
Effective: Summer 2014 Expedited!
Rationale: Based on concerns voiced by Curriculum Committee members at 3/18/14 meeting, certificate has been revised to modify total number of units required for completion. Course requirements for various sections have been modified. Rationale from 03/18/14 Meeting Section I: Agriculture Career Courses had to be revised because of a unit change to the Ag 249 course. The total number of units to complete the program does not change however. This change also necessitated a change to the Award Footer. This revision does not change the substance of the degree in any way.

MODIFY: Nursery Production Program
Certificate of Achievement: Nursery Production  25 (previously 41)
MODIFY: Learning outcomes, program structure, program requirements, Career courses, (internship/work experience must be Agriculture related).
Effective: Summer 2014 Expedited!
Rationale: Based on concerns voiced by Curriculum Committee members at 3/18/14 meeting, certificate has been revised to modify total number of units required for completion. Course requirements for various sections have been modified. Rationale from 03/18/14 Meeting Section I: Agriculture Career Courses had to be revised because of a unit change to the AG 249 course. The total number of units to complete the program does not change however. This change also necessitated a change to the Award Footer. This revision does not change the substance of the degree in any way.

INACTIVATIONS

(NONE)

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. Curriculum Committee Meeting Schedule for 2014-2015  L. Miller
Informational Items

(NONE)

XI. NEW BUSINESS

Action Items

1. Resolution FL13-A: Curriculum Approval Stream  
   M. Adams
2. Student Support and Services Program (SSSP) Plan  
   J. Todd/B. Adams
3. Curriculum Review Process  
   B. Adams

Informational Items

1. Repeatable Courses as of Summer 2014  
   L. Miller
2. Child Development Curriculum Alignment Project  
   L. Hatch
3. Curriculum Year in Review  
   B. Adams

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<thead>
<tr>
<th>CRS_NAME(CB01)</th>
<th>SHORT_TITLE(CB02)</th>
<th>MIN_CRED(CB07)</th>
<th>CRS_REG_RETAK E_POLICY</th>
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<td>MAGM-212</td>
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</tr>
<tr>
<td>MMUSC-112</td>
<td>Recording Arts 2</td>
<td>2.00</td>
<td>1X</td>
</tr>
<tr>
<td>MMUSC-122</td>
<td>Electronic Music 2</td>
<td>2.00</td>
<td>2X</td>
</tr>
<tr>
<td>MMUSE-145</td>
<td>Guitar Orchestra</td>
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<td>3X</td>
</tr>
<tr>
<td>MMUSE-151</td>
<td>Masterworks Chorus</td>
<td>1.00</td>
<td>3X</td>
</tr>
<tr>
<td>MMUSE-155</td>
<td>Concert Choir</td>
<td>1.00</td>
<td>3X</td>
</tr>
<tr>
<td>MMUSE-156</td>
<td>Chamber Choir</td>
<td>1.00</td>
<td>3X</td>
</tr>
</tbody>
</table>
MMUSE-161 Community Orchestra 1.00 3X
MMUSE-165 String Orchestra 1.00 3X
MMUSE-166 Chamber Music Ensmbl 1.00 3X
(MMUSE-171 Concert Band 1.00 3X
MMUSE-175 Symphonic Band 1.00 3X
MMUSE-176 Chamber Ensembles (Band) 1.00 3X
MMUSE-181 Jazz Band 1.00 3X
MMUSE-851 Masterworks Chorus 0.00 ULNC
MMUSE-861 Community Orchestra 0.00 ULNC
MMUSE-871 Concert Band 0.00 ULNC
MMUSP-151 Musical Theatr Workshop 2.00 1X
MNURSK-800 Nursing Skills Development 0.00 ULNC
MPEA-800 Adapt Exercise Mature Adults 0.00 ULNC
MPEC-145 Advanced Golf 1.00 3X
MPEC-170 Advanced Swimming 1.00 3X
MPEC-178 Tournament Tennis 1.00 3X
MPEC-179 Track and Field 1.00 3X
MPEC-184 Power Volleyball 1.00 3X
MPEC-190A Adv Water Polo 1.00 3X
MPEC-197 Advanced Weight Training 1.00 3X
MPEM-108 Baseball 1.00 3X
MPEM-114 Advanced Basketball 1.00 3X
MPEM-141A Adv Touch Football 1.00 3X
MPEM-141X Advanced Touch Football 0.50 3X
MPEM-165 Soccer 3 1.00 3X
MPEM-196 Advanced Wrestling 1.00 3X
MPEV-100 Varsity Baseball 3.00 3X
MPEV-105 Men's Varsity Basketball-Fall 3.00 3X
MPEV-106 Men's Varsity Bsktbll-Spring 1.50 3X
MPEV-110 Men's Varsity Cross Country 3.00 3X
MPEV-115 Varsity Football 3.00 3X
MPEV-120 Men's Varsity Golf 3.00 3X
MPEV-122 Men's Varsity Soccer 3.00 3X
MPEV-125 Men's Varsity Swimming/Diving 3.00 3X
MPEV-130 Men's Varsity Tennis 3.00 3X
MPEV-135 Men's Varsity Track & Field 3.00 3X
MPEV-140 Men's Varsity Water Polo 3.00 3X
MPEV-145 Varsity Wrestling 3.00 3X
MPEVW-100 Women's Varsity Basketball-Fall 3.00 3X
MPEVW-101 Women's Varsity Bsktbll-Spring 1.50 3X
MPEVW-103 Women's Varsity Cross Country 3.00 3X
MPEVW-115 Women's Varsity Golf 3.00 3X
MPEVW-120 Women's Varsity Softball 3.00 3X
MPEVW-123 Women's Varsity Soccer 3.00 3X
MPEVW-125 Women's Varsity Swim & Dive 3.00 3X
MPEVW-130 Women's Varsity Tennis 3.00 3X
MPEVW-135 Women's Varsity Track/Field 3.00 3X
MPEVW-140 Women's Varsity Volleyball 3.00 3X
MPEVW-145 Women's Varsity Water Polo 3.00 3X
MPEW-163 Soccer 2 1.00 3X
MPEW-180 Women's Softball 1.00 3X
MTHETR-149 Dance Repertory 1.00 3X
MTHETR-190 Theatre Production Workshop 1.00 3X
MTUTOR-810 Tutoring Seminar 0.00 3X
MTUTOR-850 Supervised Tutoring 0.00 3X
MWKFSK-801 Intro to Wkforce Dev Skills 0.00 3X

XII. PUBLIC COMMENT
I. APPROVAL OF ORDER OF AGENDA

M/S/U (K. ENNIS, E. MAKI) to approve the order of the agenda as stated.

II. APPROVAL OF MINUTES

March 18, 2014

M/S/U (M. GARCIA, K. ENNIS) to approve the minutes of March 18, 2014

III. COURSE NOTIFICATION AGENDA

CCCCO COURSE APPROVALS

ANTHR 192 (CCC000553712)
NURSE 53 (CCC000553711)

Course Activity Report

(NONE)
IV. COURSE CONSENT AGENDA

Hearing no objections, the committee approved the modification to PEC 149/THETR 176

PEC 149 (was 137)
THETR 176

Modern Dance 4

Effective: Summer 2014 Expedited

Rationale for Expedited Approval: This number needs to be modified as soon as possible to ensure revisions system for the upcoming academic year. MODIFY course number (PEC only)

Rationale: Course was proposed and adopted as PEC 137 on 01/21/2014. PEC 137 has been used in the past by a different course. We do not reuse course numbers because of the potential impact on student records. The Instruction Office will correct this record (approved by the CCCCO as PEC 137) in the CCCCO Curriculum Inventory.

MATH 105

Structure of Mathematics 1

Effective: Summer 2014 Expedited

Rationale for Expedited Approval: It is imperative that we change the prerequisite on these two classes to allow completion of Math 89 or 90 effective immediately. We need to get this change into the computer for all fall classes so that students register for Math 89 this summer and then can enroll in Math 105 and 134 in the fall MODIFY enrollment restrictions

Enrollment Restrictions: Maintain: (P) Satisfactory completion of MATH 90 or placement by the MJC assessment process, Requesting (P) or MATH 89

Pulled for discussion by S. Kincade in response to faculty concerns about proper curriculum development process being followed. In order to ensure implementation of the prerequisite option of the new course, MATH 89 for all linked courses, the Instruction Office had - at the request of the division dean – updated pending proposals (currently referred back to math faculty and Division Dean to address concerns with high unit values) for MATH 105 and MATH 134 to show the desired, new prerequisite option of MATH 89 which was not included in the pending proposals. There was agreement between administration and the curriculum leadership to make this isolated revision and implement as soon as possible for the benefit of students. When the MATH department faculty learned of change to course proposals, concern was expressed about process, which is why S. Kincade pulled the requisites during discussion of approval of requisites. Without approval of the requisite, the courses could not be revised in Datatel to allow for the MATH 89 option, and that the catalog graphic depicting MATH 89 as an option would not go in the 2014-2015 catalog going to print that day. S. Kincade explained that this past practice of administrators helping to make changes on behalf of others in CurricUNET will cease as a result of the concerns expressed.

M. Adams spoke to the department’s concern at the meeting. While the department continues to express concern about the MATH course impasse, it voted to allow for the emergency revision to the COR so that the MATH 89 option can be available to students as early as possible. S. Kincade, when asked, stated that the option would still not appear in the catalog. She stated that we need to follow process including Board of Trustees approval.

M/S/U (M. ADAMS, C. VAUGHN) to MODIFY REQUISITES for MATH 105 and MATH 134
MATH 134  Elementary Statistics  5  
**Effective:** Summer 2014 *Expedited*

**Rationale for Expedited Approval:** It is imperative that we change the prerequisite on these two classes to allow completion of Math 89 or 90 effective immediately. We need to get this change into the computer for all fall classes so that students register for Math 89 this summer and then can enroll in Math 105 and 134 in the fall

**MODIFY enrollment restrictions**

**Enrollment Restrictions:** Maintain: (P) Satisfactory completion of MATH 90 or placement by the MJC assessment process, Requesting (P) or MATH 89

*Pulled for discussion by S. Kincade* [See discussion notes on MATH 105]

**M/S/U (M. ADAMS, C. VAUGHN) to MODIFY REQUISITES for MATH 105 and MATH 134**

### V. COURSE DISCUSSION AGENDA

#### INACTIVATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Effective</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 211</td>
<td>Introduction to Meat Science</td>
<td>3</td>
<td>Summer 2015</td>
<td>INACTIVATE</td>
</tr>
<tr>
<td></td>
<td><strong>Rationale:</strong> Course has not been offered in several years and there is no immediate plan to offer the course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program Impact:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Animal Science A.S. Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U (C. MULDER, E. MAKI) to INACTIVATE ANSC 211</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLDDV 127C</td>
<td>Infant/Toddler Practicum</td>
<td>3</td>
<td>Summer 2015</td>
<td>INACTIVATE</td>
</tr>
<tr>
<td></td>
<td><strong>Rationale:</strong> Variable unit options have been replaced by a single 3 unit option.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program Impact:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Stand Alone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M/S/U (C. MULDER, E. MAKI) to INACTIVATE CLDDV 127C</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### MODIFICATIONS/REACTIVATIONS

#### ENGL 132

**Introduction to World Literature 2**

**Effective:** Summer 2015

- **MODIFY** title, description, outcomes, objectives, typical assignments.
- **Rationale:** Shortening title and correcting description to match prequel, English 131.
- **Enrollment Restrictions:** Maintain: (P) Satisfactory completion of ENGL 50 or qualification by the MJC assessment process. Maintain: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and satisfactorily complete ENGL 102.
- **Distance Education Status:** None
- **Materials Fee Status:** None
- **Articulation Status:** Transfers to CSU and UC
- **General Education Status:** Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)

- **Program Impact:**
  - CSU General Education Pattern Certificate of Achievement
  - English AA-T
  - MJC-GE Pattern
  - Ethnic Studies Skills Recognition Award

**During discussion of blanket approvals, C. Mulder** noted that ENGL 132 changed wording on objectives and removed “demonstrate” from the language.

**M/S/U (C. MULDER, E. MAKI) to MODIFY ENGL 132**

**M/S/U (M. GARCIA, R. CRANLEY) to MODIFY REQUISITES for ENGL 132**

**M/S/U (K. ENNIS, M. GARCIA) to MAINTAIN PLACEMENT OF ENGL 132 on GE PATTERN(S)**

#### GEOG 101

**Physical Geography**

**Effective:** Summer 2015

- **MODIFY** enrollment restrictions, DE modalities, description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks.
- **Rationale:** Periodic review and update.
- **Enrollment Restrictions:** Removing (A) before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.
- **Distance Education Status:** Requesting: Online course, Mixed Modalities/Hybrid Course
- **Materials Fee Status:** None
- **Articulation Status:** Transfer to CSU and UC
- **General Education Status:** Approved for (MJC-GE: A) (CSU-GE: B1) (IGETC: 5A)

- **Program Impact:**
  - CSU General Education Pattern Certificate of Achievement
  - General Studies, Emphasis in Natural Sciences A.A. Degree
  - Geography AA-T Degree (PENDING APPROVAL)
  - MJC-GE Pattern

**M/S/U (C. MULDER, E. MAKI) to MODIFY GEOG 101**

**M/S/U (M. GARCIA, R. CRANLEY) to REMOVE REQUISITES for GEOG 101**

**M/S/U (K. ENNIS, E. KERR) to ADOPT DE for GEOG 101**

**M/S/U (K. ENNIS, M. GARCIA) to MAINTAIN PLACEMENT OF GEOG 101 on GE PATTERN(S)**
### MUSA 121 - Keyboard Skills 1

**Effective:** Summer 2015  
**MODIFY** title, objectives, content, typical assignments  
**Rationale:** Periodic review and update.  
**Enrollment Restrictions:** None  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU and UC, (CC: MUSIC 31A)  
**General Education Status:** Approved for (MJC: Activities);  
**Program Impact:**  
- Music A.A. Degree  
- Music AA-T Degree  
- Recording Arts Skills Recognition Award  

**MUSA 121 pulled for discussion by E. Maki** noting that MUSA 121 was erroneously submitted in the past for C-ID and subsequently rejected by C-ID because it lacked an audition process as a requirement for enrollment. This course should not have an audition because it is a fundamental course in keyboard skills. He reported the department’s revelation that many music courses had erroneously appealed for and were rejected for C-ID because they are courses that teach fundamental skills in various instruments, as opposed to being more advanced instrumental courses for students with extensive skill in their instrument and are pursuing music as a major. When this discovery was made, it was also discovered that many of these fundamental instrumental courses were also approved as part of the AA-T in Music, and that this is not the intention of the department. There was confusion about the accuracy of the AA-T as going forth in the forthcoming MJC catalog. He assessed and noted that the music graphic is correct, however, the listed course requirements for the award are incorrect. The department does not wish to have fundamental instrumental courses included in that award. It was determined that the program revision to address the inaccuracies must be approved by the curriculum committee before any revisions to the catalog can take place.

**M/S/U (E. MAKI, C. MULDER) to MODIFY MUSA 121**

### MUST 133 - Aural Skills 3

**Effective:** Summer 2015  
**MODIFY** general education, outcomes, objectives, content, typical assignments, requisite skills.  
**Rationale:** Course is being updated to align with C-ID 145 descriptor.  
**Enrollment Restrictions:** Maintain (A) before enrolling in this course, students are strongly advised to satisfactorily complete MUST 123; Maintain: (P) Satisfactory completion of MUST 132.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU and UC  
**General Education Status:** Requesting (MJC: Activities)  
**Program Impact:**  
- Music A.A. Degree  
- Music AA-T Degree  

**MUST 133 pulled for discussion by M. Adams** due to minor concerns about Methods of Evaluation (using participation) resembling grading criteria rather than an evaluative method. E. Maki agreed to removal of it. K. Ennis noted that the CLOs had issues. S. Circle asked about participation as an evaluation. C. Mulder countered that participation is indeed an evaluative method. Students who do not participate affect the course as a whole in activity courses.

**M/S/U (M. ADAMS, E. MAKI) to MODIFY MUST 133**

**M/S/U (M. GARCIA, R. CRANLEY) to MAINTAIN REQUISITES for MUST 133**

**M/S/U (K. ENNIS, E. MAKI) to REQUEST PLACEMENT of MUST 133 on ACTIVITIES**
OFADM 375

10-Key on the Computer

Effective: Summer 2015

MODIFY hours, objectives, content.

Rationale: To adjust lecture/lab hours.

Enrollment Restrictions: Maintain (A) before enrolling in this course, students are strongly advised to satisfactorily complete OFADM 301 or have the ability to keyboard by touch.

Distance Education Status: Maintain: Online course, Mixed Modalities/Hybrid Course

Materials Fee Status: None

Articulation Status: Does not transfer

General Education Status: Not approved for GE

Program Impact:
- Accounting Clerk Certificate of Achievement
- Clerical A.S. Degree
- Clerical Certificate of Achievement
- Office Administration Certificate of Achievement
- Office Administration A.S. Degree
- Records Management/Data Entry Specialist Certificate of Achievement

OFADM 375 pulled for discussion by M. ADAMS due to concerns that the Methods of Evaluation are more like grading criteria. C. Vaughn clarified that this is an appropriate method of evaluation for this discipline. M. Adams accepted the rationale and explained the Methods of Instruction seem to be more appropriately placed under Assignments instead of MOI. C. Vaughn understood, summarizing “they are too specific when they need to be more general?” It was suggested that they be revised to “guided practice” instead of “assign drills.” Many noted that the author was likely to be highly amenable to proposed improvements. M. Adams noted assignments seemed more like general statements than example. B. Adams agreed to contact author to address deficiencies.

M/S/U (K. ENNIS, M. ADAMS) to MODIFY OFADM 375
M/S/U (M. GARCIA, R. CRANLEY) to MAINTAIN REQUISITES for OFADM 375
M/S/U (K. ENNIS, E. KERR) to MAINTAIN DE for OFADM 375

VI. PROGRAM NOTIFICATION AGENDA

CCCCO Approvals: Programs

(NONE)

Program Activity

(NONE)

Program Learning Outcomes
Program learning outcomes for the following programs were modified in CurricUNET:

**Hearing no objections, the following PLO modifications were approved.**

**Hearing no objections, the following PLO modifications were expedited for Summer 2014.**

**Effective:** Upon release of the 2014-2015 MJC Catalog Addendum

- AS: Agricultural Science
- AS: Agricultural Business
- C: Agriculture: Sales, Service
- AS: Animal Science
- C: Artificial Insemination Technician
- AS: Crop Science
- AS: Dairy Science
- AS: Environmental Horticultural Sciences
- AS: Forestry
- AS: Fruit Science
- C: Landscape and Park Maintenance Program
- AS: Mechanized Agriculture (Fabrication Option and Power Option)
- C: Mechanized Agriculture (Fabrication Option and Power Option)
- C: Nursery Production
- AS: Poultry Science - AS
- AS: Recreational Land Management
- AS: Soil Science

**VII. PROGRAM CONSENT AGENDA**

(NONE)

**VIII. PROGRAM DISCUSSION AGENDA**

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

**MODIFY**

Landscape and Park Maintenance Program
Certificate of Achievement: Landscape and Park Maintenance 41 42

**MODIFY** Career courses, (internship/work experience must be Agriculture related).

**Effective:** Summer 2014 [Expedited]

**Rationale:** Section I: Agriculture Career Courses had to be revised because of a unit change to the Ag 249 course. The total number of units to complete the program does not change however. This change also necessitated a change to the Award Footer. This revision does not change the substance of the degree in any way.

*C: Landscape and Park Maintenance and C: Nursery Production pulled for discussion by M. Morales* who reported that he had spoken with the instructor about the concerns expressed by the committee. Nothing has been done on this because the instructor has been busy with Field Day and has had login problems. He understands that the units need to be reduced in order to achieve the award. It was noted that there have been no completers for the C: Landscape and Park Maintenance. He proposed that the award be left at CurricUNET’s “Level 5 – Curriculum Committee Review” until the faculty member revises the awards.

*M/S/U (M. MORALES, C. MULDER) to POSTPONE review of C: Landscape and Park Maintenance and C: Nursery Production until the April 15 curriculum committee meeting.*
MODIFY: Nursery Production Program
Certificate of Achievement: Nursery Production 41
Program requirements, Career courses, (internship/work experience must be Agriculture related).
Effective: Summer 2014 Expedited!
Rationale: Section I: Agriculture Career Courses had to be revised because of a unit change to the AG 249 course. The total number of units to complete the program does not change however. This change also necessitated a change to the Award Footer. This revision does not change the substance of the degree in any way.
M/S/U (M. Morales, C. Mulder) to POSTPONE review of C. Landscape and Park Maintenance and C. Nursery Production until the April 15 curriculum committee meeting. See minutes of discussion on C: Landscape and Park Maintenance.

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

(NONE)

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: Forestry Program
Certificate of Achievement: Forestry Technician 24 (previously 30)
Career courses, (internship/work experience must be Agriculture related), units, PLOs.
Effective: Summer 2014 Expedited!
Rationale: Based on concerns voiced by Curriculum Committee members at 3/18/14 meeting, certificate has been revised to modify total number of units required for completion. Course requirements for various sections have been modified. Rationale from 03/18/14 Meeting, now entered in CurricUNET “Section I: Agriculture Career Courses had to be revised because of a unit change to the AG 249 course. The total number of units to complete the program does not change however. This change also necessitated a change to the Award Footer. This revision does not change the substance of the degree in any way.”
M/S/U (K. Ennis/E. Maki) to MODIFY C: FORESTRY TECHNICIAN and C: RECREATIONAL LAND MANAGEMENT

MODIFY: Recreational Land Management Program
Certificate of Achievement: Recreational Land Management 24 (previously 35)
Career courses, (internship/work experience must be Agriculture related), units, PLOs.
Effective: Summer 2014 Expedited!
Rationale: Based on concerns voiced by Curriculum Committee members at 3/18/14 meeting, certificate has been revised to modify total number of units required for completion. Course requirements for various sections have been modified. Rationale from 03/18/14 Meeting, now entered in CurricUNET “Section I: Agriculture Career Courses had to be revised because of a unit change to the AG 249 course. The total number of units to complete the program does not change however. This change also necessitated a change to the Award Footer. This revision does not change the substance of the degree in any way.”
M/S/U (K. Ennis/E. Maki) to MODIFY C: FORESTRY TECHNICIAN and C: RECREATIONAL LAND MANAGEMENT See discussion notes on C: FORESTRY TECHNICIAN.
IX. STANDING REPORTS

1. **Transfer Model Curriculum (Associate Degrees for Transfer)**
   B. Adams
   With today's meeting approvals, MJC has one new Geography course that can be submitted for C-ID. This aids progress on ADTs. At the next meeting, the committee can anticipate seeing SOCSC 109 which is a component of the AA-T in Elementary Teacher Education. The CCCCCO has maintained that the highest priority for reviewers at this time are the ADT applications. B. Adams and R. Cranley are going to audit pending awards for any remaining C-ID issues that need require curricular revision.

2. **C-ID**
   R. Cranley
   R. Cranley reported that MJC is still in the lead statewide for C-ID submissions at 357 course submissions, with Fresno City College behind MJC. She will forward the C-ID newsletter to the committee which includes the most recent C-ID list. Next meeting, R. Cranley will have information on the GE courses submitted. She announced the approval of ANTHR 101 approved for IGETC:4A and CSU-GE: B2 and D1. POLSC 180 was approved for IGETC:4A and CSU-GE: D8. Courses denied for placement included PSYCH 130 and SPAN 110.

3. **CurricUNET Implementation/Issues**
   B. Adams/L. Miller
   B. Adams reminded the committee that users were able to edit the active version of a course by clicking on the pencil icon. This issue appears to have been resolved. S. Berger was reportedly able to edit programs as well as a co-contributor, and that has been repaired.

4. **Outcomes Assessment Workgroup (OAW)**
   K. Ennis
   The OAW meets on Friday. The group can meet "as needed." J. Todd reported that the group will be doing a training in May.

X. UNFINISHED BUSINESS

**Action Items**

1. **Policies for Prerequisites/Corequisites/Advisories**
   M. Robles
   The subcommittee met on Tuesday, March 25 to continue working on the policy. The subcommittee will be meeting again next week.

**Informational Items**

(NONE)
XI. NEW BUSINESS

Action Items

1. Curriculum Committee Meeting Schedule for 2014-2015  L. Miller
   L. Miller presented a draft of the curriculum meeting schedule for the upcoming academic year. All meetings would take place at their established time of 2:40 PM on Tuesdays. Room location is to be determined because YOS 213 must be requested and may not be available.

   FALL MEETINGS
   - September 5 (Annual Training) *
   - September 9
   - September 23
   - October 7
   - October 21
   - November 4
   - November 18
   - December 2

   The committee will vote on this proposed schedule at the next meeting.

   *The Annual Training date, while not included in the published agenda, was explained at the meeting and has been added above for the purpose of the record.

2. Curriculum Committee Co-Chair Election  J. Hamilton

   M/S/U (M. ADAMS, C. VAUGHN) to RE-ELECT B. ADAMS as CO-CHAIR of the Curriculum Committee for an additional two year term.

   B. Adams accepted the results of the election.
**Informational Items**

1. **Curriculum Representatives – Terms Expiring**
   B. Adams
   B. Adams explained that typically, the committee reviews its roster at the second to last meeting, in hopes of identifying departing members and identifying replacements for the purpose of having the committee roster established over the summer. She reflected on members present. S. Circle has established she is stepping down for fall on sabbatical. Nita Gopal will stand in for her. S. Berger will be off in fall, however, ESL will be under review so she may be involved in curriculum affairs to some degree. C. Mulder, E. Maki, M. Adams will return. Others are assumed to return.

2. **ASJCC Memo**
   B. Adams/S. Kincade
   B. Adams brought the committee’s attention to a two-page March 18, 2014 memo from ACCJC, announcing changes that will be coming to the accreditation standards. S. Kincade had alluded to changes at the last meeting, and the memo was shared with Committee members. B. Adams thought it would be wise to include it on the agenda to demonstrate that the committee is aware of changes ahead. S. Kincade stated that the new standards now being vetted will be the basis for comprehensive evaluation for reaffirmation of accreditation beginning Spring 2016.

   MJC will turn in its mid-term report in the Fall [of this year] and then in 2017 will be under the new standard. S. Kincade noted it would be in MJC’s best interest as an institution to start documenting our efforts in alignment with the new standards. Accreditation council will be monitoring this, and how MJC is going to spend the next three years documenting to the new standards. One adjustment is that - instead of a 6-year cycle, we will be on a 7-year cycle. This will commence with institutions going under review in Spring of 2017. So, when MJC does its self evaluation in Fall of 2017, the accreditation report will not be due for another 7 years.

   She noted that there is an “opportunity” for regional accreditors nationwide to align language for standardization. There is a provision that will allow institutions with few issues to get it all done in a year, instead of having them “sit on sanction” for two years.

   She showed the revised standards are considering input from groups, e.g., librarians, who in this case have requested they remain in their own standard, instead of being absorbed under student services. Library services will be classified under 2C, as it was previously. She also paraphrased that there is intention in the way the structure of the standards have changed. There seems to be acknowledgement that previous lengthy list of standards had the unintended consequence of suggesting a lower degree of importance for standards at the end of the list, which was not true. All layers have been removed so that it is clear that all standards have equal importance.

   B. Adams noted the revised standards may be found on the ACCJC website. S. Kincade noted they may be revised. Only the memo has been distributed at this point.

**City College of San Francisco Lawsuit Update**

S. Kincade also reported that the complaint against ACCJC from the City College of San Francisco was thrown out, as per a memo from the Chair Sheryl Amador, was “seen as a frivolous lawsuit and a waste the energy and funds of the non-profit accrediting association. [The lawsuit] was brought by one private third party which is not to interfere” with the peer-review accrediting process. “It did not serve the public interest. We are pleased this lawsuit has been struck.” At this point, we do not know if there are other actions waiting to be taken.
3. **Student Support and Services Program (SSSP) Plan**

J. Todd reported on local response to the statewide SSSP initiative, which will require a great deal of institutional effort, on what appears to be orientation, advising, and assessment. He explained that it requires more than merely plugging in these functions at the college. It is anticipated that 4300-4500 new students will arrive in the Fall terms, with ~2300 being expected to be “true” college freshman. MJC will need to respond to the needs of these students under the framework of the SSSP.

He met with counselors, who concerned with the fate of comprehensive educational planning and advising. They believe most obvious solution would be to add many more counselors to build more educational plans and better orient students to the college, but this is not a viable fiscal option.

The SSSP initiative will be a performance-based model not to grow money for running the institution, but to build more robust student services. One idea was the creation of interdisciplinary faculty teams to counsel and advise students. These groups would also include a counselor and librarian. A possibility is converting the First Year Experience (FYE) program and more robustly marketing it to “freshman” students. He noted not all new students would need such services.

J. Todd noted presently, MJC’s FYE is delivered in part through COLSK 100. It is assigned to counseling as a discipline. To facilitate an interdisciplinary instruction would require that COLSK 100 be formally assigned to all disciplines offered at MJC. There would be a common syllabus. Faculty who want to teach COLSK 100 would co-teach with a counselor. The counselor would be present for .5 of that load. The other 2.5 of that load would be given to a GE faculty member. The office hours for that course would be dedicated to the students in that class. The qualitative outcome of the experience is that the student would come to have a relationship with a General Education faculty member(s), a counselor, and a librarian. They would also learn essential college skills in scheduling, Blackboard, Library Services. They might read a common book.

COLSK 100 currently meets CSU-GE Area E. This helps students satisfy a GE requirement, and--by design--acquaint them with instructional faculty across different disciplines, orient them to the library. FTEs would be generated. They would not need to complete another class to satisfy the requirement or build an educational plan and would gain a sense of community within their cohort.

He acknowledged that this strategy would need to take other factors into consideration, including how this would affect other course offerings under Area E. He emphasized that he does not know another way to get the SSSP plan so meaningfully and efficiently implemented for all involved. He also noted that the other courses in Area E satisfy other requirements, so perhaps the drawbacks may not be as bad as they might appear.

C. Mulder noted that the PE division has been profoundly impacted by recent repeatability mandates, and that her division has a stake in CSU-GE Area E course options. If you take Area E students away from that division, then the division is going to be doubly impacted. J. Todd hopes to work comprehensively with divisions. But C. Mulder also thinks there could be interest from PE division faculty in teaching this course.

J. Todd maintained that this is promising solution, but that the interests of all need to be balanced. The goal is to get more educational plans built for students. E. Kerr noted that the study skills gained would be relevant to the students’ target disciplines. The benefit of working with different disciplines is that the unique attributes of each discipline could be highlighted by the content expert. It could be a quick way to preview GE without having to “burn so many units” claimed J. Hamilton.

The goal is not just to get students an educational plan, but to have them make meaningful relationships and associations across the General Education experience. Research shows that relationships between students and faculty directly improve student success. J. Todd believes success rates would dramatically improve, estimating that this course could serve 1600 out of 2300 incoming “freshmen” in an academic year.

J. Todd noted a revised COLSK 100 would need to be designed and developed quickly. B. Adams notes COLSK 100 is currently under the TOP code of “Interdisciplinary Studies” so there is some flexibility within meeting Minimum Qualifications. She cautioned that a conservative approach might be beneficial and before assigning disciplines, there should be a review of the COR as written in light of the objectives and content of the course. She would not be
comfortable giving blanket approval for assigning all disciplines based upon the current COR.

S. Circle pointed out the advisories in place on the existing COR for COLSK 100. It would not be wise for students to enroll without completing the advised courses. A solution would be getting students completing the advised courses in the summer, prior to the fall term COLSK 100. Priority registration could be proposed as an incentive.

J. Todd noted that other colleges are considering a move like this, but he understands the importance being thorough in doing the curriculum review, and wants to avail himself to supporting the development of this. Many benefits of this course-centered approach were discussed. J. Todd would like it to appear on the next agenda.

It was asked what the timeline is. J. Todd reported that B. Thames and L. Dorn have built the “scaffolding.” Many steps are being taken, such as outsourcing development of an online orientation, and ensuring that the assessments are doing what they need to. The Student Equity Plan will play a role. One of the results of implementation of this will be deeper inquiry into disproportionate impact in the curriculum, and the Curriculum Committee will be apprised of any findings. The SSSP will ultimately be an inquiry into how we are advising students and the effectiveness of that process. MIS data will help tell that story.

4. CB21 Coding

B. Adams reminded the group of mentioning CB21 coding at the last meeting. The CCCCO website has a CB21 coding rubric, which explicitly defines what each level of CB21 “Prior to Transfer” codes mean for ESL, Math, English, and Reading. Each rubric gives the reasoning behind each rubric. Criteria and reference points are given to help authors assess the level of their courses. B. Adams referenced the Codes/Dates page. B. Adams noted that this is an area that the state is paying great attention to, so she wanted the group to understand the meaning of the codes and where to find resources. She emphasized that faculty may want to review these for applicable courses. J. Hamilton noted that the codes refer to “exit” as opposed to “entrance” points – parameters, as opposed to content. R. Cranley noted that the CCCCO inventory may be good resource for faculty who are researching coding values for curriculum, who can use the CCCCO inventory to look at course coding at other institutions. S. Kincaid commented that this coding is another example of the state more clearly defining parameters for what CCCs can do in the context of finite resources.

http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum/CB21CoursePriorertoTransferRubrics.aspx
XII. PUBLIC COMMENT

Clarity sought restricting enrollment for courses

E. Maki revisited previous discussion about requirements. He noted that the catalog graphic for Music is accurate, but the requirements as written will require curricular revision. For example, CID says that you must have specific requirements for a class, such as an audition. How do we handle that locally, when Datatel can’t keep students out? What do we do when a student enrolls that does not meet that condition? B. Adams noted that an LOE would solve the problem, and that they would need to be added. E. Maki continued, “What if the student insists ‘I’ve got the right to fail’?” Can the student be dropped from the course? J. Hamilton said the LOE should preclude the instance of a student being able to enroll and establish that. The student shows up and plays and auditions. The instructor says, “You don’t meet the minimum skills”. B. Adams asked for clarity on the LOE process in Datatel. It was established as a zero seat count. A flag was suggested within the enrollment screen. E. Maki was reluctant to use the zero seat count, because it may deter interested students.

Invitation to the Academic Senate Meeting

J. Todd encouraged Curriculum Committee members to attend the Academic Senate meeting on Thursday, April 3, 2014. There is a proposed resolution pertaining to curriculum on the agenda. It is important to get the perspective of committee members. He referenced a Bakersfield process that requires course proposals with more units than the CID descriptors to justify why more units are necessary. MJC has courses stuck, and there are attempts to negotiate the issues surrounding them. He asserted processes are needed that provide a context for the college to ask larger questions about programs and curriculum. Questions about student success, load, hours, financial aid, how course failure affect students, are all good questions. Perhaps there is another place from which to start this dialog. The deepest concern is not for the students here, but rather, the ones who fail and never return. These issues affect everyone, which must be considered in light of the fixed amount of resources available. Everyone agrees that having more time with students would be beneficial. Perhaps there is a group that could objectively look at these issues to develop a process for doing this. We need to hold ourselves to new “kinds of questions.”

S. Kincade stated she believed there was a process that had been ratified by the Curriculum Committee. She asked if the resolution coming before the Academic Senate was due to the group not knowing that this curriculum process exists, or if they want to ask the curriculum process to change? She maintained that, while the pending resolution makes many references to administration, the fact remains that the process is faculty-driven. J. Todd noted that her question is relevant, and points to the work done by the curriculum committee. M. Adams noted that the origin of the resolution was because of an existing situation. S. Kincade agreed and said a “no process existed whereby…”. M. Adams interjected and attempted to clarify her statement, “you’re saying there was not a process?” J. Todd affirmed that we are stuck, because statewide, institutions are facing the same challenges, and therefore, initiatives are ultimately asking us to look at these issues.

B. Adams referenced M. Adams’ question, and clarified that the reason the impasse with Math courses occurred is because, to her knowledge, this is the first time since the implementation of CurricUNET that courses were stopped at an administrative level in the curriculum review process. So in that sense, she agreed, if it did go out of process, but it really didn’t, because we had never needed, and therefore had, a process in place for the conditions of courses being stopped at the Dean level.

C. Mulder said she is not comfortable with the Academic Senate making decisions about curriculum. J. Todd maintained that the college needs to be assured that inquiry into student success is OK, because this is about relationships of courses and programs across the curriculum. We have to ask what’s good for students and research what is essential to keep existing programs running optimally. All programs are being put in new boxes and we must balance our competing interests in these conditions.

Last Curriculum Meeting

B. Adams announced that pizza would be available at the last meeting.
Discussing High Unit Course Values

This handout is designed to guide discussions in each of the departments when evaluating courses that have higher than normal units. The California Community College Chancellor’s Office has established that “normal” unit values are generally defined by C-ID descriptor minimums, local transfer institution equivalents (e.g., CSU Bakersfield and CSU Fresno) or starting with a 3 Carnegie Lecture unit course for non-transfer courses. Listed below are questions/considerations that have been echoed repeatedly at all levels of the approval chain. When requesting higher than established unit count please complete the High Unit Justification form (page 2) and attach it to the Course Outline of Record (COR) in CurricUNET using the “Attached Files” tab.

1. Are we attempting to cover and assess more content than the norm (i.e. our transfer schools or C-ID descriptors)? If so, why?

2. Are we doing more review/catch up and “homework” examples in class?
   a. If so, is this really justifiable in the Carnegie “lecture” unit framework?
   b. Are we encouraging bad behavior by not mandating and holding students accountable for not reading and doing the allotted “homework” outside of class?

3. Most Importantly – Can we prove/show that this extra effort is actually resulting in more student success?
   • If yes, do our results merit the quantity of extra efforts and resources being allocated to achieve this goal?
   • If no, shouldn’t that suggest we should use our energy elsewhere to achieve the desired results?
   • Are there other alternatives that others are trying that may give us equal or better results?

4. What effect is this having on other areas of a student’s academic life?
   • Absorbs more units available to students for financial aid (even when they drop with a “W” in the course)
   • Makes it harder for students to schedule a “full-load” of courses in a given semester (this issue is compounded by our compressed calendar and compressed weekly schedule in KCCD district).
   • Makes it harder for students to gain employment as a result of a more hours required in class.
High Unit Course Justification

Please complete the form and attach it to the COR in CurricUNET using the “Attached Files” tab.

Course (Number & Title):

Transfer-Level Course (yes / no):

Norm Unit Value (C-ID minimum, Assist agreement with CSU or UC, other):

Local Unit Value:

Justification: What is the need for and/or benefit of allocating additional units? (If more than one, please list/number separately throughout this document.)

Support Data: For example, success rates, state and/or other mandates/requirements. (Please note that a list of one or two schools that also have high units is not independently justification to warrant high units.)

Sources: For example, if it is required by Title 5, then include the section numbers and text used.
Curriculum Committee Meeting Schedule: Proposed

TIME: 2:40 PM – 5:00 PM

LOCATION: To Be Determined. Yosemite 213 will be requested

FALL

1. September 9
2. September 23
3. October 7
4. October 21
5. November 4
6. November 18
7. December 2

SPRING

1. January 20
2. February 3
3. February 17
4. March 3
5. March 17
6. March 31
7. April 14
Ms. Laurie Hatch  
Child Development Department  
Modesto Junior College  
435 College Avenue  
Modesto, CA 95350  

Dear Ms. Hatch:

The Curriculum Alignment Faculty Director, the Director of the Child Development Training Consortium, and the CAP Executive Committee are pleased to congratulate you for completing your early care and education curriculum and program alignment process at Modesto Junior College. Your submission has been fully verified as aligned with the California Community Colleges EC/CD Curriculum Alignment Project 2007-2008 Recommendation. Alignment was official as of March 20, 2014.

The Faculty Director, CDTC Director and Technical Assistance Leads know what it took to accomplish this task and appreciate the efforts made by you, your colleagues and your college community in supporting this important and change-making endeavor. You have accomplished a major step toward consolidating and clarifying the requirements for teachers of young children in the state of California.

In the next couple of weeks you will receive a package of promotional materials for sharing your success with your students and colleagues. We hope that you will be willing to share your verified documents with other aligning colleges. Staff will contact you about allowing the project to post your course alignment documents and college-approved outlines and degree and certificate modification for this purpose.

Please accept the enclosed certificate honoring your success and dedication. A copy of this has been forwarded to President Jill Stearns in an effort to share this very important event with your college community. Please contact Janell Doornenbal, doornenbalj@yosemite.edu, to designate any others at your campus that you would like to receive notification. Also enclosed is the Official Alignment Notification Summary.

Thank you for supporting the Alignment Process on behalf of your students, students across the state, your college, colleges within the system and the community. We are making California better for teachers, ECE professionals and young children.

Sincerely,

Jan DeLapp, Faculty Director,  
CA Curriculum Alignment Project  
delappj@arc.losrios.edu, (916) 484-8961  

Patty Scroggins, Administrative Director  
CA Curriculum Alignment Project  
sroggnsp@yosemite.cc.ca.us, (209) 548-5732

Enclosures
College: Modesto Junior College  CAPtain: Laurie Hatch
CAP Regional Lead: Mary Beth Miller

(For CDTC use only)
Date Submission Received: 2/18/2014  Date Reviewed: 3/20/2014  Date of Notification: 3/28/2014
Filled Aligned Date: 3/20/2014

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Comments:
Modesto Junior College
Curriculum Committee
Resolution: FL13-A
CURRICULUM APPROVAL STREAM

Proposed by: Michael Adams (Curriculum Committee Representative)
Jennifer Hamilton (Co-Chair Curriculum Committee, AS President Elect)
James Todd (Academic Senate President)

Whereas: Faculty are primarily responsible for the design and content of course outlines of record; and

Whereas: The current climate of higher education and pressing state educational initiatives have prompted administration to recommend limits on contact hours for particular “high unit” courses; and

Whereas: Disagreements between discipline faculty and administration over unit values and their corresponding contact hours for particular courses can lead to the prevention of courses from being considered by the Curriculum Committee if they are not approved at the level of the Dean; and

Whereas: Taking action to approve or deny courses is fundamental to the purpose and expertise of the Curriculum Committee; and

Whereas: Good practices of curriculum approval describe a system wherein faculty design and recommend courses, and the Board of Trustees either accepts or denies those recommendations;

Therefore: Be it resolved, that in the event a course is not being approved at the Dean level because of an impasse between faculty and administration about unit values and contact hours on the proposed Course Outline of Record, the faculty representative may ask that a vote requiring a 2/3 majority to succeed be held in the Curriculum Committee to cause the course to be moved forward to the next level of approval; and

Therefore: Be it resolved, that in the event a course is not moved forward as described or the Curriculum Committee does not ultimately approve a course due to concerns about unit values or their corresponding contact hours, the Curriculum Committee will recommend that discipline faculty work with administration to develop a Course Outline of Record that would eliminate such concerns.