I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES April 15, 2014

III. COURSE NOTIFICATION AGENDA

CCCCO COURSE APPROVALS

(None)

Course Activity Report

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Effective</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSAD 200</td>
<td>Spreadsheet Skills for Financial Accounting</td>
<td>Summer 2014</td>
<td>Course was approved with requisites that could not be enforced by Datatel, which cannot enforce an “or” statement between a corequisite course and a prerequisite course. The course record has been updated in CurricUNET and in Datatel.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enrollment Restrictions: Removing (P) Satisfactory completion of BUSAD 310 or (C) concurrent enrollment in or satisfactory completion of BUSAD 201; Requesting (C) satisfactory completion of BUSAD 320 or BUSAD 201</td>
</tr>
<tr>
<td>CMPGR 215</td>
<td>Business Presentation Graphics</td>
<td>Fall 2014 (Expedited)</td>
<td>CMPGR 215 was approved at the 10/8/13 meeting. During the implementation phase it was discovered that the distance education component was inadvertently omitted from the course proposal. The faculty author has created a distance education only proposal and it has moved through the approval stream in CurricUNET and passed technical review. In order to facilitate fall 2014 scheduling and student access to course sections designated as DE, the BBSS Division is requesting summer and expedited approval of the DE component.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MODIFIED: DE Modalities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distance Education Status: Requesting, Mixed Modalities/Hybrid, Online Modalities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program Impact:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Business Operations: Management A.A. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Computer Graphics Applications Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Computer Graphics Applications A.S. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Marketing A.A. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Office Administration A.S. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Word Processing Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Office Administration Certificate of Achievement</td>
</tr>
</tbody>
</table>
### Curriculum Committee Agenda – September 9, 2014

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUST 133</td>
<td>Aural Skills 3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Effective:</strong> Fall 2014 <strong>Expedited!</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale for Expedited Approval:</strong> K. Ennis provided feedback to faculty author on CLOs drafted for MUST 133 on 4/1/2014. Her feedback included suggested revisions to CLOs. Author accepted her suggestions. <strong>MODIFY:</strong> Outcomes <strong>Program Impact:</strong> - Music A.A. Degree - Music AA-T Degree</td>
<td></td>
</tr>
<tr>
<td>SOCSC 109</td>
<td>Introduction to Education-Practicum in Tutoring</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Effective:</strong> Fall 2014 <strong>Expedited!</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale for Expedited Approval:</strong> K. Ennis provided feedback to faculty author on CLOs drafted for SOCSC 109 on 4/15/2014. Her feedback included suggested revisions to CLOs. Author accepted her suggestions. <strong>MODIFY:</strong> Outcomes <strong>Program Impact:</strong> - Elementary Teacher Education AA-T Degree (Pending)</td>
<td></td>
</tr>
</tbody>
</table>

### TCA Results

Dear Colleague,

We have completed analysis of the courses submitted for Modesto Junior College TCA for 14-15. This information is currently being entered into the ASSIST database. Subscribers to the ASSIST-L listserv will be notified via email when this new TCA has been published at [www.assist.org](http://www.assist.org). For information on subscribing to the ASSIST-L email listserv, visit [http://info.assist.org/assist_l_about.html](http://info.assist.org/assist_l_about.html). The following is a summary of our actions on your newly submitted courses:

#### New courses approved as UC Transferable:

- COMM 123  Storytelling  3
  - Same as: THETR 123
- ENGL 111  Creative Writing: Creative Nonfiction  3
- * PEA 116  Adapted Run/Walk  1
  - * Any or all of these PE Activity courses combined: maximum credit, 4 units
- * PEA 141  Adapted Fitness  1
  - * Any or all of these PE Activity courses combined: maximum credit, 4 units
- THETR 135  Rehearsal and Performance 3  2
- THETR 136  Rehearsal and Performance 4  2
- THETR 154  Dance Rehearsal & Performance 3  2
- THETR 168  Dance Rehearsal & Performance 4  2
- THETR 176  Modern Dance 4  1
  - Same as: PEC 149
- THETR 196  Stage Management  3

#### Courses re-reviewed and approved as UC Transferable:

NONE

#### Courses approved as UC Transferable, but will not appear on the TCA because they are Variable Topics:

NONE

#### Courses not approved as UC Transferable:

NONE
Courses which require additional review or campus action: NONE

Courses removed by the college: NONE

Jennifer Forsberg
University of California Office of the President
Student Affairs/Transfer Articulation Analyst
1111 Franklin Street, 9th Floor
Oakland, CA 94607
(510) 987-0907

IV. COURSE CONSENT AGENDA

(None)

V. COURSE DISCUSSION AGENDA

<table>
<thead>
<tr>
<th>INACTIVATIONS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(None)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODIFICATIONS/REACTIVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANTHR 101</strong> Biological Anthropology</td>
</tr>
<tr>
<td><strong>Proposal Type:</strong> Non-Substantial Change</td>
</tr>
<tr>
<td><strong>Effective:</strong> Summer 2015</td>
</tr>
<tr>
<td><strong>MODIFY:</strong> Repeat policy, general education, methods of instruction, textbooks</td>
</tr>
<tr>
<td><strong>Rationale:</strong> This course was completely updated in Summer 2013 for C-ID approval. However, we are trying to get all anthropology courses on our pre-determined 5-yr curriculum cycle, which means updates spring 2015.</td>
</tr>
<tr>
<td><strong>Enrollment Restrictions:</strong> None</td>
</tr>
<tr>
<td><strong>Distance Education Status:</strong> Maintain Online, Hybrid</td>
</tr>
<tr>
<td><strong>Materials Fee Status:</strong> None</td>
</tr>
<tr>
<td><strong>Articulation Status:</strong> Transfers to CSU and UC (CC: ANTHR 1)</td>
</tr>
<tr>
<td><strong>General Education Status:</strong> Approved for (MJC-GE: A; Requesting: B) (CSU-GE: B2, D1) (IGETC: 4A, 5B)</td>
</tr>
<tr>
<td><strong>Program Impact:</strong></td>
</tr>
<tr>
<td>- Anthropology AA-T Degree</td>
</tr>
<tr>
<td>- CSU-GE Pattern Certificate of Achievement</td>
</tr>
<tr>
<td>- General Studies, Emphasis in Natural Sciences A.A. Degree</td>
</tr>
<tr>
<td>- MJC-GE Pattern</td>
</tr>
</tbody>
</table>
ANTHR 105  Biological Anthropology Laboratory  1
Proposal Type: Non-Substantial Change
Effective: Summer 2015
MODIFY: Repeat policy, objectives, content, typical assignments, methods of instruction, textbooks
Rationale: This course was completely updated in summer 2013 for C-ID approval. However, we are trying to get all our anthropology courses on the pre-determined 5 yr cycle, which means a periodic update this Spring 2014.
Enrollment Restrictions: Maintaining: (C) Concurrent enrollment in or satisfactory completion of ANTHR 101.
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: B3) (IGETC: 5C)
Program Impact:
- Anthropology AA-T Degree
- CSU-GE Pattern Certificate of Achievement
- General Studies, Emphasis in Natural Sciences A.A. Degree
- MJC-GE Pattern

ANTHR 150  Native People of North America  3
Proposal Type: Non-Substantial Change
Effective: Summer 2015
MODIFY: Repeat policy, content, methods of instruction, textbooks
Rationale: Periodic 5 yr review.
Enrollment Restrictions: None
Distance Education Status: Maintain Online, Mixed Modalities/Hybrid modality
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for (MJC-GE: B) (CSU-GE: D1, D3) (IGETC: 4A, 4C)
Program Impact:
- Anthropology AA-T Degree
- CSU-GE Pattern Certificate of Achievement
- Ethnic Studies Skills Recognition Award
- History AA-T Degree

ENGL 162  History of Cinema  3
Proposal Type: Non-Substantial Change
Effective: Summer 2015
MODIFY: enrollment restrictions, repeat policy, outcomes, content, typical assignments, methods of instruction, textbooks
Rationale: To be current in the 5-year review cycle.
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of ENGL 50. 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 A.A. Degree
- English AA-T Degree
- MJC-GE Pattern
### HE 111  Women’s Health Issues

**Proposal Type:** Non-Substantial Change  
**Effective:** Summer 2015  
**MODIFY** DE Modalities, description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks  
**Rationale:** Required relation to dimensions of wellness and lifestyle behaviors for fitness, nutrition, healthcare and reduction of chronic illnesses.  
**Enrollment Restrictions:** None  
**Distance Education Status:** Requesting Online  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU and UC  
**General Education Status:** Approved for (MJC-GE: E ) (CSU-GE: E )  
**Program Impact:**  
- CSU-GE Pattern Certificate of Achievement  
- General Studies, Emphasis in Language and Rationality A.A. Degree  
- General Studies, Emphasis in Humanities A.A. Degree

### NURSE 270  Nursing Process: Pharmacology

*(Previously NURSE 260)*  

**Proposal Type:** Non-Substantial Change  
**Effective:** Summer 2015  
**MODIFY** Number, enrollment restrictions, content, typical assignments, methods of instruction, methods of evaluation, textbooks  
**Rationale:** Periodic Review  
**Enrollment Restrictions:** Maintaining (L) Enrollment limited to students who have been accepted into the Associate Nursing Program.  
**Distance Education Status:** Maintaining: Teleclass  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU  
**General Education Status:** Not approved for MJC Activities  
**Program Impact:**  
- Associate Degree Nursing Program Curriculum (for RN) A.S. Degree

### PE 100  Introduction Physical Education

**Proposal Type:** Non-Substantial Change  
**Effective:** Summer 2015  
**MODIFY** Repeat policy, outcomes, objectives, content, typical assignments, methods of instruction  
**Rationale:** It is up for periodic review  
**Enrollment Restrictions:** None  
**Distance Education Status:** Request Online  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU and UC  
**Guidance/Activities Status:** None  
**Program Impact:**  
- Physical Education A.A. Degree
PE 115  Officiating: Fall Sports
Proposal Type: Non-Substantial Change
Effective: Summer 2015
MODIFY Repeat policy, methods of evaluation
Rationale: Periodic review
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
Guidance/Activities Status: None
Program Impact:
- Physical Education A.A. Degree

PE 116  Football Team Play Concepts
Proposal Type: Non-Substantial Change
Effective: Summer 2015
MODIFY Repeat policy, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation
Rationale: Periodic review
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
Guidance/Activities Status: None
Program Impact:
- Physical Education A.A. Degree

PE 121  Coaching Effectiveness
Proposal Type: Non-Substantial Change
Effective: Summer 2015
MODIFY Outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: Periodical review
Enrollment Restrictions: None
Distance Education Status: Maintain Online
Materials Fee Status: None
Articulation Status: Transfers to UC and CSU
Guidance/Activities Status: None
Program Impact:
- Physical Education A.A. Degree
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Proposal Type</th>
<th>Effective</th>
<th>Modify</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>PE 124</td>
<td>Introduction to Kinesiology</td>
<td>3</td>
<td>Non-Substantial Change</td>
<td>Summer 2015</td>
<td>Repeat policy, typical assignments, methods of evaluation</td>
<td>The course is up for periodic review through the curriculum cycle</td>
<td>None</td>
<td>Maintain Online</td>
<td>None</td>
<td>Transfers to UC and CSU</td>
<td>Approved for (MJC-GE: A) (C-ID: KIN 100 = Introduction to Kinesiology)</td>
<td>General Studies, Emphasis in Natural Sciences A.A. Degree - Kinesiology AA-T Degree</td>
</tr>
<tr>
<td>PEC 162</td>
<td>Aikido</td>
<td>3</td>
<td>Substantial Change</td>
<td>Summer 2015</td>
<td>Title, enrollment restrictions, repeat policy, description, outcomes, objectives, content, methods of instruction, methods of evaluation, textbooks</td>
<td>This course is being modified to expand and refine the curriculum and clarify the “Course Learning Outcomes”. This will give students a better understanding of the connection between the curriculum and the expected “Course Learning Outcomes” as stated in the class syllabus. The “Catalog Description” is being revised to accurately connect Aikido to its roots and core. This revision will give perspective students a more direct and succinct description than the current “Catalog description”. The “Laboratory Objectives” are being adjusted to specify five basic Aikido defenses (techniques) and six basic attacks. This will ultimately align the attacks and defenses with the “Course Lab/Activities Content”. The “Course Lab/Activities Content” has been streamlined to precisely reflect the six attacks and five defenses (techniques) specified in the expected “Course Learning Outcomes”. A “Library” component is being added to support the “Texts and other Readings component”.</td>
<td>Remove (A) Before enrolling in this course, students are strongly advised to be able to demonstrate physical activity, such as falling down and standing up. Students are also advised to consult a physician if they are pregnant, or have significant health problems</td>
<td>None</td>
<td>None</td>
<td>Transfers to UC and CSU</td>
<td>Maintaining MJC Activities</td>
<td>- Physical Education A.A. Degree</td>
</tr>
<tr>
<td>PEC 190</td>
<td>Advanced Water Polo</td>
<td>1</td>
<td>Substantial Change</td>
<td>Summer 2015</td>
<td>Repeat policy, number, hours, description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks</td>
<td>Periodic review and update to meet current curriculum standards</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Transfers to UC and CSU</td>
<td>Maintaining MJC Activities</td>
<td>- Physical Education A.A. Degree</td>
</tr>
</tbody>
</table>
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

TUTOR 100  Introduction to General Tutoring  1
(Previously TUTOR 50)
Proposal Type: Substantial Change (units)
Effective: Spring 2015 Expedited “To ensure student progression within program”
Rationale for Expedited Approval: Course is requesting expedited approval so apportionment may be generated.
MODIFY course number, title, units, hours, description, outcomes, objectives, content, typical assignments, methods of evaluation
Rationale: “We are aligning the course with common practices across the state by lowering the course units to one and revising the critical thinking component.”
Enrollment Restrictions: Maintaining (L) Enrollment limited to students selected as tutors for the Library & Learning Center.
Distance Education Status: Maintain Mixed Modalities/Hybrid modality
Materials Fee Status: None
Articulation Status: Transfers to CSU (previously not transferable)
General Education Status: None
Program Impact: Stand Alone
WKFSK 810  Skills to Succeed at a New Job  0
Proposal Type: Substantial Change (content, objectives)
Effective: Spring 2015 Expedited!
REACTIVATE/MODIFY hours, description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: “To meet industry demand for a prepared workforce”
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Not a transfer-eligible course
General Education Status: None
Program Impact: Stand Alone

DE (DISTANCE EDUCATION) ONLY PROPOSALS

(NONE)
NEW COURSES

PEVM116XABC  Training and Conditioning for Football  ½-3
Proposal Type: New Credit Course
Effective: Upon CCCCCO approval
ADOPT
Rationale: This course is being proposed to meet the California Community College Athletic Association requirements for off-season contact hours
Enrollment Restrictions: Requesting; Enrollment limited to students who demonstrate intercollegiate athletic skills as determined by the coaching staff.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU, requesting UC
General Education Status Requesting: MJC Activities
Program Impact: Once approved, to be included in Physical Education A.A. Degree

PEVW 121XABC  Training and Conditioning for Softball  ½-3
Proposal Type: New Credit Course
Effective: Upon CCCCCO approval
ADOPT
Rationale: To meet current standards for California Community College Athletic Association eligibility
Enrollment Restrictions: Requesting (L): Enrollment limited to students who demonstrate intercollegiate athletic skills as determined by the coaching staff.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU, Requesting UC.
General Education Status Requesting: MJC Activities
Program Impact: Once approved, to be included in Physical Education A.A. Degree

PHSCI 180 Conceptual Physical Science: A Hands On Approach  4
Proposal Type: New Credit Course
Effective: Upon CCCCCO approval
ADOPT
Rationale: To satisfy a requirement for students interested in pursuing a teaching career in K-6 education. This course will fulfill all requirements specified by C-ID Physics 140. It will also attract general education students interested in fulfilling their physical science requirement.
Enrollment Restrictions: Requesting; Satisfactory completion of MATH 70 or qualification by the MJC assessment process.
Distance Education Status: Requesting; Mixed modalities/hybrid modality
Materials Fee Status: None
Articulation Status: Transfers to CSU, requesting UC
General Education Status Requesting: (MJC-GE: A)(CSU-GE: B1, B3)(IGETC: 5A, 5C)
Program Impact: Once approved, to be included in Elementary Teacher Education AA-T (pending)
VI. PROGRAM NOTIFICATION AGENDA

CCCCO Approvals: Programs

AA-T: Philosophy (5/28/14)
AA-T: Political Science (4/15/14)
AS-T: Early Childhood Education (5/19/14)
AA-T: Geography (7/23/14)
C: Automotive Engines and Transmissions (5/19/2014)
C: Communication Studies (7/18/14)

Program Activity

**INACTIVATE**  Child Development Program
Certificate of Achievement: Early Intervention Assistant 1
Effective: Summer 2014

Rationale: The original will of the department was to inactivate this award, which was inactivated 11/3/09. Unfortunately, CurricUNET's program module was not functioning correctly at that time. Because of this, the award stayed active in the system. The faculty erroneously brought the CurricUNET award forward for modification (without reactivation). The faculty didn't realize that the award had already been inactivated because it was active in the system.

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

**ACCOUNTING CLERK PROGRAM**

Certificate of Achievement: Accounting Clerk  \(14^{1/2} - 18^{1/2}\) (previously \(14^{1/2}\))

**MODIFY** Required courses (remove BUSAD 331 and BUSAD 332)

**Effective**: Upon CCCCO Approval

**Rationale**: Upon implementation of non-substantial change approved on 12/09/2014, L. Miller discovered that two courses in the proposal (BUSAD 331 and BUSAD 332) were slated for inactivation Summer 2015 but were still included in the requirements. Discipline faculty were consulted and stated they wished to remove them from the award. L. Miller removed the courses from the pending program proposal, and attached evidence of the record prior to the change for the purpose of the record.

**MUSIC PROGRAM**

**AA-T: Music** 24

**MODIFY**: Outcomes, applied courses, ensemble courses

**Effective**: Upon CCCCO Approval

**Rationale**: This award has been modified to remove previously included ensemble and applied music courses which have major preparation value to a transfer student pursuing a music major. Additionally, it was discovered that two ensemble courses previously approved for C-IDs had not been included in the ensemble options. These courses (MUSE 156 and MUSE 181) have been added at the direction of E. Maki, Curriculum representative for Arts, Humanities, and Communications.

**AA: Music** 30

**MODIFY**: Outcomes, applied courses, ensemble courses

**Effective**: Upon CCCCO Approval

**Rationale**: Program is being updated to remove elementary applied courses which should not be included in the required and elective courses.

**WORD PROCESSING PROGRAM**

Certificate of Achievement: Word Processing  31^{1/2}  (previously 32)

**MODIFY** Required courses (remove CMPGR 214)

**Effective**: Upon CCCCO Approval

**Rationale**: Upon implementation of non-substantial change approved on 01/21/2014, L. Miller discovered that a required course was slated for inactivation Summer 2014 but were still included in the requirements. Discipline faculty were consulted and stated they wished to remove them from the award. L. Miller went to modify and record this post-approval change in CurricUNET but encountered a bug when uploading attachments to programs on 09/03/14. She submitted a Governet ticket and will reattempt this when the bug is resolved.

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. Student Support and Services Program (SSSP) Plan  J. Todd/B. Adams

Informational Items

(NONE)

XI. NEW BUSINESS

Action Items

2. ESL Curriculum Review – Extension Request  B. Adams

Informational Items

1. Basic Skills Course Descriptor Development  B. Adams

XII. PUBLIC COMMENT
Curriculum Committee

MINUTES

Tuesday, April 15, 2014
Yosemite 213 2:40 PM


Members Absent: C. Mulder, Student Services Rep. (Vacant)

Others Present: E. David (First Year Experience) L. Gerasimchuk (Instruction Office Technician) J. Hughes (Evaluator), L. Miller (Curriculum Specialist), J. Todd (Academic Senate President)

I. APPROVAL OF ORDER OF AGENDA

Hearing no objections, the committee approved the order of the agenda

II. APPROVAL OF MINUTES

Hearing no objections, the committee approved the minutes of April 1, 2014

III. COURSE NOTIFICATION AGENDA

CCCCO COURSE APPROVALS

(None)
Course Activity Report

Hearing no objections, the committee was notified of the following course activity:

OFADM 375  10-Key on the Computer  1

**UPDATE:** Assignments were modified after 4/1/14 meeting, as agreed upon by committee. B. Adams contacted author, received information, and inserted in CurricUNET record.

IV. COURSE CONSENT AGENDA

(None)
V. COURSE DISCUSSION AGENDA

INACTIVATIONS

(None)

MODIFICATIONS/REACTIVATIONS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>3</td>
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<tr>
<td><strong>Introduction to the Novel and Short Story</strong></td>
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<td>Effective: Summer 2015</td>
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<tr>
<td>MODIFY description, outcomes, content, typical assignments, methods of instruction, methods of evaluation, textbooks</td>
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<tr>
<td>Rationale: To be current in the five-year review cycle.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Distance Education Status: None</td>
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<tr>
<td>Articulation Status: Transfers to CSU and UC</td>
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<tr>
<td>General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)</td>
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<tr>
<td>Program Impact:</td>
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<tr>
<td>- CSU-GE Pattern Certificate of Achievement</td>
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<tr>
<td>- English AA-T Degree</td>
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<td>- General Studies, Emphasis in Humanities A.A. Degree</td>
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<tr>
<td>- MJC-GE Pattern</td>
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<tr>
<td><strong>M/S/U (E. MAKI, K. ENNIS) to MODIFY ENGL 112</strong></td>
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<td><strong>M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for ENGL 112</strong></td>
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<tr>
<td><strong>M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 112 on GE PATTERN(S)</strong></td>
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<tr>
<td>ENGL 114</td>
<td>3</td>
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<tr>
<td><strong>Introduction to Poetry</strong></td>
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<td>Effective: Summer 2015</td>
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<tr>
<td>MODIFY description, outcomes, content, typical assignments, methods of instruction, methods of evaluation, textbooks</td>
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<td>Rationale: To be current in the five-year review cycle.</td>
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<td><strong>M/S/U (E. MAKI, K. ENNIS) to MODIFY ENGL 114</strong></td>
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<td><strong>M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for ENGL 114</strong></td>
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<td><strong>M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 114 on GE PATTERN(S)</strong></td>
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<td>Course Code</td>
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<tr>
<td>ENGL 116</td>
<td>Introduction to Drama</td>
</tr>
<tr>
<td>ENGL 151</td>
<td>Folklore</td>
</tr>
</tbody>
</table>

**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

**M/S/U (E. MAKI, K. ENNIS) to MODIFY ENGL 116**

**M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for ENGL 116**

**M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 116 on GE PATTERN(S)**

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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

**M/S/U (E. MAKI, K. ENNIS) to MODIFY ENGL 151**

**M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for ENGL 151**

**M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 151 on GE PATTERN(S)**
ENGL 156  
The Bible as Literature: The Hebrew Canon and Intertestamental Writings  
Effective: Summer 2015  
MODIFY description, 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. 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  
M/S/U (E. MAKI, K. ENNIS) to MODIFY ENGL 156  
M/S/U (E. MAKI, E. KERR) to MODIFY REQUISITES for ENGL 156  
M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 156 on GE PATTERN(S)

ENGL 157  
The Bible As Literature: The New Testament  
Effective: Summer 2015  
MODIFY description, objectives, content, typical assignments, methods of instruction, textbooks  
Rationale: To maintain currency in the five-year review cycle.  
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.  
Distance Education Status: Maintaining: Online  
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  
M/S/U (E. MAKI, K. ENNIS) to MODIFY ENGL 157  
M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for ENGL 157  
M/S/U (E. LUCAS, E. MAKI) to MAINTAIN DE for ENGL 157  
M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 157 on GE PATTERN(S)
<table>
<thead>
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<th>Description</th>
<th>Credits</th>
<th>Effective</th>
<th>Action</th>
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<tr>
<td>ENGL 163</td>
<td>Introduction to Shakespeare</td>
<td>3</td>
<td>Summer 2015</td>
<td>MODIFY</td>
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<td>description, outcomes, content, typical assignments, methods of instruction, textbooks</td>
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<td>Rationale: To be current in the five-year review cycle.</td>
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<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>
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<td>- MJC-GE Pattern</td>
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<td>M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for ENGL 163</td>
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<td>M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 163 on GE PATTERN(S)</td>
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<tr>
<td>ENGL 168</td>
<td>Adolescent Literature</td>
<td>3</td>
<td>Summer 2015</td>
<td>MODIFY</td>
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<td></td>
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<td>description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks</td>
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<td>Rationale: To be current in the five-year review cycle.</td>
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<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.</td>
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<td>M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for ENGL 168</td>
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<td>M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 168 on GE PATTERN(S)</td>
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</tbody>
</table>
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  

**M/S/U (E. MAKI, K. ENNIS) to MODIFY ENGL 171**  
**M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for ENGL 171**  
**M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 171 on GE PATTERN(S)**

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: Maintaining: Online, Hybrid  
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 172 and ENGL 176 pulled for discussion by E. Lucas** due to concerns about the number of textbooks listed and the resulting expense for students. It was clarified that not all textbooks are required, and that the COR specifies that the list characterizes Text and other Readings as “Typical”. Another representative noted that the texts are likely novels which are not as expensive as a traditional textbooks.  

**M/S/U (K. ENNIS, E. LUCAS) to MODIFY ENGL 172**  
**M/S/U (E. MAKI, E. KERR) to MODIFY REQUISITES for ENGL 172**  
**M/S/U (E. LUCAS, E. MAKI) to MAINTAIN DE for ENGL 172**  
**M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 172 on GE PATTERN(S)**
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

ENGL 172 and ENGL 176 pulled for discussion by E. Lucas See discussion notes on ENGL 172
M/S/U (K. ENNIS, E. LUCA S) to MODIFY ENGL 176
M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for ENGL 176
M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF ENGL 176 on GE PATTERN(S)

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

M/S/U (E. MAKI, K. ENNIS) to MODIFY GEOG 102
M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for GEOG 102
M/S/U (E. LUCAS, E. MAKI) to ADOPT DE for GEOG 102
M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF GEOG 102 on GE PATTERN(S)
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  
**M/S/U (E. MAKI, K. ENNIS) to MODIFY GEOG 105**  
**M/S/U (E. LUCAS, E. MAKI) to ADOPT DE for GEOG 105**  
**M/S/U (P. MENDEZ, L. HATCH) to MAINTAIN PLACEMENT OF GEOG 105 on GE PATTERN(S)**

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)  
**M/S/U (E. MAKI, K. ENNIS) to MODIFY GEOG 109**  
**M/S/U (E. LUCAS, E. MAKI) to MAINTAIN DE for GEOG 109**
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 116 pulled for discussion** due to concerns that the COR showed one discussion unit and one lecture unit. The catalog shows 36 lecture units. The representative noted that the author may have no issue revising the units to reflect 36 lecture units. B. Adams changed the course from 1 lecture, 1 discussion to 2 lecture units.  
  **M/S/U (K. ENNIS, R. CRANLEY) to MODIFY GUIDE 116**  
  **During blanket discussion** of enrollment restrictions concern was expressed about the change in advisory language.  
  **M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for GUIDE 116**  
  **M/S/U (M. GARCIA, M. LYNCH) to MAINTAIN PLACEMENT of GUIDE 116 on GUIDANCE**

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  
  **M/S/U (E. MAKI, K. ENNIS) to MODIFY GUIDE 120**  
  **M/S/U (E. LUCAS, E. MAKI) to MAINTAIN DE for GUIDE 120**  
  **M/S/U (M. GARCIA, M. LYNCH) to MAINTAIN PLACEMENT of GUIDE 120 on GUIDANCE**
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)

SOCSC 109 pulled for discussion by R. Cranley due to concerns that the course outline shows 30 hours of tutoring, while the C-ID descriptor shows 45 hours of tutoring. She noted that she had communicated this to the author in technical review. B. Adams noted that, while the author had made revisions and resubmitted the course with many changes, a subsequent technical review had not taken place. She also noted that in the CLOs, the author had indicated 45 hours, which leads B. Adams to believe that the author intended for a listing of 45 hours. The author also moved what was previously identified as lab content to lecture content. When authors change units from lab to lecture, lab content and objectives remain attached to the record, even though the lab units disappear. It is important that authors address this technical malfunction by moving and/or deleting lab content before removing lab units. K. Ennis also noted issues with the CLOs, and reported that she had emailed her concerns to the author that day. B. Adams explained that she could incorporate any revisions to be included on the next agenda as a notification item.

M/S/U (M. GARCIA, K. ENNIS) to MODIFY SOCSC 109

M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for SOCSC 109
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

M/S/INCOMPLETE (L. HATCH, E LUCAS) to APPROVE SPAN 103 and SPAN 104

SPAN 103 and SPAN 104 pulled for discussion by R. Cranley due to concerns about unit values in light of ongoing discussion of unit values, resolutions, and concerns being expressed at the college. She felt conflicted about how to review the course for the units indicated in light of these issues. It seems more discussion needs to take place to ensure we are reviewing courses equitably and consistently. Previous drafts of SPAN 103 and SPAN 104 were submitted with reductions from 5 to 4 units, then, they were redrafted at 5 units. Lively and lengthy discussion ensued. S. Circle drew the committee’s attention to letters of support from the division dean, and reasoned that the ADT in Spanish was approved with the 5 unit values in place, and she did not understand why these courses are now problematic at 5 units. The C-ID reviewer manual explicitly states that the C-ID value is the minimum and that institutions may have higher units in place. She explained that many factors came to bear on the fluctuations in units. There was a shortage of Spanish faculty available to review the courses due to illnesses and other challenges. Ultimately, the department decided that original action to reduce units may have been taken prematurely without enough department dialog. The department plans to discuss the courses in May. It was asked why these courses needed to be voted on at this meeting. B. Adams clarified that, because these courses were not included in the college’s Self Certification [of associate degrees for transfer the college agreed to develop by the original June 2014 state deadline], there isn’t a pressing timeline (as there is with the ADT in Computer Science.)

M/S/C (L. HATCH, M. MORALES) to POSTPONE REVIEW OF SPAN 103 and SPAN 104 UNTIL THE FIRST MEETING IN FALL

AYES - 16
NAYS – 2 (S. Circle, M. Adams)
ABSTENTIONS – O

S. Circle asked to make a statement. She expressed great respect for the work of the committee. She is concerned that we are being held to an arbitrary unit value across the curriculum. She wanted it stated on-record that “what is holding us at four units is our administration.” There are no clear external pressures asking us to reduce units. We should wait and see what happens, and wait for formal external pressures to materialize.

M. Morales responded by exemplifying what is happening in Agriculture, noting that the C-ID descriptors were developed before the AG TMC template was, leveraging that the impact of unit values may not have been a consideration in development of the C-IDs. He countered that high unit values come to bear when taking into account the 60 units for the ADT. The fact remains that high units have no value when they cannot transfer, as established by the ADT model.

L. Hatch countered S. Circle’s statement, asserting that the motion made by the committee has nothing to do with administration, but is the result of a faculty process. The curriculum committee wants to department to have dialog about these courses. K. Ennis echoed L. Hatch’s statement,
while noting that she does have concerns about caps on course units, as she was profoundly influenced by a broad, open experience of the curriculum, which allowed her to “take cool things that ended up profoundly changing her life.”

S. Berger noted a few times that the department may still be amenable to reducing units.

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
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<td>Spanish 4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MODIFY DE modalities, description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks, requisite skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rationale: This course is being updated for compliance and to align with C-ID descriptor included in Transfer Model Curriculum</td>
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<td>Enrollment Restrictions: Maintaining (P) Satisfactory completion of SPAN 103</td>
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<td></td>
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<td>Materials Fee Status: None</td>
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<td></td>
<td>Articulation Status: Transfers to UC and CSU</td>
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<td>Program Impact:</td>
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<td></td>
<td>- CSU General Education Pattern Certificate of Achievement</td>
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<td>- General Studies, Emphasis in Humanities A.A. Degree</td>
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<td>- Spanish A.A. Degree</td>
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<td>- Spanish AA-T Degree (PENDING APPROVAL)</td>
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<td>SPAN 103 and SPAN 104 pulled for discussion by R. Cranley due to concerns about unit values (See discussion notes SPAN 103)</td>
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<td>M/S/incomplete (L. HATCH, E LUCAS) to APPROVE SPAN 103 and SPAN 104</td>
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<td>NAYS – 2 (S. Circle, M. Adams)</td>
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<td>ABSTENTIONS – 0</td>
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<td></td>
<td>MODIFY description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rationale: Course is up for review in the matrix cycle.</td>
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<tr>
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<td>Enrollment Restrictions: Maintaining (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50 and satisfactorily complete READ 82</td>
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</tr>
<tr>
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<td>Materials Fee Status: None</td>
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<tr>
<td></td>
<td>Articulation Status: Not a transferable course</td>
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<td>General Education Status: Approved for (MJC Guidance)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Stand Alone</td>
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<tr>
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<td>STSK 78 pulled for discussion by R. Cranley due to concerns about the number of disciplines listed in light of recently discussed plans for the SSSP plan. It was clarified that this course is not being used for SSSP, but COLSK 100.</td>
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<td>M/S/U (C. VAUGHN, L. HATCH) to MODIFY STSK 78</td>
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<td>M/S/U (E. MAKI, E. KERR) to MAINTAIN REQUISITES for STSK 78</td>
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<tr>
<td></td>
<td>M/S/U (M. GARCIA, M. LYNCH) to MAINTAIN PLACEMENT of STSK 78 on ACTIVITIES</td>
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</table>
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
M/S/U (E. LUCAS, E. MAKI) to ADOPT DE for ENGL 169
M/S/COMPLETED (S. CIRCLE, E. LUCAS) to EXPEDITE DE MODALITIES for ENGL 169
AYES – 12
NAYS – 6 (K. Ennis, L. Hatch, M. Morales, E. Kerr, E. Maki, E. Orozco-Wittke)
ABSTENTIONS –0

FDNTR 219  Nutrition  3
Effective: Summer 2014 Expedited!
Rationale for Expedited Approval: DE approval only to meet the needs of student interest
MODIFY DE modalities only
Rationale: Per Division Dean, we are not accommodating the student need for this course with our face-to-face offerings and can better meet that need with online instruction
Distance Education Status: Requesting: Online, Mixed Modalities/Hybrid
DE PROPOSAL for FDNTR 219 pulled for discussion by M. Garcia due to concerns that the course has not been reviewed in many years. L. Hatch noted that her dean has expressed need for a DE modality for this course, that many students are turned away each semester because the course was adversely affected by the elimination of the Culinary Arts program and faculty. She explained that the course is going to be updated in fall.
M/S/FAILED (K. ENNIS, P. MENDEZ) to ADOPT DE for FDTNR 219
AYES – 9
ABSTENTIONS – 4 (K. Ennis, M. Lynch, S. Circle, M. Robles)

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.
M/S/U (M. ADAMS, P. MENDEZ) to MODIFY C: LANDSCAPE and PARK MAINTENANCE
**M/S/U (E. Lucas, C. Vaughn) to EXPEDITE IMPLEMENTATION of C: LANDSCAPE AND PARK MAINTENANCE**

**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:**
Agiculture 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.

**During blanket approvals of award proposals,** R. Cranley noted that the units did not add up in CurricUNET and that the program may be in error. It appeared that a course was missing, which was found to be NR 200 – Soils. It was determined that this was a data-entry error on the part of L. Miller, who entered the course on behalf of the department who was not able to revise it in the system.

**M/S/U (M. Adams, P. Mendez) to MODIFY C: LANDSCAPE and PARK MAINTENANCE**

**M/S/U (E. Lucas, C. Vaughn) to EXPEDITE IMPLEMENTATION of C: NURSERY PRODUCTION**

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**INACTIVATIONS**

(NONE)

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**IX. STANDING REPORTS**

1. **Transfer Model Curriculum (Associate Degrees for Transfer)**
   **B. Adams**

   MJC received approval today for the AA-T in Political Science. L. Miller noted it went through to approval smoothly. We still have Philosophy in process. The ADT is pending C-ID submission of SPAN 103 and 104. The AA-T in Elementary Teacher Education can now be submitted with the approval of the geography course approved today. We can also submit the AS-T in Geography. We are close to 100% goal of self-certification.

2. **C-ID**
   **R. Cranley**

   We have 122 C-IDs that have been approved, a gain of 3-4 since the last meeting. MJC Curriculum website has the most updated spreadsheet of C-ID approvals as well as any information pertaining to pending statuses. Users may now sort by division. R. Cranley updates biweekly, and will continue to update for the remainder of the spring term.

3. **CurricUNET Implementation/Issues**
   **B. Adams/L. Miller**

   B. Adams discovered that programs held for changes at Level 5 in CurricUNET were not editable by faculty authors, despite the fact they should be. B. Adams needs to address this problem internally in the system. She hopes that the release of CurricUNET Meta will allow us to refine our approval stream and ensure consistency in system behaviors. Programs can get stuck after a faculty revises unless the dean is alerted to make a revision.

4. **Outcomes Assessment Workgroup (OAW)**
   **K. Ennis**

   OAW went quickly and well. CLOs are looking better and better. OAW is seeing consistency within divisions and is hoping this will lead to consistency across the college. There will be a workday training for anyone assessing CLOs this spring on May 6, from 10-12 AM. B. Adams sought clarification if there were still issues with editing CLOs being editable by faculty who were assessing. M. Morales noted some other issues with multiple editors of assessments. E. Kerr hopes that a solution can be found over the summer. She noted that Ag put through all CLOs at the last meeting, which were “great,” K. Ennis reportedly provided exceptional support to the division. S. Circle asked if only Spring assessors could attend the training, and E. Kerr said that all interested faculty are encouraged to attend. J. Todd noted that there are issues with old data in the system. There should be cleanup. B. Adams noted that we have a comparable data problem with course proposals in the system. She noted that our existing process has no protocols...
for “stuck” records, like proposals in the author queue. She is not clear what we need to do in those instances. She believes that the Curriculum Process document review might allow the committee an opportunity to create a process for such stuck proposals.

X. UNFINISHED BUSINESS

Action Items

1. Policies for Prerequisites/Corequisites/Advisories M. Robles
   Part of the group met last week. K. Ennis will be stepping down. M. Adams explained that they are focusing on elements of board policy to support the new process, and identified several sections needing change. They also discovered that many facets of board policy addressed previous legislation. At this point there is nothing ready to be voted on. They have started revising, rewording, and rethinking for implementation in Fall 2015.

2. Curriculum Committee Meeting Schedule for 2014-2015 L. Miller
   M/S/U (K. ENNIS, L. HATCH) to approve the proposed Curriculum Committee Meeting Schedule for 2014-2015.

Informational Items

(NONE)

XI. NEW BUSINESS

Action Items

1. Resolution FL13-A: Curriculum Approval Stream M. Adams
   M. Adams explained that the authors have been discussing the resolution. While it was created with good intentions, it does not accomplish anything, and may create more confusion. Perhaps another approach is needed. He expressed plans to make a motion to rescind FL13A. M. Morales made a point of order, noting that action had already been taken on FL13A, so M. Adams would not be able to do that under Parliamentary Procedure. M. Adams accepted that, but maintained that the resolution still did not work. M. Morales explained that another resolution could be added to it to repair the existing resolution. He clarified that one cannot make a motion to go against an approved resolution, but one can address deficiencies by developing another resolution. B. Adams wanted to know if anything could be done to address the issue today. M. Morales explained that we would have to have a resolution ready to vote on.

   J. Todd explained that, ultimately, no action was necessary on FL13A. He said no problems like the committee has experienced (with courses not being moved forward in the approval stream) will be happening in the future. Conversations with the Academic Senate have concluded that things are no longer going to be held at the Dean level. However, a dean may choose to not endorse a course. The bigger question is how to have a curriculum review process going forward that is fair and collaborative. M. Adams agreed FL13A was a moot resolution, but idealizes having a process in place that works.

   E. Kerr asked for clarification on how long the resolution stands. M. Morales explained by reasoning that a resolution is not a bylaw, but a “glorified” motion. E. Kerr acknowledge his remarks, but pointed out that in the past, we didn’t believe circumstances would arise like they did. Now we are here. Would we be required to use FL13A, if it’s there, and are we required to deal with it? M. Morales noted that if this does occur, we might have to reference it.

   B. Adams is hopeful that we can address this with the review process evaluation forthcoming on the agenda.
2. **Student Support and Services Program (SSSP) Plan**  J. Todd/B. Adams  
J. Todd and E. David (First Year Experience) have been discussing the COLSK 100 (College Skills) class. He reestablished that the college is trying to write the SSSP plan. He noted that COLSK 100 is being offered by multiple disciplines. He passed out an initial draft of disciplines that could be associated with COLSK 100, and noted that the disciplines listed are identified because they align with the larger goal of the SSSP Plan being drafted.

**Proposed Disciplines for COLSK 100** (list distributed by J. Todd during the meeting)

- Anthropology
- Art
- Child Development
- Economics
- English
- Environmental Sciences
- Geography
- Health Education
- History
- Humanities
- Human Services
- Physical Education
- Philosophy
- Political Science
- Psychology
- Sociology
- Communication Studies (revised from Speech Communication)
- Theatre

Faculty involved would go through a training on assisting with ed-plans, by aiding counselors in developing them. The starting point for this is to identify how we might assign different disciplines to COLSK 100.

Seeing English listed as a discipline, S. Circle expressed concern, noting that English faculty need to be consulted to confirm they wish to participate. J. Todd restated that there is no mandate to participate for individual faculty, and that assigning disciplines merely gives faculty in the listed disciplines the option to participate if they so choose.

B. Adams wanted to know if the committee was expected to take action today. She was hesitant to take action today without consultation with colleagues. J. Todd reported the SSSP is due October 17, and that will require board approval, and we have to consult with constituent groups. His presence today is part of looking ahead to get something in place to ensure we can meet those timelines. Any plan would need to be ratified at the very least by late September.

M. Robles said her understanding is that the committee can vote to support the concept today, without identifying specific disciplines. B. Adams showed the course outline of record, which is currently *awaiting originator action* with the “submit” button. She wanted to know if other facets of the course might change in addition to disciplines.

Concerns were expressed about the course being offered as a three-unit course as opposed to other guidance courses. J. Todd reminded the group that this course is *already* placed on CSU-GE Area E, allowing it to satisfy transfer level GE requirements for transfer students. This is beneficial.

P. Mendez wanted clarification as to whether a college skills course was being created in every discipline, or if disciplines were being assigned to COLSK 100. J. Todd confirmed the latter. K. Ennis expressed interest in teaching the course, but J. Todd noted that librarians would play a comparable but equally essential role in the capacity of library science. The goal is for students to build relationships with discipline faculty, library faculty, and counselors. E. David explained the format for the training.

J. Todd said that the notion of a committee is being reviewed, and that the target student would be true “college freshmen” coming from local high schools. Re-entry students, for example, have different needs and would not necessarily need this course. Questions arose about the role of ESL students. E. David said that ESL student participation may be a possibility. The question is “how can we help certain populations with their needs?”
B. Adams removed herself from the role of co-chair, and passed the chairing of the meeting to J. Hamilton. She made a personal statement that she has no issue with assigning disciplines to courses, but in light of SB14-4B Senate Affirmation of the Curriculum Process, she would not feel comfortable assigning any disciplines to COLSK 100 without our general faculty having input on this process.

J. Hamilton suggested an accelerated or compressed course for expedited approval for the latter portion of the spring semester. B. Adams noted that the Curriculum Training day could have a portion dedicated to this topic.

**M/S/COMPLETED (B. ADAMS, E. MAKI) for the curriculum committee to support the concept of modifying COLSK 100 to align with SSSP and to include multiple disciplines.**

Ayes - 16  
Nays - 0  
Abstentions-2 (S. Circle, M. Garcia)

L. Hatch asked if the counselors currently support this. M. Garcia said “no.” They are not clear on how the interdisciplinary collaboration will manifest, which is why full support is not yet evident. M. Adams asked when the item would come back. J. Todd reported September 9. B. Adams explained that the architects of the plan would now have evidence of dialog and approval for this concept. J. Hamilton noted that it is up to counseling faculty to make the decision about disciplines, since the COR currently resides in Counseling as a discipline.
3. **Curriculum Review Process**

Some representatives may remember the draft of the Curriculum Review process instituted in 2008. We worked diligently on it, but gaps in the process have become evident since it was instituted. B. Adams believes that when we return in fall, we should revisit this document to evaluate if it serves the needs of the committee presently. She would like the Annual Curriculum Training Day on September 5 to address this.

B. Adams went on to note that it is inevitable the committee will be discussing unit values next year. One document she presented was the Bakersfield College *High Unit Justification* form. The faculty author is required to supply an additional rationale when units exceed that of the C-ID descriptor.

Some of us will attend the ASCCC Curriculum Institute this summer. It is valuable to us to look at other campuses and see how they are grappling with these issues. As we think about our process, let's look at this document and use it to help inform how we might improve. She reminded the group that this document was just a model. Bakersfield appears to be a “front-runner.” J. Todd said that this process should be fair across the board. Faculty and administration need to be collaborative in addressing all facets of curriculum, whether a Basic Skills or a C-ID descriptor course. J. Todd wants the faculty to develop this process, to help justify what appear to be extra units. J. Hamilton pointed out that this discussion has started because of the immediacy of C-ID and does not exclude other areas of the college. E. Maki was concerned about relationships with UC, who might not fall under the C-ID framework, so what happens to students who need higher units? This is the promise of SciGETC pathway, which will be developed for STEM.

J. Todd hopes that the process can yield evidence for the Board of Trustees to better justify high unit values for courses with robust answers to questions and to address concerns of administration. Courses were not moved forward because we did not have a process to ask and respond to questions. The more arduous and thorough a process is on the faculty side, makes it easier to justify deviations with the administration. But the important consideration is that the faculty can develop this process.


Informational Items

1. **Repeatable Courses as of Summer 2014**

   The attached list (below) should reflect the most current repeatable courses going into Summer 2014. Issues with some softball courses were rectified. J. Hamilton noted that at the ASCCC, a motion was put forth to reconsider repeatability.

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<td>Power Volleyball</td>
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2. **Child Development Curriculum Alignment Project**  
   L. Hatch

   L. Hatch reported that the department has been working for about 5 years to align with the state. Finally, the group has had success. The department had to change CLOs and PLOs. Early Childhood was ahead of this process by aligning with four-year institutions. We will know that students coming from other institutions have completed the same course because of this.

3. **Curriculum Year in Review**  
   B. Adams

   L. Lanigan explained that the nursing department would like to have their curriculum review date to be pushed back to Fall. Many issues need to be addressed, including unit values, and they’d like to do a comprehensive review for the benefit of the students.

   B. Adams presented a PowerPoint presentation detailing the course and program review work of the committee in 2013-2014 academic year. It also included links to the driving bills (i.e., SB 440), recent and upcoming that are behind the high, complex volume of work being done. She also reminded the group of the committee’s role in Accreditation L. Miller will post it on the website.
XII. PUBLIC COMMENT

L. Hatch wanted to share a video, “Zombie Apocalypse for Kids” with the group.

M/S/U to adjourn at 5:20
We'll need to consult with Nancy and Linda and ask them how they wish to proceed. Once we know what they want to do, we'll update in CNET and place an item on agenda with revisions.

Barbara

Hi Barbara —

BUSAD 200 was approved on 10/08/13 for a configuration of requisites that will not be able to work as articulated on the agenda. Datatel cannot enforce an “or” statement across prerequisites and corequisites.

As the course is built in Datatel right now for SUMMER 14, the student will be required to complete BUSAD 310 AND BUSAD 201 (concurrently or prior to enrollment in BUSAD 200.)

Please let me know your thoughts at your earliest convenience or how I can help rectify this.

Thanks!
Letitia
BUSAD 200

Spreadsheet Skills for Financial Accounting

Effective: Summer 2014

MODIFY Enrollment restrictions, description, objectives, content, methods of instruction, assignments, textbooks, methods of evaluation.

Rationale: Periodic Curriculum Review

Enrollment Restrictions: Requesting: (P) Satisfactory completion of BUSAD 310 or (C) concurrent enrollment in or satisfactory completion of BUSAD 201; Removing: (P) satisfactory completion of BUSAD 320.

Distance Education Status: Maintaining Online Course, Mixed Modalities/Hybrid Course

Materials Fee Status: None

Articulation Status: Transfers to CSU.

General Education Status: Not approved for GE.

Program Impact:
- Accounting A.A. Degree
- Accounting A.S. Degree
- Accounting Certificate of Achievement
- Bookkeeping Certificate of Achievement
- Bookkeeping A.S. Degree
- Bookkeeping A.A. Degree
- Marketing A.S. Degree

M/S/U (E. MAKI, M. LYNCH) to MODIFY BUSAD 200

M/S/U (C. VAUGHN, M. LYNCH) to MODIFY REQUISITES for BUSAD 200

M/S/U (K. ENNIS, S. CIRCLE) to MAINTAIN DE for BUSAD 200

Letitia S. Miller
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Modesto, California 95350
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(209) 575-6025 (FAX)
curriculum.comm.mjc.edu/
www.mjc.edu/catalog
Thank you!!!
Have a great week,
Linda

Hi Linda –

I am writing to let you know that, per direction from Barbara, I have fixed the requisites on BUSAD 200 in CurricUNET and Datatel (course and sections for FALL 14). This action will be put before the Curriculum Committee at the first fall meeting due to the implementation constraint since we learned that the system cannot enforce a corequisite an or statement between a prerequisite and corequisite.

It was: (P) BUSAD 310 or (C) BUSAD 201

It is now: (C) BUSAD 201 or (C) BUSAD 320. **Term match is not required.**

Please don’t hesitate to let me know if you experience any further issues with registration for course sections in Fall.

Cheers-
Letitia

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www.mjc.edu/catalog
Letitia Miller

From: Barbara Adams  
Sent: Wednesday, July 02, 2014 12:33 PM  
To: Letitia Miller  
Subject: RE: BUSAD 331 and BUSAD 332

Yes, that's what we decided to do. I asked you to save a copy of the award as is and put in attached files with a statement regarding the removal of the inactivated courses, then edit the program field to remove the courses.

We can do the same for C: Word Processing.

Thanks!
Barbara

Barbara Adams  
Modesto Junior College  
Curriculum Co-Chair  
Communication Studies Professor  
(209) 575-6890

From: Letitia Miller  
Sent: Wednesday, July 02, 2014 12:13 PM  
To: Barbara Adams  
Subject: FW: BUSAD 331 and BUSAD 332

They wish to remove them from the award. I can’t find record of the verdict on this, but I’m thinking we were going to make the changes and notify the committee in fall?

We have similar issue with CMPGR 214 on the C: Word Processing, that I’d like to use as a precedent with your OK.

From: Barbara Adams  
Sent: Wednesday, June 04, 2014 11:33 AM  
To: Letitia Miller  
Subject: RE: BUSAD 331 and BUSAD 332

Hi Letitia,

You'll need to ask Linda and Nancy what they want to do since it's their certificate and they created the inactivations.

Thanks!
Hi Barbara –

Just wanted to bring to your attention that these two courses are slated for inactivation Summer 2015, but are also supposed to be going forward to the CCCC0 as requirements of the C: Accounting Clerk Non Substantial Change on 12/08/13. The prior iterations of the outline are noncompliant.

Please let me know how you would like to proceed. I am preparing the state level application and caught the discrepancy in that process. I am happy to work with the faculty to reconcile it, at least in terms of identifying what they want to do. Wanted to consult you first.

Cheers-
Letitia

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I went ahead and launched an inactivation of the active program with a rationale. The original inactivation date was November 03, 2009. That is already reflected in the codes and dates. For some reason, it did not make it to a board report. Messy messy messy!

Letitia,

We should correct CNET to accurately reflect what has happened with the award and notify the committee. If I'm interpreting your e-mail correctly, we need to delete the modification proposal in CNET and then create an inactivation proposal of the award (without any modifications). We then need to also ensure the inactivation is placed on the first fall meeting agenda as a notification item with a short explanation/history.

Will this resolve the issue?

Barbara

Barbara Adams
Modesto Junior College
Curriculum Co-Chair
Communication Studies Professor
(209) 575-6890

PS – I write because I don’t think it actually made it to an agenda (seeing your instructions below).

Hi Barbara –

I’m not sure where we left off on this. My outlook shows that I forwarded this, perhaps to you, and you may have responded, but I can’t find any trace of the string beyond this one.

It seems the will of the department is to inactivate this award, which was inactivated in the past, but erroneously brought forth for modification (without reactivation) in CurricUNET according to my research. I think what happened is that the faculty
didn’t realize that it had been inactivated and decided to modify it, because the first inactivation took place without CNET action, leaving it open for editing in the system.

My thinking is that this award needs to be formally re-inactivated (or whatever action you conclude) to ensure that we accurately reflect the will of the department. I apologize if this is an issue you’ve already addressed.

I defer to you on all fronts. I’ve saved this string to the first fall meeting folder.

Cheers-
Letitia

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From: Laurie Hatch  
Sent: Thursday, January 23, 2014 4:19 PM  
To: Letitia Miller  
Subject: RE: CLDDV: EArly INtervention Assistant 1

Yes. Pam said yes

From: Letitia Miller  
Sent: Thursday, January 23, 2014 3:56 PM  
To: Laurie Hatch  
Subject: FW: CLDDV: EArly INtervention Assistant 1

Hi, L!

Are we in agreement that this award was truly intended to be inactivated, and that when your department modified it on 03/05/13, that this was an accident? Or am I completely wrong?

From: Barbara Adams  
Sent: Thursday, January 23, 2014 3:54 PM  
To: Letitia Miller  
Subject: RE: CLDDV: EArly INtervention Assistant 1

Could we have a notification item on next agenda with a correction that it is a reactivation?

B

From: Letitia Miller  
Sent: Thursday, January 23, 2014 3:50 PM  
To: Barbara Adams  
Subject: CLDDV: EArly INtervention Assistant 1

This program was inactivated on 10/03/2009, probably outside of the system. It was then “modified” on 03/05/2013. I suspect this is because the department didn’t realize the program had been inactivated.

How do you think we should proceed?
Kathleen,
I've changed in CNET. Letitia, we’ll need to include on first fall agenda as notification item.

Thanks!
Barbara

---

Sent on Kathleen's iPhone

Begin forwarded message:

From: Cecelia Hudelson <hudelsonc@yosemite.edu>
Date: April 15, 2014 at 3:02:43 PM PDT
To: Kathleen Ennis <ennisk@yosemite.edu>
Subject: Re: CLOs for SOCSC109

I accept your suggestions. Very nice.

Sent from my iPhone

On Apr 15, 2014, at 11:35 AM, "Kathleen Ennis" <ennisk@yosemite.edu> wrote:

Hi CeCe.
These CLOs look a little weird. There are five of them, and they just seem different from the other CLOs coming out of BBSS. I have some suggestions.

SOCSC - 109: Introduction to Education-Practicum in Tutoring
Course Learning Outcomes
Upon satisfactory completion of this course, the student should be prepared to:

1. Complete and summarize 45 hours of tutoring (one on one or small groups) in a K-12 classroom. *(This seems to be something they are doing WHILE ENROLLED IN THE CLASS...not after they have successfully completed it.)*
2. Collaborate with the classroom teacher to identify need, deliver lesson or remediation of K-12 student. *(I like this, suggesting minor wordsmithing to make it clear this is a skill students are taking away from the course, not just practicing within it)*
3. Create and maintain portfolio including classroom observations and subject matter Competencies. *(Again, this seems so specific to work students will be doing WHILE ENROLLED as opposed to a skill they will be taking away from them. It’s almost like an assignment).*
4. Identify and describe stages of learning (Piaget and others).
5. Describe the credentialing process for K-12 teachers.

My suggestions:

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

1. **Tutor K-12 students one-on-one or in small groups**
2. **Collaborate with classroom teachers to identify needs and deliver lessons or remediation to K-12 students.**
3. **Identify and describe the stages of learning as theorized by Piaget and others.**
4. **Describe the credentialing process for K-12 teachers.**

*Kathleen Ennis*
Coordinator of Library Instruction
Modesto Junior College
209-575-6409
Unfortunately yes; we'll have to make a note in DB for first fall meeting so we have documentation of it. It's not critical, so only a minor issue. We'll just need to make sure we include in September.

Barbara

Is it too late?

Shoot – We modified CLOs for MUST 133 – we should have put as a notification item on agenda.

B

Based on discussion at yesterday's meeting, I revised the CLOs for MUST 133 before forwarding from co-chair level.

Barbara

HI Ale.
What great work you've done on your CLOs....they look great. Still some extra verbiage that I'm hoping we can eliminate in order to bring these into alignment with college-wide CLOS  (e.g. lose the extraneous and immeasurable “demonstrate the ability to....” and cut right to the proverbial chase)
MUST - 133: Aural Skills 3

Course Learning Outcomes
Upon satisfactory completion of this course, the student should be prepared to:

1. Produce dictation of rhythms with triplets/duplets and syncopation in simple and compound meter signatures.
2. Prepare and sight sing melodies with triplets/duplets, syncopation, chromatic alterations, and modulation to closely-related keys.
3. Produce dictation of melodies in major and minor keys with chromatic alterations, and modulation to closely-related keys.

Kathleen Ennis
Coordinator of Library Instruction
Modesto Junior College
209-575-6409
Letitia Miller

From: Jennifer Hamilton
Sent: Friday, May 23, 2014 10:49 AM
To: Barbara Adams
Cc: Ruth Luman; Susan Kincade; Letitia Miller; Jillian Daly; Pamela Kopitzke; Sara Berger; Michael Akard
Subject: Re: Curriculum Review Extension Request for ESL

Hello Everyone,

Having read both Ruth's and Barbara's emails, I support Barbara's recommendation. I, too, commend the ESL department for the work you are undertaking for the success of MJC students.

All best,
JH

Sent from my iPhone

On May 23, 2014, at 10:36 AM, "Barbara Adams" <adamsb@yosemite.edu> wrote:

Hi Ruth,

The ESL request for an extension certainly makes sense to me, and I have no issue with the ESL department having a one-year extension to review and make substantial revisions to the ESL courses to institutionalize effective practices and programs and increase student success. However, in my role as Co-Chair, I don't have sole authority to make the final decision. A review of the course approval dates indicates most courses are compliant, with the exception of ESL 902 (approved by committee 10/3/2006) and ESL 10, 40, 47, 30, and 45 (approved on various dates in 2008). I recommend these courses be given high priority for submittal to the Curriculum Committee once the department has solidified their action plan, especially if courses will be submitted via CurricUNET at various times.

I am including VPI Susan Kincade and Co-Chair Jennifer Hamilton in the e-mail with the recommendation that we allow the ESL department the fall 2014-spring 2015 semesters to revamp their curriculum and submit course proposals within the fall 2015 review cycle.

If Susan and Jennifer are agreeable to the extension, we will place a notification item on the first fall 2014 agenda to inform the committee members of the ESL department’s curriculum review extension.

I commend you and your ESL colleagues for a detailed rationale and the willingness to review your curriculum from an institutional perspective.

Barbara

Barbara Adams
Modesto Junior College
Curriculum Co-Chair
Speech Communication Professor
(209) 575-6890

From: Ruth Luman
Sent: Thursday, May 15, 2014 3:17 PM
To: Barbara Adams
Cc: Jillian Daly; Pamela Kopitzke; Sara Berger; Michael Akard
Subject: Curriculum Review Extension Request for ESL
Hi Barbara,

The ESL Department is scheduled for curriculum review this fall. We have been looking at major changes in our Academic ESL Program involving a comparison of other high-performing, cohort, and high scorecard-rated colleges. We also intend to conduct some research among content-area disciplines here at MJC to ensure that our program revisions align more closely with the expectations of other college instructors. We also hope to analyze our own scorecard cohort data to better understand our student population and their needs and the way they generally progress through our sequence. We are, as you know, also under pressure to reduce each course to have fewer units than the current 5-units that are normal for each of our courses. These substantial changes to our program will also likely result in new course numbering and prefix which may require additional discussion and scrutiny by the committee.

Therefore, in an effort to make our time more purposeful and efficient as a department, we request an extension of our Fall 2014 curriculum revision deadline in order to make substantial changes. We have set up a realistic time-plan for the entire process: research, setting goals and selecting themes and appropriate strands, and writing each of the course outlines. This timeline extends to Fall 2015. We do not want to make superficial changes that do not benefit students. Our English for Life and Work and College ESL sequences currently include twenty-eight courses. These course sequences need to be completely revised which will likely result in fewer program levels and units, a state-approved program certificate, the creation of a transfer-level academic ESL course, and a more streamlined academic sequence that articulates more clearly with our English for Life and Work sequence which will then articulate with other adult education programs in the community.

We understand that there is a precedent for such a request given the Nursing Department being granted an extension as recently as this year. Thank you in advance for your consideration. Please feel free to notify us of any questions, concerns, or requests for more information.

Sincerely,

The MJC ESL Department