I. APPROVAL OF ORDER OF AGENDA

II. NOTIFICATION

Correction to Minutes of April 3, 2007
The minutes of April 3, 2007 have been corrected to include unit changes to FREN 103, SPAN 103, and SPAN 104 that were approved at that meeting.

CLDDV 367  Current Issues: Preschool Teachers  1  001
Effective: Summer 2008
Special Topic Focus Area
Enrollment Restrictions: No enrollment restrictions
TMI Status: Not approved for TMI
Materials Fee Status: No materials fee required.
Articulation Status: Not a transfer-level course.
General Education Status: Does not fulfill GE requirement.

III. CONSENT

PHYS 165  Introductory Physics  5  005
Effective: Summer 2008 (Expedited!)
Modify: Hours, units
Enrollment Restrictions: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete MATH 122 or be eligible for enrollment in Math 171 as determined by the MJC assessment process.
TMI Status: Not approved for TMI
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.

IV. DISCUSSION

OFADM 320  Business Proofreading and Editing  1  015
Effective: Summer 2008 (Expedited!)
Modify: Methods of instruction
Enrollment Restrictions: No enrollment restrictions
TMI Status: Requesting online modality
Materials Fee Status: No materials fee required.
Articulation Status: Not a transfer-level course.
General Education Status: Does not fulfill GE requirement.
V. OLD BUSINESS

1. Title 5 Compliance Progress
   a. University Preparation Pathway/Career Preparation Pathway
      Ruth Cranley 029
   b. Skills Recognitions – Update on Conversion Process
      Karen Walters Dunlap
   c. Hours of Instruction CC Leadership
      Brian Sanders
   d. Skills Recognitions: 12 Units or Fewer
      Letitia Senechal
   e. Catalog

2. Curriculum Review Cycle
   Karen Walters Dunlap

3. Educational Requirements Committee
   Karen Walters Dunlap

4. Broadness of Degrees for Title 5 Compliance 08-09
   (e.g. Physical Science, Behavioral/Social Science)
   Brian Sanders

VI. NEW BUSINESS

VII. SUBCOMMITTEES

1. UPDATE: Special Topics, Experimental, Independent, Work-Experience
   Course Development and Approval Guidelines Update
   P. Mendez

2. UPDATE: CurricUNET Implementation
   K. Walters-Dunlap

3. UPDATE: Time Limit on Catalog Rights and
   Satisfaction of GE and competency requirements using
   Baccalaureate or higher degree from regionally accredited
   institutions and from Foreign Universities
   R. Cranley

VIII. PUBLIC COMMENT
CLDDV 367: Anti-Bias Curriculum

Cheryl Williams-Jackson
Phone: 575-6320
Email: williamsjacksonc@mjc.edu

Please note that 366 and 367 courses change often. It is important that you keep a copy of your syllabus in your professional education binder for future references.

Course Description: This 1-unit course is a hands-on exploration of the implementation of the Anti-Bias Curriculum into the early care and education environment. Students will gain awareness of how to create an equitable environment and develop anti-bias curriculum in programs for young children. Students will consider how an anti-bias approach enhances the education and self-esteem of children, families and educators through the implementation of lesson plans that focus on diversity.

Course Objectives: A student successfully completing this course will be able to:

- Articulate the importance of integrating anti-bias experiences for all children and their families within a program’s current curriculum;
- Create an anti-bias environment by examining visual/aesthetic environment and toys and materials;
- Analyze an ECE classroom to determine appropriateness of anti-bias materials and environments;
- Develop a plan to implement an anti-bias curriculum in a program for children;
- Develop lesson plans that address the needs of the various cultures in a classroom.

Required Text:

At the end of this course continue your “Awareness, Knowledge, and Skill Building:
Continue your diversity conscious building by reading and attending classes or workshops. Suggested Resources after the course is complete:

- CLDDV 262: Diversity in Early Childhood Education – 3 unites (offered every Fall).
Read: Kids Like Us: Using Persona Dolls in the Classroom by Trisha Whitney
Read: Why Are All the Black Children Sitting Together in the Cafeteria by Beverly Daniel Tatum = This book provides examples of how a mother helps her son understand the many issues of diversity. She provides developmentally appropriate conversations. Dr. Tatum is a child psychologist and President of Spelman College.
Read: What If All The Kids are White by Louise Derman-Sparks = This book offers answers for how to offer Anti-Bias education when all the children are White or of the same Ethnicity.

Course Assignments and Requirements Please note: This Course Syllabus is subject to change by the instructor and may be altered at any time to accommodate the learning process.

1. **Reading Assignments and Reflections.** On a 3 x 5 card reply to the reflection question or submit a summary (on 3 x 5 index card) of the following chapters with a reflection on the back of the card.

<table>
<thead>
<tr>
<th>Week 1:</th>
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<tbody>
<tr>
<td><strong>Session 1:</strong> Answer 1 on each side of your 3 x 5 card.</td>
<td><strong>Session 2:</strong> Discussion of Chapter 12: Getting Started: A Self-Education Guide</td>
<td>Video Viewing: Anti-Bias Curriculum</td>
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<tr>
<td>What are your dreams for society? What do you think will happen if we continue to ignore racial and cultural diversity in our classrooms?</td>
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<tr>
<th>Week 2:</th>
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<tbody>
<tr>
<td><strong>Chapter 1:</strong> Why an Anti-Bias Curriculum</td>
<td>Session: <strong>Individual Reflection (in-class)</strong></td>
<td><strong>Chapter 2:</strong> Creating an Anti-Bias Environment</td>
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<tr>
<td><strong>Ten Quick Ways to analyze Children’s Books for Sexism and Racism</strong></td>
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<tr>
<th>Week 3:</th>
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<tbody>
<tr>
<td><strong>Chapter 3:</strong> Beginnings: Working With 2-Year-Olds</td>
<td><strong>Individual Reflection</strong></td>
<td><strong>Chapter 11:</strong> Working With Parents</td>
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<tr>
<th>Week 4:</th>
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</thead>
<tbody>
<tr>
<td><strong>Chapter 10:</strong> Holiday Activities in an Anti-Bias Curriculum</td>
<td><strong>Individual Reflection</strong></td>
<td>Jigsaw Readings: Chapter 4 - 6</td>
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<tr>
<th>Week 5:</th>
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<tbody>
<tr>
<td><strong>Chapter 9:</strong> Activism With Young Children</td>
<td><strong>Persona Doll Group Work</strong></td>
<td>Jigsaw Readings: Chapter 7 - 8</td>
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<tr>
<th>Week 6:</th>
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<tr>
<td><strong>Final Lesson Plan Presentations and ITERS-R/ECERS Diversity Environment Exploration</strong></td>
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</table>

2. **Anti-Bias In-class Activities** will give you the opportunity to develop and practice anti-bias curriculum. Projects will be shared in class presentations. Topics will include a variety of diversity issues. Using a persona Doll how will you discuss the issue with children?
   a. **What is your groups Persona Doll topic?**
As one of the websites I looked at suggested, ‘The dolls help children to recognise and understand that words and actions can be harmful, encourage empathy and to motivate them to want to stand up and show their support to people experiencing discrimination and unfairness. The dolls are an effective, stimulating and fun way to counter discrimination and raise equality issues with young children.’
(http://www.telford.gov.uk/Learning/EarlyYears/PersonaDolls.htm)

Persona Doll Example
THE LESSON

Persona Dolls - a case study
http://www.blss.portsmouth.sch.uk/earlyyears/eypdolls_tr.shtml

3. **Be Present, Participate, Have Fun, Learn and Share!** This will be a very activity based – interactive class. Participation includes individual and small group exercises investigating course content including in-class, Question of the day, ongoing large and small group work, discussions, videos or guest speakers. (PRICELESS)
Expedited Curriculum Approval Request

**Requestors:** Professor Kenneth Meidl, Professor Tom Nomof, and Judith Lanning, Interim Dean-SME

**Course Request:** Physics 165

**Action Requested:** Reinstate 17.5 hours of discussion that were accidentally left off the course outline during its last review.

**Requested Effective Date:** May 1, 2008

**Area of Concern:** Physics 165 has always been taught with 3 hours of lecture, 3 hours of lab and 1 hour of discussion. In recent course review, including input into the CurricuWeb system, the discussion hours for the course were inadvertently omitted. Because of this oversight, and the absence of these necessary hours on the course outline, we currently cannot mandate student attendance in this required discussion hour nor can we collect apportionment for it.

**Rationale:** Since its inception, the Physics 165 course has been taught with 3 hours of lab, 3 hours of lecture and 1 hour of discussion. The course, historically, has always been only 4 units. The recent course review did not intentionally remove those discussion hours. The assumption was that the contact hours would remain consistent. When attempting to schedule the course for the Fall of 2008, it became apparent that we were unable to schedule the necessary discussion hour (per week) due to this outline submission error. We would like to request Expedited Curriculum Approval based on this unintentional oversight and appreciate the curriculum committee’s attention to this request.

Also, in light of recent Title 5 changes, this course needs to become a 5-unit course in order to align its units and hours. However, that rule was not in effect at the time of the course submission last fall. So at that time, it was submitted as a 4-unit course. With the catalog already at the print shop, we will follow the will of the committee on this issue: either listing the course as 4 units (as it would have been) or increasing that to 5 units (as needs to be done to comply with Title 5). If the units are not increased at this time, in the fall we will include Physics 165 in a packet of several other physics courses whose units need to be adjusted to match the new Title 5 regulations.
I. COURSE OVERVIEW

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

**PHYS 165 - Introductory Physics** 5 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to satisfactorily complete MATH 122 or be eligible for enrollment in Math 171 as determined by the MJC assessment process.

Introduction to physics through the study of laboratory measurement in selected topic areas to include mechanics, wave motion, thermodynamics, electricity and magnetism. Develops the theoretical and experimental foundation for Physics 101 and Physics 142.

A-F and CR/NC. Applicable to the Associate Degree. Transfer to CSU and UC. MJC-GE - A; CSU-GE - B1, B3; IGETC - 5A.

II. LEARNING CONTEXT

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

1. COURSE CONTENT

   A. REQUIRED

   1. Measurements and the Scientific Method
      a. Units and Unit Systems
      b. Converting Units
      c. Dimensional Analysis
      d. Orders of Magnitude
      e. Significant Figures

   2. Kinematics of One-Dimensional Motion
      a. Coordinate Systems and Reference Frames
      b. Kinematical Variables: Position, Velocity and Acceleration
c. Solving Motion Problems with Constant Acceleration

d. Graphical Analysis of Motion

e. Falling Objects

3. Kinematics of Two-Dimensional Motion
   a. Vectors and Scalars
   b. Graphical Method of Vector Addition
   c. Analytical Method of Vector Addition
   d. Subtraction of Vectors
   e. Multiplication of Vectors by Scalars
   f. Projectile Motion

4. Dynamics
   a. Newton's First Law of Motion
   b. Force
   c. Mass
   d. Newton's Second Law of Motion
   e. Newton's Third Law of Motion
   f. Weight: The Force of Gravity
   g. Free-body Diagrams
   h. Friction and Inclines
   i. Applications of Newton's Second Law

5. Work and Energy
   a. Work Done by a Constant Force
   b. Kinetic Energy
   c. Potential Energies
   d. Work-Energy Theorem
   e. Conservation of Energy Principle
   f. Transformation of Energies
   g. Power

6. Linear Momentum
   a. Definition of Linear Momentum
b. Conservation of Momentum

c. Collisions and Impulse

d. Conservation of Energy and Momentum in Collisions

e. Inelastic Collisions

f. Impulse-Momentum Theorem

7. Fluids

a. Density

b. Pressure

c. Archimedes Principle

d. Fluids in Motion: Equation of Continuity

e. Bernoullis Principle

f. Pascals Principle

8. Vibrations and Waves

a. Simple Harmonic Motion

b. Conservation of Energy in Simple Harmonic Motion

c. The Simple Pendulum and the Mass-Spring System

d. Resonance

f. Wave Motion

e. Types of Waves: Transverse, Longitudinal and Surface

g. Reflection and Interference of Waves

9. Temperature and Kinetic Theory

a. Atomic Theory of Matter

b. Temperature and Thermometric Properties

c. Thermal Expansion

d. Gas Laws

10. Heat and the Laws of Thermodynamics

a. Heat as Energy Transfer

b. Distinction Between Temperature, Heat and Internal Energy

c. The Internal Energy of a Gas

d. Specific Heat
e. Calorimetry  
f. Latent Heat  
g. Methods of Heat Transfer: Conduction, Convection and Radiation  
h. First Law of Thermodynamics  
i. Second Law of Thermodynamics  

11. Electrostatics  
   a. Properties of Electric Charge  
   b. Methods of Charging Objects: Friction, Conduction, and Induction  
   c. Insulators and Conductors  
   d. Coulomb's Law  
   e. Electric Fields and Lines of Force  
   f. Electric Potential and Electric Potential Energy  

12. Electrodynamics  
   a. Electric Current  
   b. Electrical Resistance  
   c. Ohms Law  
   d. Electric Power  

13. Magnetism  
   a. Permanent Magnets and Their Properties  
   b. Magnetic Fields  
   c. Sources of Magnetism  
   d. Applications: Motors, Galvanometers, Loudspeakers  
   e. Electromagnetic Induction  

2. ENROLLMENT RESTRICTIONS
1. **Advisories:**
   Before enrolling in this course, students are strongly advised to satisfactorily complete MATH 122 or be eligible for enrollment in Math 171 as determined by the MJC assessment process.

3. **HOURS OF INSTRUCTION PER TERM**

<table>
<thead>
<tr>
<th>TYPE of HOURS</th>
<th>TERM HOURS</th>
<th>UNITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Discussion</td>
<td>52.5</td>
<td>3</td>
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<tr>
<td>Lab/Studio/Activity</td>
<td>52.5</td>
<td>1</td>
</tr>
<tr>
<td>Lecture/Discussion</td>
<td>17.5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Units Earned:</strong></td>
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<td><strong>5</strong></td>
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4. **TYPICAL METHODS OF INSTRUCTION**

   Instructors of this course might conduct the course using the following methods:
   - Face-to-face education -
     1. Lectures
     2. Demonstrations
     3. In-class activities

5. **TYPICAL ASSIGNMENTS**

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

   Typical assignments would include the following:
   1. Reading assigned chapters from the textbook
   2. Solving questions, exercises and problems pertaining to textbook reading and lectures

   Laboratory reports to include data analysis and comparison to theory to include selected questions, exercises and problems from textbook chapters.

   Examples of typical homework/exam questions:
   1. A ping pong ball of mass m rolls off the edge of a table 2 meters high.
When the ball strikes the floor its speed is 9 m/s. How fast was it moving when it left the table? (Ignore air friction)

2. What force is necessary to push a 30 kg block up a 40 degree incline at a constant speed if the coefficient of kinetic friction is 0.2?
3. Using physical principles, explain why an airbag inside your car can reduce injuries during a front-end collision.

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

Typical workload for the course includes the following:

1. Approximately one chapter of reading from the textbook per week
2. Approximately 15-20 homework questions, exercises and/or problems per week
3. One laboratory write-up per week to include graphical analysis and interpretation of data
4. Preparation for three tests and a comprehensive final exam

**6. TEXTS AND OTHER READINGS**


B. Other reading material:

**III. DESIRED LEARNING**

**A. COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

- enter Physics 101 with the necessary laboratory and problem solving skills required for success.

**B. STUDENT LEARNING GOALS**

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

**REQUIRED LEARNING GOALS**

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

1. Identify and apply the vocabulary, formalisms and basic concepts of...
selected topics in mechanics, wave motion, thermodynamics, electricity and magnetism.

2. Identify, compare and use the techniques of quantitative measurement in the topics noted above.

3. Apply several methods of problem solving using conceptual, analytical and experimental techniques.

4. Demonstrate the proper operation of laboratory equipment.

5. Demonstrate graphical techniques of displaying and analyzing experimental data.

6. Evaluate data within the context of the physics concepts.

7. Apply the scientific method to course content as well as in weekly lab exercises.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

Typical methods/instruments used to evaluate student progress towards meeting learning objectives include:

1. Weekly grading of homework assignments
2. Weekly grading of laboratory reports
3. Tests

B. SUMMATIVE ASSESSMENT:

Required cumulative written final exam.
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2007-2008 Catalog.

**OFADM 320 - Telephone Techniques** 1 Unit(s)

Development of effective use of the telephone. Scenarios include appropriate greetings, placing callers on hold, dealing with difficult callers, and communication on the telephone. Telephone equipment and services are also covered. A-F and CR/NC. Applicable to the Associate Degree.

II. LEARNING CONTEXT

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

1. COURSE CONTENT

   A. REQUIRED

      1. Communication

         1. Communication model
         2. Problems in telephone communication
         3. Positive telephone communication
         4. Effective listening
         5. Pronunciation and enunciation

      2. Telephone services

         1. Long distance
         2. Operator-assisted calls
         3. Directory use
4. Business service plans

3. Incoming calls
   1. Using an appropriate business greeting
   2. Transferring calls
   3. Screening calls
   4. Taking messages
   5. What information can be given out

4. Outgoing calls
   1. Five steps to making an outbound call
   2. Sales calls
   3. Requesting information

5. How to handle special types of calls
   1. Complaint/problems
   2. Difficult caller
   3. Appointment scheduling

6. Telephone technology and equipment
   1. Single versus multi-line telephones
   2. Voice mail
   3. Auto attendant
   4. Video conferencing and teleconferencing
   5. Cell/PDA use
   6. Auxiliary equipment

2. ENROLLMENT RESTRICTIONS
None

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th>Prorated Hours and Units</th>
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<tbody>
<tr>
<td>TYPE of HOURS</td>
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<tr>
<td>Lecture/Discussion</td>
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<tr>
<td>Lab/Studio/Activity</td>
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<tr>
<td>Total Units Earned:</td>
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</table>

4. TYPICAL METHODS OF INSTRUCTION

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

Face-to-face education -

1. Lecture
2. Demonstration
3. Hands-on practice

5. TYPICAL ASSIGNMENTS

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

Typical Assignments

1. Written scenarios where student will determine appropriate responses to customers.

2. Preparation of written transcripts of situations where they will gain information from potential vendors through their telephone calls.

3. The student will compare transcripts of calls and changes to make if a more effective call.

4. The student will leave appropriate messages as both the caller and receiver using voice mail.

5. Use of the telephone to simulate actual callers and administrative professionals practicing topics covered in class.

Sample questions:

1. Create a voice mail message that reflects that you will be in the office, but conducting training sessions all morning.
2. Plan your call for this scenario: You have to call Mrs. Smith to tell her that you underestimated the cost of remodeling her bathroom. Instead of costing $3,500 as you originally said, it will be $4,800. (You verified materials costs and discovered the recent price increases due to the hurricane.) Mrs. Smith has already agreed to have the work done at the original price, and youâ€™d still like to get this job for your company.

3. What are two methods of handling the talkative caller? Describe each method.

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

1. Daily written responses for different types of telephone calls.
2. Daily completion of chapter exercises from textbook.
3. Weekly taking messages for telephone calls.

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6. **TEXTS AND OTHER READINGS**


B. Other reading material:

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**III. DESIRED LEARNING**

**A. COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

demonstrate the proper etiquette in handling several types of incoming and outgoing business telephone calls.

**B. STUDENT LEARNING GOALS**

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

**REQUIRED LEARNING GOALS**

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

1. Identify the types of telephone services available to businesses
2. Apply a five-step process for handling customer problems and
complaints over the telephone
3. Identify the four main elements in the communication process
4. Utilize reference tools effectively when making or handling a call
5. Compare and contrast different types of telephone technology available and assess which would be best suited given a typical business environment
6. Employ the correct methods of handling various types of inbound customer calls
7. Explain the five-step process for making outbound calls
8. Demonstrate how to execute both a blind and an announced transfer of a call
9. Demonstrate positive communication while handling calls

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Simulated telephone calls between students
   2. Voice mail messages
   3. Quizzes

B. SUMMATIVE ASSESSMENT:
   1. Simulated telephone calls with the instructor
   2. Comprehensive final exam
Earn an Associate Degree:

1. **Complete 60 units in courses numbered 100 to 299**, twelve (12) of which must be completed “in-residence” at MJC. All courses numbered 100-299 will transfer to CSU, while some 100-299 transfer to UC. Please note that not all transfer units are accepted by every university. Consult an MJC Counselor or [www.assist.org](http://www.assist.org) for information on transferable MJC courses. Only one degree may be awarded in any one program.

2. **Earn an overall GPA of 2.0 or higher** (C average) based on all work attempted in college courses numbered 50 to 399.

3. **Complete the MJC Guidance and Activities Requirements** (see p. 77).

4. **Fulfill the general education requirement** for the school you plan to attend by successfully completing the appropriate General Education Transfer Pattern (with a C or better in each course) as indicated below. Upon receipt of your Associate Degree, you will also earn a Certificate of Achievement in CSU-GE or IGETC from MJC. In addition, successful completion will demonstrate that you have met or exceeded state-required competencies for reading, written expression, and mathematics.

   - **Do you plan to transfer to California State University?** Complete one of the following two patterns:
     - CSU-GE Transfer Pattern (see page 79)
     - IGETC Transfer Pattern (follow CSU requirements) (see page 81)

   - **Do you plan to transfer to the University of California?** Complete one of the following:
     - IGETC Transfer Pattern (follow UC requirements) (see page 81)
     - Individual breadth pattern for the UC campus of your choice as it appears on [www.ASSIST.org](http://www.ASSIST.org)

   - **Do you plan to transfer to a private or out-of-state college or university?**
     - Work with a counselor to choose and complete one pattern (CSU-GE or IGETC) that best fulfills lower-division requirements for the targeted school.
   - **Do you plan to earn a bachelors degree in a “high unit” major, or one that requires extensive lower-division preparation?**
     - Work with a counselor to determine whether the University Preparation Pathway is right for you. If not, you will need to complete the Career and Technical Education Pathway (see page 73) to earn an Associate Degree from MJC.

5. **Select and complete a Associate Degree Major or an Area of Emphasis**
   - **Associate Degree (AA or AS) Major**: Your final transcript will show that you have earned an AA or an AS in the chosen area. Please note that AA and AS majors include more courses than the required lower-division preparation for bachelor’s degree at the targeted college or university, and they are not intended for bachelor’s degree preparation. Please see a counselor to carefully select courses for MJC and your target institution.
   - **Area of Emphasis** (available in the Counseling Office in August 2008): A set of courses that you complete at MJC to prepare you for the major in which you plan to earn a bachelor’s degree. Courses in the Area of Emphasis are carefully selected to fulfill major requirements and to prepare you for your bachelor’s degree major at the transfer institution.

6. **Earn a grade of C or Better** for every course in the Area of Emphasis or the AA/AS Major.

7. **Apply for your degree**. The Associate in Arts Degree (AA) and the Associate in Science Degree (AS) are not automatically awarded when you complete the requirements. You will need to file an Application for Associate Degree in the Evaluations Office (Morris Memorial Building Room 107) after enrolling in courses for the semester in which you intend to graduate. Requirements may be completed during any semester or summer session. Please note that graduation exercises are held only at the end of the spring semester.

   - **Official Transcript Certification of general education requirements for transfer**. When you are ready to transfer, you will benefit from requesting General Education certification. See Certification of General Education on page 72 for information.

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*Students who possess baccalaureate or higher degree completed a regionally accredited college or university will have satisfied general education and competency requirements including guidance and activities for AA or AS Degree.
What is university preparation at MJC?

About the University Preparation pathway

Many students attend MJC to start their pursuit of an expansive college experience, often culminating in a bachelor’s degree, masters degree, PhD, or other professional degree conferred by another institution.

By attending MJC you can complete courses that can apply toward a bachelor’s degree for another institution. By following the University Preparation pathway on page 71, you will be able to complete coursework that is not only applicable to an Associate degree at MJC, but can also fulfill lower-division requirements for Bachelor’s degree at UC and CSU, and some other schools in California.

Transferable Courses

Transferable courses are those MJC courses that will apply toward baccalaureate credit at the institution you to which you plan to transfer. For CSU, all courses numbered 100-299 are considered transferable, while UC accepts some - but not all- 100-299 courses. For more information on transferring and which MJC courses are UC or CSU transferable meet with an MJC counselor or visit www.assist.org. CSU and UC will accept a maximum of 70 transferable units completed prior to transfer.

What units are required?

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<tr>
<th>Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>½ - 3</td>
<td>Guidance</td>
</tr>
<tr>
<td>2</td>
<td>Activities</td>
</tr>
<tr>
<td>34-45</td>
<td>General Education</td>
</tr>
<tr>
<td>+ 18-30</td>
<td>Area of Emphasis/Major</td>
</tr>
<tr>
<td>60</td>
<td>Units Overall</td>
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</table>

General Education Transfer Patterns

MJC, California State University (CSU), the University of California (UC), and other schools have created a process through which community college students can complete requirements for bachelor’s degree while attending California community colleges. At MJC, two General Education Patterns (CSU-GE and IGETC) are in place to allow you to complete most, if not all “lower-division” general education breadth requirements for bachelor’s degree as an MJC student. The CSU-GE and IGETC patterns are lists of MJC courses that you can take to fulfill certain requirements of the UC and CSU systems.

Completion of either pattern will fulfill the general education requirement for an Associate degree. Please note that completion of the IGETC pattern is not preferred at all schools and majors within the UC system. For more information see IGETC Considerations on page # or refer to www.assist.org for the most current course statuses. Most importantly, you should meet with a counselor to help you choose the appropriate pattern and coursework for your target school.

Certification of General Education

When you request your transcripts after completing your Associate Degree, you will need to request that your transfer pattern coursework be certified by the Records Office (Morris, 105). MJC transcript certification means that your transfer pattern coursework at MJC is officially recognized by the transfer institution as fulfillment of the corresponding General Education requirement(s) for baccalaureate when all coursework is completed with a C or better. If you do not have your MJC coursework certified, you can be held accountable for the target institution’s different General Education requirements upon commencing your study at that institution. Please note that the IGETC pattern allows only the entire pattern to be certified, while the CSU-GE pattern can be certified by “area” or in entirety.

Many MJC students apply to transfer to UC and CSU systems and are able to start classes at junior status.
Successfully complete the following steps to earn a Certificate of Achievement or Associate Degree from Modesto Junior College preparing you for employment. Enroll in a Guidance class or meet with a counselor to ensure that you complete each step accurately and efficiently. The following steps represent the minimum requirements to earn a degree*. You may earn a Certificate of Achievement and an Associate degree in a program, however only one degree (AA or AS) can be awarded in any one program.

**Earn a Certificate of Achievement:**

1. **Select a Certificate of Achievement** from the catalog and complete the requirements as listed.
2. **Earn a grade of C or Better** for every course in the Certificate of Achievement.
3. **Apply for your Certificate.** The Certificate of Achievement is not automatically awarded when you complete the requirements. File an application for Certificate online at PiratesNet (?) or in the Evaluations Office, Morris Memorial Building, Room 107.

**Earn an Associate Degree:**

1. **Complete 60 units in courses numbered 50 to 399.** Twelve (12) units must be completed “in-residence” at MJC.
2. **Earn an overall GPA of 2.0 or higher** (C average) based on all work attempted in college courses numbered 50 to 399.
3. **Demonstrate competence in reading, written expression, and mathematics.**
   - **READING:** Meet one of the following requirements:
     - Completion of the applicable General Education pattern (MJC-GE, CSU-GE, and/or IGETC) with a C average or better (2.0).
     - Completion of READ 184 with a C or better.
   - **WRITING:** Meet one of the following requirements:
     - English 101 eligibility on the English assessment
     - Completion of ENGL 101 with a C or better, or equivalent
     - Completion of ENGL 50 with a C or better, or equivalent
     - Score of 3, 4, or 5 on AP Exam: Language & Composition OR Literature & Composition
   - **MATHEMATICS:** Meet one of the following requirements:
     - Achieve MATH 90 eligibility on the math assessment
     - Score of 3, 4 or 5 on AP Exam: Calculus AB OR Calculus BC OR Statistics
     - Complete one of the following, or an equivalent course or courses, with a grade of C or higher:
       - MATH 50
       - MATH 71 and 72
       - MATH 90 or higher level math course
       - MATH 70
       - AG 280
4. **Complete the MJC Guidance and Activities Requirements** (p.##).
5. **Fulfill the general education requirement** by completing the MJC-GE Pattern (page 78) with a GPA of 2.0 or higher.
6. **Choose a MAJOR** from those listed in the catalog in which to earn your degree:
   - **Associate in Arts Degree (AA)** (Minimum 20 units in the major):
     - Complete requirements for any AA Major listed in the MJC Catalog. Your AA degree will be in that major.
   - **Associate in Science Degree (AS)** (Minimum 30 units in the major):
     - Complete requirements for any AS Major listed in the MJC Catalog. Your AS degree will be in that major.
7. **Earn a grade of C or Better** for every course in the major.
8. **Apply for your degree.** The Associate in Arts Degree (AA) and the Associate in Science Degree (AS) are not automatically awarded when you complete the requirements. File an Application for Associate Degree in the Evaluations Office, Morris Memorial Building, Room 107, after enrolling in courses for the semester in which they are completing the requirements. Requirements may be completed during any semester or summer session. The graduation ceremony will be held only at the end of the spring semester.

*Students who possess baccalaureate or higher degree completed at a regionally accredited college or university will have satisfied general education and competency requirements including guidance and activities for AA or AS Degree.
What is career and technical education?

What is the Career & Technical Education?

If you have visions of working in a skilled trade, occupation, or area in the community, you might consider the Career and Technical Education pathway. This educational plan allows you to earn a Certificate of Achievement and/or an Associate Degree which will give you targeted instruction and hands-on training for employment. Either you choose is designed to prepare you for employment in the community.

Associate Degree or Certificate of Achievement?

Your educational experience will vary depending on which award you target in the Career and Technical Education pathway. The certificate requirements are designed to provide you a fast, immersive learning experience in a skilled trade or vocation. The associate degree in Career and Technical Preparation is geared to help you move swiftly through MJC’s general education requirements (MJC-GE) for an associate degree and to immerse yourself in learning a trade or vocation so that you have an associate degree and evidence of skills in a trade. Therefore, upon completion of your degree, you will not only have completed general education component, you will have considerable knowledge and skills in a specific area of study. This plan is most beneficial for individuals who would like to explore career opportunities upon earning their associate degrees, and who have no plans to earn a Bachelor’s degree.

Career Options

MJC provides an array of associate degrees that can prepare you for jobs in the community. Programs like nursing, welding, administration of justice, business administration, and dairy science are designed with input from local employers to give you the training local employers are seeking. For more information on available programs, see page ##.

Choosing Courses

Course numbers can tell you a great deal about the type of course you are completing. Courses numbered 50-399 will apply toward your Associate degree if you are completing the Career and Technical Education pathway. The MJC-GE pattern includes courses numbered 50 and higher, whereas the Transfer General Education patterns only include courses numbered 100 to 299 for the purposes of transfer.

Types of Associate degrees

The Career and Technical Education pathway is unique in that it offers two types of Associate degrees; Associate of Science (AS) and Associate of Arts (AA). The AS degree requires more coursework in the major (minimum 30 units) and fewer electives to total 60 units for Associate degree. The AA degree requires a minimum of 20 units in the major, and therefore allows you to complete more electives outside the major for the degree.

Is a Bachelor's Degree in Your Future?

If you think that you may want to pursue a Bachelor’s degree at any point in the future, be sure to meet with a counselor to evaluate your goals. Not all courses completed for the Career and Technical Education pathway will transfer to a Bachelor’s degree-granting institution.

<table>
<thead>
<tr>
<th>What units are required?</th>
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</thead>
<tbody>
<tr>
<td>½ - 3 Guidance</td>
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<tr>
<td>2 Activities</td>
</tr>
<tr>
<td>18-19 General Education (MJC-GE)</td>
</tr>
<tr>
<td>20-31 AA Major OR AS Major</td>
</tr>
<tr>
<td>+ 5-19½ Electives</td>
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<td>60 Units Overall</td>
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Honors Program
Eva Mo, Honors Program Coordinator/History Professor
Where: EAST CAMPUS, Founders Hall, Room 173
Phone: (209) 575-6105
Hours: By appointment
Website: www.mjc.edu/honors
Email: moe@mjc.edu

What is the MJC Honors Program?
If you are a highly motivated or an accomplished student and would like your education at MJC to prepare you to compete well at the highest university levels, then the MJC Honors Program may be for you. This program is meant to further promote excellence by honing the skills and talents of our intellectually gifted, uniquely creative, and/or academically committed students. Honors students are challenged and guided by honors faculty to delve deeper, think more critically, and argue more persuasively. These students also have the opportunity to meet other gifted students and experience the spirit and encouragement of such a like-mindedly determined cohort.

What are the benefits of being in the MJC Honors Program?
Besides the experience of an enhanced education and being better prepared to compete at the university level, students who graduate from the program will gain any number of perks through enhanced transfer agreements.

**HONORS PROGRAM BENEFITS**
- Priority admission and registration at transfer institutions
- Scholarships granted by some CSU and UC institutions
- Continuation of the honors experience at the transfer institution
- Invitations to College and university and receptions and special events
- Guaranteed housing
- Priority admission into English 101 at MJC for students who meet appropriate Honors Program deadlines

What are Honors units?
Honors units are units of coursework that you complete in order to demonstrate that you are academically competent in strategically challenging courses. Honors Units are not additional units to be completed, but rather overlap your existing educational plan. You will work with a counselor and the Honors Program Coordinator to select appropriate courses. There are two ways to earn such units.

**HONORS CONTRACTS**
Many instructors at MJC are willing to give you individual attention by enhancing a course to be at honors level. Once an agreement is established this is referred to as an honors contract. Once you are accepted into the honors program, you will be expected to initiate contracts with instructors. A list of participating instructors is available from the Honors Program Coordinator. Honors contracts may only be established in 3 unit or more courses numbered 100-299 (transferable).

**HONORS COURSES**
Honors courses are developed from courses which appear on the IGETC transfer pattern. Each semester certain courses will offer a section of a course at honors level in a seminar format, meaning there will be a great deal of facilitated discussion. Enrollment will be limited to 25 students, with honors program participants getting preferred registration.

Applying to the program:
1. Make an appointment with the Honors Program Coordinator in Founders Hall 173
2. Download and complete an Honors Program Application packet at www.mjc.edu/honors. In this application you will need to demonstrate the following:
   a. Eligibility for English 101 or higher at time of application
   b. 3.25 community college GPA (12 units) or 3.5 credentialed High School GPA or recent 1050 SAT or recent 25 ACT
   c. One letter of recommendation (see application)
   d. One statement of purpose 500 word-essay (see application)
3. Attend honors orientation before starting your first honors semester
   * If you have not recently attended community college or high school, or if you do not meet the entrance requirements, see the honors coordinator for alternate requirements.

Maintaining honors program enrollment:
1. Complete English 101 by the end of your first honors semester.
2. Maintain a 3.25 or higher cumulative GPA
3. Attend one on-campus academic and one cultural activity each semester
4. Attend one off-campus academic or cultural activity each year
5. Attempt at least one honors contract or course per year

To complete the program:
1. Complete 15 units of Honors Work
2. Maintain a 3.25 cumulative GPA
3. File an application to graduate from the Honors Program
4. Complete an Honors Program Experience Survey

Proof of Participation
If you complete the honors program, Honors Scholar will be clearly noted on your Modesto Junior College Official Transcript. In addition, honors courses completed will also be noted on the transcript.