Curriculum Committee

Agenda

Tuesday, March 11, 2008
Yosemite, 205 2:40 PM

I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

January 29, 2008
February 12, 2008
February 26, 2008

III. NOTIFICATION

Correction to Minutes of November 22, 2005
The following courses were approved at the November 22, 2005 with the approval action as “M/SU to Approve ANSC 200” (an incorrect department and course number). The minutes of that meeting have been corrected to reflect the accurate course and number.

| FSCI 367 | INTDS 230 | METEO 171x,A | MUSIC 172 | PEC 172 | SPAN 110 |
| GEOL 064 | INTEC 115 | MICRO 101 | MUSIC 180 | PEC 179 | SPCOM 101 |
| GEOL 160 | INTEC 380 | MUSIC 127 | MUSIC 190 | PEC 186 | SPCOM 104 |
| GEOL 161 | MATH 010 | MUSIC 140 | PE 103 | PEC 195 | SPCOM 107 |
| GEOL 165 | MATH 020 | MUSIC 142 | PE 110 | PEM 108 | SPCOM 110 |
| GEOL 166 | MATH 050 | MUSIC 145 | PE 132 | PEM 111 | STSK 120 |
| GEOL 174 | MATH 144 | MUSIC 146 | PE 349 | PHYS 142 | SUPR 351 |
| GUIDE 111 | MATH 171 | MUSIC 147 | PEC 143 | PHYS 143 | THETR 101 |
| HE 100 | MATH 172 | MUSIC 148 | PEC 144 | PHYSO 101 | THETR 165 |
| HE 101 | MATH 174 | MUSIC 149 | PEC 145 | POLSC 131 |
| HUMSR 112 | MDAST 350 | MUSIC 161 | PEC 147 | RATV 101 |
| HUMSR 113 | METEO 151 | MUSIC 162 | PEC 164 | SOCIO 154 |
| IIS 016 | METEO 160 | MUSIC 171 | PEC 168 | SPAN 109 |

Engineering Award Approvals – Correction to the minutes of 10/23/07
On the 10/23 agenda, it read that the Engineering AS degree was up for review, however actual review of that degree did not take place until 11/06/07. On 10/23/07, the Engineering Technology and the Engineering Drafting Technology AS degrees were under review and were approved. The minutes from 10/23/07 will be updated to accurately reflect approvals of both awards instead of Engineering AS degree.
IV. CONSENT

MACH 212 D,E

*Machine Tool Technology 2*

**Effective:** Summer 2008 *(Expedited!)*

**Modify:** Hours

**Enrollment Restrictions:** Maintaining *(P)* Satisfactory completion of MACH 211 or MACH 301

**TMI Status:** Not approved for TMI

**Materials Fee Status:** No materials fee required.

**Articulation Status:** Transfers to CSU

**General Education Status:** Does not fulfill GE requirement.

MACH 395 A,B

*Advanced Machine Tool Technology Laboratory*

**Effective:** Summer 2008 *(Expedited!)*

**Modify:** Grading

**Enrollment Restrictions:** Maintaining *(P)* Satisfactory completion of MACH 211, MACH 221, MACH 222, or MACH 301

**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.

V. DISCUSSION

AUTEC 315

*A1: Engine Repair*

**Effective:** Summer 2009

**Modify:** Title, units, hours, description, course goal, learning goals, content, typical assignments, methods of assessment

**Enrollment Restrictions:** Maintaining *(P)* Satisfactory completion of AUTEC 311

**TMI Status:** Not approved for TMI

**Materials Fee Status:** Old outline was approved for Materials Fee of an unspecified amount. No Materials Fee is currently being charged per Datatel. Proposed Materials fee of $16.35. *(Note: One unresolved Tech Review question remains regarding materials fee (disposable gloves))*

**Articulation Status:** Not a transfer-level course.

**General Education Status:** Does not fulfill GE requirement.

DAIND 304

*Sensory Evaluation*

**Effective:** Summer 2009

**Modify:** Field trips, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks

**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.

DAIND 305

*HACCP and Food Safety*

**Effective:** Summer 2009

**Modify:** Title, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks

**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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
</table>
| DAIND 306   | Dairy Industry Employability Skills  | 1     | Effective: Summer 2009
Modify: Field trips, repetitions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
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. |
|             | Industrical Technology - Electrician Program – (INTEC) | 39    | Expedited approval for (term unspecified)
Certificate: Industrial Technology – Electrician
AS Degree: Industrial Technology – Electrician |
| MACH 223    | Advanced CNC Machine Operations      | 3     | Effective: Summer 2008 (Expedited!)
Modify: Hours, units
Enrollment Restrictions: Maintaining (P) Satisfactory completion of MACH 222
TMI Status: Not approved for TMI
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU
General Education Status: Does not fulfill GE requirement. |
| OFADM 232   | Advanced Word Processing & Desktop Publishing | 3     | Effective: Summer 2008 (Expedited!)
Modify: TMI
Enrollment Restrictions: Maintaining (A) OFADM/CMPSC 231 or prior knowledge of word processing software
Materials Fee Status: No Materials Fee Required
Articulation Status: Transfers to CSU
General Education Status: Does not fulfill GE requirement. |
| OFADM 311   | Business Proofreading and Editing    | 1     | 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. |
| OFADM 312   | Alphabetic Notetaking                | 3     | Effective: Summer 2008 (Expedited!)
Modify: Units, Hours
Enrollment Restrictions: Maintaining (A) Satisfactory completion of OFADM 301
Materials Fee Status: No materials fee required.
Articulation Status: Not a transfer-level course.
General Education Status: Does not fulfill GE requirement. |
VI. OLD BUSINESS

1. Title 5 Compliance Progress
   a. Skills Recognitions – *Update on Conversion for 17 Unit or Fewer Awards* Karen Walters Dunlap 79
   b. Broadness of Degrees: (e.g. Social Science, Family and Consumer Sciences, Foreign Language) Brian Sanders 95
   c. Areas of Emphasis Brian Sanders 95
   d. AOEs and Production of 08-09 Addendum Letitia Senechal 99
2. Curriculum Review Process Karen Walters Dunlap
3. Educational Requirements Committee Karen Walters Dunlap
   (This item postponed indefinitely)

VII. NEW BUSINESS

1. CurricUNET Training Karen Walters Dunlap

VIII. SUBCOMMITTEES

1. **UPDATE:** Special Topics, Experimental, Independent, Work-Experience Pedro Mendez
2. **UPDATE:** CurricUNET Implementation Brian Sanders
3. **UPDATE:** Satisfaction of GE and competency requirements using course work from foreign universities Ruth Cranley

IX. PUBLIC COMMENT
I. APPROVAL OF ORDER OF AGENDA

Subcommittee reports moved to top of agenda.

II. APPROVAL OF MINUTES

Review and approval of the January 29 and February 12 meeting minutes postponed until March 11th meeting.

III. OLD BUSINESS

1. Title 5 Compliance Progress
   a. Skills Recognitions – Update on Conversion Process for 17 Unit or Fewer Awards  
      Karen Walters Dunlap

   Some departments/divisions don't want to move forward with submitting their <17 unit Skills Recognitions to the State during the current grace period. Someone asked if the Instruction Office would take responsibility for creating the CSU-GE/IGETC certificates. This is unknown. Programs must be a defined series of courses, not just a collection of whatever units a student chose to complete.

2. Curriculum Review Cycle  
   Karen Walters Dunlap

   Committee members were asked if they had floated the idea of the review cycle back at their divisions? No answer was given. Accreditation mandates adopting a review cycle. Committee needs to decide what programs and courses will be the first up to start the cycle. And what comes next. A schedule needs to be created that will begin this fall. CurricUNET can be set up to assist with creating and maintaining the cycle. Courses recently reviewed (within a year) can be wrapped into the package of courses being submitted as a group. K Walters Dunlap will bring the topic of the review cycle to IAC.

3. Educational Requirements Committee  
   Karen Walters Dunlap

   Until Program Review is settled, the idea of an Education Requirements Committee will be postponed (postponed indefinitely).
4. Broadness of Degrees for Title 5 Compliance 08-09
   (e.g. Physical Science, Behavioral/Social Science)

   (See discussion under ‘Title 5 Compliance Progress - a. Skills Recognitions – Update on Conversion Process
   for 17 Unit or Fewer Awards’)

5. CurricUNET Features (Lab Content, Institutional Outcomes, Matching)

   MOTION: Courses that have LAB component need to spell out what is contained therein when entering the course
   content in CurricUNET. (R. Cranley)
   LDTP needs the content for LAB courses to be explicitly stated on outlines.
   Concern was expressed about courses that are a blend of LEC and LAB (e.g. MUSIC and PE courses.)
   AMENDMENT: “…have either required content or a standard text saying, ‘This is a combination LEC/LAB class.’…”
   Maybe as a checkbox in CurricUNET (B. Sanders) No objection to friendly amendment.
   M/S/U to approve amended motion
   Science Labs need a textbook. This is being required by four-year public institutions.

   MOTION: To activate/implement the requirement that institutional outcomes must be selected for each course. (B.
   Sanders)
   Outcomes can include many things; academic, life long learning, etc.
   M/S/U to approve

   MOTION: To require matching course outcomes to methods of assessment (A. Peek)
   M/S/U to approve

IV. NEW BUSINESS

1. Curriculum Committee Membership -
   Addition of Matriculation Representative
   Karen Walters Dunlap
   According to existing bylaws, the Matriculation Representative is a voting member.

2. Credit by Examination & CurricUNET
   Brian Sanders
   MOTION: To include a checkbox in CurricUNET to indicate if a course is eligible for Credit by Examination (M. Robles)
   M/S/U to approve

3. Curriculum Meeting/Submission Calendar for 2008-2009
   Barbara Adams
   Sample calendar for the 2008-2009 year was presented. One member pointed out that the school would be closed on
   November 11 and therefore we shouldn’t schedule a meeting. Another member suggested that the spring dates be
   moved back a week to allow for a week between the beginning of the semester and the first curriculum meeting.
   One member requested a calendar/schedule for CurricUNET training.

V. SUBCOMMITTEES

1. UPDATE: Special Topics, Experimental, Independent, Work-Experience
   Pedro Mendez
   Subcommittee is making progress. They will meet again on Thursday, February 28.
2. **UPDATE: CurricUNET Implementation**
   Karen Walters Dunlap
   Subcommittee members have had the opportunity to play around with the system. CurricUNET people were looking to find out who submitted the data. They said it was the cleanest data they've ever seen. The Curriculum Committee was invited to move across the hall at the end of the meeting to see a demonstration.

3. **UPDATE: Satisfaction of GE and competency requirements using course work from foreign universities**
   Ruth Cranley
   Subcommittee last met on February 5. They will meet again on March 4.

**VIII. PUBLIC COMMENT**

The topic, "Areas of Emphasis" needs to reappear on the next agenda.
Sean Fornelli

From: Barbara Adams
Sent: Thursday, February 21, 2008 2:24 PM
To: Sean Fornelli; Jeff Weaver; Michael Adams; Letitia Senechal
Cc: Pedro Mendez
Subject: RE: Changes to MACH 223/295/212 classes
Attachments: MACH 223 Expedited Approval Request.doc

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From: Jeff Weaver
Sent: Friday, February 01, 2008 4:58 PM
To: Barbara Adams; Michael Adams; Sean Fornelli; Letitia Senechal
Cc: Pedro Mendez; Jeff Weaver
Subject: Changes to MACH 223/295/212 classes

A number of curriculum related items surfaced during the fall semester that need to be addressed. I have spoken with Pedro Mendez who directed me to contact Sean Fornelli. On Friday, February 01, 2008, Sean and I spoke at length concerning these issues and he advised me to contact the co-chairs of the curriculum committee to best address the problem. He indicated that it should not be an issue to make the corrections, but that he must be directed to do so by you. The issues are stated below and I would like to get started on this ASAP.

MACH 395 A&B – These are now CR / NC only. They are supposed to be letter grade with a CR / NC option. These are new classes that were among a series of classes that I developed via Curricuweb. They were first offered in the Fall of 07 and until I attempted to enter the letter grades that students had earned at the end of the term in December, I had no indication that these classes had been entered as CR / NC grading ONLY. These should be CR / NC OPTION classes. CR / NC grading presents a hardship for a number of my students that, as a condition of employment advancement, must receive a letter grade of “B” or better in their coursework. **Please change these classes to standard letter grading with an option of CR / NC grading.**

MACH 212 D&E - Somehow these classes got changed from a 3 or 6hr lab to a 6 or 9hr lab (lab hours required and resulting units awarded is the only difference between the D&E sections). I did not make this increase of three lab hours nor do I wish to. These classes have been offered for at least 20 years in a 3hr. lecture and a variable 3/6hr. lab format and will continue to be so offered in the future. To be consistent with past practice and Carnage guidelines, Sean Fornelli indicated that the lab hours should be 52.5hr for the “D” section and 105hr. for the “E” level section. This would correctly correlate to a lab requirement of 3hrs/wk and 6.20 hrs/wk respectively. **Please direct Sean to correct this obvious typo error and change back to the standard 3hr. lecture and 6.20 hr lab format as it should be and has always been in the past.**

MACH 223 This advanced Computer Numerical Control (CNC) operations class was first offered and beta tested last Fall. At that time I closely monitored the time that the students that had enrolled in the class were spending on the 19 lab assignments by use of a time clock as well as personal observation. This was a good group to beta test and the developed curriculum and lab assignments proved to be excellent. However, the allotted lab time necessary to complete the required projects proved to be greatly underestimated. I estimated that the 26.25hrs allotted for the ½ unit portion would be a bit aggressive, but my test group spent between 71 and 90 hours to complete the assignments. This would be consistent with a 1.50 unit lab requiring 78.75hrs. The labs were very well organized, documented, and received by the students in the class. When debriefed at the end of the course as to recommendations to improve the class content or execution, all students indicated that the class in its present presentation format should not be modified. To do so would detract from the intent of the course. To be consistent with, and to reflect with the rigor of this recently beta tested class, **I respectfully request that you direct Sean Fornelli to make the appropriate changes to the original course outline to increase the lab hours for MACH 223 from 26.25hr to 78.75hr and increase the class unit value from 2 to 3 units.**

It is understood that all of the above changes must be approved at some level by the curriculum Committee before they can be legitimate. I am requesting that Sean be directed to make these simple changes directly into the system as I apparently do not currently have assess to do so. I am very hesitant about starting from scratch and re-inputting everything to make these changes as I feel that this would be asking for trouble, a good deal of work, as well as unnecessary.

Please expedite this matter so that the changes will be reflected in the next schedule of classes as well as the catalog.

Jeff Weaver

3/5/2008
I. DIVISION: Agriculture, Environmental Sciences and Technical Education  DIV./DEPT. NO: 73-5880
PREFIX/NO.: MACH 212  COURSE TITLE: Machine Tool Technology 2
Formerly listed as:  
Date Changed: 

II. ALSO OFFERED AS:
Div:  Prefix/No.:  Title:  
Div:  Prefix/No.:  Title:  

III. COURSE INFORMATION:
Units:  or  Variable Units:  
X=1/2 unit  A=1 unit  B=2 units  C=3 units  D=4 units  E=5 units
Total Hours:  Lecture: 52.5  Lab: 52.5 or 105  Other:  
Explain Other hours:  
Transfer Credit:  CSU –  UC –  CAN – 
General Ed:  AA/AS Area:  CSU GE Area:  IGETC Area:  
Offered Only:  Fall –  Spring –  Summer –  Eve –  Not offered every semester – 

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:
(Please check all that apply and list below. Also attach appropriate documentation forms)
Prerequisite (P) –  Corequisite (C) –  Recommended for Success (R) –  Limitation on Enrollment (L) –  
MACH 211 or MACH 301

V. CATALOG DESCRIPTION:
This class is intended to address the situation of the traditional daytime student with little or no experience in the manufacturing areas of the economy and has completed MACH 211. The principles and fundamental use of precision grinders and advanced applications of the manual engine lathe and milling machine are a primary focus. Advanced levels of measuring systems, the study of basic metalurgy, and the techniques of heat treating to enhance the properties of metallic parts are addressed. This course meets California apprenticeship standards.

VI. FIELD TRIPS REQUIRED?  Yes  No  Maybe  

VII. GRADING:  A-F Only  CR/NC Only  CR/NC Option  Non-Graded  

VIII. REPEAT PROCEDURES:  Credit:  No  *Yes  Maximum Completions:  Maximum Units:  
Non-Credit:  No  Yes  Maximum Completions:  
*(If course is repeatable, attach a memo with the appropriate justification) 

IX. EXPLAIN FEE REQUIRED:  

rev: 5/2002
X. **PREREQUISITE SKILLS**
Before entering the course, the student will be able to:

A. Identify the setup and proper use various work holding devices on the lathe and vertical milling machine.
B. Calculate the appropriate cutting speed, spindle speed and feed rates for all cuts.
C. Turn cylindrical and conical surfaces both internal and external, using the lathe.
D. Determine proper size and be able to cut key slots using an end mill cutter and vertical milling machine.
E. Cut aluminum and steel parts to rectangular size within .005 inch.
F. Define screw thread terminology and describe the means by which screw threads are produced and measured.
G. Conduct precision and semi-precision measurement in the traditional inch system.
H. Convert fractions to their decimal equivalents.
I. Measure with steel rules to 1/64 inch and with micrometers and vernier calipers to .001 inch.
J. Interpret lines, symbols and notes on one and two view mechanical drawings.
K. Identify cutting tool geometry and grind single point lathe tools and twist drills.
L. Safely operate the drill press, pedestal grinder, engine lathe, and vertical milling machine.
M. Inspect and evaluate finished work pieces utilizing precision measuring tools.

XI. **OBJECTIVES** (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

A. Identify the operational components of horizontal and vertical milling machines.
B. Identify, know the functions of, and operate standard and special milling cutters.
C. Select the proper feed, speed and depth of cut for various milling operations.
D. Apply various work holding devices utilized in milling operations and be able to set up the machine to allow their use.
E. Identify and correct causes of milling cutter failure.
F. Identify and apply the correct cutters for reaming, boring, counter-boring and counter-sinking holes.
G. Apply a selection of dial indicators, inside micrometers, surface plates and gauge blocks in machine setups and inspection work.
H. Appraise the construction and safe operation of standard surface grinders.
I. Demonstrate the use of a surface grinder to machine a rectangular workpiece square and parallel.
J. Categorize grinding wheels according to composition, characteristics, and shapes.
K. Generate close tolerance holes by honing.
L. Classify ferrous metals according to composition using SAE system.
M. Conduct hardness tests on metallic parts, both ferrous and non ferrous.
N. Describe the effect of alloying elements on steel.
O. Select and apply the proper heat treating procedures for various types of steel.
P. Cut and measure standard English threads by single point method using the engine lathe.
XII. CONTENT

Note: The content of this class is basically the same as MACH 302, as are the Objectives. The primary difference between the two classes is the population that each has been developed to serve. The sequential 200 series of Machine Tool Technology classes (MACH 212) is designed to address the needs of the younger, traditional student who has not been exposed to various machining practices employed in the manufacturing workplace. More time is required to introduce and develop concepts that are new and to develop the needed skills to operate the equipment effectively. The sequential 300 series of classes (MACH 302) have been developed to meet the needs and time constraints of the older, working student, who is currently involved in a manufacturing industry and needs to further develop skills to maintain employability or position themselves for advancement. This student typically is not available to take daytime classes, has had considerable exposure to the subject matter, is likely to be familiar with the equipment, and is able to move through the curriculum at a much faster pace. It is the intent in each series of classes to address the same topics and at the end of each sequential course advance the student to the same level of competency.

A. Milling machines
   1. Construction
      a. Horizontal
      b. Vertical
   2. Cutters
      a. Slab
      b. Plain
      c. Face
      d. Form
         1. angle
         2. gear
         3. radius
      e. Fly cutters
      f. End mills
   3. Work holding devices
      a. Vises
      b. Fixtures
      c. Clamping
   4. Attachments
      a. Dividing head
      b. Rotary table
      c. Vertical shaper
      d. Right angle head
   5. Hole Machining
      a. Reaming
      b. Boring
      c. Counter-sinking
      d. Counter-boring

* = Multi-cultural objective or content item
6. Speeds and feeds
7. Setups and operations
   a. Squaring stock
   b. Milling keyways
   c. Angular cuts

B. Abrasive Metal Removal
   1. Honing
   2. Grinding
      a. Grinding Wheels
         1. Characteristics
         2. Composition
         3. Shapes
         4. Dressing, truing and balancing
      b. Surface Grinders
         1. Machine types
         2. Flat and parallel surface production
         3. Square surface production
      c. Cylindrical Grinders
         1. Machine types
         2. Cylindrical surface production

C. Dial indicators
   1. Types
   2. Applications

D. Precision layout and inspection
   1. Height gage
   2. Gage blocks
   3. Sine bar
   4. Surface plate

E. Metallurgy
   1. Ferrous and Non Ferrous properties
   2. Effect of alloying elements

F. Heat Treatment of Metallic Parts
   1. Process
   2. Hardness testing to determine properties

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Related material is discussed in lecture class

* = Multi-cultural objective or content item
2. Instructor led demonstration of all skills to the class
3. Field trips--students visit and observe local industry
4. Video tapes that provide supplemental demonstrations and information
5. Student demonstrate learned skills via competency based projects

B. Typical assignments used in achieving learner independence and critical thinking:
   1. Student, weighing options, plots the most efficient and appropriate operations sequence.
   2. Student inspects, evaluates, and if necessary, reworks project.
   3. Student submits project and completed operational sequence form and inspection report

XIV. TEXTBOOKS AND OTHER READINGS (Typical)

A. Required texts:
   Weaver, Jeff. *MACH 212 Syllabus*.

B. Other readings:

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)
   Protective Eye Wear, Padlock

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Midterm and final exams
B. Observation of performance and work habits
C. Mechanical inspection and measurement of projects
D. Use performance rating sheets to judge safety, accuracy and workmanship
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Jeff Weaver

3/5/2008
I. DIVISION: Agriculture, Environmental Sciences & Technical Education DIV./DEPT. NO: ___________
PREFIX/NO.: MACH 395 COURSE TITLE: Advanced Machine Tool Technology Laboratory
Formerly listed as: ___________________________ Date Changed: __________

II. ALSO OFFERED AS:
Div: ___________ Prefix/No.: ___________ Title: ___________________________
Div: ___________ Prefix/No.: ___________ Title: ___________________________

III. COURSE INFORMATION:
Units: _______ or Variable Units: □ X=1/2 unit □ A=1 unit □ B=2 units □ C=3 units □ D=4 units
Total Hours: Lecture: _______ Lab: 52.5, 105, 157.5 Other: _______
Explain Other hours: ___________________________
Transfer Credit: CSU – □ UC – □ CAN – _______
General Ed: ___ AA/AS Area: ___ CSU GE Area: ___ IGETC Area: ___
Offered Only: Fall – □ Spring – □ Summer – □ Eve – □ Not offered every semester – □

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:
(Please check all that apply and list below. Also attach appropriate documentation forms)
Prerequisite (P) – □ Corequisite (C) – □ Recommended for Success (R) – □ Limitation on Enrollment (L) – □
MACH, 211, MACH 221, MACH 222, or MACH 301

V. CATALOG DESCRIPTION:
Provides access to a Machine Tool Technology laboratory setting for advanced students for the purpose of continued skills development applicable to production machining processes.

VI. FIELD TRIPS REQUIRED? Yes □ No □ Maybe □

VII. GRADING: A-F Only □ CR/NC Only □ CR/NC Option □ Non-Graded □

VIII. REPEAT PROCEDURES: Credit: No □ *Yes □ Maximum Completions: 4 □ Maximum Units: 8
Non-Credit: No □ Yes □ Maximum Completions: 2
*(If course is repeatable, attach a memo with the appropriate justification) Proficiencies are enhanced by supervised repetition and practice.

IX. EXPLAIN FEE REQUIRED: ____________________________________________
X. PREREQUISITE SKILLS
Before entering the course, the student will be able to:

1. Set tool and work offsets on both CNC lathes and mills.
2. Indicate fixtures in the CNC mill.
3. Change vice and collets in CNC lathe.
4. Install cutting tools into both lathe and mill.
5. Validate programs graphically.
6. Run first article parts using approved safety procedures.
7. Measure with steel rules to 1/64 inch, and with micrometers and vernier calipers to .001 inch.
8. Interpret lines, symbols and notes on one and two view mechanical drawings.
10. Inspect and evaluate finished work pieces utilizing precision measuring tools.
11. Identify the primary operating components of typical CNC machine tools.

XI. OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

1. Develop an improved level of competency in the operation one or more equipment available in the Machine Tool Technology Lab (i.e. lathe, grinding, vertical mill and CNC programming related machines).
2. Gain further confidence and familiarity with common procedures required to accurately produce parts.

XII. CONTENT
Will vary, as this is a lab access class to which the student will focus efforts either on assigned tasks by the instructor or the skills development associated with a particular process to which introductory instruction has already been given. The content for this course will focus on at least one of the following:

A. Job success through proper project design and preparation
B. Operation of Manual Turning machines
C. Operation of Manual Milling machines
D. Operation of Manual Precision grinding machines
E. Operation of Manual Honing machines
F. Operation of Precision Tool and Cutter Grinders
G. Operation of Precision measuring and Inspection Equipment
H. Operation of CNC Turning Machines
I. Operation of CNC Milling Machines
J. Operation of EDM Equipment
MACH 395 Advanced Machine Tool Technology Laboratory

K. Operation of Drilling Machines
L. Operation of metallurgical heat treating equipment
M. Operation of metallurgical fusion equipment
N. Production of programs for the operation of computer controlled equipment (CNC)

XIII. TEACHING METHODS
A. Methods to achieve course objectives:
   1. Self paced learning by laboratory experience
   2. Demonstration by instructor
B. Typical assignments used in achieving learner independence and critical thinking:
   1. Student works independently to plan, setup, produce, and inspect parts and processes.

XIV. TEXTBOOKS AND OTHER READINGS (Typical)
A. Required texts:
   None.
   Required information for labs are provided via handouts by instructor.
B. Other readings:

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)
1. Approved safety eyewear and clothing appropriate to the task by industry safety standards.

XVI. METHODS OF EVALUATING STUDENT PROGRESS
1. Instructor observation of performance and work habits
2. Recorded time-at-task in lab via time clock
Effective Date: 05/05/2008
Course: AUTEC 315

AUTEC 315 Course Data Summary Report

AUTEC 315 - A1: Engine Repair 3.5 Unit(s)
Action Type: Change Course Components
Effective: May 1, 2007
Primary Author: Gerald Wray
Other Author(s): Pedro Mendez
CC Representative Approval By: Judy Gonzales
Division Staff Review By: Judy Gonzales
Division Dean Approval By: Mark Anglin

Rationale for course action
This course is being modified to avoid the loss of accreditation from an outside agency (NATEF) National Automotive Technician's Education Foundation. We have previously submitted other auto courses for updating to the new accreditation requirements which include title and hours changes and this is the last in that process.

Course Data Elements
Credit Type: Degree applicable credit
Credit Sub-Type: Associate Degree Only
TOP Code: SAM Code: C State Classification: I
Open Entry/Open Exit: No Work Experience: No

Modified Elements
Catalog Description, Course Content, Course Goal, Hours, Learning Goals (Objectives), Methods of Assessment, Title, Typical Assignments, Units

Instructor Load

<table>
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<tr>
<th>Course</th>
<th>Type of Hours</th>
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<th>Override Load %</th>
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Materials Fees
Modesto Junior College
AUTEC 315 Course Data Summary Report

Items:

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<tr>
<td>Disposable gloves (box)</td>
<td>1</td>
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<tr>
<td>3 ring binder</td>
<td>1</td>
<td>1.85</td>
</tr>
</tbody>
</table>

These items are related to the Student Learning Goals because:

The use of safety glasses and gloves demonstrates safe working practices in the automotive laboratory. A binder is required to record and organize performed tasks.

These items have continuing value because:

Both the glasses and gloves can be used outside the classroom and are valuable safety equipment when working with hazardous substances or materials.

If the District is NOT the only source of these materials, explain why the students have to pay a fee to the District rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

Cost savings to the student and health/safety issues.

Enrollment Restrictions & Advisories

**Prerequisite(s):**
Satisfactory completion of AUTEC 311

**Levels of Scrutiny:**
Level 1 - Completed
Level 2 - Completed
Level 5 - The data has met the established criteria. The division requests that the curriculum committee approve this requisite.

Program Relationships

**Program:** Automotive Technician  **Award:** AS Degree  **Program:** Automotive Technician  **Award:** Certificate

Attachments
I. COURSE OVERVIEW

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

AUTEC 315 - A1: Engine Repair  3.5 Unit(s)

Prerequisite: Satisfactory completion of AUTEC 311.
Use of automotive type of machine shop equipment. Engine disassembly, cleaning, inspection, measuring, and reassembly procedures.
A-F Only. Materials fee required. 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

A. Engines

1. Cylinder heads
2. Valve mechanisms
3. Cylinder blocks
4. Pistons
5. Connecting rods
6. Crankshafts
7. Camshafts
8. Lubrication

B. Machine shop operations
1. Boring
2. Honing
3. Pressing
4. Grinding
5. Crack repair

2. ENROLLMENT RESTRICTIONS

1. **Prerequisite(s):**
   Satisfactory completion of AUTEC 311

**Prerequisite Skills**
Before entering the course, the student will be able to:
1. Identify the various types of hand and power tools used in the automotive industry as well as their uses.
2. Research various repair manuals and service publications to acquire information on repairs and maintenance of vehicles.
3. Demonstrate the proper and safe use of tools and equipment used in the automotive industry.
4. Describe the basic automotive systems and their respective functions.

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th>TYPE of HOURS</th>
<th>TERM HOURS</th>
<th>UNITS EARNED</th>
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<td>Lecture/Discussion</td>
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<tr>
<td>Lab/Studio/Activity</td>
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**Total Units Earned:** 3.5

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
- Face-to-face education -

Related technical material will be presented through designated class lecture
and laboratory demonstrations.

Student work performed in the laboratory will strengthen the lecture and demonstration information.

Visual aids from automotive manufacturer's and suppliers are used to clarify technical information.

Students demonstrate the mastery of each competency by the successful completion of related laboratory projects. 

5. TYPICAL ASSIGNMENTS

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

1. Students will disassemble a cylinder head and analyze parts for wear to determine it's condition during operation.
2. Students will calculate shim thickness to correct valve spring height.
3. VSI shims are available in 0.015", 0.030", and 0.060" sizes. True or false?
4. What is done to a replacement valve seat insert to shrink it for easier installation?

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

1. Students will be assigned approximately 2 hours of reading each week.
2. Students must also complete weekly homework and prepare for class quizzes and tests.

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:

demonstrate competence in the use of automotive engine machining equipment and be prepared to pass the A1 Automotive Service Excellence
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. Demonstrate proper safety practices in the automotive laboratory.
2. Use various types of hand and power tools for engine rebuilding.
3. Research various repair manuals and service publications for information relating to the repair and maintenance of automotive engines.
4. Determine and record manufacturer's specifications for specific engines.
5. Compile a list of parts needed to complete an engine overhaul.
6. Analyze engine component wear patterns to determine condition, cause of wear, and serviceability.
7. Demonstrate skills in performing valve and cylinder head service.
8. Calculate valve height and adjust to manufacturer's specification.
9. Demonstrate the proper service procedures for valve trains.
10. Diagnose problems relating to the valve train.
11. Rebore a cylinder and hone to manufacturer's specification.
12. Recondition connecting rods to manufacturer's specification.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Weekly homework
2. Quizzes
3. Mid-term examination
4. Laboratory assignments

B. SUMMATIVE ASSESSMENT:

1. Final examination
2. Final project evaluation
Modesto Junior College

DAIND 304 Course Data Summary Report

DAIND 304 - Sensory Evaluation 1 Unit(s)

Action Type: Change Course Components
Effective: May 1, 2007
Primary Author: Rhonda Wolf
Other Author(s): Donna Yarnal, Gloria Wilson, Mark Anglin
CC Representative Approval By: Marlies Boyd
Division Staff Review By: Rhonda Wolf
Division Dean Approval By: Mark Anglin

Rationale for course action

Update course content, student learning goals and assessments.

Course Data Elements

Credit Type: Degree applicable credit
Credit Sub-Type: Associate Degree Only
TOP Code: SAM Code: C
State Classification: I
Open Entry/Open Exit: No
Work Experience: No

Modified Elements

Course Content, Course Goal, Field Trips, Learning Goals (Objectives), Methods of Assessment, Methods of Instruction (Teaching Modalities), Textbooks and Other Readings, Typical Assignments

Instructor Load

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<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
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Program Relationships


Attachments
I. COURSE OVERVIEW

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

**DAIND 304 - Sensory Evaluation** 1 Unit(s)

Develop skills for sight, taste, smell and touch, in the evaluation of various dairy products. Course content follows the California Agriculture Teaching Association Curricular Code used for Career Development Events--dairy product evaluation. May be completed up to 2 times. Field trips may be required. A-F Only. 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. Milk quality judging
      a. Intensity of flavor
      b. Off flavor
   2. Cheese identification
   3. Real vs. imitation
      a. Butter/margarine
      b. Dairy cream/non-dairy cream
      c. Chocolate milk/imitation chocolate milk
      d. Sour cream/imitation sour cream
      e. Cheese/imitation cheese
   4. Butter grading
   5. Cheese grading
   6. Dairy products scoring terms and point values

2. ENROLLMENT RESTRICTIONS

   None

3. HOURS OF INSTRUCTION PER TERM

   Prorated Hours and Units
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<thead>
<tr>
<th>TYPE of HOURS</th>
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<td>1</td>
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</table>

**Total Units Earned:** 1

4. **TYPICAL METHODS OF INSTRUCTION**

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

- **Face-to-face education** -
  1. Lectures.
  2. Hands-on demonstration.
  3. Class discussion.

5. **TYPICAL ASSIGNMENTS**

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

   1. Given 20 milk samples, students will recognize characteristics and defects.
   2. Given 10 cheese samples, students will identify each.
   3. Given 10 samples of real and artificial dairy products, students will identify each product.
   4. Discussion of dairy products scorecards.

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

   1. Weekly written homework assignments that review dairy product quality standards.
   2. Study for practical exams.

6. **TEXTS AND OTHER READINGS**

   **A. Required Texts:**
   **B. Other reading material:** Instructor Handouts

III. **DESIRED LEARNING**

   **A. COURSE GOAL**

   As a result of satisfactory completion of this course, the student should be
prepared to:
Differentiate different problems in fluid milk associated with quality.
Recognize and describe various qualities associated with both real and imitation dairy products.

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:

1st Completion

1. Recognize ten milk flavors with regard to intensity of flavor as well as off flavors associated with industry problems.
2. Identify the “range” of defects in whole milk as: slight, definite or pronounced by use of a numerical scale.
3. Identify defects in whole milk.
4. Identify seven different cheese varieties.
5. Recognize real vs. imitation dairy products.
6. Demonstrate proper technique for completing dairy product scorecards.
7. Describe terms associated with dairy products evaluation.

2nd Completion

1. Recognize 15 milk flavors with regard to intensity of flavor as well as off flavors associated with industry problems.
2. Explain the range of defects in whole milk as: slight, definite or pronounced by use of a numerical scale.
3. Identify 13 varieties of cheese.
4. Explain the difference between real and imitation dairy products.
5. Teach other students how to properly complete dairy products scorecards.

RECOMMENDED LEARNING GOALS
Upon satisfactory completion of this course (when the related recommended content is covered), the student will be able to:

1. Visit a local dairy processing facility to observe industry techniques for monitoring dairy product quality.
IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Practical exams that reflect dairy product evaluation.

B. SUMMATIVE ASSESSMENT:

1. Final exam that encompasses an evaluation of all dairy products studied in the class.
Modesto Junior College
DAIND 305 Course Data Summary Report

DAIND 305 - HACCP and Food Safety 1 Unit(s)
Action Type: Change Course Components
Effective: May 1, 2007
Primary Author: Rhonda Wolf
Other Author(s): Donna Yarnal, Gloria Wilson, Mark Anglin
CC Representative Approval By: Marlies Boyd
Division Staff Review By: Rhonda Wolf
Division Dean Approval By: Mark Anglin

Rationale for course action
Update course content, student learning goals and assessments.

Course Data Elements
Credit Type: Degree applicable credit
Credit Sub-Type: Associate Degree Only
TOP Code: SAM Code: C State Classification: I
Open Entry/Open Exit: No Work Experience: No

Modified Elements
Course Content, Course Goal, Learning Goals (Objectives), Methods of Assessment, Methods of Instruction (Teaching Modalities), Textbooks and Other Readings, Title, Typical Assignments

Instructor Load

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<td>5%</td>
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Program Relationships

Attachments
I. COURSE OVERVIEW

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

DAIND 305 - HACCP and Food Safety 1 Unit(s)

Introduction to hazardous analysis critical control point programs, including the importance of HACCP and the identification of critical control points. Class will demonstrate how to design and implement an HACCP plan. May be completed up to 2 times. Field trips are required. A-F Only. 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

HACCP plans vary depending on the type of processing facility, the equipment used and the technology available. As technology changes, HACCP plans must be modified to meet new circumstances. Export requirements and government standards change to reflect new sanitation procedures.

1. Importance of food safety in the dairy plant
2. Common causes for food borne illnesses
3. Identification of critical control points
4. Developing a hazardous analysis critical control point plan for an individual plant
5. Establishing corrective action plans
6. Assessing hazards and risks in the dairy plant

2. ENROLLMENT RESTRICTIONS
3. HOURS OF INSTRUCTION PER TERM

<table>
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<th>Prorated Hours and Units</th>
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<tr>
<td>TYPE of HOURS</td>
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<td>Lecture/Discussion</td>
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</table>

Total Units Earned: 1

4. TYPICAL METHODS OF INSTRUCTION

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

- Face-to-face education -
  1. Lecture.
  2. Discussion.
  3. Analysis of potentially hazardous scenarios in product facilities.

5. TYPICAL ASSIGNMENTS

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

1. Given a hazardous scenario, students will analyze the situation and provide solutions utilizing HACCP standards.
2. Reading assignments that reflect current industry protocol in food sanitation.
3. Develop a HACCP plan for a food processing facility.

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

1. Weekly reading assignments.
2. Development of a HACCP plan submitted at the end of the semester.

6. TEXTS AND OTHER READINGS

**A. Required Texts:**

**B. Other reading material:** Instructor handouts
III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
Write a HACCP plan for a food processing facility.

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. Explain the importance of food safety in the dairy plant and the ramifications of unsafe dairy product handling practices.
2. Name common bacteria associated with food borne illness.
3. List types of food safety hazards and their origin.
4. Identify critical control points and provide solutions for proper food handling.
5. Establish critical limits.
6. List corrective actions to be taken.
7. Diagram a process flow and identify the critical control points.
8. Demonstrate documentation methods used in HACCP programs.
9. Set up a verification system.
10. Describe actual HACCP standards implemented at local food processing plants (field trip).

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Essay exams or other equivalent writing assignments.
2. Short answer tests.
3. Problem-solving.

B. SUMMATIVE ASSESSMENT:
1. Completion of a HACCP plan.
Modesto Junior College
DAIND 306 Course Data Summary Report

DAIND 306 - Dairy Industry Employability

Action Type: Change Course Components
Effective: May 1, 2007
Primary Author: Rhonda Wolf
Other Author(s): Donna Yarnal, Gloria Wilson, Mark Anglin

CC Representative Approval By: Marlies Boyd
Division Staff Review By: Rhonda Wolf
Division Dean Approval By: Mark Anglin

Rationale for course action
Update course content, student learning goals and assessments.

Course Data Elements
Credit Type: Degree applicable credit
Credit Sub-Type: Associate Degree Only
TOP Code: SAM Code: C
State Classification: I
Open Entry/Open Exit: No Work Experience: No

Modified Elements
Course Content, Course Goal, Field Trips, Learning Goals (Objectives), Methods of Assessment, Methods of Instruction (Teaching Modalities), Repetition Policy, Textbooks and Other Readings, Typical Assignments

Instructor Load

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Program Relationships

Attachments
I. COURSE OVERVIEW

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

DAIND 306 - Dairy Industry Employability Skills 1 Unit(s)

Resume preparation, interviewing skills, and job search techniques that are unique to the dairy processing industry.
A-F Only. 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. Careers in the dairy industry
2. Preparing a resume as prescribed by Human Resource Departments of leading dairy processing companies
3. Specific interviewing skills
4. Mock interviews
5. Processing skill demonstrations
6. Manufacturerâ€™s team concepts

2. ENROLLMENT RESTRICTIONS

None

3. HOURS OF INSTRUCTION PER TERM

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<th>Prorated Hours and Units</th>
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<td>Lecture/Discussion</td>
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<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. Role-playing.
3. Discussion groups.
4. Mock interviews.

5. TYPICAL ASSIGNMENTS

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

1. List careers in the dairy processing industry and describe the skills required for each.
2. Develop a functional resume.
3. Participate in a mock interview.

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

1. Preparation for weekly quizzes.
2. Preparation for class discussion and mock interviews.
3. Weekly homework assignments.

6. TEXTS AND OTHER READINGS

A. Required Texts:
B. Other reading material: Instructor handouts

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
Prepare a resume and discuss requirements for a career in the dairy processing industry.

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. Discuss typical careers in the dairy industry and describe necessary qualifications for these jobs.
2. Prepare a resume for submission for employment.
3. Identify proper dress for interviewing.
4. Demonstrate oral skills for successful interviewing.
5. Participate in mock interviews.
6. Analyze actual job interviews.
7. Identify interview criteria as presented by Human Resource professionals from the dairy foods industry.

**IV. METHODS OF MEASURING STUDENT PROGRESS**

**A. FORMATIVE ASSESSMENT:**

1. Weekly quizzes.
2. Skill demonstration.
3. Participation in class discussion.

**B. SUMMATIVE ASSESSMENT:**

1. Development of a resume that meets industry standards.
2. Participation in a mock interview.
To: Leticia Senechal, Curriculum Specialist  
From: Pedro Mendez, Technical Education  
Cc: Jon Kropp, Mark Anglin, Karen Walters Dunlap, Barbara Adams, Michael Adams  
Date: 1/24/08  
RE: Expedited Curriculum Approval Request

**Request:** Expedited approval of changes in the Industrial Technology – Electrician Certificate and Associate of Science Degree to be reflected in the 2008-09 Catalogue. These changes to include (1) program description update and (2) modification of program courses that make up the certificate and AS degree. Total units will remain the same.

**Criteria for Imminent Need:**
Proposals for expedited curriculum committee approval will be accepted if they meet one of the following criteria:

- To avoid loss of accreditation from an outside agency
- To avoid loss of course articulation
- **To facilitate work force training demands**
- To accommodate programs with course changes that would adversely impact students’ abilities to progress.

**Details of Request:**
Internally our Division has been attempting to determine how to incorporate the new Department of Apprenticeship Standard program for employees who have been registering in selected classes approved by the state at MJC that enables them to be classified as Electrician Trainees and take courses that cover content material on the Electrician State Licensing Exam. Simultaneously, the department believes there is an issue of clarity for students wishing to study to become Electricians. With so many variations of programs it has become confusing for the general public to determine what degree to pursue.

To this end we would like to propose the change below as an emergency approval for the 2008-2009 catalog. The benefits of the changes are as follow:

1) Clearly identifies the Industrial Technology – Electrician Program as the appropriate program for students to pursue who are interested in a career as an Electrician.
2) Aligns the Industrial Technology – Electrician Program with the current DAS: Electrician Trainee Program as School #136, the current ACT Program: Electrician Pathway, and the Stanislaus County Alliance ETPL: Electrician Sponsored program.
3) Creates a future place holder for the upcoming IBEW (International Brotherhood of Electrician Workers) 2008 initiative to send IBEW Wiremen and IBEW Construction Electricians (both below Journey Level Electricians) to MJC to enroll in classes.
4) Maintains the Industrial Technology: Electrician title and current 30 unit structure but with a more prescriptive sequence of relevant course work.
<table>
<thead>
<tr>
<th><strong>Industrial Technology: Electrician (Current)</strong></th>
<th><strong>Industrial Technology: Electrician (New)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM DESCRIPTION:</strong> Courses are intended for students that are interested in career opportunities as Residential, Plant, or Facilities Electricians as well as those currently working in the industry that need to update or upgrade their knowledge and skills.</td>
<td><strong>NEW PROGRAM DESCRIPTION:</strong> Program is intended for students that are interested in career opportunities and/or industry skills as Electricians in residential, commercial, industrial, plant or facility environments. This program also meets 150 hours per year course requirement by the State of California Division of Apprenticeship Standards for registered Electrician Trainees (for more information visit: <a href="http://www.mjc.edu/teched/home">www.mjc.edu/teched/home</a>).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INTEC 208:</strong> World of Electricity</th>
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</tr>
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<tbody>
<tr>
<td><strong>INTEC 221:</strong> Instrumentation</td>
<td><strong>INTEC 222:</strong> Principles of Wiring</td>
</tr>
<tr>
<td>INTEC 223: Industrial Electrical Components &amp; Control Devices</td>
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</tr>
<tr>
<td>INTEC 226: Motors, Controls and Controllers</td>
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</tr>
<tr>
<td><strong>INTEC 229:</strong> Commercial and Industrial Wiring</td>
<td>INTEC 229: Commercial and Industrial Wiring</td>
</tr>
<tr>
<td>ELTEC 232: Introduction to PLC</td>
<td>INTEC 248: NEC I</td>
</tr>
<tr>
<td>INTEC 248: NEC I</td>
<td><strong>ELTEC 230:</strong> Electrical Blueprint Reading</td>
</tr>
<tr>
<td>INTEC 261: General Plant Maintenance</td>
<td>ELTEC 230: Electrical Safety</td>
</tr>
</tbody>
</table>

**Electives: 7 Units in INTEC**

| **INTEC 221:** Instrumentation | **HE 100:** CPR |
| INTEC 249: NEC II | **INTEC 366:** Heating, Ventilation, Air Conditioning and Refrigeration |
| **INTEC 229:** Commercial and Industrial Wiring | ELTEC 232: Introduction to PLC |
| **INTEC 226:** Motors, Controls and Controllers | **ELTEC 212:** Digital Principles and Circuits |
| **INTEC 248:** NEC I | **INTEC 306:** Introduction to Occupational Safety & Health |

**Total Units: 30**

**Total Units: 30**
NEW PROGRAM DESCRIPTION: Program is intended for students that are interested in career opportunities and/or industry skills as Electricians in residential, commercial, industrial, plant or facility environments. This program also meets 150 hours per year course requirement by the State of California Division of Apprenticeship Standards for registered Electrician Trainees (for more information visit: www.gomjc.org/teched).

Certificate of Achievement: Industrial Technology - Electrician

• To earn a Certificate of Achievement, student must complete the 24 required units and complete at least 6 elective units. Each must be completed with a C or better.

Required Courses – Complete 24 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>INTEC 208:</td>
<td>[1]</td>
<td>World of Electricity</td>
<td>3</td>
</tr>
<tr>
<td>INTEC 223:</td>
<td>[2]</td>
<td>Ind. Electrical Components &amp; Control Devices</td>
<td>3</td>
</tr>
<tr>
<td>INTEC 225:</td>
<td>[2]</td>
<td>Principles of Wiring</td>
<td>3</td>
</tr>
<tr>
<td>INTEC 226:</td>
<td>[3,4]</td>
<td>Motors, Controls and Controllers</td>
<td>3</td>
</tr>
<tr>
<td>INTEC 248:</td>
<td>[1]</td>
<td>NEC I</td>
<td>3</td>
</tr>
<tr>
<td>ELTEC 230:</td>
<td>[1]</td>
<td>Electrical Blue Print Reading</td>
<td>2</td>
</tr>
<tr>
<td>ELTEC 320:</td>
<td>[2]</td>
<td>Electrical Safety</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses: Complete 6 units

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<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>INTEC 221:</td>
<td>[4]</td>
<td>Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>INTEC 249:</td>
<td>[2,4]</td>
<td>NEC II</td>
<td>3</td>
</tr>
<tr>
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<td>[NP]</td>
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<td>1</td>
</tr>
<tr>
<td>INTEC 366:</td>
<td>[NP]</td>
<td>Heating, Ventilation, Air Conditioning and Ref.</td>
<td>3</td>
</tr>
<tr>
<td>ELTEC 232:</td>
<td>[3,4]</td>
<td>Intro. To PLC</td>
<td>2</td>
</tr>
<tr>
<td>INTEC 306:</td>
<td>[NP]</td>
<td>Introduction to Occupational Safety &amp; Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 30

A.S. Degree: Engineering Technology

• To earn an Associate in Science Degree, the student must complete the MJC Associate Degree Requirements in addition to the coursework below.
TO: Curriculum Committee

FROM: Jeff Weaver

RE: MACH 223 Expedited Approval Request

DATE: February 1, 2008

This advanced Computer Numerical Control (CNC) operations class was first offered and beta tested last Fall. At that time I closely monitored the time that the students that had enrolled in the class were spending on the 19 lab assignments by use of a time clock as well as personal observation. This was a good group to beta test and the developed curriculum and lab assignments proved to be excellent. However, the allotted lab time necessary to complete the required projects proved to be greatly underestimated. I estimated that the 26.25 hrs allotted for the ½ unit portion would be a bit aggressive, but my test group spent between 71 and 90 hours to complete the assignments. This would be consistent with a 1.50 unit lab requiring 78.75hrs. The labs were very well organized, documented, and received by the students in the class. When debriefed at the end of the course as to recommendations to improve the class content or execution, all students indicated that the class in its present presentation format should not be modified. To do so would detract from the intent of the course. To be consistent with, and to reflect with the rigor of this recently beta tested class, I respectfully request that you direct Seán Fornelli to make the appropriate changes to the original course outline to increase the lab hours for MACH 223 from 26.25hr to 78.75hr and increase the class unit value from 2 to 3 units.

Please expedite this matter so that the changes will be reflected in the next schedule of classes as well as the catalog.
I. COURSE OVERVIEW

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

MACH 223 - Advanced CNC Machine Operations 3 Unit(s)

Prerequisite: Satisfactory completion of MACH 222.
Advanced setups, controller issues, and inspection techniques that may be encountered in the use of CNC controlled machine tools.
May be completed up to 2 times. A-F and CR/NC. Materials fee required.
Applicable to the Associate Degree. Transfer to CSU. MJC-GE - 2.

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. Tooling
   1. Selection for appropriate process
   2. Insert selection and replacement
   3. Selection of tool holder and attachment of cutter
   4. Editing of existing programs
2. Tool offsets
   1. Setting multiple offsets for one tool if needed
   2. Use of tool presetting device
3. Bar feed for lathe set-up and operate
4. Manually bore lathe chuck soft jaws to fit workpiece
5. Install dedicated fixturing in machining center
   1. Verify that all program-embedded work offsets are downloaded
   2. Install and operate multiple/progressive fixture
6. Rotary 4th axis fixture
7. Install and change CNC controller settings to permit operation
8. Set work and tool offsets to centerline of axis
B. RECOMMENDED
1. Write a lathe program using conversational format
2. Produce a part on an electronics engine lathe using conversational programming format.

2. ENROLLMENT RESTRICTIONS
1. Prerequisite(s):
   Satisfactory completion of MACH 222

   Prerequisite Skills
   Before entering the course, the student will be able to:
   1. Set basic tool and work offsets on both CNC turning and machining centers
   2. Indicate fixtures in a CNC machining center
   3. Change chuck and collets in a CNC turning center
   4. Install cutting tools in both CNC turning and machining center
   5. Validate programs graphically
   6. Run first article product using approved safety protocol

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
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<tr>
<td>TYPE of HOURS</td>
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<td>Lab/Studio/Activity</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. Lecture
   2. Video tape, and
   3. Laboratory demonstration

5. TYPICAL ASSIGNMENTS
   A. Quality: Assignments require the appropriate level of critical thinking
   You will need to scan the active program to determine if it is necessary to set
multiple tool offsets for an individual tool. If so required, the multiple offset numbers designated in the program must be determined, the distance from the machine home position calculated, and the resulting initial diameter offsets entered into the appropriate registers. After producing the resulting first article for inspection, you will need to adjust these individual offsets to bring the part into required size as determined by stated tolerance on the drawing for that dimension.

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

1. Weekly assigned reading assignments
2. Weekly study and planning of assignment covered during the previous lecture in preparation for the lab assignment for that week.
3. Weekly identify and review relevant procedures covered during the prerequisite class, MACH 222, necessary to successfully complete the upcoming lab assignment.
4. Weekly review of class handouts

6. TEXTS AND OTHER READINGS


B. Other reading material: Syllabus containing reference material, homework, and lab assignments

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
Perform more complex setups and produce parts using Computer Numerically Controlled vertical machining centers and turning centers. These advanced setups will include parts produced using 4th axis fixtures, fixtures that have position work offsets embedded in the operational program, 3-dimensional machined parts, turned parts produced using a bar feeder, and production parts requiring multiple setups and tool offsets.

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. Perform minor editing on existing programs
2. Set up and operate a pneumatic bar feed device on a CNC lathe
3. Bore chuck soft jaws to size needed to properly hold workpiece
4. Establish multiple tool offsets for a single tool
5. Replace cutting tool inserts
6. Select and properly install toolholders into CNC lathes and machining centers
7. Select and properly install tooling into toolholders
8. Install a 4th axis rotary device on a CNC machining center
9. Install and operate a machining center with multiple progressive fixturing
10. Install, verify, and operate fixed position production tooling using embedded work offsets in the operational program.

RECOMMENDED LEARNING GOALS
Upon satisfactory completion of this course (when the related recommended content is covered), the student will be able to:

Observe how the utilization of 4th axis positioning systems can increase the productivity of a CNC machining center in the production facility.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Instructor observation of student performance and work habits
2. Evaluation of student ability to complete assigned projects and work sheets in a timely manner
3. Mechanical inspection of completed projects

B. SUMMATIVE ASSESSMENT:
1. Mechanical inspection of complex projects submitted during the end of the term
2. Final examination covering material and skill presented during the
course
Rationale for OFADM 232
Rationale for OFADM 232
I. DIVISION: Business, Behavioral & Social Sciences  DIV./DEPT. NO: 41-0514
PREFIX/NO.: OFADM 232  COURSE TITLE: Advanced Word Processing and Desktop Publishing

Formerly listed as:  Date Changed: 

Hours/Week:  Lecture: 3  Lab: 2  Other:  If catalog is to read lecture/lab check here  
% Load: .167  % Load: .111  % Load: 
Other (explain): 

II. ALSO OFFERED AS:
Div:  Prefix/No.:  Title: 
Div:  Prefix/No.:  Title: 

III. COURSE INFORMATION:
No. Weeks: 18  TOP: 0701.00  State Class: I  Method of Instruction: 30 
Units: 3  SAM: B  Wk/Ex:  In-Service: 
Tot % Load: .278  CAN:  Apprentice: 
Offered Only: Spring  Summer  Fall  Eve  Not offered every semester: 

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:
Prerequisite (P)  Corequisite: (C)  Recommended for success (R) x
(Please check all that apply and list below. Also attach appropriate documentation forms)
(R) OFADM 231/CMPSC 231 or prior knowledge of word processing software

V. CATALOG DESCRIPTION:
Application of advanced word processing techniques and procedures including those features relating to desktop publishing. For students who are already knowledgeable in word processing software.

VI. FIELD TRIPS REQUIRED?  Yes  No  x  Maybe 

VII. GRADING:  A-F Only  CR/NC Only  CR/NC Option  x  Non-Grades 

VIII. REPEAT PROCEDURES:  Credit: No  x  Yes  Maximum Completions:  Maximum Units: *
Non-Credit: No  x  Yes  Maximum Completions: 

IX. EXPLAIN FEE REQUIRED: 

Rev: 8/98  53
OFADM 232  Advanced Word Processing and Desktop Publishing

X. PREREQUISITE SKILLS
Before entering the course, the student will be able to:

XI. OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

1. List and describe how advanced formatting features of word processing software are used.
2. Identify and explain timesaving features of word processing software.
3. Identify correct business format for documents
4. List and describe the steps to create advanced mail merge, macros, tables, and styles.
5. Describe features of software relating to desktop publishing.
6. Select and evaluate appropriate reading dealing with subject matter from current trade magazines.
7. Define typography terminology presented in the course.
8. Describe several types of design elements used in desktop publishing.
9. Demonstrate through the completion of laboratory assignments the advanced features of word processing software, including mail merge, macros, tables, and styles.
10. Demonstrate the ability to use the software to create desktop publishing documents.
11. Demonstrate the mastery of word processing software through a written and oral presentation on an original piece of work.
12. Demonstrate the use of various typographical elements in the creation of documents.
13. Demonstrate the ability to use different types of output devices.
14. Demonstrate the use of scanning equipment and software.
15. Demonstrate the ability to produce various types of documents incorporating the use of specific design elements.

XII. CONTENT

A. Reinforcement in use of word processing software
B. Formatting of business and desktop publishing documents
C. Advanced features of word processing software
   1. Graphics
   2. Headers/Footer
   3. Columns
   4. Sorts and selects
   5. Macros
   6. Mail merge
   7. Tables
   8. Styles
OFADM 232 Advanced Word Processing and Desktop Publishing

D. Production Reports to measure output and efficiency
E. Independent readings on word processing desktop publishing
F. Terminology related to typography
G. Scanner and scanned file extensions
H. Page layout and design principles

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Material presented through class lecture and hands-on lecture/laboratory demonstrations
   2. Additional study will be required from word processing manuals
   3. Additional study will be required from word processing/computer magazines
   4. Students demonstrate formatting mastery and software mastery through completion of laboratory assignments.
   5. Instruction in course will require demonstration of advanced word processing techniques in the preparation of business documents and desktop publishing documents. Written analysis and documentation of timesaving features will be used in presentations of class projects. Problem-solving techniques will be employed to make modification to laboratory assignments.

B. Methods used in achieving learner independence and critical thinking:
   1. Each student is required to provide written analysis of independent reading required.
   2. Given a problematical task the student is to define in writing the correct procedures for formatting and the features of the word processing software needed to complete the task.
   3. Student will be required to demonstrate mastery and application of advanced macro features.

XIV. TEXTBOOKS (Typical)

   Advanced Microsoft Word 97 with Desktop Publishing, EMC Paradigm Company

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Class presentation
B. Magazine article summaries
C. Laboratory assignments
D. Written examinations including essays
E. Timed computer examinations.
TMI for OFADM 232
TMI for OFADM 232
Rationale for OFADM 311
Rationale for OFADM 311
I. COURSE OVERVIEW

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

OFADM 311 - Business Proofreading and Editing           3 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to be able to keyboard assignments.

Development of skills in transcribing notes including mastery of problems in spelling, word usage, punctuation, grammatical construction, capitalization, syllabication and use of figures. 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. Review and clarification of English usage
   1. Punctuation rules
   2. When to capitalize
   3. How to express numbers
   4. Grammatical construction
   5. Principles of mailable copy

2. Spelling and vocabulary
   1. Spelling rules
   2. Words commonly misspelled in business writing
   3. Words commonly confused in business writing
   4. Study of basic business vocabulary
   5. Hyphenation and word division

3. Skill-building techniques and devices for correlating notes, keyboarding, and English
   1. Reading by thought phrases
   2. Transcription control drills
3. Proofreading techniques
4. Use of reference books
5. Editing notes and making minor revisions
6. Judging correctness of content

2. ENROLLMENT RESTRICTIONS
1. Advisories:
   Before enrolling in this course, students are strongly advised to
   be able to keyboard assignments.

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TYPE of HOURS</td>
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</tr>
<tr>
<td>Total Units Earned:</td>
</tr>
</tbody>
</table>

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
Face-to-face education -

1. Presentation of principles of punctuation, word usage, number expression, etc.
2. Overhead transparencies.
3. Dictation of sentences.
4. Discussion and correction of problems assigned for outside study.
5. Demonstration of transcription techniques.
6. Demonstration of organizing material for rapid and efficient use.

5. TYPICAL ASSIGNMENTS

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

1. Review your transcription assignment and determine if your keyboarded material is mailable.
2. After dictating the following words, write the correctly spelled business term: receipt, freight, secretary, stationery, etc.
3. Proofread the following letter that contains punctuation, spelling, and
capitalization errors.
4. On the following handout, indicate the correct term to be used in the context of the sentence.

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

1. Determination of correct punctuation and grammar in handouts
2. Study preparation for exams, including midterm and final
3. Preparation for monthly spelling quizzes
4. Transcription of dictated business documents provided during class
5. Memorization of punctuation, capitalization, spelling, and number rules
6. Analysis of sentences in notebook

6. TEXTS AND OTHER READINGS
   B. Other reading material: Syllabus packet published by Modesto Junior College

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared to:

      proofread and edit handwritten and typed business documents to correct errors in punctuation, grammar, and spelling.

   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. analyze sentences for meaning.
2. define basic words in a business vocabulary.
3. proofread and edit sentences.
4. demonstrate efficient transcribing techniques (coordinating keyboarding, notes, and English) so as to produce mailable copy.
5. apply the principles of correct English usage.
6. effectively consult reference books such as the dictionary, word finder, and reference manual to ensure correct transcription of dictation.
7. punctuate dictated sentences to make clear the meaning and explain the reason for the punctuation marks.
8. apply spelling rules to achieve correct spelling of words.
9. choose the right word (from words frequently confused) to express exact meaning.
10. produce mailable copy on the first keyboarding by applying proofreading techniques and making corrections.
11. demonstrate proficiency in problem-solving exercises by deciding if material dictated is accurate or contains deliberate errors that must be corrected.
12. evaluate the mailability of keyboarded material according to transcription standards.

RECOMMENDED LEARNING GOALS
Upon satisfactory completion of this course (when the related recommended content is covered), the student will be able to:

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Midterm examination
   2. Quizzes
   3. Transcription assignments
   4. Records of production of mailable copy from notes

B. SUMMATIVE ASSESSMENT:
1. Final examination
TMI for OFADM 311
TMI for OFADM 311
Rationale for OFADM 312
Rationale for OFADM 312
Rationale for OFADM 312
Rationale for OFADM 312
I. COURSE OVERVIEW

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

OFADM 312 - Alphabetic Notetaking 3 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to satisfactorily complete OFADM 301.

Abbreviated writing system, using the alphabet, designed to give students a quick and easy method of writing in a short period of time. Designed for academic or job-related activities with emphasis on increasing speed in taking notes for college or business.

A-F Only. 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. Complete presentation of alphabetic writing system theory including abbreviations, word beginnings, and word endings using all 26 longhand letters of the alphabet.
   1. Introduction to rules for notetaking using alphabetic symbols
   2. Memorization of brief forms
   3. High-frequency word groups
2. Comprehensive drill on theory principles through specifically designed dictation material.
   1. Sound-Spelling exercises
   2. Reading, writing, and transcription exercises
3. Techniques of taking dictation and transcribing.
   1. Listening and memorizing tips
   2. Writing efficiency
      1. Notetaking tools
   3. Phrasing
4. Comprehension accuracy
4. Techniques of using reference books to aid in judging correctness of transcription.
   1. Punctuation review
   2. Business document formatting
5. Dictation practice beginning at 50 wpm for 1 minute and increasing to 60 wpm for 3 minutes.
   1. Application exercises
   2. Word review

2. ENROLLMENT RESTRICTIONS
   1. Advisories:
      Before enrolling in this course, students are strongly advised to satisfactorily complete OFADM 301.

3. HOURS OF INSTRUCTION PER TERM

<table>
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<td>Lecture/Discussion</td>
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</tbody>
</table>

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
   Face-to-face education -
   
   1. Lecture and demonstration of correct techniques to construct dictated outlines
   2. Repetitive dictation practice of words, phrases, special abbreviations, and sentences
   3. Accelerated dictation through the use of speed building techniques
   4. Lecture and demonstration of techniques used in transcribing
   5. Formatting techniques for memos and letters
   6. Software and pre-recorded voice text to practice listening skills
   7. Homework and outside reading
   8. Collaborative projects
   9. Quizzes and examinations

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

1. Analyze written and oral dictation to determine the scope of the situation.

2. Collaborate on team projects involving analysis, transcription, formatting of dictated material.

3. Apply decision-making skills to determine proper layout of dictated lesson material.

4. Analyze oral or written dictation content to answer questions or statements.

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

1. Transcribe a variety of instructions, notes, and documents from oral and pre-recorded dictation lessons (minimum of 1 hour/week).

2. Practice written drills on letters of the alphabet and short and long word forms (minimum of 1 hour/week).

3. Practice team dictation drills of short- and medium-length sentences and paragraphs (minimum of 1/2 hour/week).

3. Transcribe oral and written dictated notes into correctly formatted outlines, memos, and letters (minimum of 2 hours/week).

4. Take 3-4 exams consisting of oral and/or written dictated material that is transcribed and typed in the appropriate format (4 hours/term).

5. Take a final comprehensive exam consisting of both oral and written dictated material that will be transcribed and typed in the appropriate format (2 hours/term).

6. TEXTS AND OTHER READINGS

   Comments: Used to teach alphabetic notetaking principles. Last revision was in 1989.

Per the Instructor - the reason the text is so dated is it is no longer in print, AND this is the format the Instructor learned on and therefore that is why this text is preferred.

III. DESIRED LEARNING

A. COURSE GOAL

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

prepare to take notes quickly and accurately in a variety of academic or career settings and will transcribe these notes into the appropriate typed format.

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. Write dictation from verbal or pre-recorded electronic media at a rate of 60 wpm with 95% accuracy on a 3-minute timing.

2. Transcribe and type verbal and written dictation in prescribed format (notes, outlines, research papers, letters, etc.) for use in college courses and careers.

3. Read and transcribe handwritten notes with speed and accuracy.

4. Record verbal directions and lectures more effectively.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Dictation and transcription of words and abbreviated forms to be graded on a 95% accuracy standard.

2. Timed transcription of pre-recorded or oral dictation material.

3. Dictation and transcription of 1-3 minute rate letters and memos at a variety of speeds to be graded on a 95% accuracy standard.
B. SUMMATIVE ASSESSMENT:
   1. Oral and/or written dictation exams (3-4/semester)
   2. Transcription assignments (10-15/semester)
   3. Final comprehensive oral and written examination
May 19, 2005

To: Chief Executive Officers

From: Steven Bruckman
Executive Vice Chancellor/General Counsel

Subject: Minimum Conditions Compliance Advice
Legal Advisory 05-05

The Legislature requires the Board of Governors to establish minimum conditions that districts must meet in order to receive state support. (Ed. Code, § 70901(b)(6).) The regulations appear at title 5 of the California Code of Regulations, starting with section 51000.1 Although there are only 19 basic minimum conditions regulations, many of the basic regulations incorporate additional provisions. As a result, compliance requirements are far more extensive than is obvious at first glance.2

The System Office is charged with periodic reviews of district compliance and with enforcing compliance with the regulations. (Cal. Code Regs., tit. 5, §§ 51100, 51102.) In late 1999, the System Office launched a major review of district compliance with the minimum conditions. That process proved to be extremely time consuming for the districts under review and for System Office staff. Because a number of the minimum conditions incorporate other provisions, a full review required checking each district's compliance with over 100 specific requirements.

The 2004 System Office Agency Review recommended adopting a new approach for review by relying on audit, self-certification, accreditation, complaint response and spot checks. A memorandum was sent today to chief executive officers announcing the implementation of a new approach based on that recommendation. The System Office will now play a less comprehensive role in the minimum conditions compliance area, and opportunities for self-compliance and other compliance mechanisms will be enhanced. This will permit a more focused deployment of System Office resources to address the most significant compliance issues.

1 All section references are to title 5 of the California Code of Regulations unless otherwise indicated.
2 For example, section 51002 addresses minimum conditions for “standards of scholarship.” Section 51002 requires compliance with all the standards of scholarship that appear in subchapter 9 of chapter 6 of title 5 – that's 20 more regulations, and some of these 20 regulations have complex requirements on a variety of topics.
This advisory, relying on years of minimum conditions review experience, attempts to provide districts with the tools they need to take responsibility for ensuring their own compliance. The advisory describes the basic compliance requirements, shares information on problem areas we have identified, and offers guidance on compliance.

Many of the minimum conditions regulations require district boards to adopt local policies or regulations on a topic and to publish those policies or regulations in their catalogs. Our review indicated that formal policies or regulations have not always been adopted. In some cases, the policies or regulations were adopted, but they were not published in the catalogs. We think both steps are important, even if districts are actually complying with the substance of the minimum conditions, because students need to have a way of finding out what the policies and regulations are.

The adoption of formal policies or regulations underscores a district's commitment to those principles that have been deemed important enough to be considered minimum conditions. The process of board adoption also ensures an opportunity for broad input on how minimum conditions will be implemented in a given district. As districts carry out their periodic reviews of policies and regulations, they will automatically assess the currency of their compliance with minimum conditions.

Publishing important requirements in college catalogs makes the information readily available to students. It is not realistic to expect students to seek out and review board policies or regulations concerning minimum conditions. We interpret the regulations to allow a summary statement of the board policies/regulations rather than publishing an entire set of policies or regulations in the catalog, and we believe this is the best approach. The key is to ensure that students have meaningful information about the conditions that affect their educational success.

The remainder of this advisory is divided into two broad categories. The first, entitled "Minimum Conditions Recommendations," provides colleges with suggestions on how to comply with those minimum conditions that the System Office will continue to monitor most carefully. The topics that contain longer discussions reflect the greater likelihood of violations by colleges. The second category, entitled "Other Compliance Topics," lists those minimum conditions that do not require review through the minimum conditions process because compliance is achieved through other mechanisms.

**MINIMUM CONDITIONS RECOMMENDATIONS**

**Standards of Scholarship (§ 51002).** Districts must adopt regulations consistent with subchapter 9 of chapter 6, which includes sections 55750 – 55765 of title 5, and publish statements of those regulations in appropriate places in the catalog. Districts must also substantially comply with all the standards of scholarship regulations.

**Remedial Coursework Limit (§ 55756.5).** In general, students may receive no more than 30 semester or 45 quarter units of credit for remedial coursework. Clearly specify the limitation on remedial coursework that is described in section 55756.5.
Important exceptions to this limitation exist for students enrolled in ESL courses and students who have learning disabilities. "Remedial coursework" is defined as "precollegiate basic skills courses" which are described in section 55502(d) as "those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree credit courses pursuant to Section 55002(b)."

It is important to ensure that students are fully advised of the coursework limitations and the exemptions by including a clear statement of the requirements in the catalog. Students should be made aware that all of the coursework they take may not be applied towards their degrees.

**Student GPA (§ 55758.5(b)).** Districts are prohibited from using nondegree applicable credit course grades in calculating the degree applicable GPA. Be sure that the distinction between degree applicable credit courses and nondegree applicable credit courses is maintained.

**Grade Changes (§ 55760).** Clearly specify the instances where grades must be changed because they were given in error (as the result of mistake, fraud, bad faith, or incompetence). The term "mistake" is not restricted to "clerical errors" in either Education Code section 76224 (that defines grades given in error) or in this section. Other types of mistakes that result in an incorrect grade must be remedied.

Information describing the process for securing a grade review must be readily available to students.

Although it is generally reasonable to ask students to initially review grade concerns with the instructor who gave the grade, this is not always appropriate. For example, if the student alleges that a low grade was given in retaliation for rejecting unwelcome sexual advances from the instructor, it is not appropriate to require the student to confront the alleged harasser in order to secure a review.

Even where the review properly starts with the instructor, the review process must not be restricted to the sole judgment of the instructor who gave the grade in the first place. The instructor may well recognize if a grade was given in error and immediately correct the error. However, where the instructor stands by the original grade, the student should have access to an impartial assessment for further review.

If a student can demonstrate that a grade was incorrect because it resulted from mistake, fraud, bad faith, or incompetence, and the student was unable to obtain a correction from the instructor, the students' record is "inaccurate" under Education Code section 76232 and that student is entitled to the described process. This process ensures an impartial assessment and the correction of the record in appropriate cases.

It is improper to deny a grade review simply because the instructor who issued the grade is no longer employed or is otherwise unavailable. If an hourly instructor is not
employed in the subsequent term after giving the grade or an instructor takes a sabbatical leave after issuing the grade, other means of initial review must be found. Student grades is one of the enumerated matters that have a significant effect on students pursuant to title 5, section 51023.7 and policy changes in this area trigger student shared governance obligations.

**Award of Degrees and Certificates (§ 51004).** Districts must adopt regulations consistent with subchapter 10 of chapter 6, which includes sections 55800 – 55810 of title 5 and publish statements of those regulations in appropriate places in the catalog. Districts must also substantially comply with all the regulations related to degrees and certificates.

**There are restrictions on what levels of courses may be counted towards an associate degree.** Thus, math courses above and including elementary algebra may be counted towards a degree, but math courses below that level may not be counted. Students may apply only one English or ESL course below transferable freshman composition for associate degree credit. Districts should ensure that they observe these limitations when they determine which courses may be counted towards a degree.

**Minimum Requirements for the Associate Degree (§ 55806).** Each associate in arts or associate in science degree must include a major of at least 18 semester units or 27 quarter units of study in a single discipline or related disciplines. This requirement disallows "majors" with no discernible focus or majors constructed of loosely structured items of interest selected individually by students. Districts should ensure that this requirement is observed and that a clear major is described in connection with each associate degree offered.

**Open Courses (§ 51006).** In our reviews over the past several years, open course requirements have repeatedly surfaced as a noncompliance area. Districts are required to adopt a policy providing that all courses claimed for state apportionment are open to all persons meeting properly-established course prerequisites. Districts must include this statement in their catalogs and each schedule of courses. Because districts could be in technical compliance merely by adopting a policy, the open course requirements contained in other Board regulations are also considered when district compliance with this standard is reviewed. (See Cal. Code Regs., tit. 5, §§ 58050, 58102 et seq.)

Colleges should take the following steps:

1. Widely distribute information about the availability of courses.
2. Be sure that all courses, and meaningful descriptions of those courses, are included in each college catalog.
3. All sections of all courses offered for a given term should be included in the class schedule.
4. If courses or sections become available after the respective publication dates, make meaningful efforts to ensure that the courses are widely advertised.
5. Review course descriptions to be sure they do not imply a restriction on enrollment. For example, avoid descriptions like "designed for youth" or "this is a kiddie college offering." There may be circumstances where it is appropriate to indicate that a course is designed to meet specific needs. This is permissible provided it is not done based on discriminatory criteria (e.g., race, gender, age, etc.) and that the course description in the catalog and schedule of classes explicitly states that all students are welcome. (Cal. Code Regs, tit. 5, § 58102.)

6. Only valid prerequisites to enrollment may be applied, so avoid statements like "instructor will assess eligibility for enrollment on the first day." Such ad hoc assessments are not validated prerequisites that may be used as part of the enrollment process, except under very limited circumstances of intercollegiate competition, honors courses, or public performance courses.

7. Ensure that enrollment in some courses is not dependent on completing extra inappropriate enrollment processes. For example, allegations have been made that enrollment by high school students in some college PE courses first requires the permission of a high school coach or a special enrollment process at a given high school – neither of these conditions on enrollment is appropriate.

**Equal Employment Opportunity (§ 51010)**. Districts are required to develop and submit an equal employment opportunity plan to the System Office, develop meaningful job announcements, conduct full and open recruitment, monitor selection procedures, and establish a process for resolving allegations of violations.

The System Office plans to distribute a model equal employment opportunity plan for district use, but the model plan's completion has been delayed. Districts are still responsible for having a plan that addresses the requirements of the regulations.

For educational administrators and full-time faculty, open recruitment must be at least statewide using the California Community Colleges Equal Employment Opportunity Registry. The Registry makes the process easy – persons listed with the Registry who have the basic qualifications for specific jobs can be identified, and the Registry will provide the district with labels so that job announcements can be sent to those qualified persons.

**In-house hiring is prohibited unless permitted by an exception.** If none of the exceptions set out in section 53021(c) apply, vacant positions must usually be filled through full and open recruitment. If a district complies with the conditions that are described in section 53021(b), it may limit its recruitment efforts to its existing employees and fill open positions "in-house" for a brief period of time. Remember – in-house only recruiting permits an interim assignment only until a full recruitment process can be conducted.

If a district wishes to use in-house or promotional only recruitment to fill an open position, section 53021 requires the district to so notify the System Office a minimum of 10 working days in advance of offering the position to a candidate. The purpose of notifying our office is to ensure that the limited recruitment process will be and/or has
been appropriate under section 53021 before the candidate is appointed by the district's board. A general notice to our office for multiple positions is unacceptable.

Districts should be prepared to provide the specific, detailed information set forth in the regulations for each proposed interim hire.

**Student Fees (§ 51012).** Districts are prohibited from charging mandatory fees to students unless they are required to charge a fee or are permitted to charge a fee. In many instances, it is acceptable to charge students optional fees.

Compliance with this minimum condition is perhaps one of the most important because student fees can directly affect the ability of students to take classes. Unfortunately, we found numerous violations of the student fee limitations during our reviews.

Student fees are often questioned by students; the Legislature is also active in monitoring this area. In June, 2002, the Assembly Committee on Higher Education reviewed materials from eighty colleges and questioned the authority or amount of specific fees at twenty-three colleges. The resultant year-long, detailed review by our office found a number of college fees that were inappropriate. Since that review, we expanded our annual fee memo into a Student Fee Handbook, available on-line at [http://www.cccco.edu/divisions/legal/legal.htm](http://www.cccco.edu/divisions/legal/legal.htm), that describes fee practices in greater detail. It is critically important for districts to assess all of their fees for compliance, and to ensure that new fees are not generated "under the radar" in individual courses or activities.

Specific areas that require extra attention:

1. **Notice to students of the existence of fee exemptions.** A number of mandatory or authorized fees include required exemptions. For example, districts are permitted to charge a mandatory health fee, but they must exempt certain students from payment. Be sure to give students notice of the existence of any exemptions. Failure to do so constitutes the collection of an unauthorized fee from those students who should have been exempted.

2. **Mandatory instructional materials fees that have not been justified under applicable fee standards.** The Student Fee Handbook lists several steps that are necessary to the establishment of an enforceable mandatory instructional materials fee. Each district should have a structured process for testing fees against the standards; periodic review of existing fees is needed to be sure that increasing or decreasing costs are considered in adjusting instructional materials fee amounts.

Districts that require students to either provide their own course materials or to purchase them from the district should make it easy for students to know what materials are needed prior to starting the class. For example, if a student has no means of knowing prior to attending the first class meeting that he/she needs to supply 25 pounds of a certain type of clay,
the student has no choice but to purchase the clay from the district or lose out on first day activities that require clay. This problem can be overcome. For example, if each class that has a materials requirement is identified in the class schedule and the college has a means to make a detailed listing of anything the student needs for the class available in advance, the students can obtain the relevant information prior to selecting the class. Other approaches could also successfully ensure that students have access to information about materials requirements prior to signing up for a class.

3. **Listing of "course fees" without a means for students to know the actual fee involved.** The catch-all term of "course fees" is not a proper substitute for an explanation of all fees students are asked to pay. Students are entitled to know the nature of each fee charged and districts must be clear as to their authority to charge it.

4. **Improper mandatory fees for student insurance in allied health areas.** Authority exists only for districts to cover such costs.

5. **Optional opting out of fees.** Districts may require students to pay optional fees unless the students take some action to opt out of payment. However, the "opting out" process cannot be unduly burdensome to the students. For example, a district may require the student to go to a specific site on campus to sign a form to opt out. However, if the site is frequently closed or at a great distance from where most students register or attend classes, the process will be considered unduly burdensome.

**Curriculum (§ 51021).** Review and approval is required for educational programs and/or courses pursuant to curriculum standards adopted by the BOG at sections 55000 through 55219.

It is critical that courses be properly authorized. Unapproved courses are not eligible for state apportionment, and students who are enrolled in unapproved courses should not be led to believe that they are taking approved courses for any purposes.

Our review revealed that districts sometimes offer courses that are not approved by the System Office when approval is required, and that districts often claim attendance in those unapproved classes for apportionment. In some cases, course approvals were not secured before the courses were offered. In other cases, course approvals were not renewed before the course was offered again after a period of not offering the courses. If a course is approved, but it isn't offered for a two-year period, the approval must be renewed. If courses are not properly approved or renewed, attendance in the courses must not be reported for apportionment.

The Chancellor's Office Program and Course Approval Handbook is available at [http://www.cccco.edu/divisions/esed/aa_ir/aa_ir.htm](http://www.cccco.edu/divisions/esed/aa_ir/aa_ir.htm). It addresses credit program and course approval. Legal Advisory 05-03, "Requirements for Claiming Apportionment for Noncredit Courses" was recently issued and is available at
http://www.cccco.edu/divisions/legal/notices/notices.htm. This advisory includes important information on noncredit course approval.

**OTHER COMPLIANCE TOPICS**

Many requirements that were previously subject to formal minimum conditions reviews by the System Office will now be addressed through self-compliance by districts and other mechanisms. However, the System Office reserves the right to review particular issues within these categories if circumstances so require.

**Comprehensive Plans (§51008).** Districts must develop comprehensive plans that include academic master plans and long range facility master plans. Facility plans are required as part of the capital outlay process and the accreditation process ensures that districts periodically engage in an institutional self-assessment and review all their academic programs. Thus, this standard need not be separately reviewed through the minimum conditions process.

**Approval of New Colleges and Educational Centers (§ 51014).** Districts must comply with regulations on approval of colleges and educational centers (§§ 55825 through 55831). The apportionment process provides adequate incentives to seek approvals; we do not require separate compliance information from all districts.

**Accreditation (§ 51016).** Colleges operated by a district must be properly accredited. Our review process recognizes that the external benefits of accredited status are sufficient to ensure compliance, so we do not require specific compliance evidence for this requirement.

**Counseling Programs (§ 51018).** Districts must provide certain types of counseling services. Our review process recognizes that counseling programs are the norm throughout the system, so we do not require specific compliance evidence for this requirement.

**Objectives (§ 51020).** Districts must have formally stated instructional objectives. This requirement is typically satisfied as districts develop and review their educational programs. Districts may also review their instructional objectives during the accreditation process. Therefore, this standard is not separately considered through minimum conditions reviews.
**Instructional Programs (§ 51022).** This regulation combines two requirements. First, districts are required to have policies for the establishment, modification or discontinuance of their courses or programs. Vocational programs require special needs assessment and frequent review. Second, districts are required to coordinate their programs with proximate high school and baccalaureate institutions.

Our review process does not specifically require separate evidence of compliance because federal and other requirements for the periodic review of vocational programs are generally sufficient to ensure compliance in this area. Similarly, the inherent value of coordinating programs with local high schools and baccalaureate institutions is sufficient to ensure compliance.

**Faculty Participation in Governance (§ 51023).** Districts must adopt policy statements on academic freedom and adopt procedures consistent with sections 53200 – 53206. These latter sections establish the structure for faculty participation in shared governance. Districts must substantially comply with these sections.

Given the ongoing, varied, and often intimate nature of shared governance with faculty, there is no practical way to ensure that appropriate consultation is occurring other than responding to complaints by recognized faculty groups.

**Staff Participation in Governance (§ 51023.5).** Districts must adopt policies and procedures to ensure that staff have the opportunity to participate in shared governance. Districts must substantially comply with the provisions of the regulation.

As with shared governance with faculty, shared governance with staff is ongoing and varied. We ensure that appropriate consultation is occurring by responding to complaints by recognized classified employee groups.

**Student Participation in Governance (§ 51023.7).** Districts must adopt policies and procedures to ensure that students have the opportunity to participate in shared governance. Districts must substantially comply with the provisions of the regulation.

As with shared governance with faculty and staff, we ensure that appropriate consultation is occurring by responding to complaints by recognized student organizations.

**Matriculation Services (§ 51024).** This regulation requires compliance with sections 55500-55534. The Matriculation Unit in the System Office provides technical assistance in the areas of prerequisites, assessment, and matriculation plan review, and it administers the matriculation budget. Additional review through the minimum conditions process is unnecessary.
**Full-Time/Part-Time Faculty Ratio (§ 51025).** Districts must strive towards a goal that 75 percent of credit instruction be provided by full-time faculty.

This goal is effectively monitored through the apportionment process; additional minimum conditions reviews in this area are unnecessary.

**Student Equity (Section 51026).** Districts are required to adopt a student equity plan under section 54220.

Districts were recently asked to update and resubmit their student equity plans for review by the System Office. The Student Services Division will be reviewing these plans and attempting to integrate student equity concerns into planning and monitoring for the student services categorical programs. As a result, this requirement will not be separately considered through minimum conditions reviews.

**Transfer Centers: Minimum Program Standards (Section 51027).** This extensive minimum condition requires districts to recognize transfer as a primary mission and develop a transfer center plan with numerous components. The System Office has developed a checklist format for the submission of annual transfer reports. Those reports will be the basis for minimum condition reviews of this regulation.

**SUMMARY**

The minimum conditions regulations reflect important principles for the California community college system. Compliance with the minimum conditions addresses those principles and makes districts eligible for state aid. Each district should systematically monitor its own compliance on an ongoing basis, at least in part through its existing audit process. The System Office will also continue compliance monitoring through periodic reviews and in response to compliance complaints. With the cooperation of districts, these processes will protect the principles described in the minimum conditions and assure the public that reasonable accountability measures are in place.

If you have any questions, please feel free to contact me at (916) 322-4005 or Ralph Black at (916) 327-5692.

SB:RB:VAR:sj
From: Chief Instructional Officers [mailto:CIO-ALL@LISTSERV.CCCCO.EDU] On Behalf Of Low, Stephanie
Sent: Wednesday, March 05, 2008 2:24 PM
To: CIO-ALL@LISTSERV.CCCCO.EDU
Subject: clarification of criteria for CCC-520 review

Dear Chief Instructional Officers,

I have received a couple of requests to clarify this portion of the criteria we’re using in our review of the CCC-520 Request to Convert Non-compliant Degree … applications.

We are also looking for titles and descriptions for these areas of emphasis that represent the capabilities and insights that students will gain.

- The proposed area of emphasis must list courses from which the student chooses to complete a minimum of 18 semester units (27 quarter units). This should not include any units that are described as “general education” courses or as “recommended” electives.

I’m sorry that the last sentence caused confusion. I’ve seen several drafts of proposed degrees that list courses with sub-headings such as “Additional General Education Requirements” or “Recommended electives”, so I was attempting to discourage the use of those subheadings within a list of courses under a designated “area of emphasis.” Title 5 § 55063 does allow double-counting of a course for general education requirement and for major or area of emphasis requirements.

The other common problem is with the title and description for an area of emphasis that combines two areas, such as Arts & Humanities, and the description implies that students will gain capabilities and skills in both areas but students are not required to complete courses in more than one discipline. One simple solution to this problem is to state that students should complete 18 or more semester units, in this case, in Arts and Humanities courses.

Thanks for your patience while we work through this. I truly regret that I no longer have the time to preview your proposals.

Stephanie Low
Specialist, Academic Planning & Development
Chancellor’s Office, California Community Colleges
From: Karen Walters Dunlap  
Sent: Tuesday, March 04, 2008 10:27 AM  
To: Brian Sanders; Barbara Adams; Letitia Senechal; Michael Adams  
Subject: FW: ENDORSEMENT OF LOW UNIT CERTIFICATE OF ACHIEVEMENT APPLICATIONS

Attachments: CERTIFICATE BALLOT MASTER LISTCentralRegion.xls  
fyi

Karen
Karen Walters Dunlap, Ph.D.  
Vice President of Instruction  
Modesto Junior College  
435 College Avenue  
Modesto, CA  95350  
(209) 575-6056

From: George Railey  
Sent: Monday, March 03, 2008 8:47 AM  
To: Karen Walters Dunlap  
Subject: FW: ENDORSEMENT OF LOW UNIT CERTIFICATE OF ACHIEVEMENT APPLICATIONS

12-17 unit certificates approved list 1

From: Sue Clark  
Sent: Friday, February 29, 2008 5:05 PM  
To: George Railey  
Cc: Gary Mendenhall  
Subject: ENDORSEMENT OF LOW UNIT CERTIFICATE OF ACHIEVEMENT APPLICATIONS

George,

Please accept this email message as official notification from the Central Region Consortium that the 12-17.5 low unit certificate of achievement applications submitted by Modesto Junior College, and listed on the attached Excel document, were unanimously endorsed by the lead vocational education administrators of the Central Region on February 22, 2008.

Please forward the original signature page for the application to me at Columbia College. I will ask Gary Mendenhall, Chair, to sign each application. The signed applications will be returned to your office.

Sue Clark  
Program Specialist  
Central Region Consortium  
c/o Columbia College  
11600 Columbia College Drive
Sonora, CA 95370

209.575.6915 (Office)
209.575.6587 (Fax)
clarks@yosemite.cc.ca.us

Regional Resources on the Web
http://www.crconsortium.com
Your Regional Resource for Career Technical Education & Economic & Workforce Development

http://www.training4me.com
Your Regional Resource for Careers, Education, & Job Training
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**Programs Added 2/13/08**

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Sierra College has approval for their degree in Social and Behavioral Sciences. The other approvals are for certificates of achievement in CSU Breadth and IGETC.

I have worked with American River College and Cosumnes River College to revise their proposals, which are now going back through their college curriculum committees and district board for approval. These proposed degrees will be approved as soon as the local process is completed.

I don’t have electronic copies of these proposals, but perhaps the college curriculum chairs will share.

In the meantime, please note that I have stopped previewing degree proposals so that I can focus on reviewing applications. These are the criteria being used in my review of the CCC-520 forms:

**Titles of Proposed Degrees:**

The System Office will allow a degree title that includes “transfer” or “university studies” because changing them is not required by Title 5 regulations. However, we are concerned about the use of these titles and would prefer that colleges use something else, such as General Studies, Interdisciplinary Studies, Liberal Arts, or Liberal Arts & Sciences.

- The **Liberal Studies** title should be reserved for degrees that prepare students for the Multiple Subject Teaching Credential baccalaureate degree.

**General Education:**

General education transfer patterns do not, by themselves, satisfy the requirement for a major or an area of emphasis. In other words, an Associate Degree cannot consist of CSU breadth, IGETC, or the local GE pattern with the remaining units (to reach 60) in electives, selected at the student's discretion.

- If your proposed degree is intended for transfer, please include language in your proposed program description that clarifies which GE pattern students will be counseled to complete.

**Major or Area of Emphasis:**

In your proposed program description, the terms “major” and “area of emphasis” should be used carefully. They are not interchangeable.
• A **major** may be defined by the lower-division requirements of a specific major at
the University of California or California State University or 18 units in a field or
related fields selected by the community college. In addition, it should be noted
that when a college offers a major, it is obligated to offer the required courses
within a reasonable time frame in order to permit students to complete the
requirements.

• An **area of emphasis** is considered to be a broader group of courses and may be
defined as 18 units in related fields intended to prepare a student for a particular
major at the four-year institution or to prepare a student for a particular field as
defined by the community college. An area of emphasis is similar to patterns of
learning that a student in the first two years of attendance at a 4-year institution
might follow in order to explore an area of interest as a possible major. However,
the composition of the associate degree cannot be so broad that it lacks focus.
Title 5 § 55061 discusses the philosophy of the associate degree and needs to be
considered while developing an area of emphasis. Please note that this section
specifically states that the associate degree must “represent more than an
accumulation of units.” It goes on to describe certain capabilities and insights that
students are expected to develop while completing the degree requirements.

We are also looking for titles and descriptions for these areas of emphasis that represent
the capabilities and insights that students will gain.

• The proposed area of emphasis **must list courses** from which the student chooses to
complete a minimum of 18 semester units (27 quarter units). This should not include any
units that are described as “general education” courses or as “recommended” electives.

• The courses in an area of emphasis must have a clear relationship that represents a
pattern of learning (pursuant to Title 5 §55061). In order to convey this relationship, there
needs to be a description for each area of emphasis. The description should identify the
main focus of this area of emphasis. Example:

**ARTS & HUMANITIES: These courses emphasize the study of cultural, literary,
humanistic activities and artistic expression of human beings. Students will evaluate and
interpret the ways in which people through the ages in different cultures have responded
to themselves and the world around them in artistic and cultural creation.**

• Be careful when selecting the title for the area of emphasis. For example, if you
do not intend for students to complete both mathematics and science courses, then
the area should not have a title or description that implies that students will
complete both types of courses. Here are some options:
  o Create two areas of emphasis and list courses accordingly: one for
  “Mathematics” and the other for “Science.” Under each area, the range of
courses can be broad.
  o Keep the title “Mathematics and Science” and direct students to take
courses from each area. Include a statement that advises students to meet
with a counselor to select courses.
I regret that workload prevents me from advising you in any more detail. Please note that I am reviewing requests on the CCC-520 application immediately upon receipt, and will contact you about any problems with your applications as quickly as I can. Most colleges are now faced with catalog publication deadlines, and I am aware that expedient approval of these degrees is important.

Stephanie Low  
Specialist, Academic Planning & Development  
Chancellor's Office, California Community Colleges  
(916) 322-6888  
fax (916) 445-6268  
New!  http://www.cccco.edu » System Office » Divisions » Academic Affairs » Credit Program and Course Approval

From: CaCurricChairs@yahoogroups.com [mailto:CaCurricChairs@yahoogroups.com] On Behalf Of Thomas Heaney  
Sent: Wednesday, March 05, 2008 10:02 AM  
To: CaCurricChairs@yahoogroups.com  
Subject: RE: [CaCurricChairs] Sample of approved compliant degrees

Same here. Could a couple of colleges who have successfully created replacement majors post some examples or the URL to such examples?

Thanks,  
--Tom Heaney, PhD  
Feather River College  
"Oh, you can't go back! You've got to go forward to go back."  
-- Willie Wonka

From: CaCurricChairs@yahoogroups.com [mailto:CaCurricChairs@yahoogroups.com] On Behalf Of Maggie Taylor  
Sent: Wednesday, March 05, 2008 9:24 AM  
To: CaCurricChairs@yahoogroups.com  
Subject: RE: [CaCurricChairs] Sample of approved compliant degrees

Ditto for Fresno City. We keep rewriting depending on what we hear.

Thank you,

Maggie Taylor, RN, MS  
Registered Nursing Faculty  
Chair, Curriculum Committee  
Fresno City College
Hello all--I understand there are four degrees that have been approved in the new CCC-520 review for general studies degrees with an area of emphasis. Would the colleges who have had their degree approved be so kind as to send us a copy? It would be very useful to see an example of a new compliant degree with an area of emphasis.

Thanks so much,

Sue Gonda

Susan Gonda, Ph.D.
Chair, History Department, & Curriculum Co-Chair, Grossmont College
8800 Grossmont Center Dr., El Cajon, CA  92020
Please note my new email address: sue.gonda@gcccd.edu
(619) 644-7875
Curator & Past President, Women's History Museum & Educational Center
Adjunct, SDSU Women's Studies
Hi Everyone - - -

Now that the catalog is off my desk, my attention is turned to the next incoming project: the **08-09 Catalog Addendum**!

While there is a great deal to discuss in terms of developing the **content** of the AOEs themselves, we need to keep in mind **what it is going to take to create the addendum so that it is ready for students for August 08 as promised in the University Plan.**

Here I feel obligated to offer my expertise on the back end – production and publishing. If you wish, I would be happy to share these topics/questions at the CC meeting. I just wanted to bring them to your attention first so that you could think about these questions. Barbara/Mike – if you feel this merits discussion at the meeting, I can have Sean include this as an attachment to the agenda.

**Structure of the Addendum**

How the addendum will manifest for Fall 2008?

**Distribution:** How will we produce the addendum for all who use it? Will we have it printed? Where will we print it – in house, out of house (different costs/timelines)? Or do we want to go “electronic only” without mass printing of the document? Whatever we do, keep in mind that counseling will probably want access to a paper document (or pages from it) for the purpose of giving students something to take with them after an advising.

**Structure:** The structure of the document will be influenced by our means of distribution. For example, if we go “electronic only” – the easiest thing would be to update and expand the existing catalog just call it “2008-2009 CATALOG – Now, with added AOE$!” (joke). But I am not clear if there are any regulations about “addenda” and how they are created/distributed. Are we obligated to produce a second document – a literal addendum, or can we merely expand the existing one?

If we decide to create an addendum that is created as a separate document from the catalog, we will need to create two separate web presences (which is not so user friendly.), e.g “MJC Catalog” “MJC Catalog – Addendum.” Another thing to consider, if we create two separate documents, production time will be increased for the following reasons:

- The addendum itself will need to be created as a supplemental document. Timelines for production, proofing, etc will need to be considered.
- The 2008-2009 original document now being printed will **also need to be updated** so that it is ready and accurate for 2008-2009. That will add three weeks of work to my area. We will need to plan for that as well in my scheduled tasks for summer and fall.

So, the big question is: will we be updating the existing catalog document so that the AOE’s are tucked in with their programs? Or, will the AOE’s be listed separately in a literal second document?

**Timelines for Approval and Addendum Production**

If we plan to have these produced in an addendum by **August 2008,** (as we stated in the incoming catalog) we need to keep in mind that this information **should be ready for input into the “addendum” by mid-June at the latest.**

This will allow for me to finish the necessary design and production required to get them into catalog format and into the addendum, and get the documents printed (if we choose to duplicate them) by August. Do we need to consider
Can we get these AOE{s created and approved by the last CC meeting on 04/08/08? Do we need to be prepared for one or more summer CC meetings to facilitate approval if 04/08 is too soon? 

Letitia B. Senechal
Curriculum Specialist
Modesto Junior College
435 College Avenue
Modesto, CA 95350
(209) 575-6469
### Meeting Dates & Submission Deadlines

**2008-2009**

All meetings take place in Yosemite 205 from 2:40 pm - 5:00 pm.

To put a course or program before the committee

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#### To articulate courses with other schools

*(UC, CSU, etc.)*

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Phase 2: TBA |
|-------------------|-------|-----|----------------|
| LDTP              |       | ??? | (Dates TBA)  
LDTP is determined through....  
No Curriculum Committee review nor approval is required. |
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