I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

III. NOTIFICATION

Results from IGETC / CSU-GE Submissions of December 2007

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Addition to the minutes of November 6, 2007

The following should have appeared on the minutes of November 6, 2007

MOTION: to approve the course outlines attached, with the embedded increase in units as the sole intentional change to these outlines, and also to approve the units increase for MATH 173 whose outline was just approved last year yet is currently stuck in ‘Approved for Live’ status in CurricuWeb.

M/S/U to approve (B. Sanders)

This motion had the effect of increasing the units (from 4 to 5) on the following courses:

MATH 105  MATH 121  MATH 171  MATH 173
MATH 106  MATH 122  MATH 172  MATH 174

MATH 173  Calculus: Third Course 5 09
Effective: Summer 2008
Modify: Units
Enrollment Restrictions: (P) Satisfactory completion of MATH 172.
TMI Status: Not approved for TMI
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Does not fulfill GE requirement.

The Chemistry department is requesting that materials fees be removed from the following courses, effective Fall 2008: CHEM 101, CHEM 102, CHEM 112, CHEM 113, CHEM 143, CHEM 144, and CHEM 164.

IV. DISCUSSION

ELTEC / INTEC 300  Survey of Applied Technologies 3 17
Effective: Summer 2009
Adopt
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.

ENGL 162  History of Cinema 3 25
Effective: Summer 2009
Modify: Hours, course goal, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: No enrollment restrictions
TMI Status: Not approved for TMI
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: MJC-GE: C, CSU-GE: C2, IGETC: 3B.

ENGR 140  Intro Circuit Anal (w/o Lab) 3 35
Effective: Summer 2009
Modify: Enrollment restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Satisfactory completion of or concurrent enrollment in MATH 174 and PHYS 103
TMI Status: Not approved for TMI
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Does not fulfill GE requirement.
ESL 010  English Language 1   10  43
Effective: Summer 2009
Modify: Enrollment restrictions, course goal, learning goals, content, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: Adding (A) Satisfactory completion of ESL 901 and/or ESL 902
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.

MDAST 353  Medical Coding/ICD  3  51
Effective: Summer 2009
Modify: Course goal, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: Maintaining (A) Satisfactory completion of MDAST 321
Materials Fee Status: No materials fee required.
Articulation Status: Not a transfer-level course.
General Education Status: Does not fulfill GE requirement

V. PROGRAMS

Industrial Technology - Electrician Program – (INTEC)  57
Expedited approval for (term unspecified)
Certificate: Industrial Technology – Electrician
AS Degree: Industrial Technology – Electrician

VI. OLD BUSINESS

1. Title 5 Compliance Progress
   a. Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards  K. Walters Dunlap
   b. Breadth of Degrees – Revised Deadlines and Instructions  B. Sanders
   c. Areas of Emphasis  B. Sanders
   d. AOE and Production of 08-09 Addendum  L. Senechal
2. Curriculum Review Process  K. Walters Dunlap
3. Educational Requirements Committee  K. Walters Dunlap
   (This item postponed indefinitely)
4. CurricUNET Training  K. Walters Dunlap

VII. NEW BUSINESS

1. AP Exam Update  R. Cranley
2. IGETC Update  R. Cranley

VIII. SUBCOMMITTEES

3. UPDATE: Special Topics, Experimental, Independent, Work-Experience  P. Mendez
4. UPDATE: CurricUNET Implementation  B. Sanders
5. UPDATE: Satisfaction of GE and competency requirements using course work from foreign universities  R. Cranley

IX. PUBLIC COMMENT
I. APPROVAL OF ORDER OF AGENDA

It was requested that the order of the agenda be changed so that subcommittee reports could take place following approval of the meeting minutes. The order of the agenda was approved as revised.

II. APPROVAL OF MINUTES

January 15, 2007

Hearing no request for revision or correction, the meeting minutes of January 15, 2007 were approved as presented.

III. OLD BUSINESS

1. Minor/Major Changes in Curriculum Process

   B. Sanders expressed concern that the “major/minor” changes discussion that took place at the last meeting may have caused confusion; He wanted clarified that when the committee is discussing “Major/Minor changes” and CurricUNET is discussing “major/minor processes”, that these are different issues. One is about faculty making minor/major revisions to a document, while the other is about major/minor levels of approval within a process.

2. Title 5 Compliance Progress

   a. University Preparation Pathway/Career Preparation Pathway

      R. Cranley asked the committee to look closely at the two new sets of degree pathways that had been created (Career & Technical Education and University Preparation) in order to demonstrate compliance with Title 5. Ruth commented that she believed it important that the committee be fully clear on proposed changes in the requirements. She thought that the committee may want to formally vote on the proposed changes. Many issues and influencing variables were discussed as a result.

      Proposed changes:

      i. To change the range of units applicable to associate degree from 50-399 to 100-299

         R. Cranley noted that the University Preparation pathway now only allowed courses numbered 100-299, instead of the previous range of 50-399. She asked “was this the committee’s intent?” B. Sanders added that to his recollection, there had been no directed discussion to determine whether this change should take place with the resolution. The committee discussed the issue in great depth. Many rhetorical questions arose “does the transfer student benefit from non transferable coursework in courses numbered 50-99 and 300-399?” It was shared that transfer students are...
required a minimum of 60 units of transferable courses prior to transfer, while student may only transfer 70 units. Concern was expressed for the student, who could be misled by an transfer associate degree that allowed him or her to complete non-transferable courses. It was clarified that in recent years, the catalog had an advisory statement informing transfer-oriented students that they should complete units numbered 100-299. Committee members commented that the new language was much more direct and clear for students about short and long term expectations.

**Area of Emphasis as option on University Preparation, but not Option for Career and Technical Education Pathway**

R. Cranley called attention to another area of the two pathways. She noted that there was no Area of Emphasis option for the Career and Technical Education pathway. She noted that many schools and colleges within the UC system do not accept, for example, IGETC, because they want students to instead use lower-division courses in the major to prepare for upper division courses at the transfer institution. IGETC requires students to complete too many units which prevent students from completing what is known as “lower-division major preparation.” R. Cranley expressed concern that there was not going to be a way for one of these students to earn an Area of Emphasis. R. Cranley wanted to propose that there be an Area of Emphasis option for students following on the Career and Technical Education plan.

**Removal of MJC-GE as a GE option from University Preparation Pathway**

B. Sanders asked rhetorically – if a student has completed CSU-GE or IGETC, hasn’t the student – in essence – met competency requirements required by Title 5 for associate’s degree? Committee members confirmed this. He asked that a motion be put on the table.

Motion: (B. Sanders) If a person has completed CSU-GE or IGETC, the individual would have met Title 5 competencies for reading, writing, and mathematics competencies

Motion failed for lack of a second due to further discussion.

After much discussion, an earlier motion was repeated for clarification and a vote was taken.

M/S/U (R. Cranley/C. Mulder) to approve that completion of the University Preparation Pathway would demonstrate that the student has met competencies in reading, writing, and mathematics.

B. Sanders asked that another motion be put on the table.

Motion: Change the drafted to design so that it informs the student that completion of IGETC or CSU-GE validates the student’s competence in reading, writing, and mathematics.

M/S/C (B. Sanders/P. Bettencourt)
1 Nay
23 Ayes

**Award a Certificate of Achievement to students upon completion IGETC or CSU-GE**

M. Garcia noted that students would now be able to earn a Certificate of Achievement for full completion of IGETC or CSU-GE. B. Sanders reported that this was a new component as to compensate for the removal of the Transfer Studies major.

**Include GE Certification Language in the Associate Degree Requirements**

In the past, the GE Certification process, a separate process from applying for degree or certificate, has not been included on the Associate Degree Requirements. They are included on the 2008-2009 draft.

**IGETC: Create consistent, specific Language for UC and CSU Transfer Students**

On the drafted IGETC Pattern, there is language for CSU transfer students, to “follow CSU
requirements." It is not consistently listed for UC, e.g “For UC, follow UC requirements.”

**Remove option that allows a student to complete an individual breadth pattern for the campus of choice** from the University Preparation Pathway

K. Bailey reportedly worked with L. Senechal on designing the requirements earlier in the year, and requested that the option which allows students to complete “individual Breadth pattern” in order to fulfill GE requirements be struck from the University Preparation Pathway. B. Sanders added that “see a UC catalog” be removed as well.

**Include Specific GE Requirement language for students headed to private or out-of-state school for the purpose of evaluating completion of GE for associate degree.**

L. Senechal noted that we do not include specific, measurable GE requirements for students transferring to out-of-state or private institutions. R. Cranley reminded the committee that the evaluators are using this document to evaluate whether students have met the GE criteria for associate degree, and not for transfer purposes alone. It was suggested that the document read “Do you plan to transfer to a private or out-of-state university? See a counselor to help you select either the CSU-GE or IGETC pattern.”

**Include language for students enrolled in high-unit majors because students are negatively impacted by the high unit requirements of IGETC and CSU-GE**

B. Sanders added that he was hoping to see language for “high-unit” majors that the UP Pathway is not the best pathway for students to follow. He would like to see MJC do a better job of guiding Associate Degree oriented students in high-unit majors to appropriate preparation for transfer into baccalaureate degree majors. A. Peek added that the note on the IGETC pattern could work. R. Cranley observed that there was a list available to students on the Transfer to UC page. B. Sanders asked that those students be directed to follow the CTE Pathway, also. L. Senechal asked for clarification, “could such direction be interpreted that the students could complete courses numbered 50-399.” B. Sanders said yes.

B. Adams called for a motion on unit requirements on the University Preparation Pathway.

\[(M/S/U): \text{There should a policy that the University Preparation Pathway require that students take 60 units courses numbered 100-299}\]

\[(W/S/U (B.Sanders/K.Ennis)\]

**Areas of Emphasis**

B. Sanders noted that Areas of Emphasis (AOEs) are new, and that MJC still needs to determine how they should be used and what courses and programs should be developed with AOEs. He reported however, that K. Bailey had suggested that AOE’s be used on the Career and Technical Education Pathway to help students in high-unit majors prepare for upper division coursework in MJC courses. B. Sanders proposed that – if it were to be done that way, it should be restricted so that a student does not earn too many awards in one area. According to Brian, K. Bailey commented that AOEs could adequately prepare students for transfer in high-unit majors. For example, a new AOE in Engineering would be developed to provide students coursework needed for transfer to a baccalaureate major.

B. Sanders noted that, if a student completes the MJC Associate Degree major in engineering and IGETC as the GE component for the purpose of transfer, he or she is wasting a great deal of time in classes that will not apply to the baccalaureate major. L. Senechal pointed the committee’s attention to the fact that the new UP Pathway publicized that these “AOEs” are to be available in counseling in August, 2008.

B. Sanders shared K. Bailey’s concerns that many students use the catalog to self-advising,
then end up with too many units for transfer. B. Adams said that this information was need for the MJC Catalog and that it was clear there were two camps on this issue. B. Sanders then suggested that there might be a need for a third pathway to be implemented in the summer Catalog addendum.

b. Skills Recognitions – Update on Conversion Process
for 17 Unit or Fewer Awards
Karen Walters Dunlap

The Instruction Office is working on garnering expedited regional and state approval for certificates 12-17 units so that they can appear on transcripts as Certificates of Achievement. She clarified that no changes will be made to program requirements in this process. This process applies only to VTEA (technical) programs, and not to programs like Speech Communications and Shakespeare Academy. B Sanders clarified that – in the interim – 12-18 unit awards would be included in the catalog as Skills Recognitions. L. Senechal reported that currently all of 1-11 unit certificates are also slated appear in the 2008-2009 catalog as Skills Recognitions.

c. Hours of Instruction
CC Leadership
L. Senechal reported that this was on the agenda as an update. B. Sanders asked the committee whether courses which have discrepancies between hours and units must come through Curriculum immediately for update, or whether they should come through on scheduled periodic review. K. Walters Dunlap commented that this was effective immediately. B. Sanders commented that we could identify courses that fall into that category. He suggested that we identify them and ask them to come through curriculum review in the next year. B. Sinclair commented that his area has some such courses, and that it would be helpful to get specific direction from the Curriculum Committee as to how to proceed. K. Walters Dunlap commented that she would prefer that it be effective immediately. She asked if all classes were changed to 52.5 lab hours, would then every class be brought through for approval or would a blanket approval serve that process? K. Walters Dunlap said a blanket approval would be appropriate.

d. Skills Recognitions: 12 Units or Fewer
Brian Sanders

There are a number of “12 unit or fewer” certificates in the catalog that will no longer be recognized by the state and will no longer appear on transcripts. Should MJC recognize those certificates? L. Senechal also noted the “Certificate of Completion” in Culinary Arts that is in the catalog, even though it is conferred by the instructor, not MJC. K. Walters Dunlap noted that those would be removed. Later, K. Walters Dunlap mentioned that an inquiry into this would be pursued with the Chancellor’s Office through Instruction. After much discussion, it was determined that the Skills Recognitions for 12 units or fewer should continue to be publicized in the 2008-2009 catalog.

B. Adams noted that she would be out of order, in that no motion had ever been made relating to all R. Cranley’s points on the revised Associate Degree requirements.

M/S/U: (A. Peek, L. Lanigan) Any motion not proposed before pertaining to the University Preparation Pathway and Career and Technical Education, be proposed for approval now.

Discussion: L. Senechal thanked R. Cranley for her diligent work on finding all of the complications in the pattern that could pose problems for students or for the Curriculum Committee

e. Catalog
Letitia Senechal

L. Senechal reported that the first COURSE/PROGRAM proof had been electronically distributed, and that she had visited IAC to explain the process and its breakdowns. She reiterated that the catalog is manually generated and therefore errors are rampant. K. Walters Dunlap noted that it’s a roll-over of the previous year, and that errors should be proofed throughout the entire document. B. Sanders countered that if faculty members do not like a specific program or course as it appears, they may not change requirements without CC oversight. L. Senechal cited a revision where the faculty member had changed the language for the requirements with a new stipulation, and that such changes were not acceptable, either.
IV. NEW BUSINESS

1. Curriculum Review Cycle
   K. Walters Dunlap
   K. Walters Dunlap proposed changes to the MJC curriculum review process. She has observed huge curriculum agendas in November and that everyone is overwhelmed by the size of curriculum agendas. She added that curriculum compliance and program review at MJC are not linked, nor holistic at MJC. She mentioned that MJC’s course-by-course approval process is not helping MJC’s accreditation and that program review should be linked with curriculum review. She proposed that the committee change to a more programmatic, holistic view of curriculum to reveal holes that might get missed in a course-by-course process. She added that changing from a course-centered perspective to a programmatic perspective can be tough. She also shared that the order in which courses should be reviewed would be important to the revised process, citing math as an example, because of it’s role as a prerequisite for so many courses an programs. This would necessitate that it be reviewed first.

2. Expedited Program approval
   M. Adams
   No discussion

3. Educational Requirements Committee
   K. Walters Dunlap
   K. Walters Dunlap introduced the concept of an Educational Requirements Committee, overseen by the Academic Senate. She mentioned that this committee would be constituted of faculty AND matriculation personnel. This group would be poised to closely evaluate educational requirements to ensure that they were in the best interest of the student in both the short term and long term. This group would provide support to faculty on the development of programs (degrees and certificates). M. Adams asked if this would reduce workload for the CC. B. Adams wanted to tie program review into curriculum review, and that this would help facilitate that and that combining this would help alleviate pressures on faculty. K Walters Dunlap suggested that members think about the concept.

4. Broadness of Degrees for Title 5 Compliance 08-09
   B. Sanders
   (e.g. Physical Science, Behavioral/Social Science)
   B. Sanders noted that there are a number of broad degrees in the catalog that may not be compliant by Title 5. Do we need to remove it, or create an Area of Emphasis? Examples include AA: Family and Consumer Sciences, AA: Business and Behavioral Sciences.

5. Completion of State-Required Forms – Programs, NonCredit, etc.
   L. Senechal
   L. Senechal reported that in the past few forms were required, but now more are surfacing. Who is responsible for completing the forms? K Walters Dunlap commented that faculty should complete the required forms, but suggested that we look at what forms are being considered before taking further action.

V. SUBCOMMITTEES

1. UPDATE: Special Topics, Experimental, Independent, Work-Experience
   Course Development and Approval Guidelines Update
   P. Mendez
   P. Mendez shared that he and the subcommittee received templates and that the committee would review them. B. Adams shared that she had visited assist.org and had “sleuthed” out what other schools had done with special topics courses, and how they were attached to course outlines. She hopes that the subcommittee could use those also.

2. UPDATE: CurricUNET Implementation
   B. Sanders
   B. Sanders informed the committee that CurricUNET has the ability to import modules that have been developed for other colleges. He shared that there would be an all-day Steering Committee meeting (including himself, B. Adams, M. Adams, L. Senechal, R. Cranley, D. Phillips, and K. Walters Dunlap) on Tuesday, February 5 to look at the initial version, and that CNET is asking a lot of technical questions. B. Adams added that on a later date, CurricUNET would like to provide a comprehensive training to many key on campus. She added that CurricUNET has modules in place to deal with Special Topics.
3. **UPDATE: Time Limit on Catalog Rights and R. Cranley**  
Satisfaction of GE and competency requirements using Baccalaureate or higher degree from regionally accredited institutions and from Foreign Universities

R. Cranley shared that the subcommittee would meet on Tuesday, February 5, after the CurricUNET meeting. She added that schedule conflicts are making it challenging for members to meet.

**VIII. PUBLIC COMMENT**

There was no public comment.
Curriculum Committee

Minutes

Tuesday, March 25, 2008
Yosemite, 205 at 2:40 PM


Others Present: S. Fornelli, L. Senechal

I. APPROVAL OF ORDER OF AGENDA

Order of agenda adjusted so that reports and discussion about Old and New Business could take place first to allow time to make quorum.

II. APPROVAL OF MINUTES

Review and approval of the January 29 minutes postponed.
February 12 minutes approved.
March 11 minutes approved.

III. NOTIFICATION

The committee was notified of the following correction.

FSCI 362  Basic Fire Academy  17
Effective: Summer 2008
Modify: Enrollment Restrictions
Enrollment Restrictions: Changing (P) FSCI 362 to (P) FSCI 301. Maintaining (LOE) Enrollment limited to those students who have passed a physical agility test OR have a valid CPAT card.
TMI: No TMI requested.
Materials Fee Status: Maintain existing fee of $575
Articulation Status: Not a transfer level course.
General Education Status: Does not fulfill GE requirement.
This course, as approved, had erroneously listed itself as a prerequisite.
IV. DISCUSSION

The following courses were reviewed by the committee at the March 11, 2008 meeting. The enrollment restrictions were not voted on separately as is committee policy. These courses reappear here so that the committee can vote on the enrollment restrictions. Course outlines are not included in this meeting's packet. Please refer to the March 11, 2008 agenda for these course outlines.

AUTEC 315
A1: Engine Repair
Effective: Summer 2009
Modify: Enrollment restrictions
Enrollment Restrictions: Maintaining (P) Satisfactory completion of AUTEC 311
TMI Status: Not approved for TMI
Materials Fee Status: Maintaining Materials Fee of $8.35
Articulation Status: Not a transfer-level course.
General Education Status: Does not fulfill GE requirement.
M/S/U to approve restrictions for AUTEC 315 (B. Sinclair)

MACH 212 D,E
Machine Tool Technology 2
Effective: Summer 2008
Modify: Enrollment restrictions
Enrollment Restrictions: Maintaining (P) Satisfactory completion of MACH 211 or MACH 301
TMI Status: Not approved for TMI
Materials Fee Status: Maintaining Materials Fee of $20.00.
Articulation Status: Transfers to CSU
General Education Status: Does not fulfill GE requirement.
M/S/U to approve restrictions for MACH 212D,E (B. Sinclair)

MACH 223
Advanced CNC Machine Operations
Effective: Summer 2008
Modify: Enrollment restrictions
Enrollment Restrictions: Maintaining (P) Satisfactory completion of MACH 222
TMI Status: Not approved for TMI
Materials Fee Status: Maintaining Materials Fee of $10.00
Articulation Status: Transfers to CSU
General Education Status: Does not fulfill GE requirement.
M/S/U to approve restrictions for MACH 223 (B. Sinclair)

MACH 395 A,B
Advanced Machine Tool Technology Laboratory
Effective: Summer 2008
Modify: Enrollment restrictions
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.
M/S/U to approve restrictions for MACH 395A,B (B. Sinclair)
OFADM 232  Advanced Word Processing & Desktop Publishing  
**Effective:** Summer 2008  
**Modify:** Enrollment restrictions  
**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.  
**M/S/U to approve restrictions for OFADM 232 (B. Sinclair)**

OFADM 312  Alphabetic Notetaking  
**Effective:** Summer 2008  
**Modify:** Enrollment restrictions  
**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  
**M/S/U to approve restrictions for OFADM 312 (B. Sinclair)**

V. OLD BUSINESS

1. Title 5 Compliance Progress  
   a. Skills Recognitions – *Update on Conversion for 17 Unit or Fewer Awards*  
      K. Walters Dunlap  
      B. Adams reported that K. Walters Dunlap is under the impression that what the committee had decided was moving forward.  
   b. Broadness of Degrees – Revised Deadlines and Instructions  
      B. Sanders  
      Several degrees that are being revised to meet with State guidelines will need to be approved by the Board of Trustees in May in order to meet the State’s deadline.  
   c. Areas of Emphasis  
      B. Sanders  
      More discussion is taking place regarding Area’s of Emphasis. B. Sanders asked B. Adams to schedule a meeting with the two of them and Kim Bailey.  
   d. Awards Earned in 2008-2009  
      P. Bettencourt, L. Senechal  
      Confusion persists about Areas of Emphasis. How are they different from majors? Some differences include: Majors closely parallel lower division course work at a university. Areas of Emphasis need not. Every course in a major needs to be offered within a two year time period. An Area of Emphasis would not have this requirement. An AOE is broader than a major.  
      B. Sanders suggested that the word “Preparation” be part of all degrees containing an AOE. (e.g. AA: Psychology Preparation, AA: Science and Mathematics Preparation)  
      L. Senechal reported that S. Agostini believes that MJC is conferring Transfer Degrees incorrectly. Further that we would need to reapply for approval, from the State, for every AA degree we offer. B. Sanders and B. Adams disagreed with this interpretation. B. Sanders will follow up with S. Agostini.  
      All AOE will be AA degrees.  
   e. AOE Production and of 08-09 Addendum  
      L. Senechal  
      No report.

2. Curriculum Review Process  
   K. Walters Dunlap  
   B. Adams presented a draft of a proposed curriculum review cycle. Good Practices suggests that courses should not be reviewed piecemeal but programmatically.

3. Educational Requirements Committee  
   (This item postponed indefinitely)  
   K. Walters Dunlap

4. CurricUNET Training  
   K. Walters Dunlap  
   There is no additional information at this time.
VI. NEW BUSINESS

1. **IGETC Update**
   - R. Cranley
   - Postponed until April 8 meeting

2. **Accreditation, Curriculum and SLOs**
   - P. Bettencourt, L. Senechal
   - (More) Communication needs to take place between the Curriculum Committee and the SLO committee.
   - There is not enough time before the next Accreditation Progress Report to include SLOs into all course outlines. There is, however, time to identify SLOs for all courses and include them on the course syllabus to be kept on file in the Division Offices. Eventually, the expected outcomes and means of assessment, etc. will be warehoused with all the other information on course outlines.

3. **Election of Curriculum Co-chair**
   - M. Adams
   - M. Robles nominated B. Adams for another term as Curriculum Committee Co-chair. There were no other nominations and the committee unanimously re-elected Barbara to a second term.

VII. SUBCOMMITTEES

1. **UPDATE: Special Topics, Experimental, Independent, Work-Experience**
   - P. Mendez
   - Sub-committee has not met

2. **UPDATE: CurricUNET Implementation**
   - B. Sanders
   - No new information to report

3. **UPDATE: Satisfaction of GE and competency requirements using course work from foreign universities**
   - R. Cranley
   - No report

VIII. PUBLIC COMMENT

P. Bettencourt reported that it has been suggested that the Curriculum Committee take the lead on identifying SLOs for the IGETC and CSU-GE patterns. B. Adams will follow up.

Meeting adjourned at 3:40
### Curriculum Review Cycle

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**DRAFT**
Dear Ken, Sheila and Dawn,

Thank you for the breadth pattern results. I do have a question/concern regarding the science courses that have not been approved for Area B3: lab portion on the CSU-GE pattern. EASCI 162, METEO 161 have notes that say that the reviewers approved this as a science course, but the extent of in-person laboratory activity supervised by faculty was unclear (so the lab approval was denied).

1. My question: Is it possible for the faculty to quickly write up descriptions of the lab content and lab experiments and resubmit for inclusion on the 2008-09 patterns or do we have to wait until December 2008?

2. Also, the notes regarding these lab issues appear under the CSU pattern but not under the same courses for the IGETC pattern. Will they also not qualify for a lab course under IGETC? How will that be communicated with the public i.e. not bolded on the ASSIST IGETC report?

I appreciate any assistance/guidance you can provide at this time. We will hold off on updating our counselor tools until we hear from you.

Ruth Cranley

Articulation Officer
Modesto Junior College

From: O'Donnell, Ken
Sent: Tuesday, April 01, 2008 7:03 PM
To: Ruth Cranley
Cc: Sheila Lau; Dawn Sheibani
Subject: GE decisions

Dear Ruth,

I'm attaching a report for you from OSCAR, listing the decisions for approved placement of your courses in IGETC, GE-Breadth, and the CSU's American Institutions patterns.

Thank you for your help in getting these outlines to us, and in disseminating this notice to your campus. If you have questions, please get in touch with either Sheila Lau at UCOP or me. Take care,

Ken

Ken O'Donnell
Associate Dean, Academic Program Planning
CSU Office of the Chancellor
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Course Name</th>
<th>Course Title</th>
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<th>Area Accepted</th>
<th>Date Accepted</th>
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<td>CHEM 142</td>
<td>Pre-General Chemistry</td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
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<td>This course will no longer satisfy the laboratory requirement in IGETC Area 5 effective summer 2008.</td>
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<td>CHEM 164</td>
<td>Introductory Chemistry Laboratory</td>
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<td>This course satisfies the laboratory requirement in IGETC Area 5 only if CHEM 142 or CHEM 150 is successfully completed prior to or concurrently with CHEM 164.</td>
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<td>Introduction to Women's Literature</td>
<td>4D</td>
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<td></td>
<td>Although this literature course focuses on women, it is humanistic in its approach, not social scientific. To be acceptable in IGETC Area 4D, a course must be social scientific in perspective. This course will be retained in Area 3B.</td>
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<td>Course Name</td>
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<td>Introduction to Neuroscience</td>
<td>PHYSO 103</td>
<td>5B</td>
<td>5B</td>
<td>F07</td>
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The college is urged to revise the course outline to distinguish clearly the laboratory activities from the content of the lectures.
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<th>Course Name</th>
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<td>This course will be retained in CSU GE Area B1 but removed from Area B3 effective summer 2008.</td>
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<td>Introductory Chemistry Laboratory</td>
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<td>This course is acceptable in CSU GE Area B3 only if CHEM 142 or CHEM 150 is successfully completed prior to or concurrently with CHEM 164.</td>
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<td>Child Growth and Development - Conception Through Early Childhood</td>
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<td>This course is an acceptable CSU GE Area E course only if CLDDV 105 is also successfully completed.</td>
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<td>Reviewers approved this as a science course, but the extent of in-person laboratory activity supervised by faculty was unclear.</td>
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<td>Although this literature course focuses on women, it is humanistic in its approach, not social scientific. To be acceptable in CSU GE Area D4, a course must be social scientific in perspective. This course will be retained in Area C2.</td>
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<td>Reviewers approved this as a science course, but the extent of in-person laboratory activity supervised by faculty was unclear.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The college is urged to revise the course outline to distinguish clearly the laboratory activities from the content of the lectures.

Although some historic perspective and criticism are included in this course, the primary focus is on the development of students' technical and production skills; the course is not appropriate for CSU GE.
Unit Change for Math Courses

Curriculum Colleagues,

This agenda includes a proposed increase in units for several math courses as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Existing Units</th>
<th>Existing Hours</th>
<th>Existing Load</th>
<th>New Units</th>
<th>New Hours</th>
<th>New Load</th>
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<tr>
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<tr>
<td>MATH 106</td>
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<td>5</td>
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<td>33.33%</td>
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<tr>
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<td>4</td>
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<td>33.33%</td>
<td>5</td>
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<td>33.33%</td>
</tr>
<tr>
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<td>5</td>
<td>87.5</td>
<td>33.33%</td>
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<tr>
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<td>33.33%</td>
</tr>
<tr>
<td>MATH 174</td>
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<td>33.33%</td>
<td>5</td>
<td>87.5</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

*Note: MATH 173 was approved last year in CurricuWeb using the new outline fields and, consequently, is stuck in the “Approved for Live” status. Its course outline is not included in this packet. But upon your approval of the motion below, the department will be granted approval to change this one data element from 4 units to 5 units, leaving all other details untouched.

Action Requested

As you can see, the only detail changing is the units for each course.

Rationale and History

The rationale for this action is three-fold.

1. The classes have always had instructor load factors as above. Perhaps originally, 20 years ago, there was a concept that the MATH 105 and 106 classes were 3 hours of lecture plus an hour of discussion (that wasn’t worthy of a unit), while the Precalculus (MATH 121 and 122) and Calculus (MATH 171-174) were 4 hours of lecture plus an hour of discussion. Yet at this time, each course uses its full allotment of time for presentation of new material, and each hour of lecture is associated with at least two hours of outside work. So therefore, the Carnegie formula says that these ought to have the units as listed in the New Units column.
2. Historically, these classes were *intentionally undervalued* because when students in high-unit science and engineering programs transferred, not all the units counted. However, prior to her retirement, our former articulation officer, Shirlee Adams, told me that we should re-think this policy, that many more districts were granting 5 units for their precalculus and calculus courses. So I decided to check it out and learned that the ASSIST database shows that most community college calculus classes are already 5 units.

3. Effective this fall, Title 5 Section 55002.5 has changed. In the past, it was allowable to “undervalue” units as had been the case of the classes listed above. However, the changes to Title 5 now mandate a direct correspondence between units and hours. So, in effect, we *must* make the changes as above to comply with this new regulation.

**Attachments**

Attached to this note are two documents. Both are taken from the ASSIST database and show the units associated with courses at other community colleges that articulate with the math classes listed above.

On the first document, please note that only 32 of the 104 community colleges, or less than 1/3, value their calculus classes at only 4 units. This document shows clearly that having these classes at 5 units does not have any negative effect on articulation.

The second document shows that only four of the 31 colleges that offer Math for Liberal Studies do so as 4 units, with the remainder at 3 units. However, two details should be noted. 1. Most of our liberal studies students transfer to CSU Stanislaus, as do most of those from Columbia College – and Columbia grants 4 units for the same course. Hence, articulation with CSUS is not in jeopardy because of this change. 2. It is likely that other districts currently offering this course at 3 units have been similarly undervaluing its units and must also now comply with the Title 5 change. So in the next few years, the list will include more 4-unit Liberal Studies math classes than it does now.

**Motion**

As the Curriculum Committee Representative for Mathematics,

“I move to approve the course outlines attached, with the embedded increase in units as the sole intentional change to these outlines, and also to approve the units increase for MATH 173 whose outline was just approved last year yet is currently stuck in ‘Approved for Live’ status in CurricuWeb.”

Thanks for your consideration,

Brian Sanders
MJC Curriculum Representative for Mathematics
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

MATH 173 - Calculus: Third Course 5 Unit(s)
Prerequisite: Satisfactory completion of MATH 172.
A continuation of MATH 172. The extension of calculus concepts to three dimensions and functions of multiple variables. Topics include: vectors and solids in 3-space, the calculus of vectors, partial differentiation, multiple integration, applications of partial differentiation and integration, and line and surface integrals. A-F and CR/NC. Applicable to the Associate Degree. Transfer to CSU and UC.

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. Vectors and the geometry of Space
   1. Three-Dimensional Coordinate Systems
   2. Vectors
   3. The Dot Product
   4. The Cross Product
   5. Equations of Lines and Planes
   6. Cylinders and Quadric Surfaces
   7. Cylinders and Spherical Coordinates
2. Vector Functions
   1. Vector Functions and Space curves
   2. Derivatives and Integrals of Vector Functions
   3. Arc Length and Curvature
   4. Motion in Space: Velocity and Acceleration
3. Partial Derivatives
   1. Functions of Several Variables
   2. Limits and Continuity
   3. Partial derivatives
   4. Tangent Planes and Linear Approximations
   5. The Chain Rule
6. Directional derivatives and the Gradient Vector
7. Maximum and Minimum Values
8. Lagrange Multipliers
4. Multiple Integrals
   1. Double Integrals over Rectangles
   2. Iterated Integrals
   3. Double Integrals over General Regions
   4. Double Integrals in Polar Coordinates
   5. Applications of Double Integrals
   6. Surface Area
   7. Triple Integrals
   8. Triple integrals in Cylindrical and Spherical Coordinates
   9. Change of Variables in Multiple Integrals
5. Vector Calculus
   1. Vector Fields
   2. Line Integrals
   3. The Fundamental Theorem for Line Integrals
   4. Green's Theorem
   5. Curl and Divergence
   6. Parametric Surfaces and Their Areas
   7. Surface integrals
   8. Stokes' Theorem
   9. The Divergence Theorem

2. ENROLLMENT RESTRICTIONS

1. Prerequisite(s):
   Satisfactory completion of MATH 172

Prerequisite Skills
Before entering the course, the student will be able to:
1. differentiate and integrate functions of one variable including polynomial, algebraic, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
2. use the Chain Rule to differentiate composite functions.
3. compute the limit of a function at a given value.
4. determine the continuity of a function.
5. correctly state and use the Mean Value Theorem, Intermediate Value Theorem, and Extreme Value Theorem.
6. analyze and solve integration problems by applying an appropriate technique.
7. sketch the graphs of curves described using parametric or polar equations.
8. use L'Hopital's rule to evaluate indeterminant forms.
9. solve application problems using the above methods and
3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th>Prorated Hours and Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE of HOURS</td>
</tr>
<tr>
<td>Lecture/Discussion</td>
</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. Lectures, discussions, or other presentations which develop theoretical material
  2. Demonstrations of mathematical techniques, applications, and problem-solving strategies by both instructor and students
  3. Application of material to specific problem
  4. Computer demonstrations of 3-D graphing
  5. Demonstrations of numerical techniques involving the use of computers or handheld calculators

5. TYPICAL ASSIGNMENTS

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

1. Find the dimensions of the rectangular box with largest volume with a total surface area of 64 square centimeters.
2. Find the center of mass of a lamina in the shape of an isosceles right triangle with equal sides of length $a$ if the density at any point is proportional to the square of the distance from the vertex opposite the hypotenuse.
3. The temperature at a point in a ball with conductivity $K$ is inversely proportional to the distance from the center of the ball. Find the rate of heat flow across a sphere $S$ of radius $a$ with center at the center of the ball.

B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
1. Weekly reading of the course material and studying of sample problems.
2. Daily homework assignments of approximately two hours per hour of class.
3. Work on a special project or additional assigned problem.
4. Preparation for quizzes.
5. Preparation for 3-5 mid-term exams and a comprehensive final exam.

6. TEXTS AND OTHER READINGS
   
   B. Other reading material:

III. DESIRED LEARNING

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

   proceed to upper division courses in mathematics, engineering, physics, and computer science.

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 correct skill in working with the algebra of three-dimensional vectors, including dot products, cross products, lines, and planes in space.
2. sketch three-dimensional solids such as spheres, hyperboloids, paraboloids, ellipsoids, and cylinders.
3. differentiate and integrate vector functions and apply those techniques to the finding of arclength, curvature, and motion of a particle in space.
4. sketch graphs of functions of two variables and identify the type of surface produced.
5. compute limits and determine continuity of multi-variable functions.
6. calculate partial derivatives and directional derivatives for functions of
several variables.
7. evaluate multiple integrals using rectangular, cylindrical, and spherical co-ordinates.
8. use integration to calculate the centroid and center of mass for one-, two-, and three-dimensional figures.
9. evaluate line and surface integrals using Green's Theorem, Stoke's theorem, and the divergence theorem as appropriate.
10. calculate maxima and minima for functions of several variables.
11. solve applied problems using any of the above techniques.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Collect and review homework
2. Periodic quizzes on the course material
3. Collect and grade projects and extra problems
4. Midterm examinations

B. SUMMATIVE ASSESSMENT:
Cumulative, comprehensive final examination is required of all students.
Placeholder for CHEM Materials Fee memo.
Placeholder for CHEM Materials Fee memo.
Rationale for course action

Course is being created to establish a formal feeder program with the new Advanced Manufacturing Program at Ceres High School and the ITEA Program at Johansen High School.

Course Data Elements

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<th>Credit Type</th>
<th>Degree applicable credit</th>
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<tr>
<td>SAM Code</td>
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<tr>
<td>State Classification</td>
<td>I</td>
</tr>
<tr>
<td>Open Entry/Open Exit</td>
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</tr>
<tr>
<td>Work Experience</td>
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Instructor Load

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<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load %</th>
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</table>

Program Relationships


Effective Date: 05/05/2008
Course: ELTEC 300, INTEC 300

Modesto Junior College
ELTEC 300, INTEC 300 Course Data Summary Report

Evidence of Need:
Ceres High School has 97 students signed up to enroll in this course Fall 2007. Only 60 will be accepted. Johansen High School would like to articulate all two ITEA course to this course. Course is meant to be a survey course that helps attract a high school feeder schools. It also aligns to current state interest to establish stronger links with K-12 CTE Programs.

Articulation Occurred: Yes
Articulation Comment: The MJC Technical Education, Ceres High School New Advance Manufacturing program and Johansen High School ITEA Program and industry have participated in several planning meeting since Summer 2007.

Projected Enrollment:
1st Year: 60
3rd Year: 75

Future Program: Yes
Comment:
General Advance Manufacturing Program that feeds the Industrial Technology, Electronic Technology, Machine Tool Technology, and Welding Programs.

CR/NC Developmental Sequence:

Attachments
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

ELTEC 300, INTEC 300 - Survey of Applied Technologies 3 Unit(s)

Survey of applied technologies in the Advance Manufacturing, Transportation, or Construction Industry. Topics include electricity, small engines/industrial mechanics, common computer software and robotics.

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. Industry and Technical Profession Review
   1. Advance Manufacturing
   2. Construction
   3. Transportation
   4. Power & Energy

2. Electricity and Electrical Control Systems
   1. Safety in an Electrical Shop
   2. Tools and Measuring Instruments
   3. Magnets
   4. Lights
   5. Sound
   6. Circuits
   7. Data Transmission
   8. Motion
   9. Soldering
   10. Logic, Ladder Diagrams, Solenoid valves, relay and limit switches

3. Industrial Mechanics / Small Engines
   1. Safety in an Industrial Shop
2. Tool Identification and Measuring Instruments
   1. Metric / English units
   2. Measurement and units conversions
   3. Basic mechanical measurements - Ruler and Tape Measure
   4. Precision measuring tools and techniques
   5. Specifications and measurements
3. Mechanical Concepts
   1. Basic operation and cycle of small motors
   2. Three common mechanisms in motors
4. Engine/Motor parts, identification and function of components
   1. Levers, Cams, Pulleys, Gears and Drives, Cranks
   2. Friction and Lubrication
   3. Assembly and disassembly techniques and mechanisms
   4. Repair considerations
5. Troubleshooting
4. Robotics Definition and Applications
   1. Five Basic Robot Components
      1. Servos / actuators
      2. Sensors
      3. Motors
      4. Controller / receiver
      5. Mechanical structure
   2. Eight Rules of Robot Safety
   3. Movement and Effector Commands
5. How Technicians Add Value through Computers
   1. Preventive Maintenance Logs
   2. Costing Projects
   3. Department Memos and Capital Requests
   4. Charting Performance
   5. Programming Software (i.e. PLC, Robotics)
   6. Using the Internet to obtain operating, repair and specification information

**B. RECOMMENDED**
   1. Survey of Welding
      1. Safety
      2. Oxy-Acetylene
      3. Electrode (stick)
2. Pneumatics
   1. Pneumatic Power
   2. Circuit Connections
   3. Basic cylinder valve, and motor circuits
   4. Pneumatic Schematics
   5. Pressure, Cylinder Force, Air Flow, Resistance & Volume

2. ENROLLMENT RESTRICTIONS
   None

3. HOURS OF INSTRUCTION PER TERM

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

4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   Face-to-face education -
   1. Traditional lecture
   2. PowerPoint presentations
   3. Case Studies
   4. Equipment and Technology Demonstrations
   5. Applied Labs

5. TYPICAL ASSIGNMENTS
   A. Quality: Assignments require the appropriate level of critical thinking
   1. Given a real or computer simulated circuit, use troubleshooting techniques to identify the source of a malfunction.
   2. Using a multimeter student will measure current, voltage, and resistance in a functioning circuit.
   3. Students will work in groups of 2-3 individuals in programming and assembly robotic Vex/Mindstorm projects designed to perform specific
activity.
4. Working in teams of 2-3 individuals students will disassemble and reassemble a small engine.

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

Weekly assignments include text based problems and exercises, simulated interactive problem solving and troubleshooting, quizzes, hands-on laboratory experiments, and special projects.

**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:

perform basic exercises and test exercises involving electrical control systems, robotic programming, mechanic engine/motor systems, industrial measurements, and computer navigation.

**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. Match 20 in-demand career occupations to specific industries and local employers in the San Joaquin Valley
2. Identify common electrical and mechanical tools and measuring devices used in the industry.
3. Describe the importance how a strong basic skills foundation (i.e. math, english, and reading) provides added value in terms of performance and career growth to technicians in the Manufacturing,
Transportation or Construction Industry.

4. Follow technical procedures and directions in performing applied technology related labs.
5. Record activity, findings and outcomes of applied technology related labs.
6. Conduct basic electrical measurements using a multimeter
7. Explain basic electrical circuit concepts, AC and DC current.
8. Conduct basic measurements in Metric and English units
9. List the components and parts that are common in a small engine, industrial automation lines and pneumatics systems
10. Assemble and program Lego Mindstorm and/or Vex robots to perform simple tasks that rely on servos, motors and sound and visual sensors.
11. Interact and contribute as a team member in small work group to the project's outcome (i.e. small engine, robotics, etc.).
12. Explain the importance and uses of computers and automation in the Manufacturing, Transportation and Construction Industry.

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

1. Recognize and describe the difference between arc, stick, gas, MIG, TIG and Plasma welding techniques
2. List the components and parts in a common pneumatic system.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Periodic quizzes.
2. Weekly evaluation of student's lab project quality
3. Weekly evaluation of assigned homework
4. Student self evaluation quizzes

B. SUMMATIVE ASSESSMENT:

1. Comprehensive lab observation and evaluation of student workmanship.
2. Final Exam.
ENGL 162 - History of Cinema

Action Type: Change Course Components

Effective: May 1, 2007

Primary Author: Emily Malsam

Other Author(s): Patrick Bettencourt

CC Representative Approval By: Patrick Bettencourt

Division Staff Review By: Silvana Morris

Division Dean Approval By: Barbara Wells

Rationale for course action

The Literature and Language Arts Curriculum Committee has updated ENGL 162 to reflect the requirements of CurricuWeb, including the addition of specific assessments. Furthermore, we have refined the objectives and streamlined the goal.

Transfer and GE Status

UC Transfer: Requested
MJC GE Category: MJC-GE - C Requested
CSU-GE Category: CSU-GE - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Degree applicable credit
Credit Sub-Type: Associate and Baccalaureate Degree
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: No

Modified Elements

Course Goal, Hours, Methods of Assessment, Methods of Instruction (Teaching Modalities), Typical Assignments

Instructor Load

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<tr>
<th>Course</th>
<th>Type of Hours</th>
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<td>TOTAL</td>
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</table>

Program Relationships

Program: English Award: AA Degree Program: Transfer Studies: CSU-GE Award: AA Degree Program: Transfer Studies: IGETC/CSU Award: AA Degree Program: Transfer Studies: IGETC/UC Award: AA Degree
I. COURSE OVERVIEW

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

ENGL 162 - History of Cinema 3 Unit(s)

Examines the international development of cinema from 1895 to the present. Covers a wide range of both American and foreign films and offers a broad survey of major movements, styles, and genres in the history of motion pictures. Focuses specifically on the social, historical, technical, and technological factors that have shaped the film industry and the films produced by it. A-F and CR/NC. Applicable to the Associate Degree. Transfer to CSU and UC. MJC-GE - C; CSU-GE - C2; IGETC - 3B.

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. The Birth of Cinema and the Early Silent Period
   a. Edison & Dickson, the Sklandanowsky brothers, the Lumière brothers, Méliès, Porter, Linder, Pathé Frères, Griffith
2. German Expressionist Cinema
   a. UFA, Wiene, Murnau, Lang, Jannings, Pabst
3. Soviet Silent Cinema
   a. Vertov, Kuleshov, Pudovkin, Dovzhenko, Eisenstein
4. American Silent Comedy
   a. Sennett, Chaplin, Keaton, Lloyd
5. Scandal, Censorship and the “New Morality” in Hollywood Cinema
   a. De Mille, Lubitsch, Flynn, Garbo, Von Stroheim
6. American Realism, the Studio System, and the Rise of Sound and Color Film
   a. MGM, Warner Brothers, Paramount, United Artists, 20th Century Fox, RKO, Von Sternberg, Ford, Hawks, Crosland
7. Nazi Propaganda Film  
   a. Harlan, Riefenstahl  
8. Dadaism, Surrealism, and the Avant-Garde Film  
   a. Richter, Man Ray, Clair, Eggeling, Cocteau, Deren, Buñuel  
9. French Poetic Realism  
   a. Vigo, Clair, Renoir, Carné  
10. The Threshold of Modern Cinema  
    a. Citizen Kane, Welles, Toland  
11. Italian Neo-realism  
    a. De Sica, Rosselini, Visconti, De Santis  
12. The American Genre Film  
    a. film noir, western, war film, science fiction, romance story, horror film  
13. The Hollywood Musical  
    a. Wise, Kelly, Minelli, Fosse  
    a. Kurosawa, Mizoguchi, Ozu  
15. Countercultures and the American New Wave  
    a. Kubrick, Cassavetes, Lumet, Penn, Hopper, Nichols  
16. The French New Wave  
    a. Truffaut, Godard, Resnais, Marker, Chabrol, Malle, Rohmer  
17. British New Cinema  
    a. Anderson, Richardson, Reisz, Schlesinger  
18. New German Cinema  
    a. Wenders, Herzog, Fassbinder, Schlöndorff, Von Trotta  
19. Hong Kong Action Cinema  
    a. Shaw Brothers, Tsui Hark, Bruce Lee, Jet Li, Jackie Chan, Peking Opera, Johnny To, John Woo  
20. The Hollywood Renaissance  
    a. Coppola, Scorsese, Lucas, Spielberg  
21. New American Modernisms and Postmodernisms  
22. New International Modernisms and Postmodernisms  
    a. Polanski, Bergman, Fellini, Antonioni, Wajda, Campion, Rodriguez, Almodóvar, Bertolucci, Greenaway, Besson, Wertmuller  

2. ENROLLMENT RESTRICTIONS  
   None  

3. HOURS OF INSTRUCTION PER TERM  

28
4. TYPICAL METHODS OF INSTRUCTION

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

Face-to-face education -

1. Lecture
2. View films
3. Assigned readings: text and other writing about film or film criticism
4. Analysis of films (in writing and in directed class discussion)
5. Directed class discussion on assigned reading
6. Directed class discussion on the analysis of selected and screened films

5. TYPICAL ASSIGNMENTS

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

1. Both Pudovkin and Eisenstein developed their respective approaches to filmmaking with a view towards creating a revolutionary new kind of cinema. Yet these men formulated very different approaches to things like casting, narrative construction, and (above all) editing. Identify some of the major differences in their filmmaking styles and illustrate your differences with references to specific scenes in the films we watched in class.

2. Take D.W. Griffith’s Broken Blossoms as an example of classical Hollywood filmmaking in the late-1910s and early-1920s. Compare and contrast how French Impressionist cinema and German Expressionist cinema both explicitly departed from this style in specific ways. Pay special attention to the formal techniques and stylistic innovations that characterize each of these three styles. Illustrate your discussion with references to the appropriate films we have watched in class.

3. Choose THREE of the following filmmakers and identify the unique contributions each one made to the development of screen comedy. Focus on their general approach to comedy, their personal style and signature features of their screen personae (where appropriate), and their technical experiments and innovations. Illustrate your discussion with references to the appropriate films we have watched in class.
a. Georges Mélès’s (A Trip to the Moon, The Black Imp)
b. Louis Lumière (The Sprinkler Sprinkled)
d. Buster Keaton (Sherlock Jr.)
e. Vsevelod Pudovkin (Chess Fever)
f. René Clair (Entr’acte)

4. Discuss the different cinematic styles that correspond to studio film-production and independent film-production in two of the following contexts.
   a. The rivalry between Mélès and Pathé Frères
   b. The MPPC Trust vs. the Hollywood independents
   c. The Rise of Pathé and Gaumont and the emergence of the first and second avant-garde
   d. The Fall of Pathé and Gaumont and the emergence of French Golden Age cinema
   e. The shifting fortunes of D.W. Griffith over the course of the studio era

5. Discuss the way in which Vigo’s L’Atalante looks back to the French Impressionist cinema that had flourished 10 years earlier AND forwards towards the style of Poetic Realism, which would become the dominant style of the Golden Age of French Cinema in another few years. Review the dominant features of each style and point them out within L’Atalante.

6. Focusing on Clair’s Entr’acte and Dali & Buñuel’s Un Chien Andalou, analyze the characteristic features of the second avant-garde (Pure Cinema). Then point out some of the differences between dada and surrealist movements in the arts, noting how these films are characteristic of the respective movements with which they are associated.

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

   1. Weekly reading (one chapter a week or approximately 3 hours careful reading)
   2. Daily quizzes on films and lectures
   3. Weekly film analyses (300 words each)
   4. Two midterm essays (500 words each)
   5. Essay exams

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL

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

historically contextualize films in terms of their movements, styles, and genres in preparation for further scholarship in English or film studies.

B. STUDENT LEARNING GOALS

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

REQUIRED LEARNING GOALS

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

1. Identify and discuss (verbally and in writing) the major developments in film history as they have occurred in various different nations, cultures, and societies around the world.

2. Identify and discuss (verbally and in writing) the technological developments (Kinotoseope, CinÃ©matographe, Maltese Cross gear, Latham loop, optical printer, Eastman film stock, deep focus, Technicolor, anamorphic compression and wide-screen formats, steadicam, traveling mattes, Dolby and Foley sound technologies, CGI and blue screen technology, etc.) which have shaped the film industry and the movements, styles, and genres of the films this industry has produced.

3. Identify and discuss (verbally and in writing) the ways in which specific historical, cultural, and social contexts have shaped major film movements, individual film artists, and specific films.
4. Identify and discuss (verbally and in writing) the unique elements of formal style and subject matter pertaining to the cinema of various different nations and cultures.
5. Identify and discuss (verbally and in writing) the broader social and aesthetic movements that have formed the art of cinema (e.g., individualism, expressionism, surrealism, dadaism, social realism, neo-realism, modernism, postmodernism, feminism, Marxism, etc.)
6. Identify and discuss (verbally and in writing) the contributions of major film artists, principally actors and directors, and their particular stylistic and technical innovations.
7. Identify and discuss (verbally and in writing) a wider range of motion picture forms, styles, and genres specifically by way of discovering their place within the historical development of cinema.
8. Identify and discuss (verbally and in writing) the relationships between aesthetic form and social content in various, specific samples of world cinema.
9. Identify and discuss (verbally and in writing) the formal aspect and historical significance of films, focusing on structural, technical, and contextual dimensions of cinematic art.
10. Identify and discuss (verbally and in writing) the rhetorical and stylistic devices with which specific films sometimes create, sometimes cater to, and sometimes challenge different kinds of audiences (e.g., popular, avant-garde, underground, alternative) in different social, cultural, and historical contexts.
11. Identify and discuss (verbally and in writing) the impact of various economic factors and the corporate structure of the studio system upon the development of cinema.
12. Identify and discuss (verbally and in writing) the ways and degree to which other forms of art (e.g., literature, theater, photography, painting, music) have informed the creation and development of cinema.
13. Identify and discuss (verbally and in writing) a variety of great films that serve as high watermarks of artistic achievement in the history of world cinema.
14. Write various types of technically and historically informed compositions (expository reviews, close-analyses, broader argumentative essays) regarding a wide range of international and multicultural film-reviewing experiences.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Quizzes
2. Journals
3. Exams

**B. SUMMATIVE ASSESSMENT:**

1. Examinations
2. Essays
3. Oral Presentations
ENGR 140 - Intro Circuit Anal (w/o Lab) 3 Unit(s)
Action Type: Change Course Components
Effective: May 1, 2007
Primary Author: Jeremy Wilson
Other Author(s):
CC Representative Approval By: Brian Sanders
Division Staff Review By: Sandra Vanwey
Division Dean Approval By: Judith Lanning

Rationale for course action
This course is being submitted for review as the outline has expired and must be updated.
This course is a version of Engineering 141 without the lab. Some four-year schools do not require the lab portion.
All of the content (except the lab) has been copied from Engr 141 since it has already been approved.

Transfer and GE Status
UC Transfer: Requested

Course Data Elements
Credit Type: Degree applicable credit
Credit Sub-Type: Associate and Baccalaureate Degree
TOP Code: SAM Code: D State Classification: A
Open Entry/Open Exit: No Work Experience: No

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

Instructor Load

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Enrollment Restrictions & Advisories
Modesto Junior College
ENGR 140 Course Data Summary Report

Co-requisite(s):
Satisfactory completion of or concurrent enrollment in MATH 174.
Levels of Scrutiny:
Level 1 - Completed
Satisfactory completion of or concurrent enrollment in PHYS 103.
Levels of Scrutiny:
Level 1 - Completed

Program Relationships

Program: Engineering Award: AS Degree

Attachments
I. COURSE OVERVIEW

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

**ENGR 140 - Intro Circuit Anal (w/o Lab) 3 Unit(s)**

Co-requisite(s): Satisfactory completion of or concurrent enrollment in MATH 174, PHYS 103.

Direct-current and alternating-current circuit analysis; steady and transient phenomena in RLC circuits; circuit theorems; single-phase and polyphase alternating-current circuits.

Field trips may be required. A-F and CR/NC. Applicable to the Associate Degree. Transfer to CSU and UC.

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. Basic concepts
         a. System of units
         b. Basic quantities
         c. Circuit elements

      2. Resistive Circuits
         a. Ohm’s Law
         b. Kirchoff’s Laws
         c. Single loop and single node-pair circuits
         d. Circuits with dependent sources

      3. Nodal and Loop Analysis Techniques
         a. With/without dependent sources

      4. Operational Amplifiers
         a. Op-Amp models
         b. Op-Amp analysis techniques
            i. Ideal op-amps
            ii. Real op-amps
c. Comparators
5. Superposition
6. Thevenin’s and Norton’s equivalent circuits
7. Capacitance and Inductance
   a. Fundamental properties and behavior
8. First- and Second- Order Circuits
   a. Transient analysis
9. AC Steady-State Analysis
   a. Sinusoids and complex forcing functions
   b. Phasors
   c. Phasor relationships for circuit elements
   d. Impedance
   e. Phasor Diagrams
   f. Analysis techniques using Kirchoff’s Laws, nodal and mesh analysis
10. Steady-State Power Analysis
   a. Instantaneous power
   b. Average power
   c. Maximum average power transfer
   d. RMS values
   e. Power factor
   f. Complex power
11. Polyphase Circuits
    a. Three-phase circuits

2. ENROLLMENT RESTRICTIONS
   1. Co-requisite(s):
      Satisfactory completion of or concurrent enrollment in MATH 174.
      Satisfactory completion of or concurrent enrollment in PHYS 103.

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   Face-to-face education -
1. Lectures to explain/illustrate theory and application
2. Classroom discussion of theory/application
3. Multimedia used in conjunction with lectures

5. TYPICAL ASSIGNMENTS

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

Homework assignments include end-of-chapter questions that require analysis of voltages, current and power consumption of various electrical circuits. Students are required to consider several analysis methods for a given problem and determine the most efficient manner for solving.

Example problems include (figures omitted):

1. Determine the voltage at point \( V_0 \) in the network using either mesh or nodal analysis.
2. Calculate the power supplied by the dependent sources in the figure.
3. Determine the expression for the output voltage of the inverting summing circuit shown.
4. An amplifier has a gain of 15 and the input waveform is shown. Draw the output waveform.

Exam questions are similar in form to the given homework problems.

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

1. Weekly reading assignments of subject material in textbook.
2. Weekly end-of-chapter homework assignments.
3. Preparation for quizzes and exams

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:
apply several techniques to analyze voltage, current and power consumption in various analog DC and AC circuits.

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) Describe the vocabulary and concepts related to circuits, components and devices
2) Construct circuit network diagrams
3) Apply network techniques such as nodal and mesh analysis to write systems of equations for linear circuits.
4) Apply Thevenin and Norton theorems to develop equivalent circuits.
5) Apply the concept of linearity and the technique of superposition.
6) Analyze circuits containing operational amplifiers.
7) Explain the concept of steady-state.
8) Analyze the behavior of circuits containing inductors and capacitors.
9) Apply phasor analysis to AC circuits in sinusoidal stead-state.
10) Calculate power consumption for DC circuits and various power parameters (instantaneous, average, complex, etc) for AC circuits.

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

Observe industrial applications of electrical systems and identify major components of such systems by attending required field trips.
IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Weekly grading of homework problems
   2. Periodic quizzes
   3. Two exams requiring analysis of problems and selection of appropriate technique

B. SUMMATIVE ASSESSMENT:
   1. Comprehensive Final Exam
Modesto Junior College

ESL 10 Course Data Summary Report

ESL 10 - English Language 1 10 Unit(s)

Action Type: Change Course Components
Effective: May 1, 2007
Primary Author: Gabriele Steiner
Other Author(s):
CC Representative Approval By: Patrick Bettencourt
Division Staff Review By: Silvana Morris
Division Dean Approval By: Barbara Wells

Rationale for course action

This course is being updated as part of a five-year cycle of review. Content has been revised where necessary to reflect current practice (e.g. vocabulary organized in context areas) and the learning goals have been restated to clarify desired student learning outcomes.

Course Data Elements

Credit Type: Non-degree credit
Credit Sub-Type: PreCollegiate Basic Skills
TOP Code: SAM Code: E
State Classification: C
Open Entry/Open Exit: No
Work Experience: No

Modified Elements

Course Content, Course Goal, Enrollment Restrictions/Advisories, Learning Goals (Objectives), Methods of Instruction (Teaching Modalities), Textbooks and Other Readings, Typical Assignments

Instructor Load

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Enrollment Restrictions & Advisories

Advisories:

Before enrolling in this course, students are strongly advised to satisfactorily complete ESI 901 and/or 902, especially if they lack elementary listening comprehension and speaking skills. To be successful in ESL 10, students need to be able to understand, follow, and respond to basic instruction(s) in English.

Levels of Scrutiny:
Level 1 - Completed
Program Relationships

Program: ESL
Award: Certificate

Attachments
Modesto Junior College

ESL 10 Course Outline

Effective Date: 05/05/2008
Printed On: 4/2/2008 3:18:57 PM

I. COURSE OVERVIEW

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

ESL 10 - English Language 1 10 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to satisfactorily complete ESL 901 and/or 902, especially if they lack elementary listening comprehension and speaking skills. To be successful in ESL 10, students need to be able to understand, follow, and respond to basic instruction(s) in English. Elementary course in speaking, listening, reading, and writing for people learning English as another language. Field trips may be required. A-F and CR/NC.

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. Reading: dialogs and other short readings (m.c.)
2. Writing: elementary punctuation, capitalization, and spelling of words and forms used in exercises; simple sentences (m.c.)
3. Pronunciation/listening: practice producing American English vowel and consonant sounds, stress and reductions, listening discrimination and comprehension
4. Aural comprehension exercises
5. Review of alphabet and numbers
6. Basic vocabulary of conversational language encountered in such contexts as
   a. Home life and daily routines
   b. Common school and household objects
   c. Clothing articles and shopping
   d. Family and social relations
   e. Weather
   f. Recreational activities
   g. Travel
   h. Medical and emergency situations
i. Occupation and business (all m.c.)

7. Useful idiomatic expressions and phrases, including telling time (m.c.)

8. Grammar points:
   a. Verb BE, present and past, use as auxiliary
   b. Demonstratives, singular and plural
   c. Singular and plural noun forms, regular and irregular
   d. Interrogatives: what, who, where, when, which, why, how
   e. Pronouns: subject, object, possessive
   f. Contractions with BE and with NOT
   g. Elementary prepositions of time and place
   h. Articles a, an, the (basic introduction)
   i. Present continuous tense
   j. Simple present tense
   k. Simple past tense
   l. Going to future tense
   m. There + Be
   n. Count and non-count nouns (some, any, and how much/many)
   o. Can and can't
   p. Elementary patterns with adjectives in simple form
   q. Past forms for twenty irregular verbs
   r. Identification of basic parts of speech

B. RECOMMENDED

1. Grammar points:
   a. Modals and let's and why don't we (m.c.)
   b. Request with would like (m.c.)
   c. Invitations with would you like (m.c.)
   d. Expanded list of irregular past tense verb forms

2. ENROLLMENT RESTRICTIONS

1. Advisories:
   Before enrolling in this course, students are strongly advised to satisfactorily complete ESI 901 and/or 902, especially if they lack elementary listening comprehension and speaking skills. To be successful in ESL 10, students need to be able to understand, follow, and respond to basic instruction(s) in English.

3. HOURS OF INSTRUCTION PER TERM

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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 -  
  The instructor may ask that students participate in

  - 1. oral drills of structures to be learned
  - 2. dictation exercises
  - 3. listening discrimination and aural comprehension exercises
  - 4. language laboratory practice
  - 5. silent or oral reading exercises
  - 6. individual and small group tutoring sessions
  - 7. written exercises to practice vocabulary and structure
  - 8. examinations

5. **TYPICAL ASSIGNMENTS**

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

1. Listen to the dialog and pay special attention to the questions asked. Then, with only the questions given, create your own answers. Practice your new dialog with a partner.

2. Read the story twice and make sure you understand it well. Then answer five questions about the story. Write your answers as complete sentences.

3. Study the forms of BE. Write short but complete sentences describing the people in your family. Use adjectives. Use singular and plural subjects.

4. Identify the parts of speech (verbs, nouns, adjectives, prepositions, articles, pronouns) in these sentences. Then find the subjects, verbs, objects, and prepositional phrases.

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

1. Weekly reading assignments: e.g. dialogs and short and simple stories about people, about their families, friends and work, and about events in their lives.

2. Daily written homework assignments: e.g. fill-in the blank exercises on
grammar and/or vocabulary, vocabulary identification exercises, simple open-ended questions.

3. Short oral presentations once or twice a term: e.g. students present information about their families, friends, country, work place, and/or vacations.

6. TEXTS AND OTHER READINGS

   Comments: This book serves as an alternative reader. Even though no new edition is currently available, it is still an adequate reading book.
   Read On 1, first Edition, Mare, Nancy Nici, 2003

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:
   function at an elementary level of English with regard to speaking, reading, writing, and listening comprehension skills.

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. construct simple sentences and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries, and word order: present and past of BE, present continuous, simple present, simple past, going to future

2. form possessive and plural forms of nouns
3. use elementary prepositions of time and place
4. use elementary conventions of capitalization, punctuation, and paragraph format (indenting and margins) (m.c.)
5. within the scope of their vocabulary, use count and non-count nouns with appropriate verb forms and use correct plural forms of nouns (m.c.)
6. name in sequence letters of the alphabet, numbers, days of the week, and months of the year; use expressions for telling clock time correctly
7. speak English sentences within the scope of their vocabulary and knowledge of structure giving recognizable pronunciation to verb inflections and function words
8. read with increasing speed and comprehension paragraphs and short passage written within the scope of their vocabulary and knowledge of grammar
9. use basic level vocabulary in the following contexts: (m.c.)
   1. home life and daily routines
   2. common school and household objects including school facilities and services
   3. clothing articles and shopping
   4. family and social relations
   5. weather
   6. recreational activities
   7. travel including simple directions
   8. medical and emergency situations
   9. occupation and business

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

1. use modals to make polite requests, invitations, and suggestions (m.c.)
2. access computer software related to the course
3. transfer knowledge of vocabulary and grammatical structures to new situations (m.c.)

Field trips:

1. become familiar with campus facilities and services (e.g. visit student
services, visit library, use MJC shuttle service)

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Written quizzes and exams of the students’ command of grammatical structures, vocabulary, and spelling
2. Proficiency demonstrated by students' written homework
3. Proficiency in communication as observed by the instructor in the course of class activities and exercises (and possibly oral presentations on specific topics or individual interview)
4. Quizzes testing aural comprehension of spoken English

B. SUMMATIVE ASSESSMENT:
1. Written final exam (comprehensive exam with reading, writing, listening, and grammar components)
Modesto Junior College
MDAST 353 Course Data Summary Report

MDAST 353 - Medical Coding/ICD 3 Unit(s)

Action Type: Change Course Components
Effective: May 1, 2007
Primary Author: Shirley Buzbee
Other Author(s): Donna Yarnal

CC Representative Approval By: Libbie Lanigan, Libbie Lanigan, Libbie Lanigan
Division Staff Review By: Elaine Schuber, Elaine Schuber, Elaine Schuber
Division Dean Approval By: Steve Collins, Maurice McKinnon, Maurice McKinnon, Seán Fornelli

Rationale for course action
Periodic Review

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 Goal, Methods of Assessment, Textbooks and Other Readings, Typical Assignments

Instructor Load

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Enrollment Restrictions & Advisories

Advisories:
Before enrolling in this course, students are strongly advised to satisfactorily complete MDAST 321.
Levels of Scrutiny:
Level 1 - Completed

Program Relationships
Program: Medical Assisting Award: Certificate

Page 1 of 2
Modesto Junior College
MDAST 353 Course Data Summary Report

Attachments
I. COURSE OVERVIEW

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

MDAST 353 - Medical Coding/ICD       3 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to satisfactorily complete MDAST 321.

Entry-level course that covers the International Classification of Diseases, 9th Revision, Clinical Modification (ICD-9-CM) which is designed for the classification of patient morbidity (sickness) and mortality (death) information for statistical purposes and for the indexing of hospital records by disease and operation for data storage and retrieval. This course along with Medical Assisting 352 prepares students to take the Certified Coding Specialist Examination offered by the American Health Information Management Association (AHIMA).

May be completed up to 2 times. 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

A. ICD Manual
   1. Format and conventions used in the ICD-9-CM.
   2. Volume 2: Alphabetic Index
   3. Volume 1: Tabular List
   4. Volume 3: Procedures
B. Using the ICD-9-CM
   1. General guidelines
   2. Special types of codes
   3. Chapter- specific coding
   4. Basic coding guidelines for outpatient services
   5. Diagnostic coding and reporting requirements for physician billing
C. Reimbursement
1. Medicare
2. In-patient diagnosis-related groups (DRG's)
3. Peer review organization
4. Out-patient resource-based relative value scale (RBRVS)
5. Ambulatory patient groups
6. Managed health care concepts

2. ENROLLMENT RESTRICTIONS

1. **Advisories:**
   Before enrolling in this course, students are strongly advised to satisfactorily complete MDAST 321.

3. HOURS OF INSTRUCTION PER TERM

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<td>Lecture/Discussion</td>
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**Total Units Earned:** 3

4. TYPICAL METHODS OF INSTRUCTION

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

Face-to-face education -
1. Presentation and demonstration of coding.
2. Examples of coding will be reviewed.
3. Students will then practice coding exercises in class using ICD coding book.
4. Students will be assigned coding exercise to complete.
5. Assignments will be discussed and corrected.

5. TYPICAL ASSIGNMENTS

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

1. Coding assignments in which the student must use problem-solving ability.
   a. Please code the following: Diabetic Nephropathy Screening for Osteoporosis
2. Coding assignments in which students must judge whether their coding is accurate.
3. Coding assignments in which students code authentic physician records
B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Prepare for unit quizzes, midterm and final exam.
2. Weekly coding exercises to complete as homework.
3. Weekly reading assignment and workbook assignment

6. TEXTS AND OTHER READINGS
      Comments: New coding book each year.

   B. Other reading material: ICD9CM code book 3 volumes current year.

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared to:
      Assign ICD-9-CM codes using identified guidelines in a clinical setting.
      Understand DRG and RBRVS systems as well as apply HCFA diagnostic codes for billing.

   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. List the purposes of the ICD-9-CM.
      2. Apply coding conventions when assigning codes
      3. Identify characteristics of Volumes 1, 2, and 3 mornats
      4. Demonstrate use of ICD-9-CM
      5. Understand the official coding principles
      6. Define principal and primary diagnosis
      7. Explain reporting other (additional) diagnoses
      8. Assign ICD-9-CM codes to the highest level of specificity
      9. Apply ICD-9-CM guidelines and coding conventions
     10. Interpret basic coding guidelines for outpatient care
     11. Apply HCFA diagnostic coding requirements for physician billing
     12. Identify the major elements of the DRG system.
13. Understand the RBRVS system.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Presentation and demonstration of coding.
   2. Examples of coding will be reviewed.
   4. Assignments will be discussed and corrected.

B. SUMMATIVE ASSESSMENT:
   1. Mid-Term Exam.
   2. Comprehensive Final Exam.
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>Industrial Technology: Electrician (Current)</th>
<th>Industrial Technology: Electrician (New)</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>

**INTEC 208:** World of Electricity  
**INTEC 221:** Instrumentation  
INTEC 223: Industrial Electrical Components & Control Devices  
INTEC 226: Motors, Controls and Controllers  
**INTEC 229:** Commercial and Industrial Wiring  
ELTEC 232: Introduction to PLC  
INTEC 248: NEC I  
INTEC 261: General Plant Maintenance

| Electives: 7 Units in INTEC |

**Total Units:** 30

**INTEC 208:** World of Electricity  
**INTEC 223:** Industrial Electrical Components & Control Devices  
**INTEC 225:** Principles of Wiring  
INTEC 226: Motors, Controls and Controllers  
INTEC 229: Commercial and Industrial Wiring  
INTEC 248: NEC I  
**ELTEC 230:** Electrical Blueprint Reading  
**ELTEC 320:** Electrical Safety  
INTEC 261: General Plant Maintenance  

| Electives: 6 Units in INTEC |

**INTEC 221:** Instrumentation  
**INTEC 249:** NEC II  
**HE 100:** CPR  
**INTEC 366:** Heating, Ventilation, Air Conditioning and Refrigeration  
ELTEC 232: Introduction to PLC  
**ELTEC 212:** Digital Principles and Circuits  
INTEC 306: Introduction to Occupational Safety & Health

**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 Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTEC 208:</td>
<td>[1]</td>
<td>World of Electricity</td>
</tr>
<tr>
<td>INTEC 223:</td>
<td>[2]</td>
<td>Ind. Electrical Components &amp; Control Devices</td>
</tr>
<tr>
<td>INTEC 225:</td>
<td>[2]</td>
<td>Principles of Wiring</td>
</tr>
<tr>
<td>INTEC 226:</td>
<td>[3,4]</td>
<td>Motors, Controls and Controllers</td>
</tr>
<tr>
<td>INTEC 229:</td>
<td>[4]</td>
<td>Commercial and Ind. Wiring</td>
</tr>
<tr>
<td>INTEC 248:</td>
<td>[1]</td>
<td>NEC I</td>
</tr>
<tr>
<td>ELTEC 230:</td>
<td>[1]</td>
<td>Electrical Blue Print Reading</td>
</tr>
<tr>
<td>ELTEC 320:</td>
<td>[2]</td>
<td>Electrical Safety</td>
</tr>
<tr>
<td>INTEC 261:</td>
<td>[4]</td>
<td>General Plant Maintenance</td>
</tr>
</tbody>
</table>

Elective Courses: Complete 6 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTEC 221:</td>
<td>[4]</td>
<td>Instrumentation</td>
</tr>
<tr>
<td>INTEC 249:</td>
<td>[2,4]</td>
<td>NEC II</td>
</tr>
<tr>
<td>HE 100:</td>
<td>[NP]</td>
<td>CPR</td>
</tr>
<tr>
<td>ELTEC 232:</td>
<td>[3,4]</td>
<td>Intro. To PLC</td>
</tr>
<tr>
<td>INTEC 306:</td>
<td>[NP]</td>
<td>Introduction to Occupational Safety &amp; Health</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.
Proposed Changes to the MJC Curriculum Process

Process for Curriculum Review

Title 5 and Accreditation Standards mandate periodic curriculum review. In order to meet the requirements, each college department will examine its course offerings and degree patterns every five (5) years to assure that Modesto Junior College is meeting the accreditation standards.

Procedure for departmental curriculum review:

1. Review, revise and update all course outlines of record to meet current curriculum standards assuring that there are measurable student learning outcomes for every course.

2. Review and revalidate prerequisites, corequisites and advisories.

3. Indicate methods to assure that students achieve the stated learning outcomes for courses regardless of instructor, location, or method of delivery.

4. For departments offering degrees and certificates, review program outcomes to assure that they are designed with the appropriate breadth, depth, and rigor to meet general education, transfer, or employment standards.

5. Review the sequencing of classes to assure that there is a logical progression from one course in the sequence to another.

6. Review offerings to assure that the student is able to complete the program in an appropriate length of time (2 to 3 years typically).

7. If transfer, compare courses with courses at transfer institutions and update articulation agreements.

The college will set up a five-year curriculum review cycle for all departments on campus.
Development of an Educational Requirements Committee

Purpose: Approves or denies substitution petitions for graduation requirements; reviews, approves and/or rejects all Degree and Certificate Programs (transfer and vocational); coordinates degree and certificate program requirements; provides support to faculty for program development and application process.

Membership: Seven to eight faculty representatives appointed by Academic Senate representing the breadth and learning skills requirements for General Education and programs offering degrees and certificates. One of the members should also serve as a liaison to the Curriculum Committee.

Suggested membership:

1 Health, Physical Education/Athletics
1 Sciences, Mathematics, Engineering
1 Language and Literature
1 Business
1 Technical Education, Ag
1 Student Services
1-2 At large representatives
1 Management representative appointed by Vice-President of Instruction
2 Classified representatives: 1 from evaluations, 1 at large
1 Articulation Officer
1 Student representative
A Division Dean’s Role in Curriculum

The California Community College Chancellor’s Office has delegated to the local colleges the responsibility for course approval for new courses that are a part of approved programs (effective July 1, 1993).

Along with the delegation of authority came an extensive revision of how courses and programs must be reviewed prior to approval. These revisions are contained in the Chancellor’s Office PROGRAM AND COURSE APPROVAL HANDBOOK, and may be accessed at www.cccco.edu.

As Division Deans working with faculty, the following evaluative criteria need to be applied to each new course or program as well as to substantial changes in existing programs that are submitted for approval to the MJC Curriculum Committee.

Appropriateness to Mission of the California Community Colleges (see CA State Education Code)

A. Is the course or program designed to be taught to lower-division students for credit towards the degree, and/or for purposes of transfer, occupational preparation, or career supplementation or upgrade?
B. Does the course or program develop the ability of students to succeed in college-level courses and adult non-credit instruction?
C. Does the course or program provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade?
D. Is the course designed to assist in the economic development of local businesses or the community?

Need

A. Does the course or program meet the stated goals and objectives, at this time, and in the region the college proposes to serve with the program?
B. For transfer courses or programs, is there student demand and is there transfer applicability (i.e., the course substantially satisfies the lower-division course requirements for the corresponding four-year institution major or is articulated to meet transfer general education requirements)?
C. For vocational courses or programs, is there a documented labor market need based on employer input or a job market analysis?

Quality

A. The courses and programs meet the standards set by Title 5 for each category of credit offered-degree credit, non-degree credit and non-credit.

Feasibility

A. Does the college have the resources to maintain the course or program in which the course is required at the level of quality described in Course Outline of Record and the new program application? Division deans are responsible for working with faculty to determine if a proposal is feasible.
Compliance

A. Does the course or program comply with all other laws applicable to it, including federal regulations, licensing requirements, and the particular legal requirements for courses explained in the *PROGRAM AND COURSE APPROVAL HANDBOOK*?

Curriculum Tasks for Division Deans

- Ensure division representation on committee
- Ensure division faculty review and update non-compliant courses
- Review unit value and load for courses
- Review division information for accuracy in catalog proof
- Review program and/or certificate changes within division
In fall 2006, staff from the University of California Office of the President contacted staff in the California State Chancellor’s Office and staff in the California Community College Chancellor’s Office, to request the formation of an intersegmental committee to review the 1991 IGETC Standards, and the 1991, 1992 and 1994 IGETC Notes. This document, “Standards, Policies and Procedures for the IGETC, Version 1.0”, is a compilation of all previous documents and incorporates clarification and procedure changes approved by each segment and ICAS. It is suggested that the reader take the time to read the entire document.

Following is an executive summary of these changes/clarifications:

1. Section 2.2 and 5.0: This statement clarifies that California Community College students can use the IGETC regardless of the number of units accrued at the community college. California Community College students have transcripts from many different colleges and universities and students also move between CCCs. This section codifies the use of as many non CCC courses on IGETC, as long as the courses are determined to meet IGETC course standards. Some CCCs have imposed residency requirements before certifying IGETC or have limited the use of non-CCC courses. These are unnecessary impediments to granting the certification of IGETC.

2. Section 4.0: Approved courses become effective the Fall of the same academic year the course was submitted and approved if the course was active in the college’s curriculum at that time. This change has been endorsed by UC and is currently used by CSU for CSU General Education Breadth. In the past, CCC courses were approved for UC transferability in the Fall and then approved for IGETC the following Spring. Even though the approved course for Spring is the same as the course taught in the Fall, under the old practice, students who took the course in Fall did not receive IGETC Subject Area credit. This allows transferability and IGETC applicability to align simultaneously.

3. Section 5.2.1: Current practice only allows the application of appropriate non-CCC courses to be applied on IGETC if the certifying institution teaches an equivalent course. This provision allows the application of non-CCC courses if an equivalent course is taught anywhere in the CCC system, and approved for use on IGETC. This provision will help students apply valid courses on IGETC and not be penalized because they are attending a CCC that does not offer that particular IGETC course. This provision would particularly help smaller CCCs with limited curriculum to better serve the student.

4. Section 5.2.1: Clarifies what is the current practice of allowing the non-CCC course to be applied to IGETC even if it was completed prior to the CCC course’s IGETC effective date. This is permitted because the non CCC’s course is being
compared to the approved CCC course in content, prerequisites, texts, units and conformity to IGETC Area Standards

5. Section 5.2.2: This provision codifies the use of upper division courses on IGETC if the course has the content equivalent to courses approved for use on IGETC as determined by CCC faculty in the discipline or their designee. Native UC and CSU general education patterns regularly use upper division coursework to satisfy general education requirements. Occasionally, students come to the CCC with upper division courses that clearly meet the IGETC area standards. These equivalent courses are taught at the CCC, but students are often prohibited from applying them to IGETC only because they are upper division. Since the UC and CSU allow the use of appropriate upper division on their native GE patterns, this is an extension of that policy to the IGETC. The current IGETC Standards and Notes has no language prohibiting use of upper division on IGETC. The current policy is to allow use of non CCC courses on IGETC if the course is similar in content, prerequisites, texts, units and conformity to IGETC Area Standards.

6. Section 5.4: Explains the use of Online/Distance Education/Telecourses for use on IGETC. Standards for these courses were established and adopted in Title Five regulations in July 2002.

7. Section 7.1: Current practice for the application of AP on the IGETC is determined by the CCC faculty for the student attending a particular CCC. This creates situations where some students can use AP on IGETC because a CCC faculty determined an AP is equivalent to an IGETC course taught by that CCC while other students attending a different CCC can not use that AP because the CCC does not offer an equivalent IGETC course. This creates a uniform AP policy for IGETC regardless which CCC a students attends and aligns with current CSUGE AP applicability.

8. Section 7.2: Explains the use of International Baccalaureate (IB) on IGETC. There is currently no policy addressing the use of IB on IGETC except in the Language Other than English area. The CCC campuses are seeing more students with these exams and have been asking questions of both segments about how, and if, they may apply these exams to the IGETC. Both the UC and CSU are currently reviewing the IB exams and, in the interim, this section addresses how the exams may/may not be applied.

9. Section 10.1.1: Extends the definition of course guidelines in English composition to “…include substantial instruction and practice in expository essay writing at the college level with a minimum of 6000 words. Course should also require a substantial amount of reading of significant literature.” This is the outline used for approval on IGETC. With so many CCC students coming in with coursework from colleges and universities outside the CCC system, there have been requests from the CCC campuses for more guidance on the required content for an IGETC
applicable first-semester English composition course. These expanded guidelines come from the guidelines that the UC and CSU system use when reviewing CCC English composition courses submitted for IGETC consideration.

10. Section 10.1.2: Critical Thinking and Composition adds, “…include substantial instruction and practice in expository essay writing at the college level with a minimum of 6000 words. Course should also require a substantial amount of reading of significant literature.” With so many CCC students coming in with coursework from colleges and universities outside the CCC system, there have been requests from the CCC campuses for more guidance on the required content for an IGETC applicable Critical Thinking and Composition course. These expanded guidelines come from the guidelines that the UC and CSU system use when reviewing Critical Thinking and Composition courses submitted for IGETC consideration. Since it is unlikely that institutions other than California community colleges will have a combined course in critical thinking/English composition, certification of coursework from other institutions to satisfy this requirement is not common. However, there are some courses outside the CCC system that have been found to meet this requirement. Care should be taken when evaluating the course to ensure that it meets the course requirements as outlined in the IGETC Standards. It is strongly suggested that valid documentation (i.e. course outline of record or syllabus) be kept on file by the CCC and by the student, in case a question or concern is raised by the UC or CSU.

11. Section 10.1.3a: An expanded definition of acceptable CSU Oral Communication Online/Distance Education/Telecourse Limitations is included here. There have been ongoing questions about the use of online/distance education/telecourses to clear the CSU Oral Communication Requirements (IGETC Area 1C – CSU only). The CSU has provided clear policy and guidelines.

12. Section 10.2: In the original IGETC, statistics taught outside the discipline of Math was not allowed to satisfy Mathematical Concepts and Quantitative Reasoning. The new Standards allows any statistics course, satisfactorily completed at a CCC or non-CCC, to be used on IGETC as long as it is UC and CSU transferable and meets the standards set forth in the subject area section.

13. Section 10.5.1: Clarifies the applicability of appropriate survey courses to the physical and biological science area of IGETC.

14. Section 10.5.3: Clarifies unit Requirement for Laboratory Science courses.

15. Section 10.6: UC requirement of Language other Than English (LOTE) is greatly expanded, per the recommendation of the UC faculty. This area generates the most number of questions from the CCC, and these policies are already being applied to questions about certifying LOTE. The Language other than English requirement is only required of students transferring to the UC. Since the inception of IGETC, CCC’s are seeing more students that have the language
proficiency to satisfy LOTE and who demonstrate that knowledge via ways not originally listed in IGETC Standards. These include International Baccalaureate (IB), "O" level exams, and International "A" level exams. The UC faculty has agreed that passing these exams with a certain score proves proficiency in a foreign language to equate to at least two years of U.S. foreign language study in high school. In addition, the UC faculty has agreed that a CCC faculty member is qualified to determine language proficiency equal to two years of high school study. The faculty member provides a letter on letterhead asserting the student has mastered proficiency in the language equivalent to two years of high school study or higher.

16. The CSU US History, Constitution, and American Ideals (AI) graduation requirement is not part of IGETC. Courses used to satisfy this requirement may also be listed in Areas 3B and/or 4F. However, CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Area 3B/4F and to meet the AI graduation requirement. In the absence of specific knowledge of a CSU campus policy for double counting, CCC’s should certify IGETC using the courses in areas 3B/4F and the CSU AI graduation requirement.

17. Section 11.1: Current IGETC policy requires that certification be completed by the last school of attendance for a regular (fall or spring) semester/quarter prior to transfer. This section also allows any school “…at their …discretion…” to complete the certification. Though most students will obtain certification from the last CCC of attendance, there are a number of students that complete their last IGETC course over the summer at a different CCC that is closer to home or work. By permitting a CCC which is not the last school of attendance for a regular semester/quarter to certify the IGETC at their discretion, the student can obtain certification without having to travel a distance to receive certification from the last school of attendance during a regular term. Presently, most CCC’s require students to petition for certification in person.

18. Section 11.4: After IGETC was adopted, a provision called “IGETC Minus 2”, then amended to “IGETC After Transfer”, was adopted by the segments to allow certification of IGETC, with two courses missing from the entire certification. A student must have “good cause” approval for “IGETC After Transfer”. Since many colleges and schools, specifically within the UC, are willing to allow students to be partially certified without “good cause”, “Partial IGETC Certification” is now allowed with a maximum of two courses missing and completed after transfer.
http://www.cacctcw.org/igetc.htm

Transfer Counselor Website

This is the official site for the IGETC Standards, Policies and Procedures

The Intersegmental General Education Transfer Curriculum (IGETC) is one way California Community College students may satisfy lower-division general education requirements for the California State University (CSU) and the University of California (UC). Completion of the IGETC is not an admission requirement or admission guarantee for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements for CSU or UC prior to transfer.

- **IGETC Standards 1.0 Summary** 2/11/08 (Printable Version)
- **The IGETC Standards, Policies & Procedures** 12/12/07 (Searchable Version)
- **The IGETC Standards, Policies & Procedures** 12/12/07 (Printable Version)
- **The Recommended IGETC Evaluation Form** 12/12/07 (Printable Version)
- **AICCU IGETC Chart**
- **IGETC Updates** New!
- ** Archived IGETC Documentation** (Coming Soon!)
- **Contacts** (Coming Soon!)
- **FAQs** (Coming Soon!)
- **Submit A Question** (Coming Soon!)