I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES        April 08, 2008

III. NOTIFICATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EASCI 162</td>
<td>UCOP and CSU Office of the Chancellors changed their decision to approve the</td>
<td></td>
</tr>
<tr>
<td>METEO 161</td>
<td>lecture AND the lab portion of these courses for inclusion on their respective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IGETC</td>
<td>Breadth patterns.</td>
</tr>
<tr>
<td>EASCI 162</td>
<td>EASCI 162 - Introduction to Oceanography – approved for area 5A effective F07</td>
<td></td>
</tr>
<tr>
<td>METEO 161</td>
<td>METEO 161 - Introduction to Meteorology – approved for area 5A effective F07</td>
<td></td>
</tr>
</tbody>
</table>

IV. DISCUSSION

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSAD 201</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Modalities, course goal, learning goals, content, typical assignments, methods of instruction, textbooks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining (A) Satisfactory completion of BUSAD 310, (P) Satisfactory completion of ENGL 50 or Eligibility for ENGL 101 as determined by MJC Assessment process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TMI Status: Adding Online, Hybrid, Telecourse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Does not fulfill GE requirement.</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition and Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective: Summer 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Description, restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining (P) Satisfactory completion of ENGL 50 or qualification by MJC Assessment process. (Removing previous advisory)</td>
<td></td>
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<tr>
<td></td>
<td>TMI Status: Maintaining Online, Hybrid</td>
<td></td>
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<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: MJC-GE: D1, CSU-GE: A2, IGETC: 1A</td>
<td></td>
</tr>
</tbody>
</table>
ESL 040  English Language 4  
**Effective:** Summer 2009  
**Modify:** Field trips, course goal, learning goals, content, typical assignments, methods of instruction, textbooks  
**Enrollment Restrictions:** Maintaining (P) Satisfactory completion of ESL 30 or placement in ESL 40 by MJC Assessment process  
**TMI Status:** Not approved for TMI  
**Materials Fee Status:** No materials fee required.  
**Articulation Status:** Does not transfer.  
**General Education Status:** Does not fulfill GE requirement.

FSCI 373  Fire Instructor 2A  
**Effective:** Summer 2009  
**Modify:** Hours, description, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment  
**Enrollment Restrictions:** Maintaining (P) Satisfactory completion of FSCI 352 and FSCI 353.  
**TMI Status:** Not approved for TMI  
**Materials Fee Status:** Maintaining materials fee of $130.  
**Articulation Status:** Does not transfer.  
**General Education Status:** Does not fulfill GE requirement.

GERM 101  German 1  
**Effective:** Summer 2008 *(Expedited!)*  
**Modify:** Units  
**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: C, IGETC: 6A.

GERM 102  German 2  
**Effective:** Summer 2008 *(Expedited!)*  
**Modify:** Units  
**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

PSYCH 110  Human Sexualities  
**Effective:** Summer 2009  
**Modify:** Modalities, course goal, learning goals, content, typical assignments, methods of instruction, textbooks  
**Enrollment Restrictions:** No enrollment restrictions  
**TMI Status:** Requesting approval for Online, Hybrid  
**Materials Fee Status:** No materials fee required.  
**Articulation Status:** Transfers to CSU and UC.  
**General Education Status:** MJC-GE: E, CSU-GE: E, IGETC: 4

V. PROGRAMS

AA: Language Studies  
**Effective:** Summer 2009  
**Modify:** Title, required and elective courses
VI. OLD BUSINESS

1. Title 5 Compliance Progress
   a. Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards
      K. Walters Dunlap
   b. Broadness of Degrees – Revised Deadlines and Instructions
      B. Sanders
   c. Areas of Emphasis
      B. Sanders 67
   d. AOEs and Production of 08-09 Addendum
      L. Senechal
2. Curriculum Review Process
   B. Adams
3. Educational Requirements Committee
   K. Walters Dunlap
   (This item postponed indefinitely)
4. CurricUNET Training
   B. Adams

VI. NEW BUSINESS

1. 2007-2008 Curriculum Training Manual Feedback
   B. Adams XX
2. Revised outlines needed to reflect articulation correspondence:
   EASCI 162, MATH 134, METEO 161
   B. Sanders

VII. SUBCOMMITTEES

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

VIII. PUBLIC COMMENT
Curriculum Committee

Minutes

Tuesday, April 08, 2008
Yosemite, 205 at 2:40 PM


Others Present: S. Fornelli, L. Senechal, R. Stevenson

I. APPROVAL OF ORDER OF AGENDA

No objections to the order of agenda

II. APPROVAL OF MINUTES

January 29, 2008
March 25, 2008

January 29, 2008 minutes approved after minor corrections.
March 25, 2008 minutes approved.

III. NOTIFICATION

The committee was notified as to the following four items:

Results from IGETC / CSU-GE Submissions of December 2007

<table>
<thead>
<tr>
<th>Course</th>
<th>Area Proposed</th>
<th>Area Accepted</th>
<th>Date Accepted</th>
<th>Date Removed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 142</td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>CHEM 164</td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>EASCI 162</td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>ENGL 175</td>
<td>4D</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>METEO 161</td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>PHILO 113</td>
<td>3B</td>
<td>3B</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>PHYS 180</td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>PSYCH 103</td>
<td>5B</td>
<td>5B</td>
<td>F07</td>
<td></td>
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<tr>
<td>PHYS 103</td>
<td>5B</td>
<td>5B</td>
<td>F07</td>
<td></td>
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</table>

CSU-GE:

<table>
<thead>
<tr>
<th>Course</th>
<th>Area Proposed</th>
<th>Area Accepted</th>
<th>Date Accepted</th>
<th>Date Removed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 142</td>
<td>B1</td>
<td>B1</td>
<td>F07</td>
<td>F08</td>
</tr>
<tr>
<td>CHEM 164</td>
<td>B3</td>
<td>B3</td>
<td>F07</td>
<td></td>
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<tr>
<td>CLDDV 103</td>
<td>E</td>
<td>E</td>
<td>F07</td>
<td></td>
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<tr>
<td>CLDDV 104</td>
<td>E</td>
<td>E</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>CLDDV 105</td>
<td>E</td>
<td>E</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>EASCI 162</td>
<td>B1</td>
<td>B1</td>
<td>F08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B3</td>
<td>N</td>
<td>F08</td>
<td></td>
</tr>
</tbody>
</table>
ENGL 175  |  C2  |  F07  
FILM 154  |  C1  |  F07  
SOCSC 154  |  C1  |  F07  
ITAL 101  |  C2  |  F07  
METEO 161  |  B1  |  B1  |  F07  
PHILO 113  |  C2  |  F07  
PHYS 180  |  B1  |  B1  |  F07  
PHYSO 103  |  B2  |  B2  |  F07  
PSYCH 103  |  B2  |  F07  
RATV 141  |  C1  |  F07  

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
Effective: Summer 2008 (approved at the November 6 meeting but not recorded)
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.

**CHEM 101**  The Chemistry department is requesting that materials fees be removed from these courses (left) effective Fall 2008:
CHEM 102
CHEM 112
CHEM 113
CHEM 143
CHEM 144
CHEM 164

**IV. DISCUSSION**

**ELTEC / INTEC 300**  Survey of Applied Technologies  3
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.
M/S/U to approve ELTEC/INTEC 300 (P. Mendez)
ENGL 162  History of Cinema 3
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.
M/S/U to approve ENGL 162 (P. Mendez)

ENGR 140  Intro Circuit Anal (w/o Lab) 3
Effective: Summer 2009
Modify: Enrollment restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Changing to (P) 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.
M/S/U to approve ENGR 140 (P. Mendez)
M/S/U to approve restrictions for ENGR 140 (A. Peek)

ESL 010  English Language 1 10
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.
M/S/U to approve ESL 010 (P. Mendez)
M/S/U to approve restrictions for ESL 010 (A. Peek)

MDAST 353  Medical Coding/ICD 3
Effective: Summer 2009
Modify: Course goal, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: Maintaining (A) Satisfactory completion of MDAST 321
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 MDAST 353 (P. Mendez)
M/S/U to approve restrictions for MDAST 353 (A. Peek)
V. PROGRAMS

Industrial Technology - Electrician Program – (INTEC)

Expedited approval for (Summer 2008)
Certificate: Industrial Technology – Electrician
AS Degree: Industrial Technology – Electrician

M/S/U to approve Industrial Technology – Electrician Program (K. Ennis)
M/S/Failed to approve expedited offering of Industrial Technology – Electrician Program
(P. Mendez) A-6, N-7

P. Mendez was present to ask for expedited approval for this program. Some points that were brought up include: Problem with the timing of the requested change; it would contradict the catalog. Would it be better for the student to implement these changes according to the existing schedule or to have them go into effect earlier than normal? The Evaluators rely on the printed catalog when granting degrees. Ultimately, the committee approved the change to the program but voted against implementing it earlier than Summer 2009. The committee recommended that the division advise student to take specific courses which would serve as electives under the current plan, but be required courses within the revised program.

VI. OLD BUSINESS

1. Title 5 Compliance Progress
   a. Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards K. Walters Dunlap
      No update except to report that follow-up is taking place with deans.
   b. Broadness of Degrees – Revised Deadlines and Instructions B. Sanders
      Permission for the use of the state’s 520 form had been set to expire July 1st. This has now been extended, although it was unclear for how long.
      Areas of Emphasis B. Sanders
      B. Sanders, B. Adams, and K. Bailey met and looked at an example of an approved degree with areas of emphasis from Hartnell College. They liked it. It shows both breadth and depth. They intend to borrow from that design and model our own future degree proposals on it.
   c. AOE’s and Production of 08-09 Addendum L. Senechal
      No report

2. Curriculum Review Process K. Walters Dunlap
   To respond to Accreditation demands, a new curriculum review cycle will begin in Fall of 2008. At the May 6th meeting, the committee will be asked to vote on the revised curriculum review process. Division deans are working out placement of the various disciplines within the 5-year cycle.
   Courses need to be kept compliant but eventually courses and programs will be synced to the same semester. Committee opinion was in favor of a template, with instructions and expectations, for faculty to use when reviewing programs. B. Adams will bring a draft of such a template to a future meeting.

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

4. CurricUNET Training K. Walters Dunlap
   K. Walters Dunlap and B. Adams will schedule 2 days of training to take place in May.

VII. NEW BUSINESS

1. AP Exam Update R. Cranley
2. IGETC Update R. Cranley
   R. Cranley went over some of the changes to the IGETC approval criteria/process.
VIII. SUBCOMMITTEES

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

2. **UPDATE: CurricUNET Implementation**
   B. Sanders
   Programmers continue to work on it.

3. **UPDATE: Satisfaction of GE and competency requirements using course work from foreign universities**
   R. Cranley
   Sub-committee has not met.

IX. PUBLIC COMMENT

B. Adams asked that committee members review program listings in the catalog to ensure clarity in requirements, as evaluators sometimes have difficulty interpreting them.
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Course Name</th>
<th>Course Title</th>
<th>Cross Listed Courses</th>
<th>Area Proposed</th>
<th>Area Accepted</th>
<th>Date Accepted</th>
<th>Date Removed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modesto Junior College</td>
<td>CHEM 142</td>
<td>Pre-General Chemistry</td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHEM 164</td>
<td>Introductory Chemistry Laboratory</td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>EASCI 162</td>
<td>Introduction to Oceanography</td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>ENGL 175</td>
<td>Introduction to Women's Literature</td>
<td>4D</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**

- **N** = Not Approved

**Notes:**

- **CHEM 142:** This course will no longer satisfy the laboratory requirement in IGETC Area 5 effective summer 2008.
- **CHEM 164:** 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.
- **ENGL 175:** 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.
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Course Name</th>
<th>Course Title</th>
<th>Cross Listed Courses</th>
<th>Area Proposed</th>
<th>Area Accepted</th>
<th>Date Accepted</th>
<th>Date Removed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>METEO 161</td>
<td>Introduction to Meteorology</td>
<td></td>
<td></td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHILO 113</td>
<td>Philosophy of Art</td>
<td></td>
<td></td>
<td>3B</td>
<td>3B</td>
<td>F07</td>
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<tr>
<td>PHYS 180</td>
<td>Conceptual Physics: A Hands-on Approach</td>
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<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
<td>The college is urged to revise the course outline to distinguish clearly the laboratory activities from the content of the lectures.</td>
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<tr>
<td>PSYCH 103</td>
<td>Introduction to Neuroscience</td>
<td>PHYSO 103</td>
<td></td>
<td>5B</td>
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<td>Course Name</td>
<td>Course Title</td>
<td>Cross Listed Courses</td>
<td>Area Proposed</td>
<td>Area Accepted</td>
<td>Date Accepted</td>
<td>Date Removed</td>
<td>Notes</td>
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</tr>
<tr>
<td>Modesto Junior College</td>
<td>EASCI 162</td>
<td>Introduction to Oceanography</td>
<td></td>
<td>B1</td>
<td>B1</td>
<td>F07</td>
<td></td>
<td>Reviewers approved this as a science course, and approved the lab component after the extent of in-person laboratory activity supervised by faculty was made clearer in correspondence with Modesto of 4/14/08.</td>
</tr>
<tr>
<td></td>
<td>ENGL 175</td>
<td>Introduction to Women's Literature</td>
<td></td>
<td>D4</td>
<td>C2</td>
<td>F07</td>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>FILM 154</td>
<td>Movies with a Message</td>
<td>SOCSC 154</td>
<td>C1</td>
<td>C1</td>
<td>F07</td>
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<tr>
<td></td>
<td>ITAL 101</td>
<td>Italian 1</td>
<td></td>
<td>C2</td>
<td>C2</td>
<td>F07</td>
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<tr>
<td></td>
<td>METEO 161</td>
<td>Introduction to Meteorology</td>
<td></td>
<td>B1</td>
<td>B1</td>
<td>F07</td>
<td></td>
<td>Reviewers approved this as a science course, and approved the lab component after the extent of in-person laboratory activity supervised by faculty was made clearer in correspondence with Modesto of 4/14/08.</td>
</tr>
</tbody>
</table>
BUSAD 201 Course Data Summary Report

BUSAD 201 - Financial Accounting  4 Unit(s)
Action Type:  Change Course Components
Effective:  May 1, 2007
Primary Author:  Linda Kropp
Other Author(s):  Nancy Sill, Brian Sinclair
CC Representative Approval By:  Brian Sinclair, Brian Sinclair
Division Staff Review By:  Mandy Landis
Division Dean Approval By:  Kenneth White

Rationale for course action
Routine update to maintain compliance. (This is not a new course.)
Topics were added to course outline to align with what we actually teach in this course. These changes were necessary to comply with the LDTP articulation agreements.

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:  C  State Classification:  I
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, Use of Technology

Instructor Load

<table>
<thead>
<tr>
<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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<tr>
<td>BUSAD-201</td>
<td>LEC</td>
<td>70</td>
<td>26.67%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
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<td>70</td>
<td>26.67%</td>
<td>0</td>
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</table>

Program Relationships
Program: Accounting Award: AA Degree Program: Accounting Award: AS
Degree Program: Accounting Award: Certificate Program: Business Administration Award: AA
Degree Program: Business Administration Award: AS Degree
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

BUSAD 201 - Financial Accounting        4 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to satisfactorily complete BUSAD 310 and have English 101 placement.
Explores what financial accounting is, why it is important, and how it is used by investors and creditors to make decisions; focusing on a preparer approach. Covers the accounting information system and the recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the classified financial statements, and statement analysis. Includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls and ethics.
A-F and CR/NC. Approved for online, hybrid, and telecourse instruction.
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. Introduction to accounting concepts and principles and its uses.
2. Accounting cycle.
3. Cash and accrual accounting.
4. Internal controls, including coverage of Sarbanes-Oxley.
5. Financial reporting rules and disclosures.
6. Current assets.
8. Long-term assets.
10. Stockholders' equity and reporting requirements.
11. Measuring cash flow.
12. Financial statements and statement analysis.
13. Ethical issues.
B. RECOMMENDED

1. Emphasis on preparer approach
2. Recording and posting transactions including adjusting, closing and reversing entries.
3. Preparation of the work sheet and financial statements.
4. Accounting for a merchandising concern.
5. Payroll Accounting.

2. ENROLLMENT RESTRICTIONS

1. Advisories:
Before enrolling in this course, students are strongly advised to satisfactorily complete BUSAD 310.
Before enrolling in this course, students are strongly advised to have English 101 placement.

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. Lecture, discussions, or other presentations, which develop theoretical concepts.
3. Demonstrations of application of accounting theory to specific problems.

Online Education -

1. An Online version of this course would include many of the same instructional methods as a face-to-face version, such as lecture, discussions, or other presentations but would be delivered via various media such as videos, lecture slide presentation, discussion board, interactive online tutorial systems, demonstrations of accounting techniques, applications, and problem-solving strategies.
2. Demonstrations of application of accounting theory to specific problems.
3. An online version of the course would follow the face-to-face outline, utilizing a course management system to organize and communicate information with students.
4. Reading, discussion and lecture
5. Private assignment, testing, and grading system
6. Research and current reference materials

For this distance-education modality, effective instructor-student contact will be established and/or maintained as follows:

Students will have access to the instructor through one or more of the following: email, live chat, threaded discussions, group interaction, review sessions and telephone.

Hybrid Education -
   1. A hybrid version of this course would include the same instructional methods as a face-to-face version, such as lecture, discussions, or other presentations but would also be delivered via various media such as videos, lecture slide presentation, discussion board, interactive online tutorial systems, demonstrations of accounting techniques, applications, and problem-solving strategies.
2. Demonstrations of application of accounting theory to specific problems.
3. A hybrid version of the course would follow the face-to-face outline, utilizing a course management system to organize and communicate information with students.
4. Reading, discussion and lecture
5. Private assignment, testing, and grading system
6. Research and current reference materials

Telecourse Education -
   1. A telecourse version of this course would include many of the same instructional methods as a face-to-face version, such as lecture, discussions, or other presentations but would be delivered via various media such as videos, lecture slide presentation, discussion board, interactive online tutorial systems, demonstrations of accounting techniques, applications, and problem-solving strategies.
2. Demonstrations of application of accounting theory to specific problems.
3. A telecourse version of the course would follow the face-to-face outline, and would have the option of utilizing a course management
system to organize and communicate information with students.
4. Reading, discussion and lecture
5. Private assignment, testing, and grading system
6. Research and current reference materials

For this distance-education modality, effective instructor-student contact will be established and/or maintained as follows:

Students will have access to the instructor through one or more of the following: email, live chat, threaded discussions, group interaction, review sessions and telephone.

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

   1. Homework assignments and/or in-class exercises require students to analyze a given problem, select an appropriate procedure to solve the problem, apply the procedure, and evaluate the adequacy of both the result of the procedure and the procedure itself.

   Sample end of chapter problem:
   The following transactions occurred during Safe Storage Co.'s first month of business:
   July 1  Lula Plume invested $30,000 cash and buildings worth $150,000 in the business
   2       Rented equipment by paying $2,000 cash for the first month’s rent.
   5       Purchased $2,400 of office supplies for cash.
   10      Paid 7,200 cash for the premium on a 12-month insurance policy. Coverage begins on July 11.
   14      Paid an employee $1,000 cash for two weeks’ salary earned.
   24      Collected $9,800 cash for storage fees from customers.
   28      Paid another $1000 cash for two weeks’ salary earned by an employee.
   29      Paid $950 cash for minor repairs to a leaking roof.
   30      Paid $400 cash for this month’s telephone bill.
   31      Plume withdrew $2,000 cash for personal use.

   Use a standard chart of accounts for journal entries.
   Required
   1. Use the balance column format to set up each ledger account listed in the chart of accounts.
   2. Prepare journal entries to record the transactions for July and post them to the ledger accounts. Record prepaid and unearned items in balance sheet accounts.
   3. Prepare an unadjusted trial balance as of July 31.
4. Analyze the following information to journalize and post adjusting entries for the month.
   a. Two-thirds of one month’s insurance coverage has expired.
   b. At the end of the month, $1,525 of office supplies are still available.
   c. This month’s depreciation on the building is $1500.
   d. An employee earned $100 of accrued salary as the month-end.
   e. The company earned $1150 of storage fees that are not yet billed at month-end.

5. Prepare the income statement and the statement of owner’s equity for the month July and the balance sheet as of July 31, 2008.

6. Prepare journal entries to close the temporary accounts and post these entries to the ledger.

7. Prepare a post-closing trial balance.

Analysis component:

8. Assume for this part only that:
   a. None of the insurance expense had expired during the year. Instead, assume it is a prepayment of the next period’s insurance protection.
   b. There are no earned and unpaid wages at the end of the month.

Describe the financial statement changes that would result from these two assumptions.

Sample test question:

Compare and contrast the cash vs. accrual basis of accounting. Include the matching principle and how it relates to GAAP.

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

1. Weekly homework assignments (hand-written or computer assisted using but not limited to Microsoft Excel or Accounting Software) of no less than 5 problems and/or exercises. (9-12 hours per week)
2. Discussion and analysis of common ethical issues found in accounting and business environments for each chapter. (1-3 hours per week)

6. TEXTS AND OTHER READINGS

Comments: Several comparable texts are available. This edition will be updated for Fall 2008.

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:

- complete the accounting cycle for a sole-proprietorship or corporation, prepare financial statements, and analyze these transactions and statements to make informed financial business decisions.

B. STUDENT LEARNING GOALS

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

**REQUIRED LEARNING GOALS**

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

1. Explain the nature and purpose of generally accepted accounting principles (GAAP);
2. Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitation on accounting information;
3. Define and use accounting and business terminology;
4. Explain what an accounting system is and how it is designed to satisfy the needs of specific businesses; summarize the purpose of a journal and a ledger;
5. Apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements;
6. Distinguish between cash basis and accrual basis accounting and their impact on the financial statements, including the matching principle;
7. Identify and illustrate how the principles of internal controls are used to manage and control the firm's resources and minimize risk;
8. Explain the content, form, and purpose of the basic financial statements (including footnotes) and the annual report, and how they satisfy the information needs of investors, creditors, and other users;
9. Explain the nature of current asset issues including measuring and reporting receivables and bad debts, measuring and reporting inventory...
and cost of goods sold;
10. Explain the valuation and reporting of current liabilities, estimated liabilities, and other contingencies;
11. Identify and illustrate issues relating to long-term asset acquisition, use, depreciation, and disposal;
12. Distinguish between capital and revenue expenditures;
13. Identify and illustrate issues relating to long-term liabilities including valuation of debt, issuance, and retirement;
14. Identify and illustrate issues relating to stockholders’ equity including issuance, repurchase of capital stock, and dividends;
15. Explain the importance of operating, investing and financing activities reported in the statement of Cash Flows when evaluating solvency and liquidity of the firm;
16. Interpret company activity, profitability, and liquidity through selection and application of appropriate financial analysis tools; and
17. Identify the ethical implication inherent in financial reporting and be able to apply strategies for addressing them.

RECOMMENDED LEARNING GOALS
Upon satisfactory completion of this course (when the related recommended content is covered), the student will be able to:
1. Record transactions using the double-entry accounting system;
2. Prepare and post journal entries for the end-of-cycle process including adjusting closing and reversing entries;
3. Distinguish between service and merchandising business and the related accounting concepts;
4. Prepare a work sheet; and
5. Explain the basic concepts associated with payroll accounting.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Tests and/or quizzes given at regular intervals throughout the semester to include problem solving exercises, interpretations, applications and/or essay question(s).
2. Assigned homework
3. Practice set of comprehensive problem(s)
4. All of the above require students to:
   a. Demonstrate skill in performing accounting techniques
   b. Demonstrate a knowledge of accounting vocabulary
   c. Solve problems by identifying the question and the given information, selecting an appropriate procedure for solution,
applying the procedure, and assessing the validity of the solution and the procedure.

**B. SUMMATIVE ASSESSMENT:**

1. Final Examination which requires students to:
   a. Demonstrate skill in performing accounting techniques
   b. Demonstrate a knowledge of accounting vocabulary
   c. Solve problems by identifying the question and the given information, selecting an appropriate procedure for solution, applying the procedure, and assessing the validity of the solution and the procedure.
ENGL 101 Course Data Summary Report

ENGL 101 - Composition and Reading 3 Unit(s)
Action Type: Change Course Components
Effective: May 4, 2009
Primary Author: Adrienne Peek
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
Routine curriculum review

Transfer and GE Status
UC Transfer: Requested
MJC GE Category: MJC-GE - D1 Requested
CSU-GE Category: CSU-GE - A2 Requested
IGETC Category: IGETC - 1A 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
Catalog Description, 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

<table>
<thead>
<tr>
<th>Course</th>
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<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load %</th>
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<td>20%</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>52.5</td>
<td>20%</td>
<td>0</td>
</tr>
</tbody>
</table>

Override Reason: The load for English 101 is 52.5 but the load is 25%.
Advisories:
Before enrolling in this course, students are strongly advised to satisfactorily complete READ 184.
   Levels of Scrutiny:
   Level 1 - Completed

Prerequisite(s):
Satisfactory completion of
ENGL 50 or qualification by the MJC assessment process
   Levels of Scrutiny:
   Level 1 - Completed
   Level 2 - Completed

Program Relationships

   Program: English
   Award: AA Degree

Attachments
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2009-2010 Catalog.

ENGL 101 - Composition and Reading 3 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to satisfactorily complete READ 184.
Prerequisite: Satisfactory completion of ENGL 50 or qualification by the MJC assessment process

Fundamental skills in reading and writing at the college level. Emphasis on exposition, argument, research, and information competency. Students are required to write a minimum of 8,000 words, at least 6,000 of which must be in essays that have a developed thesis. 2,000 - 3,000 words of the 8,000 must be research-based writing. MLA conventions of formatting and documentation.

A-F and CR/NC. Approved for online and hybrid instruction. Applicable to the Associate Degree. Transfer to CSU and UC. MJC-GE - D1; CSU-GE - A2; IGETC - 1A.

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
   a. Identifying thesis, main idea, or unifying theme of a reading selection;
   b. Identifying modes of discourse (description, narration, exposition, and argument) and commenting on the effect of one mode on another in mixed discourse (e.g., the importance of exposition in furthering argument, the effect of description on narration);
   c. Distinguishing subordinate or supporting ideas and information from main ideas and distinguishing between
students' own thoughts and opinions and those of the writer;

d. Drawing inferences and making judgments about a writer's thought and attitude, recognizing tone of writing and effect of tone in fulfilling the purpose of the writing;

e. Distinguishing between logically sound and fallacious argument, recognizing slanted or propagandistic use of language;

f. Identifying techniques by which writers fulfill their purposes in various modes of discourse, e.g.,
   i. organizing principles in description
   ii. transitional devices in exposition
   iii. arrangement of main points in argument
   iv. effective diction in narration

2. Writing

   a. Writing Component:
   i. Defining needs of audience for background and information and adapting the writing (in diction, tone, point-of-view, choice of modes, etc.) to satisfy the needs and expectations of different audiences;
   ii. Selecting modes of discourse (narration, description, exposition, argument) to fulfill the purpose of the writing;
   iii. Limiting topic or scope of a composition to what can be dealt with responsibly in a given piece of writing;
   iv. Establishing clearly a unifying theme, perception, or attitude (for narrative/descriptive writing) or a unifying controlling idea, proposition, or thesis (for expository, persuasive, or argumentative writing);
   v. Principles of organization;
   vi. Development through evidence, example, explanation, analysis, and/or detail;
   vii. Drawing ideas from a variety of sources (cited references, personal experience, observation, etc.) and choosing sources which best fulfill the purpose of the writing;
   viii. Adapting writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing);
   ix. Using a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and indicate relationship between thoughts and to establish intended emphasis;
   x. Maintaining logic of central predication and the relationship of parts within the sentence (e.g., avoiding faulty parallelism, mixed constructions, misplaced or
ambiguous modifying phrases or clauses);

xi. Using diction that is precise, specific, and economical and avoiding use of trite or hackneyed language;

xii. Examining and analyzing students' own writing and that of other students with a view toward improving the effectiveness of the writing;

xiii. Proofreading students' own writing and that of other students for errors of grammar, spelling, and punctuation;

xiv. Rethinking and revising compositions to improve overall organization, clarity and coherence, focus of thought, relevance, and sufficiency of detail or support;

xv. Review of paragraph construction: use of paragraphing to indicate over-all organization, review of principles of paragraph unity and organization of paragraphs;

xvi. Review of ways of achieving coherence within and between paragraphs;

xvii. Review of grammar and standard written English as needed.

b. Research Competency Component:

i. Process of stating a research question, problem, or issue;

ii. Determination of information requirements for the research question, problems, or issue;

iii. Use of traditional and information technology tools to locate and retrieve relevant information;

iv. Ethical and legal issues surrounding information and information technologies;

v. Strategies for evaluating and articulating information credibility;

vi. Strategies to deploy and effectively integrate research in written argument;

vii. Methods for citation of research sources in MLA format.

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

1. Advisories:

Before enrolling in this course, students are strongly advised to
satisfactorily complete READ 184.

2. **Prerequisite(s):**
   Satisfactory completion of ENGL 50 or qualification by the MJC assessment process

**Prerequisite Skills**
Before entering the course, the student will be able to:

1. Employ reading competence equal to the tenth grade level or higher;
2. Practice a conceptual command of subject matter appropriate to a college level of English composition;
3. Use writing skills that demonstrate the ability to
   a. adapt tone and point of view and select argument appropriate for the intended audience,
   b. limit topic or scope of a composition,
   c. establish clearly a unifying theme, perception, or thesis for a composition,
   d. develop main points or select examples, details, and/or pieces of evidence that are relevant to the established thesis,
   e. organize the main parts of the thesis, choosing a sequence that contributes to clarity,
   f. express the thesis of a composition in a clear sentence,
   g. use detail and example to develop and elaborate upon subtopics,
   h. compose fully developed paragraphs that are unified in thought and purpose,
   i. use conventions of written standard English correctly to write clear sentences.
4. Understand and follow complex written and oral directions.

### 3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th>Prorated Hours and Units</th>
</tr>
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<tbody>
<tr>
<td><strong>TYPE of HOURS</strong></td>
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<tr>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td><strong>Total Units Earned:</strong></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. Lecture
2. Directed class discussion, e.g., class analysis of a reading selection,
discussion of examples of student writing, or discussion of ideas and approaches for a future assignment
3. Demonstration of writing techniques and/or rhetorical strategies
4. Guided practice
5. Peer workshops of written work

Online Education -
1. Lecture - streaming video or packaged short videos on each topic
2. Directed discussion - online discussion groups and email with instructor and other students, e.g., analysis of a reading selection, discussion of examples of student writing, or discussion of ideas and approaches for a future assignment
3. Online demonstration of writing techniques and/or rhetorical strategies
4. Guided online practice
5. Peer workshops of written work
6. Interactive computer-assisted programs

For this distance-education modality, effective instructor-student contact will be established and/or maintained as follows:
1. Regular phone and office hour contact times
2. Frequent email contact with professor to discuss progress
3. Online discussion groups with assigned postings
4. Online peer workshop groups with assigned compositions

Hybrid Education -
1. Lecture - both online and face-to-face
2. Directed discussion - both online and in class with instructor and other students, e.g., analysis of a reading selection, discussion of examples of student writing, or discussion of ideas and approaches for a future assignment
3. Demonstration of writing techniques and/or rhetorical strategies - both online and in class
4. Guided online practice - generally online
5. Peer workshops of written work - generally online
6. Interactive computer-assisted programs

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

1. Out-of-Class Essays:
   a. In a well-supported, well-organized, thesis-driven essay of 1000 to 1500 words, compare and/or contrast James Baker’s essay and Kathleen Fury’s essay. As you write your essay, please keep in mind the following caveats: (1) “Every paper of comparison or contrast needs a specific purpose according to
the rhetorical situation” (Dietsch 186). (2) “Three common pitfalls to avoid are (1) stating the obvious, (2) trite expressions, and (3) hasty generalizations” (Dietsch 197). (3) “If you do not give credit to an author, the offense is plagiarism” (Dietsch 339).

b. Write an analysis and response essay to the central idea in one of the following works: John Updike's "the Disposable Rocket," Judith Ortiz Cofer's "Silent Dancing," Scott Russell Sanders' "The Inheritance of Tools," Rudolph Chelminski's "Turning Point," or Annie Dillard's "The Stunt Pilot." Analysis means to break something down to its components. It is the antithesis (opposite) of synthesis, which describes putting component parts together. When you are asked to analyze a text, you are being asked to examine "how a text makes its point," in the words of the late teacher Diana Hacker. A response to an author's content and, especially, the author's thesis, is what is commonly known as reader response to a text. While analysis is mostly objective, response is subjective.

c. Start with an appropriate, academic question to research. After completing your research, you'll develop a hypothesis, the answer to your question. You'll be required to find, read, analyze and include material from a minimum of five sources of at least three types. Your research essay is the result of your search to find answers to your research question. You must properly cite your sources in the body of your essay and on your works cited page. Minimum word count: 3,000 words.

2. In-Class Essays:
   a. Choose one of the following topics and write an essay of at least 750 words (about five double-spaced pages) in response. Your essay should demonstrate that you have achieved control of the major aspects of writing we have studied this semester: thesis, organization, transitions, acknowledgment of the other side of an argument, use of quotations, grammar (especially avoidance of run-on sentences and fragments), and proper documentation, to name a few.


   c. Do you feel that your race, gender, or religious belief (or unbelief) has hindered your pursuit of academic or career goals (or given you an unfair advantage)?

   d. Consider that a bomb has gone off in the student center, killing ten and wounding fifteen. A European-American group calling itself White on White (WOW) claims responsibility. As the president of MJC, how would you respond to the situation?

   e. Describe a situation in which you feel that you did the wrong
thing by going along with the majority group. Why did you act the way you did? What did you learn (or fail to learn) from the situation and your response to it?

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

1. This course requires a minimum of 8,000 words of edited formal writing. At least 6,000 of those words must be in academic papers in which a thesis is developed. The course also requires 2,000 - 3,000 of those words to be research-driven writing. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.
2. Students are typically assigned between 50 and 100 pages of reading per week, and they must usually write informal responses or journal entries on the reading assignments.

6. TEXTS AND OTHER READINGS

Reading Critically, Writing Well, 7th Edition, Axelrod, Cooper, and Warriner, 2005
California Dreams and Realities, 3rd Edition, Maasik and Solomon, 2005

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:
critically read and analyze college-level texts; to gather, evaluate, and synthesize various information sources for use in written compositions; and to write coherent academic papers.

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 the ability to read and think critically;
2. Demonstrate the ability to evaluate and articulate the credibility of print and online sources;
3. Demonstrate the legitimate use of scholarly sources by
   a. summarizing and paraphrasing sources;
   b. synthesizing multiple sources;
   c. integrating source ideas with his or her own ideas;
   d. avoiding plagiarism by documenting sources according to MLA conventions.
4. Write papers that
   a. demonstrate the use of expository and argumentative or persuasive forms of writing;
   b. are correctly formatted according to MLA conventions;
   c. demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling;
   d. show evidence of drafting, revising, and editing to reflect an academic style and tone.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. In-class essays
2. 2,000 - 3,000 words of research-based writing using current MLA conventions of documentation (required)
3. Quizzes and examinations
4. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At
least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed. 2,000 - 3,000 words of researched writing must be included in the minimum writing requirement.

5. Participation in class discussion

B. SUMMATIVE ASSESSMENT:

1. An in-class final essay exam is required as the summative assessment for this course.
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, 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, Field Trips, Learning Goals (Objectives), Methods of Assessment, Methods of Instruction (Teaching Modalities), Textbooks and Other Readings, Typical Assignments

Instructor Load

<table>
<thead>
<tr>
<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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Enrollment Restrictions & Advisories

Prerequisite(s):
Satisfactory completion of ESL 30 or placement through assessment process.
Levels of Scrutiny:
Level 1 - Completed
Level 2 - Completed
Modesto Junior College
ESL 40 Course Data Summary Report

Program Relationships

Program: ESL
Award: Certificate

Attachments
I. COURSE OVERVIEW

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

ESL 40 - English Language 4  5 Unit(s)

Prerequisite: Satisfactory completion of ESL 30 or placement through assessment process.
Intermediate course in English for persons learning English as another language. Introduction to more difficult structures in English sentences. Review of elementary English.

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. Grammar Points

1. Continued review of major topics and skills learned in ESL 30
2. Contrast and integration of verb tenses: simple present versus present progressive; present perfect versus simple past; simple past versus past progressive and present perfect
3. Past and past participle forms of 100 irregular verbs
4. Review and contrast of modal uses (may, might, must, can, could, will, would, should, ought to, have to)
5. Present perfect continuous
6. Past perfect tense
7. Past perfect continuous tense
8. Review of reported speech statements; introduction of reported yes/no questions, commands, sequence of tenses
9. Time clauses in all tenses
10. Contrary-to-fact conditional statements (present and past tenses including wish)
11. Gerunds as subjects and gerunds and infinitive after some verbs (introduction)
12. Passive voice (introduction: simple present, simple past)
13. Past participle and participial adjectives

2. Reading/Vocabulary/Writing

1. Reading and vocabulary: dialogs and other readings used in connection with exercises (m.c.)
2. Writing: conventions of punctuation, capitalization, spelling, and paragraph form (m.c.)

B. RECOMMENDED

1. Vocabulary: level-appropriate vocabulary encountered in such contexts as
   1. Home life and daily routines
   2. School/college life
   3. Occupation and business
   4. Shopping
   5. Recreational activities
   6. Environment and science
   7. Politics
   8. Travel
   9. Medical and emergency situations (all m.c.)
2. Common modal-like expressions such as
   1. be supposed to
   2. do you mind if
   3. would you mind
   4. be to (all m.c.)
3. Modal auxiliaries for reference to the past (e.g. past advisability and regret) (m.c.)
4. Pronunciation/listening: practice producing American English vowel and consonant sounds, clear articulation of verb inflections, listening discrimination and comprehension

2. ENROLLMENT RESTRICTIONS

1. **Prerequisite(s):**
   Satisfactory completion of ESL 30 or placement through assessment process.

**Prerequisite Skills**

Before entering the course, the student will be able to:

1. Produce sentences and questions using the present and past tenses in both simple and progressive aspect
2. Produce sentences and questions using the future with *will* and *be going to*
3. Produce sentences with modal auxiliaries (may, might, will, can, could, must, should, would)
4. Produce sentences and questions using the present perfect tense (use in indefinite past, with *since/for*, with *already/yet*)
5. Spell 85 irregular verb forms
6. Produce sentences using comparative, equative, and superlative forms with adjectives and adverbs
7. Produce sentences using future conditional sentences and future time clauses
8. Produce sentences using present tense contrary-to-fact conditional sentences
9. Restate statements in the present tense as reported speech

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th><strong>TYPE of HOURS</strong></th>
<th><strong>TERM HOURS</strong></th>
<th><strong>UNITS EARNED</strong></th>
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<tr>
<td>Lecture/Discussion</td>
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<td>5</td>
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<tr>
<td><strong>Total Units Earned:</strong></td>
<td></td>
<td>5</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. Oral drills of grammatical structures to be learned
2. Less-controlled communicative activities
3. Dictation exercises
4. Listening discrimination and aural comprehension exercises
5. Jazz chants
6. Computer-assisted learning practice
7. Individual and small group tutoring sessions
8. Written exercises to practice vocabulary and structure
9. Written and oral examinations and quizzes

5. TYPICAL ASSIGNMENTS

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

1. Watch your classmates and the teacher for two minutes. Then write five sentences about what has happened and what people have been doing. Use present perfect and present perfect progressive.
2. Think about changes in your life, studies, and work situation. Create a time line and indicate these changes and events in your life. Then write sentences using the past perfect or past perfect progressive and simple past.
3. Your friends would like to visit your country. Write two sentences. In sentence 1, tell your friends about something they should never do there (strong prohibition). In sentence 2, tell them about something that is not necessary for them to do there (lack of necessity).
4. Imagine that you are a journalist for your local newspaper. Describe a recent event in your city. Give details and describe people’s reactions to the event. Be sure to answer questions of who, what, when, where, and why. Use passive voice wherever possible.
5. Write at least 5-6 sentences about an event in your life that you wish hadn’t happened or could have turned out differently. Use wish, hope, and unreal conditions.

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

1. Weekly reading and vocabulary assignments: e.g. articles and other authentic texts from newspapers, textbook, and/or reader
2. Daily homework assignments: e.g. fill-in the blank and editing exercises on grammar and/or vocabulary, sentence generation
3. Weekly workbook assignments for further practice of grammar being studied (including online exercises where available)
4. Weekly original writing samples (short paragraphs on a given topic
with the aim of practicing specific grammar points currently being studied
5. Frequent exams and quizzes
6. Preparation for occasional brief oral, in-class presentations/dialogues/role plays of an informal nature related to the grammar studied

6. TEXTS AND OTHER READINGS

B. Other reading material: William Pickett, At Home in Two Lands (1991) Or equivalent, such as Penguin Readers, Level 4.

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
function at an intermediate 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 sentences and questions using verb tenses learned in ESL 10, ESL 20, ESL 30 and ESL 40 in less controlled exercises and more realistically complex situations (m.c.)
2. Distinguish with increasing accuracy contexts requiring simple and continuous verb tenses or between past and present perfect tenses (m.c.)
3. Construct sentences and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries, and word order: past perfect, past perfect continuous (m.c.)
4. Use modal auxiliaries appropriately according to their primary meanings (m.c.)
5. Construct sentences using these structures avoiding excessive errors in verb form, use of auxiliaries, and word order: time clauses in all
tenses, contrary-to-fact and wish statements about the past, reported statements in all tenses, reported yes/no questions and commands, gerund and infinitive forms after certain verbs, passive voice (simple present and past) (m.c.)

6. Explain meanings of words and idioms encountered in exercises and use appropriately (m.c.)

7. Within the scope of their vocabulary and knowledge of English structure, respond appropriately to questions, statements, and directions of the teacher (m.c.)

8. Write paragraphs and brief compositions showing control of elementary paragraph form and development (m.c.)

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

1. Use common modal-like expressions appropriately (such as be supposed to, do you mind if, would you mind, be to) (m.c.)
2. Construct sentences with these structures using excessive errors: modal auxiliaries for reference to the past (e.g. past advisability and regret) (m.c.)
3. Give recognizable pronunciation to verb inflections and past tense forms

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Written exams and quizzes of the students' command of grammatical structures, vocabulary, and spelling
2. Proficiency demonstrated by the students' written homework assignments
3. Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
4. Workbook assignments
5. Dictations and other activities testing aural comprehension of spoken English
6. Original writing assignments

B. SUMMATIVE ASSESSMENT:
Written final examination (comprehensive exam with writing, editing, and grammar components)
instructor in the course of class activities and exercises
4. Workbook assignments
5. Dictations and other activities testing aural comprehension of spoken English
6. Original writing assignments

B. SUMMATIVE ASSESSMENT:

Written final examination (comprehensive exam with writing, editing, and grammar components)
Modesto Junior College

FSCI 373 Course Data Summary Report

FSCI 373 - Fire Instructor 2A 2 Unit(s)

Action Type: Change Course Components

Effective: May 4, 2009

Primary Author: John Sola

Other Author(s): Lee Parker

CC Representative Approval By: John Sola, John Sola

Division Staff Review By: Gail Campbell, Gail Campbell

Division Dean Approval By: George Boodrookas, George Boodrookas

Rationale for course action

This course's data is being entered into a new curriculum data base. The only change to Fire Instructor 2A has been an increase of material fee due to an increase of fees for certification from California State Fire Training.

Course Data Elements

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

Modified Elements

Catalog Description, Course Content, Course Goal, Hours, Learning Goals (Objectives), Methods of Assessment, Methods of Instruction (Teaching Modalities), Typical Assignments

Instructor Load

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<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
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<tr>
<td>FSCI-373</td>
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Materials Fees
Items:

<table>
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<tr>
<th>ItemName</th>
<th>Quantity</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Calif. State Fire Training issues a certificate of completion. Also student manuals</td>
<td>1</td>
<td>130.00</td>
</tr>
</tbody>
</table>

These items are related to the Student Learning Goals because:

Fire Instructor 2A materials are used to advance students toward Fire Instructor II certification.

These items have continuing value because:

Student manuals are used as reference material. Students keep course manual and share written tests developed during course.

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

Student manuals and California State Fire Training Certificate are purchased from the State Fire Marshal's office

Enrollment Restrictions & Advisories

Prerequisite(s):
Satisfactory completion of FSCI 352 and FSCI 353.

Levels of Scrutiny:
Level 1 - Completed
Level 2 - Completed

Program Relationships

Program: Fire Science Award: AS Degree

Attachments
I. COURSE OVERVIEW

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

FSCI 373 - Fire Instructor 2A   2 Unit(s)

Prerequisite: Satisfactory completion of FSCI 352 and FSCI 353.
The first of three classes for California State Fire Training, Fire Instructor II certification. Advanced skill development for instructors who are responsible for evaluating performance. Course work provides the student with the techniques of evaluation. Course content includes construction of written and performance tests. Students will apply concepts of test planning, test analysis, test security, and test evaluation to determine instructor and student effectiveness. This is an essential course for writing valid and objective Fire Service tests. A-F Only. Materials fee required. Applicable to the Associate Degree.

II. LEARNING CONTEXT

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

1. COURSE CONTENT

   A. REQUIRED

       1. Introduction
          a. Purpose of testing
          b. Principles of testing
          c. Uses of oral tests
       2. Test Planning
          a. Tasks related to test planning skills, knowledge and abilities
          b. Test validation
          c. Culturally biased tests
          d. Test reliability
       3. True-False Test Construction
          a. Advantages / Disadvantages
          b. Test writing checklist
          c. Small group test item preparation
          d. Evaluation of prepared test items
       4. Matching Test Construction
5. Multiple Choice Test Construction
   a. Advantages / Disadvantages
   b. Test writing checklist
   c. Avoiding common test writing mistakes
   d. Writing clear item stems
   e. Writing plausible distracters
   f. Test formatting
   g. Common errors in test development
   h. Small group test item preparation
   i. Evaluation of prepared test items

6. Manipulative Performance Test Construction
   a. Advantages / Disadvantages
   b. Test writing checklist
   c. Manipulative test rating scales
   d. Test objectivity
   e. Instructor skill levels
   f. Small group test item preparation
   g. Evaluation of prepared test items

7. Short Answer Test Construction
   a. Advantages / Disadvantages
   b. Test writing checklist
   c. Small group test item preparation
   d. Evaluation of prepared test items

8. Essay Test Construction
   a. Advantages / Disadvantages
   b. Illustrations
   c. Essay test grading criteria
   d. Test writing checklist
   e. Essay test objectivity with various writing styles
   f. Test formatting
   g. Common errors in essay test development
   h. Small group test item preparation
   i. Evaluation of prepared test items

9. Test and Item Analysis
   a. Statistical terms
   b. Treatment of student tests scores
   c. Test item analysis
   d. Determining test difficulty
   e. Use of test analysis
   f. Small group development of a test analysis sheet for a given exam
10. Final Examination

2. ENROLLMENT RESTRICTIONS

1. Prerequisite(s):
   Satisfactory completion of FSCI 352 and FSCI 353.

Prerequisite Skills
Before entering the course, the student will be able to:
1. demonstrate methods and techniques for training fire service personnel.
2. develop course outlines and manipulative (hands on) lesson plans.
3. evaluate learning philosophies and the technical aspects of the four step method of instruction.
4. apply the principles of learning through teaching demonstrations.
5. develop a course outline, technical lesson plan and use multimedia aids.

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. Guided lecture
2. Group discussion
3. Powerpoint presentations
4. Questioning techniques

5. TYPICAL ASSIGNMENTS

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

1. Student Pretest
2. Test Planning
3. Construction of True/False test
4. Construction of Oral test
5. Construction of Multiple Choice test
6. 6 Construction of Manipulative Performance test  
7. Construction of Matching test  
8. Construction of Short Answer test  
9. Construction of Single Completion test  
10. Group presentations  
11. Four written quizzes  
12. Final examination  

**B. Quantity:** Hours spent on assignments in addition to hours of instruction  
(lecture hours)  
1. Weekly group assignments  
2. Weekly individual assignments  
3. Weekly written assignments  
4. Weekly written examinations  

**6. TEXTS AND OTHER READINGS**  
Comments: California State Fire Training will adopt IFSTA Fire Instructor  
Seventh Edition in the near future  

B. Other reading material: California State Fire Training Student Manual  

**III. DESIRED LEARNING**  

**A. COURSE GOAL**  
As a result of satisfactory completion of this course, the student should be prepared to:  
plan and write valid and objective testing tools for cognitive (knowledge) and psychomotor (manipulative) evaluation. Students will identify test items that match course behavioral objectives, ensure test security, and use test item analysis to determine instructor and student effectiveness.  

**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. employ methods and techniques to construct written and practical tests  
2. recognize and avoid poorly written test questions  
3. apply the principles of test construction  
4. prepare tests and perform test and test item analysis
5. manage the evaluation process
6. apply California State Fire Training test format

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Group discussions
2. Written quizzes and examinations
3. Written individual assignments
4. Written group assignments
5. Attendance (Calif. State Fire Training requirement.)

B. SUMMATIVE ASSESSMENT:
1. Instructor evaluated student class participation
2. Students passing progressive written test during course
3. Students successfully completing individual assignments
4. Students successfully completing group assignments
5. Students successfully completing State certification
6. California State Fire Training Final examination.
2. Students passing progressive written test during course
3. Students successfully completing individual assignments
4. Students successfully completing group assignments
5. Students successfully completing State certification
6. California State Fire Training Final examination.
Placeholder for GERM rationale.
DIVISION: Literature and Language Arts

PREFIX/NO.: GERM 101

COURSE TITLE: German 1

Formerly listed as: 

Date Changed: 

II. ALSO OFFERED AS:

Div:  Prefix/No.:  Title: 

Div:  Prefix/No.:  Title: 

III. COURSE INFORMATION:

Units: 5 or Variable Units: 

X=1/2 unit  A=1 unit  B=2 units  C=3 units  D=4 units

Total Hours: Lecture: 87.5  Lab:  

Other: 

Transfer Credit: CSU –  UC –  CAN – GERM 2

General Ed: (Approved)  AA/AS Area: Humanities  CSU GE Area: C.2  IGETC Area: Other Lang

Offered Only: Fall –  Spring –  Summer –  Eve –  Not offered every semester – 

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:

(If course is repeatable , attach a memo with the appropriate justification)

V. CATALOG DESCRIPTION:

Essentials of written and spoken German, simple composition, conversation, and reading.
X. PREREQUISITE SKILLS
Before entering the course, students will be able to:

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

A. identify the meaning of German words, phrases, and idioms encountered in course exercises (demonstrate recognition by appropriate use of lexical item, appropriate response, or by translation or matching to English equivalent).

B. name and write with correct spelling the principal parts of irregular verbs encountered in course.

C. name and write with correct spelling the forms of articles; possessive, interrogative, and demonstrative adjectives; pronouns; and nouns.

D. identify names of some major landmarks and regions in German, names of persons and events of historical or cultural importance.

E. comprehend spoken German within the scope of their vocabulary and knowledge of grammatical structure (demonstrate comprehension through appropriate action or response.)

F. speak German words and sentences with an understandable pronunciation approximating the vowel/consonant sounds and intonation of a native speaker of German.

G. speak understandable German making appropriate responses to questions or statements in class recitation, oral testing or simulated conversations (in controlled situations within the scope of their vocabulary and knowledge of grammatical structure).

H. read German texts within the scope of their vocabulary and knowledge of grammatical structure with comprehension appropriate to low beginner level (demonstrate comprehension by appropriate response to questions).

I. write understandable German within the scope of their vocabulary and knowledge of grammatical structure.

J. distinguish between correct and incorrect grammatical form in German sentences and phrases (within the scope of their vocabulary and knowledge of grammatical structure).

K. analyze from their own experience and knowledge aspects of their culture that differ significantly from German culture (demonstrate analysis by drawing conclusions and making generalizations in writing or in class discussion). *

XII. CONTENT

A. Pronunciation
B. Aural comprehension
C. Reading and vocabulary study
D. Major idiomatic expressions
E. Important aspects of German culture *
F. Main elementary grammatical structures
   1. verb tenses
      a. present
      b. present perfect
   2. indicative, imperative, and interrogative forms of tenses studied
   3. some common irregular verbs

* = Multi-cultural objective or content item
GERM 101 German 1

4. word order
5. articles: definite, indefinite, partitive
6. possessive, interrogative, and demonstrative adjective forms
7. noun declension (accusative and dative cases) and plural forms

XIII. TEACHING METHODS
A. Methods to achieve course objectives:
   Students will participate in
   1. pronunciation drills and exercises (classroom and language lab).
   2. oral drill of grammatical structures to be learned or reviewed (classroom and lab).
   3. listening comprehension exercises and dictation
   4. oral practice of memorized dialogues
   5. less-controlled oral communicative activities: e.g.: simulated conversations, role-play improvisations, response to questions, enacting student-written dialogues, directed class discussion.
   6. reading German texts appropriate to their vocabulary and knowledge of grammatical structure.
   7. written exercises for study and review of grammatical structures and vocabulary.
   8. less-controlled written communicative activities: e.g.: written response to reading questions, writing of original dialogues, expression of ideas or information in response to questions or other stimulus.
   9. discussion in German of aspects of German culture and contrast with their own culture. Whenever possible, students' understanding of German culture will be fostered through reading and discussion in the German language. *
   10. quizzes and examinations.

B. Typical assignments used in achieving learner independence and critical thinking:
   In the course of class discussion and other exercises, students will be called upon to
   1. analyze their own experience, identifying aspects of their culture and language which differ from those of the German culture and language. *
   2. draw conclusions and make generalizations about aspects of their culture and language which differ from those of the German culture and language. *
   3. evaluate the accuracy, and appropriateness of their own conclusions and generalizations or those of other people.

XIV. TEXTBOOKS AND OTHER READINGS (Typical)
A. Required texts:

B. Other readings:
XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

1. Oral quizzes and examinations of their command of grammatical structures, vocabulary, and pronunciation.
2. Written quizzes and examinations of their command of grammatical structures, vocabulary, and spelling.
3. Proficiency demonstrated by students in written homework or class exercises.
4. Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.
5. Quizzes testing aural comprehension of spoken German.
I. DIVISION: Literature and Language Arts  DIV./DEPT. NO: 813000
   PREFIX/NO.: GERM 102  COURSE TITLE: German 2
   Formerly listed as:  Date Changed: 

II. ALSO OFFERED AS:

   Div: Prefix/No.: Title:
   Div: Prefix/No.: Title:

III. COURSE INFORMATION:

   Units: 5 or Variable Units: X=1/2 unit A=1 unit B=2 units C=3 units D=4 units
   Total Hours: Lecture: 87.5 Lab:  Other: 
   Explain Other hours: 
   Transfer Credit: CSU – UC – CAN – GERM 4
   General Ed: (Approved) AA/AS Area: Humanities CSU GE Area: C.2 IGETC Area: 
   Offered Only: Fall – Spring – Summer – Eve – Not offered every semester – 

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:

   (Please check all that apply and list below. Also attach appropriate documentation forms)
   Prerequisite (P) – Corequisite (C) – Recommended for Success (R) – Limitation on Enrollment (L) – 
   German 101 or equivalent.

V. CATALOG DESCRIPTION:

   Continuation of German 101. Review and expansion of tenses, vocabulary and commonly used expressions. Also open by petition to students with two years of high school German. See Petitions Office, Morris Building 105.

VI. FIELD TRIPS REQUIRED?  Yes  No  Maybe 

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

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

   Non-Credit: No  Yes  Maximum Completions: 

   *(If course is repeatable, attach a memo with the appropriate justification)

IX. EXPLAIN FEE REQUIRED:  

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GERM 102 German 2

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

A. comprehend spoken German within the scope of their vocabulary and knowledge of grammatical structure (demonstrate comprehension through appropriate action or response).
B. speak German words and sentences with an understandable pronunciation approximating the vowel/consonant sounds and intonation of a native speaker of German.
C. read German texts within the scope of their vocabulary and knowledge of grammatical structure (demonstrate comprehension by appropriate response to questions).
D. write understandable German within the scope of their vocabulary and knowledge of grammatical structure.
E. put to use with basic command and without excessive errors the following grammatical concepts:
   1. present tense, present perfect
   2. indicative, imperative, and interrogative forms
   3. some common irregular verbs
   4. definite and indefinite articles
   5. word order
   6. possessive, interrogative, and demonstrative adjective forms
   7. accusative, dative, and plural forms of nouns

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

A. identify the meaning of German words, phrases, and idioms encountered in course exercises (demonstrate recognition by appropriate use of lexical item, appropriate response, or by translation or matching to English equivalent).
B. name and write with correct spelling the principal parts of irregular verbs encountered in course.
C. name and write with correct spelling the forms of articles; possessive, interrogative, and demonstrative adjectives; pronouns; and nouns.
D. identify names of major landmarks and regions in German, names of persons and events of historical or cultural importance.
E. comprehend spoken German within the scope of their vocabulary and knowledge of grammatical structure. (demonstrate comprehension through appropriate action or response).
F. speak German words and sentences with an understandable pronunciation approximating the vowel/consonant sounds and intonation of a native speaker of German.
G. speak understandable German making appropriate responses to questions or statements in class recitation, oral testing or simulated conversations (in controlled situations within the scope of their vocabulary and knowledge of grammatical structure).
H. read German texts within the scope of their vocabulary and knowledge of grammatical structure with comprehension appropriate to high beginner level (demonstrate comprehension by appropriate response to questions.)
I. write understandable German within the scope of their vocabulary and knowledge of grammatical structure.
J. distinguish between correct and incorrect grammatical form in German sentences and phrases (within the scope of their vocabulary and knowledge of grammatical structure).
K. analyze from their own experience and knowledge aspects of their culture that differ significantly from German culture (demonstrate analysis by drawing conclusions and making generalizations in writing or in class discussion). *

* = Multi-cultural objective or content item
XII. CONTENT

A. Pronunciation
B. Aural comprehension
C. Reading and vocabulary study
D. Major idiomatic expressions
E. Important aspects of German culture *
F. Grammatical structures
   1. Review of and continued practice with forms studied in German 101
   2. simple past, future, future perfect, and past perfect tenses
   3. present and past conditional
   4. subjunctive
   5. reflexive verbs
   6. pronouns: demonstrative, interrogative, disjunctive, and relative
   7. comparative and superlative forms of adjectives and adverbs
   8. adjective endings

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   Students will participate in
   1. pronunciation drills and exercises (classroom and language lab).
   2. oral drill of grammatical structures to be learned or reviewed (classroom and lab).
   3. listening comprehension exercises and dictation
   4. less-controlled oral communicative activities: e.g.: simulated conversations, role-play improvisations, response to questions, enacting student-written dialogues, directed class discussion.
   5. reading German texts appropriate to their vocabulary and knowledge of grammatical structure.
   6. written exercises for study and review of grammatical structures and vocabulary.
   7. less-controlled written communicative activities: e.g.: written response to reading questions, writing of original dialogues, expression of ideas or information in response to questions or other stimulus.
   8. discussion in German of aspects of German culture and contrast with their own culture. Whenever possible, students' understanding of German culture will be fostered through reading and discussions in the German language. *
   9. quizzes and examinations.

B. Typical assignments used in achieving learner independence and critical thinking:
   In the course of class discussion and other exercises, students will be called upon to
   1. analyze their own experience, identifying aspects of their culture and language which differ from those of the German culture and language. *
2. draw conclusions and make generalizations about aspects of their culture and language which differ from those of the German culture and language.

3. evaluate the truth, accuracy, and appropriateness of their own conclusions and generalizations or those of other people.

XIV. TEXTBOOKS AND OTHER READINGS (Typical)

A. Required texts:

B. Other readings:

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

XVI. METHODS OF EVALUATING STUDENT PROGRESS

1. Oral quizzes and examinations of their command of grammatical structures, vocabulary, and pronunciation.
2. Written quizzes and examinations of their command of grammatical structures, vocabulary, and spelling.
3. Proficiency demonstrated by students in written homework or class exercises.
4. Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.
5. Quizzes testing aural comprehension of spoken German.
6. Short writing assignments in German requiring expression of insight into German language and culture.
Modesto Junior College

PSYCH 110 Course Data Summary Report

<table>
<thead>
<tr>
<th>PSYCH 110 - Human Sexualities</th>
<th>3 Unit(s)</th>
</tr>
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<tbody>
<tr>
<td><strong>Action Type:</strong></td>
<td>Change Course Components</td>
</tr>
<tr>
<td><strong>Effective:</strong></td>
<td>May 4, 2009</td>
</tr>
<tr>
<td><strong>Primary Author:</strong></td>
<td>Bobby Hutchison</td>
</tr>
<tr>
<td><strong>Other Author(s):</strong></td>
<td>Debi Bolter, Teri Nicoll-Johnson, Rebecca Ganes, Lee Merchant, Susie Corman</td>
</tr>
<tr>
<td><strong>CC Representative Approval By:</strong></td>
<td>Cecelia Hudelson-Putnam</td>
</tr>
<tr>
<td><strong>Division Staff Review By:</strong></td>
<td>Mandy Landis</td>
</tr>
<tr>
<td><strong>Division Dean Approval By:</strong></td>
<td>Kenneth White</td>
</tr>
</tbody>
</table>

**Rationale for course action**

This course is being updated in order to bring Psychology 110 into compliance. The course content has been updated to better reflect the changing field and theoretical advances.

**Transfer and GE Status**

- **UC Transfer:** Requested
- **MJC GE Category:** MJC-GE - E Requested
- **CSU-GE Category:** CSU-GE - E Requested
- **IGETC Category:** IGETC - 4 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 Content, Course Goal, Learning Goals (Objectives), Methods of Assessment, Methods of Instruction (Teaching Modalities), Textbooks and Other Readings, Typical Assignments, Use of Technology

**Instructor Load**

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load %</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH-110</td>
<td>LEC</td>
<td>52.5</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>52.5</td>
<td>20%</td>
<td>0</td>
</tr>
</tbody>
</table>

**Program Relationships**

- **Program:** Behavioral and Social Sciences
- **Award:** AA Degree
I. COURSE OVERVIEW

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

PSYCH 110 - Human Sexualities           3 Unit(s)

Study of human sexualities from a biopsychosocial perspective. The intersections of biology, culture, ethnicity, race, social class, sexual orientation and gender as they relate to sexualities will be explored throughout the course.
A-F and CR/NC. Approved for online and hybrid instruction. Applicable to the Associate Degree. Transfer to CSU and UC. MJC-GE - E; CSU-GE - E; IGETC - 4.

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. Historical and cultural perspectives.
2. Feminist, masculinist and queer perspectives.
3. Methods of sex research.
4. Media and technologies.
5. Sexual anatomy, physiology, arousal and response.
6. Gender.
7. Childhood and adolescent sexuality.
8. Adult sexuality and relationships.
10. Love and intimacies.
11. Communication.
13. Atypical and paraphilic behaviors.
15. Contraception and birth control.
17. Health and illness
18. Sexual dysfunction, enhancement and therapy.
20. HIV/AIDS.
22. Commercial sex and the sex industry.

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

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. Lecture
2. Discussion
3. Video presentation
4. Multimedia presentation
5. Guest speakers

Online Education -
1. Lecture
2. Asynchronous discussions
3. Group work
4. Videos
5. Internet activities/assignments
6. Written reports
7. Email.

For this distance-education modality, effective instructor-student contact will be established and/or maintained as follows:

Students have access to course instructor via the course management system, email, telephone contact during office hours, asynchronous discussion boards, and synchronous chat sessions. Students receive feedback on exams, essays and discussions from their course instructor.

Hybrid Education -
Hybridized courses will make use of both in-class opportunities...
5. TYPICAL ASSIGNMENTS

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

Typical assignments may include objective tests and quizzes. An example of an objective question:

1. Which of the following statements regarding the labia minora is FALSE?
   a. They contain sebaceous glands.
   b. They do not vary in appearance from woman to woman.
   c. They are generally more delicate, shorter, and thinner than the labia majora.
   d. They join to form the hood over the clitoris.
   e. They contain some erectile tissue.

Other examples of test questions may include objective true/false or fill in the blank.

Essay questions may also be included on exams, such as:

Compare and contrast descriptive research methods and experimental research methods in the field of sexology. Hint: Make sure you include both advantages and disadvantages to each approach.

Oral presentations may be required. These presentations involve students picking a topic, engaging in library research and presenting information on that topic to the class. Class discussion participation may be required and incorporated into the student's grade.

Written projects may be required. An example of a written project may include a "journal" where students write about and engage with the subject matter in ways that promote creativity and critical thinking. Written work may
also be critiques of special presentations and book reviews. Another example may be an applied project relating sexuality concepts to various media forms.

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

1. **Daily:**
   a. Assigned readings.
   b. Writing assignments focused on application of current lecture topics.
   c. Preparing for class discussions on topics covered in readings.
2. **Weekly:**
   a. Studying for exams and quizzes.
   b. Writing projects.
3. **Per term:**
   a. Completion of a project or body of work that demonstrates mastery of the learning objectives. This may include a capstone project or other final project.

**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:

- describe and discuss sexualities across cultures and times;
- identify and critically evaluate biological, psychological, sociocultural contributions to human sexual experiences;
- and apply research findings in the field of human sexuality to real world examples.

**B. STUDENT LEARNING GOALS**

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

**REQUIRED LEARNING GOALS**

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

1. Analyze key topics, research problems and findings in the interdisciplinary field of human sexualities (m.c.).
2. Identify and describe major social, cultural, behavioral and
biological aspects of human sexualities (m.c.).
3. Critically evaluate the student’s personal sexual attitudes and behaviors and compare them with others in American society and other cultures (m.c.).
4. Analyze sexual development, sexual functioning, and dysfunction (m.c.).
5. Assess how sexually transmitted infections are acquired and how they can be prevented (m.c.).
6. Analyze and apply information from a variety of sources related to sexual attitudes, beliefs, and behaviors (m.c.).
7. Evaluate resources which provide sexual information and/or services for sexual health (m.c.).
8. Identify critical concepts, theories and data used to evaluate diversity and multicultural issues related to sexualities (m.c.).

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Objective quizzes and tests.
2. Electronic concept assessment in-class.
3. Class reports.
4. Written reports.
5. Critiques of special presentations.

B. SUMMATIVE ASSESSMENT:

1. Exams, written assignment or other final capstone project at instructor's discretion.
Placeholder for Language Studies AA
Guiding Principles in Developing Areas of Emphasis (AOE’s) for Modesto Junior College

1. **Overriding Goal**: By following the recommendations on ASSIST, the student will complete the Area of Emphasis (AOE) in a given area and be prepared for transfer to his/her destination university.

   [There will continue to be students who transfer to obscure places with contradictory requirements, but those students’ needs can be addressed by appropriate course substitutions when necessary.]

2. The **purpose** of using the University Preparation: Area of Emphasis approach is twofold:
   
   a. Provide students with a guidance tool wherein the courses listed are carefully researched to insure that they are the most essential and appropriate ones for a student to take in order to transfer to the most common destination universities in that particular major.

   b. Acknowledge the student’s extensive effort toward this major preparation by awarding an Associate of Arts in University Preparation with an Area of Emphasis in the given field. This will be recorded on the student’s transcript as:

   \[
   \text{AA – Univ. Prep.: } \text{chosen field}
   \]

   \[(Example: \text{ AA – Univ. Prep: Biological Sciences)}\]

3. Each AOE is designed after careful review of the ASSIST database comparison reports (www.assist.org) between MJC and the three or four most common destination universities.

4. **The required courses for the AOE are a subset of the intersection of the required courses at these most common destination universities.** That is, each required course for the AOE at MJC is listed as a required course at each of the destination universities. [Exceptions: In some cases, a local requirement such as, “Take two of these three physics courses,” is used to acknowledge that all of the most common transfer universities require two physics courses, yet they differ on which two.]

5. **Any course that is required or suggested by one of the destination universities, but that is not listed as part of the required section of the AOE, is listed in the elective section of the AOE** (unless no electives are necessary to achieve 18 units for the AOE-see below). That is, by following the ASSIST guidelines for the specific requirements of the destination university, each course the student takes will serve as either a required or elective course in the AOE. In this sense, the AOE will serve to “capture” all the
students following ASSIST for a given major.

6. **If the number of required units meets or exceeds 18 units, then no elective units are required or listed.** A note is then inserted following the required section of the AOE stating,

   “Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major. Additional courses may be required by your transfer university.”

7. **If the number of required units is less than 18, then electives shall be listed and the student will be advised as to the number of elective units to complete, together with any restrictions on those electives.** For instance, if there are 12 units of required courses, then the student is instructed to complete 6 additional units. Further, a note is inserted above the elective section of the AOE stating,

   “Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to select 6 units from the following list of electives. Additional courses may be required by your transfer university.”

   (Note: **bold underline** is sample text – specific statements will vary by AOE.)

8. **In many areas, the AOE will require both breadth and depth.** Breadth is achieved by mandating the student take courses in multiple areas. Depth is achieved by mandating the student take multiple courses within a given area. Areas requiring both of these will use the following phrase within the statement above,

   “Complete at least X units from each of at least Y of the following categories.”

9. **In some areas, the required section of the AOE represents only depth within the discipline.** [Example: Mathematics]

10. The goal is not uniformity of approach across all AOE’s but uniformity of purpose. Each AOE is crafted to meet the stated goal in #1 for the given transfer major.
MODESTO JUNIOR COLLEGE
UNIVERSITY PREPARATION WITH AN AREA OF EMPHASIS – ASSOCIATE OF ARTS DEGREE

This degree is designed for students intending to transfer to a California State University (CSU) or University of California (UC) campus in an area of study requiring introductory lower-division major preparation courses within a broader liberal arts breadth pattern. It represents an interdisciplinary approach allowing students to simultaneously meet their individual transfer goals and lower division CSU-GE or IGETC breadth patterns.

Each Area of Emphasis (AOE) has been crafted through careful review of ASSIST program articulation reports (www.assist.org) such that, by following a given ASSIST report, the student will meet the requirements of the AOE. Conversely, by fulfilling the requirements of the AOE, the student will also be completing some or all of the lower-division preparation required by the transfer university. In every case, the student is advised to visit the ASSIST site to choose appropriate and sufficient courses.

(The Areas of Emphasis and their descriptions are taken from the “Exploring Majors” section on the ASSIST website. Some areas have been omitted because the existing AA or AS degree in the field is already designed to guide students to the appropriate transfer preparation.)

Requirements of the Associate of Arts Degree in University Preparation with an Area of Emphasis*

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete MJC Guidance Requirement.</td>
<td>½-3</td>
</tr>
<tr>
<td>2. Complete MJC Activities Requirement.</td>
<td>2</td>
</tr>
<tr>
<td>3. Complete the General Education Transfer Pattern of your choice with a C or better in each course.</td>
<td></td>
</tr>
<tr>
<td>A. Minimum units to meet CSU-GE breadth certification requirements</td>
<td>39</td>
</tr>
<tr>
<td>B. Minimum units to meet IGETC breadth certification requirements</td>
<td>34-37</td>
</tr>
<tr>
<td>4. Complete one AREA OF EMPHASIS (listed below) with a C or better in each course. (Courses used to fulfill the Area of Emphasis may be double-counted as courses used to fulfill general education requirements.)</td>
<td>18+</td>
</tr>
<tr>
<td>5. Complete a total of 60 units of transferable courses (those numbered 100-299)</td>
<td>varies</td>
</tr>
<tr>
<td>6. Earn an overall GPA of 2.0 or higher (C average) based on all work attempted in college courses numbered 50 to 399.</td>
<td></td>
</tr>
</tbody>
</table>

Total Units Required for the Degree 60

* See last page for specific general education requirements for the emphasis in Liberal Studies (Teacher Education).
## Area of Emphasis: AGRICULTURAL SCIENCES

Agricultural Science includes disciplines related to the management of soil, water, air, plant and animal resources, particularly pertaining to the agricultural industry. Students can expect to gain a general understanding of science-related topics such as biology, animal science, crop, soil and water science, horticulture, and toxicology, and often humanities-related topics, such as communications, public relations, social services, marketing, education and economics. More advanced topics often cover pests and diseases, plant physiology, animal health and management, soil and water engineering, ranching and agribusiness, and education.

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Economics – AGEC 210</td>
<td>3</td>
</tr>
<tr>
<td>Animal Science – ANSC 200</td>
<td>3</td>
</tr>
<tr>
<td>Natural Resources – NR 200</td>
<td>4</td>
</tr>
<tr>
<td>Plant Science – PLSC 200</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Units** 13

### ELECTIVE COURSES

Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to select at least 5 units from the following list of electives. Additional courses may be required by your transfer university. (Units for each course indicated by parentheses.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Economics – AGEC 200(3), 225(3), 280(3)</td>
<td></td>
</tr>
<tr>
<td>Agricultural Mechanics – AGM 200(3), One of: [215(3), 220(3), or 230(3)]</td>
<td></td>
</tr>
<tr>
<td>Animal Science – ANSC 214(3), 215(3), One of: [ANSC 201(3), 202(3), 203(3), or 220(3)]</td>
<td></td>
</tr>
<tr>
<td>Economics – ECON 101(3)</td>
<td></td>
</tr>
<tr>
<td>Environmental Horticultural Science – EHS 210(3), EHS 276(3)</td>
<td></td>
</tr>
<tr>
<td>Natural Resources – NR 220(3), 222(3)</td>
<td></td>
</tr>
<tr>
<td>Plant Science – One of: [PLSC 205(3), 215(3), 230(3), 250(3), or 260(3)]</td>
<td></td>
</tr>
<tr>
<td>Statistics – MATH 134(5)</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Units** 5

### AGRICULTURAL SCIENCES Emphasis Total Units 18

---

## Area of Emphasis: ANTHROPOLOGY

Anthropology is the study of humans and human societies. Branches of anthropology include cultural anthropology, physical anthropology, linguistic anthropology, and archaeology.

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology – ANTHR 101</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology – ANTHR 103</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology – ANTHR 130</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Units** 9

### ELECTIVE COURSES

Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to select at least 9 units from the following list of electives. Additional courses may be required by your transfer university. (Units for each course indicated by parentheses.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology – ANTHR 104(3), 105(1), 140(3), 150(3)</td>
<td></td>
</tr>
<tr>
<td>Psychology – PSYCH 101(3)</td>
<td></td>
</tr>
<tr>
<td>Sociology – SOCIO 101(3)</td>
<td></td>
</tr>
<tr>
<td>Speech Communication – SPCOM 130(3)</td>
<td></td>
</tr>
<tr>
<td>Statistics – MATH 134(5)</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Units** 9

### ANTHROPOLOGY Emphasis Total Units 18
**Area of Emphasis: ART AND DESIGN**

The study of art and design includes drawing, painting, printmaking, sculpture/installation (wood, metal, ceramics, mixed media), video art, performance art and interactive digital art, and art history.

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art – ART 120</td>
<td>3</td>
</tr>
<tr>
<td>Art – ART 121</td>
<td>3</td>
</tr>
<tr>
<td>Art – ART 140</td>
<td>3</td>
</tr>
<tr>
<td>Art – ART 164 or 165</td>
<td>3</td>
</tr>
<tr>
<td><strong>Required Units</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES**

Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to select two courses from the following list of electives. Additional courses may be required by your transfer university. (Each course is 3 units.)

<table>
<thead>
<tr>
<th>Elective Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art – ART 108, 109, 110, 124, 125, 169, 170, 172</td>
<td>6</td>
</tr>
<tr>
<td>Communication Graphics – CGR 201</td>
<td></td>
</tr>
<tr>
<td><strong>ART AND DESIGN Emphasis Total Units</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Area of Emphasis: BIOLOGICAL SCIENCES**

The study of biology includes various aspects of life, including basic organization (molecular, cellular, tissues, organs), how organisms function, their roles in the natural environment, how hereditary information is transferred, and development of biotechnology.

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology – BIO 101</td>
<td>5</td>
</tr>
<tr>
<td>Botany – BOT 101</td>
<td>4</td>
</tr>
<tr>
<td>Zoology – ZOO 101</td>
<td>4</td>
</tr>
<tr>
<td><strong>Required Units</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES**

Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to select 2 courses within one area from the following list of electives. Additional courses may be required by your transfer university. (Units for each course indicated by parentheses.)

<table>
<thead>
<tr>
<th>Elective Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry – CHEM 101(5), 102(5)</td>
<td></td>
</tr>
<tr>
<td>Physics – PHYS 142(4), 143(4)</td>
<td></td>
</tr>
<tr>
<td>Mathematics – MATH 134(5), 171(5), 172(5)</td>
<td></td>
</tr>
<tr>
<td><strong>BIOLOGICAL SCIENCES Emphasis Total Units</strong></td>
<td><strong>21-25</strong></td>
</tr>
</tbody>
</table>
Area of Emphasis: BUSINESS AND ECONOMICS

Economics is the study of how individuals in society choose to allocate scarce resources to produce and distribute goods. It is an analytical social science that also includes the study of business finance, management, and marketing. An education in Business challenges students to develop creative and innovative solutions to contemporary business problems and to develop leadership skills.

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration – BUSAD 201</td>
<td>4</td>
</tr>
<tr>
<td>Business Administration – BUSAD 202</td>
<td>4</td>
</tr>
<tr>
<td>Business Administration – BUSAD 218</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science – CMPSC 202</td>
<td>3</td>
</tr>
<tr>
<td>Economics – ECON 101 or 102</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Units 18**

**BUSINESS AND ECONOMICS Emphasis Total Units 18**

Area of Emphasis: CHEMISTRY

Chemistry is the branch of physical science that deals with the elementary substances, or forms of matter, of which all bodies are composed, the laws that regulate the combination of these elements in the formation of compound bodies, and the various phenomena that accompany their exposure to diverse physical conditions.

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry – CHEM 101</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry – CHEM 102</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Units 10**

**ELECTIVE COURSES**

*Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to select 2 courses within one area from the following list of electives. Additional courses may be required by your transfer university. (Units for each course indicated by parentheses.)*

<table>
<thead>
<tr>
<th>ELECTIVE COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry – CHEM 112(5), 113(5)</td>
<td></td>
</tr>
<tr>
<td>Physics – PHYS 142(4), 143(4)</td>
<td></td>
</tr>
<tr>
<td>Mathematics – MATH 171(5), 172(5), 173(5)</td>
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</tr>
</tbody>
</table>

**Elective Units 8-10**

**CHEMISTRY Emphasis Total Units 18-20**
Area of Emphasis: COMMUNICATIONS

The study of communication focuses on how people produce and process messages, and how their message options and decisions affect others’ thoughts, attitudes, and behaviors.

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoning – ENGL 103 or PHILO 105 or SPCOM 104</td>
<td>3</td>
</tr>
<tr>
<td>Speech Communication – SPCOM 103</td>
<td>3</td>
</tr>
<tr>
<td><strong>Required Units</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English – ENGL 101(3)</td>
<td></td>
</tr>
<tr>
<td>Philosophy – PHILO 103(3), 107(3)</td>
<td></td>
</tr>
<tr>
<td>Psychology – PSYCH 101(3)</td>
<td></td>
</tr>
<tr>
<td>Speech Communication – SPCOM 100(3), 102(3), 105(2), 106(3), 107(3), 110(3), 130(3)</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**COMMERICATIONS Emphasis Total Units** 18

**Majoring in COMPUTER SCIENCE?**

Students intending to transfer as Computer Science majors are advised to complete the requirements of the AA in Computer Science in the MJC Catalog. This major has been specifically designed to prepare students for transfer.

**Majoring in ENGINEERING?**

Students intending to transfer as Engineering majors are advised to complete the requirements of the AS in Engineering in the MJC Catalog. This major has been specifically designed to prepare students for transfer.

**Majoring in ENGLISH?**

Students intending to transfer as English majors are advised to complete the requirements of the AA in English in the MJC Catalog. This major has been specifically designed to prepare students for transfer.
Area of Emphasis: ENVIRONMENTAL STUDIES AND SCIENCES

Environmental Studies is a field of inquiry exploring living systems and their complex relationships with the world’s diverse human cultures. Understanding such relationships is an inherently interdisciplinary endeavor, requiring insights from the Environmental and Social Sciences, as well as the Humanities.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Science – ENSCI 108</td>
<td>3</td>
</tr>
<tr>
<td>Earth Science – EASCI 161</td>
<td>4</td>
</tr>
<tr>
<td>Geography – GEOG 101</td>
<td>3</td>
</tr>
<tr>
<td>Geography – GEOG 110</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Units 13

ELECTIVE COURSES

Please refer to www.assist.org for your chosen transfer university and specific major, and use that information to select 5 units from the following list of electives. Additional courses may be required by your transfer university. (Units for each course indicated by parentheses.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology – ANTHR 102(3)</td>
<td></td>
</tr>
<tr>
<td>Economics – ECON 101(3) or 102(3)</td>
<td></td>
</tr>
<tr>
<td>Geography – GEOG 102(3)</td>
<td></td>
</tr>
<tr>
<td>Geology – GEOL 161(4)</td>
<td></td>
</tr>
<tr>
<td>Meteorology – METEO 161(4)</td>
<td></td>
</tr>
<tr>
<td>Statistics – MATH 134(5)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Units 5

ENVIRONMENTAL STUDIES AND SCIENCES Emphasis Total Units 18

Area of Emphasis: HEALTH AND PHYSICAL EDUCATION

Health Science draws from the biological, environmental, psychological, social, physical and medical sciences to develop individual, group, institutional, community and systemic strategies to improve health knowledge and attitudes as well as skills and behavior.

Physical Education is a multifaceted field of study in which movement or physical activity is the intellectual focus. Kinesiology is a common name for college and university academic departments that examine physical activity.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology – BIO 111</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry – CHEM 143</td>
<td>5</td>
</tr>
<tr>
<td>Anatomy – ANAT 125</td>
<td>5</td>
</tr>
<tr>
<td>Physiology – PHYSO 101</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Units 19

HEALTH AND PHYSICAL EDUCATION Emphasis Total Units 19

Majoring in a FOREIGN LANGUAGE?

Students intending to transfer as foreign language majors are advised to complete the requirements of the AA in Spanish or AA in Foreign Language in the MJC Catalog. These majors have been specifically designed to prepare students for transfer.
Area of Emphasis: HISTORY

The study of history is the interpretation of human affairs and institutions as they change in time, and provides a necessary perspective on the contemporary world.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong> – HIST 101, 102, 104, 105, 106, 107, 112, 113, 115, 116</td>
<td><strong>Required Units</strong> 18</td>
</tr>
</tbody>
</table>

**HISTORY Emphasis Total Units 18**

Area of Emphasis: HUMANITIES

The humanities include, but are not limited to, history; literature; philosophy and ethics; foreign languages and cultures; linguistics; jurisprudence or philosophy of law; archaeology; comparative religion; the history, theory, and criticism of the arts; and those aspects of the social sciences (anthropology, sociology, psychology, political science, government, and economics) that use historical and interpretive rather than quantitative methods. The humanities enable us to reflect upon our lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities – HUMAN 105</td>
<td>3</td>
</tr>
<tr>
<td>Humanities – HUMAN 106</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Units 6**

**ELECTIVE COURSES**

Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to choose six courses (18 units) from the following list of electives. Additional courses may be required by your transfer university. (Each course is 3 units.)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – One of: [ENGL 116(3), 131(3), 132(3), 135(3), 136(3)]; [ENGL 137(3) or 138(3)]</td>
<td></td>
</tr>
<tr>
<td>Foreign Language – FREN 104(4) or GERM 104(4) or SPAN 104(5)</td>
<td></td>
</tr>
<tr>
<td>History – HIST 104(3) or 105(3)</td>
<td></td>
</tr>
<tr>
<td>Philosophy – PHILO 111(3), 120(3)</td>
<td></td>
</tr>
<tr>
<td>Psychology – PSYCH 101(3)</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Units 12**

**HUMANITIES Emphasis Total Units 18**

Area of Emphasis: MATHEMATICS

Mathematics is the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations, and generalizations.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics – MATH 171</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics – MATH 172</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics – MATH 173</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics – MATH 174</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Units 20**

**MATHEMATICS Emphasis Total Units 20**
## Area of Emphasis: MEDIA/FILM AND TELEVISION

An education in Film and Mass Media provides students with an opportunity to explore the appeal and operation of film, TV, video, advertising, and other media technologies.

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film – FILM 150</td>
<td>3</td>
</tr>
<tr>
<td>Journalism – JRNL 100</td>
<td>3 OR</td>
</tr>
<tr>
<td>Radio &amp; Television – RATV 150</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Units**: 6

### ELECTIVE COURSES

Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to **select 12 units** from the following list of electives. Additional courses may be required by your transfer university. *(Each course is 3 units.)*

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – ENGL 178</td>
<td></td>
</tr>
<tr>
<td>Film – FILM 151</td>
<td></td>
</tr>
<tr>
<td>Journalism – JRNL 179</td>
<td></td>
</tr>
<tr>
<td>Radio &amp; Television – RATV 134, 135, 138, 141</td>
<td></td>
</tr>
<tr>
<td>Basic Voice &amp; Articulation – RATV 101 or SPCOM 101 or THETR 101</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Units**: 12

**MEDIA/FILM AND TELEVISION Emphasis Total Units**: 18

## Area of Emphasis: PERFORMING ARTS

The performing arts offer opportunities in theatre, dance, music, interdisciplinary arts, musical theatre, and arts criticism.

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music – MUSIC 104</td>
<td>1</td>
</tr>
<tr>
<td>Theatre – THETR 100</td>
<td>3</td>
</tr>
<tr>
<td>Basic Voice &amp; Articulation – RATV 101 or SPCOM 101 or THETR 101</td>
<td>3</td>
</tr>
<tr>
<td>Theatre – THTR 160</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Units**: 10

### ELECTIVE COURSES

Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to **select 8 units** from the following list of electives. Additional courses may be required by your transfer university. *(Units for each course indicated by parentheses.)*

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music – MUSIC 102(3), 103(3), 105(1), 108(1), 109(1), 114(1), 115(1), 123(1), 131(1), 145(1), 146(2), 150(1), 151(2)</td>
<td></td>
</tr>
<tr>
<td>Theatre – THETR 161(3), 175(3), 178(3), 182(3), 183(1), 184(1), 190A(1), 190B(2)</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Units**: 8

**PERFORMING ARTS Emphasis Total Units**: 18
Area of Emphasis: PHILOSOPHY

Philosophy is a quest for a comprehensive understanding of human existence. The objective of philosophy is to consider the rational justification of logical inferences, human values, criteria for establishing the claims of knowledge and certainly, and interpretations of the nature of reality.

REQUIRED COURSES

Please refer to www.assist.org for your chosen transfer university and specific major, and use that information to choose six courses (18 units) from the following list of electives. Additional courses may be required by your transfer university. (Each course is 3 units.)

<table>
<thead>
<tr>
<th>Philosophy – PHILO 101, 103, 105, 107, 111, 120, 121, 140</th>
<th>Required Units 18</th>
</tr>
</thead>
</table>

PHILOSOPHY Emphasis Total Units 18

Majoring in PHYSICAL SCIENCE?

Students intending to transfer as Physical Science majors are advised to complete the requirements of the AS in Physical Science in the MJC Catalog. This major has been specifically designed to prepare students for transfer.

Area of Emphasis: PHYSICS

Physics is the study of the most fundamental interactions between time, space, energy and matter. It provides the foundation for all of the physical sciences, modern biology, and engineering, as well as the other natural sciences.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Physics – Two of: [PHYS 101, 102, 103]</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics – Two of: [MATH 171, 172, 173, 174]</td>
<td>10</td>
</tr>
</tbody>
</table>

Required Units 18

PHYSICS Emphasis Total Units 18
# Area of Emphasis: POLITICAL SCIENCE

Political Science is a social science concerned with the description and analysis of political, and especially governmental, institutions and processes. Increasingly, the emphasis is being placed on how governments deal with specific policy problems, such as war and peace, poverty, crime, education, energy, pollution, or intergroup relations, and on the factors that affect these problems. The study of political science provides one with the concepts, theories and methods necessary to analyze these policy problems scientifically.

**REQUIRED COURSES**

Please refer to **www.assist.org** for your chosen transfer university and specific major, and use that information to **select six courses (18 units)** from the following list of electives. Additional courses may be required by your transfer university. (All courses 3 units except MATH 134(5 units))

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science – POLSC 101, 102, 110, 111, 130, 140</td>
<td></td>
</tr>
<tr>
<td>Economics – One of: [ECON 101 or 102]</td>
<td></td>
</tr>
<tr>
<td>History – One of: [HIST 101, 104, 105, 112, or 113]</td>
<td></td>
</tr>
<tr>
<td>Reasoning – One of: [ENGL 103, PHILO 105, PHILO 107, or SPCOM 104]</td>
<td></td>
</tr>
<tr>
<td>Statistics – MATH 134</td>
<td></td>
</tr>
</tbody>
</table>

**Required Units** 18-20

**POLITICAL SCIENCE Emphasis Total Units** 18-20

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# Area of Emphasis: PSYCHOLOGY

Psychology is the study of human behavior. Psychologists study the biological, physiological and genetic causes of behavior, as well as the emotional, social, and developmental factors involved.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology – PSYCH 101</td>
<td>3</td>
</tr>
<tr>
<td>Psychology – PSYCH 102</td>
<td>3</td>
</tr>
<tr>
<td>Biology – BIO 111</td>
<td>4</td>
</tr>
<tr>
<td>Statistics – MATH 134</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Units** 15

**ELECTIVE COURSES**

Please refer to **www.assist.org** for your chosen transfer university and specific major, and use that information to **select one course** from the following list of electives. Additional courses may be required by your transfer university. (Each course is 3 units.)

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology – ANTHR 102</td>
<td></td>
</tr>
<tr>
<td>Sociology – SOCIO 101</td>
<td></td>
</tr>
<tr>
<td>Speech Communication – SPCOM 102</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Units** 3

**PSYCHOLOGY Emphasis Total Units** 18
Area of Emphasis: SOCIOLOGY AND SOCIAL SCIENCES

Social Sciences refer to any discipline or branch of science that deals with the social and cultural aspects of human behavior. The Social Sciences generally include Economics, Political Science, Sociology, and History, and may include Cultural Anthropology, Geography, Psychology, and Social Psychology.

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology – SOCIO 101</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology – ANTHR 102</td>
<td>3</td>
</tr>
<tr>
<td>Speech Communication – SPCOM 102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Required Units</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES**

Please refer to [www.assist.org](http://www.assist.org) for your chosen transfer university and specific major, and use that information to select three courses from the following list of electives. Additional courses may be required by your transfer university. (Each course is 3 units except MATH 134(5 units).)

<table>
<thead>
<tr>
<th>Administration of Justice – ADJU 201, 203</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology – ANTHR 101, 130</td>
</tr>
<tr>
<td>Economics – ECON 101, 102</td>
</tr>
<tr>
<td>Geography – GEOG 101, 102, 110</td>
</tr>
<tr>
<td>Health Education – HE 110</td>
</tr>
<tr>
<td>History – HIST 101, 102, 104, 105, 106, 107, 112, 113, 155</td>
</tr>
<tr>
<td>Human Services – HUMSR 101</td>
</tr>
<tr>
<td>Philosophy – PHILO 101, 105, 111</td>
</tr>
<tr>
<td>Political Science – One of: [POLSC 101 or 102], POLSC 110</td>
</tr>
<tr>
<td>Psychology – PSYCH 101, 102</td>
</tr>
<tr>
<td>Social Science – SOCSC 120</td>
</tr>
<tr>
<td>Sociology – One of: [SOCIO 102, 125, 150, 154, or 156]</td>
</tr>
<tr>
<td>Statistics – MATH 134</td>
</tr>
</tbody>
</table>

| **Elective Units** | **9-11** |

SOCIOLOGY AND SOCIAL SCIENCES Emphasis Total Units 18-20
Requirements of the Associate of Arts Degree in University Preparation with an Area of Emphasis in Liberal Studies

Area of Emphasis: LIBERAL STUDIES (Teacher Education)

This area of emphasis is especially designed for students who plan to transfer into California State University, Stanislaus', Liberal Studies major or into their Blended Teacher Preparation Program. It is designed for students interested in teaching in public and private elementary schools. The program provides a broad overview of the fields of natural science, social sciences, humanities, composition, mathematics, and critical thinking in order to prepare the future teacher for the standards-based curriculum required in public schools. Further education at the university level will be required to fulfill all requirements for a teaching credential authorizing service in California public schools.

Note to students: If you are interested in transferring to a four-year college or university other than CSU Stanislaus to pursue a bachelor’s degree in this major, it is critical that you meet with a Modesto Junior College counselor and/or refer to the ASSIST website (www.assist.org) to select and plan the courses for your major. Schools vary widely in terms of the required preparation for this major. The courses that MJC requires for this Area of Emphasis may be different from the preparation requirements needed for the Bachelor’s degree at a different university.

GENERAL EDUCATION for LIBERAL STUDIES

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete MJC Guidance Requirement (Parentheses indicate units.)</td>
</tr>
<tr>
<td>One of: [GUIDE 109(1), 110(½), 111(1), 112(½), 116(2), or 120(3)]</td>
</tr>
<tr>
<td>2. Complete MJC Activities Requirement (Double-counts with C.1 below)</td>
</tr>
<tr>
<td>One of: [CMPGR 202; ART 102, 120, 124, or 140; THETR 160]</td>
</tr>
<tr>
<td>3. Complete the California State University General Education (CSU-GE) Transfer Pattern as specified below with a C or better in each course.</td>
</tr>
<tr>
<td>Area A.1: SPCOM 100 or 102</td>
</tr>
<tr>
<td>Area A.2: ENGL 101</td>
</tr>
<tr>
<td>Area A.3: One of: [ENGL 103; CMPSC 103; PHILO 103, 105, 107; SPCOM 104, 107]</td>
</tr>
<tr>
<td>Area B.1: EASCI 161 (Double-counts for Area of Emphasis below)</td>
</tr>
<tr>
<td>Area B.2: BIO 111 (Double-counts for Area of Emphasis below)</td>
</tr>
<tr>
<td>Area B.3: Met with B.1/B.2</td>
</tr>
<tr>
<td>Area B.4: MATH 105</td>
</tr>
<tr>
<td>Area C.1: Met with MJC Activities Requirement above</td>
</tr>
<tr>
<td>Area C.2: ENGL 169</td>
</tr>
<tr>
<td>Area C.1 or C.2: One of: [MUSIC 110, 112, 113, 118, 169; HUMAN 101, 105, 106, 110; PHILO 101, 111, 115, 121 123, 140]</td>
</tr>
<tr>
<td>Area D: Three courses – one from each area below</td>
</tr>
<tr>
<td>Area 1: HIST 101</td>
</tr>
<tr>
<td>Area 2: HIST 102 or POLSC 101</td>
</tr>
<tr>
<td>Area 3: GEOG 102 or GEOG 105 or GEOG 110</td>
</tr>
<tr>
<td>Area E: PSYCH 141 or CLDDV 103</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION Total Units 42½ - 45

Liberal Studies Area of Emphasis Requirements continued on the next page...
**Liberal Studies Area of Emphasis Requirements continued…**

<table>
<thead>
<tr>
<th>AREA OF EMPHASIS in LIBERAL STUDIES</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Complete the required and elective courses for the AREA OF EMPHASIS IN LIBERAL STUDIES with a C or better in each course.</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Education – Practicum – SOCSC 109</td>
<td>2</td>
</tr>
<tr>
<td>Intro to Education – SOCSC 110</td>
<td>3</td>
</tr>
<tr>
<td>Biology – BIO 111 (<em>Double-counts with Area B.2</em>)</td>
<td>4</td>
</tr>
<tr>
<td>Earth Science – EASCI 161 (<em>Double-counts with Area B.1</em>)</td>
<td>4</td>
</tr>
<tr>
<td>History – HIST 106</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Units** 16

**ELECTIVE COURSES**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science – CMPSC 201(3) or 203(3)</td>
<td></td>
</tr>
<tr>
<td>History – HIST 129(3)</td>
<td></td>
</tr>
<tr>
<td>Mathematics – MATH 106(4)</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Units** 3-4

**LIBERAL STUDIES Emphasis Total Units** 19-20

5. Complete a total of 60 units of transferable courses (those numbered 100-299)  

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

**Total Units Required for the UNIVERSITY PREPARATION DEGREE with AREA OF EMPHASIS in LIBERAL STUDIES** 60
MODesto JUNIoR CoLLeGE  
General STUDies With An AreA of EmPhAsis – Associate Of Arts Degree

This degree provides an opportunity for students to earn an Associate of Arts (AA) degree in a comprehensive area of study and is intended for the student who may not be planning to transfer to a university in the near future.

The General Studies degree is intended to represent both breadth and depth of education. Breadth is achieved by completion of the 18-unit MJC General Education Pattern for the Associate’s Degree. Depth is achieved by requiring an additional 18-unit Area of Emphasis within one specific general education category. By completing this pattern of study, the student will have a “well rounded” education while also having a body of lower division course work in related disciplines in preparation for a field of study.

<table>
<thead>
<tr>
<th>Requirements of the Associate of Arts Degree in General Studies with an Area of Emphasis</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete MJC Guidance Requirement.</td>
<td>½-3</td>
</tr>
<tr>
<td>2. Complete MJC Activities Requirement.</td>
<td>2</td>
</tr>
<tr>
<td>3. Complete the Modesto Junior College General Education Pattern for the Associate’s Degree with a 2.0 GPA or higher.</td>
<td>18</td>
</tr>
<tr>
<td>4. Complete one AREA OF EMPHASIS (listed below) with a C or better in each course. (Courses used to fulfill the Area of Emphasis may not be double-counted as courses used to fulfill general education requirements.)</td>
<td>18</td>
</tr>
<tr>
<td>5. Complete a total of 60 units of degree-applicable courses (those numbered 50-399)</td>
<td>varies</td>
</tr>
<tr>
<td>6. Earn an overall GPA of 2.0 or higher (C average) based on all work attempted in college courses numbered 50 to 399.</td>
<td></td>
</tr>
</tbody>
</table>

Total Units Required for the Degree 60
Area of Emphasis: NATURAL SCIENCES

Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. Students will develop an appreciation and understanding of the scientific method and an understanding of the relationships between science and other human activities.

REQUIRED COURSES

For this non-transfer degree, students may not double-count units with General Education courses. Complete a minimum of 18 units, with a minimum of 6 units in each of two disciplines listed below.

<table>
<thead>
<tr>
<th>Area of Emphasis:</th>
<th>NATURAL SCIENCES Emphasis Units</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 376</td>
<td>Basic Sci &amp; Lab Techniques (3)</td>
<td>CHEM 142</td>
</tr>
<tr>
<td>ANAT 125</td>
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Area of Emphasis: SOCIAL & BEHAVIORAL SCIENCES

Courses in the social and behavioral sciences are those that focus on people as members of society. Courses will stimulate critical thinking about the ways people act and have acted in response to their societies and will promote appreciation of how societies and social subgroups operate.

REQUIRED COURSES

For this non-transfer degree, students may not double-count units with General Education courses. Complete a minimum of 18 units, with a minimum of 6 units in each of two disciplines listed below. (Units for each course indicated by parentheses.)

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<td>Child Growth and Devt (3)</td>
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</table>
Area of Emphasis: HUMANITIES

Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. Students will develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creations and develop aesthetic understanding and an ability to make value judgments.

REQUIRED COURSES

For this non-transfer degree, students may not double-count units with General Education courses.

Complete a minimum of 18 units, with a minimum of 6 units in each of two disciplines listed below. (Units for each course indicated by parentheses.)

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<td>ARCH 117</td>
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HUMANITIES Emphasis Units 18

Area of Emphasis: LANGUAGE & RATIONALITY

Courses in language and rationality are those that study English expository writing and composition, communication, and analytical thinking. Students will develop the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the students uses.

REQUIRED COURSES

For this non-transfer degree, students may not double-count units with General Education courses.

Complete a minimum of 18 units, with a minimum of 6 units in each of two disciplines listed below. (Units for each course indicated by parentheses.)

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<th>Course Code</th>
<th>Course Title</th>
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<td>Business Communication (3)</td>
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LANGUAGE & RATIONALITY Emphasis Units 18