I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

May 06, 2008

III. NOTIFICATION

FSCI 352  Training Instructor 1A
Effective: Spring 2009 Expedited!
Modify: Title, materials fees
Enrollment Restrictions: Maintaining (P) Satisfactory completion of FSCI 301.
TMI Status: Not approved for TMI.
Materials Fee Status: Requesting Materials Fees in the amount of $110.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirements.
Note: This course is currently being worked on in CurricUNET.

FSCI 353  Training Instructor 1B
Effective: Spring 2009 Expedited!
Modify: Title, materials fees
Enrollment Restrictions: Maintaining (P) Satisfactory completion of FSCI 352.
TMI Status: Not approved for TMI.
Materials Fee Status: Requesting Materials Fees in the amount of $110.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirements.
Note: This course is currently being worked on in CurricUNET.

MATH 62  Mathematical Skills For the Sciences
Effective: Summer 2009
Inactivate
Enrollment Restrictions: Maintaining (P) Eligibility for MATH 90.
TMI Status: Not approved for TMI.
Materials Fee Status: No Materials Fees required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirements.

Correction to minutes of April 8, 2008
R. Cranley asked for a correction to the minutes of April 8.

The following section:
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
was changed to

This motion had the effect of increasing the units (from 3 to 4) on the following courses:
MATH 105    MATH 106

This motion had the effect of increasing the units (from 4 to 5) on the following courses:
MATH 121    MATH 171    MATH 173
MATH 122    MATH 172    MATH 174

Areas of Emphasis  L. Senecal
Local language “University Preparation: Emphasis in X” and
“General Studies: Emphasis in X”

LANGUAGE STUDIES AA  20    23
Effective: Summer 2008
Modify: Title, required and elective courses

CSU-GE/IGETC Results 2008-2009  27
LDTP Results 2008-2009  33
TCA Results 2008-2009  39
CCAGO Approvals: Areas of Emphasis, Revised Certificates of Achievement  43

IV. DISCUSSION

Changing Math and English Graduation Requirements?  B. Sanders  45
Should we remove English 50 from MJC-GE area D.1?
Should we remove Math 90 from MJC-GE area D.2?
Should any new classes created to meet the revised graduation requirements be added to D.1 or D.2?

PE  121  Coaching Effectiveness  3    47
Effective: Spring 2009 Expeditied!
Modify: Methods of Instruction (Modalities)
Enrollment Restrictions: No enrollment restrictions.
TMI Status: Requesting Online Modality.
Materials Fee Status: No Materials Fees required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirements.

V. PROGRAMS

Program change  AA: Music  28-34    57
Effective: Summer 2009
Modify: Required and elective courses

Renaming/renumbering MUSIC courses  59
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
   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
5. Credit for Courses Taken at Institutions of Higher Learning Outside the United States  R. Cranley
6. Revised outlines needed to reflect articulation correspondence:  B. Sanders
   EASCI 162, MATH 134, METEO 161

VII. NEW BUSINESS

1. Revise AOE Guidelines to allow non-transferable AOE for  B. Sanders/B. Adams
   MJC-GE categories A, B, C, D
2. DE (Distance Education) vs. TMI (Technology Mediated instruction)
3. ASCCC: Course Outline of Record: A Curriculum Reference Guide  B. Adams
   a. Course Outline Language & Elements

VIII. SUBCOMMITTEES

1. UPDATE: Special Topics, Experimental, Independent, Work-Experience  B. Adams
2. UPDATE: CurricUNET Implementation  B. Sanders

IX. PUBLIC COMMENT
I. APPROVAL OF ORDER OF AGENDA

No objections to the order of agenda

II. APPROVAL OF MINUTES

April 08, 2008 minutes approved.

III. NOTIFICATION

The committee was notified as to the following item:

Results from IGETC / CSU-GE Submissions of December 2007

<table>
<thead>
<tr>
<th>Course</th>
<th>IGETC</th>
<th>CSU-GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EASCI 162</td>
<td>UCOP and CSU Office of the Chancellors changed their decision to approve the lecture AND the lab portion of these courses for inclusion on their respective breadth patterns.</td>
<td>EASCI 162 - Introduction to Oceanography – approved for area 5A effective F07</td>
</tr>
<tr>
<td>METEO 161</td>
<td></td>
<td>METEO 161 - Introduction to Meteorology – approved for area 5A effective F07</td>
</tr>
<tr>
<td>CSU-GE</td>
<td></td>
<td>CSU-GE</td>
</tr>
<tr>
<td>EASCI 162</td>
<td>EASCI 162 - Introduction to Oceanography – approved for areas B1 and B3 effective F07</td>
<td></td>
</tr>
<tr>
<td>METEO 161</td>
<td>METEO 161 - Introduction to Meteorology – approved for areas B1 and B3 effective F07</td>
<td></td>
</tr>
</tbody>
</table>
IV. DISCUSSION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSAD 201</td>
<td>Financial Accounting</td>
<td>4</td>
<td>Summer 2009</td>
</tr>
<tr>
<td></td>
<td>Modify: Modalities, course goal, learning goals, content, typical assignments, methods of instruction, textbooks</td>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td>TMI Status: Adding Online, Hybrid, Telecourse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Does not fulfill GE requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U to approve BUSAD 201 (C. Hudelson-Putnam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/I to approve restrictions for BUSAD 201 (A. Peek)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U to approve TMI modalities for BUSAD 201 (P. Bettencourt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition and Reading</td>
<td>3</td>
<td>Summer 2009</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>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining (A) Before enrolling in this course, students are strongly advised to satisfactorily complete READ 184, (P) Satisfactory completion of ENGL 50 or qualification by MJC Assessment process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TMI Status: Maintaining Online, Hybrid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: MJC-GE: D1, CSU-GE: A2, IGETC: 1A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U to approve ENGL 101 (C. Hudelson-Putnam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U to approve restrictions for ENGL 101 (A. Peek)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U to approve TMI modalities for ENGL 101 (P. Bettencourt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL 040</td>
<td>English Language 4</td>
<td>5</td>
<td>Summer 2009</td>
</tr>
<tr>
<td></td>
<td>Modify: Field trips, course goal, learning goals, content, typical assignments, methods of instruction, textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining (P) Satisfactory completion of ESL 30 or placement in ESL 40 by MJC Assessment process</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TMI Status: Not approved for TMI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Does not transfer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Does not fulfill GE requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U to approve ESL 040 (C. Hudelson-Putnam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U to approve restrictions for ESL 040 (A. Peek)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSCI 373</td>
<td>Fire Instructor 2A</td>
<td>3</td>
<td>Summer 2009</td>
</tr>
<tr>
<td></td>
<td>Modify: Hours, description, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining (P) Satisfactory completion of FSCI 352 and FSCI 353.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TMI Status: Not approved for TMI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: Maintaining materials fee of $130.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Does not transfer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: Does not fulfill GE requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U to approve FSCI 373 (C. Hudelson-Putnam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U to approve restrictions for FSCI 373 (A. Peek)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Units</td>
<td>Effective:</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------</td>
<td>-------</td>
<td>------------------</td>
</tr>
<tr>
<td>GERM 101</td>
<td>German 1</td>
<td>5</td>
<td>Summer 2008</td>
</tr>
<tr>
<td></td>
<td><strong>(Expedited!)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: No enrollment restrictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TMI Status: Not approved for TMI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: MJC-GE: C, CSU-GE: C2, IGETC: 6A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve GERM 101 (C. Hudelson-Putnam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve expedited offering of modifications to GERM 101 (B. Sinclair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERM 102</td>
<td>German 2</td>
<td>5</td>
<td>Summer 2008</td>
</tr>
<tr>
<td></td>
<td><strong>(Expedited!)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining (P) Satisfactory completion of GERM 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TMI Status: Not approved for TMI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: MJC-GE: C, CSU-GE: C2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve GERM 102 (C. Hudelson-Putnam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve restrictions for GERM 102 (A. Peek)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve expedited offering of modifications to GERM 102 (B. Sinclair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYCH 110</td>
<td>Human Sexualities</td>
<td>3</td>
<td>Summer 2009</td>
</tr>
<tr>
<td></td>
<td>Modify: Modalities, course goal, learning goals, content, typical assignments, methods of instruction, textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: No enrollment restrictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TMI Status: Requesting approval for Online, Hybrid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Status: MJC-GE: E, CSU-GE: E, IGETC: 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve PSYCH 110 (C. Hudelson-Putnam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve restrictions for PSYCH 110 (A. Peek)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve TMI modalities for PSYCH 110 (P. Bettencourt)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. PROGRAMS

AA: Language Studies
Effective: Summer 2008
Modify: Title, required and elective courses
M/S/U to approve AA: Language Studies Program (A. Peek)

There was discussion about whether or not this program should be effective SU 2008 or SU 2009. How would that affect the INTEC program modifications that were approved at the April 08, 2008 meeting? One of the co-chairs pointed out that there was no rationale for expedited approval as would be required by committee policy. It was observed that meeting the old requirements would not satisfy the modified degree. Nor would meeting the new requirements satisfy the old degree.

Discussion moved to the question of whether or not to include this revised degree (and the recently modified INTEC degree) in the addendum to the college catalog that will be published in the summer of 2008. One idea was to include the revised degrees and also a paragraph stating that petitioning for course substitutions could take place. L. Senechal suggested that yes, a paragraph announcing the degrees as ‘coming attractions’ should be published but without the degrees’ requirements. The concern was that listing the requirements might cause confusion as to when the degree would be effective.

Lit & Lang representative asked if expedited approval need to take place at all since the program had met the deadline for the ‘addendum meeting’.

It was clarified that the changes to the program would supplant the previous program. The old and new versions will not be effective at the same time.

There was concern expressed that it would seem like the committee was playing favorites if this degree was approved for Summer 2008 while an earlier submission, the INTEC program, was denied.

A distinction was made about why this program might be eligible for expedited approval when INTEC was not. The Language Studies degree was being modified to make the program compliant with Title V.

MOTION: To include both revised programs in the addendum to be used as advising tools for the following year, but only if S. Agostini (Dean of Matriculation) saw no problem with doing so.
M/S/U to approve. (B. Sanders)

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

   B. Sanders presented a group of proposed AoEs that he, K. Bailey, & B. Adams had created. R. Stevenson was present to recommend some modifications to the Art and Design AoE. Those modifications were accepted by the committee. Several additional modifications to other AoEs were suggested and, for the most part, accepted. C. Hudelson-Putnam requested that an email be sent to key faculty from affected disciplines to allow them the opportunity to request modifications and to inform them that AoEs will continue to be developed into the future.

   MOTION: To approve, as modified, these AoEs for the University Preparation degree. Further that permission to make minor changes as needed be granted to the subcommittee working on this project.
   M/S/U to approve. (B. Sanders)

   B. Sanders presented a General Studies degree that could serve as a replacement to the previous General College degree. The new degree is modeled on a similar degree offered at Hartnel College that has received State approval.
MOTION: To approve the proposed General Studies degree, to make it effective as of Summer 2008, and to publish the requirements for this degree in the forthcoming college catalog addendum.
M/S/U to approve. (B. Sanders)

MOTION: That for degrees earned by following the Career and Technical Education Pathway, step five can be satisfied by completing the CSU-GE or IGETC requirements.
M/S/U to approve. (B. Sanders)

d. AOEs and Production of 08-09 Addendum
   L. Senechal

2. Curriculum Review Process
   B. Adams
   B. Adams is working on a draft of a template that faculty can use to assist them in reviewing their courses. This template is based on the process utilized for Program Review.

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

4. CurricUNET Training
   B. Adams
   Training is set for Aug. 20, 21

VI. NEW BUSINESS

1. 2007-2008 Curriculum Training Manual Feedback
   B. Adams
   B. Adams will be emailing a feedback form to the committee.

2. Revised outlines needed to reflect articulation correspondence:
   B. Sanders
   EASCI 162, MATH 134, METEO 161

VII. SUBCOMMITTEES

1. UPDATE: Special Topics, Experimental, Independent, Work-Experience
   B. Adams
   Subcommittee has not met.

2. UPDATE: CurricUNET Implementation
   B. Sanders

3. UPDATE: Satisfaction of GE and competency requirements using course work from foreign universities
   R. Cranley
   Subcommittee has a meeting scheduled for May 14th.

VIII. PUBLIC COMMENT
I. COURSE OVERVIEW

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

FSCI 352 - Fire Instructor 1A           2 Unit(s)

Prerequisite: Satisfactory completion of FSCI 301.
Introduction to Fire Service instruction. The first of a two course series to prepare prospective or active fire company officers with methods and techniques for training fire service personnel with emphasis on: students developing course outlines and manipulative (hands-on) lesson plans. Students evaluate learning philosophies and the technical aspects of the four step method of instruction. Student instructors will apply principles of learning through teaching demonstrations and the evaluation of other student's lesson delivery.

May be repeated an unlimited number of times.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. Learn and retain information regarding
   1. Reasons for Fire Instructor training
   2. Instructional terms
   3. Types of learning
      1. Cognitive (Knowledge) Learning
      2. Psychomotor (Skill) Learning
      3. Affective (Attitude) Learning
   4. Psychology of learning
2. Define
   1. Occupational analysis in course development.
   2. Procedures to complete a job breakdown.
   3. Introduction to Levels of instruction.

3. Describe methods used to 

Demonstrate the Procedure for 

1. Constructing behavioral objectives 
2. Constructing manipulative lesson plans 
3. Developing a course outline 

2. Discuss the Impact of 
   1. Equal employment opportunity legislation 
   2. Affirmative action legislation 
   3. Diversity issues 
   4. Sexual discrimination 

3. Teaching Demonstrations 
   1. Course development 
   2. Four step method of instruction 
   3. Manipulative lesson plan delivery 
   4. Job breakdown 
   5. Evaluation 

4. 

B. RECOMMENDED 

1. Fitting into the organization 
   1. Company Officer, the vital connecting link 
   2. Learning the principles of organization 
   3. Understanding fire service organizational structure 

2. Handling interpersonal relationships 
   1. Communicating effectively 
   2. Learning group dynamics and effective group interaction skills 
   3. Influencing the group through leadership 
   4. Filling the role of Manager 

3. Managing individual performance 
   1. Motivating employees 
   2. Career counseling 
   3. Taking corrective action 

2. ENROLLMENT RESTRICTIONS 

1. Prerequisite(s): 
   Satisfactory completion of FSCI 301
Prerequisite Skills
Before entering the course, the student will be able to:
1. Have an overall view of the fire protection service.
2. Interpret fire regulations, codes, and procedures.
3. Identify fire department organization.
4. Examine a fire department's operations.
5. Identify and explain fire department equipment.
6. Identify Emergency Medical procedures and equipment.

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>Lab/Studio/Activity</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. Course material is presented through class lecture, visual aids and teaching demonstrations
2. Additional studies will be required from technical manuals and textbooks
3. Instructor gives practical exercises and student activities to prepare the student to construct and deliver a manipulative (hands-on) teaching lessons.
4. Instructor uses group discussions to gain feedback from students about subject matter and to gauge student progress.

5. TYPICAL ASSIGNMENTS

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

1. Review and analyze the Occupational Analysis.
2. Develop a Job Breakdown using the Occupational Analysis.
3. Construct behavior objectives.
4. Develop a course outline.
5. Deliver manipulative (hands-on) skills lessons.

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

1. Students must develop Course Outlines, Job Breakdowns and Manipulative Lesson Plans throughout the course of instruction.
2. Develop and deliver two lesson plans using manipulative skills for the lesson.
3. The student will develop a course of instruction.
4. The student will conduct a teaching demonstration including
   1. Course outlines
   2. The four step method of instruction
   3. Manipulative lesson plan delivery
   4. Job breakdown sheets
   5. Student evaluation sheets.

6. TEXTS AND OTHER READINGS
      Comments: The Calif State Fire Training 7ed. in 2008
   B. Other reading material: Calif. 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 conduct manipulative lessons training for fire service personnel according to California State Fire Training standards. Students will be able to evaluate the training standards and performance standards set forth by the National Fire Protection Association.

   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 training need for Fire Departments and students
2. Analyze the California Fire Services occupational analysis
3. Validate the IFSTA 500 Competencies
4. Design and write behavioral objectives
5. Develop course outlines
6. Develop manipulative (hands-on) lesson plans
7. Choose instructional material for manipulative (hands-on) student teaching demonstrations
8. Develop comprehensive testing tools for manipulative (hands-on) skills
9. Evaluate students learner outcomes
10. Evaluate the manipulative (hands-on) instructional processes

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

1. Breakdown the Occupational Analysis
   1. Units
   2. Tasks
   3. Jobs
2. Identify and differentiate between the three Levels of Learning, Level 1: Basic Knowledge, Level 2: Competent, Level 3: Highly Proficient
3. Developing Measurable Objective

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Quizzes given weekly
2. Evaluation of weekly assignment, i.e. Occupational Analysis
3. Class discussion on fire service training
4. Evaluation of Lesson plans and Job breakdowns.
5. Review of course outlines
B. SUMMATIVE ASSESSMENT:
   2. Evaluation of two 15 minute manipulative (hands-on) teaching demonstrations.
   3. Evaluation of final course development
I. DIVISION: Public Safety DIV./DEPT. NO: 01/3500

PREFIX/NO.: FSCI 353 COURSE TITLE: Fire Instructor 1B

Formerly listed as: Date Changed:

Hours/Week: Lecture: 32 Lab: 8 Other: If catalog is to read lecture/lab check here X
% Load: .107 % Load: .027 % Load:

Other (explain):

II. ALSO OFFERED AS:

Div: Prefix/No.: Title:

Div: Prefix/No.: Title:

III. COURSE INFORMATION:

No. Weeks: 1 TOP: 2133.00 State Class: I Method of Instruction: 92
Units: 2 SAM: C Wk/Ex: In-Service: X
Tot % Load: .134 CAN: Apprentice:
Offered Only: Spring Summer Fall Eve Not offered every semester: X

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

Prerequisite (P) X Corequisite: (C) Recommended for success (R)
(Please check all that apply and list below. Also attach appropriate documentation forms)
(P) FSCI 352

V. CATALOG DESCRIPTION:

Designed to provide the prospective or active fire company officer with knowledge of the selection, development, organization and utilization of instructional materials for teaching technical lessons. Structured to provide fire service personnel with the professional preparation leading to standard designated subjects instructor qualification. Materials fee required.

VI. FIELD TRIPS REQUIRED? Yes X No Maybe

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

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

* 

IX. EXPLAIN FEE REQUIRED: For State Fire Marshal certificate and student manual.
FSCI 353   Fire Instructor 1B

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

A.  Show certificate of completion of FSCI 352 per State Fire Marshal certification requirements.

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

A.  Identify the job and role of the fire training instructor.
B.  Describe the psychology of planning and presenting instruction for maximum learning environment.
C.  Describe the fundamentals of testing including the purpose and types of tests, and analysis of the results of testing.
D.  Develop and present a lecture.
E.  Analyze and criticize other student presentations.

XII.  **CONTENT**

A.  Instructors Job and Role
   1.  Psychology of planning and presentation
B.  Instruction
   1.  Effective lecture instruction
   2.  Levels of instruction
   3.  Effective technical instructions methods
   4.  Evaluation
C.  Course Outlines
   1.  Preparing a course outline
   2.  Developing a lesson plan
   3.  Developing information and activity sheets
D.  Testing
   1.  Procedures used in test planning
   2.  Fundamentals of test and measurement
   3.  Test development
   4.  Test analysis
E.  Visual Aids
   1.  How to use
   2.  How to prepare
   3.  Effectiveness
F.  Teaching Demonstration
   1.  Minimum of two practice teaching demonstrations by each student
   2.  Evaluation and critique
XIII. TEACHING METHODS
    A. Methods to achieve course objectives:
       1. Related materials will be presented through class lecture, visual aids and demonstrations.
       2. Additional studies will be required from technical manuals and textbooks.
       3. Written assignments.
    B. Methods used in achieving learner independence and critical thinking:
       1. The student will develop and present several lectures.
       2. The student will develop a course outline, lesson plan, test and course critique.
       3. The student will analyze and give oral and written critiques of other student presentations.

XIV. TEXTBOOKS (Typical)

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

XVI. METHODS OF EVALUATING STUDENT PROGRESS
    A. Group discussion
    B. Class presentation
    C. Written examination including essays
    D. Written assignments
TO: MJC Curriculum Committee

FROM: John Sola, Curriculum Committee Representative, Public Safety

DATE: August 27, 2008

SUBJECT: Expedited Approval Request for FSCI 352 and FSCI 353

Dear Curriculum Committee Members,

State Fire Training finally completed their rewrite on the Instructor level 1 series. They have changed the course titles from "Fire Instructor 1A to Training Instructor 1A" and "Fire Instructor 1B to Training Instructor 1B" and the roll out for the rewrites will be in November. As of December they will deactivate the old course names. Please note the content has remained consistent; therefore, the changes are basically a course title change. The course modifications will be entered via CurricUNET as soon as possible.

I would like to have the Spring 2009 class schedule and 2009-2010 catalog reflect the new course titles. As a State accredited Regional Training Center, we need to meet the State mandates. The class schedule deadline is September 18, which is before the first curriculum committee meeting on September 23rd. Letitia advised me to ask for emergency approval for the title name changes.

Thank you for your consideration.
TO: MJC Curriculum Committee

FROM: John Sola, Curriculum Committee Representative, Public Safety

DATE: August 27, 2008

SUBJECT: Expedited Approval Request for FSCI 352 and FSCI 353 – Materials Fees

Dear Curriculum Committee Members,

State Fire Training increased materials fees to cover rising costs of production. Attached is a letter from the State stating the fees increase. The course modifications will be entered via CurricUNET as soon as possible. Following is a breakdown of the proposed increase in materials fees for FSCI 352 (Training Instructor 1A) and FSCI 353 (Training Instructor 1B):

Certification Fee $ 80.00
Manual $ 20.00
Binder $ 10.00
Total $110.00

I would like to have the Spring 2009 class schedule and 2009-2010 catalog reflect the new materials fees. As a State accredited Regional Training Center, we need to meet the State mandates. The class schedule deadline is September 18, which is before the first curriculum committee meeting on September 23rd. I am requesting emergency approval for the materials fees so students who enroll in Spring 2009 will pay the appropriate amount for materials fees.

Thank you for your consideration.
decision. The Assistant State Fire Marshal shall agendize this request at the next regularly scheduled STEAC meeting.

(1) After review of all submitted materials and/or testimony provided during an administrative hearing, STEAC shall, by written letter, notify the instructor, accredited facility and State Fire Training of the decision to uphold, modify, or withdraw the action along with the next level of the appeal process within 45 days of their decision.

(c) The third level of the appeal process shall occur with the instructor or accredited facility submitting, in writing, to the State Fire Marshal all evidence to support reversing the suspension or revocation action within 60 days of being notified by STEAC of their decision.

(1) The State Fire Marshal shall, by written letter, notify the instructor, accredited facility and State Fire Training of the decision to uphold, modify or withdraw the action within 60 days of the date of the appeal.

Note: Authority cited: Section 11425.10, Government Code and 13157(a), Health and Safety Code.

1990.10 Reinstatement

Reinstatement as a registered instructor or accredited facility shall be achieved by meeting all terms of disciplinary action and by reapplying and meeting the current requirements as a registered instructor or accredited facility.

Note: Authority cited: Section 11425.10, Government Code and 13157(a), Health and Safety Code.

1990.11 Instructor Orientation and Classroom Ethics

All registered instructors shall complete State Fire Training's "Regional Instructors Orientation" and "Ethical Leadership in the Classroom" training programs before a CFSTES or FSTEP course request will be approved by State Fire Training.

Note: Authority cited: Section 13159(d) and 13159.8(a) Health and Safety Code.

1990.12 State Fire Training Fees

The following fees have been approved and adopted by the California State Fire Marshal as recommended by the Statewide Training and Education Advisory Committee:

(a) Course Registration Fees

| Regional Instructor Orientation | $150.00 |
Placeholder for FSCI fax
**MATH 62 - Mathematical Skills For the Sciences**

**Action Type:** Course Deletion  
**Effective:**  
**Primary Author:** Michael Adams  
**Other Author(s):**  
**CC Representative Approval By:**  
**CC Staff Review By:**  
**Division Dean Approval By:**  

**0.5 Unit**

---

**Rationale for Course Action**

Course is no longer needed or taught.

---

**Transfer and GE Status**

---

**Course Data Elements**

**Credit Type:** Requested  
**Credit Sub-Type:** Requested  
**TOP Code:** 1701.00  
**SAM Code:** E  
**State Classification:** A  
**Open Entry/Open Exit:** No  
**Work Experience:** Not Defined

---

**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>MATH-62</td>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH-62</td>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH-62</td>
<td>Disc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

---

**Material Fees**

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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?)

---

**Enrollment Restrictions & Advisories**

**Prerequisite:** MATH 90
Modesto Junior College

MATH 62 Course Outline

Effective Date:
Printed On: 09/15/2008 10:35:01 AM MDT

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

MATH 62 - Mathematical Skills For the Sciences 0.5 Unit(s)

An overview of the essential mathematical skills for success in the sciences. Topics include units conversion, percentages, scientific notation, graphing data, and an introduction to the use of logarithms.

Field trips are not required.

Not Transferable.

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

1. COURSE CONTENT

A. REQUIRED
   A. Estimation
      1. Size of numbers
      2. Orders of magnitude
   B. Conversion of Units
      1. Systems of measurement
         a. British system
         b. Metric system
         c. Systeme Internacionale
      2. Dimensional analysis
   C. Effectively Using Percent
      1. Concentrations
      2. Percent as parts per hundred
      3. Parts per million and parts per billion
      4. Dilutions
   D. Scientific Notation
      1. Conversion between standard notation and scientific notation
2. Arithmetic operations on numbers in scientific notation
3. Effectively using a calculator with scientific notation

E. Significant Figures, Accuracy, and Precision
1. Rationale for significant figures – Uncertainty in measurements
2. Reading instruments
3. Finding significant figures from given information
4. Accuracy versus precision – distinguishing between the two
5. Arithmetic operations involving significant figures

F. Graphing of Data
1. Graphing techniques
   a. Defining the axes – independent versus dependent variables
   b. Choosing appropriate scales
      2. Plotting data sets
      3. Direct, inverse, and parabolic data sets
      4. Transformations of data for easier viewing

G. Effectively Using Logarithms
1. Convert values in scientific notation to logarithms and vice versa
2. The pH scale
3. Linearizing exponential data sets using logarithms

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      • MATH 90: Intermediate Algebra with a minimum grade of C or better
      Eligibility for

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th>0.5 Units</th>
<th>Units</th>
<th>Hours</th>
<th>Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disc</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Lectures which develop theoretical material
2. Demonstrations of mathematical techniques, applications and problem solving strategies by both instructor and students
3. Applications of material to specific problems
4. 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.

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS
   A. Instructor generated materials

III. DESIRED LEARNING

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

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. use dimensional analysis to convert a given quantity or ratio into an equivalent quantity or ratio expressed using different units. 2. express ratios as percents and percents as ratios. 3. effectively use concentration units such as percent, parts per million, and parts per billion. 4. convert values from scientific notation to standard notation, and vice versa. 5. add, subtract, multiply, and divide numbers in scientific notation. 6. record measurements from instruments using the correct number of significant figures. 7. perform arithmetic operations with measured units. 8. given a set of data, construct a plot of the data and determine an appropriate mathematical model to fit the data. 9. use logarithmic transformations to linearize exponential data sets. 10. use other transformations to change data into a form that can be analyzed more effectively.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:
   1. Tests and/or quizzes
   2. Assigned homework
   3. Final examination
Put as Notification on September agenda.

From: Becki Scharffer On Behalf Of Karen Walters Dunlap  
Sent: Wednesday, May 14, 2008 9:21 AM  
To: _MJC Curriculum Committee  
Cc: _IAC Deans; Jim Sahlman; Patrick Bettencourt  
Subject: Conversion of Non-Compliant Foreign Languages Degree  
Importance: High

Hello Curriculum Committee Members,

At the last curriculum meeting on May 6, the committee declined to vote on expedited approval for an effective date of Summer 2008 for the conversion of the Foreign Languages Degree. The committee decided to approve an effective date of Summer 2009. Unfortunately, this action by the committee is not supported by the state chancellor’s office. When informed of the curriculum committee’s action, Stephanie Low responded that in order to be compliant with the new Title V changes, the college has to remove the non-compliant degree effective Fall 2008 (or in our case, Summer 2008).

As the chief instructional officer at the college, I have made the decision not to support the committee’s action (approval for Summer 2009). I have instructed instructional staff to remove the non-compliant degree (Foreign Languages) effective Summer 2008.

If you have any questions/concerns about this decision, please don’t hesitate to call me. As a rule, I am very supportive of the decisions made by the curriculum committee; however, in this case, my professional responsibility is to comply with the law.

Thanks.

Karen
# Requirements of the Associate of Arts Degree in Language Studies

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete <strong>MJC Guidance Requirement</strong>.</td>
<td>½-3</td>
</tr>
<tr>
<td>2. Complete <strong>MJC Activities Requirement</strong>.</td>
<td>2</td>
</tr>
<tr>
<td>3. Complete the <strong>General Education Transfer Pattern</strong> 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 the Language Studies A.A. degree course work with a C or better in each course.</td>
<td>20</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

---

**Catalog Description**

This degree enhances communication abilities, cultural awareness, and critical thinking in English plus one or two foreign languages and/or sign language. It is intended for students wishing to develop communication skills for the workplace and for students who wish to pursue a foreign language major at a university. To earn the Language Studies AA Degree, the student must complete a minimum of **20 units from the following course list** in addition to the CSUGE or IGETC pattern. Prospective transfer majors should consult with a counselor to select the appropriate GE pattern.

**Language Studies AA: Expected Outcomes**

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

- Write expository and argumentative papers
- Examine the connections between culture and communication
- Synthesize ideas and develop conclusions in multiple languages
- Engage in conversation and written correspondence in multiple languages

**Course List** (*minimum of 20 units total*):
A minimum of 14 units in one or two languages from the following:

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>101</td>
<td>French 1</td>
<td>5</td>
</tr>
<tr>
<td>French</td>
<td>102</td>
<td>French 2</td>
<td>5</td>
</tr>
<tr>
<td>French</td>
<td>103</td>
<td>French 3</td>
<td>5</td>
</tr>
<tr>
<td>French</td>
<td>104</td>
<td>French 4</td>
<td>5</td>
</tr>
<tr>
<td>German</td>
<td>101</td>
<td>German 1</td>
<td>5</td>
</tr>
<tr>
<td>German</td>
<td>102</td>
<td>German 2</td>
<td>5</td>
</tr>
<tr>
<td>Sign</td>
<td>Language 125</td>
<td>Beginning Communication with the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>Sign</td>
<td>Language 126</td>
<td>Intermediate Communication with the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>Sign</td>
<td>Language 127</td>
<td>Advanced Communication with the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>101</td>
<td>Spanish 1</td>
<td>5</td>
</tr>
<tr>
<td>Spanish</td>
<td>102</td>
<td>Spanish 2</td>
<td>5</td>
</tr>
<tr>
<td>Spanish</td>
<td>103</td>
<td>Spanish 3</td>
<td>5</td>
</tr>
<tr>
<td>Spanish</td>
<td>104</td>
<td>Spanish 4</td>
<td>5</td>
</tr>
</tbody>
</table>

AND

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>103</td>
<td>Advanced Composition and Critical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

AND

Three units from the following elective courses:

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>102</td>
<td>Advanced Composition and Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>131</td>
<td>Introduction to World Literature – To 1500</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>132</td>
<td>Introduction to World Literature – From 1500 To Present</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>172</td>
<td>Introduction to Chicano Literature</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>175</td>
<td>Women in Literature</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>179</td>
<td>Introduction to Native American Literature, Mythology, and Oral Tradition</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>112</td>
<td>Introduction to Chicano/a Literature</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>173</td>
<td>Survey of Latin American Literature</td>
<td>3</td>
</tr>
<tr>
<td>Speech</td>
<td>130</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
The following pages list the courses your institution submitted last fall through OSCAR and ASSIST, for approval in California’s patterns of general education in the CSU and UC systems.

ASSIST will post information about each approved course, including its prefix, number, title, approved area, and dates of approval. In the meantime, you can rely on the following pages as you prepare catalog copy and communicate with those on your campus who manage curriculum and transfer.

Each page of the Decisions Report will tell you:

At the top, which pattern the decision relates to:
- IGETC (CSU and UC general education)
- GE-Breadth (CSU only)
- American Institutions (CSU only)

Which area in the pattern your institution proposed for the course.

Which area is approved for the course. In most cases this is the same as the area proposed -- but not in the example to the left, which was proposed in 4J but approved in 4H.

For courses that are denied, or approved in a different area, the Notes section will give you a reason. Sometimes an approved course will also have Notes, such as a request to update the textbooks in use. In these cases the request for revision isn’t binding, and you can publicize the approval. Notes aren’t published on ASSIST.

Reviewers are careful to keep the GE-Breadth pattern at least as permissive as IGETC, to protect students who switch. So when a course is proposed for an area in IGETC but not for the corresponding GE-Breadth, reviewers will approve in the same area for both sides.

More documents about the review procedure, including detailed guidelines published by the system offices for reviewers of GE courses, are available at calstate.edu/app/general_education.
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Course Name</th>
<th>Course Title</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>This course will no longer satisfy the laboratory requirement in IGETC Area 5 effective summer 2008.</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>
<td>This course satisfies the laboratory requirement in IGETC Area 5 only if CHEM 142 or CHEM 150 is successfully completed prior to or concurrently with CHEM 164.</td>
</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>
</tr>
<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>Although this literature course focuses on women, it is humanistic in its approach, not social scientific. To be acceptable in IGETC Area 4D, a course must be social scientific in perspective. This course will be retained in Area 3B.</td>
</tr>
<tr>
<td>Institution Name</td>
<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>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>METEO 161</td>
<td>METEO 161</td>
<td>Introduction to Meteorology</td>
<td></td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>PHILO 113</td>
<td>PHILO 113</td>
<td>Philosophy of Art</td>
<td></td>
<td>3B</td>
<td>3B</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>PHYS 180</td>
<td>PHYS 180</td>
<td>Conceptual Physics: A Hands-on Approach</td>
<td></td>
<td>5A</td>
<td>5A</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>PSYCH 103</td>
<td>PSYCH 103</td>
<td>Introduction to Neuroscience</td>
<td>PHYSO 103</td>
<td>5B</td>
<td>5B</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>Institution Name</td>
<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>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>----------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Modesto Junior College</td>
<td>CHEM 142</td>
<td>Pre-General Chemistry</td>
<td>B1</td>
<td>B1</td>
<td>F07</td>
<td></td>
<td>F08</td>
</tr>
<tr>
<td></td>
<td>CHEM 164</td>
<td>Introductory Chemistry Laboratory</td>
<td>B3</td>
<td>B3</td>
<td>F07</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLDDV 103</td>
<td>Child Growth and Development</td>
<td>E</td>
<td>E</td>
<td>F07</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLDDV 104</td>
<td>Child Growth and Development - Conception Through Early Childhood</td>
<td>E</td>
<td>E</td>
<td>F07</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLDDV 105</td>
<td>Child Growth and Development - Late Childhood through Late Adolescence</td>
<td>E</td>
<td>E</td>
<td>F07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution Name</td>
<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>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>---------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Modesto Junior College</td>
<td>EASCI 162</td>
<td>Introduction to Oceanography</td>
<td>B1, B3</td>
<td>B1, B3</td>
<td>F07</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 175</td>
<td>Introduction to Women's Literature</td>
<td>D4</td>
<td>C2, N</td>
<td>F07</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FILM 154</td>
<td>Movies with a Message</td>
<td></td>
<td>C1,</td>
<td>C1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ITAL 101</td>
<td>Italian 1</td>
<td></td>
<td>C2,</td>
<td>C2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>METEO 161</td>
<td>Introduction to Meteorology</td>
<td>B1, B3</td>
<td>B1, B3</td>
<td>F07</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td>Institution Name</td>
<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>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Modesto Junior College</td>
<td>PHILO 113</td>
<td>Philosophy of Art</td>
<td></td>
<td>C2</td>
<td>C2</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHYS 180</td>
<td>Conceptual Physics: A Hands-on Approach</td>
<td></td>
<td>B1</td>
<td>B1</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYCH 103</td>
<td>Introduction to Neuroscience</td>
<td>PHYSO 103</td>
<td>B2</td>
<td>B2</td>
<td>F07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RATV 141</td>
<td>Documentary Production</td>
<td></td>
<td>C1</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Proposed LDTP ID</td>
<td>Decision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 164</td>
<td>History of Art 1</td>
<td>TCSU ART 110</td>
<td>Accept as proposed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 165</td>
<td>History of Art 2</td>
<td>TCSU ART 120</td>
<td>Not accepted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 120</td>
<td>Basic Drawing 1</td>
<td>TCSU ART 210</td>
<td>Accept as proposed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 124</td>
<td>Color and Design 1</td>
<td>TCSU ART 230</td>
<td>Accept as proposed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSAD 201</td>
<td>Financial Accounting</td>
<td>TCSU BUS 110</td>
<td>Not accepted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSAD 202</td>
<td>Managerial Accounting</td>
<td>TCSU BUS 120</td>
<td>Not accepted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSAD 202</td>
<td>Managerial Accounting</td>
<td>TCSU BUS 120</td>
<td>Not accepted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 101</td>
<td>Economics Principles: Macroeconomics</td>
<td>TCSU ECON 110</td>
<td>Review in Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 102</td>
<td>Economics Principles: Microeconomics</td>
<td>TCSU ECON 120</td>
<td>Review in Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIO 150</td>
<td>Ethnicity and Culture in America</td>
<td>TCSU ETHN 110</td>
<td>Not accepted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMPSC 202</td>
<td>Business Information Systems</td>
<td>TCSU IS 120</td>
<td>Accept as proposed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 171</td>
<td>Calculus: First Course</td>
<td>TCSU MATH 210</td>
<td>Accept as proposed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LDTP Notes**

- **ART 165 - History of Art 2**
  - This course must incorporate non-Western art. This should include discussion of the art of the Americas, and the influences of other cultures upon Western art.

- **BUSAD 201 - Financial Accounting**
  - Following topics are not covered: internal controls, current assets, current liabilities, stockholders' equity and reporting requirements, measuring cash flow, and ethical issues.

- **BUSAD 202 - Managerial Accounting**

- **ECON 101 - Economics Principles: Macroeconomics**
  - The course is missing a major component on stereotypes of gender and sexuality, among other items. Overall, the course conforms to descriptor well. However, the proposal does not include required course topic "Stereotypes Gender/Sexuality." Specify also American Indians. Besides those listed, students should demonstrate a comparative understanding of class and gender/sexuality; and contributions of various groups. Course is missing stereotypes of gender/sexuality/slavery/genocide/colonization/relocation/segregation, resistance.
MATH 172 - Calculus: Second Course  
Proposed LDTP ID: TCSU MATH 220  
Accept as proposed

MATH 174 - Introduction to Linear Algebra and Ordinary Differential Equations  
Proposed LDTP ID: TCSU MATH 260  
Accept as proposed

MATH 171 - Calculus: First Course  
MATH 172 - Calculus: Second Course  
Proposed LDTP ID: TCSU MATH SEQ A  
Accept as proposed

FDNTR 219 - Nutrition  
Proposed LDTP ID: TCSU NUTR 110  
Accept as proposed

RATV 150 - Introduction to Mass Communication  
Proposed LDTP ID: TCSU RTV 110  
Not accepted

LDTP Notes to Campus:  
This course seems aligned with CAN JOUR 4, the articulated introductory course for ALL media. In contrast, TCSU RTV 110 focuses just on the electronic media (radio, TV, internet, etc.), going deeper into those media rather than broader across all media.

While the course description presents the class as more of a media effects and culture class than a survey/intro of radio-TV-film, the topic list appears to include many of what the LDTP guidelines want. Should be re-done.

At first glance, more of a media effects and culture class than a solid survey of radio, TV, Film, recordings, new media.

Text reinforces that this is an intro to ALL media course, going broad rather than going into more depth in radio, TV, and film.

RATV 131 - Introduction to Radio Production  
Proposed LDTP ID: TCSU RTV 120  
Not accepted

LDTP Notes to Campus:  
This course focuses solely on radio, which is fine, but that is something different from TCSU RTV 120, which is a more inclusive course in audio production.

This is a radio-only class, focused on radio production, not an intro to audio for radio, TV, film as in the LDTP guidelines.

Solid content for a radio class, but does not meet at least 75 percent of TCSU RTV 120, as agreed to for LDTP acceptance.

SOCIO 101 - Introduction to Sociology  
Proposed LDTP ID: TCSU SOC 110  
Accept as proposed

SOCIO 102 - Social Problems in the United States  
Proposed LDTP ID: TCSU SOC 120  
Accept as proposed
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed LDTP ID: TCSU ANTH</th>
<th>Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHR 101</td>
<td>Physical Anthropology</td>
<td>TCSU ANTH 110</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>ANTHR 102</td>
<td>Cultural Anthropology</td>
<td>TCSU ANTH 120</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>ANTHR 104</td>
<td>Language, Culture and Communication</td>
<td>TCSU ANTH 130</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>ANTHR 130</td>
<td>Archaeology and Cultural Prehistory</td>
<td>TCSU ANTH 150</td>
<td>Accept as proposed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed LDTP ID: TCSU BIOL</th>
<th>Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>TCSU BIOL 110</td>
<td>Not accepted</td>
</tr>
</tbody>
</table>

**LDTP Notes to Campus:** This course appears to cover mostly topics relating to General Biology instead of Human Biology. Please consider resubmitting this course toward that LDTP Descriptor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed LDTP ID: TCSU BIOL SEQ A</th>
<th>Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 101</td>
<td>General Botany</td>
<td>TCSU BIOL SEQ A</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>ZOOL 101</td>
<td>General Zoology</td>
<td>TCSU BIOL SEQ A</td>
<td>Accept as proposed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed LDTP ID: TCSU CHEM</th>
<th>Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>General Chemistry 1</td>
<td>TCSU CHEM 110</td>
<td>Not accepted</td>
</tr>
</tbody>
</table>

**LDTP Notes to Campus:** This course outline does not include a detailed description of the lab content. In order to understand the nature of the lab content for this course, and how it supports the course topics, please include more information about the experiments performed. If your course outline of record does not include this level of detail about lab experiments, we would suggest that you include this description of the experiments in the "LDTP TCSU Comments" section of OSCAR ASSIST for LDTP submissions.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed LDTP ID: TCSU CHEM</th>
<th>Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 102</td>
<td>General Chemistry 2</td>
<td>TCSU CHEM 120</td>
<td>Not accepted</td>
</tr>
</tbody>
</table>

**LDTP Notes to Campus:** This course outline does not include a detailed description of the lab content. In order to understand the nature of the lab content for this course, and how it supports the course topics, please include more information about the experiments performed. If your course outline of record does not include this level of detail about lab experiments, we would suggest that you include this description of the experiments in the "LDTP TCSU Comments" section of OSCAR ASSIST for LDTP submissions.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed LDTP ID: TCSU CHEM</th>
<th>Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 143</td>
<td>Introductory College Chemistry</td>
<td>TCSU CHEM 130</td>
<td>Not accepted</td>
</tr>
</tbody>
</table>

**LDTP Notes to Campus:** This course outline does not include a detailed description of the lab content. In order to understand the nature of the lab content for this course, and how it supports the course topics, please include more information about the experiments performed. If your course outline of record does not include this level of detail about lab experiments, we would suggest that you include this description of the experiments in the "LDTP TCSU Comments" section of OSCAR ASSIST for LDTP submissions.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed LDTP ID</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 144</td>
<td>Fundamentals of Organic and Biochemistry</td>
<td>TCSU CHEM 140</td>
<td>Not accepted</td>
</tr>
<tr>
<td></td>
<td><strong>LDTP Notes to Campus:</strong> This course outline does not include a detailed description of the lab content. In order to understand the nature of the lab content for this course, and how it supports the course topics, please include more information about the experiments performed. If your course outline of record does not include this level of detail about lab experiments, we would suggest that you include this description of the experiments in the &quot;LDTP TCSU Comments&quot; section of OSCAR ASSIST for LDTP submissions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry 1</td>
<td>TCSU CHEM SEQ A</td>
<td>Not accepted</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LDTP Notes to Campus:</strong> This course outline does not include a detailed description of the lab content. In order to understand the nature of the lab content for this course, and how it supports the course topics, please include more information about the experiments performed. If your course outline of record does not include this level of detail about lab experiments, we would suggest that you include this description of the experiments in the &quot;LDTP TCSU Comments&quot; section of OSCAR ASSIST for LDTP submissions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 143</td>
<td>Introductory College Chemistry</td>
<td>TCSU CHEM SEQ B</td>
<td>Not accepted</td>
</tr>
<tr>
<td>CHEM 144</td>
<td>Fundamentals of Organic and Biochemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LDTP Notes to Campus:</strong> This course outline does not include a detailed description of the lab content. In order to understand the nature of the lab content for this course, and how it supports the course topics, please include more information about the experiments performed. If your course outline of record does not include this level of detail about lab experiments, we would suggest that you include this description of the experiments in the &quot;LDTP TCSU Comments&quot; section of OSCAR ASSIST for LDTP submissions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJU 201</td>
<td>Introduction to Administration of Justice</td>
<td>TCSU CJ 110</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>ADJU 203</td>
<td>Concepts of Criminal Law</td>
<td>TCSU CJ 120</td>
<td>Review in Progress</td>
</tr>
<tr>
<td>SPCOM 100</td>
<td>Fundamentals of Public Speaking</td>
<td>TCSU COMS 110</td>
<td>Review in Progress</td>
</tr>
<tr>
<td>SPCOM 104</td>
<td>Argumentation</td>
<td>TCSU COMS 120</td>
<td>Review in Progress</td>
</tr>
<tr>
<td>SPCOM 103</td>
<td>Interpersonal Communication</td>
<td>TCSU COMS 130</td>
<td>Review in Progress</td>
</tr>
<tr>
<td>SPCOM 106</td>
<td>Organizational Communication</td>
<td>TCSU COMS 140</td>
<td>Review in Progress</td>
</tr>
<tr>
<td>CMPSC 205</td>
<td>Problem Solving and Programming 1</td>
<td>TCSU CSCI 110</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Proposed LDTP ID</td>
<td>Decision</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>CMPSC 261</td>
<td>Problem Solving and Programming 2</td>
<td>TCSU CSCI 120</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>SOCS 110</td>
<td>Introduction to Education</td>
<td>TCSU EDU 110</td>
<td>Review in Progress</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>Physical Geography</td>
<td>TCSU GEOG 110</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Cultural Geography</td>
<td>TCSU GEOG 120</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>POLS 101</td>
<td>American Politics</td>
<td>TCSU POLS 110</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>PSYCH 101</td>
<td>General Psychology</td>
<td>TCSU PSY 110</td>
<td>Not accepted</td>
</tr>
<tr>
<td>SPAN 103</td>
<td>Spanish 3</td>
<td>TCSU SPAN 130</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>SPAN 104</td>
<td>Spanish 4</td>
<td>TCSU SPAN 140</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>SPAN 103</td>
<td>Spanish 3</td>
<td>TCSU SPAN Seq B</td>
<td>Accept as proposed</td>
</tr>
</tbody>
</table>

**LDTP Notes**

- Course must include ethics and the different areas of applied psychology.

**to Campus:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed LDTP ID</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 103</td>
<td>French 3</td>
<td>TCSU FREN SEQ B</td>
<td>Review in Progress</td>
</tr>
<tr>
<td>FREN 104</td>
<td>French 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 102</td>
<td>Music Theory 1</td>
<td>TCSU MUS 130</td>
<td>Not accepted</td>
</tr>
<tr>
<td></td>
<td>LDTP Notes: Course content must include composition, counterpoint, chord inversions, rhythmic/metric content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 103</td>
<td>Music Theory 2</td>
<td>TCSU MUS 140</td>
<td>Accept as proposed</td>
</tr>
<tr>
<td>MUSIC 104</td>
<td>Aural Skills 1</td>
<td>TCSU MUS 160</td>
<td>Review in Progress</td>
</tr>
<tr>
<td>MUSIC 105</td>
<td>Aural Skills 2</td>
<td>TCSU MUS 170</td>
<td>Not accepted</td>
</tr>
<tr>
<td></td>
<td>LDTP Notes: Course content must include: performing exercises in parts (canon, duet, sing and play, chorales, etc.), and transposition of melodies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 120</td>
<td>Elementary Piano</td>
<td>TCSU MUS 210</td>
<td>Not accepted</td>
</tr>
<tr>
<td></td>
<td>LDTP Notes: Course content must include full scales (major and minor), primary chord progressions, simple harmonization and transposition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 122</td>
<td>Intermediate Piano</td>
<td>TCSU MUS 220</td>
<td>Not accepted</td>
</tr>
<tr>
<td></td>
<td>LDTP Notes: Course content must include: chord progressions, open score reading, harmonization, transposition, and accompanying. Learning outcomes should also include: sight reading music with chord symbols, choral score realization, transposition, and accompanying.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Colleague,

We have completed analysis of the courses submitted for Modesto Junior College TCA for 08-09. This information is currently being entered into the ASSIST database. Subscribers to the ASSIST-L listserv will be notified via email when this new TCA has been published at www.assist.org. For information on subscribing to the ASSIST-L email listserv, visit http://assist.org/assist_l_about.html.

The following is a summary of our actions on your newly submitted courses:

**New courses approved as UC Transferable:**

- **CMPGR 202** Introduction to Computer Graphics 3
  
  Same as: ART 102

- **+ ENGR 220** Basic Engineering Graphics 1 2
  
  + 127,220 adn 221 combined: maximum credit, 4 units

- **+ ENGR 221** Basic Engineering Graphics 2 2
  
  + 127,220 adn 221 combined: maximum credit, 4 units

- **INTDS 155** History of Interiors/Decorative Arts 2 3
  
  * PEC 166X,A Intermediate Judo  .5-1
    
    * Any or all of these PE Activity courses combined: maximum credit, 4 units

- **PEC 167A** Women's Beginning Judo 1
  
  * Any or all of these PE Activity courses combined: maximum credit, 4 units
* PEW 167X Women's Beginning Judo .5

* Any or all of these PE Activity courses combined: maximum credit, 4 units

PLSC 241 Viticulture 3
THETR 103 Dance Repertory Rehearsal & Performance 2

Courses re-reviewed and approved as UC Transferable:

NONE

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

NONE

Courses not approved as UC Transferable:

INTDS 130 Fabrics for Interiors 3
No comparable course in lower division at UC

INTDS 230 Drafting for Interiors 3
No comparable course in lower division at UC
Narrow focus

INTDS 250 Computer Aided Drafting/Design (CADD) for Interior Design 3
No comparable course in lower division at UC

MUSIC 168 Music Production for Multimedia 2
Same as: RATV 168
No Comparable course
Practical and applied

MUSIC 172 Recording Arts 1 2
Same as: RATV 172
Practical and applied
No Comparable course

MUSIC 178 Recording Arts 2 2
Same as: RATV 178
No Comparable course
Practical and applied

MUSIC 183 Music Theory Review 1
No Comparable course

Courses which require additional review or campus action:

NONE
Courses removed by the college:

NONE

Sheila Lau
Community College Transfer and Articulation
University of CA Office of the President
1111 Franklin Street, 9th floor
Oakland, CA  94607
(510) 987-9457 direct line
(510) 987-9522 fax
August 18, 2008

Karen Walters Dunlap
Vice President, Instruction
Modesto Junior College
435 College Ave.
Modesto, CA 95350

Dear Dr. Dunlap:

The Chancellor’s Office hereby approves Modesto Junior College’s request to revise the Associate in Arts degree in *Transfer Studies* to comply with Title 5 §55063 (a). The existing degree has been marked inactive in the Inventory of Approved and Projected Programs. The associate degree programs with areas of emphasis have been entered into the Inventory of Approved and Projected Programs, with transfer status, as follows:

<table>
<thead>
<tr>
<th>Degree: Area of Emphasis Title</th>
<th>T.O.P. code</th>
<th>Required Units</th>
<th>Unique Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Preparation: Agricultural Sciences</td>
<td>4901.00</td>
<td>18</td>
<td>18545</td>
</tr>
<tr>
<td>University Preparation: Art and Design</td>
<td>1001.00</td>
<td>18</td>
<td>18546</td>
</tr>
<tr>
<td>University Preparation: Biological Sciences</td>
<td>4902.00</td>
<td>21-25 *</td>
<td>18547</td>
</tr>
<tr>
<td>University Preparation: Chemistry</td>
<td>1905.00</td>
<td>18-20 *</td>
<td>18548</td>
</tr>
<tr>
<td>University Preparation: Communication</td>
<td>1506.00</td>
<td>18</td>
<td>18549</td>
</tr>
<tr>
<td>University Preparation: Environmental Science</td>
<td>4902.00</td>
<td>18</td>
<td>18550</td>
</tr>
<tr>
<td>University Preparation: Geography</td>
<td>2206.00</td>
<td>18</td>
<td>18551</td>
</tr>
<tr>
<td>University Preparation: Health and Physical Education</td>
<td>4902.00</td>
<td>19</td>
<td>18552</td>
</tr>
<tr>
<td>University Preparation: Humanities</td>
<td>4903.00</td>
<td>18</td>
<td>18553</td>
</tr>
<tr>
<td>University Preparation: Mathematics</td>
<td>1701.00</td>
<td>20</td>
<td>18554</td>
</tr>
<tr>
<td>University Preparation: Physics</td>
<td>4902.00</td>
<td>18</td>
<td>18555</td>
</tr>
<tr>
<td>University Preparation: Liberal Studies (Teacher Education)</td>
<td>4901.20</td>
<td>19-20 *</td>
<td>18556</td>
</tr>
</tbody>
</table>

Please note that T.O.P. codes were assigned to be consistent with similar degrees at other community colleges. For areas of emphasis that require a range of units, the maximum number is entered into the inventory.
The California Postsecondary Education Commission (CPEC) has authorized the Chancellor's Office to proceed to final approval, without its review, on many new community college programs, except programs of certain types that are of special interest to CPEC. These programs are not a type that has been reserved for individual CPEC review and concurrence. Therefore, our approval is effective with this letter.

Good luck with these programs. If there are any questions about our action, please contact Stephanie Low, Specialist in Academic Affairs, at (916) 322-6888, fax (916) 445-6268, or e-mail to lows@cccco.edu.

Sincerely,

Vice Chancellor Carole Bogue-Feinour  
California Community Colleges, Chancellor's Office  
Academic Affairs Division

Cc:  Letitia Senechal, Curriculum Specialist  
      J. Arturo Reyes  
      Stephanie Low
English and Math curriculum folks –

Here’s something we must consider.  English 101 and Math 90 will be our graduation competency courses as of Summer 2009.  On the MJC-GE graduation listing displays English 50 and English 101 as the only two choices in area D.1.  Math 90 is also listed as part of area D.2

Should we remove English 50 from D.1?  If it doesn’t meet competency level, should it meet graduation GE?  (Note: part of me says listing English 101 in D.1 is pointless since it’s required as competency anyway.  But part of me says that it’s a listed area in Title 5 so we should keep it there.  My second part is winning my argument with myself right now.)

Should we remove Math 90 from D.2?  It will no longer be one level above competency – instead being right AT competency level.  Every student needs to take it or one of the two other grad competency courses we’re proposing this fall.  I believe we should either remove Math 90 or list both of our new classes in D.2 as well.  (In this case, my former argument is beating my latter.) By removing Math 90, it will encourage students to either take a transfer level math class or one of the many other courses requiring communication and analytical thinking.

I’ve copied IO staff to put this on the agenda.  I’ve also copied Marcos and Derek – please discuss this with counseling staff and let us know what they think.

How about the rest of you?  What are your feelings?  I’d welcome a short email exchange on the topic.

Brian K. Sanders
Interim Dean for Science, Mathematics, and Engineering
Modesto Junior College
435 College Ave, Modesto, CA  95350
(209) 575-6701
sandersb@mjc.edu
I. DIVISION: Physical, Recreation and Health Education  
PREFIX/NO.: PE 121  
COURSE TITLE: Coaching Effectiveness

Formerly listed as:  
Date Changed:

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

III. COURSE INFORMATION:
Units: 3 or Variable Units:  
Total Hours:  
Explain Other hours:  
Transfer Credit:  
General Ed:  
AA/AS Area:  
CSU GE Area:  
IGETC Area:  
Offered Only:  
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) –

V. CATALOG DESCRIPTION:
Roles of a coach in athletics; ethics, physiological systems, physical training theory, sport psychology, and leadership models and management principles.

VI. FIELD TRIPS REQUIRED?  
Yes  
No  
Maybe

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

VIII. REPEAT PROCEDURES:  
Credit:  
Non-Credit:
Maximum Completions:  
Maximum Units:  
* (If course is repeatable, attach a memo with the appropriate justification)

IX. EXPLAIN FEE REQUIRED:  

Page 47
X. PREREQUISITE SKILLS
Before entering the course, the student will be able to:

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

A. Compare coaching ethics and behavior.
B. Develop a personal philosophy in regard to coaching.
C. Organize essential concepts regarding anatomy and physiology as it relates to athletics.
D. Design teaching modalities regarding training theory and skill acquisition.
E. Synthesize essential concepts regarding sport psychology.
F. Compile necessary concepts regarding program organization and team management.

XII. CONTENT

A. Examine the history of coaching and the different roles of a coach
B. Philosophy and ethics
C. Survey of muscular-skeletal system
   1. Muscle fiber types
   2. Energy systems
   3. Body composition and individual differences
D. Examine the different principles of training
   1. Overload
   2. Reversibility
   3. Specificity
   4. Variety
E. Examine physiological training parameters
   1. Strength
   2. Endurance
   3. Speed
   4. Flexibility
   5. Coordination
F. Examine essential principles in developing training programs
   1. Periodisation
      a. Volume and intensity
      b. Preparation macro-cycle
      c. Competition macro-cycle
      d. Transition macro-cycle

G. Examine essential principles in skill development
   1. Open and closed environments
   2. Simple and complex skills
   3. Methods of teaching skills
      a. Shaping
      b. Chaining

H. Survey sport psychology as it relates to the coaching role
   1. Goal setting
   2. Motivation
   3. Communication skills and feedback
   4. Emotional control

I. Examine the organizational skills required to administer a sport program
   1. Develop a chain of command
   2. Developing a management style
   3. Examine different management models
   4. Development of a program for an interscholastic situation
   5. Development of a program for intercollegiate situation
   6. Development of risk management and emergency plans

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Demonstration/description of various programs
   2. Group interaction within class between peers and instructor
   3. Lectures
   4. Audio visual material
   5. Selected readings

B. Typical assignments used in achieving learner independence and critical thinking:
   1. Each student will be required to present a research project.
   2. Given specific information, each student will be required to develop a workable management plan in relation to a sport program.
XIV. TEXTBOOKS AND OTHER READINGS (Typical)

A. Required texts: No textbook required.

B. Other readings:

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

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Evaluation of a research project in regard to a specific realm of athletics
B. Test student’s knowledge of training and coaching principles
C. Participation in class, interaction with teacher and other students
D. Assessment of individual understanding of coaching, management, values through class interaction
TECHNOLOGY MEDIATED INSTRUCTION (T.M.I.) FORM

Please attach the course outline to this form.

PREPARED BY: Mary Shea  DATE SUBMITTED: 08-25-2008

COURSE PREFIX AND NUMBER: PE 121

COURSE TITLE: Coaching Effectiveness

EFFECTIVE DATE: Spring 2009

METHOD OF INSTRUCTION (Check only one. Fundamentally different offerings require separate justification.)

- ONLINE COURSE - Students must have access to a computer with individual e-mail account and/or access to the World Wide Web. Majority of work is online. May have one or more on-campus meetings.

- MIXED MODALITIES/HYBRID COURSE - Please describe

- TELECLASS - Instructor teaches live on TV from classroom on campus. Students may call instructor during class to ask questions. (May or may not have Internet component.)

- EXTERNALLY ORIGINATED TELECLASS - Instructor teaches live on TV from outside location, such as another college. Students may call instructor during class to ask questions.

- REBROADCAST TELECLASS - Teleclass recorded on campus and rebroadcast on cable television or available on videotape.

TYPE OF TEACHING MODALITIES - Check all that apply.

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Sessions</td>
<td>Computer-or Web-based Activities</td>
</tr>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Written Activities</td>
</tr>
<tr>
<td>Telephone Contact</td>
<td>Community Activities</td>
</tr>
<tr>
<td>E-mail</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td>Asynchronous Discussion</td>
<td>Other Assigned Readings</td>
</tr>
<tr>
<td>Synchronous Chat</td>
<td>Examinations</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>Field Trips</td>
</tr>
<tr>
<td>Viewing Materials</td>
<td>Other - Describe:</td>
</tr>
</tbody>
</table>
COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.
   Contact will be accomplished through orientation sessions which describe the class and the modalities of instruction. I will assign group discussions, allow phone and email contact, and require specific written assignments geared toward self-assessment and evaluation.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?
   The methods are the same, however, ordinarily there is no face-to-face contact.

By signing below, we verify that this form was completed in good faith and that we have carefully checked these documents for accuracy and completion.

________________________________________________
Faculty Member     Date

________________________________________________
Division Dean     Date

________________________________________________
Curriculum Rep.   Date

________________________________________________
Curriculum Committee Co-Chair     Date

________________________________________________
Curriculum Committee Co-Chair     Date
TO: Curriculum Committee

FROM: Mary Shea

RE: Rational for PE 121 Coaching Effectiveness – Spring ‘09

September 15th, 2008

I am writing to request expedited curriculum approval for an online version of PE 121, Coaching Effectiveness for Spring, 2009. My rationale is as follows:

- Currently, this class is only offered in the Fall semester. In Fall, 2008, PE 121 had a waitlist and currently has 43 students enrolled, with a capacity of 30. Given these high enrollment numbers, it is highly possible that a spring class is necessary for the predominantly PE major population that enrolls in this class. Offering this class in spring, 2009 is best serving our students’ needs for transferring onto a four-year college.

- MJC offers an AS in Physical Education/Sports Medicine and an AA in Physical Education. PE 121 is an elective class for PE majors. However, Coaching Effectiveness is a broad-based class that is part of a discipline (Coaching) that can stand alone within Physical Education as opposed to the other elective PE classes which are generally specific sport theory classes. It is possible that while an elective at MJC, this coaching class can be part of a major emphasis in a Physical Education program at a four-year college. For example, PE/Kinesiology, PE/Sports Medicine, PE/Pedagogy and PE/Coaching are all PE majors with a specific emphasis.

- The PE majors that enroll in Coaching Effectiveness have very specific needs regarding time constraints, which an online class does fulfill. Many PE majors interested in coaching are also fulfilling internships as assistant coaches and sometimes even head coaching positions. Their duties may include morning or afternoon practices, one on one training, and mandatory coaches meetings. A flexible schedule is necessary for our students so they can gain valuable work experience and get a head start in their field. Like many professions, “paying your dues” with countless hours of work on and off the field in sometimes volunteer coaching positions is advised and expected. Additionally, PE majors that seek internships in the classroom would fall into the category of having time constraints when considering classes.

- Specific to PE majors and their hectic schedules and the entire online population as well, is an increasing concern about gas prices. Many students in my PE 109 online class express that their apprehension about getting to the school, given their hectic schedules is eased with the addition of more PE online classes.

- Finally, starting PE 121 in the spring, will allow the class to grow on its own, so by Fall 2009, the class is not competing with the classroom version of PE 121, but drawing from the specific online PE student population and general student population. It is also my goal by Fall 2009 to attract the general student population as an elective class and include the idea of leadership skills in the curriculum. For example, the online version of PE 109, Mental Training for Peak Performance has a component of goal setting, a series of self-improvement papers: attitude, confidence, burnout, commitment, and visualization exercises that non-PE majors are finding beneficial and helpful in seeking their AA in other fields at MJC.
## MJC AP Course Equivalency Grid* (PROPOSED)

Prepared for the MJC Curriculum Committee Meeting, September 23, 2008

### AP POLICY

- Students must be enrolled at MJC in order to apply for unit credit for AP exams.
- Students will be granted unit credit for AP exam scores of three (3), four (4), or five (5) toward the fulfillment of requirements reflected in the chart.
- Unit credit earned through AP exams will be listed on the transcript based on the AP exam passed.
- Unit credit earned through AP exams to satisfy MJC-GE/Activities/Competencies will be based on the comparable course in the MJC catalog. A list of the comparable courses for each AP exam will be available from the MJC Articulation Officer (MM 205 D) upon request.
- All CSU campuses will accept the minimum units shown toward the fulfillment of the designated general education breadth area if the exam is included in a full or subject area certification.
- Units earned by AP exams will be used to meet IGETC (Intersegmental General Education Transfer Curriculum), with the exception of critical thinking. Area 1B & Speech Communications, Area 1C.
- Official score reports from the College Board AP Program must be sent to Modesto Junior College, Attention: Vice President, Student Services. Official score reports can be requested at (888) 225-5427 (toll-free).

### FOUR-YEAR UNIVERSITY CAUTION

The applicability & quantity of unit credit for AP exams granted toward major or satisfaction of prerequisites or baccalaureate degree requirements continues to be determined by the individual CSU/UC/private campuses. Students should check with the transfer campus of their choice for its policies on awarding unit credit for AP exams.

### AP RESTRICTIONS

- Unit credit for AP exams will not be included in the fourteen (14) unit P/NP graduation limitation established by MJC or the thirty (30) unit credit by examination limitation on challenge examinations.
- Unit credit for AP exams will not be used to satisfy the college’s twelve-unit (12) residency requirement.
- Unit credit for AP exams will not be used to satisfy financial aid, veterans, or EOPS eligibility criteria regarding enrollment status.
- MJC does not grant lab credit for AP exams in Natural Sciences.
- Unit credit for AP exams will not be used in lieu of MJC Assessment Tests to satisfy reading, writing, or math prerequisites.

---

<table>
<thead>
<tr>
<th>AP Examination Name</th>
<th>COMPETENCY MET/REQU.</th>
<th>MJC-GE AREAS &amp; UNIT CREDIT EARNED</th>
<th>MJC-GE AREAS &amp; UNIT CREDIT EARNED</th>
<th>RF/COMPETENCY MET/REQU.</th>
<th>RF/COMPETENCY MET/REQU.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>C</td>
<td>C1 E</td>
<td>3A E or 3B E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>D</td>
<td>B2 &amp; B3</td>
<td>5B w/lab E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td>D</td>
<td>B4 E</td>
<td>2 E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>D</td>
<td>B4 E</td>
<td>3 E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>E</td>
<td>B1 &amp; B3</td>
<td>3A w/lab E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Language &amp; Culture</td>
<td>C</td>
<td>C2 E</td>
<td>3B &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative Govt. &amp; Politics</td>
<td>B</td>
<td>D8 E</td>
<td>4H E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science A/B</td>
<td>D</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>D</td>
<td>A2 E</td>
<td>1A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td>D</td>
<td>A2 &amp; C2 E</td>
<td>1A E or 3B E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>A</td>
<td>B2 &amp; B3</td>
<td>5A w/lab E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>European History</td>
<td>C</td>
<td>D6 E</td>
<td>3B or 4B E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Language</td>
<td>C</td>
<td>C2 E</td>
<td>3B E &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Literature</td>
<td>C</td>
<td>C2 E</td>
<td>3B E &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German Language</td>
<td>C</td>
<td>C2 E</td>
<td>3B E &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Geography</td>
<td>D</td>
<td>D5 E</td>
<td>6H E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian Language &amp; Culture</td>
<td>C</td>
<td>C2 E</td>
<td>3B E &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese Language &amp; Culture</td>
<td>C</td>
<td>C2 E</td>
<td>3B E &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin Literature</td>
<td>C</td>
<td>C2 E</td>
<td>3B E &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>C</td>
<td>C2 E</td>
<td>3B E &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>B</td>
<td>D2 E</td>
<td>4B E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microeconomics</td>
<td>B</td>
<td>D2 E</td>
<td>4B E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td>C</td>
<td>C1 E</td>
<td>3 E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics B</td>
<td>A</td>
<td>B1, B3 E</td>
<td>5A w/lab E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics C: Electricity/ Magnetism</td>
<td>A</td>
<td>B1 &amp; B3</td>
<td>5A w/lab E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>A</td>
<td>B1 &amp; B3</td>
<td>5A w/lab E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>B</td>
<td>D9 E</td>
<td>4B E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Language</td>
<td>C</td>
<td>C2 E</td>
<td>3B E &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>C</td>
<td>C2 E</td>
<td>3B E &amp; 6A E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>D</td>
<td>B4 E</td>
<td>3 E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Art: 2D Design</td>
<td>D</td>
<td></td>
<td>3 E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Art: 3D Design</td>
<td>D</td>
<td></td>
<td>3 E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Art: Drawing</td>
<td>B</td>
<td>D8 E</td>
<td>4H E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Government &amp; Politics</td>
<td>B</td>
<td>D6 E</td>
<td>3B or 4F E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History *</td>
<td>B</td>
<td>D6 E</td>
<td>3B or 4F E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Does not contain the California State and Local Government Requirements required for American Institution certification.

1. Students seeking certification in GE Breadths prior to transfer must have passed the test before Fall 09.
2. If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and four units of credit may be applied to a certification in GE Breadth.
3. AP exams may be used in either area regardless of where the certifying CCC’s discipline is located.

**NOTE:** Each AP exam may be applied to one IGETC area as satisfying one course requirement, with the exception of Language other than English (LDIE).

---

**LEGEND**

- MJC “Math Competency Met or Exceeded”
- MJC “Written Expression” Competency Met or Exceeded
- MJC “Activities Requirement” fulfilled (and units earned as indicated)

---

Prerequisite Challenge petitions & Course Substitution forms are available through the respective division office.
Non-Substantial Changes to Approved Program
or Change of Active–Inactive Status

College Modesto Junior College
District Yosemite Community College District
Date Form Submitted June 3, 2008
Contact Person Daniel Keller
Phone # (209) 575-7895
E-mail kellerd@mjc.edu

Date Processed

Check one of the four boxes below to indicate the type of change.

If you select Option 1 or 2, complete fields A – K below:

1. Non-substantial change to previously approved program
2. Change from INACTIVE to ACTIVE status.

For revised and reactivated programs, attach proposed program description and requirements – catalog description, list of required course titles, units, and other completion requirements.

If you select Option 3 or 4, complete fields A, B & C below:

3. Remove/Delete entry from current college program inventory
4. Change from ACTIVE to INACTIVE status.

Briefly describe change/update:

Increase degree requirements for A. A. degree in Music from 20 units to 30-34 units. This will better align the A. A. with the first two years’ requirements for music degrees at four-year institutions (CSU/UC/private).

<table>
<thead>
<tr>
<th>FIELDS</th>
<th>AS LISTED in CURRENT INVENTORY</th>
<th>AS REVISED (fill in updated fields only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Unique Code</td>
<td>06671</td>
<td>N/A – Unique code cannot change.</td>
</tr>
<tr>
<td>B T.O.P. Code</td>
<td>1004.00</td>
<td>N/A – No change</td>
</tr>
<tr>
<td>C Local Title</td>
<td>Music</td>
<td>N/A – No change</td>
</tr>
<tr>
<td>D Certificate Units</td>
<td>N/A</td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>E Degree Units</td>
<td>20</td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>F Degree Type</td>
<td>A</td>
<td>N/A – No change</td>
</tr>
<tr>
<td>G Year Approved</td>
<td>1970</td>
<td>2008</td>
</tr>
<tr>
<td>H Transfer Status</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
<td></td>
</tr>
<tr>
<td>I Occupational Status</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
<td></td>
</tr>
<tr>
<td>J Date Program Change Approved by Curriculum Committee (month/year)</td>
<td>September/08 (projected)</td>
<td></td>
</tr>
<tr>
<td>K Comments (appear on Inventory of Approved and Projected Programs)</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.
Proposed Changes to MJC A. A. Degree in Music Requirements

<table>
<thead>
<tr>
<th>MUSIC THEORY</th>
<th>Units</th>
<th>(formerly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 102</td>
<td>3</td>
<td>(16)</td>
</tr>
<tr>
<td>MUSIC 104</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUSIC 197</td>
<td>1</td>
<td>(recommended/not required)</td>
</tr>
<tr>
<td>MUSIC 103</td>
<td>3</td>
<td>(recommended/not required)</td>
</tr>
<tr>
<td>MUSIC 105</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUSIC 197</td>
<td>1</td>
<td>(recommended/not required)</td>
</tr>
<tr>
<td>MUSIC 106</td>
<td>3</td>
<td>(recommended/not required)</td>
</tr>
<tr>
<td>MUSIC 108</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUSIC 197</td>
<td>1</td>
<td>(recommended/not required)</td>
</tr>
<tr>
<td>MUSIC 107</td>
<td>3</td>
<td>(recommended/not required)</td>
</tr>
<tr>
<td>MUSIC 109</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUSIC 197</td>
<td>1</td>
<td>(recommended/not required)</td>
</tr>
</tbody>
</table>

**ENSEMBLE**

Any of the following (successfully completed four times)

- MUSIC 152 Concert Choir: 1 unit
- MUSIC 162 Community Orchestra: 1 unit
- MUSIC 146 Symphonic Band: 2 units
- MUSIC 173 Guitar Orchestra: 1 unit

Students specializing in jazz only should enroll in MUSIC 149 Jazz Band (1 unit) to satisfy their ensemble requirement.

**APPLIED MUSIC**

Any of the following (successfully completed singly or sequentially a total of four times)

- MUSIC 122 Intermediate Piano: 1 unit
- MUSIC 123 Advanced Piano: 1 unit
- MUSIC 125 Organ 2: 1 unit
- MUSIC 126 Organ 3: 1 unit
- MUSIC 128 Applied Music (Violin and Viola): 1 unit
- MUSIC 129 Applied Music (Cello and Bass): 1 unit
- MUSIC 133 Applied Vocal Repertoire 1: 1 unit
- MUSIC 134 Applied Vocal Repertoire 2: 1 unit
- MUSIC 142 Applied Music (Brass and Percussion): 1 unit
- MUSIC 144 Applied Music (Woodwind): 1 unit
- MUSIC 165 Intermediate Guitar: 1 unit
- MUSIC 166 Applied Classical Guitar: 1 unit

**Students specializing in voice are required to enroll in MUSIC 139 Vocal Master Class (1 unit) concurrently with each attempt of MUSIC 133/134. Thus, a total of eight units of applied music are required.**

**PIANO***

Any of the following (repeated singly or sequentially)

- MUSIC 120 Elementary Piano: 1 unit
- MUSIC 121 Piano Enrichment: 1 unit
- MUSIC 122 Intermediate Piano: 1 unit
- MUSIC 123 Advanced Piano: 1 unit

**Students whose primary instrument is piano may count their applied studies in piano toward this requirement.**

**TOTAL UNITS IN THE A. A. DEGREE IN MUSIC**

28-34 units (formerly 20 units)
MEMO

To: MJC Curriculum Committee
From: Music Department Faculty
Date: June 3, 2008
RE: Renumbering all music courses

Last fall (07) the MJC Curriculum Committee approved the renumbering of all music courses as proposed by Dan Keller. However, because that approval took place too close to the Catalog printing deadline, the renumbering could not be put into effect for the 2008-2009 academic year. Therefore, the music faculty requests that the renumbering be put into effect and published hereafter, starting in the 2009-2010 Catalog of Courses as shown below. Please note: the only change we are requesting with this document is the prefix and number for each course listed, not the title or any other part of the course outline.

<table>
<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>No.</td>
</tr>
<tr>
<td>MUSA 120</td>
<td>121</td>
</tr>
<tr>
<td>MUSA 121</td>
<td>122</td>
</tr>
<tr>
<td>MUSA 122</td>
<td>123</td>
</tr>
<tr>
<td>MUSA 123</td>
<td>124</td>
</tr>
<tr>
<td>MUSA 124</td>
<td>131</td>
</tr>
<tr>
<td>MUSA 125</td>
<td>132</td>
</tr>
<tr>
<td>MUSA 126</td>
<td>133</td>
</tr>
<tr>
<td>MUSA 181</td>
<td>135</td>
</tr>
<tr>
<td>MUSA 163</td>
<td>141</td>
</tr>
<tr>
<td>MUSA 164</td>
<td>142</td>
</tr>
<tr>
<td>MUSA 174</td>
<td>143</td>
</tr>
<tr>
<td>MUSA 165</td>
<td>144</td>
</tr>
<tr>
<td>MUSA 166</td>
<td>145</td>
</tr>
<tr>
<td>MUSA 131</td>
<td>151</td>
</tr>
<tr>
<td>MUSA 132</td>
<td>152</td>
</tr>
<tr>
<td>MUSA 133</td>
<td>153</td>
</tr>
<tr>
<td>MUSA 134</td>
<td>154</td>
</tr>
<tr>
<td>MUSA 139</td>
<td>155</td>
</tr>
<tr>
<td>MUSA 127</td>
<td>161</td>
</tr>
<tr>
<td>MUSA 128</td>
<td>163</td>
</tr>
<tr>
<td>MUSA 129</td>
<td>164</td>
</tr>
<tr>
<td>MUSA 140</td>
<td>171</td>
</tr>
<tr>
<td>MUSA 142</td>
<td>173</td>
</tr>
<tr>
<td>MUSA 180</td>
<td>181</td>
</tr>
<tr>
<td>MUSA 144</td>
<td>183</td>
</tr>
</tbody>
</table>
### COMMERCIAL MUSIC (MUSC)

<table>
<thead>
<tr>
<th>OLD Prefix</th>
<th>NEW Prefix</th>
<th>No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 172</td>
<td>MUSC 111</td>
<td>111</td>
<td>Recording Arts 1</td>
</tr>
<tr>
<td>MUSC 178</td>
<td>MUSC 112</td>
<td>112</td>
<td>Recording Arts 2</td>
</tr>
<tr>
<td>MUSC 170</td>
<td>MUSC 121</td>
<td>121</td>
<td>Introduction to the Synthesizer and MIDI Music Studio Composition</td>
</tr>
<tr>
<td>MUSC 171</td>
<td>MUSC 122</td>
<td>122</td>
<td>Electronic Music 2</td>
</tr>
<tr>
<td>MUSC 168</td>
<td>MUSC 126</td>
<td>126</td>
<td>Music Production for Multimedia</td>
</tr>
</tbody>
</table>

### MUSIC ENSEMBLES (MUSE)

<table>
<thead>
<tr>
<th>OLD Prefix</th>
<th>NEW Prefix</th>
<th>No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 173</td>
<td>MUSE 145</td>
<td>145</td>
<td>Guitar Orchestra</td>
</tr>
<tr>
<td>MUSE 154</td>
<td>MUSE 151</td>
<td>151</td>
<td>Masterworks Chorus</td>
</tr>
<tr>
<td>MUSE 152</td>
<td>MUSE 155</td>
<td>155</td>
<td>Concert Choir</td>
</tr>
<tr>
<td>MUSE 153</td>
<td>MUSE 156</td>
<td>156</td>
<td>Chamber Choir</td>
</tr>
<tr>
<td>MUSE 162</td>
<td>MUSE 161</td>
<td>161</td>
<td>Community Orchestra</td>
</tr>
<tr>
<td>MUSE 150</td>
<td>MUSE 165</td>
<td>165</td>
<td>Orchestra</td>
</tr>
<tr>
<td>MUSE 151</td>
<td>MUSE 166</td>
<td>166</td>
<td>Chamber Music Ensembles (Strings)</td>
</tr>
<tr>
<td>MUSE 161</td>
<td>MUSE 171</td>
<td>171</td>
<td>Concert Band</td>
</tr>
<tr>
<td>MUSE 146</td>
<td>MUSE 175</td>
<td>175</td>
<td>Symphonic Band</td>
</tr>
<tr>
<td>MUSE 145</td>
<td>MUSE 176</td>
<td>176</td>
<td>Chamber Music Ensembles (Band)</td>
</tr>
<tr>
<td>MUSE 149</td>
<td>MUSE 181</td>
<td>181</td>
<td>Evening Jazz Band</td>
</tr>
<tr>
<td>MUSE 147</td>
<td>MUSE 185</td>
<td>185</td>
<td>Jazz Band</td>
</tr>
<tr>
<td>MUSE 148</td>
<td>MUSE 186</td>
<td>186</td>
<td>Pep Band</td>
</tr>
<tr>
<td>MUSE 114</td>
<td>MUSE 191</td>
<td>191</td>
<td>Conducting 1</td>
</tr>
<tr>
<td>MUSE 115</td>
<td>MUSE 192</td>
<td>192</td>
<td>Conducting 2</td>
</tr>
<tr>
<td>MUSE 854</td>
<td>MUSE 851</td>
<td>851</td>
<td>Masterworks Chorus (non-credit)</td>
</tr>
<tr>
<td>MUSE 862</td>
<td>MUSE 861</td>
<td>861</td>
<td>Community Orchestra (non-credit)</td>
</tr>
<tr>
<td>MUSE 861</td>
<td>MUSE 871</td>
<td>871</td>
<td>Concert Band (non-credit)</td>
</tr>
</tbody>
</table>

### GENERAL MUSIC (MUSG)

<table>
<thead>
<tr>
<th>OLD Prefix</th>
<th>NEW Prefix</th>
<th>No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSG 110</td>
<td>MUSG 101</td>
<td>101</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>MUSG 169</td>
<td>MUSG 102</td>
<td>102</td>
<td>Introduction to World Music</td>
</tr>
<tr>
<td>MUSG 118</td>
<td>MUSG 111</td>
<td>111</td>
<td>Introduction to American Popular Music</td>
</tr>
<tr>
<td>MUSG 190</td>
<td>MUSG 112</td>
<td>112</td>
<td>The Music of the Beatles</td>
</tr>
<tr>
<td>MUSG 112</td>
<td>MUSG 121</td>
<td>121</td>
<td>History of Western Music 1</td>
</tr>
<tr>
<td>MUSG 113</td>
<td>MUSG 122</td>
<td>122</td>
<td>History of Western Music 2</td>
</tr>
</tbody>
</table>
# Independent Activities in Music (MUSI)

<table>
<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>No.</td>
</tr>
<tr>
<td>MUSI 198 A, B, C</td>
<td>198A-C</td>
</tr>
<tr>
<td>MUSI 199 A, B, C</td>
<td>199A-C</td>
</tr>
<tr>
<td>MUSI 349A</td>
<td>349A-D</td>
</tr>
</tbody>
</table>

# Music Stage Production (MUSP)

<table>
<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>No.</td>
</tr>
<tr>
<td>MUSP 157</td>
<td>151</td>
</tr>
<tr>
<td>MUSP 158</td>
<td>153</td>
</tr>
</tbody>
</table>

# Music Theory (MUST)

<table>
<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>No.</td>
</tr>
<tr>
<td>MUST 100</td>
<td>101</td>
</tr>
<tr>
<td>MUST 101</td>
<td>102</td>
</tr>
<tr>
<td>MUST 103</td>
<td>106</td>
</tr>
<tr>
<td>MUST 104</td>
<td>106</td>
</tr>
<tr>
<td>MUST 119</td>
<td>111</td>
</tr>
<tr>
<td>MUST 102</td>
<td>121</td>
</tr>
<tr>
<td>MUST 103</td>
<td>122</td>
</tr>
<tr>
<td>MUST 106</td>
<td>123</td>
</tr>
<tr>
<td>MUST 107</td>
<td>124</td>
</tr>
<tr>
<td>MUST 197</td>
<td>130</td>
</tr>
<tr>
<td>MUST 104</td>
<td>131</td>
</tr>
<tr>
<td>MUST 105</td>
<td>132</td>
</tr>
<tr>
<td>MUST 108</td>
<td>133</td>
</tr>
<tr>
<td>MUST 109</td>
<td>134</td>
</tr>
</tbody>
</table>
Modesto Junior College Curriculum Review Process

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

Procedure for departmental curriculum review:

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

2. Review and update prerequisites, corequisites, advisories, and limitations on enrollment.

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

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

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

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

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

The college has set up a five-year curriculum review cycle for all departments on campus. It may be found on the MJC Curriculum Website, [www.mjc.edu/curriculum](http://www.mjc.edu/curriculum)
Countdown to Curriculum Review

Below is a guideline to assist in the curriculum review process. As every discipline is different, the timeline is only meant as a suggested guide; some activities occur independently and others may be completed simultaneously. Conferring with the Dean, Curriculum Program Representative and faculty within your own discipline is recommended to develop an applicable timeline for your subject.

Step 1
- Determine curriculum review plan including timelines for course and program review activities.
- Review existing active courses to compile list of courses to be reviewed and order in which they will be reviewed.
- Assign courses to available full-time faculty for review.
- Partner with any part-time faculty necessary to obtain their input.
- Obtain CurricUNET password from the Office of Instruction.
- Attend CurricUNET training during flex days or during the semester.

Step 2
- Review one representative course in conjunction with Curriculum Co-Chair(s) to check on outcomes, content outline, sample assignments, teaching methodology, and methods of student evaluation plus completion of necessary supplements.
- Validate labor market relevance (required every two years for vocational programs).
- Conduct research with other community colleges, universities, and/or employers for program/course input.
- Review existing articulation agreements and associated paperwork; update as needed.
- Contact Ruth Cranley, Articulation Officer, for information.

Step 3
- Conduct appropriate content reviews leaving sufficient time to collaborate with Department, Division or inter-division faculty or the Research Office.
- Review program outcomes to assure they are designed with appropriate breadth, depth, and rigor to meet general education, transfer or employment standards.
- Collaborate with Department colleagues on subject matter and related issues as they arise.
Step 4
- Review/revise degree and certificate patterns where appropriate.
- Review sequencing of classes to assure that there is a logical progression from one course to another.
- Review degree programs for completion within (typically) two years.

Step 5
- Continue course-by-course review and submit each updated course to Curriculum Representative for Primary Review and approvals and Technical Review via CurricUNET.
- Submit completed Curriculum section of MJC Program Review template to Curriculum Specialist.
- Make changes indicated during Primary and/or Technical Reviews.
- Check with Curriculum Co-Chair(s) that all courses have been technically reviewed and sent to the agenda-building stage.

Date of Curriculum Review*

Full-time Departmental faculty attend a designated curriculum meeting to describe course and program review specifics, answer questions from committee members, and make changes identified during meeting. Appropriate Division Dean also attends the designated curriculum meeting.

Subsequent Curriculum Meeting

Make any changes specified by the Curriculum Committee.

*The Curriculum Committee along with the Academic Senate will need to develop a policy regarding cases of late curriculum review.
Section 1: Policy

The intent of this policy is to provide a process for granting Associate Degree credit for coursework completed at institutions of higher education outside the United States which are deemed comparable or equivalent to the first two years of college at regionally accredited institutions. Credit is authorized for work completed at these institutions under the provisions of this regulation.

1. Students must be a continuing student or a new student at Modesto Junior College who has submitted a completed admissions application to the Admissions office before submitting an International Transcript Course Equivalency Request.

OR

1. After completion of 12 units within the Yosemite Community College District with a “C” (2.0) or higher grade point average, students may submit an International Transcript Course Equivalency Request to have coursework completed at institutions of higher education outside the United States be evaluated by Modesto Junior College.

2. A maximum of the equivalent of 30 semester units may be accepted for coursework completed at an institution of higher education outside the United States.

3. Students who have attended a college or university outside of the United States and would like to have their credits transferred to Modesto Junior College must first have their official transcripts evaluated by a NACES (National Association of Credential Evaluation Services) affiliated foreign transcript evaluation service. The list of NACES members is available in Morris Memorial, Rm 107.

4. For UNIT credit to be awarded, the following must be included in the official evaluation/equivalency report that has been translated to English:
   a. Detailed evaluation of course work to include the courses, units (semester or quarter), grades (A-F, P/NP, CR/NC, percentage—including percentage required for a passing grade)
   b. Information regarding the level of the course (upper or lower division)
c. The evaluation must indicate that the studies are comparable to those awarded by regionally accredited institutions in the United States. No credit will be awarded if there is no “regionally accredited” notation.

5. For COURSE credit to be awarded, the following information needs to be obtained and attached to the International Transcript Course Equivalency Request in addition to the requirements reflected in Section 1: Policy 4 a-c of the regulation. It is the responsibility of the student to obtain the information from course catalogs, course syllabi, or detailed transcripts. This information must be translated into English. Modesto Junior College faculty and Division Deans will utilize this information in determining course/subject equivalency.
   a. course description
   b. topics covered
   c. hours (lecture hours and/or lab hours)
   d. prerequisite(s), if applicable
   e. A meeting with the instructor may be required if insufficient information is provided with items a-d.

Note: Only elective credit will be granted if provisions of Section 1: Policy 5 of this regulation have not been met.

6. If coursework that has been evaluated by a foreign transcript service is further reviewed and approved by an MJC division through the course equivalency request process, then:
   a. Course title(s) will reflect those in the MJC catalog.
   b. Course(s) will be granted unit credit as they equate to MJC course(s) whether or not the evaluated transcript reflects fewer or greater units than the MJC course(s).
   c. All grades of (C) or better will be converted to a Pass (P) grade. These units will not be counted toward the student’s GPA.

Section 2: Procedures

Modesto Junior College has developed the following procedures for students seeking to obtain course and/or unit credit for coursework completed at institutions of higher education outside the United States

1. Student submits evaluated transcript(s) to the Records Office, Morris Memorial, Rm 105
2. Transcript(s) are checked into Datatel and scanned into Matrix.
3. Student is sent notification that evaluated transcript(s) have been received and is directed to meet with a counselor to discuss how coursework may apply to his/her academic goals at MJC.
4. Student meets with a counselor to review academic goals and review translated transcript(s) to determine if any courses may satisfy those goal requirements or may be equivalent to MJC courses. Only lower division work will be considered.
5. Student will complete the International Transcript Course Equivalency Request form, attach additional information outlined in Section 1: Policy 5 a-d, and submit it to the appropriate division for review.
6. Division faculty/Dean will review the course equivalency request and supporting documents, complete the “For Division Use Only” portion of the International Transcript Course Equivalency Request form and return it to the Evaluations Office.

7. Evaluator will award the student a course equivalency based upon the recommendation of the division and adjust the student’s record. Equivalent coursework will not be listed on the student’s official transcript. These equivalencies will only be used to satisfy MJC Associate Degree and/or certificate requirements.

8. All grades of “C” or better will be converted to a Pass (P) grade. These units will not be counted toward the GPA.

9. Evaluations Office will notify the student in writing of the outcome of his/her equivalency request.

Section 3: Restrictions

1. Equivalent coursework will not appear on MJC’s official transcript.

2. Course equivalencies are used only for MJC requirements and are not transferred or forwarded to other colleges or universities. The equivalent coursework shall be used for all degrees and certificates awarded by MJC, except that:

   a. Coursework taken outside the United States may not be used to satisfy the Associate Degree’s Reading and Written Expression or Oral Communication requirement. Students may challenge this requirement if courses were taken in the United Kingdom or Canada. Additional information outlined in Section 1: Policy 5 a-d must be submitted to the appropriate division for challenge review.

   b. Possessing a foreign degree comparable to a bachelor’s degree or higher does not satisfy the general education, competency requirements, and guidance and activities requirement for an Associate of Arts or Associate of Science degree at Modesto Junior College.

3. Students wishing to transfer should consult with their prospective institution. Transfer institutions evaluate foreign transcripts based on their own criteria.

4. Evaluated/equivalent coursework will not be used to satisfy requirements for transfer or be applied toward the CSU-GE and IGETC breadth patterns.

5. Unit credit for international coursework equivalency will not be included in the fourteen (14) unit P/NP graduation limitation established by MJC.
I will ensure that the policy revision is placed on the first agenda.

Barbara

The policy was made just before we “discovered” that Hartnell had been granted approval for their General Studies degree. At that point, our subcommittee jumped at the opportunity to essentially resurrect the General College degree in a new and improved form, and it was our oversight not to ask for a modification to our CC policy.

At this time, we should put an action item on the first CC agenda to revise the listed AOE guidelines to specifically allow non-transfer AOE’s correlated directly with MJC graduation requirement categories only – or we can specifically list the four that we wanted as our catch-all non-transfer degrees.

I’m certain we can re-visit this at any time. The committee can change its mind (and has done so before).

Hello,

This would definitely be on the "want list" because we have many students that just "want" and "need" to finish a goal of completing an Associates degree to have something to show for all their hard work but don't have the time or opportunity to complete an additional 20 or 30 unit major. It is not uncommon for people to come in to
see how much more they would have to complete in order to obtain a (any) degree just for job advancement or job retention. :)

Has anyone checked with other colleges to see if they have any similar options to the general college major? Can we revisit this to see if we can make it work?

Thanks,
Kim

-----Original Message-----
From: Michael Adams
Sent: Monday, August 25, 2008 3:06 PM
To: Letitia Senechal; Brian Sanders; Barbara Adams; Ruth Cranley; Kimberly Bailey
Cc: Karen Walters Dunlap
Subject: RE: FYI - Curriculum Policy, 3/29/08

Whether or not it is “what we want”, it seems clear that the will of the committee was to only allow AoE’s for University Prep. AoE’s for General Studies is contrary to our existing policy. It looks like this is going to require us to stop on the General Studies degree, unless the committee changes its mind about this.

Good catch, Letitia. It is only because of work like this that our decisions actually mean anything.

-Mike

From: Letitia Senechal
Sent: Monday, August 25, 2008 2:51 PM
To: Brian Sanders; Barbara Adams; Michael Adams; Ruth Cranley; Kimberly Bailey
Cc: Karen Walters Dunlap
Subject: FYI - Curriculum Policy, 3/29/08
Importance: High

Since I’ve been working on the policies, I just wanted to draw your attention to a motion passed last spring. I’ve copied this from a spreadsheet, hence the wonky formatting.

\[\text{AREAS OF EMPHASIS, Preparation for transfer only}\]

That the Area of Emphasis will be allowed only for those students who are following the University Preparation Pathway in preparation for transfer.

\[\text{Prog Devt Policy 03/21}\]

\textbf{Are we contradicting our own policy by creating an General Studies with Areas of Emphasis?} Or is this policy really not what we want?

Letitia B. Senechal
Curriculum Specialist
Modesto Junior College
Morris 205E
(209) 575-6469