I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES  
October 21, 2008

III. NOTIFICATION

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ENGR 121</td>
<td>Introduction to Engineering Drafting &amp; Design 1</td>
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IV. DISCUSSION

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<tr>
<td>AGEC 225</td>
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AGGE  191 X,A,B  Agriculture Field Studies  ¼,1,2  061
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.

CLDDV  126 C,D,E  Inclusion Special Needs Practicum  3,4,5  075
Effective: Summer 2009
Adopt
Enrollment Restrictions: Maintaining (A) Satisfactory completion of ENGL 50, (C) Concurrent enrollment in or satisfactory completion of CLDDV 121, (P) Satisfactory completion of CLDDV 103 (or CLDDV 104 and CLDDV 105), (L) TB clearance required.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.

CLDDV  127 B,C,D,E  Infant / Toddler Practicum  2,3,4,5  095
Modify: Description, field trips, repetitions, restrictions, course goal, content, methods of instruction, methods of assessment
Enrollment Restrictions: Removing (P) Satisfactory completion of CLDDV 122. Requesting (C) Concurrent enrollment in or satisfactory completion of CLDDV 125. Maintaining (A) Satisfactory completion of ENGL 50, (L) TB clearance required.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.

CLDDV  128 B,C,D,E  Preschool Practicum  2,3,4,5  115
Modify: Description, learning goals, content, methods of instruction, methods of assessment
Enrollment Restrictions: Maintaining (A) Satisfactory completion of ENGL 50, (P) Satisfactory completion of CLDDV 101, (P) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105), (L) TB clearance required.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.

CLDDV  150  Administration of Children's Programs  3  133
Effective: Summer 2009
Modify: Description, learning goals, textbooks
Enrollment Restrictions: Maintaining (P) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105).
Distance Education Status: Requesting Online
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.
CLDDV 151  Advanced Administration of Children’s Pro  3  149
Effective: Summer 2009
Modify: Description, restrictions, content
Enrollment Restrictions: Removing (P) Satisfactory completion of CLDDV 150. Maintaining (P) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105).
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.

CLDDV 154  Adult Relationship & Mentoring in School  3  163
Effective: Summer 2009
Modify: Description, repetitions, content, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Maintaining (P) Satisfactory completion of CLDDV 101, (P) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105).
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.

ENGL 103  Adv Comp & Critical Thinking  3  177
Effective: Summer 2009
Modify: Modalities
Enrollment Restrictions: Maintaining (P) Satisfactory completion of ENGL 101.
Distance Education Status: Requesting Hybrid & Online
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area D.2, CSU-GE area A.3, IGETC area 1B.

ESL 920  English at Work 1  0  195
Effective: Summer 2009
Modify: Discipline/number, repetitions, course goal, typical assignments, methods of instruction
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.

ESL 921  English at Work 2  0  227
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.

FAMLF 800  Parent Education  0  251
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.
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PEVW  120  Women's Varsity Softball 3  453
Effective: Summer 2009
Modify: Course goal, learning goals, content, methods of instruction, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC Activities.

PHILO  135  Environmental Ethics 3  463
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Requesting Hybrid
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU. Requesting UC transferability.
General Education Status: Requesting MJC-GE area C, CSU-GE area C.2, IGETC area 3B.

RATV  143  Non-Linear Video Editing 3  489
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Requesting CSU-GE area C.1.

SPCOM  106  Group & Organizational Communication 3  507
Effective: Summer 2009
Modify: Transferability
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU. Requesting transfer to UC.
General Education Status: Approved for MJC-GE area D.2.

V. UNFINISHED BUSINESS

1.  AP Grid, Revisions to  R. Cranley  525
2.  Title 5 Compliance Progress
   a.  Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards  K. Walters Dunlap  527
   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
3.  CurricUNET Trainings  B. Adams
4.  Granting of Credit for Courses Taken at Institutions of Higher Learning Outside the United States  S. Agostini  535
5. Revised outlines needed to reflect articulation correspondence:  
   a. EASCI 162  
   b. METEO 161

6. Educational Requirements Committee  
   K. Walters Dunlap  
   (This item postponed definitely)

7. ASCCC: Course Outline of Record: A Curriculum Reference Guide  
   B. Adams  
   a. Course Outline Language & Elements

8. Student Learning Outcomes and the Course Outline of Record  
   A. Peek

VI. NEW BUSINESS

1. Satisfying the Guidance requirement  
   M. Garcia

2. Distance Education Workgroup  
   M. Adams

3. Technical Review Committee Members  
   B. Adams

4. Multiple Degrees/Awards  
   S. Agostini

5. Minimum Requirements for the Associate’s Degree  
   B. Adams/R. Cranley

6. Enforcement of Prerequisites in Datatel  
   S. Agostini/L. Senechal

VII. TASK FORCES

1. Special Topics, Experimental, Independent, Work-Experience Committee  
   B. Adams

2. CurricUNET Implementation Committee Update  
   B. Sanders

VIII. PUBLIC COMMENT

Members Absent:  J. Beebe, K. Ennis, A. Peek, M. Robles T. Lopez (ASMJC), K. Walters Dunlap

Others Present:  L. Senechal

A revised version of the agenda cover sheet was distributed at the meeting due to technical errors in the printed copy that was distributed. The minutes of the meeting will reflect the updates.

I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES  October 7, 2008

M/S/U to approve the minutes of 10/07/08 as modified. (J. Daly, E. Makı)

III. CONSENT

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<td>WORD PROCESSING (C)</td>
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| Effective: Fall 2008 Expedited!  
Modify: Required and elective courses  
No objection to MODIFICATIONS to the Certificate of Achievement in Word Processing.  
(no vote was taken) |

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<td>WELDING (AS)</td>
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| Effective: Fall 2008 Expedited!  
Modify: Required courses  
No objection to MODIFICATIONS to the Associate of Science degree in Welding  
(no vote was taken) |

IV. NOTIFICATION

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General Education Status: Does not fulfill GE requirement.  
The committee was notified that ASTRO 55 is to be inactivated. |
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<td>Foundations in Laboratory Techniques</td>
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<td>Transfers to CSU.</td>
<td>Does not fulfill GE requirement.</td>
<td><strong>The committee was notified that BIO 264 is to be inactivated.</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 265</td>
<td>Beginning Molecular Biology Techniques</td>
<td>1</td>
<td>Summer 2009</td>
<td>Inactivate</td>
<td>Transfers to CSU.</td>
<td>Does not fulfill GE requirement.</td>
<td><strong>The committee was notified that BIO 265 is to be inactivated.</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 266</td>
<td>Advanced Molecular Biology Techniques</td>
<td>1</td>
<td>Summer 2009</td>
<td>Inactivate</td>
<td>Transfers to CSU.</td>
<td>Does not fulfill GE requirement.</td>
<td><strong>The committee was notified that BIO 266 is to be inactivated.</strong></td>
<td></td>
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<tr>
<td>CHEM 103</td>
<td>General Chemistry 2 Lecture</td>
<td>3</td>
<td>Summer 2009</td>
<td>Inactivate</td>
<td>Transfers to UC and CSU.</td>
<td>Approved for CSU-GE area B.1, IGETC area 5A.</td>
<td><strong>The committee was notified that CHEM 103 is to be inactivated.</strong></td>
<td></td>
</tr>
<tr>
<td>GEOL 64</td>
<td>Geology of National Parks</td>
<td>3</td>
<td>Summer 2009</td>
<td>Inactivate</td>
<td>Does not transfer.</td>
<td>Approved for MJC-GE area A.</td>
<td><strong>The committee was notified that GEOL 64 is to be inactivated.</strong></td>
<td></td>
</tr>
<tr>
<td>GEOL 168</td>
<td>Mineralogy and Crystallography</td>
<td>4</td>
<td>Summer 2009</td>
<td>Inactivate</td>
<td>Transfers to CSU and UC.</td>
<td>Does not fulfill GE requirement.</td>
<td><strong>The committee was notified that GEOL 168 is to be inactivated.</strong></td>
<td></td>
</tr>
<tr>
<td>MATH 37</td>
<td>Math Success Lab</td>
<td>1</td>
<td>Summer 2009</td>
<td>Inactivate</td>
<td>Does not transfer.</td>
<td>Does not fulfill GE requirement.</td>
<td><strong>The committee was notified that MATH 37 is to be inactivated.</strong></td>
<td></td>
</tr>
</tbody>
</table>
PHSCI 62  Mathematical Skills for the Sciences  ½  081
Effective: Summer 2009
Inactivate
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.
The committee was notified that PHSCI 62 is to be inactivated.

SCI 201  Concepts of Earth Science  2  089
Effective: Summer 2009
Inactivate
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.
The committee was notified that SCI 201 is to be inactivated.

SCI 202  Concepts of Life Science  2  097
Effective: Summer 2009
Inactivate
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.
The committee was notified that SCI 202 is to be inactivated.

SCI 203  Concepts of Physical Science  2  101
Effective: Summer 2009
Inactivate
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.
The committee was notified that SCI 203 is to be inactivated.

SCI 310 A,B,C,D  Work Experience Natural History & Science – Supervised Practice  1,2,3,4  105
Effective: Summer 2009
Inactivate
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.
The committee was notified that SCI 310 A-D are to be inactivated.

V. DISCUSSION

Prior to voting on courses under Discussion, B. Sanders addressed a number of concerns raised by Curriculum Committee members regarding discrepancies or omissions that were appearing in various reports currently under review by the committee. He explained that data which has been entered is still safe within the CurricUNET system, but that the report programming is malfunctioning. This means that the errors that appear are merely problems in the data is programmed to appear, and should be resolved by CurricUNET who is responsible for report programming. He recommended that the committee focus on what is showing on the CurricUNET interface, as opposed to the reports before the committee. Other procedural issues with CurricUNET were discussed. B. Sanders proposed a “re-check” of all data prior to catalog production.

BUSAD 210  Business Communication  3  129
Effective: Summer 2009
Modify: Learning goals, content, modalities, GE pattern placement
Enrollment Restrictions: Maintaining (A) Satisfactory completion of ENGL 101.
Distance Education Status: Requesting Online
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Requesting placement on CSU-GE: A.1, A.2, A.3.
### MIS/U to approve MODIFICATIONS to BUSAD 210 (B. Sinclair, E. Maki)

MIS/U to approve ENROLLMENT RESTRICTIONS for BUSAD 210 (J. Daly, M. Lynch)

MIS/U to approve ONLINE MODALITY for BUSAD 210 (J. Daly, M. Lynch)

GE Placement pulled for discussion by M. Garcia.

M. Garcia commented that he wasn’t clear as to why this course was requesting placement on CSU-GE: A1, A2, A3. The rep was not clear on why placement was requested for the areas noted and that he would defer to the committee.

MIS/(R. Cranley, B. Sinclair) Failed to request placement of BUSAD 210 on CSU-GE: A.1, A.2, A.3.

Nays: 12, Absences: 2

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLDDV 262</td>
<td>Diversity in Educational Settings</td>
<td>3</td>
<td>Modify: Description, learning goals, content, textbooks, GE pattern placement</td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Maintaining (A) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105).</td>
<td></td>
<td>Distance Education Status: Not approved for Distance Education</td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td>Articulation Status: Transfers to CSU.</td>
</tr>
<tr>
<td></td>
<td>General Education Status: Requesting placement on MJC-GE area B and CSU-GE area D.7.</td>
<td></td>
<td>M/S/U to approve MODIFICATIONS to CLDDV 262 (B. Sinclair, E. Maki)</td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve ENROLLMENT RESTRICTIONS for CLDDV 262 (J. Daly, M. Lynch)</td>
<td></td>
<td>MIS/U to PLACE CLDDV 262 on MJC-GE Area B, and to REQUEST PLACEMENT on CSU-GE:D7 (E. Maki, M. Lynch)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>Modify: Description, enrollment restrictions, learning goals, textbooks</td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Requesting (P) Satisfactory completion of MATH 90 and (A) college-level composition skills.</td>
<td></td>
<td>Distance Education Status: Removing Hybrid</td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve ENROLLMENT RESTRICTIONS for ECON 101 (J. Daly, M. Lynch)</td>
<td></td>
<td>MIS/U to approve the removal of HYBRID MODALITY for ECON 101(C. Hudelson Putnam, B. Sinclair)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>Modify: Description, enrollment restrictions, learning goals, content, textbooks</td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Request (P) Satisfactory completion of MATH 90 and (A) college-level composition skills.</td>
<td></td>
<td>Distance Education Status: Not approved for Distance Education</td>
</tr>
<tr>
<td></td>
<td>Materials Fee Status: No materials fee required.</td>
<td></td>
<td>Articulation Status: Transfers to CSU and UC.</td>
</tr>
<tr>
<td></td>
<td>General Education Status: Approved for MJC-GE area B, CSU-GE area D.2, IGETC area 4.</td>
<td></td>
<td>MIS/U to approve MODIFICATIONS to ECON 102 (B. Sinclair, E. Maki)</td>
</tr>
<tr>
<td></td>
<td>MIS/U to approve ENROLLMENT RESTRICTIONS for ECON 102 (J. Daly, M. Lynch)</td>
<td></td>
<td>MIS/U to approve ENROLLMENT RESTRICTIONS for ECON 102 (J. Daly, M. Lynch)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 50</td>
<td>Basic Composition &amp; Reading</td>
<td>5</td>
<td>Modify: Description, learning goals, content, methods of instruction, methods of assessment, textbooks, GE pattern placement</td>
</tr>
<tr>
<td></td>
<td>Enrollment Restrictions: Modifying (A) to request (P) Satisfactory completion of ENGL 49 or</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Curriculum Committee Minutes – rev.10/30/2008 1:09 PM

October 21, 2008
qualification by MJC Assessment process.

Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Approved for MJC-GE area D.1. but will be removed for 2009-2010 MJC-GE patterns as per minutes of 10/7/2008.

**MIS/U to approve MODIFICATIONS to ENGL 50 (B. Sinclair, E. Maki)**

**MIS/U to approve ENROLLMENT RESTRICTIONS for ECON 102 (J. Daly, M. Lynch)**

J. Daly wanted to make sure that READ 40 and placement in READ 82 will be included in the how this requisite is enforced in the system.

**NOTE: ENGL 50 will be removed from MJC-GE:D1 effective 2009-2010.**

### ENGL 103

**Adv Comp & Critical Thinking**

**Effective:** Summer 2009

Modify: Title, description, learning goals, content, methods of instruction, methods of assessment, textbooks

Enrollment Restrictions: Maintaining (P) Satisfactory completion of ENGL 101.

Distance Education Status: Requesting Hybrid & Online Postponed to 11/4/08

Materials Fee Status: No materials fee required.

Articulation Status: Transfers to CSU and UC.

General Education Status: Approved for MJC-GE area D.2, CSU-GE area A.3, IGETC area 1B.

**MIS/U to approve MODIFICATIONS to ENGL 103 (B. Sinclair, E. Maki)**

**MIS/U to approve ENROLLMENT RESTRICTIONS for ENGL 103 (J. Daly, M. Lynch)**

Vote on DISTANCE EDUCATION MODALITIES postponed until 11/04/08

### ESL 30

**English Language 3**

**Effective:** Summer 2009

Modify: Description, course goal, enrollment restrictions, learning goals, content, methods of instruction, methods of assessment, textbooks

Enrollment Restrictions: Maintaining (P) placement in ESL 30 or satisfactory completion of ESL 20 or equivalent course.

Distance Education Status: Not approved for Distance Education

Materials Fee Status: No materials fee required.

Articulation Status: Does not transfer.

General Education Status: Does not fulfill GE requirement.

**MIS/U to approve MODIFICATIONS to ESL 30 (B. Sinclair, E. Maki)**

**MIS/U to approve ENROLLMENT RESTRICTIONS for ESL 30 (J. Daly, M. Lynch)**

Vote on DISTANCE EDUCATION MODALITIES postponed until 11/04/08

### ESL 45

**English Language 5**

**Effective:** Summer 2009

Modify: Description, field trips, course goal, learning goals, content, methods of instruction, methods of assessment, textbooks

Enrollment Restrictions: Maintaining (P) Satisfactory completion of ESL 40.

Distance Education Status: Not approved for Distance Education

Materials Fee Status: No materials fee required.

Articulation Status: Does not transfer.

General Education Status: Does not fulfill GE requirement.

**MIS/U to approve MODIFICATIONS to ESL 45 (B. Sinclair, E. Maki)**

**MIS/U to approve ENROLLMENT RESTRICTIONS for ESL 45 (J. Daly, M. Lynch)**

### ESL 47

**English Language 6**

**Effective:** Summer 2009

Modify: Description, learning goals, content, methods of instruction, methods of assessment, textbooks

Enrollment Restrictions: Maintaining (P) Satisfactory completion of ESL 45 or Eligibility for ESL 47 as determined by MJC Assessment process.

Distance Education Status: Not approved for Distance Education
GERM 101  German 1  5  227
Effective: Summer 2009
Modify: Units, learning goals, content, methods of instruction, methods of assessment, distance education
Enrollment Restrictions: None
Distance Education Status: Requesting Hybrid
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE: C, CSU-GE: C.2, IGETC: 6A.
M/S/U to approve MODIFICATIONS to ESL 47 (B. Sinclair, E. Maki)
M/S/U to approve ENROLLMENT RESTRICTIONS for ESL 47 (J. Daly, M. Lynch)

MATH 80  Plane Geometry  3  239
Effective: Summer 2009
Modify: Methods of assessment
Enrollment Restrictions: Modifying (P) to read satisfactory completion of MATH 70 or (MATH 71 and MATH 72).
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement. Request placement to satisfy MJC Competencies.
Pulled for discussion with MATH 88 by M. Morales
M. Morales questioned the role of this new course in the math sequence. This course, with MATH 88, is being offered as an alternative branch to MATH 90 to satisfy the new math competency for graduation, in addition to preparing for higher level geometric courses. These courses will not lead to transfer level courses. There were questions about the relationship of these courses to the assessment process. These courses were developed in response to concerns raised by faculty about the lack of math options for meeting the revised – more rigorous- math competencies for associate degree.
M/S/U to approve MATH 80 (C. Mulder, P. Guerra-Schmidt)
M/S/U to approve ENROLLMENT RESTRICTIONS for MATH 80 (J. Daly, M. Lynch)
M/S/U to allow MATH 80 to satisfy MJC Mathematics competencies (E. Maki, M. Lynch)

MATH 88  Algebra with Applications  3  249
Effective: Summer 2009
Adopt
Enrollment Restrictions: Requesting (P) Satisfactory completion of MATH 70 or (MATH 71 and MATH 72).
Distance Education Status: Requesting Hybrid
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement. Request placement to satisfy MJC Competencies.
Pulled for discussion with MATH 80 by M. Morales
MATH 88 is designed solely as an alternative to MATH 90.
MIS/U to approve the NEW COURSE MATH 88 (P. Upton, C. Mulder)
MIS/U to approve ENROLLMENT RESTRICTIONS for MATH 88 (J. Daly, M. Lynch)
MIS/U to allow MATH 88 to satisfy MJC Mathematics competencies (E. Maki, M. Lynch)
MATH 810  Mathematical Skill Modules
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Requesting Hybrid
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.
Pulled for discussion by S. Agostini
S. Agostini asked if the course was designed to assist specific math classes. What is it? It was explained that it is an open-entry/exit class consisting of ALEX modules ranging from basic math to calculus. It will give counselors a skill-strengthening course option for students who do not assess into a specific level course. After 60 days of coursework in this course, students will be able to reassess in the MJC Assessment process. Labs will collect positive attendance hours and the hybrid course will include face-to-face time.

M/S/U to approve the NEW COURSE MATH 810X-C (S. Agostini, M. Lynch)
M/S/U to approve the HYBRID MODALITY for MATH 810X-C (C. Hudelson Putnam, B. Sinclair)

OFADM 232  Advanced Word Processing and Desktop
Effective: Summer 2009
Modify: Learning goals, methods of instruction
Enrollment Restrictions: Maintaining (A) Satisfactory completion of CMPSC 231 or OFADM 231 or have prior knowledge of word processing software.
Distance Education Status: Maintaining Online
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.

M/S/U to approve MODIFICATIONS to OFADM 232 (B. Sinclair, E. Maki)
M/S/U to approve ENROLLMENT RESTRICTIONS for OFADM 232 (J. Daly, M. Lynch)
M/S/U to approve the ONLINE MODALITY for MATH 232 (C. Hudelson Putnam, B. Sinclair)

PE 121  Coaching Effectiveness
Effective: Summer 2009
Modify: Description, learning goals, content, methods of instruction, methods of assessment, textbooks, transfer status, distance education
Enrollment Restrictions: None
Distance Education Status: Requesting Online
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU. Requesting UC transferability.
General Education Status: Does not fulfill GE requirement.

M/S/U to approve MODIFICATIONS to PE 121 (B. Sinclair, E. Maki)
M/S/U to approve the ONLINE MODALITY for PE 121 (C. Hudelson Putnam, B. Sinclair)

PEC 135  Springboard Diving
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU. Requesting transfer to UC.
General Education Status: Requesting MJC Activities.

M/S/U to approve the NEW COURSE PEC 135 (B. Sinclair, E. Maki)
M/S/U to PLACE PEC 135 on ACTIVITIES (E. Maki, M. Lynch)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PEVM 105</td>
<td>Men's Varsity Basketball – Fall</td>
<td>3</td>
<td>Summer 2009</td>
</tr>
<tr>
<td>SPAN 103</td>
<td>Spanish 3</td>
<td>5</td>
<td>Summer 2009</td>
</tr>
<tr>
<td>CURRICULUM REVIEW CYCLE – SPCOM</td>
<td></td>
<td></td>
<td>315</td>
</tr>
<tr>
<td>SPCOM 100</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
<td>Summer 2009</td>
</tr>
<tr>
<td>SPCOM 101</td>
<td>Voice &amp; Articulation</td>
<td>3</td>
<td>Summer 2009</td>
</tr>
<tr>
<td>SPCOM 102</td>
<td>Introduction to Human Communication</td>
<td>3</td>
<td>Summer 2009</td>
</tr>
</tbody>
</table>

Modify:
- Units, course goal, content, methods of instruction, methods of assessment
- Distance Education Status: Not approved for Distance Education
- Materials Fee Status: No materials fee required.

Enrollment Restrictions:
- None

Articulation Status:
- Transfers to CSU and UC.

General Education Status:
- Approved for MJC Activities.

M/S/U to approve MODIFICATIONS to PEVM 105 (B. Sinclair, E. Maki)

It was noted that the system is currently calculating/reporting 3.33 units. It was confirmed that the course is for practical purposes and Title 5 compliance, to be rounded down to 3 units.

M/S/U to approve MODIFICATIONS to SPAN 103 (B. Sinclair, E. Maki)

M/S/U to approve ENROLLMENT RESTRICTIONS for SPAN 103 (J. Daly, M. Lynch)

A question was raised about whether the prerequisite should include

M/S/U to approve the HYBRID MODALITY for SPAN 103 (C. Hudelson Putnam, B. Sinclair)

M/S/U to approve MODIFICATIONS to SPCOM 100 (B. Sinclair, E. Maki)

M/S/U to approve the HYBRID MODALITY for SPCOM 100 (C. Hudelson Putnam, B. Sinclair)

M/S/U to approve MODIFICATIONS to SPCOM 101 (B. Sinclair, E. Maki)

M/S/U to approve MODIFICATIONS to SPCOM 102 (B. Sinclair, E. Maki)
General Education Status: Approved for MJC-GE:D2, CSU-GE:A.1, IGETC:1C.
M/S/U to approve MODIFICATIONS to SPCOM 102 (B. Sinclair, E. Maki)
M/S/U to approve the HYBRID MODALITY for SPCOM 102 (C. Hudelson Putnam, B. Sinclair)

SPCOM 103  Interpersonal Communication 3 361
Effective: Summer 2009
Modify: Description, learning goals, methods of assessment, GE pattern placement
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
M/S/U to approve MODIFICATIONS to SPCOM 103 (B. Sinclair, E. Maki)

SPCOM 104  Argumentation 3 371
Effective: Summer 2009
Modify: Learning goals, distance education
Enrollment Restrictions: Maintaining (P) Satisfactory completion of ENGL 101.
Distance Education Status: Requesting Online
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area D2, CSU-GE area A.3, IGETC areas 1B.
M/S/U to approve MODIFICATIONS to SPCOM 104 (B. Sinclair, E. Maki)
Enrollment Restriction pulled for discussion by S. Agostini
S Agostini wanted to confirm that ENGL 101 is a prerequisite because of articulation agreements. B. Adams explained that UC requires that the prerequisite is in place.
M/S/U to approve ENROLLMENT RESTRICTION for SPCOM 104 (S.Agostini, L. Lanigan)

SPCOM 105  Forensics Debate 2 383
Effective: Summer 2009
Modify: Title, methods of instruction
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Approved for MJC Activities.
Pulled for discussion by M. Garcia
Issues with assessments matching with learning goals were noted. B. Adams clarified that this is an output issue, so she forwarded them to the committee from technical review.
M/S/U to approve SPCOM 105 (G. Boodrookas, C. Mulder)

SPCOM 106  Group & Organizational Communication 3 391
Effective: Summer 2009
Modify: Description, learning goals, content, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Approved for MJC-GE area D.2.
M/S/U to approve MODIFICATIONS to SPCOM 106 (B. Sinclair, E. Maki)

SPCOM 107  Introduction to Debate 3 401
Effective: Summer 2009
Modify: Field trips, methods of instruction, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area D.2, CSU-GE area A.3.

**M/S/U to approve MODIFICATIONS to SPCOM 107 (B. Sinclair, E. Maki)**

SPCOM 109

**Women in Management**

**Effective:** Summer 2009

Modify: Title, methods of assessment

Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.

**M/S/U to approve MODIFICATIONS to SPCOM 109 (B. Sinclair, E. Maki)**

SPCOM 110

**Persuasion**

**Effective:** Summer 2009

Modify: Methods of instruction, methods of assessment

Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE:D.2, CSU-GE:A.1, IGETC:1C.

**M/S/U to approve MODIFICATIONS to SPCOM 109 (B. Sinclair, E. Maki)**

SPCOM 115

**Forensics Platform Speeches**

**Effective:** Summer 2009

Adopt

Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Requesting MJC Activities.

**Pulled for discussion by M. Garcia**

Issues with assessments matching with learning goals were noted. B. Adams clarified that this is an output issue, so she forwarded them to the committee from technical review.

**M/S/U to approve SPCOM 115 (G. Boodrookas, C. Mulder)**

**M/S/U to PLACE SPCOM 103 on ACTIVITIES (E. Maki, M. Lynch)**

SPCOM 120

**Oral Reading / Interpretation**

**Effective:** Summer 2009

Modify: Textbooks

Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.

**M/S/U to approve MODIFICATIONS to SPCOM 120 (B. Sinclair, E. Maki)**

SPCOM 122

**Introduction to Readers’ Theatre**

**Effective:** Summer 2009

Modify: Description, methods of assessment

Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC Activities, CSU-GE: C.1.
Pulled for discussion by M. Garcia
M/S/U to approve MODIFICATIONS to SPCOM 105 (G. Boodrookas, C. Mulder)

SPCOM 123
Storytelling
Effective: Summer 2009
Modify: Description, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Approved for MJC Activities, CSU-GE: C.1
M/S/U to approve MODIFICATIONS to SPCOM 123 (B. Sinclair, E. Maki)

SPCOM 124
Advanced Readers' Theatre
Effective: Summer 2009
Modify: Description, materials fee, learning goals, methods of instruction, methods of assessment
Enrollment Restrictions: Maintaining (A) Satisfactory completion of SPCOM 122 or THETR 122.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE: C, CSU-GE: C.1
M/S/U to approve MODIFICATIONS to SPCOM 124 (B. Sinclair, E. Maki)
M/S/U to approve ENROLLMENT RESTRICTIONS for SPCOM 124 (J. Daly, M. Lynch)

SPCOM 125
Forensics Interpretation Events
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Requesting MJC Activities.
Pulled for discussion by M. Garcia
Issues with assessments matching with learning goals were noted. B. Adams clarified that this is an output issue, so she forwarded them to the committee from technical review.
M/S/U to approve the NEW COURSE SPCOM 125 (G. Boodrookas, C. Mulder)
M/S/U to PLACE SPCOM 125 on ACTIVITIES (E. Maki, M. Lynch)

SPCOM 130
Intercultural Communication
Effective: Summer 2009
Modify: Learning goals, methods of instruction, textbooks, distance education, GE pattern placement
Enrollment Restrictions: None
Distance Education Status: Requesting Online
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area D.2, CSU-GE areas D.3, D.7, IGETC area 4G. Requesting MJC-GE area B, IGETC area 4C.
M/S/U to approve MODIFICATIONS to SPCOM 130 (B. Sinclair, E. Maki)
Distance Education component pulled for discussion by C. Hudelson Putnam
Issues with assessments matching with learning goals were noted. B. Adams clarified that this is an output issue, so she forwarded them to the committee from technical review.
There were questions about communication in culture, and how that happens in an online environment. It was explained that this is a social psychological course, learning about different cultures, but not specific to interaction. This is not applicable to classroom interaction, but the processes and theories that different groups and cultures observe.
M/S/U to approve the ONLINE MODALITY for SPCOM 130 (J. Daly, C. Mulder)
GE placement pulled for discussion by C. Hudelson Putnam
C. Hudelson expressed concern about requesting placement on MJC-GE: B. She reported that social sciences want courses in that area to have the methodology of a social science, and does not feel that SPCOM 130 does that. B. Adams did not object to removing that request, especially because the course is in MJC-GE:D2
M/S/U to REQUEST PLACEMENT of SPCOM 130 on IGETC:4C, with a friendly amendment to strike the request for MJC-GE:B. (J. Michelina, E. Maki)

SPCOM 145
Parliamentary Procedure
Effective: Summer 2009
Modify: Methods of assessment
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Does not fulfill GE requirement.
M/S/U to approve MODIFICATIONS to SPCOM 145 (B. Sinclair, E. Maki)

VI. PROGRAMS

Program Inactivations

ARCHITECTURAL DRAFTING TECHNOLOGY (AS)
Effective: Summer 2009
Inactivate
M/S/U to inactivate the AS DEGREE in ARCHITECTURAL DRAFTING TECHNOLOGY (C. Hudelson Putnam, B. Sinclair)

Program Modifications (Non-Substantial)

ARCHITECTURE (AS) (Formerly ARCHITECTURE / ARCHITECTURAL ENGINEERING)
Effective: Summer 2009
Modify: Title, Required and elective courses
M/S/U to approve modifications to the AS DEGREE in ARCHITECTURE (C. Hudelson Putnam, B. Sinclair)

CONSTRUCTION MANAGEMENT (AS)
Effective: Summer 2009
Modify: Required and elective courses
M/S/U to approve modifications to the AS DEGREE in CONSTRUCTION MANAGEMENT (C. Hudelson Putnam, B. Sinclair)

DRAFTING TECHNOLOGY (AS) (Formerly ENGINEERING DRAFTING TECHNOLOGY)
Effective: Summer 2009
Modify: Title, Required and elective courses
M/S/U to approve modifications to the AS DEGREE in DRAFTING TECHNOLOGY (C. Hudelson Putnam, B. Sinclair)

ENGINEERING TECHNOLOGY (AS)
Effective: Summer 2009
Modify: Required and elective courses
M/S/U to approve modifications to the AS DEGREE in ENGINEERING TECHNOLOGY (C. Hudelson Putnam, B. Sinclair)
MUSIC (AA)  30-34  511

**Effective:** Summer 2009  
**Modify:** Units, required and elective courses  
*Music AA pulled for discussion by S. Agostini*

Changes requested at the last meeting were prepared by D. Keller. Recording the program as a substantial change on the cover sheet was incorrect. E. Maki explained how students who are underprepared for MUST 121 Music Theory 1, will be able to enroll in a remedial theory in a short-term course, MUST 11, Music Theory Review 1 meeting at the same time in an adjoining classroom. S. Agostini noted that the repeatability of certain courses must be repeated together in the program as proposed. S. Agostini informed the committee that repeat limitations have changed for visual and performing arts, allowing students to repeat each course 3 times, instead of completing the courses in the sequence in total up to three times. E. Maki informed the committee that 2-unit MUSIC 175, Symphonic Band will revise its units to align with other 1-unit performance ensembles. S. Agostini reminded that the catalog should make plainly clear the relationship of new course IDs to old, “formerly listed as.” Changes will need to be made in CurricUNET.

*M/S/U to approve modifications to the AA in Music (E. Maki, P. Guerra Schmidt)*

### Program Modifications (Substantial)

**Agricultural Mechanics program awards**

T. Conrado provided a comprehensive rationale for the changes to the programs in Agricultural Mechanics. He explained that these revised programs will provide competitive alternatives to programs offered at other private, more costly institutions. He reported that these programs are applicable to both transfer and non-transfer students. B. Sanders noted that these awards – although under 18 units, since will require CCCCO approval since they are in a sequence.

**ADVANCED HEAVY EQUIPMENT TECHNICIAN ©**  
(Formerly MECHANIZED AGRICULTURE TECHNICIAN)  
**Effective:** Summer 2009  
**Modify:** Title, units, required and elective courses  
*M/S/U to approve modifications to ADVANCED HEAVY EQUIPMENT TECHNICIAN (G. Boodrookas, J. Daly)*

**BASIC HEAVY EQUIPMENT TECHNICIAN ©**  
(Formerly MECHANIZED AGRICULTURE TECHNICIAN)  
**Effective:** Summer 2009  
**Modify:** Title, units, required and elective courses  
*M/S/U to approve modifications to BASIC HEAVY EQUIPMENT TECHNICIAN (G. Boodrookas, J. Daly)*

**HEAVY MACHINERY MANAGEMENT ©**  
(Formerly MECHANIZED AGRICULTURE TECHNICIAN)  
**Effective:** Summer 2009  
**Modify:** Title, units, required and elective courses  
*M/S/U to approve modifications to HEAVY MACHINERY MANAGEMENT (G. Boodrookas, J. Daly)*

### IV. UNFINISHED BUSINESS

1. **Catalog Production Timeline** *(added to discussion by J. Daly)*

B. Sanders reported that K. Walters Dunlap decided that the catalog production year is too far along to make a change in timelines, but that next year, the committee may want to investigate pursuing pushing back the deadline. L. Senechal asked the committee to consider that the effects of moving the deadline, because that most are not aware that the “CATALOG DEADLINE” also affects scheduling. She reported that schedules will no longer be published in spring, and therefore would be unavailable for high schools, recruitment events, among other applications. M. Garcia reported that the Student Services council was concerned that the effective date would precede the availability of the...
publication for advising purposes. Counselors believe it is beneficial to advise incoming students with the pertinent publication in hand. C. Hudelson Putnam expressed concern that enrollment would be affected adversely by pushing it back. L. Senechal shared that the history of the change to an earlier start day was driven by Datatel. In the past, academic year start dates were ambiguous. Then interim VP of Instruction, S. Collins inquired statewide about academic year dates and learned that many schools start a new academic year in summer following graduation. The committee played no role in determining when it is published. J. Daly ideated that it would be good to find a mutually beneficial solution to the problem, how do we meet the needs of both students and faculty? For example, why not elect individuals to the Curriculum Committee in January, instead of in May, so that they are better prepared to assist with timelines. B. Adams clarified that individuals do have the ability to be more proactive with curriculum development in the spring months prior to the deadline. It was also suggested that curriculum terms be extended from two to three years.

2. AP Grid, Revisions to R. Cranley

R. Cranley gave another overview of the revised AP grid. Academic Senate subcommittee passed resolution that CCC’s should develop an equivalency for AP exams, and that we all comply so that transfer students are set up for success. This will be voted at the ASCCC Spring Plenary session. R. Cranley did not need action on the grid at this time.

MEETING ADJOURNED AT 5:02 PM

3. 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

4. CurricUNET Trainings B. Adams

5. Granting of Credit for Courses Taken at Institutions of Higher Learning Outside the United States S. Agostini

   Revised outlines needed to reflect articulation correspondence:
   a. EASCI 162
   b. METEO 161

6. Educational Requirements Committee K. Walters Dunlap
   (This item postponed definitely)

7. ASCCC: Course Outline of Record: A Curriculum Reference Guide B. Adams
   a. Course Outline Language & Elements

   Student Learning Outcomes and the Course Outline of Record A. Peek

VIII. NEW BUSINESS

1. Satisfying the Guidance requirement M. Garcia
2. Distance Education Workgroup M. Adams
3. Technical Review Committee Members B. Adams
IX. TASK FORCES

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

X. PUBLIC COMMENT
ENGR 121 Course Data Summary Report

ENGR 121 - Introduction to Engineering Drafting &
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: State Classification:
Open Entry/Open Exit: No Work Experience: Not Defined

Instructor Load

<table>
<thead>
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Material Fees

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

ENGR 121 - Introduction to Engineering Drafting &

Development of sketching and computer-assisted drafting (CAD) skills for engineering drafting. Topics include geometric construction, sketching, solids modeling, orthographic projection, sectional drawings, auxiliary views, dimensioning, tolerancing, threaded fasteners, and working drawings.

Course is not repeatable Field trips may be required.

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. Sketching
   1. Characteristics of good sketches
   2. Sketching techniques

B. Geometric constructions
   1. Points
   2. Lines
   3. Planes
   4. Circular elements

C. Multiviews
   1. Definition of orthographic projections
   2. Definition of multiviews
   3. Standard layout of multiviews
   4. Line types in multiviews

D. CAD
   1. Drawing
   2. Editing
   3. Scaling
   4. Presentation techniques

E. Sectional views
   1. Definition
   2. Construction methods
   3. Uses
   4. Types

F. Auxiliary views
   1. Definition
2. Uses
3. Construction methods
4. Types

G. Dimensioning
1. Standards of dimensioning
2. Purpose of dimensioning
3. Types
4. Dimensioning linear objects
5. Dimensioning curved objects

H. Tolerancing
1. Definition
2. Purpose
3. Types

I. Threaded fasteners
1. Definitions
2. Types
3. Purposes
4. Methods to draw

J. Working and Assembly drawings
1. Definitions
2. Methods to create

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Problem-solving drawing demonstrations
2. Lectures to illustrate the conceptual material and to reinforce procedures of application
3. Classroom discussions of theory and alternatives
4. In-class problem solving and solving strategies
5. In-class discussions by students involving application of concepts to drawing solutions
6. Analysis of reading assignments
7. Drawing homework assignments that require analysis of the problem and selection of procedures
8. Implementation of alternative procedures of presentation formats of solution and analysis

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS

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

**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. develop multiviews by sketching. 2. develop multiviews with CAD. 3. make isometric drawings by sketching and with CAD. 4. make geometric constructions with lines, points, and planes. 5. create sectional views from an isometric or two-view drawing. 6. create auxiliary views from orthographic projections. 7. dimension a multiview drawing. 8. apply tolerances to a multiview drawing. 9. create threaded fastener drawings. 10. create working and assembly drawings.

**IV. METHODS OF MEASURING STUDENT PROGRESS**

**A. FORMATIVE ASSESSMENT:**

**B. SUMMATIVE ASSESSMENT:**

1. Homework problems requiring drawings and analysis
2. Periodic quizzes
3. Mid-term exam requiring analysis of problems and selection of appropriate techniques
4. Comprehensive final examination or design project
Modesto Junior College
Course Outline of Record
ENGR 121

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGR-121 Introduction to Engineering Drafting &
Development of sketching and computer-assisted drafting (CAD) skills for engineering drafting. Topics include geometric construction, sketching, solids modeling, orthographic projection, sectional drawings, auxiliary views, dimensioning, tolerancing, threaded fasteners, and working drawings. Course is not repeatable. Field trips might be required. Course is not 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:

A. COURSE CONTENT

1. Required Content:

   A. Sketching
      1. Characteristics of good sketches
      2. Sketching techniques
   
   B. Geometric constructions
      1. Points
      2. Lines
      3. Planes
      4. Circular elements
   
   C. Multiviews
      1. Definition of orthographic projections
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   D. CAD
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      2. Editing
      3. Scaling
      4. Presentation techniques
   
   E. Sectional views
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      3. Uses
      4. Types
   
   F. Auxiliary views
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      2. Uses
      3. Construction methods
      4. Types
   
   G. Dimensioning
      1. Standards of dimensioning
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      3. Types
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4. Methods to draw

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B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

a. Problem-solving drawing demonstrations
b. Lectures to illustrate the conceptual material and to reinforce procedures of application
c. Classroom discussions of theory and alternatives
d. In-class problem solving and solving strategies
e. In-class discussions by students involving application of concepts to drawing solutions
f. Analysis of reading assignments
g. Drawing homework assignments that require analysis of the problem and selection of procedures
h. Implementation of alternative procedures of presentation formats of solution and analysis

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

E. TEXTS AND OTHER READINGS (TYPICAL)

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.

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
   
   a. develop multiviews by sketching.
   b. develop multiviews with CAD.
   c. make isometric drawings by sketching and with CAD.
   d. make geometric constructions with lines, points, and planes.
   e. create sectional views from an isometric or two-view drawing.
   f. create auxiliary views from orthographic projections.
   g. dimension a multiview drawing.
   h. apply tolerances to a multiview drawing.
   i. create threaded fastener drawings.
   j. create working and assembly drawings.

IV. METHODS OF ASSESSMENT (TYPICAL)
Proposal Impact

ENGR 121 Introduction to Engineering Drafting &
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs

1. Engineering Drafting Technology A.S. Degree *New Program*
ENGT C 214 Course Data Summary Report

ENGT C 214 - 3D Cad Applications For Architects & Engineers
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: C
SAM Code: C
State Classification: A
Open Entry/Open Exit: No
Work Experience: Not Defined

Instructor Load

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

ENGTC 214 - 3D Cad Applications For Architects & Engi

Introduction to the use of the computer for 3D imaging. Topics include: creating wireframe and surface models from 2D data, creating 3D images and walk-through animations, and efficient techniques for use of software and hardware.

Course is repeatable - up to 3 units allowed Field trips may be required.
Materials fee required

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.

A. COURSE CONTENT

A. REQUIRED
   A. Introduction to 3D imaging
      1. History and uses of 3D imaging
      2. Hardware and software requirements
      3. The interface
   B. Creating 2D data
      1. Points and Lines
      2. Surfaces
      3. Wireframes
   C. Creating 3D objects
      1. Points, Lines and arcs in 3D
      2. Extrusions
      3. Boolean operations
      4. Lofts and sweeps
      5. Importing data
   D. Editing Objects
      1. Scaling
      2. Modifiers
   E. Presentation techniques for 3D images
      1. Controlling visibility
      2. Camera placement
      3. Creating walk-throughs
      4. Creating reflections, shades and shadows
      5. Creating materials and textures

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lectures on principles and applications of 3D imaging
2. Demonstrations of efficient techniques for construction of 3D images
3. Assignments requiring that students select and execute solid modeling commands
4. In-class discussion and one-to-one discussion by students with instructor and other students

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS

   A. “Learning 3D Studio Viz – A Tutorial Approach”.
   B. 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. explain the importance and uses of 3D imaging. 2. prepare 2D data models for constructing 3D models. 3. explain and compare the benefits and drawbacks of 3D imaging. 4. create wireframe and surface models. 5. select proper lighting model to depict shades, shadows and reflections. 6. manage views and materials for effective presentation of models. 7. manage views and materials for effective presentation of models. 8. animate various types of objects.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:

1. In-class projects
2. Homework assignments
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGTC-2143D Cad Applications For Architects & Engineers 1 Unit
Materials Fee Required
Introduction to the use of the computer for 3D imaging. Topics include: creating wireframe and surface models from 2D data, creating 3D images and walk-through animations, and efficient techniques for use of software and hardware. Course is repeatable - up to 3 units allowed. Field trips might be required. Course is not 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:

A. COURSE CONTENT

1. Required Content:

   A. Introduction to 3D imaging
      1. History and uses of 3D imaging
      2. Hardware and software requirements
      3. The interface
   B. Creating 2D data
      1. Points and Lines
      2. Surfaces
      3. Wireframes
   C. Creating 3D objects
      1. Points, Lines and arcs in 3D
      2. Extrusions
      3. Boolean operations
      4. Lofts and sweeps
      5. Importing data
   D. Editing Objects
      1. Scaling
      2. Modifiers
   E. Presentation techniques for 3D images
      1. Controlling visibility
      2. Camera placement
      3. Creating walk-throughs
      4. Creating reflections, shades and shadows
      5. Creating materials and textures

B. ENROLLMENT RESTRICTIONS

1. Requisite Skills
Before entering the course, the student will be able to:
   navigate the Microsoft Windows interface use toolbars and dialog boxes open, close and save files define basic terminology and perform basic principles of drafting

C. HOURS AND UNITS
D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

a. Lectures on principles and applications of 3D imaging
b. Demonstrations of efficient techniques for construction of 3D images
c. Assignments requiring that students select and execute solid modeling commands
d. In-class discussion and one-to-one discussion by students with instructor and other students

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

F. TEXTS AND OTHER READINGS (TYPICAL)

1. “Learning 3D Studio Viz – A Tutorial Approach”.
2. 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.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

   a. explain the importance and uses of 3D imaging.
   b. prepare 2D data models for constructing 3D models.
   c. explain and compare the benefits and drawbacks of 3D imaging.
   d. create wireframe and surface models.
   e. select proper lighting model to depict shades, shadows and reflections.
   f. manage views and materials for effective presentation of models.
   g. manage views and materials for effective presentation of models.
   h. animate various types of objects.
IV. METHODS OF ASSESSMENT (TYPICAL)
Proposal Impact

ENGTC 214 3D Cad Applications For Architects & Engineers
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
Modesto Junior College
ENGTC 222 Course Data Summary Report

ENGTG 222 - Engineering Drafting and Design 1
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s): CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 0953.00  SAM Code: B  State Classification: A
Open Entry/Open Exit: No  Work Experience: Not Defined

Instructor Load

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Material Fees

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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: ENGR 220 ENGR 221 and
Modesto Junior College

ENGTC 222 Course Outline

Effective Date: Printed On: 10/29/2008 3:35:09 PM MDT

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

ENGTC 222 - Engineering Drafting and Design 1 2 Unit(s)

Mechanical drafting using CAD with emphasis on mechanical design. Specific topics include geometric dimensioning and tolerancing per ANSI 14.5, threads, fasteners, weldments, and assembly drawings.

Course is not repeatable Field trips are not required.
Materials fee required

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. Dimensioning
1. Units of measure
2. Terminology
3. Size Dimensions
4. Location and orientation dimensions
5. Coordinate dimensions
B. Tolerancing
1. Tolerancing theory
2. Limit dimensions
3. Fit types
C. Working and Assembly Drawings
1. Detail drawings
2. Assembly drawings
3. Part numbers
4. Drawing numbers
5. Title blocks
6. Parts lists
D. Fasteners and Weldments
1. Threaded fasteners
2. Bolts, nuts, and screws
3. Pins, keys, rivets

B. RECOMMENDED

II. ENROLLMENT RESTRICTIONS

1. PREREQUISITE(S):
   ● ENGR 220: Basic Engineering Graphics 1 with a minimum grade of C or better
   ● ENGR 221: Basic Engineering Graphics 2 with a minimum grade of C or better and experience with CAD and
3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Problem-solving drawing demonstrations
2. Lectures to illustrate the conceptual material and to reinforce procedures of application
3. Classroom discussions of theory and alternatives
4. In-class problem solving and solving strategies
5. In-class discussions by students involving application of concepts to drawing solutions
6. Analysis of reading assignments
7. Drawing assignments that require analysis of the problem and selection of procedures
8. Implementation of alternative procedures of presentation formats of solutions and analysis

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

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

B. STUDENT LEARNING GOALS

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

   REQUIRED LEARNING GOALS

   Upon satisfactory completion of this course, the student will be able to:
   1. describe the procedures and guidelines for annotating an engineering drawing, including dimensional analysis.
   2. express the concepts of tolerancing of working drawings.
   3. illustrate solutions by drawing working and assembly drawings.
   4. compare the drawn solutions to original problems.
   5. reconstruct the solution using alternative procedures.
   6. apply computer-assisted drafting methods to drawing preparations.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:

   1. Homework problems requiring drawing and analysis
   2. Periodic quizzes
   3. Mid-term exams requiring analysis of problems and selection of appropriate techniques
   4. Comprehensive design projects involving an integrated applied approach
   5. Class participation
Modesto Junior College
Course Outline of Record

ENGTC 222

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGTC-222 Engineering Drafting and Design 1 2 Units

Prerequisite: Satisfactory completion of ENGR 220 with a minimum grade of C or better
Satisfactory completion of ENGR 221 with a minimum grade of C or better and experience with CAD and

Materials Fee Required
Mechanical drafting using CAD with emphasis on mechanical design. Specific topics include geometric dimensioning and tolerancing per ANSI 14.5, threads, fasteners, weldments, and assembly drawings. Course is not repeatable. Field trips are not required Course is not 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:

A. COURSE CONTENT

1. Required Content:

A. Dimensioning
   1. Units of measure
   2. Terminology
   3. Size Dimensions
   4. Location and orientation dimensions
   5. Coordinate dimensions
B. Tolerancing
   1. Tolerancing theory
   2. Limit dimensions
   3. Fit types
C. Working and Assembly Drawings
   1. Detail drawings
   2. Assembly drawings
   3. Part numbers
   4. Drawing numbers
   5. Title blocks
   6. Parts lists
D. Fasteners and Weldments
   1. Threaded fasteners
   2. Bolts, nuts, and screws
   3. Pins, keys, rivets

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   - ENGR 220 with a minimum grade of C or better
   - ENGR 221 with a minimum grade of C or better and experience with CAD and
2. **Requisite Skills**  
*Before entering the course, the student will be able to:*  
describe the procedures and guidelines for orthogonal representations. express the concepts of spatial geometry using two-dimensional projections of points, lines, and planes. illustrate solutions by drawing interrelated two-dimensional projections with orthogonal reference planes using sketching and/or computer-assisted drafting (CAD). compare the drawn solutions to original problems. reconstruct the solution using alternative procedures. justify the procedural selection and sequence of application to insure validity of the solution.

C. **HOURS AND UNITS**

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</table>

2 Units

D. **METHODS OF INSTRUCTION (TYPICAL)**  
Instructors of the course might conduct the course using the following method:

a. Problem-solving drawing demonstrations  
b. Lectures to illustrate the conceptual material and to reinforce procedures of application  
c. Classroom discussions of theory and alternatives  
d. In-class problem solving and solving strategies  
e. In-class discussions by students involving application of concepts to drawing solutions  
f. Analysis of reading assignments  
g. Drawing assignments that require analysis of the problem and selection of procedures  
h. Implementation of alternative procedures of presentation formats of solutions and analysis

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**  
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

2. **EVIDENCE OF CRITICAL THINKING**  
   *Assignments require the appropriate level of critical thinking*

F. **TEXTS AND OTHER READINGS (TYPICAL)**


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.*
1. **Required Learning Goals**
   
   Upon satisfactory completion of this course, the student will be able to:

   a. describe the procedures and guidelines for annotating an engineering drawing, including dimensional analysis.
   
   b. express the concepts of tolerancing of working drawings.
   
   c. illustrate solutions by drawing working and assembly drawings.
   
   d. compare the drawn solutions to original problems.
   
   e. reconstruct the solution using alternative procedures.
   
   f. apply computer-assisted drafting methods to drawing preparations.

IV. **METHODS OF ASSESSMENT (TYPICAL)**
Proposal Impact

ENGTC 222 Engineering Drafting and Design 1
**Course Inactivation**
Pamela Upton

Courses

1. ENGTC 223 *Launched*
2. ENGTC 223 *Active*

Cross Listed Courses

Programs

1. Engineering Drafting Technology A.S. Degree *New Program*
2. Engineering Technology A.S. Degree *New Program*
Rationale for Course Action

Transfer and GE Status

Course Data Elements

Instructor Load

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Material Fees

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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: ENGTC 222
I. COURSE OVERVIEW

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

ENGTC 223 - Engineering Drafting and Design 2  2 Unit(s)

A continuation of ENGTC 222. Topics include multicomponent assemblies, piping, sheet metal, materials selection and design.

Course is not repeatable Field trips are not required.
Materials fee required

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. Working and Assembly Drawings
      1. Units of measure
      2. Terminology
      3. Size dimensions
      4. Location and orientation dimensions
      5. Coordinate dimensions
   B. Sheet Metal Drafting and Design
      1. Sheet metal process
      2. Draft requirements
      3. Design parameters
   C. Selection of Standard Components
      1. Components properties
      2. Components costs
   D. Materials Selection
      1. Properties of ferrous metals
      2. Properties of nonferrous metals
      3. Properties of non metals
      4. Costs of materials
   E. Piping Drafting and Design
      1. Background
      2. Design parameters
   F. Design Layout with Special Project

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

   1. PREREQUISITE(S):
      ● ENGTC 222: Engineering Drafting and Design 1 with a minimum grade of C or better

3. HOURS OF INSTRUCTION PER TERM
4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
   1. Problem-solving drawing demonstrations
   2. Lectures to illustrate the conceptual material and to reinforce procedures of application
   3. Classroom discussions of theory and alternatives
   4. In-class problem solving and solving strategies
   5. In-class discussions by students involving application of concepts to drawing solutions
   6. Analysis of reading assignments
   7. Drawing assignments that require analysis of the problem and selection of procedures
   8. Implementation of alternative procedures of presentation formats of solutions and analysis

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

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

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. illustrate solutions by drawing working and assembly drawings. 2. illustrate solutions by drawing working and assembly drawings. 3. reconstruct the solution using alternative procedures. 4. justify the procedural selection and sequencing of application with standard components and materials selection. 5. apply computer-assisted drafting methods to drawing preparations.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:

   1. Homework problems requiring drawing and analysis
   2. Periodic quizzes
   3. Mid-term exams requiring analysis of problems and selection of appropriate techniques
   4. Comprehensive design projects involving an integrated applied approach
   5. Class participation
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGTC-223 Engineering Drafting and Design 2  2 Units

Prerequisite: Satisfactory completion of ENGTC 222 with a minimum grade of C or better

Materials Fee Required

A continuation of ENGTC 222. Topics include multicomponent assemblies, piping, sheet metal, materials selection and design. Course is not repeatable. Field trips are not required. Course is not 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:

A. COURSE CONTENT

1. Required Content:

   A. Working and Assembly Drawings
      1. Units of measure
      2. Terminology
      3. Size dimensions
      4. Location and orientation dimensions
      5. Coordinate dimensions
   B. Sheet Metal Drafting and Design
      1. Sheet metal process
      2. Draft requirements
      3. Design parameters
   C. Selection of Standard Components
      1. Components properties
      2. Components costs
   D. Materials Selection
      1. Properties of ferrous metals
      2. Properties of nonferrous metals
      3. Properties of non metals
      4. Costs of materials
   E. Piping Drafting and Design
      1. Background
      2. Design parameters
   F. Design Layout with Special Project

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   - ENGTC 222 with a minimum grade of C or better

2. Requisite Skills
   Before entering the course, the student will be able to:
   describe the procedures and guidelines for annotating an engineering drawing, including dimensional analysis. express the concepts of tolerancing of working drawings, illustrate
solutions by drawing working and assembly drawings. compare the drawn solutions to original problems. reconstruct the solution using alternative procedures. apply computer-assisted drafting methods to drawing preparations.

C. **HOURS AND UNITS**

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</table>

2 Units

D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

a. Problem-solving drawing demonstrations
b. Lectures to illustrate the conceptual material and to reinforce procedures of application
c. Classroom discussions of theory and alternatives
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e. In-class discussions by students involving application of concepts to drawing solutions
f. Analysis of reading assignments
g. Drawing assignments that require analysis of the problem and selection of procedures
h. Implementation of alternative procedures of presentation formats of solutions and analysis

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   Time spent on coursework in addition to hours of instruction (lecture hours)

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking

F. **TEXTS AND OTHER READINGS (TYPICAL)**


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.*

1. **Required Learning Goals**
   *Upon satisfactory completion of this course, the student will be able to:*
   
   a. illustrate solutions by drawing working and assembly drawings.
   b. illustrate solutions by drawing working and assembly drawings.
c. reconstruct the solution using alternative procedures.

d. justify the procedural selection and sequencing of application with standard components and materials selection.

e. apply computer-assisted drafting methods to drawing preparations.

IV. METHODS OF ASSESSMENT (TYPICAL)
Proposal Impact

ENGTC 223 Engineering Drafting and Design 2
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E  State Classification: I
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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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?)
I. COURSE OVERVIEW

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

AGEC 225 - Agriculture Computer Applications 3 Unit(s)

Computer use in the agribusiness work place, with emphasis on using software to solve agribusiness accounting problems, record keeping, creating sales presentations, and authoring business reports.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

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.

I. COURSE CONTENT

A. REQUIRED

A. Logic / Product Evaluation
   1. Orientation to equipment and set up
   2. Terminology; specifications, components and peripherals
   3. Product evaluation based on criteria
   4. Create an argument for chosen system

B. AgriBusiness Communication
   1. Agricultural Resources on the Internet
   2. Business Letters
   3. Mailing lists and form letters
   4. Advertising and marketing materials
   5. Presentations

C. Mathematics & Data Analysis - Spreadsheets
   1. Solving volume, area, and ratios with given formulas.
   2. Finding averages, high/low selling items, median, mean, and counts with given data.
   3. Determination of data trends by using charts

D. Programming / Computer Language
   1. Agricultural production, business planning, and analyses application design.
   2. Agricultural accounting application design.
   3. Other agricultural business database applications.

B. RECOMMENDED

A. Hardware
   1. Identification of internal computer components
   2. Assembly of computer components
   3. Safety and Static Electricity considerations
2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Information and concepts presented through lectures and demonstrations.
2. Small group discussion coupled with interactive computer use reinforcing lectures and demonstrations.
3. Practice on demonstration software.
4. Examination of representative word processing, spreadsheet, and database programs.
5. Presentation by industry experts in regard to agribusiness computer applications.
6. Use of current telecommunication systems.

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

A. Daily Home work assignment that reinforces the lecture component, approximately 1 hour hr to complete (total 30 hours)
B. Bi-Weekly Section Projects:
   1. Product Evaluation Paper (12 hours per term)
      Students are presented with a software specifications, and present computer system that does not meet requirements.
   2. Multimedia Presentation (12 hours per term)
      Students are given an target audience, and must research, write, create and present 5-10 minute a multimedia PowerPoint presentation.
   3. Mass Mailing Communication (12 hours per term)
      Students, given a target audience and business type will develop a sales catalog using mail merge techniques to include at least 50 items, with prices, descriptions, and images.
   4. Data Analysis (12 hours per term)
      Students, given source data, will create a spreadsheet to analyze sales data, by calculating statistical figures and identifying trends. Then present the findings in a business memo format with explanation of findings and supporting documentation.
   5. Business Calculator (12 hours per term)
      Supplied with a business, data and problem, students will use a spreadsheet to create a calculator to solve this and other problems if the data is changed. Then write a user manual to accompanying the file.
   6. Database Retrieval (6 hours per term)
      Given an existing database and business problem, create queries and reports to pull data for analysis.
   7. Database Creation (12 hours per term)
      Students, given a business need, will research, design, and create an original database for data collection, retrieval and analysis.

Quality: Assignments require the appropriate level of critical thinking.
Bi-weekly projects all involve critical thinking, research, and data or business analysis. Answers are not driven from books, but rather they must research and find the answers from an assortment of data. A few examples:

A. Product evaluation - students are given software specifications, then must "shop" on the internet to find two systems that meet the requirements. Following this, they must prepare a report that describes the systems, offers their recommendations, and gives arguments as to why that system was chosen.

B. Data Analysis - Given data, such as 5 years of sales records from a winery, students will create pivot tables to determine a variety of sales statistics and trends. Then supply their findings in a business memo with accompanying charts, supporting data, and conclusion.

C. Business Calculator - students are given a business need and problem, such as finding the mixture of feeds to use for various types of poultry to reach a desired nutrient level. Then using excel, the students create a business calculator that determines not only the feed for the one case, but can be applied to any variety of cases. A user interface is also created and supporting user manual likewise created.

6. TEXTS AND OTHER READINGS
   A. Bunzel, Tom. Master VISUALLY Microsoft Office 2007 Visual
   B. Online collection of tutorials, reviews, blogs, and articles supplied by the instructor.

III. DESIRED LEARNING
   A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   apply computer skills relating to agricultural functions towards internet research, data analysis, mathematics, and business communications.

   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. Apply spreadsheets to calculate business mathematical problems such as volume, area, ratio, and proper mixture proportions.
      A. FORMATIVE ASSESSMENT:
         ● Daily graded lecture participation.
         ● Daily home work assignments.
         ● Weekly topic surveys for student feedback and understanding
         ● Weekly quizzes to measure understanding.
      
      B. SUMMATIVE ASSESSMENT:
         ● Bi-weekly project and paper submissions.
         ● Bi-monthly section tests
         ● Final Exam

   2. Evaluate, predict, report and defend the findings of basic statistical calculations and trends from supplied agricultural data, supported by formulas, graphs, and charts.
      A. FORMATIVE ASSESSMENT:
         ● Daily graded lecture participation.
         ● Daily home work assignments.
         ● Weekly topic surveys for student feedback and understanding
         ● Weekly quizzes to measure understanding.
      
      B. SUMMATIVE ASSESSMENT:
         ● Bi-weekly project and paper submissions.
         ● Bi-monthly section tests
         ● Final Exam

   3. Evaluate and compare computer hardware systems against minimum requirements,
then propose a choice, and support by writing.

A. FORMATIVE ASSESSMENT:
- Daily graded lecture participation.
- Daily home work assignments.
- Weekly topic surveys for student feedback and understanding
- Weekly quizzes to measure understanding.

B. SUMMATIVE ASSESSMENT:
- Bi-weekly project and paper submissions.
- Final Exam

4. Create an original application for data collection and analysis, which can solve a business need such as calculating feed mixtures or price selling points. Students will also be able to create end user documentation describing how to employ their application.

A. FORMATIVE ASSESSMENT:
- Daily graded lecture participation.
- Daily home work assignments.
- Weekly topic surveys for student feedback and understanding
- Weekly quizzes to measure understanding.

B. SUMMATIVE ASSESSMENT:
- Bi-weekly project and paper submissions.
- Bi-monthly section tests
- Final Exam

5. Demonstrate how to reach a specific market by preparing focused sales communications, advertising pieces, and multimedia sales presentations.

A. FORMATIVE ASSESSMENT:
- Daily graded lecture participation.
- Daily home work assignments.
- Weekly topic surveys for student feedback and understanding
- Weekly quizzes to measure understanding.

B. SUMMATIVE ASSESSMENT:
- Bi-weekly project and paper submissions.
- Bi-monthly section tests
- Final Exam

6. Evaluate and identify computer hardware components, and demonstrate their assembly.

A. FORMATIVE ASSESSMENT:
- Daily home work assignments.
- Weekly topic surveys for student feedback and understanding
- Weekly quizzes to measure understanding.

B. SUMMATIVE ASSESSMENT:
- Bi-weekly project and paper submissions.
- Bi-monthly section tests
- Final Exam

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Daily graded lecture participation.
2. Daily home work assignments.
3. Weekly topic surveys for student feedback and understanding
4. Weekly quizzes to measure understanding.

B. SUMMATIVE ASSESSMENT:
1. Bi-weekly project and paper submissions.
2. Bi-monthly section tests
3. Final Exam
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

AGEC-225 Agriculture Computer Applications 3 Units

Computer use in the agribusiness work place, with emphasis on using software to solve agribusiness accounting problems, record keeping, creating sales presentations, and authoring business reports. Course is not repeatable. Field trips might be required. Course is 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:

A. COURSE CONTENT

1. Required Content:

   1. Logic / Product Evaluation
      1. Orientation to equipment and set up
      2. Terminology; specifications, components and peripherals
      3. Product evaluation based on criteria
      4. Create an argument for chosen system

   2. AgriBusiness Communication
      1. Agricultural Resources on the Internet
      2. Business Letters
      3. Mailing lists and form letters
      4. Advertising and marketing materials
      5. Presentations

   3. Mathematics & Data Analysis - Spreadsheets
      1. Solving volume, area, and ratios with given formulas.
      2. Finding averages, high/low selling items, median, mean, and counts with given data.
      3. Determination of data trends by using charts

   4. Programming / Computer Language
1. Agricultural production, business planning, and analyses application design.

2. Agricultural accounting application design.

3. Other agricultural business database applications.

2. Recommended Content:

[C@16878ab]

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

a. Information and concepts presented through lectures and demonstrations.

b. Small group discussion coupled with interactive computer use reinforcing lectures and demonstrations.

c. Practice on demonstration software.

d. Examination of representative word processing, spreadsheet, and database programs.

e. Presentation by industry experts in regard to agribusiness computer applications.

f. Use of current telecommunication systems.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

1. Daily Home work assignment that reinforces the lecture component, approximately 1 hr to complete (total 30 hours)

2. Bi-Weekly Section Projects:

   1. Product Evaluation Paper (12 hours per term)
      Students are presented with a software specifications, and present computer system that does not meet requirements.

   2. Multimedia Presentation (12 hours per term)
      Students are given an target audience, and must research, write, create and present 5-10 minute a multimedia PowerPoint presentation.

   3. Mass Mailing Communication (12 hours per term)
      Students, given a target audience and business type will develop a sales catalog using mail merge techniques to include at least 50 items, with prices, descriptions, and images.
4. **Data Analysis (12 hours per term)**
   Students, given source data, will create a spreadsheet to analyze sales data, by calculating statistical figures and identifying trends. Then present the findings in a business memo format with explanation of findings and supporting documentation.

5. **Business Calculator (12 hours per term)**
   Supplied with a business, data and problem, students will use a spreadsheet to create a calculator to solve this and other problems if the data is changed. Then write a user manual to accompanying the file.

6. **Database Retrieval (6 hours per term)**
   Given an existing database and business problem, create queries and reports to pull data for analysis.

7. **Database Creation (12 hours per term)**
   Students, given a business need, will research, design, and create an original database for data collection, retrieval and analysis.

---

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   1. Daily Home work assignment that reinforces the lecture component, approximately 1 hour hr to complete (total 30 hours)

   2. Bi-Weekly Section Projects:
      1. **Product Evaluation Paper (12 hours per term)**
         Students are presented with a software specifications, and present computer system that does not meet requirements.
      2. **Multimedia Presentation (12 hours per term)**
         Students are given an target audience, and must research, write, create and present 5-10 minute a multimedia PowerPoint presentation.
      3. **Mass Mailing Communication (12 hours per term)**
         Students, given a target audience and business type will develop a sales catalog using mail merge techniques to include at least 50 items, with prices, descriptions, and images.
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         Students, given source data, will create a spreadsheet to analyze sales data, by calculating statistical figures and identifying trends. Then present the findings in a business memo format with explanation of findings and supporting documentation.
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         Supplied with a business, data and problem, students will use a spreadsheet to create a calculator to solve this and other problems if the data is changed. Then write a user manual to accompanying the file.
      6. **Database Retrieval (6 hours per term)**
         Given an existing database and business problem, create queries and reports to pull data for analysis.
      7. **Database Creation (12 hours per term)**
         Students, given a business need, will research, design, and create an original database for data collection, retrieval and analysis.
E. TEXTS AND OTHER READINGS (TYPICAL)

2. Online collection of tutorials, reviews, blogs, and articles supplied by the instructor.

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to apply computer skills relating to agricultural functions towards internet research, data analysis, mathematics, and business communications.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Apply spreadsheets to calculate business mathematical problems such as volume, area, ratio, and proper mixture proportions. FORMATIVE ASSESSMENT
      
      1. Daily graded lecture participation.
      2. Daily home work assignments.
      3. Weekly topic surveys for student feedback and understanding.
      4. Weekly quizzes to measure understanding.

   SUMMATIVE ASSESSMENT
   
   1. Bi-weekly project and paper submissions.
   2. Bi-monthly section tests.
   3. Final Exam.

   b. Evaluate, predict, report and defend the findings of basic statistical calculations and trends from supplied agricultural data, supported by formulas, graphs, and charts. FORMATIVE ASSESSMENT
      
      1. Daily graded lecture participation.
      2. Daily home work assignments.
      3. Weekly topic surveys for student feedback and understanding.
      4. Weekly quizzes to measure understanding.

   SUMMATIVE ASSESSMENT
   
   1. Bi-weekly project and paper submissions.
   2. Bi-monthly section tests.
   3. Final Exam.

   c. Evaluate and compare computer hardware systems against minimum requirements, then propose a choice, and support by writing. FORMATIVE ASSESSMENT
1. Daily graded lecture participation.
2. Daily home work assignments.
3. Weekly topic surveys for student feedback and understanding
4. Weekly quizzes to measure understanding.

SUMMATIVE ASSESSMENT
1. Bi-weekly project and paper submissions.
2. Final Exam

d. Create an original application for data collection and analysis, which can solve a business need such as calculating feed mixtures or price selling points. Students will also be able to create end user documentation describing how to employ their application. FORMATIVE ASSESSMENT
1. Daily graded lecture participation.
2. Daily home work assignments.
3. Weekly topic surveys for student feedback and understanding
4. Weekly quizzes to measure understanding.

SUMMATIVE ASSESSMENT
1. Bi-weekly project and paper submissions.
2. Bi-monthly section tests
3. Final Exam

e. Demonstrate how to reach a specific market by preparing focused sales communications, advertising pieces, and multimedia sales presentations. FORMATIVE ASSESSMENT
1. Daily graded lecture participation.
2. Daily home work assignments.
3. Weekly topic surveys for student feedback and understanding
4. Weekly quizzes to measure understanding.

SUMMATIVE ASSESSMENT
1. Bi-weekly project and paper submissions.
2. Bi-monthly section tests
3. Final Exam

f. Evaluate and identify computer hardware components, and demonstrate their assembly. FORMATIVE ASSESSMENT
1. Daily home work assignments.
2. Weekly topic surveys for student feedback and understanding
3. Weekly quizzes to measure understanding.

SUMMATIVE ASSESSMENT
1. Bi-weekly project and paper submissions.
2. Bi-monthly section tests
3. Final Exam

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Daily graded lecture participation.
2. Daily graded lecture participation.
3. Daily graded lecture participation.
5. Daily graded lecture participation.
6. Daily home work assignments.
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8. Daily home work assignments.
9. Daily home work assignments.
10. Daily home work assignments.
11. Daily home work assignments.
12. Weekly topic surveys for student feedback and understanding
13. Weekly topic surveys for student feedback and understanding
14. Weekly topic surveys for student feedback and understanding
15. Weekly topic surveys for student feedback and understanding
16. Weekly topic surveys for student feedback and understanding
17. Weekly topic surveys for student feedback and understanding
18. Weekly quizzes to measure understanding.
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23. Weekly quizzes to measure understanding.
B. **SUMMATIVE ASSESSMENT**

1. Bi-weekly project and paper submissions.
2. Bi-weekly project and paper submissions.
3. Bi-weekly project and paper submissions.
4. Bi-weekly project and paper submissions.
5. Bi-weekly project and paper submissions.
6. Bi-weekly project and paper submissions.
7. Bi-monthly section tests
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11. Bi-monthly section tests
12. Final Exam
13. Final Exam
14. Final Exam
15. Final Exam
16. Final Exam
17. Final Exam
Proposal Impact

AGEC 225 Agriculture Computer Applications
**Course Revision Major**
James Palmer

Courses

Cross Listed Courses

Programs

1. Agricultural Science A.S. Degree *New Program*
2. Agriculture Business A.S. Degree *New Program*
3. Agriculture Laboratory Technician A.S. Degree *New Program*
4. Agriculture Laboratory Technician Certificate of Achievement *New Program*
5. Agriculture: Sales, Service A.S. Degree *New Program*
6. Animal Science A.S. Degree *New Program*
7. Commercial Floristry Technician Certificate of Achievement *New Program*
8. Dairy Industry A.S. Degree *New Program*
9. Dairy Industry Technician null *New Program*
10. Dairy Science A.S. Degree *New Program*
11. Environmental Horticultural Science A.S. Degree *New Program*
12. Food Processing Certificate of Achievement *New Program*
13. Food Processing A.S. Degree *New Program*
14. Forestry A.S. Degree *New Program*
15. Forestry Certificate of Achievement *New Program*
16. Forestry Certificate of Achievement *New Program*
17. Forestry A.S. Degree *New Program*
18. Fruit Science A.S. Degree *New Program*
19. Fruit Science A.S. Degree *New Program*
20. Heavy Machinery Management Certificate of Achievement *New Program*
21. Landscape Design Certificate of Achievement *New Program*
22. Landscape and Park Maintenance Certificate of Achievement *New Program*
23. Landscape and Park Maintenance Certificate of Achievement *New Program*
24. Mechanized Agriculture A.S. Degree *New Program*
25. Nursery Production Certificate of Achievement *New Program*
26. Poultry Science A.S. Degree *New Program*
27. Recreational Land Management Certificate of Achievement *New Program*
28. Recreational Land Management A.S. Degree *New Program*
29. Soil Science A.S. Degree *New Program*
Modesto Junior College
AGGE 191XAB Course Data Summary Report

AGGE 191XAB - Agriculture Field Studies
Action Type: New Course
Effective:
Primary Author: Katherine Kellogg-Campbell
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E
State Classification: I
Open Entry/Open Exit: Yes
Work Experience: No

Instructor Load

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Material Fees

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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
Advisory:

Curriculum Committee Agenda 61 November 4, 2008
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

AGGE 191XAB - Agriculture Field Studies 0.5 - 2 Unit(s)

Examination of agriculture principles and methods through extended field studies at selected sites in the United States and abroad. Gain knowledge and appreciation for the value of agriculture and agriculture education in other states and countries as a means of developing extended agriculture relationships.

Course is repeatable - three completions allowed Field trips are required.

Transfer to CSU only.

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
Locations of Agriculture Field Studies trips change from semester to semester, so while the structure and overall objectives remain the same, the content changes each time.

A. Typical content on all field study trips
   1. Identification of common agriculture practices and industry found in the visiting Region
   2. Comparing and contrasting methods, technology and cultural practices.

B. Examples of specific subjects and industries may include, but are not limited to, the following:
   1. Animal production: Dairy, beef, swine, poultry, horse, and sheep.
   3. High School and University Agriculture programs: school farm facilities and classrooms.
   4. Agriculture Industries: Processors (creamery, cheese factory, packing houses), wineries, specialty agriculture products, agribusiness (import - export).

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lecture instruction in a classroom setting (pre and post-trip), in the field (at various stops), and during transportation between stops (by radio or bus speaker).
2. Group discussion of agriculture principles and methods observed during visits at specific stops and during evening hours.
3. Small Group assignments requiring analysis of an agriculture practice, or value from a given experience, modeling solutions and assessing the quality of proposed solutions.
4. Problem solving exercises requiring students to identify and analyze the value of agriculture education programs as a solution to large scale agriculture concerns.

5. TYPICAL ASSIGNMENTS

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

A. Lecture/Discussion - minimum of 17.5 hours for the 1-unit option, prorated for others.
   1. Pre-field trip presentation of background content
   2. Instructor/guest speaker presentations during the fieldtrip
   3. Instructor-directed activities prior to and/or during field trip.
   4. Overnight trips may include additional opportunities of direct instruction and student involvement, including evening lectures, work-time on assignments, discussion sessions, and student presentations.

B. Student work - minimum of 35 hours for the 1-unit option, prorated for others
   1. Pre-trip reading assignment
   2. Web-based pre-trip research
   3. Preparation of student multimedia presentations
   4. Completion of instructor generated question/discussion packet
   5. Completion of trip journal

Quality: Assignments require the appropriate level of critical thinking.

A. Students will listen to a presentation from the teacher/guest speaker, who will provide information on the type of agriculture or agriculture industry being toured. Students will be asked to compare and contrast in their journals, (to include in later presentation) the information presented with what is know regarding California agriculture practices.
B. Students analyze the positive and negative impacts of agriculture and related industries on the community where they are visiting.
C. Students will assess whether the approach used in California for educating future agriculturist and how it compares with the methods observed in the visiting community.
D. Based on given information, formulate a model or hypothesis on the effectiveness of agriculture education regarding the major issues of the community or state (i.e. - water, urbanization, tourism, soil, environmental issues)

6. TEXTS AND OTHER READINGS
   B. Other reading material: Instructor-generated syllabi

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   Compare and contrast agriculture and agriculture education values between California and locations observed in the field. Develop and present information acquired to important community and student groups, as a way of conveying the importance of agriculture relationships abroad.

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. Assess and evaluate the effectiveness of agriculture education observed and its influence on generating future agriculturist.
   A. FORMATIVE ASSESSMENT:
   • Group discussion of specific problems and analysis of agriculture practices/values.
   
   B. SUMMATIVE ASSESSMENT:
   • Submission of a 5 minute multi-media presentation comparing and contrasting California agriculture to the agriculture values observed on the field trip.

2. Develop a comparative assessment of the agriculture in the region under study which accounts for the geography, climate, culture, and populations observed.
   A. FORMATIVE ASSESSMENT:
   • Written and/or oral quizzes during the field trip
   
   B. SUMMATIVE ASSESSMENT:
   • Submission of a 5 minute multi-media presentation comparing and contrasting California agriculture to the agriculture values observed on the field trip.

3. Identify and distinguish agriculture practices that are similar or the same as those practiced in California.
   A. FORMATIVE ASSESSMENT:
   • Group discussion of specific problems and analysis of agriculture practices/values.
   
   B. SUMMATIVE ASSESSMENT:
   • Submission of field journals at the conclusion of the field trip

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:   
1. Written and/or oral quizzes during the field trip
2. Group discussion of specific problems and analysis of agriculture practices/values.

B. SUMMATIVE ASSESSMENT:  

1. Submission of field journals at the conclusion of the field trip
2. Submission of a 5 minute multi-media presentation comparing and contrasting California agriculture to the agriculture values observed on the field trip.
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

AGGE-191 Agriculture Field Studies 0.5 - 2 Units

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete or concurrently enroll in another course in agriculture or an ag-related discipline.

Examination of agriculture principles and methods through extended field studies at selected sites in the United States and abroad. Gain knowledge and appreciation for the value of agriculture and agriculture education in other states and countries as a means of developing extended agriculture relationships. Course is repeatable - three completions allowed. Field trips are required. Course is 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:

A. COURSE CONTENT

1. Required Content:

Locations of Agriculture Field Studies trips change from semester to semester, so while the structure and overall objectives remain the same, the content changes each time.

1. Typical content on all field study trips

   1. Identification of common agriculture practices and industry found in the visiting Region
   2. Comparing and contrasting methods, technology and cultural practices.

2. Examples of specific subjects and industries may include, but are not limited to, the following:

   1. Animal production: Dairy, beef, swine, poultry, horse, and sheep.
   3. High School and University Agriculture programs: school farm facilities and classrooms.
   4. Agriculture Industries: Processors (creamery, cheese factory, packing houses), wineries, specialty agriculture products, agribusiness (import - export).

B. ENROLLMENT RESTRICTIONS

1. **Advisories**
satisfactorily complete or concurrently enroll in another course in agriculture or an ag-related discipline.

2. **Requisite Skills**

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

Before enrolling in this course, students are strongly advised to satisfactorily complete previous or concurrent enrollment in a general agriculture or agriculture education course.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

a. Lecture instruction in a classroom setting (pre and post-trip), in the field (at various stops), and during transportation between stops (by radio or bus speaker).

b. Group discussion of agriculture principles and methods observed during visits at specific stops and during evening hours.

c. Small Group assignments requiring analysis of an agriculture practice, or value from a given experience, modeling solutions and assessing the quality of proposed solutions.

d. Problem solving exercises requiring students to identify and analyze the value of agriculture education programs as a solution to large scale agriculture concerns.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)

   1. Lecture/Discussion - minimum of 17.5 hours for the 1-unit option, prorated for others.

   1. Pre-field trip presentation of background content

   2. Instructor/guest speaker presentations during the fieldtrip
3. Instructor-directed activities prior to and/or during field trip.

4. Overnight trips may include additional opportunities of direct instruction and student involvement, including evening lectures, work-time on assignments, discussion sessions, and student presentations.

2. Student work - minimum of 35 hours for the 1-unit option, prorated for others
   1. Pre-trip reading assignment
   2. Web-based pre-trip research
   3. Preparation of student multimedia presentations
   4. Completion of instructor generated question/discussion packet
   5. Completion of trip journal

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Lecture/Discussion - minimum of 17.5 hours for the 1-unit option, prorated for others.
      1. Pre-field trip presentation of background content
      2. Instructor/guest speaker presentations during the fieldtrip
      3. Instructor-directed activities prior to and/or during field trip.
      4. Overnight trips may include additional opportunities of direct instruction and student involvement, including evening lectures, work-time on assignments, discussion sessions, and student presentations.
   2. Student work - minimum of 35 hours for the 1-unit option, prorated for others
      1. Pre-trip reading assignment
      2. Web-based pre-trip research
      3. Preparation of student multimedia presentations
      4. Completion of instructor generated question/discussion packet
      5. Completion of trip journal

F. TEXTS AND OTHER READINGS (TYPICAL)
II. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to Compare and contrast agriculture and agriculture education values between California and locations observed in the field. Develop and present information acquired to important community and student groups, as a way of conveying the importance of agriculture relationships abroad.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Assess and evaluate the effectiveness of agriculture education observed and its influence on generating future agriculturist. FORMATIVE ASSESSMENT

1. Group discussion of specific problems and analysis of agriculture practices/values.

SUMMATIVE ASSESSMENT

1. Submission of a 5 minute multi-media presentation comparing and contrasting California agriculture to the agriculture values observed on the field trip.

b. Develop a comparative assessment of the agriculture in the region under study which accounts for the geography, climate, culture, and populations observed. FORMATIVE ASSESSMENT

1. Written and/or oral quizzes during the field trip

SUMMATIVE ASSESSMENT

1. Submission of a 5 minute multi-media presentation comparing and contrasting California agriculture to the agriculture values observed on the field trip.

c. Identify and distinguish agriculture practices that are similar or the same as those practiced in California. FORMATIVE ASSESSMENT

1. Group discussion of specific problems and analysis of agriculture practices/values.

SUMMATIVE ASSESSMENT

1. Submission of field journals at the conclusion of the field trip

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Written and/or oral quizzes during the field trip

2. Group discussion of specific problems and analysis of agriculture practices/values.
3. Group discussion of specific problems and analysis of agriculture practices/values.

B. **SUMMATIVE ASSESSMENT**

1. Submission of field journals at the conclusion of the field trip

2. Submission of a 5 minute multi-media presentation comparing and contrasting California agriculture to the agriculture values observed on the field trip.

3. Submission of a 5 minute multi-media presentation comparing and contrasting California agriculture to the agriculture values observed on the field trip.
Proposal Impact

AGGE 191 Agriculture Field Studies
**New Course**
Katherine Kellogg-Campbell

Courses

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested

Course Data Elements

| Credit Type: Requested | Credit Sub-Type: Requested | TOP Code: | SAM Code: | State Classification: | Open Entry/Open Exit: No | Work Experience: Occupational |

Instructor Load

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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

Advisory:
Corequisite: CLDDV 121
Limitation on Enrollment: TB clearance is required, Title 22 and
Prerequisite: CLDDV 103

Curriculum Committee Agenda 75 November 4, 2008
I. COURSE OVERVIEW

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

CLDDV 126CDE - Inclusion Special Needs Practicum 3 - 5 Unit(s)

Child centered, play-oriented approaches to student teaching experience under guided supervision with toddlers and/or preschool-aged children with an identified disability. Build a comprehensive understanding of children and families through individualized, relationship-based (DIR Floortime) caregiving including the development of relationships with families. Build connections between theory and practice, develop professional behaviors, practice positive and nurturing guidance techniques, and utilize facilitation-based teaching through authentic observation, documentation, screening, and assessment while designing, facilitating, and evaluating curriculum that support an inclusive and culturally diverse environment. Will support IFSP/IEP goals and may include participation in an educational meeting. CLDDV 130 – Supervised Field Experience – may NOT be used as a substitute for lab practicum.

Course is repeatable - three completions allowed Field trips may be required.

Transfer to CSU only.

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. Growth and development characteristics and program implications
   1. Overview of Piaget, Erikson, Vygotsky, Bronfenbrenner
B. Components of the children’s environment
   1. Physical environment
      a. Set-up, design, areas
      b. Indoors
      c. Outdoors
   2. Psychological environment
   3. Social environment
   4. Learning environment
   5. Levels of active adult involvement
      a. Preparing
      b. Maintaining
      c. Intervening
      d. Correcting
   6. Health and safety
C. Children’s entry into the group experience
   1. Introduction to the classroom
   2. Access rituals
D. Positive guidance practices
1. Foundations of guidance, Guides to Speech and Action
2. Direct guidance techniques
   a. Physical
   b. Verbal
   c. Affective
3. Adult’s role
4. Guidance systems
5. Guidance strategies
E. Children’s self-concept, relationships and social development within family and cultural contexts
   1. Awareness of differing cultural expectations
   2. Competent children
      a. Socially
      b. Cognitively
F. Limits on behavior, guidance, and group interaction
   1. Expectations for children’s participation
G. Routine situations and transitions
   1. Setting a schedule
   2. Planning for transitions
H. Curriculum, equipment, and materials, and their use
   1. Foundations of curriculum
I. Identification of children with autism
   1. Three core deficits
   2. Sensory profile
J. Components of Floortime
   1. Six Developmental Milestones
   2. Strategies of Floortime
K. Interaction with parents: parent perspective, culture, style, understanding child’s development (m.c.)
   1. Parent conference
   2. Frequent communication
L. Skills used in authentic observational study
   1. Observation tools

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

1. PREREQUISITE(S):
   • CLDDV 103: Child Growth and Development
2. CO-REQUISITE(S):
   • CLDDV 121: Guidance of Young Children
3. Limitation on Enrollment:
   • and

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Media, including videos, films and slides
2. Guest speakers
3. Role playing and group presentations
4. Participation in seminar discussions
5. Written projects (portfolio/authentic observation and developmentally appropriate curriculum activities) requiring analysis and proposing solutions
6. Participation in student teaching

5. TYPICAL ASSIGNMENTS

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

A. Six times during the term students will plan and implement one curriculum activity for each of the following domains: gross motor, fine motor, cognitive, language, self-help (adaptive), and social/emotional.
B. Two times during the term students will plan and implement a large circle motor movement activity.
C. Two times during the term students will plan and implement a large circle literacy activity.
D. Two times during the term students will plan and facilitate snack and/or cooking experiences.
E. Three times during the term students will plan and set up the outdoor environment.
F. Three times during the term students will plan and set up the indoor environment.
G. One time during the term students will write a letter to parents/guardians of an identified child introducing themselves.
H. Two times during the term students will perform a screening of an identified child: one at the beginning of the term and one at the end of the term.
I. Six times during the term students will observe, document and write anecdotes in each of the six developmental domains: gross motor, fine motor, cognitive, language, self-help/adaptive, and social/emotional.
J. Six times during the term students will communicate their observations with the parents/guardians.
K. One time during the term students will prepare a child portfolio including the screening/assessment, observations, examples of the child's work, and progress on child's goals.
L. One time during the term students will meet with parents/guardians and share their child's portfolio.
M. Two times during the term students will perform a self-evaluation.
N. Two times during the term instructor will perform an evaluation of the student's performance.
Quality: Assignments require the appropriate level of critical thinking.

A. Students will observe and analyze children’s developmental abilities to plan and implement developmentally appropriate curriculum activities.
B. Students will evaluate children's motor abilities to plan appropriate, inclusive motor activities during large circle time.
C. Students will assess children's developmental levels to plan and implement appropriate literacy activities during large circle time.
D. Students will experiment with diverse foods and textures to plan and facilitate snack and cooking experiences.
E. Students will select and choose appropriate equipment and materials to set up the outdoor environment.
F. Students will select and choose appropriate activities for all major content areas in the classroom: science, art, social studies, blocks, dramatic play, writing area, literacy area, mathematics.
G. Students will compose a letter of introduction to parents/guardians after choosing a child to follow for the term.
H. Students will perform two developmental screenings on their identified child -- one at the beginning of the term and one at the end of the term -- for the purpose of evaluating the effectiveness of developmental activities to enhance development across the domains.
I. Students will observe and synthesize the observations to construct a developmental profile of their identified child.
J. Students will compose a report to parents/guardians of their identified child.
K. Students will gather all of the documentation of their identified child, including work samples, observations, and screening/assessment tools to prepare an overall picture of the child's developmental levels at the end of the term.
L. Students will organize a child's materials to present to the parents/guardians.
M. Students will perform a self-analysis of their skill level in working with young children.
N. Students will participate in an appraisal of their skill level in working with young children.

6. TEXTS AND OTHER READINGS
   A. Laffranchini Inclusion Special Needs Practicum Handbook, Modesto Junior College

III. DESIRED LEARNING
   A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   provide care and education for typically developing and atypically developing toddlers and/or preschool-aged children in an inclusive lab setting while supporting routines and planning and facilitating developmentally appropriate practices and curriculum through observing, documenting, and assessing children while promoting child growth, development and learning specifically for children 2 to 5 years. Collaborate with families in establishing and facilitating individual goals for children.

   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. Outcome: Discuss and evaluate children’s progress in developmental domains.
      B. SUMMATIVE ASSESSMENT:
         ● Mid-term Self-Evaluation
   2. Outcome: Demonstrate appropriate interactions with center staff and parents of the children, with respect to diversity (m.c.)
      B. SUMMATIVE ASSESSMENT:
         ● Mid-term Self-Evaluation
   3. Outcome: Practice effective teamwork in planning, teaching, and evaluating activities.
4. Outcome: Identify and demonstrate appropriate educational methods and techniques for working with young children.

5. Outcome: Define and use positive techniques in building successful relationships with young children, including cultural aspects. (m.c.)

6. Outcome: Record through observation, developmental levels of behavior.

7. Outcome: Select and plan curriculum, activities, and materials for teaching that are appropriate to the young child.

8. Outcome: Practice positive guidance practices.

9. Outcome: Identify and use positive techniques for working with children in routine situations and during transitions.

10. Outcome: Identify and apply the six developmental milestones according to Greenspan.

11. Outcome: Discuss and practice techniques of the Floortime approach.

12. Outcome: Identify and respond to sensory issues in young children.

13. Outcome: Identify and discuss the three core deficits of autistic spectrum disorder and the related features.
Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.
2. Weekly observations, documentation, and sharing with parents.
3. Weekly interest area curriculum activities.

B. SUMMATIVE ASSESSMENT:

1. Mid-term Self-Evaluation
2. Mid-term Instructor Evaluation
3. Final Self-Evaluation
4. Final Student Portfolio
5. Final Portfolio Presentation to Families
6. Final Instructor Evaluation
Modesto Junior College
Proposed Course Outline
CLDDV 126CDE

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

CLDDV-126 Inclusion Special Needs Practicum 3 - 5 Units

Prerequisite: Satisfactory completion of CLDDV 103
Corequisite: Concurrent enrollment in or satisfactory completion of CLDDV 121
Advisory: Before enrolling in this course, students are strongly advised to Satisfactory completion of English 50

Enrollment limited to:

Child centered, play-oriented approaches to student teaching experience under guided supervision with toddlers and/or preschool-aged children with an identified disability. Build a comprehensive understanding of children and families through individualized, relationship-based (DIR Floortime) caregiving including the development of relationships with families. Build connections between theory and practice, develop professional behaviors, practice positive and nurturing guidance techniques, and utilize facilitation-based teaching through authentic observation, documentation, screening, and assessment while designing, facilitating, and evaluating curriculum that support an inclusive and culturally diverse environment. Will support IFSP/IEP goals and may include participation in an educational meeting. CLDDV 130 – Supervised Field Experience – may NOT be used as a substitute for lab practicum. Course is repeatable - three completions allowed. Field trips might be required. Course is 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:

A. COURSE CONTENT

1. Required Content:

   1. Growth and development characteristics and program implications
      1. Overview of Piaget, Erikson, Vygotsky, Bronfenbrenner

   2. Components of the children’s environment
      1. Physical environment
         1. Set-up, design, areas
      2. Indoors
      3. Outdoors

      2. Psychological environment
      3. Social environment
      4. Learning environment
5. Levels of active adult involvement
   1. Preparing
   2. Maintaining
   3. Intervening
   4. Correcting

6. Health and safety

3. Children's entry into the group experience
   1. Introduction to the classroom
   2. Access rituals

4. Positive guidance practices
   1. Foundations of guidance, Guides to Speech and Action
   2. Direct guidance techniques
      1. Physical
      2. Verbal
      3. Affective
   3. Adult's role
   4. Guidance systems
   5. Guidance strategies

5. Children's self-concept, relationships and social development within family and cultural contexts
   1. Awareness of differing cultural expectations
   2. Competent children
      1. Socially
      2. Cognitively

6. Limits on behavior, guidance, and group interaction
   1. Expectations for children's participation

7. Routine situations and transitions
1. Setting a schedule
2. Planning for transitions

8. Curriculum, equipment, and materials, and their use
   1. Foundations of curriculum

9. Identification of children with autism
   1. Three core deficits
   2. Sensory profile

10. Components of Floortime
    1. Six Developmental Milestones
    2. Strategies of Floortime

11. Interaction with parents: parent perspective, culture, style, understanding child’s development (m.c.)
    1. Parent conference
    2. Frequent communication

12. Skills used in authentic observational study
    1. Observation tools

2. Required Lab Content:

1. Components of the children’s environment
   1. Physical environment
      1. Set-up, design, areas
      2. Indoors
      3. Outdoors
   2. Psychological environment
   3. Social environment
4. Learning environment

5. Levels of active adult involvement
   1. Preparing
   2. Maintaining
   3. Intervening
   4. Correcting

6. Health and safety

2. Children’s entry into the group experience
   1. Introduction to the classroom
   2. Access rituals

3. Positive guidance practices
   1. Foundations of guidance, Guides to Speech and Action
   2. Direct guidance techniques
      1. Physical
      2. Verbal
      3. Affective

3. Adult’s role

4. Guidance strategies

4. Children’s self-concept, relationships and social development within family and cultural contexts
   1. Awareness of differing cultural expectations
   2. Competent children
      1. Socially
      2. Cognitively

5. Limits on behavior, guidance, and group interaction
   1. Expectations for children’s participation

6. Routine situations and transitions
   1. Setting a schedule
2. Planning for transitions

7. Curriculum, equipment, and materials, and their use
   1. Foundations of curriculum
   2. Weekly curriculum activities
      1. IFSP/IEP goals
      2. Large group
      3. Individual
      4. Indoors/outdoors

8. Identification of children with autism and appropriate responses
   1. Three core deficits
   2. Sensory profile

9. Components of Floortime
   1. Six Developmental Milestones
   2. Strategies of Floortime

10. Interaction with parents: parent perspective, culture, style, understanding child’s development (m.c.)
    1. Parent conference
    2. Frequent communication

11. Authentic observational study
    1. Observation tools

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   • CLDDV 103

2. Co-requisites
   • CLDDV 121

3. Advisories
• Satisfactory completion of English 50

4. **Limitations on Enrollment**

• and

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

a. Media, including videos, films and slides

b. Guest speakers

c. Role playing and group presentations

d. Participation in seminar discussions

e. Written projects (portfolio/authentic observation and developmentally appropriate curriculum activities) requiring analysis and proposing solutions

f. Participation in student teaching

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   1. Six times during the term students will plan and implement one curriculum activity for each of the following domains: gross motor, fine motor, cognitive, language, self-help (adaptive), and social/emotional.

   2. Two times during the term students will plan and implement a large circle motor movement activity.
3. Two times during the term students will plan and implement a large circle literacy activity.

4. Two times during the term students will plan and facilitate snack and/or cooking experiences.

5. Three times during the term students will plan and set up the outdoor environment.

6. Three times during the term students will plan and set up the indoor environment.

7. One time during the term students will write a letter to parents/guardians of an identified child introducing themselves.

8. Two times during the term students will perform a screening of an identified child: one at the beginning of the term and one at the end of the term.

9. Six times during the term students will observe, document and write anecdotes in each of the six developmental domains: gross motor, fine motor, cognitive, language, self-help/adaptive, and social/emotional.

10. Six times during the term students will communicate their observations with the parents/guardians.

11. One time during the term students will prepare a child portfolio including the screening/assessment, observations, examples of the child's work, and progress on the child's goals.

12. One time during the term students will meet with parents/guardians and share their child's portfolio.

13. Two times during the term students will perform a self-evaluation.

14. Two times during the term instructor will perform an evaluation of the student's performance.

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

1. Six times during the term students will plan and implement one curriculum activity for each of the following domains: gross motor, fine motor, cognitive, language, self-help (adaptive), and social/emotional.

2. Two times during the term students will plan and implement a large circle motor movement activity.

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13. Two times during the term students will perform a self-evaluation.

14. Two times during the term instructor will perform an evaluation of the student's performance.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to provide care and education for typically developing and atypically developing toddlers and/or preschool-aged children in an inclusive lab setting while supporting routines and planning and facilitating developmentally appropriate practices and curriculum through observing, documenting, and assessing children while promoting child growth, development and learning specifically for children 2 to 5 years. Collaborate with families in establishing and facilitating individual goals for children.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

a. Outcome: Discuss and evaluate children’s progress in developmental domains. 
   FORMATIVE ASSESSMENT
   SUMMATIVE ASSESSMENT
   1. Mid-term Self-Evaluation

b. Outcome: Demonstrate appropriate interactions with center staff and parents of the children, with respect to diversity (m.c.) 
   FORMATIVE ASSESSMENT
   SUMMATIVE ASSESSMENT
   1. Mid-term Self-Evaluation

c. Outcome: Practice effective teamwork in planning, teaching, and evaluating activities. 
   FORMATIVE ASSESSMENT
   SUMMATIVE ASSESSMENT
   1. Mid-term Self-Evaluation
d. Outcome: Identify and demonstrate appropriate educational methods and techniques for working with young children.  
FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT  
   1. Mid-term Self-Evaluation

e. Outcome: Define and use positive techniques in building successful relationships with young children, including cultural aspects. (m.c.)  
FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT  
   1. Mid-term Self-Evaluation

f. Outcome: Record through observation, developmental levels of behavior.  
FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT  
   1. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

g. Outcome: Select and plan curriculum, activities, and materials for teaching that are appropriate to the young child.  
FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT  
   1. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

h. Outcome: Practice positive guidance practices.  
FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT  
   1. Mid-term Self-Evaluation

i. Outcome: Identify and use positive techniques for working with children in routine situations and during transitions.  
FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT  
   1. Mid-term Self-Evaluation

j. Outcome: Identify and apply the six developmental milestones according to Greenspan.  
FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT  
   1. Mid-term Self-Evaluation

k. Outcome: Discuss and practice techniques of the Floortime approach.  
FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT  
   1. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

l. Outcome: Identify and respond to sensory issues in young children.  
FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT  
   1. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.
1. Mid-term Self-Evaluation

Outcome: Identify and discuss the three core deficits of autistic spectrum disorder and the related features. FORMATIVE ASSESSMENT

1. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

SUMMATIVE ASSESSMENT

2. Lab Learning Goals
Upon satisfactory completion of the lab portion of this course, the student will be able to:

a. See Student Learning Goals.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

2. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

3. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

4. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

5. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and circle time activities.

B. SUMMATIVE ASSESSMENT

1. Mid-term Self-Evaluation

2. Mid-term Self-Evaluation

3. Mid-term Self-Evaluation

4. Mid-term Self-Evaluation

5. Mid-term Self-Evaluation

6. Mid-term Self-Evaluation

7. Mid-term Self-Evaluation

8. Mid-term Self-Evaluation

9. Mid-term Self-Evaluation

10. Mid-term Self-Evaluation
Proposal Impact

CLDDV 126 Inclusion Special Needs Practicum
**New Course**
Deborah Laffranchini

Courses

Cross Listed Courses

Programs
CLDDV 127BCDE - Infant/Toddler Practicum

2 - 5 Units

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested

Course Data Elements

CSU Transfer: Requested
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: I
Open Entry/Open Exit: No Work Experience: Occupational

Instructor Load

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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

Advisory: and/or
Corequisite: CLDDV 125
Limitation on Enrollment: TB clearance is required and
I. COURSE OVERVIEW

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

CLDDV 127BCDE - Infant/Toddler Practicum 2 - 5 Unit(s)

Child centered, play-oriented approaches to student teaching experience under guided supervision with infants and toddlers who may have a disability. Build a comprehensive understanding of children and families through individualized, relationship-based caregiving including the development of relationships with families. Build connections between theory and practice, develop professional behaviors, practice positive and nurturing guidance techniques, and utilize facilitation-based teaching through authentic observation, documentation, screening, and assessment while designing, facilitating, and evaluating curriculum that support an inclusive and culturally diverse environment. Will support IFSP goals and may include participation in an educational meeting. CLDDV 130 – Supervised Field Experience – may NOT be used as a substitute for lab practicum.

Course is repeatable - up to 5 units allowed Field trips may be required.

Transfer to CSU only.

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

1. Promote Child Development and Learning
   a. Create and maintain a developmentally appropriate learning environment
   b. Evaluate the environment for health and safety
   c. Components of the young infant, mobile infant, and toddler environment
   d. Activities for infants and toddlers
   e. Routines in the curriculum (m.c.)
   f. The learning in daily transitions (m.c.)
   g. Guidance for the toddler
   h. Curriculum, equipment, and materials

2. Building Family and Community Relationships (m.c.)
   a. Interaction with parents: Parent perspective, culture, communication style
   b. Understanding child development: physical, cognitive, social/emotional, and creative development
   c. Parent-teacher partnerships
   d. Children’s self-concept, relationships and social development within family and cultural contexts

3. Observations, Documenting, Screening, and Assessing to Support Infants, Toddlers, and their Families
   a. Narrative documentations
   b. Analysis of observations
   c. Synthesis of information into the curriculum

4. Teaching and Learning: Appropriate Methods and Techniques for Infant and Toddlers (m.c.)
   a. Limits on behavior, discipline, and group interaction
   b. Positive guidance practices
   c. Routine situations and transitions
   d. Skills used in authentic observational study
   e. Recognizing the importance of routines in the curriculum
   f. Implementing a relationship-based curriculum
   g. Providing a place for family culture in the curriculum

5. Becoming A Professional
   a. Ethical guidelines
   b. Speech and Action Guidelines
c. Importance of communication and teamwork

d. Observations and importance of learning from mentor teachers

e. Reflective practices in interactions with teachers, children, and families

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

1. CO-REQUISITE(S):
   ○ CLDDV 125: Infant and Toddler Development

2. Limitation on Enrollment:
   ○ and

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

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

1. Guided participation as teachers in the MJC Child Care Center or qualified center.
2. Daily discussion and evaluation sessions.
3. Individual student conferences.
4. Demonstration teaching by instructor.
5. Observation of children’s behavior.
6. Possible field trips (at the section level as determined by instructor)
5. TYPICAL ASSIGNMENTS

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

A. Promote Child Development and Learning
   1. Weekly planning of curriculum to maintain a variety of learning centers for the children
B. Building Family and Community Relationships
   1. Create one documentation board that describes the development of children per term
C. Observation, Documentation, and Assessment
   1. Type and complete 5-10 observations of children utilizing anecdotal and running record narratives per term
D. Teaching and Learning
   1. Write weekly curriculum plans that are based on observations of children and include anti-bias concepts
E. Becoming a Professional
   1. Complete one interview of a mentor teacher per term
   2. Complete two self-evaluations per term

Quality: Assignments require the appropriate level of critical thinking.

A. Portfolio Documentation of child study
B. Evaluations
   1. two self-evaluations
   2. one instructor evaluation
C. Documentation Board
D. Environmental Safety and Evaluation
E. Complete required hours of participation and attendance

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
provide care for infant and toddlers in group care through supporting routines and promoting developmentally appropriate practices. Conduct observation, documentation, and assessment of children and promote appropriate development and learning opportunities specifically for children birth to 36 months.

B. STUDENT LEARNING GOALS

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

REQUIRED LEARNING GOALS

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

1. Identify and use appropriate educational methods and techniques for working with infants and toddlers.
   A. FORMATIVE ASSESSMENT:
      ● Portfolio Documentation of Child Study (daily)
      ● Documentation Board
      ● Complete required hours of participation and attendance (daily)
      ● Oral contribution to discussion of relevant observations of children during daily lab sessions

   B. SUMMATIVE ASSESSMENT:
2. Define and use positive techniques in building successful relationships with infants and toddlers, including cultural aspects.

   A. FORMATIVE ASSESSMENT:
   - Evaluations
     a. Two self-evaluations
     b. One Instructor Preliminary and One Instructor End Evaluation
   - Complete required hours of participation and attendance (daily)
   - Oral contribution to discussion of relevant observations of children during daily lab sessions

   B. SUMMATIVE ASSESSMENT:
   - Daily and Final Instructor Evaluation
   - Daily and Final Self-Assessment

3. Demonstrate the ability to select curriculum, activities, and materials for teaching that are appropriate to infants and toddlers.

   A. FORMATIVE ASSESSMENT:
   - Portfolio Documentation of Child Study (daily)
   - Documentation Board
   - Environment Evaluation
   - Complete required hours of participation and attendance (daily)

   B. SUMMATIVE ASSESSMENT:
   - Portfolio Presentation
   - Daily and Final Instructor Evaluation
   - Daily and Final Self-Assessment

4. Demonstrate developmentally appropriate practice while employing routines as a part of the curriculum and creating an inclusive environment.

   A. FORMATIVE ASSESSMENT:
   - Portfolio Documentation of Child Study (daily)
   - Evaluations
     a. Two self-evaluations
     b. One Instructor Preliminary and One Instructor End Evaluation
   - Complete required hours of participation and attendance (daily)

   B. SUMMATIVE ASSESSMENT:
   - Portfolio Presentation
   - Daily and Final Instructor Evaluation
   - Daily and Final Self-Assessment

5. Record authentic observation, documentation, screening, and assessment of children's development.

   A. FORMATIVE ASSESSMENT:
   - Portfolio Documentation of Child Study (daily)
   - Documentation Board

   B. SUMMATIVE ASSESSMENT:
   - Portfolio Presentation

6. Discuss children's progress in developmental domains.

   A. FORMATIVE ASSESSMENT:
   - Portfolio Documentation of Child Study (daily)
Evaluations
a. Two self-evaluations
b. One Instructor Preliminary and One Instructor End Evaluation

B. SUMMATIVE ASSESSMENT:
- Portfolio Presentation

7. Demonstrate appropriate interactions with center staff and parents of children, with respect to diversity. (m.c.)

A. FORMATIVE ASSESSMENT:
- Evaluations
  a. Two self-evaluations
  b. One Instructor Preliminary and One Instructor End Evaluation

B. SUMMATIVE ASSESSMENT:
- Daily and Final Instructor Evaluation
- Daily and Final Self-Assessment

8. Practice effective teamwork in planning, teaching, and in evaluating activities. (m.c.)

A. FORMATIVE ASSESSMENT:
- Evaluations
  a. Two self-evaluations
  b. One Instructor Preliminary and One Instructor End Evaluation
  - Complete required hours of participation and attendance (daily)

B. SUMMATIVE ASSESSMENT:
- Daily and Final Instructor Evaluation
- Daily and Final Self-Assessment

9. Practice positive guidance practices.

A. FORMATIVE ASSESSMENT:
- Evaluations
  a. Two self-evaluations
  b. One Instructor Preliminary and One Instructor End Evaluation
  - Complete required hours of participation and attendance (daily)
  - Oral contribution to discussion of relevant observations of children during daily lab sessions

B. SUMMATIVE ASSESSMENT:
- Portfolio Presentation
- Daily and Final Instructor Evaluation
- Daily and Final Self-Assessment

10. Identify and use positive techniques for working with children in routine situations and during transitions.

A. FORMATIVE ASSESSMENT:
- Portfolio Documentation of Child Study (daily)
- Documentation Board

11. Describe various aspects of the infant and toddler program that support optimal development for children under 36 months.

A. FORMATIVE ASSESSMENT:
- Portfolio Documentation of Child Study (daily)
- Documentation Board
- Environmental Safety Check (daily)
- Environment Evaluation
B. SUMMATIVE ASSESSMENT:

- Portfolio Presentation

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Portfolio Documentation of Child Study (daily)
2. Evaluations
   a. Two self-evaluations
   b. One Instructor Preliminary and One Instructor End Evaluation
3. Documentation Board
4. Environmental Safety Check (daily)
5. Environment Evaluation
6. Complete required hours of participation and attendance (daily)
7. Oral contribution to discussion of relevant observations of children during daily lab sessions
8. Create and present activities that are appropriate for infants and toddlers.

B. SUMMATIVE ASSESSMENT:

1. Portfolio Presentation
2. Daily and Final Instructor Evaluation
3. Daily and Final Self-Assessment
I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**CLDDV-127 Infant/Toddler Practicum**

Formerly listed as: CLDDV - 127B: Infant/Toddler Practicum  
Corequisite: Concurrent enrollment in or satisfactory completion of CLDDV 125  
Advisory: Before enrolling in this course, students are strongly advised to ENGL-50  
Enrollment limited to:

Child centered, play-oriented approaches to student teaching experience under guided supervision with infants and toddlers who may have a disability. Build a comprehensive understanding of children and families through individualized, relationship-based caregiving including the development of relationships with families. Build connections between theory and practice, develop professional behaviors, practice positive and nurturing guidance techniques, and utilize facilitation-based teaching through authentic observation, documentation, screening, and assessment while designing, facilitating, and evaluating curriculum that support an inclusive and culturally diverse environment. Will support IFSP goals and may include participation in an educational meeting. CLDDV 130 – Supervised Field Experience – may NOT be used as a substitute for lab practicum. Course is repeatable - up to 5 units allowed. Field trips might be required Course is 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:

A. **COURSE CONTENT**

1. **Required Content:**

   1. Promote Child Development and Learning
      a. Create and maintain a developmentally appropriate learning environment  
      b. Evaluate the environment for health and safety  
      c. Components of the young infant, mobile infant, and toddler environment  
      d. Activities for infants and toddlers  
      e. Routines in the curriculum (m.c.)  
      f. The learning in daily transitions (m.c.)  
      g. Guidance for the toddler  
      h. Curriculum, equipment, and materials

   2. Building Family and Community Relationships (m.c.)
      a. Interaction with parents: Parent perspective, culture, communication style  
      b. Understanding child development: physical, cognitive, social/emotional, and creative development  
      c. Parent-teacher partnerships  
      d. Children’s self-concept, relationships and social development within family and cultural contexts

   3. Observations, Documenting, Screening, and Assessing to Support Infants, Toddlers, and their Families
      a. Narrative documentations  
      b. Analysis of observations  
      c. Synthesis of information into the curriculum

   4. Teaching and Learning: Appropriate Methods and Techniques for Infant and Toddlers (m.c.)
      a. Limits on behavior, discipline, and group interaction  
      b. Positive guidance practices  
      c. Routine situations and transitions  
      d. Skills used in authentic observational study
e. Recognizing the importance of routines in the curriculum  
f. Implementing a relationship-based curriculum  
g. Providing a place for family culture in the curriculum  

5. Becoming A Professional  
   a. Ethical guidelines  
   b. Speech and Action Guidelines  
   c. Importance of communication and teamwork  
   d. Observations and importance of learning from mentor teachers  
   e. Reflective practices in interactions with teachers, children, and families  

2. **Required Lab Content:**  

1. Promote Child Development and Learning  
   a. Create and maintain a developmentally appropriate learning environment  
   b. Evaluate the environment for health and safety  
   c. Components of the young Infant, mobile infant, and toddler environment  
   d. Activities for infants and toddlers  
   e. Routines in the curriculum  
   f. The learning in daily transitions  
   g. Guidance for the toddler  
   h. Curriculum, equipment, and materials  

2. Building Family and Community Relationships  
   a. Interaction with parents: Parent perspective, culture, communication style  
   b. Understanding child development: Physical, cognitive, social/emotional, and creative development  
   c. Parent-teacher partnerships  
   d. Children’s self-concept, relationships and social development within family and cultural contexts  

3. Observations, Documenting, Screening, and Assessing to Support Infants, Toddlers, and their Families  
   a. Narrative documentations  
   b. Analysis of observations  
   c. Synthesis of information into the curriculum  

4. Teaching and Learning: Appropriate Methods and Techniques for Infant and Toddlers  
   a. Limits on behavior, discipline, and group interaction  
   b. Positive guidance practices  
   c. Routine situations and transitions  
   d. Skills used in authentic observational study  
   e. Recognizing the Importance of routines in the curriculum  
   f. Implementing a relationship-based curriculum  
   g. Skills of facilitation-based teaching  
   h. Providing a place for family culture in the curriculum  

5. Becoming A Professional  
   a. Ethical guidelines  
   b. Demonstrate understanding of the Speech and Action guidelines  
   c. Observations of mentor teachers  
   d. Reflective practices in interactions with teachers, children, and families  

**B. ENROLLMENT RESTRICTIONS**  

1. **Co-requisites**  
   - CLDDV 125  

2. **Advisories**  
   - ENGL-50 and/or
3. **Limitations on Enrollment**

   - and

4. **Requisite Skills**

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

   CLDDV-125 Identify the developmental stage and abilities of infants and toddlers in the first three years of life. Record and objectively observe infants' and toddlers’ behavior. Analyze the conditions which cause variations in development. Analyze the issues of infants and toddler group care. Analyze the relationships of development by observation of infants and toddlers. Identify levels of development by observation of infants and toddlers. Evaluate infant care settings. Prepare developmentally appropriate activities for infants and toddlers respecting cultural differences.* Interpret current research impacting infant and toddlers.

   ENGL 50 ENGL 50 - As part of the writing process, a. write clear introductory and concluding paragraphs which contribute to the overall purpose of the composition; b. (for exposition and argument) express the thesis of the composition in a clear sentence; c. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; d. compose fully developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; and, e. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences. ENGL 50 - At the sentence level, a. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; b. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks). ENGL 50 - In regards to word use, a. spell words correctly and capitalize according to conventions of standard, edited English prose; b. use words, expressions, idioms according to their conventionally understood meaning; c. use diction which is precise, specific, and economical; d. avoid the use of trite or hackneyed language; and, e. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.)

C. **HOURS AND UNITS**

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

a. Guided participation as teachers in the MJC Child Care Center or qualified center.
b. Daily discussion and evaluation sessions.
c. Individual student conferences.
d. Demonstration teaching by instructor.
e. Observation of children's behavior.
f. Possible field trips (at the section level as determined by instructor)

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Promote Child Development and Learning
      1. Weekly planning of curriculum to maintain a variety of learning centers
         for the children

   b. Building Family and Community Relationships
      1. Create one documentation board that describes the development of
         children per term

   c. Observation, Documentation, and Assessment
      1. Type and complete 5-10 observations of children utilizing anecdotal
         and running record narratives per term

   d. Teaching and Learning
      1. Write weekly curriculum plans that are based on observations of children
         and include anti-bias concepts

   e. Becoming a Professional
      1. Complete one interview of a mentor teacher per term
         2. Complete two self-evaluations per term

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
1. **Promote Child Development and Learning**
   
   1. Weekly planning of curriculum to maintain a variety of learning centers for the children

2. **Building Family and Community Relationships**
   
   1. Create one documentation board that describes the development of children per term

3. **Observation, Documentation, and Assessment**
   
   1. Type and complete 5-10 observations of children utilizing anecdotal and running record narratives per term

4. **Teaching and Learning**
   
   1. Write weekly curriculum plans that are based on observations of children and include anti-bias concepts

5. **Becoming a Professional**
   
   1. Complete one interview of a mentor teacher per term
   
   2. Complete two self-evaluations per term

---

**F. TEXTS AND OTHER READINGS (TYPICAL)**


---

**III. DESIRED LEARNING**

A. **COURSE GOAL**

   As a result of satisfactory completion of this course, the student should be prepared to provide care for infant and toddlers in group care through supporting routines and promoting developmentally appropriate practices. Conduct observation, documentation, and assessment of children and promote appropriate development and learning opportunities specifically for children birth to 36 months.

B. **STUDENT LEARNING GOALS**

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

   1. **Required Learning Goals**

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

      a. Identify and use appropriate educational methods and techniques for working with infants and toddlers. FORMATIVE ASSESSMENT
1. Portfolio Documentation of Child Study (daily)
2. Documentation Board
3. Complete required hours of participation and attendance (daily)
4. Oral contribution to discussion of relevant observations of children during daily lab sessions

SUMMATIVE ASSESSMENT

1. Portfolio Presentation
2. Daily and Final Instructor Evaluation
3. Daily and Final Self-Assessment

b. Define and use positive techniques in building successful relationships with infants and toddlers, including cultural aspects.* FORMATIVE ASSESSMENT

1. Evaluations
   a. Two self-evaluations
   b. One Instructor Preliminary and One Instructor End Evaluation
2. Complete required hours of participation and attendance (daily)
3. Oral contribution to discussion of relevant observations of children during daily lab sessions

SUMMATIVE ASSESSMENT

1. Daily and Final Instructor Evaluation
2. Daily and Final Self-Assessment

c. Demonstrate the ability to select curriculum, activities, and materials for teaching that are appropriate to infants and toddlers. FORMATIVE ASSESSMENT

1. Portfolio Documentation of Child Study (daily)
2. Documentation Board
3. Environment Evaluation
4. Complete required hours of participation and attendance (daily)

SUMMATIVE ASSESSMENT

1. Portfolio Presentation
2. Daily and Final Instructor Evaluation
3. Daily and Final Self-Assessment

d. Demonstrate developmentally appropriate practice while employing routines as a part of the curriculum and creating an inclusive environment. FORMATIVE ASSESSMENT

1. Portfolio Documentation of Child Study (daily)
2. Evaluations
   a. Two self-evaluations
   b. One Instructor Preliminary and One Instructor End Evaluation
3. Complete required hours of participation and attendance (daily)
SUMMATIVE ASSESSMENT
1. Portfolio Presentation
2. Daily and Final Instructor Evaluation
3. Daily and Final Self-Assessment

e. Record authentic observation, documentation, screening, and assessment of children's development. FORMATIVE ASSESSMENT
1. Portfolio Documentation of Child Study (daily)
2. Documentation Board

SUMMATIVE ASSESSMENT
1. Portfolio Presentation

f. Discuss children's progress in developmental domains. FORMATIVE ASSESSMENT
1. Portfolio Documentation of Child Study (daily)
2. Evaluations
   a. Two self-evaluations
   b. One Instructor Preliminary and One Instructor End Evaluation
3. Documentation Board

SUMMATIVE ASSESSMENT
1. Portfolio Presentation

g. Demonstrate appropriate interactions with center staff and parents of children, with respect to diversity. (m.c.) FORMATIVE ASSESSMENT
1. Evaluations
   a. Two self-evaluations
   b. One Instructor Preliminary and One Instructor End Evaluation

SUMMATIVE ASSESSMENT
1. Daily and Final Instructor Evaluation
2. Daily and Final Self-Assessment

h. Practice effective teamwork in planning, teaching, and in evaluating activities. (m.c.) FORMATIVE ASSESSMENT
1. Evaluations
   a. Two self-evaluations
   b. One Instructor Preliminary and One Instructor End Evaluation
2. Complete required hours of participation and attendance (daily)

SUMMATIVE ASSESSMENT
1. Daily and Final Instructor Evaluation
2. Daily and Final Self-Assessment

i. Practice positive guidance practices. FORMATIVE ASSESSMENT
1. Evaluations
a. Two self-evaluations
b. One Instructor Preliminary and One Instructor End Evaluation

2. Complete required hours of participation and attendance (daily)

3. Oral contribution to discussion of relevant observations of children during daily lab sessions

SUMMATIVE ASSESSMENT

1. Portfolio Presentation

2. Daily and Final Instructor Evaluation

3. Daily and Final Self-Assessment

j. Identify and use positive techniques for working with children in routine situations and during transitions. FORMATIVE ASSESSMENT

1. Portfolio Documentation of Child Study (daily)

2. Documentation Board

SUMMATIVE ASSESSMENT

k. Describe various aspects of the infant and toddler program that support optimal development for children under 36 months. FORMATIVE ASSESSMENT

1. Portfolio Documentation of Child Study (daily)

2. Documentation Board

3. Environmental Safety Check (daily)

4. Environment Evaluation

SUMMATIVE ASSESSMENT

1. Portfolio Presentation

2. **Lab Learning Goals**
   Upon satisfactory completion of the lab portion of this course, the student will be able to:

   a. Demonstrate the ability to select curriculum, activities, and materials for teaching that are appropriate to infants and toddlers.

   b. Demonstrate the ability to create a developmentally appropriate and safe environment for infants and toddlers.

   c. Record authentic observation, documentation, screening, and assessment of children's development.

   d. Practice positive guidance practices.

   e. Demonstrate appropriate interactions with center staff and parents of the children, with respect to diversity. (m.c.)

   f. Practice effective teamwork in planning, teaching, and in evaluating activities. (m.c.)

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Portfolio Documentation of Child Study (daily)
2. Portfolio Documentation of Child Study (daily)
3. Portfolio Documentation of Child Study (daily)
4. Portfolio Documentation of Child Study (daily)
5. Portfolio Documentation of Child Study (daily)
6. Portfolio Documentation of Child Study (daily)
7. Portfolio Documentation of Child Study (daily)
8. Evaluations
   a. Two self-evaluations
   b. One Instructor Preliminary and One Instructor End Evaluation
9. Evaluations
   a. Two self-evaluations
   b. One Instructor Preliminary and One Instructor End Evaluation
10. Evaluations
    a. Two self-evaluations
    b. One Instructor Preliminary and One Instructor End Evaluation
11. Evaluations
    a. Two self-evaluations
    b. One Instructor Preliminary and One Instructor End Evaluation
12. Evaluations
    a. Two self-evaluations
    b. One Instructor Preliminary and One Instructor End Evaluation
13. Evaluations
    a. Two self-evaluations
    b. One Instructor Preliminary and One Instructor End Evaluation
14. Documentation Board
15. Documentation Board
16. Documentation Board
17. Documentation Board
18. Documentation Board
19. Documentation Board
20. Environmental Safety Check (daily)
21. Environment Evaluation
22. Environment Evaluation
23. Complete required hours of participation and attendance (daily)
24. Complete required hours of participation and attendance (daily)
25. Complete required hours of participation and attendance (daily)
26. Complete required hours of participation and attendance (daily)
27. Complete required hours of participation and attendance (daily)
28. Complete required hours of participation and attendance (daily)
29. Oral contribution to discussion of relevant observations of children during daily lab sessions
30. Oral contribution to discussion of relevant observations of children during daily lab sessions
31. Oral contribution to discussion of relevant observations of children during daily lab sessions

B. SUMMATIVE ASSESSMENT

1. Portfolio Presentation
2. Portfolio Presentation
3. Portfolio Presentation
4. Portfolio Presentation
5. Portfolio Presentation
6. Portfolio Presentation
7. Portfolio Presentation
8. Daily and Final Instructor Evaluation
9. Daily and Final Instructor Evaluation
10. Daily and Final Instructor Evaluation
11. Daily and Final Instructor Evaluation
12. Daily and Final Instructor Evaluation
13. Daily and Final Instructor Evaluation
14. Daily and Final Instructor Evaluation
15. Daily and Final Self-Assessment
16. Daily and Final Self-Assessment
17. Daily and Final Self-Assessment
18. Daily and Final Self-Assessment
19. Daily and Final Self-Assessment
20. Daily and Final Self-Assessment
21. Daily and Final Self-Assessment
Proposal Impact

CLDDV 127 Infant/Toddler Practicum
**Course Revision Major**
Cheryl Williams-Jackson

Courses

Cross Listed Courses

Programs
CLDDV 128BCDE Course Data Summary Report

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: B State Classification: I
Open Entry/Open Exit: No Work Experience: Occupational

Instructor Load

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Material Fees

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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

Advisory:
Limitation on Enrollment:
Prerequisite: CLDDV 101 CLDDV 103 or CLDDV 104 or CLDDV 105 and
I. COURSE OVERVIEW

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

CLDDV 128BCDE - Preschool Practicum 2 - 5 Unit(s)

Child centered, play-oriented approaches to student teaching experience under guided supervision with preschool-aged children who may have a disability. Build a comprehensive understanding of children and families through individualized, relationship-based caregiving including the development of relationships with families. Build connections between theory and practice, develop professional behaviors, practice positive and nurturing guidance techniques, and utilize facilitation-based teaching through authentic observation, documentation, screening, and assessment while designing, facilitating, and evaluating curriculum that support an inclusive and culturally diverse environment. Will support IEP goals and may include participation in an educational meeting. CLDDV 130 – Supervised Field Experience – may NOT be used as a substitute for lab practicum.

Course is repeatable - three completions allowed Field trips may be required.

Transfer to CSU only.

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. Integrated Developmentally Appropriate Practice and Learning During Early Childhood

1. Growth and Development

b. Understanding the interaction of the developmental domains including fine motor, gross motor, cognitive, language, social/emotional, self-help/adaptive, health/nutrition, and aesthetic.
c. Children are best understood in the context of family, culture, and society.
d. Assess children’s learning and development through authentic observation, documentation, and screening.
e. Referrals to community for children with identify.
2. Care and Education

a. Analyze classroom space while preparing stimulating indoor and outdoor learning environments that create a caring community of learners and opportunities to practice newly acquired skills as well as experience a challenge just beyond the level of present mastery.
b. Make modifications to classroom environment to promote optimal learning for both typically and atypically developing children to ensure an inclusive environment.
c. Evaluate environment for health and safety issues.
d. Plan, present, evaluate a variety of developmentally, culturally, and linguistically appropriate, play-based curriculum and activities while acknowledging routine situations and transitions.
3. Relationships in the home and classroom

1. Parent-Child Interactions
2. Teacher-Child Interactions
3. Parents and teachers as partners in care, education, and advocacy.
4. Strategies for effective teamwork and open communication.
5. Positive nurturing guidance techniques; Guides to Speech and Action; diverse learning
abilities, learning styles, and temperament
6. Children’s entry into the preschool setting; separating from family
C. Child Abuse Reporting
1. Definitions of child abuse and neglect
2. Child abuse and neglect reporting procedures
3. Student teachers identified as volunteers
D. Teachers as Professionals
1. Code of Ethical Code of Conduct (NAEYC)
2. Critically assess personal experiences to inform and guide future teaching and collaborative practices
3. Demonstrate professional and ethical behavior and preparation for the field of early childhood education including level of competence in written and verbal expression.
4. Use and articulate current research and State learning standards and tools
5. Partnering with mentoring teachers
6. Permit Matrix, State of California, Commission on Teacher Credentialing (Career Ladder)

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

1. PREREQUISITE(S):
   ● CLDDV 101: Intro to Early Childhood Education with a minimum grade of C or better
   ● CLDDV 103: Child Growth and Development with a minimum grade of C or better or
   ● CLDDV 104: Child Growth and Dvlpmnt-Conception with a minimum grade of C or better or
   ● CLDDV 105: Child Grwth & Dvlpmnt: Late Childhood with a minimum grade of C or better and

2. Limitation on Enrollment:
   ● with a minimum grade of C or better TB clearance is required

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

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

1. Lecture, discussion
2. Media, including videos, films, and slides
3. Guest speakers
4. Role play and group presentations
5. Participation in seminar discussions
6. Written projects (portfolio/authentic observation and developmentally appropriate curriculum activities) requiring analysis and proposing solutions
7. Participation in student teaching

5. TYPICAL ASSIGNMENTS

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

1. Weekly: set up indoor and outdoor environments emphasizing the following domains: fine motor, gross motor, cognitive, language, social/emotional, self-help/adaptive, aesthetic.
2. Weekly: relay positive anecdotes to the families regarding child's growth and development and learning.
4. Twice per term: plan and implement a large group experience focusing on a motor movement and music activity.
5. Twice per term: plan and implement a large group experience focusing on a literacy activity.
6. Twice per term: plan and facilitate snack and/or cooking experiences.
7. Twice per term: complete a self-evaluation.
8. Twice per term: instructor completes a student evaluation.
9. Once a term: select and develop goals from domain areas and implement one curriculum activity.
10. Once a term: make changes to environment.
11. Once a term: present child's portfolio to families/guardians.

Quality: Assignments require the appropriate level of critical thinking.

1. Summarize and analyze all documentation collected throughout the term on child study.
2. Plan developmentally appropriate activities and goals for children based on authentic observation data.
3. Write self-reflections including areas of strengths and areas for professional growth.
4. Identify and select appropriate strategies to utilize during routine situations and transitions.

6. TEXTS AND OTHER READINGS
III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
assist or teach in an early childhood education and care setting for mostly typically
developing preschool-aged children, 2 to 5 years of age, through supporting routines, and
planning and facilitating developmentally appropriate practices and curriculum, utilizing
observation, documentation, and assessment of children while promoting child growth,
development, and learning. Collaborate with families in establishing and facilitating
individual goals for children.

B. STUDENT LEARNING GOALS

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

REQUIRED LEARNING GOALS

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

1. Discuss and evaluate children’s progress in developmental domains while describing
various aspects of the program that support optimal development for preschool-aged
children including the utilization of positive and nurturing guidance techniques.

   A. FORMATIVE ASSESSMENT:
   - Portfolio Documentation of Child Study
   - Environmental Rating Scale
   - Oral contribution during seminar of relevant observations
   - Self-reflection/weekly journal entries
   - One self-evaluation/midterm
   - One instructor evaluation/midterm

   B. SUMMATIVE ASSESSMENT:
   - Participate in changes to environment
   - Final Self-evaluation
   - Final instructor evaluation

2. Discuss and assess strategies for effective teamwork in planning, teaching, and
evaluating activities including the nutrition component.

   A. FORMATIVE ASSESSMENT:
   - Utilize positive communication and guidance techniques in relationship building
   - Environmental Rating Scale
   - Complete required student teaching hours for course State permit
   - Oral contribution during seminar of relevant observations
   - Self-reflection/weekly journal entries
   - Create and facilitate developmentally appropriate activities including small and
   large group activities with respect to cultural diversity and inclusion.
   - One self-evaluation/midterm
   - One instructor evaluation/midterm

   B. SUMMATIVE ASSESSMENT:
   - Participate in changes to environment
   - Final Self-evaluation
   - Final instructor evaluation

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Utilize positive communication and guidance techniques in relationship building
2. Portfolio Documentation of Child Study
3. Environmental Safety Checklist
4. Environmental Rating Scale
5. Complete required student teaching hours for course State permit
6. Oral contribution during seminar of relevant observations
7. Self-reflection/weekly journal entries
8. Create and facilitate developmentally appropriate activities including small and large group activities with respect to cultural diversity and inclusion.
9. One self-evaluation/midterm
10. One instructor evaluation/midterm

B. SUMMATIVE ASSESSMENT:

1. Portfolio Presentation/family, student teachers
2. Participate in changes to environment
3. Final Self-evaluation
4. Final instructor evaluation
Modesto Junior College
Course Outline of Record
CLDDV 128BCDE

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

CLDDV-128 Preschool Practicum 2 - 5 Units

Formerly listed as: CLDDV - 128B: Preschool Practicum
Prerequisite: Satisfactory completion of CLDDV 101 with a minimum grade of C or better
Satisfactory completion of CLDDV 103 with a minimum grade of C or better or Satisfactory completion of CLDDV 104 with a minimum grade of C or better or Satisfactory completion of CLDDV 105 with a minimum grade of C or better and
Advisory: Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL 50
Before enrolling in this course, students are strongly advised to satisfactory completion or concurrent enrollment in CLDDV-121
Enrollment limited to: TB clearance is required

Child centered, play-oriented approaches to student teaching experience under guided supervision with preschool-aged children who may have a disability. Build a comprehensive understanding of children and families through individualized, relationship-based caregiving including the development of relationships with families. Build connections between theory and practice, develop professional behaviors, practice positive and nurturing guidance techniques, and utilize facilitation-based teaching through authentic observation, documentation, screening, and assessment while designing, facilitating, and evaluating curriculum that support an inclusive and culturally diverse environment. Will support IEP goals and may include participation in an educational meeting. CLDDV 130 – Supervised Field Experience – may NOT be used as a substitute for lab practicum. Course is repeatable - three completions allowed. Field trips might be required Course is 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:

A. COURSE CONTENT

1. Required Content:

   1. Integrated Developmentally Appropriate Practice and Learning During Early Childhood

      1.

      1.

      1. Growth and Development

         b. Understanding the interaction of the developmental domains including fine motor, gross motor, cognitive, language, social/emotional, self-help/adaptive, health/nutrition, and aesthetic.
         c. Children are best understood in the context of family, culture, and society.
         d. Assess children’s learning and development through authentic observation, documentation, and screening.
         e. Referrals to community for children with identify.

2. Care and Education

   a. Analyze classroom space while preparing stimulating indoor and outdoor learning environments that create a caring community of learners and opportunities to practice newly acquired skills as well as experience a challenge just beyond the
2. Required Lab Content:

Practical application of course content:

A. Integrated Developmentally Appropriate Practice and Learning During Early Childhood
   1. Growth and Development
      a. Understanding the interaction of the developmental domains including fine motor
         gross motor, cognitive, language, social/emotional, self-help/adaptive,
         health/nutrition, and aesthetic.
      c. Children are best understood in the context of family, culture, and society.
      d. Assess children’s learning and development through authentic observation,
         documentation, and screening.
      e. Referrals to community for children with identify.
   2. Care and Education
      a. Analyze classroom space while preparing stimulating indoor and outdoor learning
         environments that create a caring community of learners and opportunities to practice
         newly acquired skills as well as experience a challenge just beyond the level of
         present mastery.
      b. Make modifications to classroom environment to promote optimal learning for
         both typically and atypically developing children to ensure an inclusive environment.
      c. Evaluate environment for health and safety issues.
      d. Plan, present, evaluate a variety of developmentally, culturally, and
         linguistically appropriate, play-based curriculum and activities while acknowledging
         routine situations and transitions.
   B. Relationships in the classroom
      1. Parent-Child Interactions
      2. Teacher-Child Interactions
      3. Parents and teachers as partners in care, education, and advocacy.
      4. Strategies for effective teamwork and open communication.
      5. Positive nurturing guidance techniques; Guides to Speech and Action; diverse
         learning abilities, learning styles, and temperament
6. Children’s entry into the preschool setting; separating from family

C. Child Abuse Reporting

1. Child abuse and neglect reporting procedures

D. Teachers as Professionals

1. Code of Ethical Conduct (NAEYC)

2. Demonstrate professional and ethical behavior

3. Partnering with mentoring teachers

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

- CLDDV 101 with a minimum grade of C or better
- CLDDV 103 with a minimum grade of C or better or
- CLDDV 104 with a minimum grade of C or better or
- CLDDV 105 with a minimum grade of C or better and

2. Advisories

- satisfactory completion of ENGL 50
- satisfactory completion or concurrent enrollment in CLDDV-121

3. Limitations on Enrollment

- with a minimum grade of C or better TB clearance is required

4. Requisite Skills

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

CLDDV 101 A. Demonstrate an understanding of the issues and ethical behavior in the early childhood profession B. Identify the importance of the role of adults in the lives of young children and their families C. Compare and contrast the contributions to the field of early childhood including historical, theoretical, and curricular contributions D. Demonstrate an understanding and knowledge of basic observation skills E. Identify the components of program planning for young children, including health, safety, routines, and schedules F. Demonstrate an understanding of the field of early childhood education programs in a diverse society, including communication, interaction, guidance, planning, observing, reporting, and inclusion G. Complete an educational plan H. Review child development certificates, degrees, and transfer requirements I. Review the Child Development Permit Matrix or CLDDV 103 A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, and social-emotional development from conception through early childhood B. Analyze the relationships between the factors in physical, cognitive, social, and emotional development from infancy through adolescence C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from infancy through adolescence * D. Apply developmental theories in selected examples* E. Interpret the needs of infants, young children, and adolescents and propose implications for adult responses* F. Evaluate how behavior relates to factors in growth and development J. Identify personal biases towards infants, children, and adolescents, including bias toward culture, race, abilities, and gender* or CLDDV 104 A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, and social-emotional development from conception through early childhood B. Discuss the relationships between the factors in
physical, intellectual, social, and emotional development from the whole child perspective including cultural factors from conception through early childhood C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from conception through early childhood* D. Apply developmental theories in selected examples* E. Interpret the needs of infants and young children, and propose implications for adult responses* F. Evaluate how behavior relates to factors in growth and development G. Identify personal biases towards infants and young children, including bias toward culture, race, abilities, and gender* and CLDDV 105 A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, social, and emotional development from late childhood through late adolescence B. Discuss the relationship between the factors in physical, intellectual, social and emotional development from the whole child perspective including cultural factors from late childhood through late adolescence C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from late childhood through late adolescence* D. Apply developmental theories in selected examples* E. Interpret the needs of children and adolescents and propose implications for adult responses* F. Evaluate how behavior relates to factors in growth and development G. Identify personal biases toward children and adolescents, including bias toward culture, race, abilities, and gender* TB clearance is required CLDDV-121 A. Recognize the role of the parent/teacher as one who supports children in learning skills that improve their social and educational experiences and outcomes. B. Apply positive and respectful methods in response to children's behaviors. (m.c.) C. Analyze skills that help children improve their behavior and learning. D. Practice techniques that will enhance the learning environment and educational settings. (m.c.) ENGL 50 A. At the sentence level, a. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; b. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks). B. In regards to word use, a. spell words correctly and capitalize according to conventions of standard, edited English prose; b. use words, expressions, idioms according to their conventionally understood meaning; c. use diction which is precise, specific, and economical; d. avoid the use of trite or hackneyed language; and, e. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.) C. As part of their rewriting process (it is understood that students of composition at this level will not generally achieve a high degree of correctness or effectiveness of expression in their first efforts and that revision skills must be learned as a necessary part of the writing process): a. examine and analyze their own writing and that of other students with a view toward improving the effectiveness of the writing and correcting errors and weaknesses; b. proofread their own and other students' writing for errors of grammar, spelling, and punctuation; and, c. rethink and revise compositions (with the guidance of instructor or of other students) to improve overall organization, clarity and coherence, focus of thought, relevance, and sufficiency of detail or support.

C. HOURS AND UNITS

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</table>
D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

a. Lecture, discussion
b. Media, including videos, films, and slides
c. Guest speakers
d. Role play and group presentations
e. Participation in seminar discussions
f. Written projects (portfolio/authentic observation and developmentally appropriate curriculum activities) requiring analysis and proposing solutions
g. Participation in student teaching

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   1. Weekly: set up indoor and outdoor environments emphasizing the following domains: fine motor, gross motor, cognitive, language, social/emotional, self-help/adaptive, aesthetic.
   2. Weekly: relay positive anecdotes to the families regarding child's growth and development and learning.
   4. Twice per term: plan and implement a large group experience focusing on a motor movement and music activity.
   5. Twice per term: plan and implement a large group experience focusing on a literacy activity.
   6. Twice per term: plan and facilitate snack and/or cooking experiences.
   7. Twice per term: complete a self-evaluation.
   8. Twice per term: instructor completes a student evaluation.
   9. Once a term: select and develop goals from domain areas and implement one curriculum activity.
   10. Once a term: make changes to environment.
   11. Once a term: present child's portfolio to families/guardians.

2. EVIDENCE OF CRITICAL THINKING
   *Assignments require the appropriate level of critical thinking*
1. Weekly: set up indoor and outdoor environments emphasizing the following domains: fine motor, gross motor, cognitive, language, social/emotional, self-help/adaptive, aesthetic.
2. Weekly: relay positive anecdotes to the families regarding child's growth and development and learning.
4. Twice per term: plan and implement a large group experience focusing on a motor movement and music activity.
5. Twice per term: plan and implement a large group experience focusing on a literacy activity.
6. Twice per term: plan and facilitate snack and/or cooking experiences.
7. Twice per term: complete a self-evaluation.
8. Twice per term: instructor completes a student evaluation.
9. Once a term: select and develop goals from domain areas and implement one curriculum activity.
10. Once a term: make changes to environment.
11. Once a term: present child's portfolio to families/guardians.

F. TEXTS AND OTHER READINGS (TYPICAL)

2. Lab Practicum workbook
3. Instructor-provided readings from professional journals

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to assist or teach in an early childhood education and care setting for mostly typically developing preschool-aged children, 2 to 5 years of age, through supporting routines, and planning and facilitating developmentally appropriate practices and curriculum, utilizing observation, documentation, and assessment of children while promoting child growth, development, and learning. Collaborate with families in establishing and facilitating individual goals for children.

B. STUDENT LEARNING GOALS

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

1. **Required Learning Goals**

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

   a. Discuss and evaluate children's progress in developmental domains while describing various aspects of the program that support optimal development for preschool-aged children including the utilization of positive and nurturing guidance techniques.

   FORMATIVE ASSESSMENT

   1. ·Portfolio Documentation of Child Study
   2. ·Environmental Rating Scale
   3. ·Oral contribution during seminar of relevant observations
   4. ·Self-reflection/weekly journal entries
   5. ·One self-evaluation/midterm
6. ·One instructor evaluation/midterm

SUMMATIVE ASSESSMENT

1. ·Participate in changes to environment
2. ·Final Self-evaluation
3. ·Final instructor evaluation

b. Discuss and assess strategies for effective teamwork in planning, teaching, and evaluating activities including the nutrition component. FORMATIVE ASSESSMENT

1. ·Utilize positive communication and guidance techniques in relationship building
2. ·Environmental Rating Scale
3. ·Complete required student teaching hours for course State permit
4. ·Oral contribution during seminar of relevant observations
5. ·Self-reflection/weekly journal entries
6. ·Create and facilitate developmentally appropriate activities including small and large group activities with respect to cultural diversity and inclusion.
7. ·One self-evaluation/midterm
8. ·One instructor evaluation/midterm

SUMMATIVE ASSESSMENT

1. ·Participate in changes to environment
2. ·Final Self-evaluation
3. ·Final instructor evaluation

2. Lab Learning Goals.

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

a. Demonstrate appropriate interactions with center staff and families of the children, with respect to diversity and inclusion.

b. Practice effective teamwork in planning, teaching, and evaluating activities.

c. Identify and demonstrate appropriate educational methods and techniques for working with young children.

d. Identify cultural aspects and utilize positive guidance practices while building mutually respectful relationships with young children during routine situations and transitions in an inclusive and culturally diverse environment.

e. Record through observation, documentation, screening, and assessment of children’s growth and development and learning.

f. Select, plan, and facilitate curriculum, activities, and materials for teaching that are developmentally appropriate to the young child.

g. Employ an environmental safety checklist for indoor and outdoor environments.

h. Complete required student teaching hours for course and State permit.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. ·Utilize positive communication and guidance techniques in relationship building
2. ·Portfolio Documentation of Child Study
3. ·Environmental Rating Scale
4. ·Environmental Rating Scale
5. ·Complete required student teaching hours for course State permit
6. ·Oral contribution during seminar of relevant observations
7. ·Oral contribution during seminar of relevant observations
8. ·Self-reflection/weekly journal entries
9. ·Self-reflection/weekly journal entries
10. ·Create and facilitate developmentally appropriate activities including small and large group activities with respect to cultural diversity and inclusion.
11. ·One self-evaluation/midterm
12. ·One self-evaluation/midterm
13. ·One instructor evaluation/midterm
14. ·One instructor evaluation/midterm

B. SUMMATIVE ASSESSMENT

1. ·Participate in changes to environment
2. ·Participate in changes to environment
3. ·Final Self-evaluation
4. ·Final Self-evaluation
5. ·Final instructor evaluation
6. ·Final instructor evaluation
Proposal Impact

CLDDV 128 Preschool Practicum
**Course Revision Major**
Pam Guerra-Schmidt

Courses

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: E
SAM Code: E
State Classification: I
Open Entry/Open Exit: No
Work Experience: No

Instructor Load

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Material Fees

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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: CLDDV 103 CLDDV 104 or CLDDV 105 and
Modesto Junior College

CLDDV 150 Course Outline

I. COURSE OVERVIEW

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

CLDDV 150 - Administration of Children's Programs

Laws governing private and public programs serving young children in California. Aspects of records, reports, health and safety, finances, staff management, curriculum development, spatial and equipment requirements, and parent-community relationships from the administrator's point of view.

Course is not repeatable Field trips may be required.

Transfer to CSU only.

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.

I. COURSE CONTENT

A. REQUIRED

A. Laws governing the operation of early childhood programs in California

1. Title 5 and Title 22
2. Regulatory and licensing agencies
3. Regulations concerning:
   a. staff requirements
   b. physical space and child safety
   c. enrollment requirements

B. Program Promotion

1. How personal preschool program philosophy grows and develops
2. Philosophy of school is reflected in the brochure
3. Promotion of the program with parents, in community
4. How cultural backgrounds impact program promotion*

C. Finances

1. Handling income and expenditures
2. Yearly budget preparation
3. Income tax exemptions and forms

D. Staff Management

1. Hiring, evaluation, firing
2. Scheduling and effective staff use
3. In-service training

4. Personnel policies
5. Communication and teamwork, burn-out prevention
6. Cultural aspects affecting management*

E. Health and Safety Concerns

1. The administrator’s responsibilities
2. Establishing school policy
3. Government regulations

F. Children’s Program

1. Meeting individual needs*
2. Daily schedule
3. Curriculum, developmentally appropriate and culturally sensitive*
4. Variations required by group or school size

G. Space and Equipment

1. Organizing space for effective use, minimum problems
2. Selecting, using, and evaluating learning materials

H. Parent and Community Relationships*

1. Parent role and parent involvement*
2. Communications with parents*
3. Public relations*
4. Community resources and relationships*

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

1. PREREQUISITE(S):
   - CLDDV 103: Child Growth and Development with a minimum grade of C or better
   - CLDDV 104: Child Growth and Development- Conception with a minimum grade of C or better or
   - CLDDV 105: Child Growth & Development: Late Childhood with a minimum grade of C or better and

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lecture, discussion
2. Media, including videos, films, and slides
3. Guest speakers
4. Role play and group presentations
5. Oral reports
6. Written projects requiring analysis and proposing solutions to problems
7. Objective and / or essay exams

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
A. Weekly assignments that support the Creation of a working document for licensing
B. Assignments may include:
   1. Writing required policies: Discipline, Absence, Health Precautions, etc.
   2. Creating a center budget and staffing plan
   3. Designing the indoor classroom space
   4. Designing the outdoor classroom space

Quality: Assignments require the appropriate level of critical thinking.
A. Create a portfolio including policies for an actual center based program including the following topics: Discipline, Absence, Health, Fees, Enrollment
B. Final exam questions:
   1. To find the regulations regarding opening a child care program you would go to what state agency?

6. TEXTS AND OTHER READINGS

B. California State Department of Social Services. *Child Care Title 22 Regulations* State of California

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
Complete the regulatory processes required for opening and licensing a center based children's program in California. Prepare all necessary documentation for the parent and staff handbooks relative to their program.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.
REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

1. Identify California laws governing the operation of child care centers.
   A. FORMATIVE ASSESSMENT:
      • Exams, essay and objective
      • Class participation
      • Completion of Title 22 regulatory documents

2. Analyze and prepare a center budget.
   A. FORMATIVE ASSESSMENT:
      • Written and oral reports and projects
      • Exams, essay and objective

3. Analyze space and equipment to maximize learning and insure safety.
   A. FORMATIVE ASSESSMENT:
      • Written and oral reports and projects
      • Class participation

4. Demonstrate the process to secure a Department of Social Services license.
   A. FORMATIVE ASSESSMENT:
      • Written and oral reports and projects
      • Exams, essay and objective
      • Class participation
      • Completion of Title 22 regulatory documents

   B. SUMMATIVE ASSESSMENT:
      • Final examination covering all course material
      • Course Portfolio

5. Develop the organization plan of a center.
   A. FORMATIVE ASSESSMENT:
      • Written and oral reports and projects
      • Exams, essay and objective

6. Prepare a brochure summarizing information about a school.*
   A. FORMATIVE ASSESSMENT:
      • Written and oral reports and projects
      • Exams, essay and objective
      • Class participation
      • Completion of Title 22 regulatory documents

7. Identify quality program components.*
   A. FORMATIVE ASSESSMENT:
      • Written and oral reports and projects
      • Class participation

8. Evaluate situations common in schools; i.e., parent complaints.*
   A. FORMATIVE ASSESSMENT:
      • Written and oral reports and projects
      • Class participation

IV. METHODS OF MEASURING STUDENT PROGRESS
   A. FORMATIVE ASSESSMENT:
      1. Written and oral reports and projects
      2. Exams, essay and objective
      3. Class participation
      4. Completion of Title 22 regulatory documents

   B. SUMMATIVE ASSESSMENT:
      1. Final examination covering all course material
      2. Course Portfolio
Modesto Junior College
Course Outline of Record

CLDDV 150

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

CLDDV-150 Administration of Children's Programs
3 Units

Prerequisite: Satisfactory completion of CLDDV 103 with a minimum grade of C or better
Satisfactory completion of CLDDV 104 with a minimum grade of C or better or Satisfactory completion of CLDDV 105 with a minimum grade of C or better and

Laws governing private and public programs serving young children in California. Aspects of records, reports, health and safety, finances, staff management, curriculum development, spatial and equipment requirements, and parent-community relationships from the administrator's point of view. Course is not repeatable. Field trips might be required. Course is 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:

A. COURSE CONTENT

1. Required Content:

A. Laws governing the operation of early childhood programs in California
1. Title 5 and Title 22
2. Regulatory and licensing agencies
3. Regulations concerning:
   a. staff requirements
   b. physical space and child safety
   c. enrollment requirements
B. Program Promotion
1. How personal preschool program philosophy grows and develops
2. Philosophy of school is reflected in the brochure
3. Promotion of the program with parents, in community
4. How cultural backgrounds impact program promotion*
C. Finances
1. Handling income and expenditures
2. Yearly budget preparation
3. Income tax exemptions and forms
D. Staff Management
1. Hiring, evaluation, firing
2. Scheduling and effective staff use
3. In-service training
4. Personnel policies
5. Communication and teamwork, burn-out prevention
6. Cultural aspects affecting management*
E. Health and Safety Concerns
1. The administrator's responsibilities
2. Establishing school policy
3. Government regulations
F. Children's Program
1. Meeting individual needs*
2. Daily schedule
3. Curriculum, developmentally appropriate and culturally sensitive*
4. Variations required by group or school size
G. Space and Equipment
1. Organizing space for effective use, minimum problems
2. Selecting, using, and evaluating learning materials
H. Parent and Community Relationships*
1. Parent role and parent involvement*
2. Communications with parents*
3. Public relations*
4. Community resources and relationships*

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   - CLDDV 103 with a minimum grade of C or better
   - CLDDV 104 with a minimum grade of C or better or
   - CLDDV 105 with a minimum grade of C or better and

2. **Requisite Skills**
   *Before entering the course, the student will be able to:*

   CLDDV 103 A. Identify characteristics and patterns of physical, cognitive, social, and emotional development from infancy through adolescence
   B. Analyze the relationships between the factors in physical, cognitive, creative, social and emotional development from the whole child perspective including cultural factors from infancy through adolescence
   C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from infancy through adolescence
   D. Apply developmental theories in selected examples
   E. Interpret the needs of infants, young children, and adolescents and propose implications for adult responses
   F. Evaluate how behavior relates to factors in growth and development
   G. Identify personal biases towards infants, children, and adolescents, including bias toward culture, race, abilities, and gender*

   CLDDV 104 A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, and social-emotional development from conception through early childhood
   B. Discuss the relationships between the factors in physical, intellectual, social, and emotional development from the whole child perspective including cultural factors from conception through early childhood
   C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from conception through early childhood
   D. Apply developmental theories in selected examples
   E. Interpret the needs of infants and young children, and propose implications for adult responses
   F. Interpret the needs of infants and young children, and propose implications for adult responses
   G. Identify personal biases towards infants and young children, including bias toward culture, race, abilities, and gender*

   CLDDV 105 A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, social, and emotional development from late childhood through late adolescence
   B. Discuss the relationship between the factors in physical, intellectual, social and emotional development from the whole child perspective including cultural factors from late childhood through late adolescence
   C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from late childhood through late adolescence
   D. Apply developmental theories in selected examples
   E. Interpret the needs of children and adolescents and propose implications for adult responses
   F. Evaluate how behavior relates to factors in growth and development
   G. Identify personal biases toward children and adolescents, including bias toward culture, race, abilities, and gender*

C. **HOURS AND UNITS**

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</table>
METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

a. Lecture, discussion
b. Media, including videos, films, and slides
c. Guest speakers
d. Role play and group presentations
e. Oral reports
f. Written projects requiring analysis and proposing solutions to problems
g. Objective and / or essay exams

ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Weekly assignments that support the Creation of a working document for licensing
   2. Assignments may include:
      1. Writing required policies: Discipline, Absence, Health Precautions, etc.
      2. Creating a center budget and staffing plan
      3. Designing the indoor classroom space
      4. Designing the outdoor classroom space

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Weekly assignments that support the Creation of a working document for licensing
   2. Assignments may include:
      1. Writing required policies: Discipline, Absence, Health Precautions, etc.
      2. Creating a center budget and staffing plan
      3. Designing the indoor classroom space
      4. Designing the outdoor classroom space

TEXTS AND OTHER READINGS (TYPICAL)

II. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to complete the regulatory processes required for opening and licensing a center-based children's program in California. Prepare all necessary documentation for the parent and staff handbooks relative to their program.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Identify California laws governing the operation of child care centers. FORMATIVE ASSESSMENT
   1. Exams, essay and objective
   2. Class participation
   3. Completion of Title 22 regulatory documents

   SUMMATIVE ASSESSMENT

b. Analyze and prepare a center budget. FORMATIVE ASSESSMENT
   1. Written and oral reports and projects
   2. Exams, essay and objective

   SUMMATIVE ASSESSMENT

c. Analyze space and equipment to maximize learning and insure safety. FORMATIVE ASSESSMENT
   1. Written and oral reports and projects
   2. Class participation

   SUMMATIVE ASSESSMENT

d. Demonstrate the process to secure a Department of Social Services license. FORMATIVE ASSESSMENT
   1. Written and oral reports and projects
   2. Exams, essay and objective
   3. Class participation
   4. Completion of Title 22 regulatory documents

   SUMMATIVE ASSESSMENT
   1. Final examination covering all course material
   2. Course Portfolio

e. Develop the organization plan of a center. FORMATIVE ASSESSMENT
   1. Written and oral reports and projects
2. Exams, essay and objective

SUMMATIVE ASSESSMENT

f. Prepare a brochure summarizing information about a school.* FORMATIVE ASSESSMENT

1. Written and oral reports and projects
2. Exams, essay and objective
3. Class participation
4. Completion of Title 22 regulatory documents

SUMMATIVE ASSESSMENT

g. Identify quality program components.* FORMATIVE ASSESSMENT

1. Written and oral reports and projects
2. Class participation

SUMMATIVE ASSESSMENT

h. Evaluate situations common in schools; i.e., parent complaints.* FORMATIVE ASSESSMENT

1. Written and oral reports and projects
2. Class participation

SUMMATIVE ASSESSMENT

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Written and oral reports and projects
2. Written and oral reports and projects
3. Written and oral reports and projects
4. Written and oral reports and projects
5. Written and oral reports and projects
6. Written and oral reports and projects
7. Written and oral reports and projects
8. Exams, essay and objective
9. Exams, essay and objective
10. Exams, essay and objective
11. Exams, essay and objective
12. Exams, essay and objective
13. Class participation
14. Class participation
15. Class participation
16. Class participation
17. Class participation
18. Class participation
19. Completion of Title 22 regulatory documents
20. Completion of Title 22 regulatory documents
21. Completion of Title 22 regulatory documents

B. **SUMMATIVE ASSESSMENT**

1. Final examination covering all course material
2. Course Portfolio
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Laurie Prusso
COURSE PREFIX AND NUMBER: CLDDV 150
COURSE TITLE: Administration of Children's Programs
EFFECTIVE DATE:

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
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<tr>
<td>Telephone Contact</td>
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<td>Reading Online Materials</td>
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<td>Other Assigned Readings</td>
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</tr>
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<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
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</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   A variety of instructional methods will assure appropriate instructor/student contact. Email, phone, and responses to written assignments will allow the instructor to know each student and his/her work.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   NO. Evaluations are the same for face to face classes and online classes.
Proposal Impact

CLDDV 150 Administration of Children's Programs
**Course Revision Minor**
Laurie Prusso

Courses

1. CLDDV 151 *Active*

Cross Listed Courses

Programs

1. Site Supervisor Certificate of Achievement *New Program*
CLDDV 151 - Advanced Administration of Children's Pro
Action Type: Course Revision Minor
Effective:  
Primary Author: Laurie Prusso
Other Author(s): 
CC Representative Approval By: 
CC Staff Review By: 
Division Dean Approval By: 

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested

Course Data Elements
Credit Type: Requested  
Credit Sub-Type: Requested  
TOP Code:  
SAM Code: B  
State Classification: I  
Open Entry/Open Exit: No  
Work Experience: No

Instructor Load

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Material Fees

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<th>Item Name</th>
<th>Quantity</th>
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</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: CLDDV 103 CLDDV 104 or CLDDV 105 and
I. COURSE OVERVIEW

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

CLDDV 151 - Advanced Administration of Children's Programs

Management and supervision in Early Care and Education programs. Includes, strategic planning, group dynamics, supervision of staff and volunteers, development of motivation and morale, leadership and management skills, functions of personnel, interview skills, evaluations, human resource issues, resolving group conflicts and working with advisory boards. Designed to provide knowledge of methods and principles for working with adults in a supervisory capacity in Early Care and Education settings.

Course is not repeatable. Field trips may be required.

Transfer to CSU only.

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. Introduction to advanced child care administration
      B. Current issues on local, state, and federal level*
      C. Business models and plans
      D. Ethics*
      E. Community collaboration*
      F. Diversity in families and communities*
      G. Assessment of organization and individual needs, professional growth*
      H. Finances, grant writing, marketing
      I. Role of technology in child care administration and program design*
      J. Program evaluation

   B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

   1. PREREQUISITE(S):
      • CLDDV 103: Child Growth and Development with a minimum grade of C or better
      • CLDDV 104: Child Growth and Development-Conception with a minimum grade of C or better or
      • CLDDV 105: Child Growth & Development: Late Childhood with a minimum grade of C or better and
3. HOURS OF INSTRUCTION PER TERM

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</tr>
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</table>

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lecture, discussion
2. Media, including videos, films, and slides
3. Guest speakers
4. Role play and group presentations
5. Oral reports
6. Written projects requiring analysis and proposing solutions to problems
7. Objective and/or essay exams

5. TYPICAL ASSIGNMENTS

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

A. Weekly written assignments that reflect the lecture, video presentations, and reading assignments
B. 4 per term role-play, group activities for assessment of student understanding of course content
C. 4 per term, quizzes or in-class writings
D. 1 mid-term
E. 1 comprehensive final exam

Quality: Assignments require the appropriate level of critical thinking.

Final exams are on file in the FCS office.

Typical assignment:
After reading the chapter and viewing the video in class, write a paper that synthesizes the concepts of effective hiring practices. Include the role of the director, staff representation on the interview/hiring committee, and legal practices and procedures.

6. TEXTS AND OTHER READINGS

A. Kagan and Bowman (1997). Leadership in Early Care and Education  NAEYC.

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
Identify and describe the responsibilities and tasks associated with the role of supervisor in an Early Care and Education program. Demonstrate improved understanding of interpersonal skills in working with staff, parents, and other agencies.

B. STUDENT LEARNING GOALS

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

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:
1. Identify and describe the responsibilities and tasks associated with being a supervisor in an Early Care and Education program
   A. FORMATIVE ASSESSMENT:
   - Written and oral reports and projects
   - Exams, essay and objective
   - Class participation

2. Demonstrate understanding of interpersonal characteristics and the skills necessary for working with adults
   A. FORMATIVE ASSESSMENT:
   - Written and oral reports and projects
   - Exams, essay and objective

   B. SUMMATIVE ASSESSMENT:
   - Final Examination
   - Portfolio Development

3. Examine and compare management styles and the developmental nature of leadership
   A. FORMATIVE ASSESSMENT:
   - Written and oral reports and projects
   - Exams, essay and objective
   - Class participation

4. Formulate and evaluate methods for implementation and evaluation of children's programs
   A. FORMATIVE ASSESSMENT:
   - Written and oral reports and projects
   - Exams, essay and objective
   - Class participation

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Written and oral reports and projects
   2. Exams, essay and objective
   3. Class participation

B. SUMMATIVE ASSESSMENT:
   1. Final Examination
   2. Portfolio Development
Modesto Junior College  
Course Outline of Record  
CLDDV 151

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

CLDDV-151 Advanced Administration of Children’s Pro 3 Units

Formerly listed as: CLDDV - 151: Advanced Administration of Children’s Pro
Prerequisite: Satisfactory completion of CLDDV 103 with a minimum grade of C or better
Satisfactory completion of CLDDV 104 with a minimum grade of C or better or Satisfactory completion of CLDDV 105 with a minimum grade of C or better and

Management and supervision in Early Care and Education programs. Includes, strategic planning, group dynamics, supervision of staff and volunteers, development of motivation and morale, leadership and management skills, functions of personnel, interview skills, evaluations, human resource issues, resolving group conflicts and working with advisory boards. Designed to provide knowledge of methods and principles for working with adults in a supervisory capacity in Early Care and Education settings. Course is not repeatable. Field trips might be required  Course is 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:

A. COURSE CONTENT

1. Required Content:

A. Introduction to advanced child care administration
B. Current issues on local, state, and federal level*
C. Business models and plans
D. Ethics*
E. Community collaboration*
F. Diversity in families and communities*
G. Assessment of organization and individual needs, professional growth*
H. Finances, grant writing, marketing
I. Role of technology in child care administration and program design*
J. Program evaluation

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

   - CLDDV 103 with a minimum grade of C or better
   - CLDDV 104 with a minimum grade of C or better or
   - CLDDV 105 with a minimum grade of C or better and

2. Requisite Skills
Before entering the course, the student will be able to:
CLDDV 103 A. Identify characteristics and patterns of physical, cognitive, social, and
emotional development from infancy through adolescence. Analyze the relationships between the factors in physical, cognitive, creative, social, and emotional development from the whole child perspective, including cultural factors from infancy through adolescence. Compare the emotional and external influences on growth and development, including culturally influenced interactions, implications from infancy through adolescence. Apply developmental theories in selected examples. Interpret the needs of infants, young children, and adolescents and propose implications for adult responses. Evaluate how behavior relates to factors in growth and development. Identify personal biases towards infants, children, and adolescents, including bias toward culture, race, abilities, and gender. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, and social-emotional development from conception through early childhood. Discuss the relationships between the factors in physical, intellectual, social, and emotional development from the whole child perspective, including cultural factors from conception through early childhood. Compare the emotional and external influences on growth and development, including culturally influenced interactions, implications from conception through early childhood. Apply developmental theories in selected examples. Interpret the needs of infants and young children, and propose implications for adult responses. Evaluate how behavior relates to factors in growth and development. Identify personal biases towards infants and young children, including bias toward culture, race, abilities, and gender. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, social, and emotional development from late childhood through late adolescence. Discuss the relationship between the factors in physical, intellectual, social, and emotional development from the whole child perspective, including cultural factors from late childhood through late adolescence. Compare the emotional and external influences on growth and development, including culturally influenced interactions, implications from late childhood through late adolescence. Apply developmental theories in selected examples. Interpret the needs of children and adolescents and propose implications for adult responses. Evaluate how behavior relates to factors in growth and development. Identify personal biases toward children and adolescents, including bias toward culture, race, abilities, and gender.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

- a. Lecture, discussion
- b. Media, including videos, films, and slides
- c. Guest speakers
- d. Role play and group presentations
- e. Oral reports
- f. Written projects requiring analysis and proposing solutions to problems
- g. Objective and / or essay exams

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

Time spent on coursework in addition to hours of instruction (lecture hours)
1. Weekly written assignments that reflect the lecture, video presentations, and reading assignments

2. 4 per term role-play, group activities for assessment of student understanding of course content

3. 4 per term, quizzes or in class writings

4. 1 mid-term

5. 1 comprehensive final exam

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

1. Weekly written assignments that reflect the lecture, video presentations, and reading assignments

2. 4 per term role-play, group activities for assessment of student understanding of course content

3. 4 per term, quizzes or in class writings

4. 1 mid-term

5. 1 comprehensive final exam

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIGNED LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to Identify and describe the responsibilities and tasks associated with the role of supervisor in an Early Care and Education program. Demonstrate improved understanding of interpersonal skills in working with staff, parents, and other agencies.*

B. **STUDENT LEARNING GOALS**
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**
   *Upon satisfactory completion of this course, the student will be able to:*

   a. **1. Identify and describe the responsibilities and tasks associated with being a supervisor in an Early Care and Education program**

      1. Written and oral reports and projects

      2. Exams, essay and objective

      3. Class participation

   **SUMMATIVE ASSESSMENT**

   b. **2. Demonstrate and understanding of interpersonal characteristics and the skills necessary for working with adults**

      **FORMATIVE ASSESSMENT**
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Written and oral reports and projects
2. Written and oral reports and projects
3. Written and oral reports and projects
4. Written and oral reports and projects
5. Exams, essay and objective
6. Exams, essay and objective
7. Exams, essay and objective
8. Exams, essay and objective
9. Class participation
10. Class participation
11. Class participation

SUMMATIVE ASSESSMENT

1. Final Examination
2. Portfolio Development

C. 3. Examine and compare management styles and the developmental nature of leadership FORMATIVE ASSESSMENT

1. Written and oral reports and projects
2. Exams, essay and objective
3. Class participation

SUMMATIVE ASSESSMENT

d. Formulate and evaluate methods for implementation and evaluation of children’s programs FORMATIVE ASSESSMENT

1. Written and oral reports and projects
2. Exams, essay and objective
3. Class participation

SUMMATIVE ASSESSMENT
B. **SUMMATIVE ASSESSMENT**

1. Final Examination
2. Portfolio Development
Proposal Impact

CLDDV 151 Advanced Administration of Children's Pro
**Course Revision Minor**
Laurie Prusso

Courses

Cross Listed Courses

Programs

1. Site Supervisor Certificate of Achievement *New Program*
**Rationale for Course Action**

**Transfer and GE Status**

**CSU Transfer:** Requested

**Course Data Elements**

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**Instructor Load**

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**Material Fees**

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</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:** CLDDV 101 CLDDV 103 CLDDV 104 or CLDDV 105 and
I. COURSE OVERVIEW

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

CLDDV 154 - Adult Relationship & Mentoring in School

Impact of staff interaction on children and adults in the classroom environment. Roles and functions of adults as professionals.

Course is repeatable - three completions allowed Field trips may be required.

Transfer to CSU only.

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. Roles of staff in the Early Childhood Education classroom.*
1. Teacher / Director
2. Teacher Aide
3. Parent
4. Student Teacher
5. Health Aide
6. Student or Community Volunteer
7. Mentor / Student Teacher
B. The Importance of Effective Adult Relationships for a Healthy Learning Environment*
1. Children’s perceptions of adults in the classroom
2. Effects of conflict in the classroom environment
3. Effects of inconsistency in the classroom
4. Modeling appropriate behaviors and curriculum
5. Effect of personal philosophy on staff relationships
6. Inclusion of parents in curriculum planning
C. Supervising Staff in a Partnership Approach*
1. Formulating, communicating, and understanding expectations and common goals
2. Communicating tools
3. Dealing with problems
4. Importance of planning
5. Positive reinforcement for adults
6. Effects of personal style, philosophy, cultural background in the classroom
7. Cultural differences in adult relationships
D. Professional Behaviors*
1. Communication / interaction with colleagues
2. Communication / interaction with parents
3. Confidentiality
4. Ethical and legal responsibilities
5. Individual and cultural variations in communication style
6. Involvement in community and professional organizations
7. Advocacy for children and families

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

1. PREREQUISITE(S):
   - CLDDV 101: Intro to Early Childhood Education with a minimum grade of C or better
   - CLDDV 103: Child Growth and Development with a minimum grade of C or better
   - CLDDV 104: Child Growth and Development-Childhood with a minimum grade of C or better or
   - CLDDV 105: Child Growth & Development: Late Childhood with a minimum grade of C or better and

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
   1. Lecture – discussion
   2. Role playing / cooperative learning groups
   3. Video
   4. Guest speakers
   5. Participation in class discussions and group projects
   6. Oral and written reports

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
- Weekly review of the reading and class participation
- Two written assignments to assess understanding and synthesis of content per term
- Research and preparation for two oral presentations
- Study for 2 Quizzes per term
- Study for 1 Exam per term

Quality: Assignments require the appropriate level of critical thinking.
- Typical Assignment: Development of a Philosophy statement: Based on the class discussion and your understanding of High Quality and Best Practices, write a program philosophy statement. Include your vision, mission, and philosophy including the agreed upon criteria.
- Quiz or Exam Question:

Describe the difference between the roles of a supervisor and a mentor.

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING
A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
- identify and describe the role of supervisor in programs providing Early Care and Education services
- demonstrate improved interpersonal skills in working with staff, groups, community agencies, and parents
- advocate for best practices in the field of Early Care and Education

B. STUDENT LEARNING GOALS

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

REQUIRED LEARNING GOALS

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

1. Identify current staffing trends in Early Childhood Education programs.
   A. FORMATIVE ASSESSMENT:
      - Participation in class discussions and group projects
      - Application of principles in defined situations
      - Written analysis of defined situations
      - Oral reports

2. Describe the roles of staff in Early Childhood Education programs.
   A. FORMATIVE ASSESSMENT:
      - Participation in class discussions and group projects
      - Application of principles in defined situations

3. Analyze how adult behavior and relationships affect the learning environment.*
   A. FORMATIVE ASSESSMENT:
      - Participation in class discussions and group projects
      - Written analysis of defined situations

B. SUMMATIVE ASSESSMENT:
   - Final class project and/or examination

4. Describe models of partnership incorporating mentoring approach.
   A. FORMATIVE ASSESSMENT:
      - Written analysis of defined situations
      - Midterm and final examinations

5. Design and implement appropriate evaluation of program quality.
   A. FORMATIVE ASSESSMENT:
      - Written analysis of defined situations
      - Midterm and final examinations

6. Construct professional procedures and processes for effective staff development and training.
   A. FORMATIVE ASSESSMENT:
      - Participation in class discussions and group projects
      - Application of principles in defined situations

7. Rate the quality of programs for children using appropriate assessment tools.
   A. FORMATIVE ASSESSMENT:
      - Written analysis of defined situations

8. Formulate plans for program improvement.
   A. FORMATIVE ASSESSMENT:
      - Participation in class discussions and group projects
      - Application of principles in defined situations
      - Written analysis of defined situations

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:
   1. Participation in class discussions and group projects
   2. Application of principles in defined situations
   3. Written analysis of defined situations
   4. Oral reports
   5. Midterm and final examinations

B. SUMMATIVE ASSESSMENT:
   1. Final class project and/or examination
Overview

The following information will appear in the 2009-2010 catalog

CLDDV-154 Adult Relationship & Mentoring in School 2 Units

Prerequisite: Satisfactory completion of CLDDV 101 with a minimum grade of C or better
Satisfactory completion of CLDDV 103 with a minimum grade of C or better
Satisfactory completion of CLDDV 104 with a minimum grade of C or better
Satisfactory completion of CLDDV 105 with a minimum grade of C or better

Impact of staff interaction on children and adults in the classroom environment. Roles and functions of adults as professionals. Course is repeatable - three completions allowed. Field trips might be required

Course is 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:

A. COURSE CONTENT

1. Required Content:

A. Roles of staff in the Early Childhood Education classroom.*
   1. Teacher / Director
   2. Teacher Aide
   3. Parent
   4. Student Teacher
   5. Health Aide
   6. Student or Community Volunteer
   7. Mentor / Student Teacher

B. The Importance of Effective Adult Relationships for a Healthy Learning Environment*
   1. Children's perceptions of adults in the classroom
   2. Effects of conflict in the classroom environment
   3. Effects of inconsistency in the classroom
   4. Modeling appropriate behaviors and curriculum
   5. Effect of personal philosophy on staff relationships
   6. Inclusion of parents in curriculum planning

C. Supervising Staff in a Partnership Approach*
   1. Formulating, communicating, and understanding expectations and common goals
   2. Communicating tools
   3. Dealing with problems
   4. Importance of planning
   5. Positive reinforcement for adults
   6. Effects of personal style, philosophy, cultural background in the classroom
   7. Cultural differences in adult relationships

D. Professional Behaviors*
   1. Communication / interaction with colleagues
   2. Communication / interaction with parents
   3. Confidentiality
   4. Ethical and legal responsibilities
   5. Individual and cultural variations in communication style
   6. Involvement in community and professional organizations
   7. Advocacy for children and families
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   - CLDDV 101 with a minimum grade of C or better
   - CLDDV 103 with a minimum grade of C or better
   - CLDDV 104 with a minimum grade of C or better or
   - CLDDV 105 with a minimum grade of C or better and

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*
   
   A. Demonstrate an understanding of the issues and ethical behavior in the early childhood profession.
   B. Identify the importance of the role of adults in the lives of young children and their families.
   C. Compare and contrast the contributions to the field of early childhood including historical, theoretical, and curricular contributions.
   D. Demonstrate an understanding and knowledge of basic observation skills.
   E. Identify the components of program planning for young children, including health, safety, routines, and schedules.
   F. Demonstrate an understanding of the field of early childhood education programs in a diverse society, including communication, interaction, guidance, planning, observing, reporting, and inclusion.
   G. Complete an educational plan.
   H. Review child development certificates, degrees, and transfer requirements.

   CLDDV 103 A. Identify characteristics and patterns of physical, cognitive, social, and emotional development from infancy through adolescence
   B. Analyze the relationships between the factors in physical, cognitive, creative, social and emotional development from the whole child perspective including cultural factors from infancy through adolescence
   C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from infancy through adolescence
   D. Apply developmental theories in selected examples
   E. Interpret the needs of infants, young children, and adolescents, and propose implications for adult responses
   F. Evaluate how behavior relates to factors in growth and development
   G. Identify personal biases towards infants, children, and adolescents, including bias toward culture, race, abilities, and gender or CLDDV 104 A.
   H. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, and social-emotional development from conception through early childhood
   I. Discuss the relationships between the factors in physical, intellectual, social, and emotional development from the whole child perspective including cultural factors from conception through early childhood
   J. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from conception through early childhood
   K. Apply developmental theories in selected examples
   L. Interpret the needs of infants and young children, and propose implications for adult responses
   M. Evaluate how behavior relates to factors in growth and development
   N. Identify personal biases towards infants and young children, including bias toward culture, race, abilities, and gender and CLDDV 105 A.
   O. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, social, and emotional development from late childhood through late adolescence B. Discuss the relationship between the factors in physical, intellectual, social and emotional development from the whole child perspective including cultural factors from late childhood through late adolescence
   P. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from late childhood through late adolescence
   Q. Apply developmental theories in selected examples
   R. Interpret the needs of children and adolescents, and propose implications for adult responses
   S. Evaluate how behavior relates to factors in growth and development
   T. Identify personal biases toward children and adolescents, including bias toward culture, race, abilities, and gender

C. **HOURS AND UNITS**

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Curriculum Committee Agenda 170

Division: Prusso, Laurie

November 4, 2008
Printed on: 29/10/2008 04:09 PM
Lect  |  2.00 |  36.00
Lab  |  0   |  0   
Disc |  0   |  0   

D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

a. Lecture – discussion
b. Role playing / cooperative learning groups
c. Video
d. Guest speakers
e. Participation in class discussions and group projects
f. Oral and written reports

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)
Weekly review of the reading and class participation
Two written assignments to assess understanding and synthesis of content per term
Research and preparation for two oral presentations
Study for 2 Quizzes per term
Study for 1 Exam per term

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking
Weekly review of the reading and class participation
Two written assignments to assess understanding and synthesis of content per term
Research and preparation for two oral presentations
Study for 2 Quizzes per term
Study for 1 Exam per term

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to identify and describe the role of supervisor in programs providing Early Care and Education services demonstrate improved interpersonal skills in working with staff, groups, community agencies, and parents advocate for best practices in the field of Early Care and Education

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Identify current staffing trends in Early Childhood Education programs. FORMATIVE ASSESSMENT
   1. Participation in class discussions and group projects
   2. Application of principles in defined situations
   3. Written analysis of defined situations
   4. Oral reports

SUMMATIVE ASSESSMENT

b. Describe the roles of staff in Early Childhood Education programs. FORMATIVE ASSESSMENT
   1. Participation in class discussions and group projects
   2. Application of principles in defined situations

SUMMATIVE ASSESSMENT

c. Analyze how adult behavior and relationships affect the learning environment.* FORMATIVE ASSESSMENT
   1. Participation in class discussions and group projects
   2. Written analysis of defined situations

SUMMATIVE ASSESSMENT
   1. Final class project and/or examination

d. Describe models of partnership incorporating mentoring approach. FORMATIVE ASSESSMENT
   1. Written analysis of defined situations
   2. Midterm and final examinations

SUMMATIVE ASSESSMENT

e. Design and implement appropriate evaluation of program quality. FORMATIVE ASSESSMENT
   1. Written analysis of defined situations
   2. Midterm and final examinations

SUMMATIVE ASSESSMENT

f. Construct professional procedures and processes for effective staff development and training. FORMATIVE ASSESSMENT
   1. Participation in class discussions and group projects
   2. Application of principles in defined situations

SUMMATIVE ASSESSMENT

g. Rate the quality of programs for children using appropriate assessment tools. FORMATIVE ASSESSMENT
   1. Written analysis of defined situations

SUMMATIVE ASSESSMENT
h. Formulate plans for program improvement. FORMATIVE ASSESSMENT

1. Participation in class discussions and group projects
2. Application of principles in defined situations
3. Written analysis of defined situations

SUMMATIVE ASSESSMENT

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Participation in class discussions and group projects
2. Participation in class discussions and group projects
3. Participation in class discussions and group projects
4. Participation in class discussions and group projects
5. Participation in class discussions and group projects
6. Application of principles in defined situations
7. Application of principles in defined situations
8. Application of principles in defined situations
9. Application of principles in defined situations
10. Written analysis of defined situations
11. Written analysis of defined situations
12. Written analysis of defined situations
13. Written analysis of defined situations
14. Written analysis of defined situations
15. Written analysis of defined situations
16. Oral reports
17. Midterm and final examinations
18. Midterm and final examinations

B. SUMMATIVE ASSESSMENT

1. Final class project and/or examination
Proposal Impact

CLDDV 154 Adult Relationship & Mentoring in School
**Course Revision Minor**
Laurie Prusso

Courses

Cross Listed Courses

Programs

1. Early Intervention Assistant 2 Certificate of Achievement *New Program*
2. Master Teacher Certificate of Achievement *New Program*
3. Site Supervisor Certificate of Achievement *New Program*
ENGL 103 - Adv Comp & Critical Thinking  
3 Units
Action Type: Course Revision Major
Effective:
Primary Author: Michael Smedshammer
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - A3 Requested
IGETC Category: IGETC - 1B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1501.00  SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Material Fees

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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: ENGL 101
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

ENGL 103 - Adv Comp & Critical Thinking 3 Unit(s)
Advanced composition course that focuses on the techniques and principles of argumentative writing. Examines style, diction, inference, evidence, reasoning, and rhetorical strategies of written argument. Students are required to write a minimum of 8,000 words, at least 6,000 of which must be in essays that have a developed thesis.

Course is not repeatable Field trips may be required.
Transfer to CSU and UC.

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. Analyzing the major parts of an argument, such as
   1. Assumptions (warrants)
   2. Claims of fact, value, and policy
   3. Support
   4. Appeals
   5. Counterarguments
B. Writing and defending an argumentative thesis using appropriate rhetorical devices, such as
   1. Concrete examples with specific, clear meaning
   2. Quality and quantity of evidence
   3. Clear and effective organization of thoughts
   4. Transitional devices and other means of achieving coherence
   5. Anticipation, accommodation and refutation of major counterarguments
C. Identifying and using rhetorically effective and appropriate language in written argument, such as
   1. Logical appeals
2. Emotional appeals
3. Implicit statements
4. Denotative and connotative meanings
5. Definitions
6. Variety, balance, and economy in sentence and paragraph construction
7. Figurative language

D. Identifying and using different types of evidence in written argument, such as
   1. Induction
   2. Deduction
   3. Example
   4. Analogy
   5. Facts
   6. Opinions
   7. Statistics
   8. Authority

E. Identifying fallacious reasoning, such as
   1. Causal fallacies
   2. Either-or fallacies
   3. Faulty analogy
   4. Begging the question
   5. Overgeneralization

B. RECOMMENDED
   A. Identifying and analyzing rhetorical strategies found in genres and media such as
      1. Advertising
      2. Film
      3. The Internet

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      ● ENGL 101: Composition and Reading

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. Directed class discussion, e.g., class analysis of a reading selection, discussion of examples of student writing, or discussion of ideas and approaches for a future assignment;
   2. Demonstration of writing techniques and/or rhetorical strategies;
3. Guided practice;
4. Peer workshops of written work

5. TYPICAL ASSIGNMENTS

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

A. This course requires a minimum of 8,000 words of edited formal writing. At least 6,000 of those words must be in academic papers in which a thesis is developed. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.

B. Students are typically assigned between 50 and 100 pages of reading per week, and they must usually write informal responses or journal entries on the reading assignments.

Quality: Assignments require the appropriate level of critical thinking.

A. Out-of-Class Essay Prompts:

1. Write a detailed analytical argument that focuses on the power and persuasiveness of an urban legend. In a 1,500-2,000 word essay, defend a thesis that addresses this question: What purpose does the legend serve and why does the legend appeal to a particular audience? Consider who is most likely to tell the story to whom, and consider what sort of occasion might inspire the telling of the tale. Since people tend to be persuaded by stories that are not only emotionally powerful but also logically believable (credible), you therefore want to think about how the legend appeals to its audience’s emotions (fears, desires, etc.) as well as its sense of logic. When analyzing the logical appeal of the legend, you want to suggest why the legend appears possible but is actually implausible. You should develop your essay further by examining similar legends and by reflecting upon what your chosen legend suggests about its culture’s values and about relations of power among people.

2. Consider Gore Vidal’s “Drugs” and A. M. Rosenthal’s “The Case for Slavery.” Neither of these arguments addresses more than the issue of legalizing drugs, but there are many sides to the drug problem and, correspondingly, more arguments about solving this problem. Review both arguments as writing samples, and construct a 1,200-1,500 word argumentative essay based on one of the topics listed below.
   a. Drug education—at home, in the media, in churches and schools—has been a fact of life in the United States for at least the last decade, yet our society is still plagued by drug abuse. Are these programs working? Would our society be better off without them? Would it help to increase funding to strengthen these messages further? Write an essay that argues one or more of these points. Offer a solution, as Vidal does in his argument, or write an argument expressing dissatisfaction with a solution, as Rosenthal’s article does.
   b. A case can be made that drug use in itself is not the problem—that the real problem is an economic and social one and that drug use is only a symptom of underlying conditions such as unemployment, racial inequality, and the erosion of family values. This argument states that drug abuse will diminish when these problems are solved. Is this a valid argument? Write your own essay for or against this position.
3. Find an example of an advertisement or television commercial that depends primarily on one or more of the fallacies of relevance: appeal to authority, pity, fear, ignorance, or personal attack. Then, write a 1,200-1,500 word essay that includes the following elements:
   a. Description of the ad or commercial so that your reader can picture it
   b. Analysis of the intended audience
   c. Evaluation of the probable success of the ad in reaching its audience
   d. Analysis of the fallacies present
   e. Analysis of the effects of the fallacies on the intended audience

B. In-Class Essay Prompts:
   1. Write a 750 word essay that identifies potential fallacies in one of the attached editorials. Explain why specific fallacies weaken the writer’s argument. In essence, you are critically analyzing the negative impact logical fallacies have on the writer’s argument and credibility.
   2. Write a 750 word essay. Argue one of the following topics from The Kite Runner. Option 1: Does Amir redeem himself by the end of the novel? Option 2: Considering the actions of characters in the book, do you believe people of a war-torn country have the obligation to stay in their country during times of bloodshed?

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   analyze and evaluate the rhetoric found in academic writing and write academically sound argumentative essays.

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 and evaluate the major parts of an argument, including claim, support, and counterargument;
      A. FORMATIVE ASSESSMENT:
      • In-class essays
      • Quizzes and examinations
      • Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the
8,000-word minimum will be in papers in which a thesis is developed.

- Participation in class discussion

---

B. SUMMATIVE ASSESSMENT:
- An in-class final essay exam is required as the summative assessment for this course.

2. Establish and defend an argumentative thesis in essays that
   1. demonstrate advanced, argumentative forms of writing;
   2. demonstrate advanced control over written language, including syntax, punctuation, grammar, and spelling;
   3. avoid common logical fallacies.

A. FORMATIVE ASSESSMENT:
- In-class essays
- Quizzes and examinations
- Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
- Participation in class discussion

---

B. SUMMATIVE ASSESSMENT:
- An in-class final essay exam is required as the summative assessment for this course.

3. Evaluate and use, where appropriate, advanced rhetorical strategies, including emotional and logical appeals.

A. FORMATIVE ASSESSMENT:
- In-class essays
- Quizzes and examinations
- Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
- Participation in class discussion

---

B. SUMMATIVE ASSESSMENT:
- An in-class final essay exam is required as the summative assessment for this course.

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:
1. In-class essays
2. Quizzes and examinations
3. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
4. Participation in class discussion

B. SUMMATIVE ASSESSMENT:

1. An in-class final essay exam is required as the summative assessment for this course.
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog.

**ENGL-103  Adv Comp & Critical Thinking**

*Formerly listed as: ENGL - 103: Advanced Composition & Critical Thinking*

*Prerequisite: Satisfactory completion of ENGL 101*

Advanced composition course that focuses on the techniques and principles of argumentative writing. Examines style, diction, inference, evidence, reasoning, and rhetorical strategies of written argument. Students are required to write a minimum of 8,000 words, at least 6,000 of which must be in essays that have a developed thesis. Course is not repeatable. Field trips might be required. Course is applicable to the associate degree. General Education:

CSU-GE - A3

IGETC Category: IGETC - 1B

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:

A. **COURSE CONTENT**

1. **Required Content:**

   1. Analyzing the major parts of an argument, such as
      
      1. Assumptions (warrants)
      2. Claims of fact, value, and policy
      3. Support
      4. Appeals
      5. Counterarguments

   2. Writing and defending an argumentative thesis using appropriate rhetorical devices, such as
      
      1. Concrete examples with specific, clear meaning
      2. Quality and quantity of evidence
      3. Clear and effective organization of thoughts
      4. Transitional devices and other means of achieving coherence
      5. Anticipation, accommodation and refutation of major counterarguments

   3. Identifying and using rhetorically effective and appropriate language in written argument, such as
1. Logical appeals
2. Emotional appeals
3. Implicit statements
4. Denotative and connotative meanings
5. Definitions
6. Variety, balance, and economy in sentence and paragraph construction
7. Figurative language

4. Identifying and using different types of evidence in written argument, such as
   1. Induction
   2. Deduction
   3. Example
   4. Analogy
   5. Facts
   6. Opinions
   7. Statistics
   8. Authority

5. Identifying fallacious reasoning, such as
   1. Causal fallacies
   2. Either-or fallacies
   3. Faulty analogy
   4. Begging the question
   5. Overgeneralization

2. **Recommended Content:**

   [C@178cf6a]

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   - ENGL 101

2. **Requisite Skills**
   *Before entering the course, the student will be able to:*

Division: Curriculum Committee Agenda
Author(s): Smedshammer, Michael
Printed on: 30/10/2008 01:51 PM
November 4, 2008
ENGL 103
APPROVED
Demonstrate the ability to read and think critically; demonstrate the ability to evaluate and articulate the credibility of print and online sources; demonstrate the legitimate use of scholarly sources by 1) summarizing and paraphrasing sources; 2) synthesizing multiple sources; 3) integrating source ideas with his or her own ideas; 4) avoiding plagiarism by documenting sources according to MLA conventions. Write papers that 1) demonstrate the use of expository and argumentative or persuasive forms of writing; 2) are correctly formatted according to MLA conventions; 3) demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling; 4) show evidence of drafting, revising, and editing to reflect an academic style and tone.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

a. Directed class discussion, e.g., class analysis of a reading selection, discussion of examples of student writing, or discussion of ideas and approaches for a future assignment;

b. Demonstration of writing techniques and/or rhetorical strategies;

c. Guided practice;

d. Peer workshops of written work

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   1. This course requires a minimum of 8,000 words of edited formal writing. At least 6,000 of those words must be in academic papers in which a thesis is developed. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.

   2. Students are typically assigned between 50 and 100 pages of reading per week, and they must usually write informal responses or journal entries on the reading assignments.

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   1. This course requires a minimum of 8,000 words of edited formal writing. At least 6,000 of those words must be in academic papers in which a thesis is developed. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.

   2. Students are typically assigned between 50 and 100 pages of reading per week, and they must usually write informal responses or journal entries on the reading assignments.

F. TEXTS AND OTHER READINGS (TYPICAL)
III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to analyze and evaluate the rhetoric found in academic writing and write academically sound argumentative essays.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Analyze and evaluate the major parts of an argument, including claim, support, and counterargument; FORMATIVE ASSESSMENT

   1. In-class essays
   2. Quizzes and examinations
   3. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
   4. Participation in class discussion

SUMMATIVE ASSESSMENT

1. An in-class final essay exam is required as the summative assessment for this course.

   b. Establish and defend an argumentative thesis in essays that
   1. demonstrate advanced, argumentative forms of writing;
   2. demonstrate advanced control over written language, including syntax, punctuation, grammar, and spelling;
   3. avoid common logical fallacies.
   FORMATIVE ASSESSMENT

   1. In-class essays
   2. Quizzes and examinations
   3. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
   4. Participation in class discussion

SUMMATIVE ASSESSMENT

1. An in-class final essay exam is required as the summative assessment for this course.
1. An in-class final essay exam is required as the summative assessment for this course.

c. Evaluate and use, where appropriate, advanced rhetorical strategies, including emotional and logical appeals. FORMATIVE ASSESSMENT

1. In-class essays
2. Quizzes and examinations
3. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
4. Participation in class discussion

SUMMATIVE ASSESSMENT

1. An in-class final essay exam is required as the summative assessment for this course.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. In-class essays
2. In-class essays
3. In-class essays
4. Quizzes and examinations
5. Quizzes and examinations
6. Quizzes and examinations
7. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
8. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
9. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
10. Participation in class discussion
11. Participation in class discussion
12. Participation in class discussion
B. SUMMATIVE ASSESSMENT

1. An in-class final essay exam is required as the summative assessment for this course.

2. An in-class final essay exam is required as the summative assessment for this course.

3. An in-class final essay exam is required as the summative assessment for this course.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Michael Smedshammer
DATE SUBMITTED: 
COURSE PREFIX AND NUMBER: ENGL 103
COURSE TITLE: Adv Comp & Critical Thinking
EFFECTIVE DATE: 

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

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<td>Quizzes, Self-test and Exams</td>
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</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   The WebCT/Blackboard online environment software insures as much or more teacher student contact than in a face-to-face composition course. Every word the student writes is monitored by the instructor and recorded by the software. The student receives electronic feedback from the instructor and peers. Online discussions allow instructors to insure that every student in the class participates fully, unlike some face to face classes where students can choose to sit quietly and not contribute to discussions.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   No.

Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Michael Smedshammer
DATE SUBMITTED: 
COURSE PREFIX AND NUMBER: ENGL 103
COURSE TITLE: Adv Comp & Critical Thinking
EFFECTIVE DATE: 

METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

With the hybrid option, important activities happen in both formats that reach different kinds of students.
in different ways. Discussions in face-to-face can inspire a free flow of ideas but are usually dominated by the more assertive students. On-line discussions reach all students, even the quite ones who are too shy to talk in a face-to-face class. Conversely, students who are shy sometimes become more confident after success on-line and can then begin to express themselves in face-to-face meetings. Timed, longer "closed book" essay exams sometimes work better in a face-to-face class, while quick reading quizzes work very well online. Peer editing workshops are sometimes easier to organize when everyone is physically in the same location. The percent of time spent in each format can vary; a popular choice is to meet in person once a week and have online activities and assignments between meetings.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
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</thead>
<tbody>
<tr>
<td>On Campus Orientation Sessions</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Telephone Contact</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td>E-mail</td>
<td>Other Assigned Readings</td>
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<tr>
<td>Asynchronous Discussion</td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td>Synchronous Chat</td>
<td>Listening to audio-only materials</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>Quizzes, Self-test and Exams</td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td></td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   The WebCT/Blackboard online environment software insures as much or more teacher student contact than in a face-to-face composition course. Every word the student writes is monitored by the instructor and recorded by the software. The student receives electronic feedback from the instructor and peers. Online discussions allow instructors to insure that every student in the class participates fully, unlike some face to face classes where students can choose to sit quietly and not contribute to discussions.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   No
Proposal Impact

ENGL 103 Adv Comp & Critical Thinking
**Course Revision Major**
Michael Smedshammer

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
Rationale for Course Action

The ESL Department initiated this number change because ESL 920 and 921 (formerly ESL 905 & 906) are different in nature from ESL 901, 902, 903, & 904. The department intends to add on to the latter four courses in a sequential manner, and to avoid confusion for students, we wanted ESL 920 & 921 to appear after all other ESL 900 courses appear in future schedules or catalogs. The Curriculum Committee approved this rationale in the spring 2008 with the approval of ESL 921.

Transfer and GE Status

Course Data Elements

| Credit Type: Requested | Credit Sub-Type: Requested | TOP Code: | SAM Code: E | State Classification: J | Work Experience: No |

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
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<td></td>
<td></td>
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<td>ESL-920</td>
<td>Lab</td>
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</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?)
Modesto Junior College

ESL 920 Course Outline

Effective Date:
Printed On: 10/29/2008 4:17:10 PM MDT

I. COURSE OVERVIEW

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

ESL 920 - English At Work 1

High beginning to lower intermediate level of English for speakers of other languages. English language skills needed to seek employment and function successfully in the workplace.

NOTE: Non-credit ESL classes do not carry units. They are calculated in terms of lecture/discussion hours. Currently the system only allows the entering of units, not hours. According to Brian’s instructions and to get this course submitted/launched, I have reported 6 units for this course (calculation is based on 108 contact hours). This is only a temporary measure until the systems is set up to accept hours for non-credit courses.

Course is repeatable - unlimited completions allowed Field trips may be 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

All content in this and other ESL courses is multi-cultural by nature. Students of diverse cultures are learning the language and customs of the host country while sharing their culture with their teacher and classmates.

1. Job titles, names of specific occupations and general categories of workers; names of areas of vocational training, emphasis on programs available locally.

2. Vocabulary for naming and describing the most common work places

3. Vocabulary for making mathematical computations and talking about measurements or weights, English and metric systems.

4. Vocabulary of safety messages and warnings
   a. names of safety and protective supplies and equipment
   b. words commonly found in safety messages and posters (such as voltage, caution, protective, toxic)
   c. icons and symbols related to health and safety

5. Vocabulary of performance evaluation and worker qualities (such as cooperative, careless, punctual, work habits, accuracy, enthusiastic, dependable)
6. Listening and speaking with automated systems: listening to and leaving voice mail, 
listening and responding to simplified automated telephone scripts, providing computer 
input in response to automated voice cues

Emphasis on clear production of consonants and consonant clusters likely to cause 
confusion if not pronounced accurately.

8. Work on specific pronunciation problems that interfere with meaning; pronunciation of 
vocabulary introduced in course

9. Listening discrimination: distinguishing between similar sounds, emphasis on 
discrimination needed to avoid confusion of meaning

10. Sentence intonation: receptive understanding and production of basic intonation 
patterns of statements and questions

11. Vocabulary, phrases, and sentences useful in common work related situations, such as 
the following: 
a. asking for help or clarification  
b. requesting time off or other permission  
c. admitting and apologizing for mistakes  
d. interrupting supervisors or co-workers  
e. responding to criticism or praise  
f. talking on the telephone (telephone courtesy and conventions)  
g. giving and asking for feedback.

12. Practice with reading selections from simplified work-related materials such as the 
following: 
a. job announcements and descriptions of duties and qualifications (vocabulary of job 
  advertising, job announcements, and job search such as experience, bondable, respond, 
  previous)  
b. simplified selections from employee handbooks, posters, and announcements found at 
  work sites  
c. simplified selections from manuals and directions for use of equipment and supplies 
  found in a variety of workplaces  
d. simplified procedures for carrying out common tasks or attending to work related 
  business (such as filing benefits claims, applying for promotion, and so on)  
e. simple tables, charts, graphs, and directories used in a variety of work places

13. Practice with writing common to a variety of occupations 
a. completing simplified job applications and other employment forms 
b. writing brief letters of application and resumes 
c. writing brief notes of request, explanation, and so on 
d. completing simplified work place report forms 
e. taking brief telephone messages 
f. spelling of vocabulary encountered in course and handwriting practice as needed

14. Structural knowledge: Grammatical forms are introduced and practiced through dialog 
and communicative exercises. Specific structures or grammatical points are related to 
language function practiced. (For example--explaining and apologizing for tardiness or 
absence: simple and progressive past; describing regular work duties: simple present; 
describing abilities and work experience: modal auxiliaries, present perfect, simple past.) 
Explicit explanations of grammatical structures are minimal or avoided altogether.
Practice with structures occurs through meaningful communicative interchange. Some structures may be learned as formulaic use (memorized expressions without any necessary grammatical understanding.)
a. verb tenses appropriate to time of events described: simple and progressive present; simple and progressive past; future tense forms; simple and progressive present perfect.
b. reported speech forms needed to express statements and questions of others in present tense
c. model auxiliaries to express ability, advisability, possibility, and obligation; formulaic use of "should" and "must" to express inference and certainty.
d. comparative and superlative use of adjectives; formulaic use of adverbs
e. simple conditional statements (possible conditions)
f. formulaic use of some passive voice statements

B. RECOMMENDED

A. vocabulary of compensation, work schedules, and benefits (such as shift, overtime, withholding, dues, pay period)
B. vocabulary of employees' rights and responsibilities (such as compensation, appeal, dismissal, grievance)
C. names of common tools, equipment and supplies normally in the recognition vocabulary of English speakers (such as drill, wrench, griddle, pallet, terminal, torch, detergent, toner)
D. verbs needed to express various categories of action performed at work such as:
   1. verbs of cutting: trim, prune, chop, mince, bore, peel
   2. verbs of attaching: solder, weld, staple, bind
   3. verbs of placing/arranging: sort, load, crate, pack
   4. verbs of repairing: patch, mend, sand, fill

2. ENROLLMENT RESTRICTIONS

Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th></th>
<th>0 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
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<td>Lab</td>
<td>0</td>
</tr>
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<td>Disc</td>
<td>0</td>
</tr>
</tbody>
</table>

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Group and pair practice with dialogs and other controlled speaking activities
2. Role playing, dramatizing, and other language improvisation exercises
3. Pronunciation and listening discrimination exercises
4. Listening exercises for comprehension of message, note taking
5. Practice with contemporary communication technology devices
6. Vocabulary identification and other vocabulary development exercises
7. Practice in silent reading with comprehension exercises and vocabulary practice
8. Guided writing exercises
9. Field trips to work places and locations of occupational training
10. Listening to guest lecturers
11. Computer-assisted instruction for practice with language and familiarity with computers
12. Presentation of material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
A. Individual practice of dialogs and words for memorization, fluency, and pronunciation as related to workplace situations (weekly)
B. Reading exercises: short passage responses to dialogs and other authentic materials (e.g. classified ads, safety instructions, schedules, labels, etc.) (weekly)
C. Extended dictation (both face to face and with recorded material); sentence building and completion exercises; guided writing assignments (frequently, weekly)
D. Completion of application forms; writing a letter of application using basic word processing skills (a few times per term)

Note: ESL 920 is a non-credit course and, therefore, outside work/homework will be assigned but won't be graded.

Quality: Assignments require the appropriate level of critical thinking.

A. Respond to visual or oral cues in workplace situations and follow written or oral instructions as related to a variety of workplace tasks. (in pair/group activities, written/oral exams)
B. Role play in common workplace functions and respond to questions from a boss or co-worker with the appropriate tense and verb form. Apply previously learned vocabulary to new situations. (in pair/group activities, oral exams)
C. Respond appropriately to work-related problems and choose appropriate verb tenses as well as courtesy vocabulary/phrases in given situations. (in pair/group activities, written/oral exams)
D. Write business letters, memos, and emails using outlines and use simple software programs appropriate to specific vocational areas. (in pair/group activities, written exams)

6. TEXTS AND OTHER READINGS
C. Attn: Tech Review: ‘98 is not old for a class set of texts. Faculty use class sets, and no funds are available to replace them. ESL instructors are very pleased with the results from using these texts & are aware of the age of the texts.

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to: communicate in English at a lower-intermediate level in a workplace environment and as such to 1. read and appropriately respond to simplified selections, documents, and tables related to work situations, 2. complete simplified forms and produce work-related messages, notes, and brief memos using correct spelling and vocabulary encountered in class, and 3. use vocabulary and expressions to role-play and respond to a variety of work-related situations utilizing comprehensible pronunciation, intonation, and stress.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:
1. match with graphic representation or description names of the most common job titles, categories of occupations, names of work places, names of tools, equipment and supplies

A. FORMATIVE ASSESSMENT:
• regular teacher observation in the course of class activities
• quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
• pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning
the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

2. match with graphic representation, or use correctly in context, verbs expressing action common to a variety of work situations

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

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3. use correctly in context and respond correctly to vocabulary of mathematical computation, weighing, and measuring in reference to work situations

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

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4. match with graphic representation or description the most common terms found in safety messages and warnings, symbols related to work place safety

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

5. match with graphic representation or explain meanings of qualities named in performance evaluation and workers' qualifications

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.
B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

6. interpret and apply oral directions to carry out a task: face to face and by telephone or recorded message

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

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7. produce American English vowel and consonant sounds with reasonable accuracy, imitate common intonation patterns of American English

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

8. listen and speak with automated telephone systems and voice mail, responding to short, simplified cues

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

9. repeat dialogs and dramatize language functions in a variety of work related situations
A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

10. read simplified job announcements and job descriptions

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

11. read simplified selections from employee handbooks and announcements; show comprehension by matching with description or graphic representation

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

12. read simplified selections from manuals and directions for using equipment and supplies; show understanding by correctly carrying out task or matching with graphic representation of meaning

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies
Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

13. read simplified tables, charts, graphs, and directories used in a variety of work places; show comprehension through matching with verbal or graphic representation of meaning

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

14. complete simplified job applications and simplified sample employment forms with assistance

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

15. write brief notes following a model and complete a variety of simplified work place report forms

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

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16. take short telephone and other messages following guide provided

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.
B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

17. spell correctly vocabulary taught in the course and use legible handwriting

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

18. make reasonably accurate use of grammatical forms practiced in the course

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

19. Match with graphic representation or use correctly in context vocabulary of compensation and benefits, employees' rights and responsibilities

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

20. Write brief letters of application and resumes following a model and given assistance

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary,
listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
• pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

21. Use appropriate phrases and responses common to social situations in the workplace

A. FORMATIVE ASSESSMENT:
• regular teacher observation in the course of class activities
• quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
• pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

22. Complete basic, work-specific tasks on a computer

A. FORMATIVE ASSESSMENT:
• computer-related tasks

B. SUMMATIVE ASSESSMENT:
• pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

23. Interpret and explain warnings and advisories at Frito-Lay factory

A. FORMATIVE ASSESSMENT:
• regular teacher observation in the course of class activities
• quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
3. computer-related tasks

B. SUMMATIVE ASSESSMENT:
1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ESL-920 English At Work 1

Formerly listed as: ESL - 905: English At Work 1

High beginning to lower intermediate level of English for speakers of other languages. English language skills needed to seek employment and function successfully in the workplace. NOTE: Non-credit ESL classes do not carry units. They are calculated in terms of lecture/discussion hours. Currently the system only allows the entering of units, not hours. According to Brian's instructions and to get this course submitted/launched, I have reported 6 units for this course (calculation is based on 108 contact hours). This is only a temporary measure until the systems is set up to accept hours for non-credit courses. Course is repeatable - unlimited completions allowed. Field trips might be required. Course is not 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:

A. COURSE CONTENT

1. Required Content:

All content in this and other ESL courses is multi-cultural by nature. Students of diverse cultures are learning the language and customs of the host country while sharing their culture with their teacher and classmates.

1. Job titles, names of specific occupations and general categories of workers; names of areas of vocational training, emphasis on programs available locally.

2. Vocabulary for naming and describing the most common work places

3. Vocabulary for making mathematical computations and talking about measurements or weights, English and metric systems.

4. Vocabulary of safety messages and warnings
   a. names of safety and protective supplies and equipment
   b. words commonly found in safety messages and posters (such as voltage, caution, protective, toxic)
   c. icons and symbols related to health and safety

5. Vocabulary of performance evaluation and worker qualities (such as cooperative, careless, punctual, work habits, accuracy, enthusiastic, dependable)

6. Listening and speaking with automated systems: listening to and leaving voice mail, listening and responding to simplified automated telephone scripts, providing computer input in response to automated voice cues

7. Production of American English vowel and consonant sounds and word stress. Emphasis on clear production of consonants and consonant clusters likely to cause confusion if not
pronounced accurately.

8. Work on specific pronunciation problems that interfere with meaning; pronunciation of vocabulary introduced in course

9. Listening discrimination: distinguishing between similar sounds, emphasis on discrimination needed to avoid confusion of meaning

10. Sentence intonation: receptive understanding and production of basic intonation patterns of statements and questions

11. Vocabulary, phrases, and sentences useful in common work related situations, such as the following:
   a. asking for help or clarification
   b. requesting time off or other permission
   c. admitting and apologizing for mistakes
   d. interrupting supervisors or co-workers
   e. responding to criticism or praise
   f. talking on the telephone (telephone courtesy and conventions)
   g. giving and asking for feedback.

12. Practice with reading selections from simplified work-related materials such as the following:
   a. job announcements and descriptions of duties and qualifications (vocabulary of job advertising, job announcements, and job search such as experience, bondable, respond, previous)
   b. simplified selections from employee handbooks, posters, and announcements found at work sites
   c. simplified selections from manuals and directions for use of equipment and supplies found in a variety of workplaces
   d. simplified procedures for carrying out common tasks or attending to work related business (such as filing benefits claims, applying for promotion, and so on)
   e. simple tables, charts, graphs, and directories used in a variety of workplaces

13. Practice with writing common to a variety of occupations
   a. completing simplified job applications and other employment forms
   b. writing brief letters of application and resumes
   c. writing brief notes of request, explanation, and so on
   d. completing simplified workplace report forms
   e. taking brief telephone messages
   f. spelling of vocabulary encountered in course and handwriting practice as needed

14. Structural knowledge: Grammatical forms are introduced and practiced through dialog and communicative exercises. Specific structures or grammatical points are related to language function practiced. (For example—explaining and apologizing for tardiness or absence: simple and progressive past; describing regular work duties: simple present; describing abilities and work experience: modal auxiliaries, present perfect, simple past.) Explicit explanations of grammatical structures are minimal or avoided altogether. Practice with structures occurs through meaningful communicative interchange. Some structures may be learned as formulaic use (memorized expressions without any necessary grammatical understanding.)
   a. verb tenses appropriate to time of events described: simple and progressive present; simple and progressive past; future tense forms; simple and progressive present perfect.
   b. reported speech forms needed to express statements and questions of others in present tense
   c. model auxiliaries to express ability, advisability, possibility, and obligation; formulaic use of "should" and "must" to express inference and certainty.
   d. comparative and superlative use of adjectives; formulaic use of adverbs
   e. simple conditional statements (possible conditions)
   f. formulaic use of some passive voice statements
2. **Recommended Content:**

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3. **HOURS AND UNITS**

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4. **METHODS OF INSTRUCTION (TYPICAL)**

_Instructors of the course might conduct the course using the following method:_

a. Group and pair practice with dialogs and other controlled speaking activities
b. Role playing, dramatizing, and other language improvisation exercises
c. Pronunciation and listening discrimination exercises
d. Listening exercises for comprehension of message, note taking
e. Practice with contemporary communication technology devices
f. Vocabulary identification and other vocabulary development exercises
g. Practice in silent reading with comprehension exercises and vocabulary practice
h. Guided writing exercises
i. Field trips to work places and locations of occupational training
j. Listening to guest lecturers
k. Computer-assisted instruction for practice with language and familiarity with computers
l. Presentation of material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard

5. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

_Time spent on coursework in addition to hours of instruction (lecture hours)_

1. Individual practice of dialogs and words for memorization, fluency, and pronunciation as related to workplace situations (weekly)

2. Reading exercises: short passage responses to dialogs and other authentic materials (e.g. classified ads, safety instructions, schedules, labels, etc.) (weekly)

3. Extended dictation (both face to face and with recorded material); sentence building and completion exercises; guided writing assignments (frequently, weekly)

4. Completion of application forms; writing a letter of application using basic word processing skills (a few times per term)

**Note:** ESL 920 is a non-credit course and, therefore, outside work/homework will be assigned but won't be graded.
2. **EVIDENCE OF CRITICAL THINKING**

Assignments require the appropriate level of critical thinking

1. Individual practice of dialogs and words for memorization, fluency, and pronunciation as related to workplace situations (weekly)

2. Reading exercises: short passage responses to dialogs and other authentic materials (e.g., classified ads, safety instructions, schedules, labels, etc.) (weekly)

3. Extended dictation (both face to face and with recorded material); sentence building and completion exercises; guided writing assignments (frequently, weekly)

4. Completion of application forms; writing a letter of application using basic word processing skills (a few times per term)

*Note:* ESL 920 is a non-credit course and, therefore, outside work/homework will be assigned but won't be graded.

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**E. TEXTS AND OTHER READINGS (TYPICAL)**


3. Attn: Tech Review: '98 is not old for a class set of texts. Faculty use class sets, and no funds are available to replace them. ESL instructors are very pleased with the results from using these texts & are aware of the age of the texts.

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**III. DESIRED LEARNING**

**A. COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to communicate in English at a lower-intermediate level in a workplace environment and as such to 1. read and appropriately respond to simplified selections, documents, and tables related to work situations, 2. complete simplified forms and produce work-related messages, notes, and brief memos using correct spelling and vocabulary encountered in class, and 3. use vocabulary and expressions to role-play and respond to a variety of work-related situations utilizing comprehensible pronunciation, intonation, and stress.

**B. STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

   - a. match with graphic representation or description names of the most common job titles, categories of occupations, names of work places, names of tools, equipment and supplies

   **FORMATIVE ASSESSMENT**

   1. regular teacher observation in the course of class activities

   2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

   **SUMMATIVE ASSESSMENT**

   1. pre-and post-testing of specified competencies
Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

b. match with graphic representation, or use correctly in context, verbs expressing action common to a variety of work situations FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

c. use correctly in context and respond correctly to vocabulary of mathematical computation, weighing, and measuring in reference to work situations FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

d. match with graphic representation or description the most common terms found in safety messages and warnings, symbols related to work place safety FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

e. match with graphic representation or explain meanings of qualities named in performance evaluation and workers' qualifications FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

   Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

   f. interpret and apply oral directions to carry out a task: face to face and by telephone or recorded message

   FORMATIVE ASSESSMENT

   1. regular teacher observation in the course of class activities

   2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

   Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

   g. produce American English vowel and consonant sounds with reasonable accuracy, imitate common intonation patterns of American English

   FORMATIVE ASSESSMENT

   1. regular teacher observation in the course of class activities

   2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

   Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

   h. listen and speak with automated telephone systems and voice mail, responding to short, simplified cues

   FORMATIVE ASSESSMENT

   1. regular teacher observation in the course of class activities

   2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

   Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations,
preparing them for transfer into credit classes.

i. repeat dialogs and dramatize language functions in a variety of work related situations FORMATIVE ASSESSMENT
   1. regular teacher observation in the course of class activities
   2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT
   1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

j. read simplified job announcements and job descriptions FORMATIVE ASSESSMENT
   1. regular teacher observation in the course of class activities
   2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT
   1. pre-and post-testing of specified competencies

k. read simplified selections from employee handbooks and announcements: show comprehension by matching with description or graphic representation FORMATIVE ASSESSMENT
   1. regular teacher observation in the course of class activities
   2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT
   1. pre-and post-testing of specified competencies

l. read simplified selections from manuals and directions for using equipment and supplies; show understanding by correctly carrying out task or matching with graphic representation of meaning FORMATIVE ASSESSMENT
   1. regular teacher observation in the course of class activities
   2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

m. read simplified tables, charts, graphs, and directories used in a variety of work places; show comprehension through matching with verbal or graphic representation of meaning FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

n. complete simplified job applications and simplified sample employment forms with assistance FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

o. write brief notes following a model and complete a variety of simplified workplace report forms FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

p. take short telephone and other messages following guide provided FORMATIVE ASSESSMENT
1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

q. spell correctly vocabulary taught in the course and use legible handwriting

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

r. make reasonably accurate use of grammatical forms practiced in the course

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

s. Match with graphic representation or use correctly in context vocabulary of compensation and benefits, employees’ rights and responsibilities

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the
instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

t. Write brief letters of application and resumes following a model and given assistance

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

u. Use appropriate phrases and responses common to social situations in the workplace

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

v. Complete basic, work-specific tasks on a computer

FORMATIVE ASSESSMENT

1. computer-related tasks

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

w. Interpret and explain warnings and advisories at Frito-Lay factory

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. regular teacher observation in the course of class activities
3. regular teacher observation in the course of class activities
4. regular teacher observation in the course of class activities
5. regular teacher observation in the course of class activities
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20. regular teacher observation in the course of class activities
21. regular teacher observation in the course of class activities
22. regular teacher observation in the course of class activities

23. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

24. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

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38. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

39. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

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41. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
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43. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

44. computer-related tasks

B. SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

2. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

3. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

4. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

5. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

6. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

7. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

8. pre-and post-testing of specified competencies
Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

9. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

10. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

11. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

12. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

13. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

14. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

15. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

16. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

17. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal
quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

18. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

19. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

20. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

21. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

22. pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.
Proposal Impact

ESL 920 English At Work 1
**Course Revision Minor**
Gabriele Steiner

Courses

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: K
Open Entry/Open Exit: Yes Work Experience: No

Instructor Load

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Material Fees

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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?)
ESL 921 Course Outline

I. COURSE OVERVIEW

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

ESL 921 - English At Work 2

Continuation of ESL 920 (formerly 905). Intermediate level of English for speakers of other languages. English language skills needed to seek employment and function successfully in the workplace.

Course is repeatable - unlimited completions allowed Field trips may be 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

All content in this and other ESL courses is multi-cultural by nature. Students of diverse cultures are learning the language and customs of the host country while sharing their culture with their teacher and classmates.

1. Vocabulary for making mathematical computations and talking about measurements or weights, English and metric systems
2. Vocabulary of safety messages and warnings
   a. names of safety and protective supplies and equipment
   b. words commonly found in safety messages and posters (such as voltage, caution, protective, toxic)
   c. icons and symbols related to health and safety
3. Vocabulary of performance evaluation and worker qualities (such as cooperative, careless, punctual, work habits, accuracy, enthusiastic, dependable)
4. Listening and speaking with automated systems: listening to and leaving voice mail, listening and responding to simplified automated telephone scripts, providing computer input in response to automated voice cues
5. Production of American English vowel and consonant sounds and word stress.
   a. Emphasis on clear production of consonants and consonant clusters likely to cause confusion if not pronounced accurately.
6. Work on specific pronunciation problems that interfere with meaning; pronunciation of vocabulary introduced in course.
7. Intermediate-level vocabulary, phrases, and sentences useful in common work related situations, such as the following:
   a. requesting time off or other permission
   b. admitting and apologizing for mistakes
   c. interrupting supervisors or co-workers
   d. responding to criticism or praise
   e. talking on the telephone (telephone courtesy and conventions)
   f. giving and asking for feedback
8. Practice with reading selections from authentic work-related materials such as the following:
   a. job announcements and descriptions of duties and qualifications (vocabulary of job 
      advertising, job announcements, and job search such as experience, bondable, respond, 
      previous)
   b. authentic selections from employee handbooks, posters, and announcements found at 
      work sites
   c. authentic selections from manuals and directions for use of equipment and supplies 
      found in a variety of workplaces
   d. procedures for carrying out common tasks or attending to work related business (such 
      as filing benefits claims, applying for promotion, and so on)
   e. authentic tables, charts, graphs, and directories used in a variety of work places
9. Practice with writing common to a variety of occupations
   a. completing authentic job applications and other employment forms
   b. writing expanded letters of application and resumes
   c. writing expanded notes of request, explanation, and so on
   d. completing authentic work place report forms
   e. taking expanded telephone messages
   f. basic computer and word processing tasks commonly encountered in the workplace
10. Structural knowledge: Grammatical forms are introduced and practiced through dialog 
    and communicative exercises. Specific structures or grammatical points are related to 
    language function practiced. (For example--explaining and apologizing for tardiness or 
    absence: simple and progressive past; describing regular work duties: simple present; 
    describing abilities and work experience: modal auxiliaries, present perfect, simple past.) 
    Explicit explanations of grammatical structures are minimal or avoided altogether. 
    Practice with structures occurs through meaningful communicative interchange. Some 
    structures may be learned as formulaic use (memorized expressions without any necessary 
    grammatical understanding.)
   a. verb tenses appropriate to time of events described: simple and progressive present; 
      simple and progressive past; future tense forms; simple and progressive present perfect.
   b. reported speech forms needed to express statements and questions of others in present 
      tense
   c. model auxiliaries covered in 905. Instruction and expansion of modals to express 
      ability and advisability; introduction to modals of possibility, inference, and certainty 
   d. instruction and expansion of real/factual conditional statements covered in 905, 
      introduction of unreal conditional statements
   e. formulaic use of some passive voice statements

B. RECOMMENDED
   1. Vocabulary of compensation, work schedules, and benefits (such as shift, overtime, 
      withholding, dues, pay period)
   2. Vocabulary of employees' rights and responsibilities (such as compensation, appeal, 
      dismissal, grievance)
   3. Review and expansion of ESL 920 vocabulary needed to express various categories of 
      action performed in the workplace

2. ENROLLMENT RESTRICTIONS
   Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

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

1. Face-to-face education:
2. group and pair practice with dialogs and other controlled speaking activities
3. role playing, dramatizing, and other language improvisation exercises
4. pronunciation and listening discrimination exercises
5. listening exercises for comprehension of message, note taking
6. practice with contemporary communication technology devices
7. vocabulary identification and other vocabulary development exercises
8. practice in silent reading with comprehension exercises and vocabulary practice
9. guided writing exercises
10. field trips to work places and locations of occupational training
11. listening to guest lecturers
12. computer-assisted instruction for practice with language and familiarity with computers
13. presentation of material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard

5. TYPICAL ASSIGNMENTS

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

1. Weekly reading exercises: dialog, short passage response, authentic materials (e.g. classified ads, safety instructions, schedules, labels, etc.)
2. Frequent writing exercises: e.g. write original questions and elicit authentic responses via phone from a receptionist at a local company.
3. Work-related exercises: e.g. complete an application form and write a letter of application using a basic word processing application

Quality: Assignments require the appropriate level of critical thinking.

1. Read the following list of policies and disciplinary actions that may be taken if a policy is violated. Then listen to the conversations from the tape. Decide which policy applies to the situation and what the disciplinary action would be.

2. Write an appropriate cover letter using Microsoft Letter Wizard

3. Gather information about a specific local company online. Follow links to human resources department. Make a list of skills you would need to successfully apply for a position.

6. TEXTS AND OTHER READINGS

A. Kahty S. Van Ormer (1994). Workskills 3 (1/e). -.

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to: communicate in written and spoken English at an intermediate level in a workplace environment

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 correctly in context and respond correctly to vocabulary of mathematical computation, weighing, and measuring in reference to work situations

A. FORMATIVE ASSESSMENT:

- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

2. match with description common terms found in safety messages and warnings, symbols related to work place safety

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

3. match with description or explain meanings of qualities named in performance evaluation and workers' qualifications

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

4. interpret and apply oral directions to carry out a task: face to face and by electronic means

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
- computer-related tasks

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

5. imitate common intonation patterns of American English

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

6. listen and speak with automated telephone systems and voice mail, responding to expanded authentic cues

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies
7. dramatize language functions in a variety of work related situations

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

8. read authentic job announcements and job descriptions

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

9. read authentic selections from employee handbooks and announcements; show comprehension by matching with description or graphic representation

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

10. read authentic selections from manuals and directions for using equipment and supplies; show understanding by correctly carrying out task or matching with graphic representation of meaning

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
- computer-related tasks

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

11. read tables, charts, graphs, and directories used in a variety of work places; show comprehension through matching with verbal or graphic representation of meaning

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

12. complete authentic job applications and employment forms with assistance

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

13. write expanded notes following a model and complete a variety of work place report forms

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
- computer-related tasks

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

14. take accurate telephone and other messages

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

15. complete computer and word processing tasks

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
- computer-related tasks

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

16. make reasonably accurate use of grammatical forms practiced in the course

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies
17. Use correctly in context vocabulary of compensation and benefits, employees’ rights and responsibilities (recommended learning goal)

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

18. Write letters of application and resumes (recommended)

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
- computer-related tasks

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

19. Use appropriate phrases and responses common to social situations in the workplace (recommended)

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

20. Complete work-specific tasks on a computer (recommended)

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities
- quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
- computer-related tasks

B. SUMMATIVE ASSESSMENT:
- pre-and post-testing of specified competencies

21. Gather information on job possibilities and take a career interest inventory test at the Career Development Center (recommended)

A. FORMATIVE ASSESSMENT:
- regular teacher observation in the course of class activities

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
3. computer-related tasks
B. SUMMATIVE ASSESSMENT:

1. pre-and post-testing of specified competencies
2. Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.
I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

ESL-921  English At Work 2  0 Unit

Continuation of ESL 920 (formerly 905). Intermediate level of English for speakers of other languages. English language skills needed to seek employment and function successfully in the workplace. Course is repeatable - unlimited completions allowed. Field trips might be required. Course is not 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:

A. COURSE CONTENT

1. Required Content:

   All content in this and other ESL courses is multi-cultural by nature. Students of diverse cultures are learning the language and customs of the host country while sharing their culture with their teacher and classmates.

   1. Vocabulary for making mathematical computations and talking about measurements or weights, English and metric systems
   2. Vocabulary of safety messages and warnings
      a. names of safety and protective supplies and equipment
      b. words commonly found in safety messages and posters (such as voltage, caution, protective, toxic)
      c. icons and symbols related to health and safety
   3. Vocabulary of performance evaluation and worker qualities (such as cooperative, careless, punctual, work habits, accuracy, enthusiastic, dependable)
   4. Listening and speaking with automated systems: listening to and leaving voice mail, listening and responding to simplified automated telephone scripts, providing computer input in response to automated voice cues
   5. Production of American English vowel and consonant sounds and word stress.
      a. Emphasis on clear production of consonants and consonant clusters likely to cause confusion if not pronounced accurately
   6. Work on specific pronunciation problems that interfere with meaning; pronunciation of vocabulary introduced in course.
   7. Intermediate-level vocabulary, phrases, and sentences useful in common work related situations, such as the following:
      a. requesting time off or other permission
      b. admitting and apologizing for mistakes
      c. interrupting supervisors or co-workers
      d. responding to criticism or praise
      e. talking on the telephone (telephone courtesy and conventions)
      f. giving and asking for feedback
   8. Practice with reading selections from authentic work-related materials such as the following:
      a. job announcements and descriptions of duties and qualifications (vocabulary of job advertising, job announcements, and job search such as experience, bondable, respond, previous)
      b. authentic selections from employee handbooks, posters, and announcements found at work sites
      c. authentic selections from manuals and directions for use of equipment and supplies
found in a variety of workplaces

d. procedures for carrying out common tasks or attending to work related business (such as
filing benefits claims, applying for promotion, and so on)
e. authentic tables, charts, graphs, and directories used in a variety of work places

9. Practice with writing common to a variety of occupations

a. completing authentic job applications and other employment forms
b. writing expanded letters of application and resumes
c. writing expanded notes of request, explanation, and so on
d. completing authentic workplace report forms
e. taking expanded telephone messages
f. basic computer and word processing tasks commonly encountered in the workplace

10. Structural knowledge: Grammatical forms are introduced and practiced through dialog
and communicative exercises. Specific structures or grammatical points are related to
language function practiced. (For example—explaining and apologizing for tardiness or
absence: simple and progressive past; describing regular work duties: simple present;
describing abilities and work experience: modal auxiliaries, present perfect, simple past.)
Explicit explanations of grammatical structures are minimal or avoided altogether. Practice
with structures occurs through meaningful communicative interchange. Some structures
may be learned as formulaic use (memorized expressions without any necessary
grammatical understanding.)
a. verb tenses appropriate to time of events described: simple and progressive present;
simple and progressive past; future tense forms; simple and progressive present perfect.
b. reported speech forms needed to express statements and questions of others in present
tense
c. model auxiliaries covered in 905. Instruction and expansion of modals to express ability
and advisability; introduction to modals of possibility, inference, and certainty
d. instruction and expansion of real/factual conditional statements covered in 905,
introduction of unreal conditional statements
e. formulaic use of some passive voice statements

2. Recommended Content:

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B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

a. Face-to-face education:

b. group and pair practice with dialogs and other controlled speaking activities

c. role playing, dramatizing, and other language improvisation exercises

d. pronunciation and listening discrimination exercises

e. listening exercises for comprehension of message, note taking

f. practice with contemporary communication technology devices

g. vocabulary identification and other vocabulary development exercises

h. practice in silent reading with comprehension exercises and vocabulary practice

i. guided writing exercises
j. field trips to work places and locations of occupational training
k. listening to guest lecturers
l. computer-assisted instruction for practice with language and familiarity with computers
m. presentation of material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Weekly reading exercises: dialog, short passage response, authentic materials (e.g. classified ads, safety instructions, schedules, labels, etc.)
   2. Frequent writing exercises: e.g. write original questions and elicit authentic responses via phone from a receptionist at a local company.
   3. Work-related exercises: e.g. complete an application form and write a letter of application using a basic word processing application

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Weekly reading exercises: dialog, short passage response, authentic materials (e.g. classified ads, safety instructions, schedules, labels, etc.)
   2. Frequent writing exercises: e.g. write original questions and elicit authentic responses via phone from a receptionist at a local company.
   3. Work-related exercises: e.g. complete an application form and write a letter of application using a basic word processing application

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to communicate in written and spoken English at an intermediate level in a workplace environment

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:
   a. use correctly in context and respond correctly to vocabulary of mathematical computation, weighing, and measuring in reference to work situations
      FORMATIVE ASSESSMENT
      1. regular teacher observation in the course of class activities
      2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes,
dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

2. Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.

b. match with description common terms found in safety messages and warnings, symbols related to work place safety

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

c. match with description or explain meanings of qualities named in performance evaluation and workers’ qualifications

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

d. interpret and apply oral directions to carry out a task: face to face and by electronic means

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

3. computer-related tasks

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

e. imitate common intonation patterns of American English

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT
1. pre-and post-testing of specified competencies

f. listen and speak with automated telephone systems and voice mail, responding to expanded authentic cues

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
3. computer-related tasks

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

g. dramatize language functions in a variety of work related situations

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

h. read authentic job announcements and job descriptions

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

i. read authentic selections from employee handbooks and announcements; show comprehension by matching with description or graphic representation

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

j. read authentic selections from manuals and directions for using equipment and supplies; show understanding by correctly carrying out task or matching with graphic representation of meaning

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

3. computer-related tasks

**SUMMATIVE ASSESSMENT**

1. pre-and post-testing of specified competencies

**k.** read tables, charts, graphs, and directories used in a variety of work places; show comprehension through matching with verbal or graphic representation of meaning

**FORMATIVE ASSESSMENT**

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

**SUMMATIVE ASSESSMENT**

1. pre-and post-testing of specified competencies

**l.** complete authentic job applications and employment forms with assistance

**FORMATIVE ASSESSMENT**

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

**SUMMATIVE ASSESSMENT**

1. pre-and post-testing of specified competencies

**m.** write expanded notes following a model and complete a variety of work place report forms

**FORMATIVE ASSESSMENT**

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

3. computer-related tasks

**SUMMATIVE ASSESSMENT**

1. pre-and post-testing of specified competencies

**n.** take accurate telephone and other messages

**FORMATIVE ASSESSMENT**

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

**SUMMATIVE ASSESSMENT**

1. pre-and post-testing of specified competencies
o. complete computer and word processing tasks

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
3. computer-related tasks

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

p. make reasonably accurate use of grammatical forms practiced in the course

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

q. Use correctly in context vocabulary of compensation and benefits, employees' rights and responsibilities (recommended learning goal)

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

r. Write letters of application and resumes (recommended)

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
3. computer-related tasks

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

s. Use appropriate phrases and responses common to social situations in the workplace (recommended)

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities
2. quizzes and examinations, written and oral, including work-related...
vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

t. Complete work-specific tasks on a computer (recommended)

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

3. computer-related tasks

SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

u. Gather information on job possibilities and take a career interest inventory test at the Career Development Center (recommended)

FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

SUMMATIVE ASSESSMENT

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. regular teacher observation in the course of class activities

2. regular teacher observation in the course of class activities

3. regular teacher observation in the course of class activities

4. regular teacher observation in the course of class activities

5. regular teacher observation in the course of class activities

6. regular teacher observation in the course of class activities

7. regular teacher observation in the course of class activities

8. regular teacher observation in the course of class activities

9. regular teacher observation in the course of class activities

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11. regular teacher observation in the course of class activities

12. regular teacher observation in the course of class activities

13. regular teacher observation in the course of class activities

14. regular teacher observation in the course of class activities
15. regular teacher observation in the course of class activities
16. regular teacher observation in the course of class activities
17. regular teacher observation in the course of class activities
18. regular teacher observation in the course of class activities
19. regular teacher observation in the course of class activities
20. regular teacher observation in the course of class activities
21. regular teacher observation in the course of class activities
22. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
23. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
24. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
25. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
26. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
27. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
28. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
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30. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
31. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
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33. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage
34. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

35. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

36. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

37. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

38. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

39. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

40. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

41. quizzes and examinations, written and oral, including work-related vocabulary, listening and reading comprehension, brief written notes, dictation, sentence transformation, and cloze passage

42. computer-related tasks

43. computer-related tasks

44. computer-related tasks

45. computer-related tasks

46. computer-related tasks

47. computer-related tasks

48. computer-related tasks

B. SUMMATIVE ASSESSMENT

1. pre-and post-testing of specified competencies

2. pre-and post-testing of specified competencies

3. pre-and post-testing of specified competencies

4. pre-and post-testing of specified competencies

5. pre-and post-testing of specified competencies

6. pre-and post-testing of specified competencies

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15. pre-and post-testing of specified competencies
16. pre-and post-testing of specified competencies
17. pre-and post-testing of specified competencies
18. pre-and post-testing of specified competencies
19. pre-and post-testing of specified competencies
20. pre-and post-testing of specified competencies

21. Note: Although no grade or course credit is granted, the administering of some formal quizzes serves two important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes.
Proposal Impact

ESL 921 English At Work 2
**New Course**
Gabriele Steiner

Courses

Cross Listed Courses

Programs
FAMLF 800 - Parent Education
Action Type: New Course
Effective:
Primary Author: Pam Guerra-Schmidt
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E  State Classification: F
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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<th>Faculty Load</th>
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Material Fees

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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?)
I. COURSE OVERVIEW

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

FAMLF 800 - Parent Education 0 Unit(s)

Exploration of current issues in parenting. Influences of the family and school on the growth and development of the child. Emphasis on positive and nurturing guidance techniques.

Course is repeatable - unlimited completions allowed Field trips may be 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. Parenting is a process
B. The Role of the Child
   1. Children's Needs
   2. Parents' Needs of Children
   3. Children learn through play
C. The Role of the Parent
   1. How Parents Influence Children
   2. Influences on Parents' Behavior
   3. Parenting Styles
D. The Role of Society
   1. The Environment
   2. Social Influence
   3. Protective and Risk Factors
E. The Decision to Parent
   1. Types of families
F. Parent-Child Relationships
   1. Building positive rapport and mutual respect
   2. Using encouragement versus praise effectively
   3. Family Meetings
   4. Guides to Speech and Action
   5. Problem Solving
   6. Limit Setting
   7. Conflict Techniques
G. Parenting Topics
   1. Nutrition
   2. Birth Order
   3. Parenting Styles
   4. Power Play
   5. Mistaken Goals of Behavior
6. Natural and Logical Consequences
7. Gender Identity
8. Ethnic Identity
9. Ages and stages of development/realistic expectations
10. Attachment
11. Types of development: cognitive, language, social/emotional, physical, self-help/adaptive, aesthetic
12. Anti-bias curriculum/philosophy
13. Coping with stress
14. Effects of television on development
15. Labeling children
16. Child Abuse and Neglect
17. Effects and Prevention of Violence
18. Temperament

**B. RECOMMENDED**

**2. ENROLLMENT RESTRICTIONS**

Pre-requisite(s): None

**3. HOURS OF INSTRUCTION PER TERM**

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<tr>
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<td></td>
</tr>
<tr>
<td>Disc</td>
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</tbody>
</table>

**4. TYPICAL METHODS OF INSTRUCTION**

Instructors of this course might conduct the course using the following methods:
1. Lecture, discussion
2. Participation in class discussions (small and large group format)
3. Media, including videos, films, and slides
4. Guest speakers
5. Role play and group presentations
6. Written projects

**5. TYPICAL ASSIGNMENTS**

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

A. Monthly personal reflection on subject presented
B. Per term, create a diversity page about the child's culture
C. Per term, complete a screening tool such as the Ages and Stages Questionnaire (ASQ)
D. Per term, select one current parenting article and write a summary and personal response to the article

*Quality: Assignments require the appropriate level of critical thinking.*
A. After completing a screening tool such as the Ages and Stages Questionnaire (ASQ), complete a written analysis of findings.
B. After writing a summary and personal response to the selected parenting article, present an oral evaluation of the article.

6. TEXTS AND OTHER READINGS
   A. Current professional parenting journals

III. DESIRED LEARNING
   A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to: effectively parent children utilizing positive guidance strategies while feeling supported by the connections developed with other parents in the course as current parenting issues are explored.

   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. Review the needs of children at the various developmental stages and discuss how meeting these needs reorganizes the parents’ lives.
      A. FORMATIVE ASSESSMENT:
      • Write a self-reflection paper on lecture

   2. Discuss how children may meet some of the parents’ basic psychological needs within the family system.
      A. FORMATIVE ASSESSMENT:
      • Complete a parenting style questionnaire
      • Write a self-reflection paper on lecture

   3. Compare and contrast parenting styles.
      A. FORMATIVE ASSESSMENT:
      • Complete a parenting style questionnaire
      • Write a self-reflection paper on lecture

   4. Discuss the theories of play related to learning.
      B. SUMMATIVE ASSESSMENT:
      • Read and respond to a current parenting article

   5. Identify the various forms of social influence on parenting.
      A. FORMATIVE ASSESSMENT:
      • Complete a diversity page emphasizing culture on a child
      B. SUMMATIVE ASSESSMENT:
      • Read and respond to a current parenting article

   6. Examine the diverse family groupings.
      A. FORMATIVE ASSESSMENT:
      • Write a self-reflection paper on lecture
      • Complete a diversity page emphasizing culture on a child

   7. Review the meaning of misbehavior and document actual behavior interactions between children and adults.
      A. FORMATIVE ASSESSMENT:
      • Discuss and utilize positive guidance techniques in relationship building
Write a self-reflection paper on lecture
Complete and analyze an Ages and Stages Questionnaire (ASQ)

B. SUMMATIVE ASSESSMENT:
• Read and respond to a current parenting article

8. Practice positive and respectful methods in response to children’s behaviors.

A. FORMATIVE ASSESSMENT:
• Discuss and utilize positive guidance techniques in relationship building
• Write a self-reflection paper on lecture
• Complete and analyze an Ages and Stages Questionnaire (ASQ)

B. SUMMATIVE ASSESSMENT:
• Read and respond to a current parenting article

9. Analyze skills that help children improve their behavior and learning.

B. SUMMATIVE ASSESSMENT:
• Read and respond to a current parenting article

10. Examine and discuss current issues in parenting.

A. FORMATIVE ASSESSMENT:
• Discuss and utilize positive guidance techniques in relationship building
• Complete a parenting style questionnaire
• Write a self-reflection paper on lecture
• Complete and analyze an Ages and Stages Questionnaire (ASQ)
• Complete a diversity page emphasizing culture on a child

B. SUMMATIVE ASSESSMENT:
• Read and respond to a current parenting article

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Discuss and utilize positive guidance techniques in relationship building
2. Complete a parenting style questionnaire
3. Write a self-reflection paper on lecture
4. Complete and analyze an Ages and Stages Questionnaire (ASQ)
5. Complete a diversity page emphasizing culture on a child

B. SUMMATIVE ASSESSMENT:
1. Read and respond to a current parenting article
Modesto Junior College
Course Outline of Record
FAMLF 800

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

FAMLF-800 Parent Education

Exploration of current issues in parenting. Influences of the family and school on the growth and development of the child. Emphasis on positive and nurturing guidance techniques. Course is repeatable - unlimited completions allowed. Field trips might be required. Course is 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:

A. COURSE CONTENT

1. Required Content:

1. Parenting is a process

2. The Role of the Child
   1. Children's Needs
   2. Parents' Needs of Children
   3. Children learn through play

3. The Role of the Parent
   1. How Parents Influence Children
   2. Influences on Parents' Behavior
   3. Parenting Styles

4. The Role of Society
   1. The Environment
   2. Social Influence
   3. Protective and Risk Factors

5. The Decision to Parent
   1. Types of families

6. Parent-Child Relationships
1. Building positive rapport and mutual respect
2. Using encouragement versus praise effectively
3. Family Meetings
4. Guides to Speech and Action
5. Problem Solving
6. Limit Setting
7. Conflict Techniques

7. Parenting Topics
   1. Nutrition
   2. Birth Order
   3. Parenting Styles
   4. Power Play
   5. Mistaken Goals of Behavior
   6. Natural and Logical Consequences
   7. Gender Identity
   8. Ethnic Identity
   9. Ages and stages of development/realistic expectations
  10. Attachment
  11. Types of development: cognitive, language, social/emotional, physical, self-help/adaptive, aesthetic
  12. Anti-bias curriculum/philosophy
  13. Coping with stress
  14. Effects of television on development
  15. Labeling children
  16. Child Abuse and Neglect
  17. Effects and Prevention of Violence
  18. Temperament
B. **HOURS AND UNITS**

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<th>INST METHOD</th>
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</tr>
<tr>
<td>Disc</td>
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</tbody>
</table>

C. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

a. Lecture, discussion

b. Participation in class discussions (small and large group format)

c. Media, including videos, films, and slides

d. Guest speakers

e. Role play and group presentations

f. Written projects

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)

   1. Monthly personal reflection on subject presented
   2. Per term, create a diversity page about the child’s culture
   3. Per term, complete a screening tool such as the Ages and Stages Questionnaire (ASQ)
   4. Per term, select one current parenting article and write a summary and personal response to the article

2. **EVIDENCE OF CRITICAL THINKING**

   Assignments require the appropriate level of critical thinking

   1. Monthly personal reflection on subject presented
   2. Per term, create a diversity page about the child’s culture
   3. Per term, complete a screening tool such as the Ages and Stages Questionnaire (ASQ)
   4. Per term, select one current parenting article and write a summary and personal response to the article
E. TEXTS AND OTHER READINGS (TYPICAL)

1. Current professional parenting journals

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to effectively parent children utilizing positive guidance strategies while feeling supported by the connections developed with other parents in the course as current parenting issues are explored.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Review the needs of children at the various developmental stages and discuss how meeting these needs reorganizes the parents’ lives.
      FORMATIVE ASSESSMENT
      1. Write a self-reflection paper on lecture
      SUMMATIVE ASSESSMENT

   b. Discuss how children may meet some of the parents’ basic psychological needs within the family system.
      FORMATIVE ASSESSMENT
      1. Complete a parenting style questionnaire
      2. Write a self-reflection paper on lecture
      SUMMATIVE ASSESSMENT

   c. Compare and contrast parenting styles.
      FORMATIVE ASSESSMENT
      1. Complete a parenting style questionnaire
      2. Write a self-reflection paper on lecture
      SUMMATIVE ASSESSMENT

   d. Discuss the theories of play related to learning.
      FORMATIVE ASSESSMENT
      SUMMATIVE ASSESSMENT
      1. Read and respond to a current parenting article

   e. Identify the various forms of social influence on parenting.
      FORMATIVE ASSESSMENT
      1. Complete a diversity page emphasizing culture on a child
      SUMMATIVE ASSESSMENT
      1. Read and respond to a current parenting article

   f. Examine the diverse family groupings.
      FORMATIVE ASSESSMENT
1. Write a self-reflection paper on lecture
2. Complete a diversity page emphasizing culture on a child

SUMMATIVE ASSESSMENT

g. Review the meaning of misbehavior and document actual behavior interactions between children and adults. FORMATIVE ASSESSMENT
   1. Discuss and utilize positive guidance techniques in relationship building
   2. Write a self-reflection paper on lecture
   3. Complete and analyze an Ages and Stages Questionnaire (ASQ)

SUMMATIVE ASSESSMENT
   1. Read and respond to a current parenting article

h. Practice positive and respectful methods in response to children’s behaviors. FORMATIVE ASSESSMENT
   1. Discuss and utilize positive guidance techniques in relationship building
   2. Write a self-reflection paper on lecture
   3. Complete and analyze an Ages and Stages Questionnaire (ASQ)

SUMMATIVE ASSESSMENT
   1. Read and respond to a current parenting article

i. Analyze skills that help children improve their behavior and learning. FORMATIVE ASSESSMENT
   SUMMATIVE ASSESSMENT
   1. Read and respond to a current parenting article

j. Examine and discuss current issues in parenting.

FORMATIVE ASSESSMENT
   1. Discuss and utilize positive guidance techniques in relationship building
   2. Complete a parenting style questionnaire
   3. Write a self-reflection paper on lecture
   4. Complete and analyze an Ages and Stages Questionnaire (ASQ)
   5. Complete a diversity page emphasizing culture on a child

SUMMATIVE ASSESSMENT
   1. Read and respond to a current parenting article

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Discuss and utilize positive guidance techniques in relationship building
2. Discuss and utilize positive guidance techniques in relationship building
3. Discuss and utilize positive guidance techniques in relationship building
4. Complete a parenting style questionnaire
5. Complete a parenting style questionnaire
6. Complete a parenting style questionnaire
7. Write a self-reflection paper on lecture
8. Write a self-reflection paper on lecture
9. Write a self-reflection paper on lecture
10. Write a self-reflection paper on lecture
11. Write a self-reflection paper on lecture
12. Write a self-reflection paper on lecture
13. Write a self-reflection paper on lecture
14. Complete and analyze an Ages and Stages Questionnaire (ASQ)
15. Complete and analyze an Ages and Stages Questionnaire (ASQ)
16. Complete and analyze an Ages and Stages Questionnaire (ASQ)
17. Complete a diversity page emphasizing culture on a child
18. Complete a diversity page emphasizing culture on a child
19. Complete a diversity page emphasizing culture on a child

B. SUMMATIVE ASSESSMENT

1. Read and respond to a current parenting article
2. Read and respond to a current parenting article
3. Read and respond to a current parenting article
4. Read and respond to a current parenting article
5. Read and respond to a current parenting article
6. Read and respond to a current parenting article
Proposal Impact

FAMLF 800 Parent Education
**New Course**
Pam Guerra-Schmidt

Courses

Cross Listed Courses

Programs
HUMSR 142 - Introduction to Psychosocial Rehabilitation

Rationale for Course Action

Transfer and GE Status

- CSU Transfer: Requested
- CSU-GE Category: CSU-GE - D7 Requested

Course Data Elements

- Credit Type: Requested
- Credit Sub-Type: Requested
- TOP Code: SAM Code: C  State Classification: G
- Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Material Fees

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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?)
Modesto Junior College

HUMSR 142 Course Outline

Effective Date: 
Printed On: 10/29/2008 4:24:58 PM MDT

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

HUMSR 142 - Introduction to Psychosocial Rehabilitation

3 Unit(s)

Introduction to the field of psychosocial rehabilitation and its application in the public mental health system. The class provides an overview of the core practice models, principles, theories, and methods in psychosocial rehabilitation as related to the social sciences, and gives students a broad view of best clinical practices, social and psychological considerations in working with individuals who have psychiatric disorders using sociological concepts, theories, and methodology.

Field trips may be required. A-F and CR/NC. Approved for online, hybrid, and telecourse instruction. Applicable to the Associate Degree. Transfer to CSU. MJC-GE - B; CSU-GE - D7.

Course is not repeatable Field trips may be required.

Transfer to CSU only.

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

1. Introduction to the field of psychosocial rehabilitation, current issues, its history, and relevance to the public mental health movement.
2. Introduction to the skills, theoretical orientations, philosophies, professional values, knowledge base, techniques, practice models commonly used by psychosocial rehabilitation practitioners in public mental health settings.
3. Role and impact of stigma, culture, historical movements, and various practice models in psychosocial rehabilitation.
4. Importance of consumer and family involvement in the recovery process.

B. RECOMMENDED

Demonstration of appropriate and respectful sensitivity with various cultural groups, genders, ages, and ethnicities.

2. ENROLLMENT RESTRICTIONS

Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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Curriculum Committee Agenda  267  November 4, 2008
4. TYPICAL METHODS OF INSTRUCTION

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

1. Lecture
2. Class discussions
3. Weekly readings
4. Written assignments
5. Evaluations
6. Individual and group exercises
7. Role plays/mock interviews, and counseling sessions
8. Guest speakers
9. Videotapes
10. Supplemental handouts

5. TYPICAL ASSIGNMENTS

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

1. Daily readings of textbook, and supplemental material.
2. Two Comprehensive Care Plans per term.
3. Prepare and organize a group project per term.
   a. How well do you engage and work with others?
   b. What type of group leadership skills do you possess?
5. Weekly quizzes.
6. Weekly volunteering in a public mental health setting.
7. Weekly written assignments and or journal entries.
   a. What is focusing? How is this skill central to the central to the holistic approach to psychosocial rehabilitation?
   b. Define resistance, and how to best deal with a psychotic or delusional client.

Quality: Assignments require the appropriate level of critical thinking.

1. Psychosocial Assessments.
2. Individual interviews with consumers, family members, and mental health practitioners.
   a. How do you conduct an ethical, well-informed interview.
3. Examinations.
   a. Provide an example of one psychosocial rehabilitation practice modality.
   b. Describe an effective care plan goal.

6. TEXTS AND OTHER READINGS


B. Supplemental readings, videos, films, periodicals, and various journal articles as provided by the instructor.

III. DESIRED LEARNING

A. COURSE GOAL

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

1. Acquire the necessary clinical skills, knowledge base, interviewing strategies, counseling techniques, and professional values to effectively work with and provide services for people who have mental health problems. 2. Students will be able to demonstrate a foundation of knowledge in psychosocial rehabilitation and practice including the importance of historical movements, stigma, culture, practice models, assessment, evaluation, goal development, and community integration.

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. Exhibit cultural competence in working with people who have psychiatric disorders.
   A. FORMATIVE ASSESSMENT:
   ● Classroom discussions, group projects, and individual exercises.
   B. SUMMATIVE ASSESSMENT:
   ● Develop a complete, comprehensive care plan, and psychosocial assessment.

2. Demonstrate a belief in and appropriate documentation capability for recovery-oriented practice, and the skills needed for engagement, assessment, intervention, treatment, and after-care.
   A. FORMATIVE ASSESSMENT:
   ● Classroom discussions, group projects, and individual exercises.
   B. SUMMATIVE ASSESSMENT:
   ● Develop a complete, comprehensive care plan, and psychosocial assessment.

3. Identify the core values and principles of psychosocial rehabilitation in clinical practice.
   A. FORMATIVE ASSESSMENT:
   ● Classroom discussions, group projects, and individual exercises.
   B. SUMMATIVE ASSESSMENT:
   ● Develop a complete, comprehensive care plan, and psychosocial assessment.

4. Understand the importance of a strengths-based, empowering approach in working with consumers and families and teaching self-help strategies.
   A. FORMATIVE ASSESSMENT:
   ● Classroom discussions, group projects, and individual exercises.
   ● Objective quizzes.
   ● Written assignments, and short answer essays.
   ● Midterm examination
   B. SUMMATIVE ASSESSMENT:
   ● Develop a complete, comprehensive care plan, and psychosocial assessment.
   ● Demonstrate appropriate clinical skills for an individual interview, group, or counseling session.
   ● Submit complete thoughtful written assignments.
   ● Final examination.
   ● Research Paper.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Classroom discussions, group projects, and individual exercises.
   2. Objective quizzes.
   3. Written assignments, and short answer essays.
   4. Midterm examination

B. SUMMATIVE ASSESSMENT:
   1. Develop a complete, comprehensive care plan, and psychosocial assessment.
   2. Demonstrate appropriate clinical skills for an individual interview, group, or counseling session.
   3. Submit complete thoughtful written assignments.
   4. Final examination.
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**HUMSR-142 Introduction to Psychosocial Rehabilitation**

3 Units

Introduction to the field of psychosocial rehabilitation and its application in the public mental health system. The class provides an overview of the core practice models, principles, theories, and methods in psychosocial rehabilitation as related to the social sciences, and gives students a broad view of best clinical practices, social and psychological considerations in working with individuals who have psychiatric disorders using sociological concepts, theories, and methodology. Field trips may be required. A-F and CR/NC. Approved for online, hybrid, and telecourse instruction. Applicable to the Associate Degree. Transfer to CSU. MJC-GE - B; CSU-GE - D7. Course is not repeatable. Field trips might be required. Course is applicable to the associate degree. General Education: CSU-GE - D7

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:

A. **COURSE CONTENT**

1. **Required Content:**

1. Introduction to the field of psychosocial rehabilitation, current issues, its history, and relevance to the public mental health movement.
2. Introduction to the skills, theoretical orientations, philosophies, professional values, knowledge base, techniques, practice models commonly used by psychosocial rehabilitation practitioners in public mental health settings.
3. Role and impact of stigma, culture, historical movements, and various practice models in psychosocial rehabilitation.
4. Importance of consumer and family involvement in the recovery process.

2. **Recommended Content:**

[C@1a26be3]

B. **HOURS AND UNITS**

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</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

C. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

a. Lecture

b. Class discussions
c. Weekly readings  
d. Written assignments  
e. Evaluations  
f. Individual and group exercises  
g. Role plays/mock interviews, and counseling sessions  
h. Guest speakers  
i. Videotapes  
j. Supplemental handouts  

D. ASSIGNMENTS (TYPICAL)  

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS  
   Time spent on coursework in addition to hours of instruction (lecture hours)  
   1. Daily readings of textbook, and supplemental material.  
   2. Two Comprehensive Care Plans per term.  
   3. Prepare and organize a group project per term.  
      a. How well do you engage and work with others?  
      b. What type of group leadership skills do you possess?  
   5. Weekly quizzes.  
   6. Weekly volunteering in a public mental health setting.  
   7. Weekly written assignments and or journal entries.  
      a. What is focusing? How is this skill central to the holistic approach to psychosocial rehabilitation?  
      b. Define resistance, and how to best deal with a psychotic or delusional client.  

2. EVIDENCE OF CRITICAL THINKING  
   Assignments require the appropriate level of critical thinking  
   1. Daily readings of textbook, and supplemental material.  
   2. Two Comprehensive Care Plans per term.  
   3. Prepare and organize a group project per term.  
      a. How well do you engage and work with others?  
      b. What type of group leadership skills do you possess?  
   5. Weekly quizzes.  
   6. Weekly volunteering in a public mental health setting.  
   7. Weekly written assignments and or journal entries.  
      a. What is focusing? How is this skill central to the holistic approach to psychosocial rehabilitation?  
      b. Define resistance, and how to best deal with a psychotic or delusional client.  

E. TEXTS AND OTHER READINGS (TYPICAL)  


2. Supplemental readings, videos, films, periodicals, and various journal articles as provided by the instructor.  

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to 1. Acquire the necessary clinical skills, knowledge base, interviewing strategies, counseling techniques, and professional values to effectively work with and provide services for people who have mental health problems. 2. Students will be able to demonstrate a foundation of knowledge in psychosocial rehabilitation and practice including the importance of historical movements, stigma, culture, practice models, assessment, evaluation, goal development, and community integration.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Exhibit cultural competence in working with people who have psychiatric disorders.
      FORMATIVE ASSESSMENT
      1. Classroom discussions, group projects, and individual exercises.
      SUMMATIVE ASSESSMENT
      1. Develop a complete, comprehensive care plan, and psychosocial assessment.

   b. Demonstrate a belief in and appropriate documentation capability for recovery-oriented practice, and the skills needed for engagement, assessment, intervention, treatment, and after-care. FORMATIVE ASSESSMENT
      1. Classroom discussions, group projects, and individual exercises.
      SUMMATIVE ASSESSMENT
      1. Develop a complete, comprehensive care plan, and psychosocial assessment.

   c. Identify the core values and principles of psychosocial rehabilitation in clinical practice. FORMATIVE ASSESSMENT
      1. Classroom discussions, group projects, and individual exercises.
      SUMMATIVE ASSESSMENT
      1. Develop a complete, comprehensive care plan, and psychosocial assessment.

   d. Understand the importance of a strengths-based, empowering approach in working with consumers and families and teaching self-help strategies. FORMATIVE ASSESSMENT
      1. Classroom discussions, group projects, and individual exercises.
      2. Objective quizzes.
      3. Written assignments, and short answer essays.
      4. Midterm examination
      SUMMATIVE ASSESSMENT
      1. Develop a complete, comprehensive care plan, and psychosocial assessment.
      2. Demonstrate appropriate clinical skills for an individual interview, group, or counseling session.
      3. Submit complete thoughtful written assignments.
      4. Final examination.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Classroom discussions, group projects, and individual exercises.
2. Classroom discussions, group projects, and individual exercises.
3. Classroom discussions, group projects, and individual exercises.
4. Classroom discussions, group projects, and individual exercises.
5. Objective quizzes.
6. Written assignments, and short answer essays.
7. Midterm examination

B. SUMMATIVE ASSESSMENT

1. Develop a complete, comprehensive care plan, and psychosocial assessment.
2. Develop a complete, comprehensive care plan, and psychosocial assessment.
3. Develop a complete, comprehensive care plan, and psychosocial assessment.
4. Develop a complete, comprehensive care plan, and psychosocial assessment.
5. Demonstrate appropriate clinical skills for an individual interview, group, or counseling session.
6. Submit complete thoughtful written assignments.
7. Final examination.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Kimberly Kennard

DATE SUBMITTED:

COURSE PREFIX AND NUMBER: HUMSR 142

COURSE TITLE: Introduction to Psychosocial Rehabilitation

EFFECTIVE DATE:

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

<table>
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<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
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<tr>
<td>Telephone Contact</td>
<td>Web or Computer-based Activities</td>
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<td>E-mail</td>
<td>Written Assignments</td>
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<td>Viewing Text-based Materials</td>
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<td>Reading Online Materials</td>
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<td>Other Assigned Readings</td>
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<tr>
<td></td>
<td>Field Trips</td>
</tr>
<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
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</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Students will maintain regular contact with the instructor via the online modality, voice mail, e-mail, correspondence, telephone, or other activities.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   No

---

Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Kimberly Kennard

DATE SUBMITTED:

COURSE PREFIX AND NUMBER: HUMSR 142

COURSE TITLE: Introduction to Psychosocial Rehabilitation

EFFECTIVE DATE:

METHOD OF INSTRUCTION

TELECOURSE professionally produced television course that can be seen on cable television and on videotape.

TYPE OF TEACHING MODALITIES
COURSE ANALYSIS
1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

Students will meet regularly with the instructor through individual or group meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone, email contact, correspondence, voice mail, or other activities.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

No

Technology Mediated Instruction (T.M.I.) Form
PREPARED BY: Kimberly Kennard
DATE SUBMITTED:
COURSE PREFIX AND NUMBER: HUMSR 142
COURSE TITLE: Introduction to Psychosocial Rehabilitation
EFFECTIVE DATE:

METHOD OF INSTRUCTION
MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Fifty percent is conducted face to face while the remainder occurs online.

TYPE OF TEACHING MODALITIES

<table>
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<th>Teaching Modalities</th>
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<td>On Campus Orientation Sessions</td>
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<td>Individual Meetings</td>
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<td>Quizzes, Self-test and Exams</td>
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<tr>
<td></td>
<td>Group Projects</td>
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</table>

COURSE ANALYSIS
1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

Students will meet regularly with the instructor through group meetings, individual sessions field trips,
library workshops, telephoned, e-mail, correspondence, voice mail, or other activities.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   No
Proposal Impact

HUMSR 142 Introduction to Psychosocial Rehabilitation
**New Course**
Kimberly Kennard

Courses

Cross Listed Courses

Programs
HUMSR 143 - Psychosocial Rehabilitation Practice
3 Units

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
CSU-GE Category: CSU-GE - D7 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: C State Classification: I
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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<td>HUMSR-143</td>
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Material Fees

<table>
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<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?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

HUMSR 143 - Psychosocial Rehabilitation Practice 3 Unit(s)

Continued development in the field of psychosocial rehabilitation, and its application in the public mental health system. Designed to provide opportunities for students to practice and apply models of psychosocial rehabilitation, principles, theories, and methods related to the social sciences with individuals who have psychiatric disorders using sociological concepts and methodology.

Field trips may be required. A-F and CR/NC. Approved for online, hybrid, and telecourse instruction. Applicable to the Associate Degree. Transfer to CSU. MJC-GE - B; CSU-GE - D7.

Course is not repeatable Field trips may be required.

Transfer to CSU only.

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
1. Applications of the central values of psychosocial rehabilitation, including strategies and techniques for working with psychiatric symptoms.
2. Demonstration of culturally competent engagement, intervention, assessment, and evaluation skills.
3. Outlining the key ethical principles as defined by the USPRA and core components of the Americans with Disabilities Act, reasonable accommodations, and the Fair Housing Act.
4. Utilization of a team approach with public agencies, the judicial system, colleagues, consumers, and families of consumers in the recovery process.
5. Identification and practices of effective strategies for community integration.

B. RECOMMENDED
Demonstration of appropriate and respectful sensitivity with various cultural groups, genders, ages, and ethnicities.

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours</th>
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<tr>
<td>3 Units</td>
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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
   1. Lecture
   2. Class discussions
   3. Weekly readings
   4. Written assignments
   5. Evaluations
   6. Individual and group exercises
   7. Role plays/mock interviews, and counseling sessions
   8. Guest speakers
   9. Videotapes
   10. Supplemental handouts

5. TYPICAL ASSIGNMENTS
Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
   1. Daily readings of textbook, journal articles, and supplemental handouts.
   2. Weekly journal entries.
      a. What is paraphrasing and how is it central to the Psychodynamic approach?
   3. Two Comprehensive Care plans per term.
      a. Delineate the core values of psychosocial rehabilitation.
      a. How do you utilize psychosocial rehabilitation skills in a group?
      b. What type of administrative skills do you possess?
   5. Weekly written assignments.
      a. Define resistance, and how to best deal with a depressed sullen client.
   6. Weekly field work in a public mental health setting.
   7. Weekly quizzes.
   8. Attend mental health court, or a competency hearing.

Quality: Assignments require the appropriate level of critical thinking.
   1. Psychosocial and risk assessment.
      a. How do you conduct a comprehensive risk assessment.
   2. Individual interviews with consumers, family members, and practitioners.
      a. Please describe your encounters with the mental health system?
   3. Examinations.
      a. Provide an example of one community resource for mental health consumers.
      b. Identify a boundary issue in clinical practice, and how best to resolve ethically.

6. TEXTS AND OTHER READINGS
      United States Psychiatric Rehabilitation Association (USPRA).
   B. Other reading material: Supplemental readings, videos, films, and various journal
      articles as provided by the instructor

III. DESIRED LEARNING
A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   1. Demonstrate the core skills and competencies of psychosocial rehabilitation and practice.
   2. Identify and display the values of recovery-oriented practice with consumers in public
      mental health settings.
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. Exhibit cultural competence in working with people who have psychiatric disorders.
   A. FORMATIVE ASSESSMENT:
   - Classroom discussions, group projects, and experiential exercises
   - Objective quizzes
   - Written assignments, and short answer essays.
   - Midterm examination

   B. SUMMATIVE ASSESSMENT:
   - Develop a complete, comprehensive care plan, and psychosocial assessment.
   - Conduct an individual interview, group, or counseling session.
   - Submit complete, reflective, and thoughtful written assignments and journal.
   - Final examination
   - Research paper

2. Demonstrate appropriate documentation and clinical skills for recovery-oriented practice.
   A. FORMATIVE ASSESSMENT:
   - Objective quizzes
   - Written assignments, and short answer essays.
   - Midterm examination

   B. SUMMATIVE ASSESSMENT:
   - Develop a complete, comprehensive care plan, and psychosocial assessment.
   - Submit complete, reflective, and thoughtful written assignments and journal.
   - Final examination
   - Research paper

3. Integrate the core values and principles of psychosocial rehabilitation in clinical practice.
   A. FORMATIVE ASSESSMENT:
   - Classroom discussions, group projects, and experiential exercises
   - Objective quizzes
   - Written assignments, and short answer essays.
   - Midterm examination

   B. SUMMATIVE ASSESSMENT:
   - Develop a complete, comprehensive care plan, and psychosocial assessment.
   - Conduct an individual interview, group, or counseling session.
   - Submit complete, reflective, and thoughtful written assignments and journal.
   - Final examination
   - Research paper

4. Apply a strengths-based empowering approach in working with consumers, families when teaching self-help strategies.
   A. FORMATIVE ASSESSMENT:
   - Classroom discussions, group projects, and experiential exercises
   - Objective quizzes
   - Written assignments, and short answer essays.
   - Midterm examination

   B. SUMMATIVE ASSESSMENT:
   - Develop a complete, comprehensive care plan, and psychosocial assessment.
   - Conduct an individual interview, group, or counseling session.
   - Submit complete, reflective, and thoughtful written assignments and journal.
   - Final examination
IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Classroom discussions, group projects, and experiential exercises
2. Objective quizzes
3. Written assignments, and short answer essays.
4. Midterm examination

B. SUMMATIVE ASSESSMENT:

1. Develop a complete, comprehensive care plan, and psychosocial assessment.
2. Conduct an individual interview, group, or counseling session.
3. Submit complete, reflective, and thoughtful written assignments and journal.
4. Final examination
5. Research paper
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

HUMSR-143 *Psychosocial Rehabilitation Practice* 3 Units
Continued development in the field of psychosocial rehabilitation, and its application in the public mental health system. Designed to provide opportunities for students to practice and apply models of psychosocial rehabilitation, principles, theories, and methods related to the social sciences with individuals who have psychiatric disorders using sociological concepts and methodology. Field trips may be required. A-F and CR/NC. Approved for online, hybrid, and telecourse instruction. Applicable to the Associate Degree. Transfer to CSU. MJC-GE - B; CSU-GE - D7. Course is not repeatable. Field trips might be required. Course is applicable to the associate degree. General Education: CSU-GE - D7

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:

A. COURSE CONTENT

1. Required Content:

   1. Applications of the central values of psychosocial rehabilitation, including strategies and techniques for working with psychiatric symptoms.
   2. Demonstration of culturally competent engagement, intervention, assessment, and evaluation skills.
   3. Outlining the key ethical principles as defined by the USPRA and core components of the Americans with Disabilities Act, reasonable accommodations, and the Fair Housing Act.
   4. Utilization of a team approach with public agencies, the judicial system, colleagues, consumers, and families of consumers in the recovery process.
   5. Identification and practices of effective strategies for community integration.

2. Recommended Content:

   [C@18e821

B. ENROLLMENT RESTRICTIONS

1. Requisite Skills
Before entering the course, the student will be able to:
Satisfactory completion of HUMSR 142 with a grade of C or higher.

C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
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<tr>
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</tr>
<tr>
<td>Disc</td>
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</tr>
</tbody>
</table>

November 4, 2008 04:26 PM
D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

a. Lecture
b. Class discussions
c. Weekly readings
d. Written assignments
e. Evaluations
f. Individual and group exercises
g. Role plays/mock interviews, and counseling sessions
h. Guest speakers
i. Videotapes
j. Supplemental handouts

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Daily readings of textbook, journal articles, and supplemental handouts.
   2. Weekly journal entries.
      a. What is paraphrasing and how is it central to the Psychodynamic approach?
   3. Two Comprehensive Care plans per term.
      a. Delineate the core values of psychosocial rehabilitation.
      a. How do you utilize psychosocial rehabilitation skills in a group?
      b. What type of administrative skills do you possess?
   5. Weekly written assignments.
      a. Define resistance, and how to best deal with a depressed sullen client.
   7. Weekly field work in a public mental health setting.
   8. Weekly quizzes.
   9. Attend mental health court, or a competency hearing.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Daily readings of textbook, journal articles, and supplemental handouts.
   2. Weekly journal entries.
      a. What is paraphrasing and how is it central to the Psychodynamic approach?
   3. Two Comprehensive Care plans per term.
      a. Delineate the core values of psychosocial rehabilitation.
      a. How do you utilize psychosocial rehabilitation skills in a group?
      b. What type of administrative skills do you possess?
   5. Weekly written assignments.
      a. Define resistance, and how to best deal with a depressed sullen client.
   7. Weekly field work in a public mental health setting.
   8. Weekly quizzes.
   9. Attend mental health court, or a competency hearing.

F. TEXTS AND OTHER READINGS (TYPICAL)

United States Psychiatric Rehabilitation Association (USPRA).

2. Other reading material: Supplemental readings, videos, films, and various journal articles as provided by the instructor

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to 1. Demonstrate the core skills and competencies of psychosocial rehabilitation and practice. 2. Identify and display the values of recovery-oriented practice with consumers in public mental health settings.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Exhibit cultural competence in working with people who have psychiatric disorders.
   FORMATIVE ASSESSMENT
   1. Classroom discussions, group projects, and experiential exercises
   2. Objective quizzes
   3. Written assignments, and short answer essays.
   4. Midterm examination
   SUMMATIVE ASSESSMENT
   1. Develop a complete, comprehensive care plan, and psychosocial assessment.
   2. Conduct an individual interview, group, or counseling session.
   3. Submit complete, reflective, and thoughtful written assignments and journal.
   4. Final examination
   5. Research paper

b. Demonstrate appropriate documentation and clinical skills for recovery-oriented practice. FORMATIVE ASSESSMENT
   1. Objective quizzes
   2. Written assignments, and short answer essays.
   3. Midterm examination
   SUMMATIVE ASSESSMENT
   1. Develop a complete, comprehensive care plan, and psychosocial assessment.
   2. Submit complete, reflective, and thoughtful written assignments and journal.
   3. Final examination
   4. Research paper

c. Integrate the core values and principles of psychosocial rehabilitation in clinical practice. FORMATIVE ASSESSMENT
1. Classroom discussions, group projects, and experiential exercises
2. Objective quizzes
3. Written assignments, and short answer essays.
4. Midterm examination

SUMMATIVE ASSESSMENT
1. Develop a complete, comprehensive care plan, and psychosocial assessment.
2. Conduct an individual interview, group, or counseling session.
3. Submit complete, reflective, and thoughtful written assignments and journal.
4. Final examination
5. Research paper

d. Apply a strength-based empowering approach in working with consumers, and families when teaching self-help strategies. FORMATIVE ASSESSMENT
1. Classroom discussions, group projects, and experiential exercises
2. Objective quizzes
3. Written assignments, and short answer essays.
4. Midterm examination

SUMMATIVE ASSESSMENT
1. Develop a complete, comprehensive care plan, and psychosocial assessment.
2. Conduct an individual interview, group, or counseling session.
3. Submit complete, reflective, and thoughtful written assignments and journal.
4. Final examination
5. Research paper

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Classroom discussions, group projects, and experiential exercises
2. Classroom discussions, group projects, and experiential exercises
3. Classroom discussions, group projects, and experiential exercises
4. Objective quizzes
5. Objective quizzes
6. Objective quizzes
7. Objective quizzes

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Classroom discussions, group projects, and experiential exercises
2. Classroom discussions, group projects, and experiential exercises
3. Classroom discussions, group projects, and experiential exercises
4. Objective quizzes
5. Objective quizzes
6. Objective quizzes
7. Objective quizzes
8. Written assignments, and short answer essays.
9. Written assignments, and short answer essays.
10. Written assignments, and short answer essays.
11. Written assignments, and short answer essays.
12. Midterm examination
13. Midterm examination
14. Midterm examination
15. Midterm examination

B. **SUMMATIVE ASSESSMENT**

1. Develop a complete, comprehensive care plan, and psychosocial assessment.
2. Develop a complete, comprehensive care plan, and psychosocial assessment.
3. Develop a complete, comprehensive care plan, and psychosocial assessment.
4. Develop a complete, comprehensive care plan, and psychosocial assessment.
5. Conduct an individual interview, group, or counseling session.
6. Conduct an individual interview, group, or counseling session.
7. Conduct an individual interview, group, or counseling session.
8. Submit complete, reflective, and thoughtful written assignments and journal.
9. Submit complete, reflective, and thoughtful written assignments and journal.
10. Submit complete, reflective, and thoughtful written assignments and journal.
11. Submit complete, reflective, and thoughtful written assignments and journal.
12. Final examination
13. Final examination
14. Final examination
15. Final examination
16. Research paper
17. Research paper
18. Research paper
19. Research paper
METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Fifty percent of the course is conducted on-line and fifty percent occurs in class.

TYPE OF TEACHING MODALITIES

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<thead>
<tr>
<th>TEACHING MODALITIES</th>
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<td>Group Meetings/Review Sessions</td>
<td>Written Assignments</td>
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<td>Community Activities</td>
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<td>Reading Online Materials</td>
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<td>Individual Meetings</td>
<td>Other Assigned Readings</td>
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<td>Viewing Text-based Materials</td>
<td>Field Trips</td>
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<tr>
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<td>Quizzes, Self-test and Exams</td>
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</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Students will maintain regular and effective contact with the instructor through group or individual meetings, orientation, review sessions, supplemental seminars, study sessions, field trips, library workshops, telephone, email contact, correspondence, voice mail, and other activities.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   No
TYPE OF TEACHING MODALITIES

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<th>Teaching Modalities</th>
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<td>Field Trips</td>
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<td>Quizzes, Self-test and Exams</td>
</tr>
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</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

Students will maintain regular and contact with the instructor through individual and or group meetings, orientation, review sessions, supplemental seminar, study sessions, field trips, library workshops, telephone, e-mail, correspondence, voice mail, or other activities.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

No

Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Kimberly Kennard
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: HUMSR 143
COURSE TITLE: Psychosocial Rehabilitation Practice
EFFECTIVE DATE:

METHOD OF INSTRUCTION

TELECOURSE professionally produced television course that can be seen on cable television and on videotape.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>Teaching Modalities</th>
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</tr>
</thead>
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<td>Group Meetings/Review Sessions</td>
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<td>E-mail</td>
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<td>Individual Meetings</td>
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</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

Students will maintain ongoing contact with instructor through group or individual meetings, orientation, review sessions, supplemental seminar, study sessions, field trips, library workshops, telephone, e-mail contact, correspondence, and other activities.
2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

No
Proposal Impact

HUMSR 143 Psychosocial Rehabilitation Practice
**New Course**
Kimberly Kennard

Courses

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status

Course Data Elements

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Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Material Fees

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<th>Cost</th>
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</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

Advisory:
Modesto Junior College

MATH 10 Course Outline

Effective Date: 10/29/2008 4:41:56 PM MDT

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

MATH 10 - Introduction to Math 4 Unit(s)

Module 1: A review of the four arithmetic operations as they apply to whole numbers, common fractions, and decimal fractions. Includes the concepts of percents. Module 2: A variety of selected applications from arithmetic, pre-algebra, and geometry.

Course is not repeatable 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. Reading and writing whole numbers, decimals, and fractions
   B. Operations with whole numbers
   C. Operations with fractions
   D. Operations with decimals
   E. Operations with percents
   F. Applications:
      1. Number bases
         a. Decimal numbers
         b. Non-decimal numbers
      2. Formulas
         a. Perimeter
         b. Area
         c. Volume
      3. Word problems
         a. Unit factors
         b. Dimensional analysis
         c. Conversions
      4. Scientific notation
         a. Large numbers
         b. Small numbers
      5. Percents
      6. Simple Closed Curves
         a. Plotting points
         b. Graphing simple closed curves
         c. Finding the area of a simple closed curve

B. RECOMMENDED
2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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<tr>
<td>Disc</td>
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<td>0</td>
<td>0%</td>
</tr>
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</table>

4. TYPICAL METHODS OF INSTRUCTION

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

1. Lecture and discussion to present topics
2. Demonstrations of mathematical techniques, applications, and problem-solving strategies by both instructor and students
3. Applications of techniques to specific problems in homework and/or in-class exercises
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

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

In part I of the course students are expected to spend two to three hours a day watching the daily lecture, doing the daily hw, and the Review test for each of 18 lessons. Three quizzes are given at the end of the 6th, 13th, and 18th lessons. A one hour midterm is given in the 8th week covering the material in the computational review.

In part II of the course students do a weekly unit in which they are expected to spend two to three hours each day viewing the lectures and working on the problems in each unit. A one hour unit test is given each week at the end of the unit. A two hour comprehensive final is then given on the application units in part I.

Quality: Assignments require the appropriate level of critical thinking.

Typical assignments for part I.

1. Write the composite number 1728 as a product of primes.
2. Use prime factoring to reduce the fraction 48/72.
3. Find the LCD using prime factoring and add 13/48 and 11/56.
4. Write 1,728 in expanded notation using powers of ten.
5. Write 17.28 in expanded notation using powers of ten.

Typical assignments for part II.

1. Find the volume of a sphere with a radius of 5 cm.
2. Use dimensional analysis to find out how many feet you will travel in one second when traveling at 60 miles per hour.
3. Write 3214 base 5 in expanding notation using exponents.
4. Write 754,000,000,000 in scientific notation.
5. Find the Base if R=25% and P=$100.

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
add, subtract, multiply, and divide whole numbers, fractions, and decimals. They should also be prepared to take Math 20.

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. add, subtract, multiply, and divide with whole numbers, fractions, and decimals.
   A. FORMATIVE ASSESSMENT:
   • Quizzes
   • Tests given at regular intervals
   B. SUMMATIVE ASSESSMENT:
   • Midterm examination

2. apply the skills listed in Objective A to problems in areas of application listed below under Content.
   A. FORMATIVE ASSESSMENT:
   • Quizzes
   • Tests given at regular intervals
   B. SUMMATIVE ASSESSMENT:
   • Final examination

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:
   1. Quizzes
   2. Tests given at regular intervals

B. SUMMATIVE ASSESSMENT:
   1. Midterm examination
   2. Final examination
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

MATH-10  Introduction to Math  4 Units

Advisory: Before enrolling in this course, students are strongly advised to Qualification by MJC Assessment Process

Module 1: A review of the four arithmetic operations as they apply to whole numbers, common fractions, and decimal fractions. Includes the concepts of percents. Module 2: A variety of selected applications from arithmetic, pre-algebra, and geometry. Course is not repeatable. Field trips are not required. Course is not 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:

A. COURSE CONTENT

1. Required Content:

   1. Reading and writing whole numbers, decimals, and fractions
   2. Operations with whole numbers
   3. Operations with fractions
   4. Operations with decimals
   5. Operations with percents
   6. Applications:
      1. Number bases
         1. Decimal numbers
         2. Non-decimal numbers
      2. Formulas
         1. Perimeter
         2. Area
         3. Volume
      3. Word problems
         1. Unit factors
         2. Dimensional analysis
3. Conversions

4. Scientific notation
   1. Large numbers
   2. Small numbers

5. Percents

6. Simple Closed Curves
   1. Plotting points
   2. Graphing simple closed curves
   3. Finding the area of a simple closed curve

B. ENROLLMENT RESTRICTIONS

   1. Advisories
      - Qualification by MJC Assessment Process

C. HOURS AND UNITS

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<th>INST METHOD</th>
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<td>Lab</td>
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<td>Disc</td>
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</table>

   4 Units

D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:

   a. Lecture and discussion to present topics
   b. Demonstrations of mathematical techniques, applications, and problem-solving strategies by both instructor and students
   c. Applications of techniques to specific problems in homework and/or in-class exercises
   d. 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.

E. ASSIGNMENTS (TYPICAL)

   1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
      Time spent on coursework in addition to hours of instruction (lecture hours)

      In part I of the course students are expected to spend two to three hours a day watching the
daily lecture, doing the daily hw, and the Review test for each of 18 lessons. Three quizzes are given at the end of the 6th, 13th, and 18th lessons. A one hour midterm is given in the 8th week covering the material in the computational review.

In part II of the course students do a weekly unit in which they are expected to spend two to three hours each day viewing the lectures and working on the problems in each unit. A one hour unit test is given each week at the end of the unit. A two hour comprehensive final is then given on the application units in part I.

2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

In part I of the course students are expected to spend two to three hours a day watching the daily lecture, doing the daily hw, and the Review test for each of 18 lessons. Three quizzes are given at the end of the 6th, 13th, and 18th lessons. A one hour midterm is given in the 8th week covering the material in the computational review.

In part II of the course students do a weekly unit in which they are expected to spend two to three hours each day viewing the lectures and working on the problems in each unit. A one hour unit test is given each week at the end of the unit. A two hour comprehensive final is then given on the application units in part I.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

*As a result of satisfactory completion of this course, the student should be prepared to add, subtract, multiply, and divide whole numbers, fractions, and decimals. They should also be prepared to take Math 20.*

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

a. **add, subtract, multiply, and divide with whole numbers, fractions, and decimals.**

**FORMATIVE ASSESSMENT**

1. Quizzes

2. Tests given at regular intervals

**SUMMATIVE ASSESSMENT**

1. Midterm examination

b. **apply the skills listed in Objective A to problems in areas of application listed below under Content.**

**FORMATIVE ASSESSMENT**

1. Quizzes

2. Tests given at regular intervals
SUMMATIVE ASSESSMENT

1. Final examination

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Quizzes
2. Quizzes
3. Tests given at regular intervals
4. Tests given at regular intervals

B. SUMMATIVE ASSESSMENT

1. Midterm examination
2. Final examination
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Jaymes Michelena
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: MATH 10
COURSE TITLE: Introduction to Math
EFFECTIVE DATE:

METHOD OF INSTRUCTION

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.) Also refers to re-broadcast of original teleclass.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
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</tr>
</thead>
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<tr>
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</tr>
<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Students e-mail the instructor each week summarizing their activities and progress with lectures and homework including any questions they have. The e-mail is acknowledged by the teacher with a reply answering the questions. Students can also call in to the office during office hours to get help.

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 of evaluation are consistent with those listed on the approved course outline.
Proposal Impact

MATH 10 Introduction to Math
**Course Revision Major**
Jaymes Michelena

Courses

1. INTDS 215 *Active*
2. INTDS 270 *Active*
3. MATH 20 *Active*
4. MATH 20 *Launched*

Cross Listed Courses

Programs
MATH 20 - Pre-Algebra
5 Units

Action Type: Course Revision Major
Effective:
Primary Author: Jaymes Michelena
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: No

Instructor Load

<table>
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Material Fees

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<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

Advisory:
Prerequisite: MATH 10
Modesto Junior College

MATH 20 Course Outline

I. COURSE OVERVIEW

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

MATH 20 - Pre-Algebra 5 Unit(s)

Designed to help students prepare for algebra and applied math courses by reviewing fundamental operations of arithmetic and common geometric formulas, and introducing the algebraic concepts of simplifying expressions, polynomial arithmetic, and solving and graphing linear equations. Arithmetic reviewed includes whole numbers, integers, decimals, ratios, and percents.

Course is not repeatable 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

1. The Whole Numbers
   - Addition, Subtraction, Multiplication, and Division
   - The Number Line

B. Formulas
   - Formulas
   - Evaluation of formulas
   - Applications

C. Measurement and applied geometry
   - English system of measurement
   - Metric system of measurement
   - Area and volume of common objects
   - Perimeter

D. Algebra and Polynomials
   - Simplifying algebraic expressions
   - Adding and subtracting polynomials with whole number coefficients
   - Multiplying polynomials
     - Polynomials multiplied by monomials
     - The product of two binomials – FOIL
   - Dividing a polynomial by a monomial
   - Solving linear equations

E. Integers
   - Order relationship among integers
   - Operations
   - Polynomial algebra with integer coefficients
   - Solving linear equations involving integers

F. Fractions
   - Least common multiples
2. Operations
3. Applications
4. Polynomial algebra with fractional coefficients
5. Solving linear equations involving fractions

G. Mixed numbers
1. Relation to fractions
2. Operations
3. Applications

H. Decimals
1. Operations
2. Applications
3. Polynomial algebra with decimal coefficients
4. Solving linear equations involving decimals
5. Pythagorean Theorem

I. Percent
1. Conversion to and from percent
2. The basic percent equation
3. Applications of percent

J. Proportion
1. Solving proportions
2. Applications of proportions

K. Equations in two variables
1. Rectangular coordinate system
2. Solving linear equations in two variables
3. Graphing linear equations in two variables
4. Slopes and intercepts

**B. RECOMMENDED**

**2. ENROLLMENT RESTRICTIONS**

1. **PREREQUISITE(S):**
   • MATH 10: Introduction to Math

2. **HOURS OF INSTRUCTION PER TERM**

<table>
<thead>
<tr>
<th></th>
<th>Units</th>
<th>Hours</th>
<th>Load</th>
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</thead>
<tbody>
<tr>
<td>Lect</td>
<td>5.00</td>
<td>90.00</td>
<td>33.33%</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

3. **TYPICAL METHODS OF INSTRUCTION**

Instructors of this course might conduct the course using the following methods:
1. Lectures, discussions, or other presentations
2. In-class activities
3. Demonstrations of mathematical techniques, applications, and problem-solving strategies by both instructor and students
4. Applications of material to specific problems

4. **TYPICAL ASSIGNMENTS**

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

Daily homework assignments requiring approximately two hours per class hour, daily review of class notes, ongoing review of class material, and several preparations throughout the term for the midterm exams and the final exams.

**Quality:** Assignments require the appropriate level of critical thinking.
A. Solve \(2x - 5 = 4x + 41\)
B. Simplify \((2x - 3)(x + 7)\)
C. Simplify \((3x^2 + 5x - 3) - (4x^2 - 3x + 2)\)
D. Graph the equation \(y = \frac{2}{3}x - 4\)
E. Evaluate \(2x^2y + 4y\) when \(x = -\frac{2}{3}\) and \(y = \frac{5}{6}\)
F. Solve \(2/3x - 1/6 = 1/2\)
G. If it take 3 cups of blue paint and 4 cups of yellow paint to make green paint, how many cups of blue paint do you need to make 98 cups of green paint?
H. What is 75% of 110?
I. 60 miles per hour = ? feet per second

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to: work with algebraic concepts and applications. They also should be prepared to take Math 50, Math 70, and/or Math 71.

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 mathematical vocabulary correctly.
   A. FORMATIVE ASSESSMENT:
      * In-class activities
      * Assigned homework
      * Quizzes
      * Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
   
   B. SUMMATIVE ASSESSMENT:
      * Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

2. add, subtract, multiply, and divide with whole numbers, integers, fractions, mixed numbers, and decimals without the use of a calculator.
   A. FORMATIVE ASSESSMENT:
      * In-class activities
      * Assigned homework
      * Quizzes
      * Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
   
   B. SUMMATIVE ASSESSMENT:
      * Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

3. convert fractions to decimals and decimals to fractions without the use of a calculator.
   A. FORMATIVE ASSESSMENT:
      * In-class activities
      * Assigned homework
      * Quizzes
      * Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
   
   B. SUMMATIVE ASSESSMENT:
4. solve applied problems involving percent.
   A. FORMATIVE ASSESSMENT:
   - In-class activities
   - Assigned homework
   - Quizzes
   - Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

   B. SUMMATIVE ASSESSMENT:
   - Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

5. add and subtract polynomials with integer, fraction, or decimal coefficients.
   A. FORMATIVE ASSESSMENT:
   - In-class activities
   - Assigned homework
   - Quizzes
   - Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

   B. SUMMATIVE ASSESSMENT:
   - Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

6. multiply polynomials by monomials.
   A. FORMATIVE ASSESSMENT:
   - In-class activities
   - Assigned homework
   - Quizzes
   - Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

   B. SUMMATIVE ASSESSMENT:
   - Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

7. determine the product of two binomials.
   A. FORMATIVE ASSESSMENT:
   - In-class activities
   - Assigned homework
   - Quizzes
   - Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

   B. SUMMATIVE ASSESSMENT:
   - Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

8. find the quotient of a polynomial and a monomial.
   A. FORMATIVE ASSESSMENT:
   - In-class activities
   - Assigned homework
   - Quizzes
   - Tests (non multiple choice, non true/false) given at regular intervals throughout
B. SUMMATIVE ASSESSMENT:
- Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

9. solve linear equations.

A. FORMATIVE ASSESSMENT:
- In-class activities
- Assigned homework
- Quizzes
- Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. SUMMATIVE ASSESSMENT:
- Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

10. evaluate formulas for given values.

A. FORMATIVE ASSESSMENT:
- In-class activities
- Assigned homework
- Quizzes
- Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. SUMMATIVE ASSESSMENT:
- Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

11. state and use appropriate formulas to calculate the perimeter, area, or volume of common geometric objects, using both the English and metric systems of measurement.

A. FORMATIVE ASSESSMENT:
- In-class activities
- Assigned homework
- Quizzes
- Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. SUMMATIVE ASSESSMENT:
- Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

12. solve applied problems involving proportions.

A. FORMATIVE ASSESSMENT:
- In-class activities
- Assigned homework
- Quizzes
- Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. SUMMATIVE ASSESSMENT:
- Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

13. graph linear equations in two variables.

A. FORMATIVE ASSESSMENT:
In-class activities
Assigned homework
Quizzes
Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. SUMMATIVE ASSESSMENT:
Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

14. solve right triangles using the Pythagorean Theorem.

A. FORMATIVE ASSESSMENT:
In-class activities
Assigned homework
Quizzes
Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. SUMMATIVE ASSESSMENT:
Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

15. find the absolute value of an integer or a rational number.

A. FORMATIVE ASSESSMENT:
In-class activities
Assigned homework
Quizzes
Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. SUMMATIVE ASSESSMENT:
Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

16. compare two numbers using inequality symbols.

A. FORMATIVE ASSESSMENT:
In-class activities
Assigned homework
Quizzes
Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. SUMMATIVE ASSESSMENT:
Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

17. evaluate an algebraic expression for given values of the variables.

A. FORMATIVE ASSESSMENT:
In-class activities
Assigned homework
Quizzes
Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. SUMMATIVE ASSESSMENT:
Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length
18. find the average of a set of numbers.
   
   **A. FORMATIVE ASSESSMENT:**
   - In-class activities
   - Assigned homework
   - Quizzes
   - Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

   **B. SUMMATIVE ASSESSMENT:**
   - Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

19. solve problems using dimensional analysis techniques.

   **A. FORMATIVE ASSESSMENT:**
   - In-class activities
   - Assigned homework
   - Quizzes
   - Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

   **B. SUMMATIVE ASSESSMENT:**
   - Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

**IV. METHODS OF MEASURING STUDENT PROGRESS**

**A. FORMATIVE ASSESSMENT:**
1. In-class activities
2. Assigned homework
3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

**B. SUMMATIVE ASSESSMENT:**
1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

MATH-20 Pre-Algebra 5 Units

Prerequisite: Satisfactory completion of MATH 10 or equivalent placement by MJC assessment process
Advisory: Before enrolling in this course, students are strongly advised to have eligibility for READ 82 or higher

Designed to help students prepare for algebra and applied math courses by reviewing fundamental operations of arithmetic and common geometric formulas, and introducing the algebraic concepts of simplifying expressions, polynomial arithmetic, and solving and graphing linear equations. Arithmetic reviewed includes whole numbers, integers, decimals, ratios, and percents. Course is not repeatable. Field trips are not required. Course is not 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:

A. COURSE CONTENT

1. Required Content:

   1. The Whole Numbers
      1. Addition, Subtraction, Multiplication, and Division
      2. The Number Line

   2. Formulas
      1. Formulas
      2. Evaluation of formulas
      3. Applications

   3. Measurement and applied geometry
      1. English system of measurement
      2. Metric system of measurement
      3. Area and volume of common objects
      4. Perimeter

   4. Algebra and Polynomials
      1. Simplifying algebraic expressions
2. Adding and subtracting polynomials with whole number coefficients

3. Multiplying polynomials
   1. Polynomials multiplied by monomials
   2. The product of two binomials – FOIL

4. Dividing a polynomial by a monomial

5. Solving linear equations

5. Integers
   1. Order relationship among integers
   2. Operations
   3. Polynomial algebra with integer coefficients
   4. Solving linear equations involving integers

6. Fractions
   1. Least common multiples
   2. Operations
   3. Applications
   4. Polynomial algebra with fractional coefficients
   5. Solving linear equations involving fractions

7. Mixed numbers
   1. Relation to fractions
   2. Operations
   3. Applications

8. Decimals
   1. Operations
   2. Applications
   3. Polynomial algebra with decimal coefficients
   4. Solving linear equations involving decimals
   5. Pythagorean Theorem

9. Percent
1. Conversion to and from percent
2. The basic percent equation
3. Applications of percent

10. Proportion
   1. Solving proportions
   2. Applications of proportions

11. Equations in two variables
   1. Rectangular coordinate system
   2. Solving linear equations in two variables
   3. Graphing linear equations in two variables
   4. Slopes and intercepts

B. ENROLLMENT RESTRICTIONS
   1. Prerequisites
      - MATH 10 or equivalent placement by MJC assessment process
   2. Advisories
      - have eligibility for READ 82 or higher
   3. Requisite Skills
      Before entering the course, the student will be able to:
      Add, subtract, multiply, and divide whole numbers, fractions, and decimals.

C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>5.00</td>
<td>90.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

a. Lectures, discussions, or other presentations
b. In-class activities
c. Demonstrations of mathematical techniques, applications, and problem-solving strategies by
both instructor and students

d. Applications of material to specific problems

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   Daily homework assignments requiring approximately two hours per class hour, daily review
   of class notes, ongoing review of class material, and several preparations throughout the
   term for the midterm exams and the final exams.

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   Daily homework assignments requiring approximately two hours per class hour, daily review
   of class notes, ongoing review of class material, and several preparations throughout the
   term for the midterm exams and the final exams.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

   As a result of satisfactory completion of this course, the student should be prepared to work with algebraic
   concepts and applications. They also should be prepared to take Math 50, Math 70, and/or Math 71.

B. STUDENT LEARNING GOALS

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

   1. Required Learning Goals

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

      a. use mathematical vocabulary correctly. FORMATIVE ASSESSMENT

         1. In-class activities
         2. Assigned homework
         3. Quizzes
         4. Tests (non multiple choice, non true/false) given at regular intervals
            throughout the semester

      SUMMATIVE ASSESSMENT

         1. Comprehensive final examination (non multiple choice, non true/false) of at
            least two hours in length

      b. add, subtract, multiply, and divide with whole numbers, integers, fractions, mixed
         numbers, and decimals without the use of a calculator. FORMATIVE ASSESSMENT

         1. In-class activities
         2. Assigned homework
         3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

c. convert fractions to decimals and decimals to fractions without the use of a calculator. FORMATIVE ASSESSMENT

1. In-class activities
2. Assigned homework
3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

d. solve applied problems involving percent. FORMATIVE ASSESSMENT

1. In-class activities
2. Assigned homework
3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

e. add and subtract polynomials with integer, fraction, or decimal coefficients. FORMATIVE ASSESSMENT

1. In-class activities
2. Assigned homework
3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

f. multiply polynomials by monomials. FORMATIVE ASSESSMENT

1. In-class activities
2. Assigned homework
3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT
1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

g. determine the product of two binomials. FORMATIVE ASSESSMENT
   1. In-class activities
   2. Assigned homework
   3. Quizzes
   4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT
1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

h. find the quotient of a polynomial and a monomial. FORMATIVE ASSESSMENT
   1. In-class activities
   2. Assigned homework
   3. Quizzes
   4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT
1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

i. solve linear equations. FORMATIVE ASSESSMENT
   1. In-class activities
   2. Assigned homework
   3. Quizzes
   4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT
1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

j. evaluate formulas for given values. FORMATIVE ASSESSMENT
   1. In-class activities
   2. Assigned homework
   3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

k. state and use appropriate formulas to calculate the perimeter, area, or volume of common geometric objects, using both the English and metric systems of measurement. FORMATIVE ASSESSMENT

1. In-class activities
2. Assigned homework
3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

l. solve applied problems involving proportions. FORMATIVE ASSESSMENT

1. In-class activities
2. Assigned homework
3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

m. graph linear equations in two variables. FORMATIVE ASSESSMENT

1. In-class activities
2. Assigned homework
3. Quizzes
4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

n. solve right triangles using the Pythagorean Theorem. FORMATIVE ASSESSMENT

1. In-class activities
2. Assigned homework
3. Quizzes

4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

o. find the absolute value of an integer or a rational number. FORMATIVE ASSESSMENT

1. In-class activities

2. Assigned homework

3. Quizzes

4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

p. compare two numbers using inequality symbols. FORMATIVE ASSESSMENT

1. In-class activities

2. Assigned homework

3. Quizzes

4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

q. evaluate an algebraic expression for given values of the variables. FORMATIVE ASSESSMENT

1. In-class activities

2. Assigned homework

3. Quizzes

4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

r. find the average of a set of numbers. FORMATIVE ASSESSMENT

1. In-class activities

2. Assigned homework
3. Quizzes

4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. In-class activities

2. In-class activities

3. In-class activities

4. In-class activities

5. In-class activities

6. In-class activities

7. In-class activities

8. In-class activities

9. In-class activities

10. In-class activities

11. In-class activities

12. In-class activities

13. In-class activities

14. In-class activities

15. In-class activities

s. solve problems using dimensional analysis techniques. FORMATIVE ASSESSMENT

1. In-class activities

2. Assigned homework

3. Quizzes

4. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

SUMMATIVE ASSESSMENT

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length
16. In-class activities
17. In-class activities
18. In-class activities
19. In-class activities
20. Assigned homework
21. Assigned homework
22. Assigned homework
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49. Quizzes
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51. Quizzes
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55. Quizzes
56. Quizzes
57. Quizzes
58. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
59. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
60. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
61. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
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64. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
65. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
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67. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
68. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
69. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
70. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
71. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester
semester

72. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

73. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

74. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

75. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

76. Tests (non multiple choice, non true/false) given at regular intervals throughout the semester

B. **SUMMATIVE ASSESSMENT**

1. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

2. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

3. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

4. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

5. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

6. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

7. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

8. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

9. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

10. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

11. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

12. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

13. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

14. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

15. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length
hours in length

16. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

17. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

18. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length

19. Comprehensive final examination (non multiple choice, non true/false) of at least two hours in length
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Jaymes Michelena
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: MATH 20
COURSE TITLE: Pre-Algebra
EFFECTIVE DATE:

METHOD OF INSTRUCTION

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.) Also refers to re-broadcast of original teleclass.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone Contact</td>
<td>Other - Describe:</td>
</tr>
<tr>
<td>E-mail</td>
<td>Unit tests, midterm, and final exam are given on campus.</td>
</tr>
<tr>
<td></td>
<td>Students unable to come on campus can do proctored exams.</td>
</tr>
<tr>
<td></td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Students e-mail the instructor each week summarizing their activities and progress with lectures and hw including any questions they have. The e-mail is acknowledged by the teacher with a reply answering the questions. Students can also call in to the office during office hours to get help.

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 of evaluation are consistent with those listed on the approved course outline.

MIXED MODALITIES/HYBRID COURSE

Lectures will take place in a combination of face-to-face and online modalities. Some will be presented in person while others will be covered online. Discussion and clarification will take place face-to-face, with
Approximately 50% of the course will be completed face-to-face and approximately 50% of the course will be completed online.

**TYPE OF TEACHING MODALITIES**

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>E-mail</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Asynchronous Discussion</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
</tbody>
</table>

**COURSE ANALYSIS**

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   There is face-to-face contact with the students to insure appropriate instructor/student contact. In addition, there is online contact using e-mail and software packages which insures appropriate instructor/student contact.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   No differences.
Proposal Impact

MATH 20 Pre-Algebra
**Course Revision Major**
Jaymes Michelena

Courses

1. AG 280 *Active*
2. BUSAD 300 *Pending*
3. BUSAD 300 *Active*
4. ELTEC 208 *Pending*
5. ELTEC 208 *Active*
6. INTDS 150 *Pending*
7. INTDS 150 *Active*
8. INTDS 180 *Active*
9. INTDS 220 *Active*
10. INTDS 235 *Active*
11. INTEC 208 *Active*
12. INTEC 380 *Active*
13. MATH 47 *Launched*
14. MATH 47 *Active*
15. MATH 50 *Pending*
16. MATH 50 *Active*
17. MATH 70 *Active*
18. MATH 70 *Pending*
19. MATH 71 *Pending*
20. MATH 71 *Active*

Cross Listed Courses

Programs

1. Autobody/Collision Repair Certificate of Achievement *New Program*
2. Automotive Technician Certificate of Achievement *New Program*
3. Building and Safety Code Administration Certificate of Achievement *New Program*
4. Machine Tool Technology 2 Certificate of Achievement *New Program*
5. Maintenance Machinist 2 Certificate of Achievement *New Program*
6. Maintenance Mechanic Certificate of Achievement *New Program*
7. Printing and Lithography Certificate of Achievement *New Program*
MATH 111 - Applied College Algebra

Action Type: Course Revision Major
Effective:
Primary Author: Jaymes Michelena
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - B4 Requested
IGETC Category: IGETC - 2M Requested

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: No

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
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<tbody>
<tr>
<td>MATH-111</td>
<td>Lecture</td>
<td>54.00</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>MATH-111</td>
<td>Lab</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>MATH-111</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>54</td>
<td>20%</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
I. COURSE OVERVIEW

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

MATH 111 - Applied College Algebra 3 Unit(s)

A College Algebra course that presents each topic to answer the question, "What is this used for?" Instruction begins with a real-world problem and develops the mathematical models and methods to solve it. Topics include: polynomial, rational, exponential, and logarithmic functions; theory of equations; systems of equations; matrix algebra; and analytic geometry.

Designed specifically for students needing only a one-semester, non-precalculus College Algebra course for transfer to a university. Not open to students who have received credit in Math 121. Will not serve as a prerequisite to Math 122 or Math 171. STUDENTS PREPARING TO TAKE CALCULUS MUST TAKE MATH 121 AND MATH 122.

Course is not repeatable Field trips are not required.

Transfer to CSU and UC.

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. Review of Linear and Quadratic Functions
   1. Functions
   2. Linear Functions
   3. Linear Curve Fitting
   4. Parabolas and Quadratic Functions
   5. Transformations of Graphs
   6. Quadratic Curve Fitting

B. Polynomial Functions and Equations
   1. Graphing Polynomial Functions
   2. The Fundamental Theorem of Algebra
   3. Finding Roots of Polynomials
   4. Polynomial Equations

C. Rational Functions
   1. Graphing Rational Functions
   2. Finding Asymptotes
   3. Long-term Behavior

D. Operations on Functions
   1. Composition of Functions
   2. Inverse Functions

E. Exponential Functions
   1. Review: Graphing Exponential Functions
   2. Exponential Curve Fitting
   3. Exponential Population Growth
4. Logistic Population Growth

F. Logarithmic Functions
   1. Review: Graphing Logarithmic Functions
   2. Logarithmic Curve Fitting
   3. Logarithmic Scales and Their Uses
      a. Earthquake Intensity
      b. Magnitude of Sound

G. Matrix Algebra
   1. Review: Solving Linear Systems by Gauss-Jordan Elimination on Augmented Matrices
   2. Matrix Arithmetic
   4. Applications of Matrices
   5. Determinants and Cramer’s Rule

H. Analytic Geometry
   1. Review: Standard Form of Conic Sections
   2. Focus-Directrix-Eccentricity Approach
   3. Parabolic Reflectors
   4. Elliptical Reflectors
   5. Planetary Orbits

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   1. PREQUISITE(S):
      ● MATH 90: Intermediate Algebra

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th></th>
<th>Units</th>
<th>Hours</th>
<th>Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>3.00</td>
<td>54.00</td>
<td>20%</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lectures, discussions, or other presentations that 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 in-class exercises that 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

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

Homework assignments should be assigned on a daily or weekly basis. Exercises from the textbook can be used for these assignments, to be supplemented as desired. Each hour of class time should produce almost 2 hours of homework.

Several exams should occur during the semester, apportioned as appropriate. Each exam should require several hours of preparation from the student.

A comprehensive final exam should be held during the scheduled time. This exam should require several hours of preparation from the student.

Quality: Assignments require the appropriate level of critical thinking.
Homework is expected to help foster a student's understanding of the material, and give them an understanding of the level of performance that will be expected of them. The textbook itself has many fine examples of such problems.

Quizzes and exams should challenge a student to perform at a high level. Free-response questions are expected to be the norm, such as the following:

1) Graph \( g(x) = \frac{(x^2-4)}{(6x^2+5x-4)} \). Be sure to label all intercepts and asymptotes accurately.

2) Use mathematical induction to prove that this formula is true for all positive integers \( n \):
\[ 1+3+5+ \ldots + (2n-1) = n^2 \]

3) The population of Nowheresville was 15,300 in the year 1995. In the year 2002, the population was 20,800. What will the population be in 2010, if we assume exponential growth? (round to the nearest whole number)

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared to:
      demonstrate a mastery of advanced algebraic skills, including rational, exponential, and logarithmic functions, operation with matrices, techniques for working with high degree polynomials, and analytic geometry.

   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. graph linear and quadratic functions, given their algebraic representation.
         A. FORMATIVE ASSESSMENT:
            ● Homework
         B. SUMMATIVE ASSESSMENT:
            ● Tests given at regular intervals throughout the semester
      2. determine the line or parabola of best fit from given data.
         A. FORMATIVE ASSESSMENT:
            ● Homework
         B. SUMMATIVE ASSESSMENT:
            ● Tests given at regular intervals throughout the semester
      3. graph polynomial functions, noting intercepts, turning points, and long-term behavior.
         A. FORMATIVE ASSESSMENT:
            ● Homework
         B. SUMMATIVE ASSESSMENT:
            ● Tests given at regular intervals throughout the semester
      4. graph linear and quadratic functions, given their algebraic representation.
         A. FORMATIVE ASSESSMENT:
            ● Homework
         B. SUMMATIVE ASSESSMENT:
5. determine the line or parabola of best fit from given data.

A. FORMATIVE ASSESSMENT:
   • Homework

B. SUMMATIVE ASSESSMENT:
   • Tests given at regular intervals throughout the semester

6. graph polynomial functions, noting intercepts, turning points, and long-term behavior.

A. FORMATIVE ASSESSMENT:
   • Homework

B. SUMMATIVE ASSESSMENT:
   • Tests given at regular intervals throughout the semester

7. state the Fundamental Theorem of Algebra.

A. FORMATIVE ASSESSMENT:
   • Homework

B. SUMMATIVE ASSESSMENT:
   • Tests given at regular intervals throughout the semester

8. solve polynomial equations by factoring, synthetic division, and using the POLY function of the graphing calculator.

A. FORMATIVE ASSESSMENT:
   • Homework

B. SUMMATIVE ASSESSMENT:
   • Tests given at regular intervals throughout the semester

9. graph rational functions, noting intercepts, vertical asymptotes, and horizontal or slant asymptotes.

A. FORMATIVE ASSESSMENT:
   • Homework

B. SUMMATIVE ASSESSMENT:
   • Tests given at regular intervals throughout the semester

10. find the inverse of a given function.

A. FORMATIVE ASSESSMENT:
   • Homework

B. SUMMATIVE ASSESSMENT:
   • Tests given at regular intervals throughout the semester

11. compose given functions.

A. FORMATIVE ASSESSMENT:
   • Homework

B. SUMMATIVE ASSESSMENT:
   • Tests given at regular intervals throughout the semester

12. graph exponential and logarithmic functions.

A. FORMATIVE ASSESSMENT:
13. choose an appropriate exponential or logarithmic model for a given situation, fit it to given data, and use the model to make predictions.

A. FORMATIVE ASSESSMENT:
- Homework

B. SUMMATIVE ASSESSMENT:
- Tests given at regular intervals throughout the semester

14. add, subtract, multiply, and invert matrices (where possible).

A. FORMATIVE ASSESSMENT:
- Homework

B. SUMMATIVE ASSESSMENT:
- Tests given at regular intervals throughout the semester

15. solve systems of linear equations using matrices and determinants.

A. FORMATIVE ASSESSMENT:
- Homework

B. SUMMATIVE ASSESSMENT:
- Tests given at regular intervals throughout the semester

16. use appropriate matrix methods to model multivariate behavior.

A. FORMATIVE ASSESSMENT:
- Homework

B. SUMMATIVE ASSESSMENT:
- Tests given at regular intervals throughout the semester

17. graph parabolas, ellipses, and hyperbolas, noting their foci, directrices, and vertices.

A. FORMATIVE ASSESSMENT:
- Homework

B. SUMMATIVE ASSESSMENT:
- Tests given at regular intervals throughout the semester

18. identify and both qualitatively and quantitatively discuss real-world incidences of conic sections, such as satellite dishes, dentist’s spotlight, planetary orbits, and the Global Positioning System.

A. FORMATIVE ASSESSMENT:
- Homework

B. SUMMATIVE ASSESSMENT:
- Tests given at regular intervals throughout the semester

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Homework

B. SUMMATIVE ASSESSMENT:
1. Tests given at regular intervals throughout the semester
2. Final examination
I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

MATH-111 Applied College Algebra 3 Units

Prerequisite: Satisfactory completion of MATH 90 or equivalent placement by MJC assessment process

A College Algebra course that presents each topic to answer the question, "What is this used for?" Instruction begins with a real-world problem and develops the mathematical models and methods to solve it. Topics include: polynomial, rational, exponential, and logarithmic functions; theory of equations; systems of equations; matrix algebra; and analytic geometry. Designed specifically for students needing only a one-semester, non-precalculus College Algebra course for transfer to a university. Not open to students who have received credit in Math 121. Will not serve as a prerequisite to Math 122 or Math 171. STUDENTS PREPARING TO TAKE CALCULUS MUST TAKE MATH 121 AND MATH 122. Course is not repeatable. Field trips are not required. Course is applicable to the associate degree. General Education:

CSU-GE - B4
IGETC Category: IGETC - 2M

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:

A. COURSE CONTENT

1. Required Content:

   1. Review of Linear and Quadratic Functions

      1. Functions
      2. Linear Functions
      3. Linear Curve Fitting
      4. Parabolas and Quadratic Functions
      5. Transformations of Graphs
      6. Quadratic Curve Fitting

   2. Polynomial Functions and Equations

      1. Graphing Polynomial Functions
      2. The Fundamental Theorem of Algebra
      3. Finding Roots of Polynomials
      4. Polynomial Equations
3. Rational Functions
   1. Graphing Rational Functions
   2. Finding Asymptotes
   3. Long-term Behavior

4. Operations on Functions
   1. Composition of Functions
   2. Inverse Functions

5. Exponential Functions
   1. Review: Graphing Exponential Functions
   2. Exponential Curve Fitting
   3. Exponential Population Growth
   4. Logistic Population Growth

6. Logarithmic Functions
   1. Review: Graphing Logarithmic Functions
   2. Logarithmic Curve Fitting
   3. Logarithmic Scales and Their Uses
      1. Earthquake Intensity
      2. Magnitude of Sound

7. Matrix Algebra
   1. Review: Solving Linear Systems by Gauss-Jordan Elimination on Augmented Matrices
   2. Matrix Arithmetic
   4. Applications of Matrices
   5. Determinants and Cramer’s Rule

8. Analytic Geometry
   1. Review: Standard Form of Conic Sections
   2. Focus-Directrix-Eccentricity Approach
   3. Parabolic Reflectors
4. Elliptical Reflectors

5. Planetary Orbits

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   - MATH 90 or equivalent placement by MJC assessment process

2. Requisite Skills
   Before entering the course, the student will be able to:
   - Graph lines and find the equation of a line, given sufficient information. Effectively use function notation to describe mathematical relationships. Determine the domain and range of a given function. Given a relation between two variables, determine if the relation is a function. Graph linear, quadratic, absolute value, and simple cubic functions using transformations. Solve systems of linear equations in two or three variables by choosing the most effective method for the given problem. Solve linear, quadratic, absolute value, and rational inequalities. Solve quadratic equations with real and complex solutions by completing the square and using the quadratic formula. Graph quadratic functions by determining and using the vertex and stretching constant. Add, subtract, multiply, and divide complex numbers. Convert radicals to rational exponents and vice versa. Add, subtract, multiply, divide, or compose two given functions. Find the inverse of a given function. Graph exponential and logarithmic functions using transformations. Solve exponential and logarithmic equations. Simplify expressions using the properties of logarithms. Identify the equations for and sketch the graphs of conic sections. List a requisite number of terms of a given arithmetic, geometric, or recursive sequence. Determine the general term of a given arithmetic or geometric sequence. Determine the sum of a fixed number of terms of an arithmetic or geometric series, and determine the sum of an infinite geometric series when it exists. Solve problems involving permutations, combinations, and probability. Given an applied problem, analyze the problem, select an appropriate mathematical model, and use that model to solve the problem. Models used include: linear, quadratic, exponential, logarithmic, systems, and conic sections.

C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>3.00</td>
<td>54.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

a. Lectures, discussions, or other presentations that develop theoretical material.

b. Demonstrations of mathematical techniques, applications, and problem-solving strategies by both instructor and students.

c. Applications of material to specific problems.

d. Homework assignments and in-class exercises that 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.
E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   Homework assignments should be assigned on a daily or weekly basis. Exercises from the
textbook can be used for these assignments, to be supplemented as desired. Each hour of
class time should produce almost 2 hours of homework.

   Several exams should occur during the semester, apportioned as appropriate. Each exam
should require several hours of preparation from the student.

   A comprehensive final exam should be held during the scheduled time. This exam should
require several hours of preparation from the student.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

   Homework assignments should be assigned on a daily or weekly basis. Exercises from the
textbook can be used for these assignments, to be supplemented as desired. Each hour of
class time should produce almost 2 hours of homework.

   Several exams should occur during the semester, apportioned as appropriate. Each exam
should require several hours of preparation from the student.

   A comprehensive final exam should be held during the scheduled time. This exam should
require several hours of preparation from the student.

F. TEXTS AND OTHER READINGS (TYPICAL)

   Brooks/Cole.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to demonstrate a mastery of
advanced algebraic skills, including rational, exponential, and logarithmic functions, operation with matrices,
techniques for working with high degree polynomials, and analytic geometry.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

   a. graph linear and quadratic functions, given their algebraic representation.
      FORMATIVE ASSESSMENT
      1. Homework
      SUMMATIVE ASSESSMENT
      1. Tests given at regular intervals throughout the semester

   b. determine the line or parabola of best fit from given data. FORMATIVE ASSESSMENT
       1. Homework
       SUMMATIVE ASSESSMENT
1. Tests given at regular intervals throughout the semester

c. graph polynomial functions, noting intercepts, turning points, and long-term behavior. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

d. graph linear and quadratic functions, given their algebraic representation. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

e. determine the line or parabola of best fit from given data. FORMATIVE ASSESSMENT
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   1. Tests given at regular intervals throughout the semester

f. graph polynomial functions, noting intercepts, turning points, and long-term behavior. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

g. state the Fundamental Theorem of Algebra. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

h. solve polynomial equations by factoring, synthetic division, and using the POLY function of the graphing calculator. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

i. graph rational functions, noting intercepts, vertical asymptotes, and horizontal or slant asymptotes. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
1. Tests given at regular intervals throughout the semester

j. find the inverse of a given function. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

k. compose given functions. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

l. graph exponential and logarithmic functions. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

m. choose an appropriate exponential or logarithmic model for a given situation, fit it to given data, and use the model to make predictions. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

n. add, subtract, multiply, and invert matrices (where possible). FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

o. solve systems of linear equations using matrices and determinants. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester

p. use appropriate matrix methods to model multivariate behavior. FORMATIVE ASSESSMENT
   1. Homework
   SUMMATIVE ASSESSMENT
1. Tests given at regular intervals throughout the semester

q. graph parabolas, ellipses, and hyperbolas, noting their foci, directrices, and vertices.

FORMATIVE ASSESSMENT

1. Homework

SUMMATIVE ASSESSMENT

1. Tests given at regular intervals throughout the semester

r. identify and both qualitatively and quantitatively discuss real-world incidences of conic sections, such as satellite dishes, dentist’s spotlight, planetary orbits, and the Global Positioning System. FORMATIVE ASSESSMENT

1. Homework

SUMMATIVE ASSESSMENT

1. Tests given at regular intervals throughout the semester

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Homework

2. Homework

3. Homework

4. Homework

5. Homework

6. Homework

7. Homework

8. Homework

9. Homework

10. Homework

11. Homework

12. Homework

13. Homework

14. Homework

15. Homework

16. Homework

17. Homework

18. Homework

19. Homework

20. Homework

21. Homework
18. Homework

B. SUMMATIVE ASSESSMENT

1. Tests given at regular intervals throughout the semester
2. Tests given at regular intervals throughout the semester
3. Tests given at regular intervals throughout the semester
4. Tests given at regular intervals throughout the semester
5. Tests given at regular intervals throughout the semester
6. Tests given at regular intervals throughout the semester
7. Tests given at regular intervals throughout the semester
8. Tests given at regular intervals throughout the semester
9. Tests given at regular intervals throughout the semester
10. Tests given at regular intervals throughout the semester
11. Tests given at regular intervals throughout the semester
12. Tests given at regular intervals throughout the semester
13. Tests given at regular intervals throughout the semester
14. Tests given at regular intervals throughout the semester
15. Tests given at regular intervals throughout the semester
16. Tests given at regular intervals throughout the semester
17. Tests given at regular intervals throughout the semester
18. Tests given at regular intervals throughout the semester
Proposal Impact

MATH 111 Applied College Algebra
**Course Revision Major**
Jaymes Michelena

Courses

Cross Listed Courses

Programs
MATH 134 - Elementary Statistics

Action Type: Course Revision Minor
Effective: 
Primary Author: James Curl
Other Author(s): 
CC Representative Approval By: 
CC Staff Review By: 
Division Dean Approval By: 

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - B4 Requested
IGETC Category: IGETC - 2M Requested

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: No

Instructor Load

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Material Fees

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<td>These materials are related to the Student Learning Goals for the course because:</td>
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<td>Students need the Statgraphics Program to do the computer based labs.</td>
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<tr>
<td>These items have continuing value because:</td>
<td></td>
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<td>Students can continue to use the Statgraphics CD in upper division and graduate work.</td>
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<td>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?)</td>
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Enrollment Restrictions & Advisories

Prerequisite: MATH 90
I. COURSE OVERVIEW

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

MATH 134 - Elementary Statistics

5 Unit(s)

Elements of descriptive and inferential statistics, including probability, discrete and continuous probability distributions, hypothesis testing, regression analysis, ANOVA, and nonparametric statistics.

Course is not repeatable Field trips are not required.
Materials fee required
Transfer to CSU and UC.

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. Introduction to statistics
   1. Sample
   2. Population
   3. Statistic
   4. Parameter

B. Numerical descriptive analysis of data
   1. Mean
   2. Median
   3. Mode
   4. Range
   5. Variance
   6. Standard Deviation

C. Graphical descriptive analysis of data
   1. Bar charts
   2. Pie charts
   3. Histograms
   4. Stem plots
   5. Box plots
   6. Time plots

D. Probability
   1. Sample space
   2. Venn diagrams
   3. Equiprobable events
   4. Independent trials
   5. Conditional probability
   6. Law of large numbers

E. Discrete probability distributions
   1. Mean
   2. Variance
3. Probability histogram

F. Binomial distribution
   1. \( p(x=a) \)
   2. Mean
   3. Variance
   4. Normal Approximation

G. Continuous Probability distributions
   1. Normal
   2. Non - Normal
   3. Central Limit Theorem
   4. \( p(a < x < b) \)

H. Standard Normal Distribution
   1. Empirical Rule
   2. Standard score
   3. \( p(a < x < b) \)
   4. Hypothesis testing
   5. Confidence intervals
   6. Power

I. Chi-square distribution
   1. Test of homogeneity
   2. Test of independence
   3. Goodness of Fit test (optional)

J. Student's t-distribution
   1. Small sample test for \( \mu \)
   2. Test of dependent sample
   3. Test of independent samples – Unequal Variance
   4. Test of independent sample – Equal Variance (optional)

K. Bivariate Data Analysis
   1. Regression line
   2. Scatter plot
   3. Correlation coefficient
   4. Residual analysis
   5. Hypothesis tests (optional)
   6. Prediction intervals (optional)

L. Oneway Anova

M. Nonparametric statistics
   1. Sign Test
   2. Kruskal Wallis Test (optional)

B. RECOMMENDED
   A. Time Series Analysis

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      • MATH 90: Intermediate Algebra

3. HOURS OF INSTRUCTION PER TERM

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</tr>
<tr>
<td>Disc</td>
<td>0</td>
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</tr>
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</table>

4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Lectures
2. Demonstrations of applications by students and/or instructor
3. Computer demonstrations and use of a computer lab
4. Methods used in achieving learner independence and critical thinking: Assignments require students to solve problems by analyzing the given information, selecting an appropriate method of solution, and correctly applying the method.

5. TYPICAL ASSIGNMENTS

Quality: Assignments require the appropriate level of critical thinking.
1. Given the following sample of Female Life Expectancy from the 2006 World Fact Book, provide an appropriate numerical and graphical description of the data. Comment on the shape of the distribution and any skewing and/or outliers.

   43.5  80.34  74.92  79.82  86.61  69.14  81.08  33.56  75.28  73.60

2. Given the following pairs of data for Birth Rate and Female Life Expectancy from the 2006 World Fact Book, give a bi-variate data analysis that includes the scatter plot, the correlation coefficient, the residual plot, and the equation of the regression line. Discuss any unusual residuals and/or influential points.

   BR   46.60  15.11  17.14  22.46  08.71
   LEF  43.35  80.34  74.92  79.82  86.61

3. Given the following analysis of Female Life Expectancy from the 2006 World Fact Book, determine if there is a significant difference in Female Life Expectancy for Europe and North America at the 5% significance level. Discuss any concerns you have about small sample size and the assumptions of normality and equal population variance.

   Continent  n  Mean  Standard Deviation
     EU     6  10.4783  2.48973
     NA     7  16.1957  6.1352

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
Daily and/or Weekly Homework Assignments that require students to solve problems by analyzing the given information, selecting an appropriate method of solution, and correctly applying the method.
Weekly Computer Based Assignments that require students to use appropriate statistical software to further develop the concepts presented in lecture.

6. TEXTS AND OTHER READINGS

   B. The World Population In Crisis
      Student Study Guide

III. DESIRED LEARNING

A. COURSE GOAL

   As a result of satisfactory completion of this course, the student should be prepared to:
   solve statistical problems by analyzing the given information, selecting an appropriate procedure, applying the procedure, and assessing the validity of the solution.

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. produce a descriptive analysis in both a numeric and graphical form for both discrete and continuous data.
   A. FORMATIVE ASSESSMENT:
   • Assigned homework (Required)
   • Computer based assignments (Required)
   • Quizzes
   • Midterm Exams (Required)

   B. SUMMATIVE ASSESSMENT:
   • Comprehensive Final Exam (Required)

2. select the appropriate distribution involved in tests of hypothesis for applied problems.
   A. FORMATIVE ASSESSMENT:
   • Assigned homework (Required)
   • Computer based assignments (Required)
   • Quizzes
   • Midterm Exams (Required)

   B. SUMMATIVE ASSESSMENT:
   • Comprehensive Final Exam (Required)

3. analyze and solve probability problems.
   A. FORMATIVE ASSESSMENT:
   • Assigned homework (Required)
   • Computer based assignments (Required)
   • Quizzes
   • Midterm Exams (Required)

   B. SUMMATIVE ASSESSMENT:
   • Comprehensive Final Exam (Required)

4. assess the difference between discrete and continuous probability distributions and be able to calculate the mean and standard deviation for the distributions.
   A. FORMATIVE ASSESSMENT:
   • Assigned homework (Required)
   • Computer based assignments (Required)
   • Quizzes
   • Midterm Exams (Required)

   B. SUMMATIVE ASSESSMENT:
   • Comprehensive Final Exam (Required)

5. outline the steps in a test of hypothesis for the probability distributions listed in the content.
   A. FORMATIVE ASSESSMENT:
   • Assigned homework (Required)
   • Computer based assignments (Required)
   • Quizzes
   • Midterm Exams (Required)

   B. SUMMATIVE ASSESSMENT:
   • Comprehensive Final Exam (Required)

6. produce a descriptive analysis in both numeric and graphical form for bivariate data.
   A. FORMATIVE ASSESSMENT:
   • Assigned homework (Required)
IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Assigned homework (Required)
2. Computer based assignments (Required)
3. Quizzes
4. Midterm Exams (Required)

B. SUMMATIVE ASSESSMENT:
1. Comprehensive Final Exam (Required)
Modesto Junior College
Course Outline of Record
MATH 134

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

MATH-134 Elementary Statistics

Prerequisite: Satisfactory completion of MATH 90 or equivalent placement by MJC assessment process

Materials Fee Required

Elements of descriptive and inferential statistics, including probability, discrete and continuous probability distributions, hypothesis testing, regression analysis, ANOVA, and nonparametric statistics. Course is not repeatable. Field trips are not required. Course is applicable to the associate degree. General Education:

CSU-GE - B4
IGETC Category: IGETC - 2M

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:

A. COURSE CONTENT

1. Required Content:

   1. Introduction to statistics
      1. Sample
      2. Population
      3. Statistic
      4. Parameter

   2. Numerical descriptive analysis of data
      1. Mean
      2. Median
      3. Mode
      4. Range
      5. Variance
      6. Standard Deviation

   3. Graphical descriptive analysis of data
      1. Bar charts
2. Pie charts
3. Histograms
4. Stem plots
5. Box plots
6. Time plots

4. Probability
1. Sample space
2. Venn diagrams
3. Equiprobable events
4. Independent trials
5. Conditional probability
6. Law of large numbers

5. Discrete probability distributions
1. Mean
2. Variance
3. Probability histogram

6. Binomial distribution
1. \( p(x=a) \)
2. Mean
3. Variance
4. Normal Approximation

7. Continuous Probability distributions
1. Normal
2. Non - Normal
3. Central Limit Theorem
4. \( p(a < x < b) \)

8. Standard Normal Distribution
1. Empirical Rule
2. Standard score
3. \( p(a < x < b) \)
4. Hypothesis testing
5. Confidence intervals
6. Power

9. Chi-square distribution
   1. Test of homogeneity
   2. Test of independence
   3. Goodness of Fit test (optional)

10. Student's t-distribution
    1. Small sample test for \( \mu \)
    2. Test of dependent sample
    3. Test of independent samples – Unequal Variance
    4. Test of independent sample – Equal Variance (optional)

11. Bivariate Data Analysis
    1. Regression line
    2. Scatter plot
    3. Correlation coefficient
    4. Residual analysis
    5. Hypothesis tests (optional)
    6. Prediction intervals (optional)

12. Oneway Anova

13. Nonparametric statistic s
    1. Sign Test
    2. Kruskal Wallis Test (optional)

2. **Recommended Content:**
   
   [C@165c4f2]

B. **ENROLLMENT RESTRICTIONS**
1. **Prerequisites**

   - MATH 90 or equivalent placement by MJC assessment process

2. **Requisite Skills**

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

   - select and use appropriate methods to solve the following types of equations: linear, quadratic, fractional, radical, exponential, and logarithmic.
   - solve systems of linear equations in two or three variables.
   - solve linear, quadratic, and fractional inequalities.
   - add, subtract, multiply, and divide polynomials and rational expressions.
   - use slope intercept form to both write the equation of a line and draw the related graph.
   - graph quadratic, exponential, and logarithmic functions.
   - given a relation between two variables, determine if the relation is a function.
   - use functional notation to represent a graph.
   - sketch the graph of a function using tables and transformations.
   - determine the domain and range of a given function.
   - perform the binomial expansion and generate the general term.
   - use sigma notation to represent the sum of a fixed number of terms of an arithmetic sequence of squared differences.
   - identify the equations for and graphs of conic sections, exponential and logarithmic functions.
   - given an applied problem, analyze the problem, select an appropriate mathematical model, and use that model to solve the problem.

### C. HOURS AND UNITS

<table>
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<th>INST METHOD</th>
<th>TERM HOURS</th>
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<td>Disc</td>
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<td>0</td>
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</tbody>
</table>

### D. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

   a. **Lectures**
   
   b. **Demonstrations of applications by students and/or instructor**
   
   c. **Computer demonstrations and use of a computer lab**
   
   d. **Methods used in achieving learner independence and critical thinking:** Assignments require students to solve problems by analyzing the given information, selecting an appropriate method of solution, and correctly applying the method.

### E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Daily and/or Weekly Homework Assignments that require students to solve problems by analyzing the given information, selecting an appropriate method of solution, and correctly applying the method.

   Weekly Computer Based Assignments that require students to use appropriate statistical software to further develop the concepts presented in lecture.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   Daily and/or Weekly Homework Assignments that require students to solve problems by analyzing the given information, selecting an appropriate method of solution, and correctly applying the method.
Weekly Computer Based Assignments that require students to use appropriate statistical software to further develop the concepts presented in lecture.

F. TEXTS AND OTHER READINGS (TYPICAL)

2. The World Population In Crisis 
   Student Study Guide

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to solve statistical problems by analyzing the given information, selecting an appropriate procedure, applying the procedure, and assessing the validity of the solution.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

   a. produce a descriptive analysis in both a numeric and graphical form for both discrete and continuous data. FORMATIVE ASSESSMENT

      1. Assigned homework (Required)
      2. Computer based assignments (Required)
      3. Quizzes
      4. Midterm Exams (Required)

   SUMMATIVE ASSESSMENT

      1. Comprehensive Final Exam (Required)

   b. select the appropriate distribution involved in tests of hypothesis for applied problems. FORMATIVE ASSESSMENT

      1. Assigned homework (Required)
      2. Computer based assignments (Required)
      3. Quizzes
      4. Midterm Exams (Required)

   SUMMATIVE ASSESSMENT

      1. Comprehensive Final Exam (Required)

   c. analyze and solve probability problems. FORMATIVE ASSESSMENT

      1. Assigned homework (Required)
      2. Computer based assignments (Required)
3. Quizzes
4. Midterm Exams (Required)

SUMMATIVE ASSESSMENT
1. Comprehensive Final Exam (Required)

d. assess the difference between discrete and continuous probability distributions and be able to calculate the mean and standard deviation for the distributions.

FORMATIVE ASSESSMENT
1. Assigned homework (Required)
2. Computer based assignments (Required)
3. Quizzes
4. Midterm Exams (Required)

SUMMATIVE ASSESSMENT
1. Comprehensive Final Exam (Required)

e. outline the steps in a test of hypothesis for the probability distributions listed in the content.

FORMATIVE ASSESSMENT
1. Assigned homework (Required)
2. Computer based assignments (Required)
3. Quizzes
4. Midterm Exams (Required)

SUMMATIVE ASSESSMENT
1. Comprehensive Final Exam (Required)

f. produce a descriptive analysis in both numeric and graphical form for bivariate data.

FORMATIVE ASSESSMENT
1. Assigned homework (Required)
2. Computer based assignments (Required)
3. Quizzes
4. Midterm Exams (Required)

SUMMATIVE ASSESSMENT
1. Comprehensive Final Exam (Required)

g. judge when the underlying assumptions of the distributions have been violated.

FORMATIVE ASSESSMENT
1. Assigned homework (Required)
2. Computer based assignments (Required)
3. Quizzes
4. Midterm Exams (Required)
SUMMATIVE ASSESSMENT

1. Comprehensive Final Exam (Required)

h. construct confidence intervals for population parameters. FORMATIVE ASSESSMENT

1. Assigned homework (Required)
2. Computer based assignments (Required)
3. Quizzes
4. Midterm Exams (Required)

SUMMATIVE ASSESSMENT

1. Comprehensive Final Exam (Required)

i. use statistical software to perform data analysis. FORMATIVE ASSESSMENT

1. Computer based assignments (Required)

SUMMATIVE ASSESSMENT

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Assigned homework (Required)
2. Assigned homework (Required)
3. Assigned homework (Required)
4. Assigned homework (Required)
5. Assigned homework (Required)
6. Assigned homework (Required)
7. Assigned homework (Required)
8. Assigned homework (Required)
9. Computer based assignments (Required)
10. Computer based assignments (Required)
11. Computer based assignments (Required)
12. Computer based assignments (Required)
13. Computer based assignments (Required)
14. Computer based assignments (Required)
15. Computer based assignments (Required)
16. Computer based assignments (Required)
17. Computer based assignments (Required)
18. Quizzes
19. Quizzes
20. Quizzes
21. Quizzes
22. Quizzes
23. Quizzes
24. Quizzes
25. Quizzes
26. Midterm Exams (Required)
27. Midterm Exams (Required)
28. Midterm Exams (Required)
29. Midterm Exams (Required)
30. Midterm Exams (Required)
31. Midterm Exams (Required)
32. Midterm Exams (Required)
33. Midterm Exams (Required)

B. SUMMATIVE ASSESSMENT

1. Comprehensive Final Exam (Required)
2. Comprehensive Final Exam (Required)
3. Comprehensive Final Exam (Required)
4. Comprehensive Final Exam (Required)
5. Comprehensive Final Exam (Required)
6. Comprehensive Final Exam (Required)
7. Comprehensive Final Exam (Required)
8. Comprehensive Final Exam (Required)
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.) Also refers to re-broadcast of original teleclass.

**TYPE OF TEACHING MODALITIES**

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<th>TEACHING MODALITIES</th>
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<td>Viewing video/audio Materials</td>
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<tr>
<td>E-mail</td>
<td>Quizzes, Self-test and Exams</td>
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</tbody>
</table>

**COURSE ANALYSIS**

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Students e-mail the instructor each week summarizing their activities and progress with lectures, hw, and computer based labs including any questions they have. The e-mail is acknowledged by the teacher with a reply answering the questions. Students can also call in to the office during office hours to get help.

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 of evaluation are consistent with those listed on the approved course outline.
Proposal Impact

MATH 134 Elementary Statistics
**Course Revision Minor**
James Curl

Courses

1. MATH 133A *Inactive*
2. MATH 133B *Inactive*

Cross Listed Courses

Programs

1. Computer Science A.A. Degree Major *New Program*
MATH 138 - Calculus for Business & Social Sciences

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - B4 Requested
IGETC Category: IGETC - 2M Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: E
State Classification: A
Open Entry/Open Exit: No
Work Experience: No

Instructor Load

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Material Fees

<table>
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<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
I. COURSE OVERVIEW

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

MATH 138 - Calculus for Business & Social Sciences 3 Unit(s)

Concepts of function and limit; applied calculus emphasizing techniques of differentiation and integration for business economics applications; partial derivatives.

Course is not repeatable Field trips are not required.

Transfer to CSU and UC.

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. Derivatives

1. Finite difference approximation and passage to the limit defining the derivative
2. Analytic differentiation of polynomial, rational, exponential, and logarithmic functions
3. Chain rule for composite functions, product rule, and quotient rule
4. Higher order derivatives
5. Geometric interpretation of first and second derivatives
6. Applications of the derivative such as:
   a. marginal cost, profit, and revenue
   b. average cost
   c. maximization of revenue and profit
   d. minimization of cost
   e. demand elasticity
   f. logistic growth
   g. surge function and drug concentration

B. Integrals

1. Discrete approximation and passage to the limit defining the integral
2. Antiderivatives of common functions
3. Use of substitution to calculate antiderivatives
4. Relation between integrals and antiderivatives: The Fundamental Theorem of Calculus
5. Geometric interpretation of integrals and antiderivatives
6. Application of integration such as:
   a. average values
   b. consumer and producer surplus
   c. present and future value
   d. median and mean of probability density functions

C. Multivariable calculus

1. Partial derivatives
2. Contour diagrams
3. Critical points and optimization
4. Applications to business and economics

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

1. PREREQUISITE(S):
   - MATH 90: Intermediate Algebra

3. HOURS OF INSTRUCTION PER TERM

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</tr>
<tr>
<td>Disc</td>
<td>0</td>
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</tr>
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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lectures, discussion, or other presentations that 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

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

Daily homework assignments requiring approximately two hours per class hour, daily review of class notes, ongoing review of class material, and several preparations throughout the term for the midterm exams and the final exams.

Quality: Assignments require the appropriate level of critical thinking.

A. Find the derivative of f(x) = 3x^3 + 4x^2 - 2x + 3
B. Find x ln x^2 dx
C. Find the cost function if the marginal cost function is x^2 + 2x - 5 and it costs $100 to produce 10 items.
D. Find the first and second order partial derivatives of f(x,y) = 4x^2y - 3xy^2 + 4x - 5y + 2
E. The total profit in thousands of dollars from the sale of x thousand units of a new arthritis drug is given by P(x) = -x^3 + 3x^2 + 72x where 0 ≤ x ≤ 10. How many units of this drug should be sold to maximize the company's profit?
F. The daily demand for snow cones at the county fair is given by q = 3000 - 750p, where 0.75 ≤ p ≤ 2.50. Using the elasticity formula, find the price that they should charge per snow cone to receive the maximum revenue.
G. If $50,000 is invested in a CD yielding 5% per year, compounded quarterly, how fast is the balance growing in 5 years?

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to: differentiate and integrate many different types of calculus problems. Also, they should be able use these skills on many business and social science applications.

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. calculate approximate rates of change (derivatives) for any explicitly defined function.
   A. FORMATIVE ASSESSMENT:
   - Tests given at regular intervals throughout the semester
   - Assigned homework
   - Quizzes

   B. SUMMATIVE ASSESSMENT:
   - Final examination

2. calculate exact rates of change for polynomial, rational, exponential, and logarithmic functions as well as products, quotients, sums, differences, and compositions of these functions.
   A. FORMATIVE ASSESSMENT:
   - Tests given at regular intervals throughout the semester
   - Assigned homework
   - Quizzes

   B. SUMMATIVE ASSESSMENT:
   - Final examination

3. use qualitative information about a function’s first and second derivative to determine the general behavior of the function’s graph.
   A. FORMATIVE ASSESSMENT:
   - Tests given at regular intervals throughout the semester
   - Assigned homework
   - Quizzes

   B. SUMMATIVE ASSESSMENT:
   - Final examination

4. use the derivative to find maximum and minimum values of a function.
   A. FORMATIVE ASSESSMENT:
   - Tests given at regular intervals throughout the semester
   - Assigned homework
   - Quizzes

   B. SUMMATIVE ASSESSMENT:
   - Final examination

5. use the derivative function to solve rate-related problems in the areas of business, economics, social sciences, and life sciences.
   A. FORMATIVE ASSESSMENT:
   - Tests given at regular intervals throughout the semester
   - Assigned homework
   - Quizzes

   B. SUMMATIVE ASSESSMENT:
   - Final examination

6. calculate approximate values for accumulations of change.
   A. FORMATIVE ASSESSMENT:
   - Tests given at regular intervals throughout the semester
7. calculate exact values of definite integrals for a wide range of commonly occurring functions.

   A. FORMATIVE ASSESSMENT:
   ● Tests given at regular intervals throughout the semester
   ● Assigned homework
   ● Quizzes

   B. SUMMATIVE ASSESSMENT:
   ● Final examination

8. use definite integrals to solve problems in the areas of business, economics, social sciences, and life sciences.

   A. FORMATIVE ASSESSMENT:
   ● Tests given at regular intervals throughout the semester
   ● Assigned homework
   ● Quizzes

   B. SUMMATIVE ASSESSMENT:
   ● Final examination

9. calculate and use partial derivatives to solve multivariable problems in the areas of business, economics, social sciences, and life sciences.

   A. FORMATIVE ASSESSMENT:
   ● Tests given at regular intervals throughout the semester
   ● Assigned homework
   ● Quizzes

   B. SUMMATIVE ASSESSMENT:
   ● Final examination

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

   1. Tests given at regular intervals throughout the semester
   2. Assigned homework
   3. Quizzes

B. SUMMATIVE ASSESSMENT:

   1. Final examination
I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

MATH-138  Calculus for Business & Social Sciences  
Formerly listed as: MATH - 138: Calculus for Business & Social Sciences
Prerequisite: Satisfactory completion of MATH 90 or equivalent placement by MJC assessment process

Concepts of function and limit; applied calculus emphasizing techniques of differentiation and integration for business economics applications; partial derivatives. Course is not repeatable. Field trips are not required. Course is applicable to the associate degree. General Education:
CSU-GE - B4
IGETC Category: IGETC - 2M

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:

A. COURSE CONTENT

1. Required Content:

   1. Derivatives
      1. Finite difference approximation and passage to the limit defining the derivative
      2. Analytic differentiation of polynomial, rational, exponential, and logarithmic functions
      3. Chain rule for composite functions, product rule, and quotient rule
      4. Higher order derivatives
      5. Geometric interpretation of first and second derivatives
      6. Applications of the derivative such as:
         1. marginal cost, profit, and revenue
         2. average cost
         3. maximization of revenue and profit
         4. minimization of cost
         5. demand elasticity
         6. logistic growth
         7. surge function and drug concentration
2. Integrals
   1. Discrete approximation and passage to the limit defining the integral
   2. Antiderivatives of common functions
   3. Use of substitution to calculate antiderivatives
   4. Relation between integrals and antiderivatives: The Fundamental Theorem of Calculus
   5. Geometric interpretation of integrals and antiderivatives
   6. Application of integration such as:
      1. average values
      2. consumer and producer surplus
      3. present and future value
      4. median and mean of probability density functions

3. Multivariable calculus
   1. Partial derivatives
   2. Contour diagrams
   3. Critical points and optimization
   4. Applications to business and economics

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   - MATH 90 or equivalent placement by MJC assessment process

2. Requisite Skills
   Before entering the course, the student will be able to:
   graph lines and find the equation of a line, given sufficient information. effectively use function notation to describe mathematical relationships. determine the domain and range of a given function. given a relation between two variables, determine if the relation is a function. graph linear, quadratic, absolute value, and simple cubic functions using transformations. solve systems of linear equations in two or three variables by choosing the most effective method for the given problem. solve linear, quadratic, absolute value, and rational inequalities. solve quadratic equations with real and complex solutions by completing the square and using the quadratic formula. graph quadratic functions by determining and using the vertex and stretching constant. add, subtract, multiply, and divide complex numbers. convert radicals to rational exponents and vice versa. add, subtract, multiply, divide, or compose two given functions. find the inverse of a given function. graph exponential and logarithmic functions using transformations. solve exponential and logarithmic equations. simplify expressions using the properties of logarithms. identify the equations for and sketch the graphs of conic sections. determine the general term of a given arithmetic or geometric sequence. determine the sum of a
fixed number of terms of an arithmetic or geometric series, and determine the sum of an infinite geometric series when it exists. Solve problems involving permutations, combinations, and probability, given an applied problem, analyze the problem, select an appropriate mathematical model, and use that model to solve the problem. Models used include: linear, quadratic, exponential, logarithmic, systems, and conic sections.

C. **HOURS AND UNITS**

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<th>TERM HOURS</th>
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</tr>
<tr>
<td>Disc</td>
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</tr>
</tbody>
</table>

D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

a. Lectures, discussion, or other presentations that develop theoretical material

b. Demonstrations of mathematical techniques, applications, and problem-solving strategies by both instructor and students

c. Applications of material to specific problems

d. 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.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)

   Daily homework assignments requiring approximately two hours per class hour, daily review of class notes, ongoing review of class material, and several preparations throughout the term for the midterm exams and the final exams.

2. **EVIDENCE OF CRITICAL THINKING**

   Assignments require the appropriate level of critical thinking

   Daily homework assignments requiring approximately two hours per class hour, daily review of class notes, ongoing review of class material, and several preparations throughout the term for the midterm exams and the final exams.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to differentiate and integrate many different types of calculus problems. Also, they should be able use these skills on many business and social science applications.

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.
1. **Required Learning Goals**

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

   a. calculate approximate rates of change (derivatives) for any explicitly defined function. FORMATIVE ASSESSMENT
      1. Tests given at regular intervals throughout the semester
      2. Assigned homework
      3. Quizzes
      SUMMATIVE ASSESSMENT
      1. Final examination

   b. calculate exact rates of change for polynomial, rational, exponential, and logarithmic functions as well as products, quotients, sums, differences, and compositions of these functions. FORMATIVE ASSESSMENT
      1. Tests given at regular intervals throughout the semester
      2. Assigned homework
      3. Quizzes
      SUMMATIVE ASSESSMENT
      1. Final examination

   c. use qualitative information about a function’s first and second derivative to determine the general behavior of the function’s graph. FORMATIVE ASSESSMENT
      1. Tests given at regular intervals throughout the semester
      2. Assigned homework
      3. Quizzes
      SUMMATIVE ASSESSMENT
      1. Final examination

   d. use the derivative to find maximum and minimum values of a function. FORMATIVE ASSESSMENT
      1. Tests given at regular intervals throughout the semester
      2. Assigned homework
      3. Quizzes
      SUMMATIVE ASSESSMENT
      1. Final examination

   e. use the derivative function to solve rate-related problems in the areas of business, economics, social sciences, and life sciences. FORMATIVE ASSESSMENT
      1. Tests given at regular intervals throughout the semester
      2. Assigned homework
3. Quizzes

SUMMATIVE ASSESSMENT

1. Final examination

f. calculate approximate values for accumulations of change. FORMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester
   2. Assigned homework
   3. Quizzes

SUMMATIVE ASSESSMENT

1. Final examination

g. calculate exact values of definite integrals for a wide range of commonly occurring functions. FORMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester
   2. Assigned homework
   3. Quizzes

SUMMATIVE ASSESSMENT

1. Final examination

h. use definite integrals to solve problems in the areas of business, economics, social sciences, and life sciences. FORMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester
   2. Assigned homework
   3. Quizzes

SUMMATIVE ASSESSMENT

1. Final examination

i. calculate and use partial derivatives to solve multivariable problems in the areas of business, economics, social sciences, and life sciences. FORMATIVE ASSESSMENT
   1. Tests given at regular intervals throughout the semester
   2. Assigned homework
   3. Quizzes

SUMMATIVE ASSESSMENT

1. Final examination

IV. METHODS OF ASSESSMENT (TYPICAL)
A.  **FORMATIVE ASSESSMENT**

1. Tests given at regular intervals throughout the semester
2. Tests given at regular intervals throughout the semester
3. Tests given at regular intervals throughout the semester
4. Tests given at regular intervals throughout the semester
5. Tests given at regular intervals throughout the semester
6. Tests given at regular intervals throughout the semester
7. Tests given at regular intervals throughout the semester
8. Tests given at regular intervals throughout the semester
9. Tests given at regular intervals throughout the semester
10. Assigned homework
11. Assigned homework
12. Assigned homework
13. Assigned homework
14. Assigned homework
15. Assigned homework
16. Assigned homework
17. Assigned homework
18. Assigned homework
19. Quizzes
20. Quizzes
21. Quizzes
22. Quizzes
23. Quizzes
24. Quizzes
25. Quizzes
26. Quizzes
27. Quizzes

B.  **SUMMATIVE ASSESSMENT**

1. Final examination
2. Final examination
3. Final examination
4. Final examination
5. Final examination
6. Final examination
7. Final examination
8. Final examination
9. Final examination
Proposal Impact

MATH 138 Calculus for Business & Social Sciences
**Course Revision Major**
Jaymes Michelena

Courses

Cross Listed Courses

Programs
MDAST 354 - Intermediate Medical Coding/ICD9CM
Action Type: New Course
Effective:
Primary Author: Shirley Buzbee
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: B State Classification: I
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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<th>Number of Hours</th>
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Total 54 15%

Material Fees

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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
Advisory: MDAST 321 MDAST 352 and MDAST 353 and
I. COURSE OVERVIEW

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

MDAST 354 - Intermediate Medical Coding/ICD9CM 3 Unit(s)

Continued development in various settings where ICD-9-CM is used, such as specialties, physician offices, medical group practices, medical clinics, billing companies and hospitals. Fundamental skills include ICD-9-CM coding, guidelines/conventions, use of the ICD-9-CM manual, and numerous coding exercises (including excerpts from actual patient records).

Course is repeatable - up to 3 units allowed Field trips may be 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. ICD Manual
      1. Format and conventions used in the ICD-9-CM.
      2. Volume 1: Tabular
      3. Volume 2: Alphabetic Index
      4. Volume 3: Procedures
   B. Using the ICD-9-CM
      1. General guideline
      2. Special types of codes
      3. Chapter specific coding
      4. Coding guidelines for outpatient services
      5. Diagnostic coding and reporting requirements for physician billing
   C. Reimbursement
      1. Medicare
      2. In-patient diagnosis-related groups (DRG’s).
      3. Peer review organization
      4. Out-patient resource-based relative value scale(RBRVS)
      5. Ambulatory patient groups
      6. Managed health care concepts

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

| Units | 3 |
4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Presentation and demonstration of coding.
2. Examples of coding will be reviewed.
3. Students will then practice coding exercises in class using ICD coding book.
4. Students will be assigned coding exercises to complete.
5. Assignments will be discussed and corrected.

5. TYPICAL ASSIGNMENTS

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

A. Prepare for unit quizzes, midterm, and final exam.
B. Weekly reading assignments and workbook assignments.
C. Weekly coding exercises to complete as homework.

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

A. Typical coding assignment: Please code the following: Dementia due to Alzheimer's.
B. Typical coding assignment: Please code the following: chronic back pain.
C. Typical exam question: What is the difference between a surgical and nonsurgical debridement?
D. Typical exam question: What is the DSM book?

6. TEXTS AND OTHER READINGS

A. Brown, Faye (2008). *ICD9CM Coding Handbook* -.
B. ICD9CM code book 3 volumes current year

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to: sit for the National Certification Exam for coding.

B. STUDENT LEARNING GOALS

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

REQUIRED LEARNING GOALS

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

1. List the purposes of the ICD-9-CM.
   A. **FORMATIVE ASSESSMENT:**
      - Midterm exam, including demonstration of accurate coding.
   B. **SUMMATIVE ASSESSMENT:**
      - Final exam, including coding assignments in which the students must use problem-solving ability.
      - Final exam, including coding assignments in which students must judge whether their coding is accurate.

2. Apply coding conventions when assigning codes.

A. **FORMATIVE ASSESSMENT:**
   - Coding exercises in class using ICD coding book.
   - Homework coding exercises.

3. Identify characteristics of Volumes 1, 2, and 3.

A. **FORMATIVE ASSESSMENT:**
   - Coding exercises in class using ICD coding book.
   - Homework coding exercises.
B. SUMMATIVE ASSESSMENT:
- Final exam, including coding assignments in which the students must use problem-solving ability.
- Final exam, including coding assignments in which students must judge whether their coding is accurate.
- Final exam, including coding assignments in which students code authentic physician records.

4. Understand the official coding principles.

A. FORMATIVE ASSESSMENT:
- Coding exercises in class using ICD coding book.
- Homework coding exercises.

B. SUMMATIVE ASSESSMENT:
- Final exam, including coding assignments in which the students must use problem-solving ability.
- Final exam, including coding assignments in which students must judge whether their coding is accurate.
- Final exam, including coding assignments in which students code authentic physician records.

5. Assign ICD-9-CM codes to the highest level of specificity.

B. SUMMATIVE ASSESSMENT:
- Final exam, including coding assignments in which the students must use problem-solving ability.
- Final exam, including coding assignments in which students must judge whether their coding is accurate.
- Final exam, including coding assignments in which students code authentic physician records.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Midterm exam, including demonstration of accurate coding.
2. Accurate review of examples of coding.
3. Coding exercises in class using ICD coding book.
4. Homework coding exercises.

B. SUMMATIVE ASSESSMENT:
1. Final exam, including coding assignments in which the students must use problem-solving ability.
2. Final exam, including coding assignments in which students must judge whether their coding is accurate.
3. Final exam, including coding assignments in which students code authentic physician records.
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**MDAST-354 Intermediate Medical Coding/ICD9CM**

3 Units

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete MDAST 321 Before enrolling in this course, students are strongly advised to satisfactorily complete MDAST 352 Before enrolling in this course, students are strongly advised to satisfactorily complete MDAST 353

Continued development in various settings where ICD-9-CM is used, such as specialities, physician offices, medical group practices, medical clinics, billing companies and hospitals. Fundamental skills include ICD-9-CM coding, guidelines/conventions, use of the ICD-9-CM manual, and numerous coding exercises (including excerpts from actual patient records). Course is repeatable - up to 3 units allowed. Field trips might be required  Course is 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:

**A. COURSE CONTENT**

1. **Required Content:**

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

B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

   - MDAST 321
   - MDAST 352 and
   - MDAST 353 and
C. HOURS AND UNITS

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<tr>
<td>Disc</td>
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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

a. Presentation and demonstration of coding.
b. Examples of coding will be reviewed.
c. Students will then practice coding exercises in class using ICD coding book.
d. Students will be assigned coding exercises to complete.
e. Assignments will be discussed and corrected.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

- Prepare for unit quizzes, midterm, and final exam.
- Weekly reading assignments and workbook assignments.
- Weekly coding exercises to complete as homework.

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

- Prepare for unit quizzes, midterm, and final exam.
- Weekly reading assignments and workbook assignments.
- Weekly coding exercises to complete as homework.

F. TEXTS AND OTHER READINGS (TYPICAL)

2. ICD9CM code book 3 volumes current year

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to sit for the National Certification Exam for coding.
B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

   a. List the purposes of the ICD-9-CM.
      
      **FORMATIVE ASSESSMENT**
      
      1. Midterm exam, including demonstration of accurate coding.

      **SUMMATIVE ASSESSMENT**

   b. Apply coding conventions when assigning codes.
      
      **FORMATIVE ASSESSMENT**
      
      **SUMMATIVE ASSESSMENT**
      
      1. Final exam, including coding assignments in which the students must use problem-solving ability.

      2. Final exam, including coding assignments in which students must judge whether their coding is accurate.

   c. Identify characteristics of Volumes 1, 2, and 3.
      
      **FORMATIVE ASSESSMENT**
      

      2. Homework coding exercises.

      **SUMMATIVE ASSESSMENT**
      
      1. Final exam, including coding assignments in which the students must use problem-solving ability.

      2. Final exam, including coding assignments in which students must judge whether their coding is accurate.

      3. Final exam, including coding assignments in which students code authentic physician records.

   d. Understand the official coding principles.
      
      **FORMATIVE ASSESSMENT**
      

      2. Homework coding exercises.

      **SUMMATIVE ASSESSMENT**
      
      1. Final exam, including coding assignments in which the students must use problem-solving ability.

      2. Final exam, including coding assignments in which students must judge whether their coding is accurate.

      3. Final exam, including coding assignments in which students code authentic physician records.

   e. Assign ICD-9-CM codes to the highest level of specificity.
      
      **FORMATIVE ASSESSMENT**
      
      **SUMMATIVE ASSESSMENT**
      
      1. Final exam, including coding assignments in which the students must use problem-solving ability.

      2. Final exam, including coding assignments in which students must judge whether their coding is accurate.
3. Final exam, including coding assignments in which students code authentic physician records.

2. **Lab Learning Goals.**
   Upon satisfactory completion of the lab portion of this course, the student will be able to:
   
   a. 

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Midterm exam, including demonstration of accurate coding.
2. Coding exercises in class using ICD coding book.
3. Coding exercises in class using ICD coding book.
4. Homework coding exercises.
5. Homework coding exercises.

B. **SUMMATIVE ASSESSMENT**

1. Final exam, including coding assignments in which the students must use problem-solving ability.
2. Final exam, including coding assignments in which the students must use problem-solving ability.
3. Final exam, including coding assignments in which the students must use problem-solving ability.
4. Final exam, including coding assignments in which the students must use problem-solving ability.
5. Final exam, including coding assignments in which students must judge whether their coding is accurate.
6. Final exam, including coding assignments in which students must judge whether their coding is accurate.
7. Final exam, including coding assignments in which students must judge whether their coding is accurate.
8. Final exam, including coding assignments in which students must judge whether their coding is accurate.
9. Final exam, including coding assignments in which students code authentic physician records.
10. Final exam, including coding assignments in which students code authentic physician records.
11. Final exam, including coding assignments in which students code authentic physician records.
MEMORANDUM

DATE: June 24, 2008

TO: Barbara Adams, Mike Adams, Dr. Karen Walters Dunlap, Letitia Senechal, and Curriculum Committee Members

FROM: Maurice McKinnon
      Shirley Buzbee

RE: Request to Expedite Process for Offering Medical Coding MDAST 354

It is most unfortunate that we experienced a delay in processing all of the documentation required to offer a new course, MDAST 354, Intermediate Medical Coding. This course has not been officially approved by the Curriculum Committee, although it was submitted about two months ago. We are unsure of all of the related details/confusion about why/how it was delayed; and I have only recently found it in my curriculum box.

Based upon my discussion with Shirley Buzbee, we are requesting that we be allowed to offer this course effective fall 08 for the following reasons:

- This course is in demand from a captured audience; we have received a number of calls/emails from prospective students who completed the first two courses in a series of three courses. This series has been developed and designed to address the needs of the medical community in this area.

- We want to be responsive to addressing the immediate needs of the community for highly qualified medical coders.

- It is in our best interest to offer this course in the near future because we have competition with a proprietary college that is located in Modesto; and we can assure you that they will offer it if we don’t.

- Finally, since our student population is pursuing a specialty in medical coding, and we have employers sending their employees to the medical assisting program for skills upgrade training, it would be in our best interest to offer this course fall 08.

Thanks for your time, consideration and support in helping us address the needs of our community and students. If you should require additional information, Shirley and I will be more than happy to provide you with whatever you may need.

We look forward to hearing from the Committee as we have students calling us.
Proposal Impact

MDAST 354 Intermediate Medical Coding/ICD9CM
**New Course**
Shirley Buzbee

Courses

Cross Listed Courses

Programs
Modesto Junior College
PE 116 Course Data Summary Report

PE 116 - Football Team Play Concepts
Action Type: Course Revision Major
Effective: 2 Units
Primary Author: Sam Young
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested
UC Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E
State Classification: A
Open Entry/Open Exit: No
Work Experience: Occupational

Instructor Load

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Material Fees

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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?)
Modesto Junior College

PE 116 Course Outline

Effective Date: 
Printed On: 10/29/2008 5:03:37 PM MDT

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

PE 116 - Football Team Play Concepts 2 Unit(s)

Essential concepts of team-building in football. Goal-setting and development of individual roles. Exploration of team communication processes and activation of leadership of the successful football team. Provides both the participant and the future mentor specialized exposure for an in-depth survey of team building in regard to the sport of football.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

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. The stages of team development
  1. forming
  2. storming
  3. norming
  4. performing
B. Common characteristics and attitudes of successful teams
  1. common goal
  2. team commitment
  3. role acceptance
  4. sincere and timely communication
  5. constructive conflict
C. Qualities of empowerment and owership
  1. communication
  2. team input
  3. team and individual accountablility
D. Stages of team and individual self-image
  1. resistant
  2. reluctant
  3. existent
  4. compliant
  5. committed
  6. compelled
E. Leadership models
  1. coaching staff
  2. captains
  3. team council
  4. team meetings
  5. support staff input
F. Team goal settings
   1. mission statements
   2. process goals
   3. spirit goals
   4. outcome goals

G. Motivation
   1. internal
   2. external

H. Game situations
   1. simulated role playing
   2. situational practice
      a. conflict
      b. cooperation
      c. team unity

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. lecture
   2. audio-visual presentations
   3. group interactions within class among students and instructor
   4. discussion

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

A. Students are required to evaluate their personal capacity to perform the skills necessary to be a member of an intercollegiate football team
B. Each student will assess their performance of acquired skills and strategies identified in class.
C. Students will identify select and evaluate strategies that will be used to establish a personal training program.
D. Students will review film game video and analyze the compiled information to determine methods of improvement for skills and techniques and strategies.

Quality: Assignments require the appropriate level of critical thinking.
A. weekly homework and in class assignments
   1. review of video
   2. written self-evaluations, goals, learning style, coachability,
   3. synthesis of new game plans, responsibilities and general information as it
      pertains to being part of a football team
   4. daily skill rehearsal

6. TEXTS AND OTHER READINGS
   A. no text required

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   develop a personal philosophy regarding the proper concepts of football team membership

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 and organize essential concepts regarding a football team’s cohesive development
   A. FORMATIVE ASSESSMENT:
   ● Instructor assessment of student’s concepts and strategies of team processes and communications
   ● Participation frequency and demonstration of ability to perform as a member of a football team

   B. SUMMATIVE ASSESSMENT:
   ● Instructor assessment of student’s concepts and strategies of team processes and communications.
   ● Post test results
   ● Participation frequency and demonstration of ability to perform as a member of a football team.

2. utilize acquired knowledge and skills in competing in a football team setting
   A. FORMATIVE ASSESSMENT:
   ● Pre-test and post-test result for comparison of performance
   ● Participation frequency and demonstration of ability to perform as a member of a football team

   B. SUMMATIVE ASSESSMENT:
   ● Instructor assessment of student’s concepts and strategies of team processes and communications.

3. demonstrate the ability to perform as a member of a football team
   A. FORMATIVE ASSESSMENT:
   ● Participation frequency and demonstration of ability to perform as a member of a football team

   B. SUMMATIVE ASSESSMENT:
   ● Instructor assessment of student’s concepts and strategies of team processes and communications.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Instructor assessment of student's concepts and strategies of team processes and communications
2. Pre-test and post-test result for comparison of performance
3. Participation frequency and demonstration of ability to perform as a member of a football team

**B. SUMMATIVE ASSESSMENT:**

1. Instructor assessment of student's concepts and strategies of team processes and communications.
2. Post test results
3. Participation frequency and demonstration of ability to perform as a member of a football team.
Modesto Junior College
Course Outline of Record
PE 116

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PE-116  Football Team Play Concepts  2 Units
Also offered as: PE - 116: Football Team Play Concepts
Essential concepts of team-building in football. Goal-setting and development of individual roles. Exploration of team communication processes and activation of leadership of the successful football team. Provides both the participant and the future mentor specialized exposure for an in-depth survey of team building in regard to the sport of football. Course is not repeatable. Field trips might be required Course is not 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:

A. COURSE CONTENT

1. Required Content:

   1. The stages of team development
      1. forming
      2. stromring
      3. norming
      4. performing

   2. Common characteristics and attitudes of successful teams
      1. common goal
      2. team commitment
      3. role acceptance
      4. sincere and timely communication
      5. constructive conflict

   3. Qualities of empowerment and owership
      1. communication
      2. team input
      3. team and individual accountability
4. Stages of team and individual self-image

1. resistant
2. reluctant
3. existent
4. compliant
5. committed
6. compelled

5. Leadership models

1. coaching staff
2. captains
3. team council
4. team meetings
5. support staff input

6. Team goal settings

1. mission statements
2. process goals
3. spirit goals
4. outcome goals

7. Motivation

1. internal
2. external

8. Game situations

1. simulated role playing
2. situational practice
   1. conflict
   2. cooperation
   3. team unity
2. **Required Lab Content:**

   1. mock game situations
      1. role playing
      2. conflict resolution
      3. risk management procedures
      4. role rehearsals

B. **HOURS AND UNITS**

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2 Units

C. **METHODS OF INSTRUCTION (TYPICAL)**

   Instructors of the course might conduct the course using the following method:

   a. lecture
   b. audio-visual presentations
   c. group interacts within class among students and instructor
   d. discussion

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   1. Students are required to evaluate their personal capacity to perform the skills necessary to be a member of an intercollegiate football team
   2. Each student will assess their performance of acquired skills and strategies identified in class.
   3. Students will identify select and evaluate strategies that will be used to establish a personal training program.
   4. Students will review film game video and analyze the compiled information to determine methods of improvement for skills and techniques and strategies.
2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking

1. Students are required to evaluate their personal capacity to perform the skills necessary to be a member of an intercollegiate football team
2. Each student will assess their performance of acquired skills and strategies identified in class.
3. Students will identify select and evaluate strategies that will be used to establish a personal training program.
4. Students will review film game video and analyze the compiled information to determine methods of improvement for skills and techniques and strategies.

E. **TEXTS AND OTHER READINGS (TYPICAL)**

1. no text required

III. **DESIRED LEARNING**

A. **COURSE GOAL**

   As a result of satisfactory completion of this course, the student should be prepared to develop a personal philosophy regarding the proper concepts of football team membership

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

   a. analyze and organize essential concepts regarding a football team’s cohesive development **FORMATIVE ASSESSMENT**

   1. Instructor assessment of student’s concepts and strategies of team processes and communications

   2. Participation frequency and demonstration of ability to perform as a member of a football team

   **SUMMATIVE ASSESSMENT**

   1. Instructor assessment of student’s concepts and strategies of team processes and communications.

   2. Post test results

   3. Participation frequency and demonstration of ability to perform as a member of a football team.

   b. utilize acquired knowledge and skills in competing in a football team setting **FORMATIVE ASSESSMENT**

   1. Pre-test and post-test result for comparison of performance

   2. Participation frequency and demonstration of ability to perform as a member of a football team
SUMMATIVE ASSESSMENT

1. Instructor assessment of student's concepts and strategies of team processes and communications.

c. demonstrate the ability to perform as a member of a football team

FORMATIVE ASSESSMENT

1. Participation frequency and demonstration of ability to perform as a member of a football team

SUMMATIVE ASSESSMENT

1. Instructor assessment of student's concepts and strategies of team processes and communications.

2. Lab Learning Goals

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

a. utilize acquired knowledge and skills in competing in a football team setting.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Instructor assessment of student's concepts and strategies of team processes and communications

2. Pre-test and post-test result for comparison of performance

3. Participation frequency and demonstration of ability to perform as a member of a football team

4. Participation frequency and demonstration of ability to perform as a member of a football team

5. Participation frequency and demonstration of ability to perform as a member of a football team

B. SUMMATIVE ASSESSMENT

1. Instructor assessment of student's concepts and strategies of team processes and communications.

2. Instructor assessment of student's concepts and strategies of team processes and communications.

3. Instructor assessment of student's concepts and strategies of team processes and communications.

4. Post test results

5. Participation frequency and demonstration of ability to perform as a member of a football team.
Proposal Impact

PE 116 Football Team Play Concepts
**Course Revision Major**
Sam Young

Courses

Cross Listed Courses

1. PE 116 Launched

Programs

1. Physical Education A.A. Degree Major *New Program*
PEC 137 - Indoor Rock Climbing
Action Type: New Course
1 Unit
Effective:
Primary Author: Jeremy Bianey
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested
UC Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E
State Classification: Occupational
Open Entry/Open Exit: No
Work Experience: Occupational

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Material Fees

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

PEC 137 - Indoor Rock Climbing 1 Unit(s)

Indoor rock climbing class covering climbing techniques, safety equipment, and basic safety skills used by climbers and belayers.

Classes will be held at StoneHedge Climbing Gym of Modesto.

NOTE: There are additional fees associated with this course.

Course is repeatable - four completions allowed Field trips may be required.

Transfer to CSU and UC.

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

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Lecture.
2. Demonstration of skills.
3. Rehearsal of skills.
4. Discussion.

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

'Lab only - no outside-of-class hours required.'

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

Students will be expected to participate in class activities, review class handouts and demonstrate their mastery of safety equipment, and basic knots used in climbing and belaying.

Students will be required to think creatively to overcome obstacles when challenged by difficult sections of climbing routes.

Essay Question: Your climbing partner sees a 20 foot rock face that looks fun but not too difficult. You suggest setting up a belay but they decline stating "It's easy. A belay will take too long and I'm not going to fall off of that. Don't worry about it".

1. What should you do?
2. Why?

Essay Question: After spending most of the morning selecting a climbing route, belay point and setting up all the gear, you find a small tear in the outer sheath of your only climbing rope. After inspection there appears to be no damage underneath the tear to the inner core which provides most of the ropes strength.

Explain the rational for each of your answers.
1. Should you continue your climb being extra cautious or call off the climb?
2. Is the rope safe to used?

**6. TEXTS AND OTHER READINGS**

A. Handouts prepared by instructor.

**III. DESIRED LEARNING**

**A. COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to: Demonstrate proper use of safety equipment, climbing techniques, various knots commonly used in climbing, basic commands, and necessary safety skills used by climbers and belayers.

**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:

**IV. METHODS OF MEASURING STUDENT PROGRESS**

**A. FORMATIVE ASSESSMENT:**

1. Class participation and demonstration of skills taught in daily lesson plans.
2. Instructor evaluation of skills.

**B. SUMMATIVE ASSESSMENT:**

1. Class participation and demonstration of skills.
2. Instructor evaluation of skills.
3. Final exam.
Modesto Junior College  
Course Outline of Record  
PEC 137

I. OVERVIEW  
The following information will appear in the 2009 - 2010 catalog

PEC-137 Indoor Rock Climbing  
1 Unit

Indoor rock climbing class covering climbing techniques, safety equipment, and basic safety skills used by climbers and belayers. Classes will be held at StoneHedge Climbing Gym of Modesto. NOTE: There are additional fees associated with this course. Course is repeatable - four completions allowed. Field trips might be required. Course is not 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:

A. COURSE CONTENT

1. Required Content:

2. Required Lab Content:

Lab content will include:

1. Necessary equipment and attire for safe climbing.
2. Proper use, care, and storage of safety and belay equipment.
3. Numbering system used for rating a climbing route's difficulty.
4. Climbing techniques for navigating walls, cracks and chimneys.
5. How to choose and setup a reliable belay point.
6. Common knots used for climbing and belaying.
7. Safety issues concerning choice of climbing location and climbing party.
8. Safety issues concerning rock type, terrain and belay points.
9. Simple steps to prepare for and prevent climbing accidents.
10. Safety procedures in the event of an climbing accident.

B. HOURS AND UNITS

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Printed on: 29/10/2008 05:06 PM
C. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   
   a. Lecture.
   b. Demonstration of skills.
   c. Rehearsal of skills.
   d. Discussion.

D. ASSIGNMENTS (TYPICAL)
   1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
      Time spent on coursework in addition to hours of instruction (lecture hours)
      'Lab only - no outside-of-class hours required.'
   2. EVIDENCE OF CRITICAL THINKING
      Assignments require the appropriate level of critical thinking
      'Lab only - no outside-of-class hours required.'

E. TEXTS AND OTHER READINGS (TYPICAL)
   1. Handouts prepared by instructor.

III. DESIRED LEARNING
A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to
   Demonstrate proper use of safety equipment, climbing techniques, various knots commonly
   used in climbing, basic commands, and necessary safety skills used by climbers and belayers.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:
   2. Lab Learning Goals
      Upon satisfactory completion of the lab portion of this course, the student will be able to:
      a. Demonstrate proper use, care, and storage of climbing ropes and safety equipment.
      b. Demonstrate proper set up of a top rope belay.
      c. Demonstrate the ability to tie and explain the use of various knots commonly used in
         climbing.
      d. Demonstrate safe and proper climbing techniques, including proper commands used
         between climber and belayer.
      e. Explain safety issues concerning choice of climbing location, rock type, terrain,
         route and belay points.
      f. Evaluate personal abilities and choose appropriate climbing routes based on skill
         level.
IV. METHODS OF ASSESSMENT (TYPICAL)
Proposal Impact

PEC 137 Indoor Rock Climbing
**New Course**
Jeremy Blaney

Courses

Cross Listed Courses

Programs
PEC 180 - Advanced Judo
Action Type: New Course
1 Unit

Effective:
Primary Author: Christine Lincoln
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested
UC Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: E
SAM Code: E
State Classification: Occupational
Open Entry/Open Exit: No
Work Experience: Occupational

Instructor Load

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Material Fees

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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
Advisory: and/or
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

PEC 180 - Advanced Judo 1 Unit(s)

Instruction in skills, techniques, and knowledge necessary for student to safely and effectively participate in advanced judo for personal and competitive purposes.

Course is repeatable - four completions allowed Field trips are not required.

Transfer to CSU and UC.

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

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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<td>Disc</td>
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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Lecture
2. Group and individual drills.
3. Instructor demonstration.
4. Guest Instructors.
5. Group discussions.

5. TYPICAL ASSIGNMENTS
Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
Lab only - no outside of class hours required.
Quality: Assignments require the appropriate level of critical thinking.

A. Students must evaluate their opponent and determine the appropriate technique and skill to effectively immobilize or nullify their opponent's technique.
B. Students will analyze their techniques and strategies then develop an appropriate program to improve their ability to compete.
C. Students will be given a scenario and must identify and demonstrate an understanding of the psychological and social aspects of each physical skill used in the scenario.

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to: Demonstrate two techniques (execute & escape) from each category: Brake Falls; Disturbing Balance; Grappling; Throws; Carotid Restraints; and Arm Joint Reversals. Students will demonstrate an understanding of tournament management applications and host the Modesto Junior College Invitational Judo Tournament.

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:

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Pre-testing
2. Instructor evaluation of skills competencies
3. Participation frequency

B. SUMMATIVE ASSESSMENT:

1. Final Exam
2. Post testing
3. Instructor evaluation of skills competencies
4. Participation frequency
Modesto Junior College
Course Outline of Record

PEC 180

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PEC-180 Advanced Judo 1 Unit

Advisory: Before enrolling in this course, students are strongly advised to complete PEC-165A, PEW-167A, or demonstrate basic judo skills and competencies, along with a knowledge and understanding of judo concepts, terminology, etiquette, and methods of scoring, timekeeping, elimination systems.

Instruction in skills, techniques, and knowledge necessary for student to safely and effectively participate in advanced judo for personal and competitive purposes. Course is repeatable - four completions allowed. Field trips are not required. Course is not 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:

A. COURSE CONTENT

1. Required Content:

2. Required Lab Content:

   1. History of Kodokan Judo
   2. Tai-sabaki (Use of the feet in movement)
   3. Use of Strength (Composure)
   4. Kuzushi (Distrubing balance)
   5. Uke-mi (Breakfall)
   6. Tachi-Waza (Throwing techniques)
      1. O-Soto-Gari (Big outside reap)
      2. Ko-Soto-Gari (Small outside reap)
      3. Ashi-barai (Foot sweep)
      4. Tsuru-komi-goshi (Lifting pull throw)
      5. Koshi Guruma (Hip throw)
   7. Osae-Waza (Grappling techniques)
      1. Kesa-Gatame (Regular scarf hold)
      2. Kami-Shiho-Gatame (Upper four direction hold)
3. Kuzure Yoko-Shiho-Gatame (Modified side hold)

8. Shime-Waza (Submission techniques)
   1. Okur-Eri-Jime (Collar strangle)
   2. Kata-Ha-Jime (Single wing strangle)
   3. Gyaku-Juji-Jime (Reversed cross strangle)
   4. Juji-jime (Cross strangle)

9. Tournament Management
   1. Elements of a Judo Tournament
   2. Methods of Scoring and Timekeeping in a Judo
   3. Tournament Elimination Systems: Pool Sheet

B. ENROLLMENT RESTRICTIONS

1. Advisories
   - complete PEC-165A, PEW-167A, or demonstrate basic judo skills and
     competencies, along with a knowledge and understanding of judo concepts,
     terminology, etiquette, and methods of scoring, timekeeping, elimination systems.
     and/or

2. Requisite Skills
   Before entering the course, the student will be able to:
   Throwing techniques Grappling techniques Choking techniques Pinning techniques

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:
   a. Lecture
   b. Group and individual drills.
   c. Instructor demonstration.
   d. Guest Instructors.
   e. Group discussions.
E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   Time spent on coursework in addition to hours of instruction (lecture hours)

   Lab only - no outside of class hours required.

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking

   Lab only - no outside of class hours required.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. **COURSE GOAL**
   As a result of satisfactory completion of this course, the student should be prepared to Demonstrate two techniques (execute & escape) from each category: Brake Falls; Disturbing Balance; Grappling; Throws; Carotid Restraints; and Arm Joint Reversals. Students will demonstrate an understanding of tournament management applications and host the Modesto Junior College Invitational Judo Tournament.

B. **STUDENT LEARNING GOALS**
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   1. **Required Learning Goals**
      Upon satisfactory completion of this course, the student will be able to:

   2. **Lab Learning Goals**
      Upon satisfactory completion of the lab portion of this course, the student will be able to:


      b. Evaluate and run a tournament including methods of scoring, timekeeping, elimination systems, and all other elements of a judo tournament.

IV. METHODS OF ASSESSMENT (TYPICAL)
Proposal Impact

PEC 180 Advanced Judo
**New Course**
Christine Lincoln

Courses

Cross Listed Courses

Programs
PEC 841 - Fitness for Life

Action Type: Course Revision Minor

Effective:

Primary Author: Shawn Black

Other Author(s):

CC Representative Approval By:

CC Staff Review By:

Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested

TOP Code: SAM Code: E

State Classification:

Open Entry/Open Exit: No

Work Experience: Occupational

Instructor Load

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Material Fees

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

PEC 841 - Fitness for Life 0 Unit(s)

Exercises designed to modify personal attitudes and actions toward health and physical activity. Exercise modalities may include, but are not limited to, pilates, weight training, aerobics, walking/jogging, and yoga.

Course is repeatable - four completions allowed. 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. Safety for individual needs
   B. Warm-up and stretching procedures designed for each student’s individual needs
   C. Proper performance of exercises to prevent injury
   D. Use of weight training equipment to increase strength and endurance
   E. Use of water exercise as a medium for physical improvement
   F. Stress management through exercise
   G. Cool-down programs as needed

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Demonstration/description of skills
2. Lecture/group discussion
3. Participation within class by student
4. Group interaction within class among students/teacher

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
Lab only - no outside-of-class hours required.

Quality: Assignments require the appropriate level of critical thinking.
A. Typical in-class activity: Check your resting heart rate.

6. TEXTS AND OTHER READINGS
A. Handouts to check maximum heart rate.

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to: demonstrate skills that will improve upon one's strength, endurance, flexibility, posture, aerobic capacity, and weight control, through a variety of exercises such as weight lifting, pilates, aerobics, yoga, and will assess the importance of lifelong exercise as a means for enrichment of the total life experience.

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:

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:
1. Prepared daily demonstration of skills assigned via pre-test.

B. SUMMATIVE ASSESSMENT:
1. Post-test result for comparison of performance.
I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

PEC-841  *Fitness for Life*  0 Unit

Formerly listed as:  PEC - 841: Exercise for Special Populations

Exercises designed to modify personal attitudes and actions toward health and physical activity.
Exercise modalities may include, but are not limited to, pilates, weight training, aerobics, walking/jogging, and yoga. Course is repeatable - four completions allowed. Field trips are not required
Course is not 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:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Safety for individual needs
   B. Warm-up and stretching procedures designed for each student’s individual needs
   C. Proper performance of exercises to prevent injury
   D. Use of weight training equipment to increase strength and endurance
   E. Use of water exercise as a medium for physical improvement
   F. Stress management through exercise
   G. Cool-down programs as needed

2. **Required Lab Content:**

   1. Safety techniques and modifications
   2. Warm-up and stretching
   3. Proper performance of exercises to prevent injury
   4. Use of weight training equipment to increase strength and endurance.
   5. Stress management through exercise.
   6. Cool down programs

B. **HOURS AND UNITS**

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</table>
C. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   
   a. Demonstration/description of skills
   b. Lecture/group discussion
   c. Participation within class by student
   d. Group interaction within class among students/teacher

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   Lab only - no outside-of-class hours required.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   Lab only - no outside-of-class hours required.

E. TEXTS AND OTHER READINGS (TYPICAL)

1. Handouts to check maximum heart rate.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to demonstrate skills that will improve upon one's strength, endurance, flexibility, posture, aerobic capacity, and weight control, through a variety of exercises such as weight lifting, pilates, aerobics, yoga, and will assess the importance of lifelong exercise as a means for enrichment of the total life experience.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:

   2. Lab Learning Goals
      Upon satisfactory completion of the lab portion of this course, the student will be able to:

      a. Evaluate and explain the need for a regular exercise program.
      b. Select the type of exercise program that is best suited to their overall fitness needs.
      c. Evaluate and select proper exercises to increase strength and endurance.
      d. Assess the importance of exercise in stress management.
      e. Utilize exercise as a means for enrichment of the total life experience regardless of age.
IV. METHODS OF ASSESSMENT (TYPICAL)
Proposal Impact

PEC 841 Fitness for Life
**Course Revision Minor**
Shawn Black

Courses

Cross Listed Courses

Programs
Modesto Junior College
PEVW 120 Course Data Summary Report

PEVW 120 - Women's Varsity Softball
Action Type: Course Revision Major
Effective:
Primary Author: Cheryl Mulder
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested
UC Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: Occupational

Instructor Load

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Material Fees

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<th>Item Name</th>
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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?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

PEVW 120 - Women's Varsity Softball
3.33 Unit(s)

Instruction, training, and competition in intercollegiate softball.

Course is repeatable - four completions allowed Field trips are not required.

Transfer to CSU and UC.

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

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Instructor demonstration/description of skills
2. Participation within class by the student
3. Group interaction within class among students/teacher
4. lecture
5. Skills rehearsal
6. Scenario based skills rehearsal and demonstration

5. TYPICAL ASSIGNMENTS
Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
lab only - no outside-of-class hours required
Quality: Assignments require the appropriate level of critical thinking.

A. Analysis of game scenarios to demonstrate an appropriate reaction to the given situation.
B. Develop and implement a defensive game strategy for various game situations. The following are examples:
   1. runners on 1st and 3rd
   2. squeeze bunt situations
   3. sacrifice bunt situations
   4. winning run on 3rd base with less than 2 outs
C. Develop and implement an offensive game strategy for various game situations. The following are examples:
   1. sacrifice bunt situations
   2. winning run on 3rd base with less than 2 outs
   3. hitting behind the runner
   4. runner in scoring position

6. TEXTS AND OTHER READINGS
   A. No text required

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared to:
      demonstrate the skills and strategies necessary to successfully compete in fastpitch softball at
      the intercollegiate level.
   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:

IV. METHODS OF MEASURING STUDENT PROGRESS
   A. FORMATIVE ASSESSMENT:
      1. Instructor evaluation of game performance.
      2. Pre-test of fundamental softball skills.
      3. Prepared demonstration of skills.
      4. Instructor evaluation of mental preparation and performance
      5. Individual analysis of game performance
   B. SUMMATIVE ASSESSMENT:
      1. Instructor evaluation of skills.
      2. Post-test for comparison of skills improvement.
      3. Participation frequency.
      4. Instructor evaluation of game performance
      5. Individual analysis of game performance
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PEVW-120 Women's Varsity Softball 3.33 Units
Instruction, training, and competition in intercollegiate softball. Course is repeatable - four completions allowed. Field trips are not required Course is not 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:

A. COURSE CONTENT

1. Required Content:

2. Required Lab Content:

   1. Offensive Skills
      1. hitting
      2. slapping
      3. bunting
         1. sacrifice
         2. squeeze
         3. safety squeeze

   4. baserunning
      1. steals
      2. passed balls
      3. ball in the dirt
      4. running through first
      5. rounding the base
      6. reading the coach
      7. reading the ball

   5. sliding
6. run down situations

2. Defensive Skills
   1. throwing
   2. catching
   3. fielding
   4. bunt coverage
      1. sacrifice
      2. squeeze
   5. defensive coverage - infield play
      1. middle in
      2. middle back
      3. defensive rotations
      4. double play situations
   6. defensive coverage - outfield play
      1. back up situations
      2. runner in scoring position
      3. routine vs. "do or die"

3. Strategy
   1. game situation
   2. runner in scoring position
   3. no runners
   4. score of the game
   5. inning
      1. early vs. late
   6. pitcher vs. hitter
   7. infield fly situations
   8. hitting behind the runner
   9. bunt vs. slap
4. Rules

5. Team Play
   1. communication
   2. relays
   3. defensive signs
   4. offensive signs
   5. game scenarios
   6. competition
      1. pre-game
      2. post-game
      3. set-up

6. Mental Preparation
   1. individual mental preparation
   2. team mental training
   3. visualization
   4. focus

7. Conditioning

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

a. Instructor demonstration:description of skills
b. Participation within class by the student
c. Group interaction within class among students/teacher
d. lecture
e. Skills rehearsal
f. Scenario based skills rehearsal and demonstration
D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   lab only - no outside-of-class hours required

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*
   
   lab only - no outside-of-class hours required

E. **TEXTS AND OTHER READINGS (TYPICAL)**

   1. No text required

III. **DESIRE LEARNING**

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to demonstrate the skills and strategies necessary to successfully compete in fastpitch softball at the intercollegiate level.*

B. **STUDENT LEARNING GOALS**

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

   1. **Required Learning Goals**

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

   2. **Lab Learning Goals**

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

      a. Identify and apply the rules and strategies associated with intercollegiate softball
      b. Assess the need to communicate on the field.
      c. Demonstrate the skills necessary to compete in intercollegiate softball
      d. Evaluate personal skills and discover methods for improvement of individual and team play.
      e. Assess personal ability level in preparation for competition from a physical and mental standpoint.
      f. Demonstrate the willingness to work as an individual within the framework of a team.
      g. Participate in intercollegiate softball games.

IV. **METHODS OF ASSESSMENT (TYPICAL)**
Proposal Impact

PEVW 120 Women's Varsity Softball
**Course Revision Major**
Cheryl Mulder

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
PHILO 135 - Environmental Ethics

PHILO 135 Course Data Summary Report

Action Type: New Course
Effective:
Primary Author: Bill Anelli
Other Author(s):

CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

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

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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Material Fees

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

PHILO 135 - Environmental Ethics 3 Unit(s)

How ought we to relate to the rest of nature? What, if anything, is the value of wilderness and wild animals? Are we morally bound to use technology in an ecologically responsible manner? Course will address questions and issues such as these that arise when considering the relationship between human beings and the environment. Topics include animal rights, land use policy, sustainability, bioengineering, climate change, environmental justice. Theoretical approaches include deep ecology, anthropocentrism, ecofeminism, and pragmatism.

Course is repeatable - three completions allowed Field trips may be required.

Transfer to CSU and UC.

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. Introduction to Ethical Theory
   1. Divine Command
   2. Utilitarian
   3. Deontological
   4. Natural Law
   5. Virtue Ethics

B. Western Philosophical and Religious Roots and Perspectives on Environmental Ethics
   1. Ancient
   2. Medieval
   3. Modern/Enlightenment
   4. Abrahamic religious perspectives

C. Moral Standing and Considerability of Natural Entities
   1. Animals
      a. Extension of interests, individuals vs. speciesism
      b. Sentience and moral standing
      c. Animal liberation, rights, and welfare
   2. Plants and biodiversity
   3. Ecosystems and bioregions

D. The Value of Nature – basic frameworks
   1. Instrumental Value
   2. Non-instrumental value (Intrinsic value)
   3. Value subjectivism
   4. Value objectivism
   5. Individualism vs. Holism (biocentrism/ecocentrism)
   6. Ethical monism vs. ethical pluralism
7. Anthropocentrism
8. Weak/Enlightened anthropocentrism
E. Environmental Ethics – schools of thought
  1. Deep ecology
  2. Land ethic
  3. Social Ecology
  4. Ecofeminism
  5. Evolutionary ethics
  6. Social construction of nature
  7. Environmental pragmatism
F. Applied Environmental Ethics: Environmental Policy
  1. Wilderness, Conservation, Preservation, and Restoration
  2. Climate change
  3. Sustainability and Intergenerational justice
  4. Lifeboat ethics
  5. Loss of biodiversity
  6. Geo-engineering (nanotechnology, genetically modified organisms, etc)

B. RECOMMENDED

A. Nonwestern philosophical perspectives
   1. Eastern philosophical approaches to the environment.
      a. Hinduism
      b. Buddhism
      c. Taoism
   2. African philosophical approaches to the environment.

2. ENROLLMENT RESTRICTIONS

Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
  1. Lectures
  2. Discussion
  3. Seminar
  4. Socratic questioning
  5. Group work
  6. Review of key texts and concepts followed by in-class meetings

5. TYPICAL ASSIGNMENTS

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

A. Complete weekly reading assignments.
B. Written homework - weekly or every other week.
C. Written papers - mid-course paper, final course paper.
D. Group projects - per term
E. Individual presentations - per term
F. Review class notes and reading notes (annotations) weekly.
G. Use web and library resources several times during the term to prepare written assignments.
H. Study and prepare for exams several times during the exam.

Quality: Assignments require the appropriate level of critical thinking.
A. Paper assignment:
1. Write a paper that compares, contrasts, and evaluates the ethical theories presented during this course on the relationship between the need to use natural resources, and the ethical responsibilities to treat those resources in a fair, just, and sustainable manner.
2. Write a paper comparing various modalities of environmental ethics and use them to evaluate a contemporary environmental problem.
3. Write a short paper evaluating the tension between extending moral consideration to animals, plants, and ecosystems and the human need to use natural resources.
4. Critically evaluate the difference between Deep Ecology and Environmental Pragmatism in terms of how they would address the issue of environmental justice.

B. Exam questions
1. How does a non-anthropocentric account of nature differ from both a weak and strong anthropocentric account of nature. How much sense does an anthropocentric theory of truth make to you? Why?
2. Based on your reading of Arnae Naess', "The Deep Ecology Movement: Some Philosophical Issues," and Anthony Weston's "Beyond Intrinsic Value: Pragmatism in Environmental Ethics" and (1) identify Naess' argument for why the concept intrinsic value is essential for environmental ethics and (2) identify Weston's main arguments against the concept intrinsic value.
3. What arguments can be given for and against the view that we have a duty or obligation to future generations to preserve the ecosystem? What are the strengths and weaknesses of each position? What is your reasoned position on the question? (e.g. I hold position x because of reasons a,b,c) If you hold that we do have such duties/obligations, what are they? What problems or challenges are there if you accept the position that we do have such duties? What response can be made to these challenges?

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to: recognize and think clearly about some of the divergent issues, concepts, and methods used in environmental ethics and philosophy and to gain critical thinking skills in philosophical discourse in preparation for upper division coursework for a bachelor's degree.

B. STUDENT LEARNING GOALS

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

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:
1. Explain briefly in written or oral activities the ethical theories of: divine command, Utilitarianism, deontology, natural law, virtue or character ethics;

A. FORMATIVE ASSESSMENT:
   • All or some of the following:

   1. Establishing course goals and criteria with student input.

   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.

   3. Questioning – Socratic questioning, content questioning

   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.

   5. Student record keeping

   6. Student annotation and/or reading journal

B. SUMMATIVE ASSESSMENT:
   • All or some of the following:

   1. A series of quizzes throughout the semester.

   2. A series of brief argument response papers to assigned reading throughout the semester.

   3. A series of brief paraphrase papers in response to assigned reading throughout the semester.

   4. Mid-course paper

   5. Final paper

   6. Midterm examination

   7. Final examination

2. Appraise how all or some of the following are historically and culturally influenced: (a) human values and behavior (b) ideas of nature and wilderness and (c) methods of interpretation of nature and the environment.

A. FORMATIVE ASSESSMENT:
   • All or some of the following:

   1. Establishing course goals and criteria with student input.

   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.

   3. Questioning – Socratic questioning, content questioning

   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.

   5. Student record keeping

   6. Student annotation and/or reading journal
B. SUMMATIVE ASSESSMENT:
• All or some of the following:

1. A series of quizzes throughout the semester.

2. A series of brief argument response papers to assigned reading throughout the semester.

3. A series of brief paraphrase papers in response to assigned reading throughout the semester.

4. Mid-course paper

5. Final paper

6. Midterm examination

7. Final examination

3. Demonstrate and evaluate the tension between extending moral consideration to animals, plants, and ecosystems and the human need to use natural resources;

A. FORMATIVE ASSESSMENT:
• All or some of the following:

1. Establishing course goals and criteria with student input.

2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.

3. Questioning – Socratic questioning, content questioning

4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.

5. Student record keeping

6. Student annotation and/or reading journal
4. Compare and contrast the conceptual strengths and weaknesses of nature as having intrinsic value vs. strong and weak anthropocentrism;

A. FORMATIVE ASSESSMENT:
- All or some of the following:

1. Establishing course goals and criteria with student input.

2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.

3. Questioning – Socratic questioning, content questioning

4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.

5. Student record keeping

6. Student annotation and/or reading journal

B. SUMMATIVE ASSESSMENT:
- All or some of the following:

1. A series of quizzes throughout the semester.

2. A series of brief argument response papers to assigned reading throughout the semester.

3. A series of brief paraphrase papers in response to assigned reading throughout the semester.

4. Mid-course paper

5. Final paper

6. Midterm examination

7. Final examination

5. Argue for and defend their own thesis on a public policy or topical issue in environmental ethics, taking into account opposing points of view and value judgments, as well as possible objections to their thesis;

A. FORMATIVE ASSESSMENT:
- All or some of the following:

1. Establishing course goals and criteria with student input.

2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.

3. Questioning – Socratic questioning, content questioning

4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.

5. Student record keeping

6. Student annotation and/or reading journal
B. SUMMATIVE ASSESSMENT:
• All or some of the following:

1. A series of quizzes throughout the semester.

2. A series of brief argument response papers to assigned reading throughout the semester.

3. A series of brief paraphrase papers in response to assigned reading throughout the semester.

4. Mid-course paper

5. Final paper

6. Midterm examination

7. Final examination

6. Compare and contrast philosophical bases for an environmental ethics, including all or some of the following: anthropocentrism, holism, ecofeminism, deep ecology, social ecology, environmental pragmatism.

A. FORMATIVE ASSESSMENT:
• All or some of the following:

1. Establishing course goals and criteria with student input.

2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.

3. Questioning – Socratic questioning, content questioning

4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.

5. Student record keeping

6. Student annotation and/or reading journal

B. SUMMATIVE ASSESSMENT:
• All or some of the following:

1. A series of quizzes throughout the semester.

2. A series of brief argument response papers to assigned reading throughout the semester.

3. A series of brief paraphrase papers in response to assigned reading throughout the semester.

4. Mid-course paper

5. Final paper

6. Midterm examination

7. Final examination

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:
1. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
   5. Student record keeping
   6. Student annotation and/or reading journal

B. SUMMATIVE ASSESSMENT:
1. All or some of the following:
   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading throughout the semester.
   3. A series of brief paraphrase papers in response to assigned reading throughout the semester.
   4. Mid-course paper
   5. Final paper
   6. Midterm examination
   7. Final examination
I. OVERTVIEW
The following information will appear in the 2009 - 2010 catalog

PHILO-135 Environmental Ethics 3 Units

How ought we to relate to the rest of nature? What, if anything, is the value of wilderness and wild animals? Are we morally bound to use technology in an ecologically responsible manner? Course will address questions and issues such as these that arise when considering the relationship between human beings and the environment. Topics include animal rights, land use policy, sustainability, bioengineering, climate change, environmental justice. Theoretical approaches include deep ecology, anthropocentrism, ecofeminism, and pragmatism. Course is repeatable - three completions allowed. Field trips might be required. Course is applicable to the associate degree. General Education: CSU-GE - C2 IGETC Category: IGETC - 3B

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

A. COURSE CONTENT

1. Required Content:

   1. Introduction to Ethical Theory
      a. Divine Command
      b. Utilitarian
      c. Deontological
      d. Natural Law
      e. Virtue Ethics

   2. Western Philosophical and Religious Roots and Perspectives on Environmental Ethics
      a. Ancient
      b. Medieval
      c. Modern/Enlightenment
      d. Abrahamic religious perspectives

   3. Moral Standing and Considerability of Natural Entities
a. Animals
   1. Extension of interests, individuals vs. speciesism
   2. Sentience and moral standing
   3. Animal liberation, rights, and welfare

b. Plants and biodiversity
c. Ecosystems and bioregions

4. The Value of Nature – basic frameworks
   a. Instrumental Value
   b. Non-instrumental value (Intrinsic value)
   c. Value subjectivism
   d. Value objectivism
   e. Individualism vs. Holism (biocentrism/ecocentrism)
   f. Ethical monism vs. ethical pluralism
   g. Anthropocentrism
   h. Weak/Enlightened anthropocentrism

5. Environmental Ethics – schools of thought
   a. Deep ecology
   b. Land ethic
c. Social Ecology
d. Ecofeminism
e. Evolutionary ethics
   f. Social construction of nature
g. Environmental pragmatism

6. Applied Environmental Ethics: Environmental Policy
   a. Wilderness, Conservation, Preservation, and Restoration
   b. Climate change
c. Sustainability and Intergenerational justice
d. Lifeboat ethics
e. Loss of biodiversity
f. Geo-engineering (nanotechnology, genetically modified organisms, etc)

2. **Recommended Content:**

[C@3e3fb6

B. **ENROLLMENT RESTRICTIONS**

1. **Requisite Skills**

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

Critical reasoning Reading comprehension Writing Socialization

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

a. Lectures

b. Discussion

c. Seminar

d. Socratic questioning

e. Group work

f. Review of key texts and concepts followed by in-class meetings

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

1. Complete weekly reading assignments.

2. Written homework - weekly or every other week.

3. Written papers - mid-course paper, final course paper.

4. Group projects - per term

5. Individual presentations - per term

6. Review class notes and reading notes (annotations) weekly.

7. Use web and library resources several times during the term to prepare written assignments.

8. Study and prepare for exams several times during the exam.
2. **EVIDENCE OF CRITICAL THINKING**

Assignments require the appropriate level of critical thinking

1. Complete weekly reading assignments.
2. Written homework - weekly or every other week.
3. Written papers - mid-course paper, final course paper.
4. Group projects - per term
5. Individual presentations - per term
6. Review class notes and reading notes (annotations) weekly.
7. Use web and library resources several times during the term to prepare written assignments.
8. Study and prepare for exams several times during the exam.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to recognize and think clearly about some of the divergent issues, concepts, and methods used in environmental ethics and philosophy and to gain critical thinking skills in philosophical discourse in preparation for upper division coursework for a bachelor's degree.

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

   a. Explain briefly in written or oral activities the ethical theories of: divine command, Utilitarianism, deontology, natural law, virtue or character ethics; FORMATIVE ASSESSMENT
1. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office
      hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves
      on a regular basis.
   5. Student record keeping
   6. Student annotation and/or reading journal

**SUMMATIVE ASSESSMENT**

1. All or some of the following:
   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading
      throughout the semester.
   3. A series of brief paraphrase papers in response to assigned reading
      throughout the semester.
   4. Mid-course paper
   5. Final paper
   6. Midterm examination
   7. Final examination

b. Appraise how all or some of the following are historically and culturally influenced:
   (a) human values and behavior (b) ideas of nature and wilderness and (c) methods of
   interpretation of nature and the environment.

**FORMATIVE ASSESSMENT**

1. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office
      hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves
      on a regular basis.
   5. Student record keeping
   6. Student annotation and/or reading journal

**SUMMATIVE ASSESSMENT**

1. All or some of the following:
   1. A series of quizzes throughout the semester.
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      throughout the semester.
   3. A series of brief paraphrase papers in response to assigned reading
      throughout the semester.
   4. Mid-course paper
   5. Final paper
   6. Midterm examination
7. Final examination

c. Demonstrate and evaluate the tension between extending moral consideration to animals, plants, and ecosystems and the human need to use natural resources;

FORMATIVE ASSESSMENT

1. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
   5. Student record keeping
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1. All or some of the following:
   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading throughout the semester.
   3. A series of brief paraphrase papers in response to assigned reading throughout the semester.
   4. Mid-course paper
   5. Final paper
   6. Midterm examination
   7. Final examination

d. Compare and contrast the conceptual strengths and weaknesses of nature as having intrinsic value vs. strong and weak anthropocentrism;

FORMATIVE ASSESSMENT

1. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
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   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading throughout the semester.
3. A series of brief paraphrase papers in response to assigned reading throughout the semester.

4. Mid-course paper

5. Final paper

6. Midterm examination

7. Final examination

e. Argue for and defend their own thesis on a public policy or topical issue in environmental ethics, taking into account opposing points of view and value judgments, as well as possible objections to their thesis;

FORMATIVE ASSESSMENT

1. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
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   6. Student annotation and/or reading journal

SUMMATIVE ASSESSMENT

1. All or some of the following:
   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading throughout the semester.
   3. A series of brief paraphrase papers in response to assigned reading throughout the semester.
   4. Mid-course paper
   5. Final paper
   6. Midterm examination
   7. Final examination

f. Compare and contrast philosophical bases for an environmental ethics, including all or some of the following: anthropocentrism, holism, ecofeminism, deep ecology, social ecology, environmental pragmatism.

FORMATIVE ASSESSMENT

1. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
   5. Student record keeping
   6. Student annotation and/or reading journal

SUMMATIVE ASSESSMENT
1. All or some of the following:
   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading throughout the semester.
   3. A series of brief paraphrase papers in response to assigned reading throughout the semester.
   4. Mid-course paper
   5. Final paper
   6. Midterm examination
   7. Final examination

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
   5. Student record keeping
   6. Student annotation and/or reading journal

2. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
   5. Student record keeping
   6. Student annotation and/or reading journal

3. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.

5. Student record keeping

6. Student annotation and/or reading journal

4. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
   5. Student record keeping
   6. Student annotation and/or reading journal

5. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
   5. Student record keeping
   6. Student annotation and/or reading journal

6. All or some of the following:
   1. Establishing course goals and criteria with student input.
   2. Observations in classroom, non-graded course content questions, office hour feedback, anonymous periodic feedback from students.
   3. Questioning – Socratic questioning, content questioning
   4. Self and peer assessment – student evaluation of their peers of themselves on a regular basis.
   5. Student record keeping
   6. Student annotation and/or reading journal

B. **SUMMATIVE ASSESSMENT**

1. All or some of the following:
   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading throughout the
3. A series of brief paraphrase papers in response to assigned reading throughout the semester.
4. Mid-course paper
5. Final paper
6. Midterm examination
7. Final examination

2. All or some of the following:
   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading throughout the semester.
   3. A series of brief paraphrase papers in response to assigned reading throughout the semester.
   4. Mid-course paper
   5. Final paper
   6. Midterm examination
   7. Final examination

3. All or some of the following:
   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading throughout the semester.
   3. A series of brief paraphrase papers in response to assigned reading throughout the semester.
   4. Mid-course paper
   5. Final paper
   6. Midterm examination
   7. Final examination

4. All or some of the following:
   1. A series of quizzes throughout the semester.
   2. A series of brief argument response papers to assigned reading throughout the semester.
   3. A series of brief paraphrase papers in response to assigned reading throughout the semester.
   4. Mid-course paper
   5. Final paper
   6. Midterm examination
7. Final examination

5. All or some of the following:

1. A series of quizzes throughout the semester.

2. A series of brief argument response papers to assigned reading throughout the semester.

3. A series of brief paraphrase papers in response to assigned reading throughout the semester.

4. Mid-course paper

5. Final paper

6. Midterm examination

7. Final examination

6. All or some of the following:

1. A series of quizzes throughout the semester.

2. A series of brief argument response papers to assigned reading throughout the semester.

3. A series of brief paraphrase papers in response to assigned reading throughout the semester.

4. Mid-course paper

5. Final paper

6. Midterm examination

7. Final examination
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Bill Anelli
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: PHILO 135
COURSE TITLE: Environmental Ethics
EFFECTIVE DATE:

METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Initial reading of course texts is done during the online component. Discussion threads on the readings, homeworks, and exams are completed during the online component. The online component comprises approximately 50 to 60% of the course. Subsequent to the online component, analysis, comparisons, discussions, field trips, and evaluations of readings and of classmates' positions on the readings is done face-to-face, for example at Baker Station in the high sierras. The face-to-face discussions would comprise approximately 40% to 50% of the course. Final papers and final exam would be completed at the end of the face-to-face component.

TYPE OF TEACHING MODALITIES

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<td>On Campus Orientation Sessions</td>
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<td>Group Meetings/Review Sessions</td>
<td>Written Assignments</td>
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<td>Community Activities</td>
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<td>Individual Meetings</td>
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COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

Selected methods above will insure appropriate instructor/student contact since all students will be required to check in with the instructor during the initial stages of the online component, instructor will be required to comment on and query students during the threaded discussions of the online component and finally, students will have face to face contact with the instructor during the face to face component.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

No.
Proposal Impact

PHILO 135 Environmental Ethics
**New Course**
Bill Anelli

Courses

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
CSU-GE Category: CSU-GE - C1 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Material Fees

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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

Advisory:
I. COURSE OVERVIEW

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

RATV 143 - Non-Linear Video Editing 3 Unit(s)

An introduction to the primary elements and basic interface of non-linear video editing. Students learn to perform basic editing functions and to operate the computer software and hardware user interface. Topics include basic software setup including preferences and settings; capturing video and audio files and signals; editing and trimming techniques; audio creation and editing; file finishing and output.

Course is not repeatable Field trips may be required.

Transfer to CSU only.

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. Editing terminology and concepts
   1. Continuity editing
   2. relational editing
   3. expanding time
   4. collapsing time

B. Editing operations
   1. evaluation of the source material
   2. selection of useable takes
   3. integration of takes into a timeline rough cut
   4. revision of the assemble to fine cut standards
   5. application of transitions and effects to the final assembly
   6. add and enhance audio

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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<tr>
<td>Lab</td>
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<td>27.00</td>
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</table>
4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lecture
2. Demonstration
3. Discussion
4. Critique
5. Audio and video recordings

5. TYPICAL ASSIGNMENTS

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

A typical weekly or bi-weekly project.

After approval of a written script proposal the student will:

Prepare a 1 minute biography (Student's choice of subject)
The piece must be no longer than 60 seconds in length.
The piece must include:
At least one lower third graphic
At least one additional graphic
A narration track
A music track
At least three edits

As students learn a concept (such as the use of "key frames," they will be required to demonstrate their knowledge of that concept in the execution of the weekly (or bi-weekly) lab assignment.

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

Write an essay or prepare a video recording that cites examples of 3 or more styles of editing.

Describe what elements of the post-production help set the mood.
Analyze how the pace of a scene is affected by how the scene is cut together.
How does sound (music, foley, ambient) enhance the mood of a scene.
Cite bad examples of editing that resulted in poor pacing or that adversely affected the mood of a scene.

Exam question:
Analyze the editing techniques used in the "shower scene" in Alfred Hitchcock's "Psycho."
Describe, in detail, what makes this classic scene so compelling.

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
Import video footage, create edited sequences making appropriate use of transitions, compositing, key frames, narration, production music, titles and graphics.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.
REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

1. List and describe the basic sequence of steps involved in editing video.
   A. FORMATIVE ASSESSMENT:
      • Three written exams
   B. SUMMATIVE ASSESSMENT:
      • Written final exam.

2. Describe the function of keyframes as they apply to manipulating video clips.
   A. FORMATIVE ASSESSMENT:
      • Three written exams
   B. SUMMATIVE ASSESSMENT:
      • Written final exam.

3. List and describe the steps necessary to color correct video.
   A. FORMATIVE ASSESSMENT:
      • Three written exams
   B. SUMMATIVE ASSESSMENT:
      • Written final exam.

4. Describe the basic elements involved with continuity in visual storytelling.
   A. FORMATIVE ASSESSMENT:
      • Three written exams
   B. SUMMATIVE ASSESSMENT:
      • Written final exam.

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:
   1. Three written exams
   2. Critiques of lab project assignments

B. SUMMATIVE ASSESSMENT:
   1. Critique of final video project
   2. Written final exam.
Modesto Junior College
Course Outline of Record
RATV 143

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

RATV-143 Non-Linear Video Editing
3 Units

Advisory: Before enrolling in this course, students are strongly advised to have basic computer operating skills.

An introduction to the primary elements and basic interface of non-linear video editing. Students learn to perform basic editing functions and to operate the computer software and hardware user interface. Topics include basic software setup including preferences and settings; capturing video and audio files and signals; editing and trimming techniques; audio creation and editing; file finishing and output. Course is not repeatable. Field trips might be required. Course is applicable to the associate degree.

General Education:
CSU-GE - C1

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:

A. COURSE CONTENT

1. Required Content:

   1. Editing terminology and concepts
      1. Continuity editing
      2. relational editing
      3. expanding time
      4. collapsing time

   2. Editing operations
      1. evaluation of the source material
      2. selection of useable takes
      3. integration of takes into a timeline rough cut
      4. revision of the assemble to fine cut standards
      5. application of transitions and effects to the final assembly
      6. add and enhance audio

2. Required Lab Content:
1. Creation of non-linear editing projects
   1. Final Cut Pro
   2. video editing operations
   3. audio editing operations
   4. compositing and effects
   5. using key frames

2. Assembling projects using the following steps:
   1. Evaluation of the source material
   2. selection of useable takes
   3. integration of takes into a timeline rough cut
   4. revision of the assembly to fine cut standards
   5. application of transitions and effects to the final assembly
   6. add and enhance audio

B. ENROLLMENT RESTRICTIONS
   1. Advisories
      • have basic computer operating skills.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

a. Lecture
b. Demonstration
c. Discussion
d. Critique
e. Audio and video recordings
E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   A typical weekly or bi-weekly project.
   After approval of a written script proposal the student will:
   Prepare a 1 minute biography (Student's choice of subject)
   The piece must be no longer than 60 seconds in length.
   The piece must include:
   At least one lower third graphic
   At least one additional graphic
   A narration track
   A music track
   At least three edits
   As students learn a concept (such as the use of "key frames," they will be required to
demonstrate their knowledge of that concept in the execution of the weekly (or bi-weekly)
lab assignment.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   A typical weekly or bi-weekly project.
   After approval of a written script proposal the student will:
   Prepare a 1 minute biography (Student's choice of subject)
   The piece must be no longer than 60 seconds in length.
   The piece must include:
   At least one lower third graphic
   At least one additional graphic
   A narration track
   A music track
   At least three edits
   As students learn a concept (such as the use of "key frames," they will be required to
demonstrate their knowledge of that concept in the execution of the weekly (or bi-weekly)
lab assignment.

F. TEXTS AND OTHER READINGS (TYPICAL)

   Elsevier Science.

   McGraw Hill.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to Import video footage, create
   edited sequences making appropriate use of transitions, compositing, key frames, narration, production music,
titles and graphics.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
1. Required Learning Goals

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

a. List and describe the basic sequence of steps involved in editing video. FORMATIVE ASSESSMENT

1. Three written exams

SUMMATIVE ASSESSMENT

1. Written final exam.

b. Describe the function of keyframes as they apply to manipulating video clips. FORMATIVE ASSESSMENT

1. Three written exams

SUMMATIVE ASSESSMENT

1. Written final exam.

c. List and describe the steps necessary to color correct video. FORMATIVE ASSESSMENT

1. Three written exams

SUMMATIVE ASSESSMENT

1. Written final exam.

d. Describe the basic elements involved with continuity in visual storytelling. FORMATIVE ASSESSMENT

1. Three written exams

SUMMATIVE ASSESSMENT

1. Written final exam.

2. Lab Learning Goals

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

a. Demonstrate appropriate editing techniques using non-linear editing software.

b. Edit and enhance audio using appropriate audio software.

c. Utilize video effects.

d. Color correct video sequences.

e. Create motion graphics.

f. Export completed video projects to DVD.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Three written exams
2. Three written exams
3. Three written exams
4. Three written exams

B. SUMMATIVE ASSESSMENT

1. Written final exam.
2. Written final exam.
3. Written final exam.
4. Written final exam.
DATE: 10/27/08  
TO: Curriculum Committee  
RE: RATV 143 Course Proposal

Curriculum Committee Members:

Please note RATV 143 is a new course being proposed for approval. The addition of this course would have the following impact on three current programs.

**CURRENTLY APPROVED PROGRAM AS LISTED IN 2008-2009 MJC CATALOG**

Skills Recognition Award: Television Production

To earn a Skills Recognition Award, the student must complete the following coursework. Each course must be completed with a grade of C or better.

**REQUIRED COURSES - COMPLETE 13 UNITS**

- RATV 150 [1] Introduction to Mass Communication 3
- RATV 134 [1] Television Production 3
- RATV 142 [2] Light, Sound, Camera, & Editing Workshop 3
- RATV 199C [2, 3] MJC TV-Film Production Company 1

**ELECTIVE COURSES - COMPLETE 3 UNITS**

Select one course from the following:

- RATV 138 [1, 2] Writing for Radio & Television 3
- RATV 141 [NP] Documentary Production 3
- ENGL 178 [NP] Mass Media & the Public 3
- CMPGR 284 [NP] Desktop Video Animation 3
- CMPGR 287 [NP] Introduction to Multimedia 3

Total Units Required for Skills Recognition Award 16

**PROPOSED PROGRAM REVISION FOR SUMMER 2009**

Skills Recognition Award: Television Production

To earn a Skills Recognition Award, the student must complete the following coursework. Each course must be completed with a grade of C or better.

**REQUIRED COURSES - COMPLETE 13 UNITS**

- RATV 134 [1] Television Studio Production 3
- RATV 142 [2] Light, Sound, Camera, & Editing Workshop 3
- RATV 150 [1] Introduction to Mass Communication 3
- RATV 199C [2, 3] MJC TV-Film Production Company 1

**ELECTIVE COURSES - COMPLETE 3 UNITS**

Select one course from the following:

- RATV 138 [1, 2] Writing for Radio & Television 3
- RATV 141 [NP] Documentary Production 3
- RATV 143 [NP] Non-Linear Video Editing 3
- ENGL 178 [NP] Mass Media & the Public 3
- CMPGR 284 [NP] Desktop Video Animation 3
- CMPGR 287 [NP] Introduction to Multimedia 3

Total Units Required for Skills Recognition Award 16
DATE: 10/27/08
TO: Curriculum Committee
RE: RATV 143 Course Proposal

Curriculum Committee Members:
Please note RATV 143 is a new course being proposed for approval.
The addition of this course would have the following impact on three current programs.

CURRENTLY APPROVED PROGRAM AS LISTED IN 2008-2009 MJC CATALOG
A.A. Degree: Television Production
To earn an Associate in Arts Degree, the student must complete the MJC Associate
Degree Requirements in addition to the following coursework.

REQUIRED COURSES - COMPLETE 15 UNITS
   RATV 134 [1] Television Studio Production 3
   RATV 142 [2] Light, Sound, Camera, & Editing Workshop 3
   RATV 150 [1] Introduction to Mass Communication 3
   FILM 150 [1] Film Production 3

ELECTIVE COURSES - COMPLETE 5 UNITS
   FILM 151 [2] Advanced Film Production 1 3
   RATV 101 [NP] Basic Voice and Articulation 3
   RATV 131 [1] Radio Control Room & Studio Production 3
   RATV 137 [NP] Radio and Television Announcing 3
   RATV 138 [NP] Writing for Radio and Television 3
   RATV 141 [NP] Documentary Production 3

Units in A.A. Major 20

PROPOSED PROGRAM REVISION FOR SUMMER 2009
A.A. Degree: Television Production
To earn an Associate in Arts Degree, the student must complete the MJC Associate
Degree Requirements in addition to the following coursework.

REQUIRED COURSES - COMPLETE 15 UNITS
   RATV 134 [1] Television Studio Production 3
   RATV 142 [2] Light, Sound, Camera, & Editing Workshop 3
   RATV 150 [1] Introduction to Mass Communication 3
   FILM 150 [1] Film Production 3

ELECTIVE COURSES - COMPLETE 5 UNITS
   FILM 151 [2] Advanced Film Production 1 3
   RATV 101 [NP] Voice and Articulation 3
   RATV 131 [1] Radio Control Room & Studio Production 3
   RATV 137 [NP] Radio and Television Announcing 3
   RATV 138 [NP] Writing for Radio and Television 3
   RATV 141 [NP] Documentary Production 3
   RATV 143 [NP] Non-Linear Video Editing 3

Units in A.A. Major 20
TO: Curriculum Committee  
RE: RATV 143 Course Proposal

Curriculum Committee Members:

Please note RATV 143 is a new course being proposed for approval.
The addition of this course would have the following impact on three current programs.

CURRENTLY APPROVED PROGRAM AS LISTED IN 2008-2009 MJC CATALOG

Skills Recognition Award: Film
To earn a Skills Recognition Award, the student must complete the coursework as indicated below.
Each course must be completed with a grade of C or better.

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<td>FILM 150 [1] Film Production 3</td>
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<td>FILM 151 [1] Advanced Film Production 1 3</td>
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<th>ELECTIVE COURSES - COMPLETE 4 OR MORE UNITS</th>
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<tr>
<td>Complete 3 units</td>
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<td>ENGL 109 [NP] Creative Writing: Scriptwriting 3</td>
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<td>ENGL 161 [NP] Film Appreciation 3</td>
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<tr>
<td>FILM 153 [NP] Contemporary Film 3</td>
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<td>FILM 154 [1,2] Movies with a Message 3</td>
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<td>FILM 155 [NP] The Documentary Film 3</td>
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Total Units Required for Skills Recognition Award 16

PROPOSED PROGRAM REVISION FOR SUMMER 2009

Skills Recognition Award: Film
To earn a Skills Recognition Award, the student must complete the coursework as indicated below.
Each course must be completed with a grade of C or better.

<table>
<thead>
<tr>
<th>REQUIRED COURSES - COMPLETE 12 UNITS</th>
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<td>RATV 142 [2] Light, Sound, Camera &amp; Editing Workshop 3</td>
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<th>ELECTIVE COURSES - COMPLETE 4 OR MORE UNITS</th>
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<td>RATV 143 [NP] Non-Linear Video Editing 3</td>
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Proposal Impact

RATV 143 Non-Linear Video Editing
**New Course**
Michael Sundquist

Courses

Cross Listed Courses

Programs
SPCOM 106 - Group & Organizational Communication

Action Type: Course Revision Major

Effective:

Primary Author: Kimberly Gyuran

Other Author(s):

CC Representative Approval By:

CC Staff Review By:

Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: E  SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Material Fees

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<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
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</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?)

Program Relationships

Program: Speech Communication  Award: A.A. Degree Major
Program: Speech Communication  Award: Skills Recognition Certificate
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 106 - Group & Organizational Communication 3 Unit(s)

Communication within and between groups and organizations while enhancing individual communication skills. Emphasis on communication and organizational theory as basis for focus on such communication processes as task-oriented discussions, problem solving, leadership, conflict resolution and negotiation, communication climate, and organizational culture.

Course is not repeatable Field trips are not required.

Transfer to CSU only.

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. Communication principles including researching, organizing, evaluating, and reporting information.
   B. The nature of communication within organizations
   C. Organizational and group communication theories
   D. Development of organizational cultures
   E. Communicating in intracultural and intercultural contexts*
   F. Individual performance compared to group synergy
   G. Context, audience, and purposes of small-group communication as it relates to dyads, small and large groups, public settings.
   H. Characteristics of groups
   I. Approaches to working in groups
   J. Improving group communication
   K. Small group decision-making and problem-solving
   L. Theories of leadership and effective leadership strategies
   M. Conducting meetings
   N. Effective listening
   O. Interviewing principles and practices
   P. The art of conflict management
   Q. Organization and delivery of oral presentations in the business setting for information and persuasive purposes.
   R. Provide and receive feedback about the content and forms of communication.

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None
3. HOURS OF INSTRUCTION PER TERM

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<tr>
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</tr>
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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Materials will be presented through lecture, discussion, reading and writing
2. Group activities will be completed and analyzed to augment classroom lectures and reading materials

5. TYPICAL ASSIGNMENTS

Quality: Assignments require the appropriate level of critical thinking.

1. typical exam question
Kristin tells Tom, “You're right. the boss is really serious about cutting down on long distance calls. I heard her yelling about it when I walked past her office yesterday.” What function is the informal network serving?
a. confirming b. contradicting c. expanding d. supplementing e. expediting

Essay Question: Case 7: Based on the reading and our class discussion, describe the strengths and weaknesses of the new formal communication network Beverly designed for Metro Hospital.

2. typical assignments
Prepare and deliver a 20-22 minute group presentation with four to five classmates.
Prepare and deliver an individual 5-7 minute informative speech.

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
1. Students will read one to two chapters in their textbook every week.
2. Students will read handouts and information posted on the Internet as identified by the course instructor every week.
3. Students will prepare for weekly exams.
4. Students will prepare and practice for one individual presentation per term.
5. Students will prepare and practice for one group presentation per term.
6. Students will prepare two formal outlines per term.

6. TEXTS AND OTHER READINGS

B. Syllabus packet that students purchase at the bookstore.

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
work effectively in groups, enhance individual communication skills within a workplace context, and understand the impact of culture within organizations.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.
REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

1. Explain and effectively demonstrate successful decision-making, problem solving, and conflict management skills within a group.
   A. FORMATIVE ASSESSMENT:
   - Speaking and writing assignments
   - Group discussions/Facilitation skills
   - Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   - Written unit examinations to include essays
   - Public speaking presentations

2. Identify communication principles as they relate to the organization and apply these principles to the improvement of communication within the organization.
   A. FORMATIVE ASSESSMENT:
   - Group discussions/Facilitation skills
   - Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   - Written unit examinations to include essays

3. Explain the psychological, social, and cultural basis and significance of communication, both oral and nonverbal, as it occurs in dyads, small and large groups, and public settings.
   A. FORMATIVE ASSESSMENT:
   - Group discussions/Facilitation skills

   B. SUMMATIVE ASSESSMENT:
   - Speaking and writing assignments
   - Written unit examinations to include essays

4. Explain the basic organizational theories and their relationship to group dynamics.
   A. FORMATIVE ASSESSMENT:
   - Group discussions/Facilitation skills
   - Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   - Written unit examinations to include essays

5. Describe the scope, value, and importance of group communication to the individual and the organizational culture.
   A. FORMATIVE ASSESSMENT:
   - Group discussions/Facilitation skills
   - Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   - Written unit examinations to include essays
   - Public speaking presentations

6. Discuss the concepts of human communication involved in maximizing productivity in group interactions.
   A. FORMATIVE ASSESSMENT:
   - Group discussions/Facilitation skills
   - Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   - Written unit examinations to include essays
7. Define the characteristics of groups and the forces that shape each group’s identity.

A. FORMATIVE ASSESSMENT:
- Group discussions/Facilitation skills
- Problem-solving exercises

B. SUMMATIVE ASSESSMENT:
- Written unit examinations to include essays
- Public speaking presentations

8. Explain the theories of leadership and demonstrate mastery of leading a productive group discussion.

A. FORMATIVE ASSESSMENT:
- Group discussions/Facilitation skills

B. SUMMATIVE ASSESSMENT:
- Written unit examinations to include essays
- Public speaking presentations

9. Organize, present, and appraise informative and persuasive presentations for specific types of organizational communication situations, including small groups and business presentation.

A. FORMATIVE ASSESSMENT:
- Speaking and writing assignments
- Group discussions/Facilitation skills
- Problem-solving exercises

B. SUMMATIVE ASSESSMENT:
- Speaking and writing assignments
- Written unit examinations to include essays
- Public speaking presentations

10. Demonstrate the ability to discover, critically evaluate, and accurately report information to reach a well-reasoned decision.

A. FORMATIVE ASSESSMENT:
- Speaking and writing assignments

B. SUMMATIVE ASSESSMENT:
- Speaking and writing assignments
- Public speaking presentations

11. Demonstrate effective listening skills in various settings.

A. FORMATIVE ASSESSMENT:
- Group discussions/Facilitation skills
- Problem-solving exercises

B. SUMMATIVE ASSESSMENT:
- Speaking and writing assignments
- Written unit examinations to include essays
- Public speaking presentations

12. Effectively present views utilizing persuasive strategies and sound reasoning, as well as adapt communication style to fit the audience and context.
A. FORMATIVE ASSESSMENT:
- Group discussions/Facilitation skills
- Problem-solving exercises
B. SUMMATIVE ASSESSMENT:
- Speaking and writing assignments
- Public speaking presentations

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Speaking and writing assignments
2. Group discussions/Facilitation skills
3. Problem-solving exercises

B. SUMMATIVE ASSESSMENT:
1. Speaking and writing assignments
2. Written unit examinations to include essays
3. Public speaking presentations
Modesto Junior College  
Course Outline of Record  
SPCOM 106

I. OVERVIEW  
The following information will appear in the 2009 - 2010 catalog

SPCOM-106 Group & Organizational Communication  
3 Units  
Also offered as: SUPR - 106: Organizational Communication  
Formerly listed as: SPCOM - 106: Organizational Communication  
Communication within and between groups and organizations while enhancing individual communication skills. Emphasis on communication and organizational theory as basis for focus on such communication processes as task-oriented discussions, problem solving, leadership, conflict resolution and negotiation, communication climate, and organizational culture. Course is not repeatable. Field trips are not required. Course is 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:

A. COURSE CONTENT

1. Required Content:

A. Communication principles including researching, organizing, evaluating, and reporting information.
B. The nature of communication within organizations
C. Organizational and group communication theories
D. Development of organizational cultures
E. Communicating in intracultural and intercultural contexts*
F. Individual performance compared to group synergy
G. Context, audience, and purposes of small-group communication as it relates to dyads, small and large groups, public settings.
H. Characteristics of groups
I. Approaches to working in groups
J. Improving group communication
K. Small group decision-making and problem-solving
L. Theories of leadership and effective leadership strategies
M. Conducting meetings
N. Effective listening
O. Interviewing principles and practices
P. The art of conflict management
Q. Organization and delivery of oral presentations in the business setting for information and persuasive purposes.
R. Provide and receive feedback about the content and forms of communication.

B. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>3.00</td>
<td>54.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3 Units
C. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   
   a. Materials will be presented through lecture, discussion, reading and writing
   b. Group activities will be completed and analyzed to augment classroom lectures and reading materials

D. ASSIGNMENTS (TYPICAL)

   1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
      Time spent on coursework in addition to hours of instruction (lecture hours)
      1. Students will read one to two chapters in their textbook every week.
      2. Students will read handouts and information posted on the Internet as identified by the course instructor every week.
      3. Students will prepare for weekly exams.
      4. Students will prepare and practice for one individual presentation per term.
      5. Students will prepare and practice for one group presentation per term.
      6. Students will prepare two formal outlines per term.

   2. EVIDENCE OF CRITICAL THINKING
      Assignments require the appropriate level of critical thinking
      1. Students will read one to two chapters in their textbook every week.
      2. Students will read handouts and information posted on the Internet as identified by the course instructor every week.
      3. Students will prepare for weekly exams.
      4. Students will prepare and practice for one individual presentation per term.
      5. Students will prepare and practice for one group presentation per term.
      6. Students will prepare two formal outlines per term.

E. TEXTS AND OTHER READINGS (TYPICAL)

   2. Syllabus packet that students purchase at the bookstore.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to work effectively in groups, enhance individual communication skills within a workplace context, and understand the impact of culture within organizations.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:
a. Explain and effectively demonstrate successful decision-making, problem solving, and conflict management skills within a group. FORMATIVE ASSESSMENT
   1. Speaking and writing assignments
   2. Group discussions/Facilitation skills
   3. Problem-solving exercises

SUMMATIVE ASSESSMENT
   1. Written unit examinations to include essays
   2. Public speaking presentations

b. Identify communication principles as they relate to the organization and apply these principles to the improvement of communication within the organization. FORMATIVE ASSESSMENT
   1. Group discussions/Facilitation skills
   2. Problem-solving exercises

SUMMATIVE ASSESSMENT
   1. Written unit examinations to include essays

c. Explain the psychological, social, and cultural basis and significance of communication, both oral and nonverbal, as it occurs in dyads, small and large groups, and public settings. FORMATIVE ASSESSMENT
   1. Group discussions/Facilitation skills

SUMMATIVE ASSESSMENT
   1. Speaking and writing assignments
   2. Written unit examinations to include essays

d. Explain the basic organizational theories and their relationship to group dynamics. FORMATIVE ASSESSMENT
   1. Group discussions/Facilitation skills
   2. Problem-solving exercises

SUMMATIVE ASSESSMENT
   1. Written unit examinations to include essays

e. Describe the scope, value, and importance of group communication to the individual and the organizational culture. FORMATIVE ASSESSMENT
   1. Group discussions/Facilitation skills
   2. Problem-solving exercises

SUMMATIVE ASSESSMENT
   1. Written unit examinations to include essays
   2. Public speaking presentations
f. Discuss the concepts of human communication involved in maximizing productivity in group interactions. FORMATIVE ASSESSMENT
   1. Group discussions/Facilitation skills
   2. Problem-solving exercises

SUMMATIVE ASSESSMENT
   1. Written unit examinations to include essays
   2. Public speaking presentations

g. Define the characteristics of groups and the forces that shape each group’s identity. FORMATIVE ASSESSMENT
   1. Group discussions/Facilitation skills
   2. Problem-solving exercises

SUMMATIVE ASSESSMENT
   1. Written unit examinations to include essays
   2. Public speaking presentations

h. Explain the theories of leadership and demonstrate mastery of leading a productive group discussion. FORMATIVE ASSESSMENT
   1. Group discussions/Facilitation skills

SUMMATIVE ASSESSMENT
   1. Written unit examinations to include essays
   2. Public speaking presentations

i. Organize, present, and appraise informative and persuasive presentations for specific types of organizational communication situations, including small groups and business presentation. FORMATIVE ASSESSMENT
   1. Speaking and writing assignments
   2. Group discussions/Facilitation skills
   3. Problem-solving exercises

SUMMATIVE ASSESSMENT
   1. Speaking and writing assignments
   2. Written unit examinations to include essays
   3. Public speaking presentations

j. Demonstrate the ability to discover, critically evaluate, and accurately report information to reach a well-reasoned decision. FORMATIVE ASSESSMENT
   1. Speaking and writing assignments

SUMMATIVE ASSESSMENT
   1. Speaking and writing assignments
2. Public speaking presentations

k. Demonstrate effective listening skills in various settings. FORMATIVE ASSESSMENT
   1. Group discussions/Facilitation skills
   2. Problem-solving exercises

SUMMATIVE ASSESSMENT
   1. Speaking and writing assignments
   2. Written unit examinations to include essays
   3. Public speaking presentations

l. Effectively present views utilizing persuasive strategies and sound reasoning, as well as adapt communication style to fit the audience and context. FORMATIVE ASSESSMENT
   1. Group discussions/Facilitation skills
   2. Problem-solving exercises

SUMMATIVE ASSESSMENT
   1. Speaking and writing assignments
   2. Public speaking presentations

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Speaking and writing assignments
   2. Speaking and writing assignments
   3. Speaking and writing assignments
   4. Group discussions/Facilitation skills
   5. Group discussions/Facilitation skills
   6. Group discussions/Facilitation skills
   7. Group discussions/Facilitation skills
   8. Group discussions/Facilitation skills
   9. Group discussions/Facilitation skills
  10. Group discussions/Facilitation skills
  11. Group discussions/Facilitation skills
  12. Group discussions/Facilitation skills
13. Group discussions/Facilitation skills
14. Group discussions/Facilitation skills
15. Problem-solving exercises
16. Problem-solving exercises
17. Problem-solving exercises
18. Problem-solving exercises
19. Problem-solving exercises
20. Problem-solving exercises
21. Problem-solving exercises
22. Problem-solving exercises
23. Problem-solving exercises

B. **SUMMATIVE ASSESSMENT**
   1. Speaking and writing assignments
   2. Speaking and writing assignments
   3. Speaking and writing assignments
   4. Speaking and writing assignments
   5. Speaking and writing assignments
   6. Written unit examinations to include essays
   7. Written unit examinations to include essays
   8. Written unit examinations to include essays
   9. Written unit examinations to include essays
  10. Written unit examinations to include essays
  11. Written unit examinations to include essays
  12. Written unit examinations to include essays
  13. Written unit examinations to include essays
  14. Written unit examinations to include essays
  15. Written unit examinations to include essays
  16. Public speaking presentations
  17. Public speaking presentations
  18. Public speaking presentations
19. Public speaking presentations
20. Public speaking presentations
21. Public speaking presentations
22. Public speaking presentations
23. Public speaking presentations
24. Public speaking presentations
Proposal Impact

SPCOM 106 Group & Organizational Communication
**Course Revision Major**
Kimberly Gyuran

Courses

Cross Listed Courses

1. SUPR 106 Active

Programs

1. Retail Management (WAFC) Certificate of Achievement *New Program*
2. Speech Communication null *New Program*
3. Speech Communication A.A. Degree Major *New Program*
Modesto Junior College recognizes the Advanced Placement (AP) Program of the College Entrance Examination Board. Advanced Placement credit will be granted to those students earning a score of 3, 4, or 5 according to the following policy:

### 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.

#### MJC AP Course Equivalency Grid (PROPOSED)
Updated for the MJC Curriculum Committee Meeting, October 1, 2008

<table>
<thead>
<tr>
<th>AP Examination Name</th>
<th>Competencies Met or Exceeded</th>
<th>MJC GE Areas &amp; Unit Credit Granted</th>
<th>MJC GE Areas &amp; Unit Credit Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>B1 &amp; B3</td>
<td>C1 or B4</td>
<td>A2 or B4</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>B2 or B3</td>
<td>B5 w/lab</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>D1 &amp; D2</td>
<td>B4</td>
<td>A2 or B4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>D2 &amp; D1</td>
<td>B4</td>
<td>C1</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>B1 or B2</td>
<td>C2</td>
</tr>
<tr>
<td>Chinese Language &amp; Culture</td>
<td>C</td>
<td>C2</td>
<td>C3</td>
</tr>
<tr>
<td>Comparative Govt. &amp; Politics</td>
<td>B</td>
<td>D8</td>
<td>4H</td>
</tr>
<tr>
<td>Computer Science A/B</td>
<td>D2 &amp; D1</td>
<td>N/A or B4</td>
<td>N/A or B4</td>
</tr>
<tr>
<td>English Language</td>
<td>D1 &amp; D2</td>
<td>A2 &amp; B2</td>
<td>B3 or 4H</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>A</td>
<td>B2 or B3</td>
<td>5A w/lab</td>
</tr>
<tr>
<td>European History</td>
<td></td>
<td>C6</td>
<td>B3 or 4F</td>
</tr>
<tr>
<td>French Language</td>
<td>C</td>
<td>C2</td>
<td>B3 &amp; 6A</td>
</tr>
<tr>
<td>French Literature</td>
<td>C</td>
<td>C2</td>
<td>B3 &amp; 6A</td>
</tr>
<tr>
<td>German Language</td>
<td>C</td>
<td>C2</td>
<td>B3 &amp; 6A</td>
</tr>
<tr>
<td>Human Geography</td>
<td></td>
<td>D5</td>
<td>4H</td>
</tr>
<tr>
<td>Italian Language &amp; Culture</td>
<td>C</td>
<td>C2</td>
<td>B3 &amp; 6A</td>
</tr>
<tr>
<td>Japanese Language &amp; Culture</td>
<td>C</td>
<td>C2</td>
<td>B3 &amp; 6A</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>C</td>
<td>C2</td>
<td>B3 &amp; 6A</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>C</td>
<td>C2</td>
<td>B3 &amp; 6A</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td></td>
<td>D2</td>
<td>4B</td>
</tr>
<tr>
<td>Microeconomics</td>
<td></td>
<td>D2</td>
<td>4B</td>
</tr>
<tr>
<td>Music Theory</td>
<td></td>
<td>C1</td>
<td>1B</td>
</tr>
<tr>
<td>Physics B</td>
<td></td>
<td>B1, B3</td>
<td>5A w/lab</td>
</tr>
<tr>
<td>Physics C: Electricity/ Magnetism</td>
<td></td>
<td>B1 &amp; B3</td>
<td>5A w/lab</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td></td>
<td>B1 &amp; B3</td>
<td>5A w/lab</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>B3</td>
<td>4H</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>C</td>
<td>C2</td>
<td>3B or 6A</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>C</td>
<td>C2</td>
<td>3B or 6A</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td>D2</td>
<td>B4</td>
</tr>
<tr>
<td>Studio Art: 2D Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Art: 3D Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Art: Drawing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Government &amp; Politics*</td>
<td></td>
<td>B8</td>
<td>4H</td>
</tr>
<tr>
<td>U.S. History *</td>
<td></td>
<td>B8</td>
<td>3B or 4F</td>
</tr>
<tr>
<td>World History</td>
<td></td>
<td>B8</td>
<td>3B or 4F</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 Breads 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 (LOTE).

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**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 petetions & Course Substitution forms are available through the respective division office.**
Santa Monica College Advanced Placement English Study

The data below was collected from Fall 2004 through and including Winter 2008. Prior to Fall 2004, SMC required a score of 4 on the English AP in order to waive students into second semester composition/critical thinking, English 2. Upon learning that the University of California accepts a score of 3 to satisfy 1st semester composition for admission purposes for transfer students, the SMC English faculty decided to allow a score of 3 or better to satisfy first semester English composition. Students with a 3 or better are now allowed to enroll directly into English 2, Critical Analysis and Intermediate Composition.

Column A: All students that took English 1 (first semester composition) and received a “C” grade, the lowest grade possible to enter into English 2 (composition and critical thinking) (3599 students)

Column B: All students that took the AP English exam and received a score of 3, the lowest scores possible to enter into English 2 (325 students). Students that were waived into English 2 with a score of 4 or 5 were excluded from this study.

<table>
<thead>
<tr>
<th></th>
<th>COLUMN A (SMC English 1 students)</th>
<th>COLUMN B (AP English students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>8.9% (319)</td>
<td>4.6% (15)</td>
</tr>
<tr>
<td>Inc.</td>
<td>.14% (5)</td>
<td>0</td>
</tr>
<tr>
<td>NC</td>
<td>.03% (1)</td>
<td>0</td>
</tr>
<tr>
<td>Cr</td>
<td>.06% (2)</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>3% (109)</td>
<td>2.8% (9)</td>
</tr>
<tr>
<td>D</td>
<td>3% (107)</td>
<td>1.2% (4)</td>
</tr>
<tr>
<td>C</td>
<td>36.7% (1323)</td>
<td>4.9% (16)</td>
</tr>
<tr>
<td>B</td>
<td>36.8% (1326)</td>
<td>28.9% (94)</td>
</tr>
<tr>
<td>A</td>
<td>11.3% (407)</td>
<td>57.5% (187)</td>
</tr>
<tr>
<td>% of students that passed English 2</td>
<td><strong>84.86%</strong></td>
<td><strong>91.3%</strong></td>
</tr>
</tbody>
</table>

Conclusion: Students who complete either English AP exam with a score of 3 pass English 2 at a higher rate and earn demonstrably more A’s than students that earn a C in SMC’s English 1.

Updated May 21, 2008
From: Harris, James [mailto:jharris@CCCCO.edu]
Sent: Thursday, October 02, 2008 10:50 AM
To: George Railey
Cc: Low, Stephanie; Melissa Beach
Subject: re: Low-Unit Certificates

Dear Dr. Railey,

I am the new staff person in the System Office that is assisting Stephanie Low in the review and subsequent approval of low-unit certificates of 12 to 18 semester units as Certificates of Achievement.

I am writing regarding Modest Junior College’s applications for proposed certificate programs of less than 18 units and the accompanying request that each program be approved to award a Certificate of Achievement. Specifically, the proposed certificate programs under review are: 1) Accounting Clerk; 2) Basic Fire Academy; 3) Computer Applications Specialist; 4) Computer Network Administration; 5) Computer Network Technician; 6) Computer Programming Specialist; 7) Dairy Industry Technician; 8) Flexographic Printing; 9) International Business; 10) Machine Tool Technology I; 11) Office Computer Applications; 12) Office Support; 13) Prepress; 14) Presses & Bindery; 15) Printing Maintenance; 16) Records Management/Data Entry Specialist; and 17) Veterinary Technician. Please note that the numbers 1-17 reflected below correspond to the aforementioned list of the college’s proposed certificate programs. The following additional documentation is required in order to complete my review.

- **Curriculum Standards**—For proposed certificates 1-17, please provide the outlines of record for all required courses for each certificate program.

- **Enrollment and Completer Projections**—Since these applications are for certificate programs that are currently serving students, we ask that you provide two years of recent enrollment and program completer data for certificates 1-17.

- **Labor Market Information and Analysis**—For certificates 1, 3, 7, 9, 11-12 and 16, please provide local not statewide labor market data in addition to giving consideration to projected net annual labor demand.

- **Program reviews for certificates**—The college’s proposed program review dates for certificates 1, 3-6, 11-12 and 16 do not comply with Education Code section 78016, which requires a program review every two years. You may want to give consideration to a program review date that complies with the two-year statutory requirement. This item does not affect approval of the college’s proposed certificates. It is provided for your information only.

- **Estimated FTE Faculty Workload**—Please provide the estimated FTE faculty workload for certificates 2 and 3.

- **List of Advisory Committee Members**—For the members of the advisory committee for certificate 9, please provide each member’s organization or affiliation because this required information was missing from the application.

Unfortunately, these applications cannot be approved without the additional documentation listed above. If you are not able to provide a response within 90 days, your applications will be denied.

Please let me know if I can be of further assistance.

James Harris
Academic Affairs Division
Chancellor’s Office, California Community Colleges
Hi Brian,

Thanks for your help this morning. Attached is the memo regarding the update needed for the CTE certificates we submitted to the Chancellor's Office for the 12-17 unit certificate approval process. As listed in their email to us, their comments regarding our certificate program review cycle were advisory and would not delay the approval process.

Update:

- We were able to reach James Harris today and their email system did block the files sent with our certificates and I will be sending him a pin drive with the course outlines loaded.
- Ken White provided the information I needed for certificate #9 which was the last bullet. The information was emailed to James this morning and Ken White was copied.
- Diana Sunday is finishing up the enrollment and completer projections for certificates 1-17
- Ken Hart is working on the Labor Market and Analysis
- The attached email addresses the program review piece
- I will be working with the deans to get the FTE for certificates 2 and 3.

Thanks Brian,

George
Memorandum

To: Brian Sanders
CC: Karen Walters-Dunlap
From: George Railey, Dean of Instructional Services
Date: 10/30/2008
Re: Two Year Program Review Cycle Required for all Vocational Programs/Certificates per Education Code Section 78016

Per California Education Code 78016, “(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:”

1. Meets a documented labor market demand.
2. Does not represent unnecessary duplication of other manpower training programs in the area.
3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
   (b) Any program that does not meet the requirements of subdivision a and the standards promulgated by the governing board shall be terminated within one year.
   (c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
   (d) This section shall apply to each program commenced subsequent to July 28, 1983.
   (e) A written summary of the findings of each review shall be made available to the public.

Therefore, I am requesting the Curriculum Committee change the program review date of the following CTE Certificates to comply with California Education Code 78016.

<table>
<thead>
<tr>
<th>Certificate Name</th>
<th>Current Program Review Date</th>
<th>Required Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Clerk</td>
<td>2011</td>
<td>2010</td>
</tr>
<tr>
<td>Computer Applications Specialist</td>
<td>2012</td>
<td>2010</td>
</tr>
<tr>
<td>Computer Programming Specialist</td>
<td>2012</td>
<td>2010</td>
</tr>
<tr>
<td>Office Computer Applications</td>
<td>2011</td>
<td>2010</td>
</tr>
<tr>
<td>Office Support</td>
<td>2011</td>
<td>2010</td>
</tr>
<tr>
<td>Records Mgt./Data Entry Specialist</td>
<td>2011</td>
<td>2010</td>
</tr>
</tbody>
</table>
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 this procedure.

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 this 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 to determine 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 for items a-d.

**Note:** Only **unit elective credit** can 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 **official evaluation equivalency report evaluated transcript(s)** to the Records Office, Morris Memorial, Rm 105
2. **Transcript(s) are checked into Datatel and scanned into Matrix.**

   *Unit credit is defined as elective credit, not equivalent to a specific course*

3. Student is sent notification that **evaluated transcript(s) official evaluation equivalency report** has 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)** official evaluation equivalency report 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 and will not be transferred or forwarded to other colleges or universities.

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.
The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.
The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, **physical geography, physical anthropology**, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.


HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment and redesignation of former subsection (b)(3) as subsection (b)(2) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

5 CCR § 55063, § 5 CA ADC § 55063

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