I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

III. DISCUSSION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>AGEC 200</td>
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</tbody>
</table>
FSCI 353  Training Instructor 1B  
**Effective:** Summer 2010  
**Modify:** Title, hours, description, course goal, learning goals, content, typical assignments, methods of assessment, textbooks  
**Enrollment Restrictions:** Maintaining: (P) Satisfactory completion of FSCI 352.  
**Distance Education Status:** Not approved for Distance Education  
**Materials Fee Status:** Maintaining fee of $110.00.  
**Articulation Status:** Does not transfer.  
**General Education Status:** Not approved for GE

NURSE 115  Introduction for Nursing Majors  
**Effective:** Summer 2009 *Expedited!*  
**Modify:** Title, description, course goal, learning goals, content, typical assignments, methods of assessment  
**Enrollment Restrictions:** None  
**Distance Education Status:** Not approved for Distance Education  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU.  
**General Education Status:** Not approved for GE

PE 102  Offensive Football Theory  
**Effective:** Summer 2010  
**Modify:** Repetitions, course goal, content, typical assignments, methods of assessment  
**Enrollment Restrictions:** None  
**Distance Education Status:** Not approved for Distance Education  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU and UC.  
**General Education Status:** Approved for MJC-GE: Activities

V. UNFINISHED BUSINESS

**Action Items**

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

2. **Foreign Language Course Equivalency**  
   R. Cranley

**Informational Items**

1. **Title 5 Compliance Progress**

2. **Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards**  
   K. Walters Dunlap

3. **Broadness of Degrees – Revised Deadlines and Instructions**  
   B. Sanders
   a. **Areas of Emphasis**  
      B. Sanders
   b. **AOEs and Production of 08-09 Addendum**  
      L. Senechal

4. **CurricUNET Trainings**  
   B. Adams
   a. **Training scheduled**
5. Contradiction: Minimum Math Requirements for Associates Degree
   R. Cranley/B. Adams

6. Multiple Degrees/Awards
   S. Agostini

VI. NEW BUSINESS

Action Items

1. FTECH Prefix
   J. Sola / B. Adams

VII. TASK FORCES

1. Special Topics, Experimental, Independent, Work-Experience Task Force
   B. Adams
   No report

2. CurricUNET Implementation Task Force Update
   B. Sanders / B. Adams

VIII. PUBLIC COMMENT
I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

Hearing no objection, the minutes of November 18, 2008 were approved with corrections noted during the meeting.

III. NOTIFICATION

ART Courses – Emergency Corrections for Summer/Fall Scheduling
The following courses had emergency corrections to hours for the purposes of Summer/Fall 2009 scheduling. The course outlines of record did not detail the type of hours. The course outline will be updated on Outlook Public Folders. Please note: the errors have not been corrected in CurricUNET because the course outlines would need to be fully updated and resubmitted through the curriculum process to complete the corrections.

- ART 181: (1 hour Lec + 2 hours Lab)
- ART 182: (1 hour Lec + 2 hours Lab)
- ART 186: (1 hour Lec + 2 hours Lab)
- ART 185: (1 hour Lec + 2 hours Lab)

CCCCO Certificate of Achievement Approvals
In 2008-2009, multiple locally-approved Certificates of Achievement were identified as being noncompliant with state regulation by the CCC System Office. In response, they were converted locally by the Curriculum Committee to Skills Recognitions. MJC was allowed to resubmit the awards through a state level Certificate of Achievement approval process for awards 12-17 units. The following skills recognitions have been approved by the CCCCO as Certificates of Achievement:

- Accounting Clerk, Certificate of Achievement in 14½-16½ units
  Effective: 2008-2009 (retroactive)
  Approved by the Chancellor's Office on 11/10/2008
<table>
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<th>Program</th>
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<td>Computer Network Administration, Certificate of Achievement</td>
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<td>Prepress, Certificate of Achievement</td>
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CLDDV 127 BCDE Infant/Toddler Practicum 2,3,4,5 23
Effective: Summer 2009
Modify: Hours (retroactive)
Approved by the Chancellor’s Office on 11/10/2008

MUSE 881 Evening Jazz Band 0
Effective: Summer 2009
Modify: Discipline & number
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Does not transfer.
General Education Status: Not approved for GE
This course was not on the matrix of Music course IDs that were globally revised in November 2007.
The committee was notified of the modification.

PEC 136 Indoor Rock Climbing 1
Effective: Summer 2009
Modify: Course Number
The adoption of this course, with the number PEC 137, was approved at the 11/04/2008 meeting. That number is unavailable so PEC 136 will be used instead.
The committee was notified of the modification.

IV. CONSENT

PEC 135 Springboard Diving 1
Effective: Summer 2009
Reactivate: Title, units, hours, description, restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Requesting: (A) Basic swimming and water safety skills are highly recommended.
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.
This inactive course was erroneously approved as ‘new’ at the 10/21/2008 meeting.

PEC 157 Advanced Judo 1
Effective: Summer 2009
Reactivate: Hours, description, repetitions, restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Removing: (P) PEC 156 or beginning judo or equivalent.
Requesting (A) Satisfactory completion of PEC 165A or PEW 167A or demonstrate competencies.
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.
This inactive course was erroneously approved as ‘new’ at the 11/4/2008 meeting.

Consent items were presented, and hearing no objections, consent items were adopted.
**IV. DISCUSSION**

**HUMAN 110**  
*East Meets West*  
**Effective:** Summer 2010  
**Modify:** Articulation status, course goal, learning goals, typical assignments, methods of instruction, methods of assessment, textbooks  
**Enrollment Restrictions:** Maintaining (A) Eligibility for ENGL 101.  
**Distance Education Status:** Maintaining approval for Hybrid, Online.  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU and UC.  
**General Education Status:** Approved for MJC-GE:C, CSU-GE:C2, IGETC:3B. Requesting CSU-GE:C1.  
**M/S/U to approve modifications to HUMAN 110 (C. Hudelson Putnam, R. Cranley)**  
**M/S/U to approve ENROLLMENT RESTRICTIONS for HUMAN 110 (C Hudelson Putnam, M. Lynch)**  
**M/S/U to approve HYBRID and ONLINE modalities for HUMAN 110 (E. Maki, P. Upton)**  
**M/S/U to request placement of HUMAN 110 on CSU-GE:C1**

**HUMAN 130**  
*Introduction to Western Religions*  
**Effective:** Summer 2010  
**Modify:** Description, course goal, learning goals, content, typical assignments, methods of assessment, textbooks  
**Enrollment Restrictions:** Requesting (A) Eligibility for ENGL 101.  
**Distance Education Status:** Maintaining approval for Hybrid, Online.  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU and UC.  
**General Education Status:** Approved for MJC-GE:C, CSU-GE:C2, IGETC:3B.  
**M/S/U to approve modifications to HUMAN 130 (C. Hudelson Putnam, R. Cranley)**  
**M/S/U to approve ENROLLMENT RESTRICTIONS for HUMAN 130 (C Hudelson Putnam, M. Lynch)**  
**M/S/U to approve HYBRID and ONLINE modalities for HUMAN 130 (E. Maki, P. Upton)**

**AP Chart Updates**  
R. Cranley reported that, due to recent changes announced by CSU, the AP Chart and policy approved at the November 18 meeting requires updates. She also noted an error in the copy provided in the Curriculum agenda. These updates and corrections have been made and will appear in the 2009-2010 catalog.  
**Pulled for discussion from Notification Agenda by R. Cranley**  
**M/S/U to approve the 2009-2010 AP chart and policy as revised. (R. Cranley, C. Mulder)**

**AUBDY 301**  
*Automotive Collision Repair 1*  
**Effective:** Summer 2010  
**Modify:** Description, materials fees, course goal, learning goals, content, typical assignments, methods of assessment, textbooks  
**Enrollment Restrictions:** None  
**Distance Education Status:** Not approved for Distance Education  
**Materials Fee Status:** Requesting fee increase from $25.00 to $45.00.  
**Articulation Status:** Does not transfer.  
**General Education Status:** Not approved for GE  
**Withdrawn from the agenda by the division representative (J. Beebe)**
Behavioral & Social Science Associate of Arts Degree

Effective: Summer 2010

Inactivate

In 2007, MJC learned that the Behavioral & Social Sciences degree, along with other associate degrees and certificates of achievement, was noncompliant with Title 5. Departments and divisions were given an opportunity to revise these awards through the curriculum process and state review processes until the end of the fall semester of 2008. As of January 14, 2009, this degree has not yet been revised nor approved at local and state levels. Per the Instruction Office and Curriculum leadership this award is to be inactivated and therefore removed from the MJC Catalog for 2009-2010.

Pulled for discussion by C. Hudelson-Putnam

C. Hudelson Putnam informed the committee that she was prepared to present a revised program that could be sent to the state for approval. While the revisions did not narrow the scope of the award, new language specifically instructs students to use ASSIST.org to formulate a transfer oriented degree program. She expressed concern that—by limiting the scope of the award—Behavioral and Social Sciences majors would be adversely impacted by the specificity. This is in large part, she commented, due to the fact that transfer institutions vary widely in their requirements for Behavioral and Social Sciences programs. Reference was made to Title 5 specifically stating that programs must have a specific educational focus and that this degree as designed was likely to be considered non compliant. C. Hudelson Putnam suggested that it be forwarded to the state as designed to see if it would be rejected. It was noted that it would need to be pulled for 2009-2010, since it was unlikely to be approved by the state in the next three weeks. C. Hudelson Putnam would complete the forms if provided access to them by the Instruction Office.

M/S/U to approve revisions to the A.A. in Behavioral & Social Sciences for 2009-2010, on the condition that it is also approved by the CCC System Office. (C Hudelson Putnam, J. Daly)

ACTION ITEM: Instruction Office will provide access to State forms.

V. UNFINISHED BUSINESS

Action Items

1. Foreign Language Course Equivalency Resolution

MIS/U to approve (R. Cranley, J. Daly)

2. **Multiple Degrees/Awards**  

S. Agostini presented multiple documents to the committee to ask for clarification on MJC’s policy on awarding multiple degrees. She reported that many schools have policies limiting how many degrees can be conferred to one student. There was lengthy discussion about the issue. Concern was raised about the benefits and problems associated with limiting degrees, including but not limited to; lessening the perceptual value of MJC degrees, or denying a student of a degree that has been technically completed. Most were concerned about the appropriateness of awarding both a non-transfer AA and a University Preparation AA in the same programmatic area (e.g. Agricultural Science and University Preparation; Agricultural Science.) L. Senechal pointed out that – in her perspective the largest problem seems to be lack of a focused design to the curriculum structure overall, e.g., mixed purposes for various degrees. It is as though there is no consistent purpose for award types. How would a student be able to discern what is better for his or her goals – an AA with emphasis, or a transfer AA?  C. Hudelson Putnam agreed with this assessment and reasoned that faculty would probably be highly supportive of a qualitative review of the structure of the curriculum. The committee was in agreement. L. Senechal offered to provide the committee some sort of visual diagram to show the various ways all MJC awards are designed in the curriculum. She will deliver this at a meeting following production of the MJC catalog.

**ACTION ITEM:** After the month of February, L. Senechal will deliver a document to the committee that will illustrate the varied purposes of MJC awards within the curriculum.

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**Informational Items**

1. **Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards**  

K. Walters Dunlap

B. Adams reminded the committee that multiple awards were recently approved by the CCCCO. J. Sola reported that major changes were being made to the Fire Science Academy to allow it to comply with Title 5. B. Adams reported that a ‘shell’ of an outline for MACH 399A is in the system and is awaiting review by P. Mendez.

2. **CurricUNET Trainings**  

B. Adams

   a. Training scheduled for 1/30/09  
   B. Adams will provide training on this date at 11 AM in FH 154. More trainings will be held this semester.

3. **Contradiction: Minimum Math Requirements for Associates Degree, & Removing MATH 90 from MJC-GE Requirements**  

R. Cranley/B. Adams

On October 7, 2008, the Curriculum Committee voted to remove MATH 90 from MJC-GE:D2 since MATH 90 is required to demonstrate math competency for associate degree. However, after reviewing Title 5 at the request of R. Cranley, the MATH department noted specific language making it clear that students “shall” be allowed to count Intermediate Algebra (MATH 90) toward both MATH competency and MJC-GE:D2 Language and Rationality.

While the committee voted to remove it from D2 at the October 7, 2008 meeting, it was agreed that Title 5 had been misinterpreted by the Curriculum Committee.

**M/S/ to return MATH 90 to MJC-GE:D2, effective Summer 2009, in light of more complete understanding of Title 5 language.** (J.Daly/P. Guerra Schmidt). Motion amended to include MATH 80 and MATH 88 as well. Amended motion was approved.
4. **Satisfying the Guidance requirement**
   M. Garcia
   M. Garcia presented a memo on behalf of the Counseling department encouraging the curriculum committee to approve any requests to remove the guidance component from a non-Guidance course. B. Adams said that this document could go on the record as a recommendation from Guidance faculty, but that the curriculum committee could not be directed to reject courses proposed to fulfill Guidance from disciplines outside of the Guidance department.

5. **Distance Education Workgroup**
   M. Adams
   M. Adams informed the committee that the Academic Senate has decided to move the Distance Education workgroup from the oversight of the Curriculum Committee to that of the Senate itself, so this is no longer a concern of the Curriculum Committee.

**VI. NEW BUSINESS**

1. **Revisions to University Preparation Pathway and Career & Technical Education Pathway for 2009-2010 catalog**
   L. Senechal
   L. Senechal presented the committee a draft of the revised Career and Technical Education Pathway for associate degree. The committee made minor suggestions for revisions, including a correction to the title (to remove ‘&’ so as to match State terminology), which L. Senechal acknowledged.

   **M/S/U to approve the Career Technical Education pathway for 2009-2010 as revised with corrections noted during the meeting.**

**VII. TASK FORCES**

1. **Special Topics, Experimental, Independent, Work-Experience Committee**
   B. Adams
   No report

2. **CurricUNET Implementation Committee Update**
   B. Sanders
   The committee has not met since December, so there is no new information to report.

**VIII. PUBLIC COMMENT**

Meeting adjourned at 4:26 PM.
AGEC 200 - Agricultural Accounting and Analysis  
Action Type: Periodic Review  
Effective:  
Primary Author: Marlies Boyd  
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:  
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?)
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

AGEC-200 *Agricultural Accounting and Analysis* *3 Units*

Study of the principals of agricultural accounting systems and types of records, how to compute and use measures of earnings and costs of production to improve efficiency in agricultural operations. 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. Introduction to Accounting
      
      i. Objectives
      
      ii. Importance
      
      iii. Common terms
   
   b. Principles of Accounting
      
      i. Cash vs. accrual
      
      ii. Double entry accounting
      
      iii. The accounting equation
      
      iv. The Balance Sheet
      
      v. Net Income/Profit & Loss
      
      vi. Liquidity and Solvency
   
   c. Agricultural accounts and categories
      
      i. Asset
      
      ii. Liability
      
      iii. Equity
      
      iv. Income/Expense
   
   d. Accounting Cycle
i. Beginning Balance Sheet

ii. Opening entries

iii. Recording transactions

iv. Trial Balance

v. Adjustments

vi. Closing entries

vii. Post-closing Trial Balance

viii. Balance Sheet

ix. Net Income Statement

e. Depreciation

i. Importance

ii. Methods used in Agriculture

f. Payroll

i. Types of remuneration

ii. Typical deductions

iii. Overtime

g. Computerized records and analysis

i. Microsoft Excel

ii. Quickbooks

2. **Recommended Content:**

   I. Other Agricultural Accounting Software

**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:

1. Lecture and demonstration.
2. Assigned practice problems.
3. In class - supervised practice using Accounting exercises/problem sets.
5. Written assignments that include problem-solving, calculations, evaluation, planning, and implementation of ideas.
6. Practical examples of actual farm accounting situation/scenarios.
7. In class grading of homework assignments.

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 homework and chapter reading assignments.
   2. Study and preparation for quizzes - 4 per term.
   3. Completion of term problem.
   4. Preparation and study for final exam.

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

   1. Completion of the take-home term problem that involves completion of the "Accounting Cycle" for a particular accounting scenario.
   2. Given specific accounting data in the form of assets and liabilities, calculate equity, solvency and liquidity ratios.

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:

   Use the debit/credit system to prepare financial reports including a balance sheet and income statement, to analyze records, to explain depreciation and to calculate payroll deductions.

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 the uses and value of agricultural records.
b. Outline the accounting cycle.

c. Define common agricultural accounting terms.

d. Develop a chart of accounts for an agricultural business and demonstrate the principals of accounting by opening, entering transactions and closing a set of accounting records.

e. Create a balance sheet and an income statement given appropriate data.

f. Calculate and analyze ratios of solvency and liquidity for an agricultural business.

g. Compare and contrast the basic methods of depreciation by demonstrating several examples.

h. Demonstrate an ability to calculate pay rates and utilize typical deductions.

i. Determine efficiencies of an agricultural business through the use of accounts.

2. **Lab Learning Goals**

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

   a. test

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

A. **FORMATIVE ASSESSMENT**

   1. Homework assignments using the accounting workbook.

   2. Participation in class review and practice sessions.

   3. Quizzes

B. **SUMMATIVE ASSESSMENT**

   1. Final Exam

   2. Term problem the requires analysis and incorporation of several accounting skills.
Proposal Impact

AGEC 200 Agricultural Accounting and Analysis

**Periodic Review**
Marlies Boyd

Courses

1. AGEC 220 *Pending*
2. AGEC 220 *Active*
3. ANSC 218 *Inactive*
4. ANSC 228 *Active*

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. Agriculture: Sales, Service Technician Certificate of Achievement *New Program*
7. Animal Science A.S. Degree *New Program*
8. Artificial Insemination Technician Certificate of Achievement *New Program*
9. Commercial Floristry Technician Certificate of Achievement *New Program*
10. Crop Science A.S. Degree *New Program*
11. Dairy Industry A.S. Degree *New Program*
12. Dairy Science A.S. Degree *New Program*
13. Environmental Horticultural Science A.S. Degree *New Program*
14. Food Processing Certificate of Achievement *New Program*
15. Food Processing A.S. Degree *New Program*
16. Forestry Certificate of Achievement *New Program*
17. Forestry Certificate of Achievement *New Program*
18. Forestry A.S. Degree *New Program*
19. Forestry A.S. Degree *New Program*
20. Fruit Science A.S. Degree *New Program*
21. Fruit Science A.S. Degree *New Program*
22. Heavy Machinery Management Certificate of Achievement *New Program*
23. Landscape and Park Maintenance Certificate of Achievement *New Program*
24. Landscape and Park Maintenance Certificate of Achievement *New Program*
25. Mechanized Agriculture A.S. Degree *New Program*
26. Nursery Production Certificate of Achievement *New Program*
27. Poultry Science A.S. Degree *New Program*
28. Recreational Land Management A.S. Degree *New Program*
29. Recreational Land Management Certificate of Achievement *New Program*
30. Soil Science A.S. Degree *New Program*
ANSC 227 - Advanced Dairy Cattle Selection & Eval

Action Type: Course Revision Major

Effective:

Primary Author: Bill Hobby

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:  State Classification: I
Open Entry/Open Exit: No  Work Experience: No

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Enrollment Restrictions & Advisories
Advisory:
Modesto Junior College
Course Outline of Record
ANSC 227

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ANSC-227 Advanced Dairy Cattle Selection & Eval 3 Units

Advisory: Before enrolling in this course, students are strongly advised to have completed the ANSC 220, ANSC 221 and/or completed another class in livestock evaluation.

Advanced study of dairy conformation as related to the function of milk production. Evaluation of dairy cattle using production data, pedigrees and live animal evaluation. Particular emphasis will be placed on linear classification and selective mating. Oral interpretation of these evaluative criteria and formal reasoning presentations will be required. Evaluation of milk and milk products will be required as well. Course is repeatable - two 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:

   A. Dairy type as related to milk production
   B. Use of comparative and descriptive technology
   C. Selection of dairy cattle on a visually comparative basis
   D. Evaluation of production data and relative value of type selection
   E. Linear evaluation of dairy cattle
   F. Analysis and evaluation of dairy cattle pedigree as a selection tool
   G. Oral interpretation of the above evaluative criteria

2. Required Lab Content:

   A. Applying linear scores on dairy cows for each of 18 traits
   B. Applying the scoring system to judging classes to determine the official class placing.
   C. Orating the student placing using the MJC/Cornell Notes outline to guest judges to score the students contest style.
   D. Discuss the interpretation of the body parts to the scorecard and there weightings.
   E. At field trip opportunities, participate with guest presenter to different ways of evaluating specific parts.
   F. Learn the correlation values of phenotype to milk production and include them in evaluation processes.
   G. Critical thinking, poise, personal presentation and leadership control at all lab activities and field trips to enhance marketability.
3. **Recommended Content:**

A. Milk quality and dairy products evaluation  
1. Identify off-flavors of milk and milk products  
2. Differentiate between real and artificial dairy products.  
3. Identify and grade different varieties of cheese  
4. Develop the ability to grade fluid processed milk  
5. Enhance by supervised repetition and practice within class periods  
6. Active participatory experience in individual study or group assignments is the basic means by which earnings are obtained.

B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

Before enrolling in this course, students are strongly advised to have completed the ANSC 220, ANSC 221 and/or completed another class in livestock evaluation.

2. **Requisite Skills**

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

   a. Identify the major dairy breeds.  
   b. Identify the physical anatomical features of the dairy animal.  
   c. Evaluate and illustrate the use of the dairy scorecard for type selection, linear evaluation, body conditioning, and animal and pedigree analysis.  
   d. Describe the ideal physical traits of the cow as related to form and function.  
   e. Describe and compare dairy animals with proper terminology in both oral and written evaluation.

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:*

1. Information and concepts presented through lectures, demonstrations, visual aids and workbook.  
2. Small group discussion upon completion of evaluating a class or animal using the scorecard.  
3. Application of various methods of notetaking, and oral set-up procedure for reason giving.  
4. Repetitive sequences allowing a level of confidence to be reached.  
5. Field trips to observe the varying degrees of traits and applying the evaluation to a judging scorecard.  
6. The use of industry experts in guest lectures furthering advanced knowledge of both phenotype and genotype.
E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   A. Weekly practice including scorecard and oral reasons
   B. Preparation for bi-weekly quizzes
   C. Internet search for current dairy show winners
   D. Discuss and evaluate in relation to scorecard judging, the prior labs class placings
   E. Use of lecture content transformed to lab use when evaluating dairy classes.
   F. Field trip participation for additional student growth and development in relation to the dairy industry

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*
   
   1. Evaluation, placing, and discussion of classes of various dairy breeds heifers and cows. Beginning of semester 20 minutes allowed to complete class working down to 12 minutes by the end of the semester
   2. Officiate a small contest for 4-H or FFA Dairy contest supplying the official placings, cuts and listening to reasons
   3. Give constructive criticism to participants for improvement of dairy cattle judging and oral interpretation as well as providing a scoring value
   4. Explain your placing of a class of dairy animals to a group of contestants using the scorecard, proper format, correct terminology, and voice tone and fluctuation.

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


2. Other: Other materials as acquired by the instructor from the Holstein and Jersey National Associations, U.S.D.A. materials, and other relevant information published in industry periodicals.

III. **DESIRED LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to:*
   
   Identify, evaluate, compare and describe dairy cattle based on the official dairy cattle scorecard while applying it to individual animals or to a group of animals. To evaluate replacement dairy heifers as related to potential herd improvement for milk production and/or type.

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 desirable/undesirable traits of dairy cattle as related to genetic improvement and industry production standards.
   
   b. Evaluate replacement dairy heifer classes as related to potential improvement in milk production.
   
   c. Interpret orally, using critical reasoning, the comparison of dairy animals in formal classes of dairy including performance data and pedigree evaluation.
d. Identify, evaluate, and describe dairy cattle based on the official dairy cattle scorecard.

e. Identify genetic type and selection criteria for dairy cattle performance evaluation.

2. **Lab Learning Goals**

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

a. move and observe cattle safely and correctly for the best view of various traits being evaluated.

b. Accurately measure, compare and evaluate in accordance to the official scorecard the many traits that are included in the scoring process in a competitive environment.

c. Use critical reasoning, interpret orally, and evaluate others opinions in regards to the interpretation of students use of the dairy scorecard on a class for class basis.

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

A. **FORMATIVE ASSESSMENT**

1. Daily participation in lecture and laboratory activities.

2. Periodic evaluation in an actual competition at a Dairy Judging contest. ie Great Western, Fresno State, and State Holstein/Jersey Show.

3. Quizzes and practical examinations from lecture and laboratory assignments.

B. **SUMMATIVE ASSESSMENT**


2. Final exam for all lecture and laboratory materials presented, discussed and applied.
Proposal Impact

ANSC 227 Advanced Dairy Cattle Selection & Eval
**Course Revision Major**
Bill Hobby

Courses

Cross Listed Courses

Programs

1. Dairy Science A.S. Degree *New Program*
Modesto Junior College
ANSC 230 Course Data Summary Report

ANSC 230 - Poultry Science
Action Type: Periodic Review
Effective:
Primary Author: Marlies Boyd
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:
State Classification: I
Open Entry/Open Exit: No
Work Experience: No

Instructor Load

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I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**ANSC-230 Poultry Science** 3 Units

A study of the principles and practices of commercial poultry production. Emphasis to be placed on poultry nutrition, reproduction, environmental management, health, marketing and recordkeeping to ensure scientifically-based management decisions and consumer product acceptance. 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:**

   A. Distribution and importance of poultry
      1. World
      2. United States
      3. California
      4. Contributions of various cultures to the poultry industry

   B. Biosecurity
      1. Importance
      2. Procedures
      3. Common disease problems

   C. Common breeds and strains used in California
      1. Chickens
      2. Turkeys
      3. Ducks/geese

   D. Poultry anatomy and physiology
      1. External anatomy
      2. Major body systems

   E. Brooding and rearing
      1. Egg-type chicks
      2. Meat-type
      3. Small scale brooding
      4. Commercial brooding

   F. Nutrition and feeding
      1. Feed types
      2. Nutritional requirements
         a. Egg Production
         b. Meat Production

   G. Egg Incubation
      1. Requirements
      2. Types of incubators
      3. Hatching
      4. Care of newly hatched chicks
H. Poultry processing
1. Sanitation procedures
2. Gov't regulations
3. Eggs
4. Meat

I. Animal welfare
1. Animal care
2. Animal welfare

2. **Required Lab Content:**

A. Tour of MJC Poultry Unit
1. Floor house
2. Processing Plant
3. Laying hen facility
4. Incubation area
5. Gamebird area
6. Biosecurity precautions

B. Biosecurity
1. MJC Farm
2. Field trip precautions
3. Situational analysis

C. Poultry breeds
1. Breed, class, variety
2. Common breeds
3. Field trip

D. Poultry Anatomy
1. Necropsy tools
2. Field necropsy procedures
3. Practice

E. Brooding
1. Clean up and sanitation
2. Set up
3. Chick arrival
4. Chick grading
5. Variations in brooding

F. Raising fryers
1. Feeds and nutrients
2. Disease and sanitation
3. Biosecurity
4. Field trip

G. Laying Hens
1. Egg Production
2. Keeping records
3. Procedures
4. Cage vs. Cage-free
5. Biosecurity and sanitation
6. Field trip

H. Egg Incubation
1. Incubators and hatchers
2. Setting eggs
3. Emergencies
4. Sanitation and biosecurity

I. Poultry Processing
1. Meat bird processing
2. Egg processing
3. Field trip

B. **HOURS AND UNITS**

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3 Units

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

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

1. Lecture/discussion/lab activities.
2. Industry field trips.
3. Industry guest speakers.
4. Written assignments on current industry issues.
5. Demonstration and practice.

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 written laboratory reports.
   2. Weekly textbook and article reading assignments.
   3. Study and preparation for laboratory exams and quizzes - 4 per term.
   4. Study for final exam.
   5. Preparation and participation in several poultry-related activities that take place outside normally scheduled class time.

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

   Students will demonstrate how to set up a brooding area for baby chicks, light the brood stove and select appropriate feeds and litter materials.

   Students will describe characteristics that make the Leghorn the most important egg laying chicken breed.

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:
Describe the poultry industry, brood, raise and process a small flock of meat-type chickens, properly care for laying hens and eggs and discuss challenges for the future of the poultry industry.

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. Compare and contrast poultry production in the world, United States, and California.

   b. Demonstrate principles and practices used to successfully brood chicks.

   c. Identify and describe the productive traits of commercial layers.

   d. Define biosecurity, describe its importance to the poultry industry and demonstrate biosecurity precautions throughout the class.

   e. Describe conditions and equipment necessary to incubate eggs.

   f. Demonstrate practices used in processing and grading poultry meat and eggs.

   g. Identify and discuss traits of various breeds and species of poultry.

   h. Describe career opportunities and requirements for successful employment.

   i. Describe factors involved in poultry production, health, and sanitation.

   j. Identify and discuss animal welfare issues in the poultry industry.

   k. Describe strategies used in poultry waste management, spent hen use, and other by-products of the poultry industry.

   l. Examine the contributions of various cultures to the commercial poultry industry.

2. Lab Learning Goals

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

   a. identify poultry equipment and tools, explain how they are used and demonstrate their use.

   b. brood a flock of chickens and raise them to acceptable market weight.

   c. gather eggs, identify proper feeds for laying hens and demonstrate practical sanitation procedures.

   d. explain and demonstrate procedures used in processing poultry and eggs and demonstrate an understanding of both sanitation and biosecurity procedures.

   e. set and transfer eggs in an incubator.

   f. recognize common breeds of poultry, describe their origin and practical uses.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Practical exams that demonstrate skills.
2. Quizzes on required reading and lecture material.

3. Written laboratory reports that include problem-solving, situational analysis and discussion of field trip experiences.

B. **SUMMATIVE ASSESSMENT**

1. Final laboratory practical skill demonstration.

2. Written final exam.
Proposal Impact

ANSC 230 Poultry Science
**Periodic Review**
Marlies Boyd

Courses

Cross Listed Courses

Programs

1. Agricultural Science A.S. Degree *New Program*
2. Poultry Science A.S. Degree *New Program*
FSCI 304 - Bldg Construction for Fire Protection

Action Type: Course Revision Major
Effective:
Primary Author: John Sola
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: 2133.00   SAM Code:   State Classification: I
Open Entry/Open Exit: Yes   Work Experience: No

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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: FSCI 301
Modesto Junior College
Course Outline of Record

FSCI 304

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

FSCI-304  Bldg Construction for Fire Protectio  3 Units

Prerequisite: Satisfactory completion of FSCI 301 with a minimum grade of C or better.

Fundamentals of building construction as it relates to fire protection. Introduction to building materials and processes that are involved in the construction of structures. Provide students with the knowledge required to operate safely and effectively within residential or commercial buildings. 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. Loads and other forces on building
      1. Dead and live loads
      2. Stress and deformations
      3. Wind loads
      4. Snow loads
      5. Earthquakes, Hurricanes, and Tornadoes
   
   B. Plans and Codes
      1. Building codes and code development.
      2. International building codes (IBC)
      3. Code for one- and two-family dwelling (CABO)
      4. Fire resistance and flame spread
      5. Plans and blueprints
   
   C. Building Materials
      1. Stones
      2. Granite
      3. Limestone
      4. Sandstone
      5. Marble
   
   D. Masonry
      1. Clay Brick
      2. Concrete
      3. Mortar
      4. Masonry and Safety
   
   E. Steel
      1. Iron Manufacturing
      2. Steel-making processes
   
   F. Concrete Construction
      1. History
      2. Portland Cement
      3. Mixing
      4. Pouring or Placing
      5. Finishing
      6. Curing
   
   G. Building Components
      1. Foundations
2. Walls  
3. Exterior Walls Coverings  
4. Interior Wall Coverings  
5. Roofs  
6. Floors  
7. Ceilings  
8. Doors and Windows  

H. Building Systems Residential  
1. Plumbing  
2. Drain Systems  
3. Heating, Ventilation, and Cooling  
4. Insulation  
5. Electricity and Lighting  

I. Commercial  
1. Plumbing  
2. Plumbing systems and materials  
3. HVAC  
4. Elevators  

2. **Required Lab Content:**  

a. Photographs of Residential building under construction  
   i. Identify construction material  
   ii. Locate electrical components  
   iii. Analyze building load.  

b. Photographs of Commercial buildings under construction  
   i. Identify the building fire rating.  
   ii. HVAC systems and power sources.  

c. Review the case history of building collapses.  

3. **Recommended Content:**  

a. Building Construction Types  
   i. Type I Construction  
   ii. Fire rating  
   iii. HVAC systems and smoke movement  
   iv. Exterior Walls  
   v. Roof assemblies  

b. Type II Construction  
   i. Main Structural Members  
   ii. Exterior Walls
iii. Roof assemblies

c. Type III Construction
d. Type IV Construction
e. Type V Construction

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
Satisfactory completion of FSCI 301 with a minimum grade of C or better.

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

a. Identify laws, occupational standards and minimum qualifications related to the fire service.

b. Explain fire service organization structure and its relationship to national, state and local government.

c. Identify the specialties within the fire service occupation.

d. Identify the basic concepts of fire behavior, chemistry and extinguishment.

e. Describe the role of education and certification programs.

f. Identify terminology specific to the fire service occupation.

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:

1. Lecture
2. Group Work
3. Class discussions
4. Power Point presentations
5. Assigned readings
6. Demonstration
7. Weekly homework assignments.
8. Per term oral report on fire retardants and fire resistant buildings.

9. Reading assignments and reports from the "Final Report, City of Oklahoma, Federal Building Bombing.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   a. Weekly reading assignment from textbook, and study for quizzes.
   b. Mid term paper at least 1 typewritten page, with illustration and/or photos, explaining and depicting the framing stage of a residential occupancy under construction.
   c. Per term prepare one discussion pager of ten minutes on assigned component's of building construction material
   d. Term project is required. Two photographs, taken by the student, depicting a topic covered in the textbook will be submitted. One typewritten page will accompany each photograph. Explain why the topic you are depicting would be important to a firefighter.

2. EVIDENCE OF CRITICAL THINKING
   *Assignments require the appropriate level of critical thinking*
   a. Weekly quizzes on building construction will require the students to compare the types of material used in construction and how it is effected by heat and fire.
   b. Analyze the hazards and tactical consideration associated with the various types of building construction.
   c. Identify the principle structural components of buildings and demonstrate and understanding of the functions of each.
   d. Identify the indicators of potential structural failure and factors that contribute to failure as they relate to firefighter safety.

F. TEXTS AND OTHER READINGS (TYPICAL)


2. Other: Strategic and Tactical Considerations on the Fireground, 2nd Edition

III. DESIRED LEARNING

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

Examine all detailed subjects of building construction as it relates to firefighting tactics and strategy. Students will recognize the dangers of wood and steel trusses, and most importantly, examine collapse indicators of fire-resistive, Type I, and noncombustible, Type II construction.

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 differences between axial and eccentric loading
b. Discuss and define shear as it relates to public and firefighter safety.
c. Discuss the role of the NFPA, ASTM, and ANSI in code development.
d. Compare where you find the water and electrical systems in a building.
e. Describe the main differences in strength between steel, concrete, masonry, and wood.
f. Explain why stone is so unstable under fire conditions
g. Discuss roof pitch, span, and rise and why they are important.
h. Describe some similarities and differences of systems in residential and commercial structures.
i. Assess what are some of the dangers of using elevators in a burning building.
j. Discuss structural collapses that require a firefighter’s response.
k. Discuss the responsibilities of the first arriving units.
l. Describe how building collapses contribute to fatalities.
m. Discuss what rapid intervention crews need to know about a building.

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

a. Analyze the hazards and tactical considerations associated with the various types of building construction.
b. Identify the principle structural components of buildings and demonstrate an understanding of the functions of each.
c. Differentiate between fire resistances and flame spread, and describe the testing procedures used to establish ratings for each.
d. Identify the indicators of potential structural failure and factors that contribute to failure as they relate to firefighter safety.
e. Explain the different loads and stresses that are placed on a building and their interrelationships.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Midterm test
2. Oral reports on building failures
3. Term paper on Case studies
4. Weekly quizzes based on reading assignments and class lectures
B. **SUMMATIVE ASSESSMENT**

1. Final Exam
Proposal Impact

FSCI 304 Bldg Construction for Fire Protection
**Course Revision Major**
John Sola

Courses

Cross Listed Courses

Programs

1. Fire Science Certificate of Achievement *New Program*
Modesto Junior College
FSCI 353 Course Data Summary Report

FSCI 353 - Training Instructor 1B
Action Type: Course Revision Major
Effective:
Primary Author: John Sola
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: 2133.00  SAM Code:  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:

The State-provided materials contain regulations, procedures, and information pertinent to becoming a successful training instructor.

These items have continuing value because:

The information in the student manual is a reference book after the student has finished the course. The certification is necessary in order to be a training instructor.

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: FSCI 352
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**FSCI-353 Training Instructor 1B**

**Formerly listed as:** FSCI - 353: Fire Instructor 1B  
**Prerequisite:** Satisfactory completion of FSCI 352  
**Materials Fee Required**

Introduction to Training instruction. This is the second part of a two-course series to prepare prospective or active fire company officers with knowledge, methods and techniques for training fire service personnel with emphasis on: Students developing a course outline, technical lesson plans and using multimedia aids. Students evaluate learning philosophies and the technical aspects of the four step method of instruction. Student instructors will apply principles of learning through teaching demonstrations and the evaluation of other students’ lesson delivery. 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. Instructors role and responsibilities  
      1. Psychology of planning and presenting technical information  
   2. Instruction  
      1. Effective lecture instruction  
      2. Levels of instruction  
      3. Effective technical methods  
      4. Methods of evaluating student feedback  
      5. Evaluation techniques  
   3. Course outlines  
      1. Preparing course outlines  
      2. Developing technical lesson plans  
      3. Developing information and activity sheets  
   4. Testing  
      1. Procedures used in test planning  
      2. Fundamentals of different testing models  
      3. Test development  
      4. Test analysis  
   5. Visual aids  
      1. How and when to use visual aids  
      2. How to prepare visual aids  
      3. How to determine visual aid effectiveness

2. **Required Lab Content:**

   1. Demonstration of instructors role and responsibilities  
      1. Psychology of planning and presenting technical information  
   2. Application of Instructional methods  
      1. Effective lecture instruction  
      2. Levels of instruction
3. Effective technical methods
4. Methods of evaluating student feedback
5. Evaluation techniques
3. Development of Course outlines
   1. Preparing course outlines
   2. Developing technical lesson plans
   3. Developing information and activity sheets
4. Creation of Testing Instruments
   1. Procedures used in test planning
   2. Fundamentals of different testing models
   3. Test development
   4. Test analysis
5. Utilization of Visual aids
   1. How and when to use visual aids
   2. How to prepare visual aids
   3. How to determine visual aid effectiveness

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of FSCI 352.

2. Requisite Skills
   Before entering the course, the student will be able to:
   
   a. Analyze the training needs for Fire departments and students.
   b. Analyze State Fire Trainings Occupational analysis.
   c. Validate the IFSTA 500 competencies.
   d. Develop course outlines.
   e. Write behavioral objectives.
   f. Choose instructional material.
   g. Develop testing tools.
   h. Evaluating the instructional process.
   i. Test learner outcomes.

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:

1. Course material is presented through class lecture, visual aids and teaching demonstrations.
2. Additional studies will be required from technical manuals and textbooks.
3. Instructor gives practical exercises and student activities to prepare the student to construct and deliver a technical lesson.

4. Instructor uses group discussions to gain feedback from students about subject matter and to gauge student progress.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Develop course outlines, job breakdowns, and manipulative lesson plans throughout the course of instruction.
   b. Develop and prepare to deliver two lesson plans using manipulative skills for the lesson.
   c. Develop one course of instruction.
   d. Prepare to conduct two teaching demonstrations, per term, which include the following:
      i. Course outlines
      ii. The four-step method of instruction
      iii. Manipulative lesson plan delivery
      iv. Job breakdown sheets
      v. Student evaluation sheets

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Review and analyze the Occupational Analysis.
   b. Develop a course outline using the Occupational Analysis.
   c. Construct student behavioral objectives for technical issues.
   d. Develop information and activity sheets which are reflective lesson plan objectives.
   e. Construct one ten-question multiple choice and one ten-question true/false test which are reflective of student constructed lesson plan.
   f. Deliver a twenty-minute student teaching demonstration using a computer, a technical lesson plan, and three multi-media visual aids.
   g. Evaluate student teaching demonstration and lead classroom evaluation of student technical lesson delivery using a student evaluation form.

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:

Plan and conduct technical lesson plans for fire service personnel according to California State Fire Training standards. Students will select, develop, organize, and utilize instructional materials appropriate for teaching technical lessons according to training and performance standards set forth by the National Fire Protection Association.

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

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

   a. Design and prepare technical lesson plans.
   b. Define the four-step method of instruction and how it applies to technical lessons.
   c. Review the contributions of Benjamin Bloom to instructional design and curriculum development.
   d. Describe a teaching demonstration.
   e. Create evaluation instruments such as quizzes, tests, and exams.
   f. Describe methods of evaluation for peer instructors.
   g. Develop and implement collateral teaching materials.

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

   a. Perform teaching demonstration.
   b. Evaluate peer instructors.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class discussion and group exercises relating to fire service training
2. Evaluation of technical lesson plans
3. Student and Instructor evaluation of teaching demonstrations
4. Weekly quizzes
5. Weekly written assignments based on students' technical lesson plans.

B. SUMMATIVE ASSESSMENT

1. California State Fire Training certification examination
2. Evaluation of final course development
3. Evaluation of twenty minute teaching demonstration
Yes:

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.

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1) Explain how these materials are related to the Student Learning Goals for the course.

The State-provided materials contain regulations, procedures, and information pertinent to becoming a successful training instructor.

2) Explain how the materials have continuing value outside the classroom.

The information in the student manual is a reference book after the student has finished the course. The certification is necessary in order to be a training instructor.

3) Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district’s actual cost?

Yes:

4) 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?)
Proposal Impact

FSCI 353 Training Instructor 1B
**Course Revision Major**
John Sola

Courses

1. FSCI 373 *Active*
2. FSCI 374 *Active*
3. FSCI 375 *Active*

Cross Listed Courses

Programs

1. Fire Science Certificate of Achievement *New Program*
NURSE 115 - Introduction for Nursing Majors

0.5 Unit

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: B
Open Entry/Open Exit: No Work Experience: No

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

NURSE-115 Introduction for Nursing Majors 0.5 Unit
Formerly listed as: NURSE - 115: Guidance for Nursing Majors

Acquaints students with the academic requirements and curriculum for the Associate Degree Nursing program. Students view the role and function of the nurse. Students analyze their educational needs and goals and choose alternatives to enhance success through nursing education. Students will understand the curriculum requirements that pertain to them and begin to formulate an educational plan for an associate of science degree in nursing. The role of aptitudes, interests, values and skills will be addressed. Important aspects of nursing as an occupational choice will be covered along with information regarding the nursing profession. 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. Introduction to the course and its objectives

   B. Orientation to the profession of nursing
      1. The nursing department, staff, and students
      2. Role of nursing in society
      3. Nursing opportunities and careers
      4. Instructors, advisor, and counselors

   C. Degrees and certificates in nursing
      1. C.N.A., L.V.N., A.D.N.
      2. B.S.N.
      3. M.S.N., N.P., specialists

   D. Program admission
      1. method of selection
      2. competencies/assessments

   E. Courses and prerequisites
      1. Developing an educational plan

   F. Graduation requirements and transfer

   G. Identifying and establishing goals in the profession of nursing
      1. Develop skills lists appropriate to each goal
      2. Assess skills already developed
      3. Identify support systems
      4. Other criteria

   H. Work experience
      1. coordination and supervision
      2. Worker characteristics sought by employers
      3. Fitting into the nursing work world
I. Current issues and events in nursing and their impact on society
   1. Historical prospectives
   2. Trends
   3. Interview with member of the profession

2. Recommended Content:
   1. Tour of facilities

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:

1. Lecture, discussion, A-V materials
2. Problem-solving activities
3. Individual and/or group presentation
4. Written assignment: interview with a registered nurse.
5. Class discussion on issues/trends.
6. Quiz
7. Facility tour of A.D.N. skills lab
8. 4th semester A.D.N. student guest speakers

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 assignments (228 pages in total over a 4 week period).
   2. Students must complete five interview questions with a registered nurse and submit completed, typed interview on the last day of class.
   3. Weekly utilization of the college catalog to review and investigate course requirements for the A.D.N. program
   4. Per term, complete an educational plan and seek out counseling or advising to assist them in planning.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Reading and discussion of "Tour Guide to Nursing School."
   2. Course schedule planning and utilization of college catalog
   3. Interview completion
4. Participation in discussion of issues and trends
5. Completion of class quiz (see example below)
6. Completion of course evaluation
7. Timeliness in class attendance

Example Quiz Question:
You took a course in human sexuality 10 years ago and received a failing grade. Now you have returned to school and have gotten good grades for the past two years, having completed 24 units. You don’t want the human sexuality grade to bring down your GPA, but you really don’t want to repeat the class. What is your best option?

a. challenge the grade
b. petition for academic renewal
c. retake the class to replace the grade
d. take additional classes to bring up your GPA

Example RN interview questions:
1. What brought you into the field of nursing?
2. What do you recognize as the greatest rewards/challenges in the profession of nursing?
3. What advice can you offer a student entering nursing school & the profession of nursing?

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E. TEXTS AND OTHER READINGS (TYPICAL)


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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:

Demonstrate a general understanding of the nursing profession, the employment opportunities, the varying levels of nursing practice and the academic pathway required to obtain a nursing license.

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 the MJC A.D.N. curricula requirements and criteria for program application
b. Identify the role of faculty advising and if appropriate, initiate a student/advisor contact
c. Describe the A.D.N's program facilities, academic regulations, program and degree requirements
d. Identify planned adaptations and tools that will enhance success in nursing education.
e. Develop educational goals in relation to life goals, abilities, interests, and values in nursing.
f. Indicate the characteristics employers are searching for in the nursing workforce.

g. Identify benefits of work experience and measures to enhance employment.

h. Discuss and present an evaluation of current events in the profession of nursing.

i. Survey the nurse's role in society.

j. Develop a general understanding of the benefits and barriers commonly faced in the profession of nursing.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Evaluation of class quiz to demonstrate learned content.

2. Evaluation of student discussion and assignments will reflect growing familiarity with utilizing MJC catalog

3. Evaluation of student participation with questions and student participation in interview presentations

B. SUMMATIVE ASSESSMENT

1. Evaluation of group presentation in which students present their interviews

2. Evaluation of student course evaluation

3. Evaluation of student participation with questions and student participation in interview presentations

4. Evaluation of written interview assignment submitted on the last day of class
MEMORANDUM

DATE: January 16, 2009

TO: Barbara Adams and Mike Adams,
   Curriculum Committee Co-Chairs

FROM: Maurice McKinnon, Dean
   Allied Health, Family and Consumer Sciences

RE: Expedited Curriculum Request for NURSE 115

On behalf of the associate degree nursing faculty, I am requesting that we be allowed to offer NURSE 115 effective fall 09. Expediting this request will have a positive impact on students seeking entry into the associate degree and vocational nursing programs, and to licensed vocational nurses who wish to become registered nurses. This request was not submitted earlier due to the following reasons:

1) Problems with the implementation of CurricUNET.
2) Failed negotiations fall 08 with counseling to continue to co-teach the original NURSE 115 course that included guidance content/learning outcomes. The original course was co-taught by a nursing faculty member and one of the counselors.

Lisa Riggs, nursing faculty member, has removed the guidance content/learning outcomes; the revised course, currently at the tech level in CurricUNET, will be taught by a nursing faculty member.

If this course is not offered this fall, it will certainly adversely impact students. Again, NURSE 115 is essential for the success of students seeking entry into the vocational and associate degree nursing programs, and those individuals transitioning from the vocational to the associate degree level, and for maintaining program enrollment. During the fall 160 students completed the last co-taught session. We have canceled the summer session, but need to offer it fall 09 as we are planning to admit students once per year effective spring 2010.
Proposal Impact

NURSE 115 Introduction for Nursing Majors  
**Course Revision Minor**  
Libbie Lanigan

Courses

1. NURSE 261 *Active*

Cross Listed Courses

Programs

1. Vocational Nursing Curriculum Certificate of Achievement *New Program*
Modesto Junior College

PE 102 Course Data Summary Report

PE 102 - Offensive Football Theory
Action Type: Course Revision Minor
Effective:
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: State Classification: A
Open Entry/Open Exit: No Work Experience: No

Instructor Load

<table>
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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. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**PE-102 Offensive Football Theory**

An analysis of offensive position and team play. Critical analysis of offensive techniques, rules, physical and mental training procedures, and film evaluation. Course is repeatable - three completions allowed. 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. Offensive football approaches and philosophies

   b. Offensive skills
      i. Run blocking schemes
      ii. Pass protection schemes
      iii. Skill positions steps and patterns of play
      iv. Ball handling
      v. Blocking

   c. Terminology
      i. Offensive positions terminology
      ii. Formation terminology

   d. Offensive techniques to form schemes and patterns of play

   e. Combined techniques to form schemes and patterns of play

   f. Video analysis
      i. Offensive execution
      ii. Defensive execution
      iii. Potential of opposing defenses
         a. Recognition of type of defense
a. strengths
b. weaknesses

b. Recognition of key defensive players

iv. Review and correct offensive patterns of play

g. Mental training techniques
   i. Visualization
   ii. Mental rehearsal

h. Analysis of defensive scouting reports
   i. Development and reinforcement of personnel strengths
   j. Physical training concepts

2. **Required Lab Content:**

   a. Application of skills and patterns of play via mock game situations
   b. Execution of proper tactics and strategy during the course of the class

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:*

   1. Demonstration and description of skills
   2. Lecture
   3. Group interaction between peers and instructor
   4. Videotape review
   5. Cooperative learning through small group discussion and evaluation.

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
a. Daily video analysis to appraise the performance of opponents and develop game techniques to be utilized.

b. Weekly evaluation of performance and potential through video analysis and demonstrations.

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

   a. Develop and demonstrate proper tactics in the run game versus various defenses.

   b. Identify and demonstrate proper strategy in the passing game versus various pass coverages.

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:

   Organize the skills necessary to perform on the offensive portion of a football team. The student should be able to relate the terminology used in describing offensive positions, formations and techniques, and select the proper skills and tactics to be an effective member of a football offense.

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. Organize the skills necessary to compete in the offensive portion of competitive football.

   b. Relate the terminology used in describing offensive positions, formations and techniques.

   c. Relate and select the proper skills necessary to be effective member of an offense.

   d. Use video analysis to assess the potential of opposing defenses.

   e. Use video to explore mental training techniques in order to enhance performance.

   f. Apply skills and patterns of play by developing scouting reports of the defensive potential of opposing teams.

   g. Appraise practical applications of physical training.

   h. organize the skills and tactics necessary to be effective offensive member of a football team

   i. apply skills and patterns of play by developing scouting reports of the defensive potential of opposing teams.

2. **Lab Learning Goals**
   
   Upon satisfactory completion of the lab portion of this course, the student will be able to:
a. relate and select the proper skills and tactics necessary to be an effective member of a football offense

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Participation
   2. Pre test of knowledge of offensive football strategy
   3. Written tests

B. SUMMATIVE ASSESSMENT
   1. Participation
   2. Post test of knowledge of offensive football strategy
   3. Self evaluation
   4. Written tests
Proposal Impact

PE 102 Offensive Football Theory
**Course Revision Minor**
Sam Young

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
Modesto Junior College  
Curriculum Committee  
A Standing Committee of the Academic Senate  
Resolution: SP09-CC1  
Foreign Language Equivalency

Proposed by: Ruth Cranley, Articulation Officer

Whereas: Current policy at MJC is that satisfactory completion of two years of a high school foreign language equate to the completion of the first course in the same foreign language sequence at MJC; and

Whereas: The logic of “two years of high school foreign language” cannot be enforced syntactically by the Datatel System; and

Whereas: MJC needs to progress with globally enforcing all prerequisites and corequisites; and

Whereas: When prerequisites and corequisites are fully enforced campus-wide, students who have met the equivalent high school coursework, but are being blocked by Datatel, will have the ability to petition for enrollment in foreign language sections; and

Whereas: This foreign language equivalency policy still needs to be plainly apparent to students and to articulating bodies outside of MJC; and

Whereas: MJC foreign language instructors have indicated (via e-mail) approval of the proposed changes; and

Whereas: Both the CSU and UC Systems have indicated that the proposed changes would meet their needs for reflecting equivalency to high school foreign language courses.

Therefore: Be it resolved that all references to high school foreign language will be removed from any prerequisite listing within the MJC Catalog, effective the 09-10 Academic Year; and

Therefore: Be it further resolved, the following references will be made within the course descriptions for FREN 101, GERM 101, ITAL 101, SPAN 101 and SIGN 125 within the MJC Catalog, effective the 2009-2010 Academic Year. “This course is equivalent to the successful completion of two years of high school Spanish (or other languages)”.

Therefore: Be it further resolved, all subsequent foreign language classes (FREN, GERM, SIGN, SPAN) at the 102 and 103 levels will also reflect the comparable level of
high school class equivalencies in the course description body of the MJC catalog, effective the 2009-2010 Academic Year.
Minimum Requirements for A.A. or A.S. Degree

I. The following guidelines are those for MJC local requirements which are not affected by new state regulations.

A. GUIDANCE
The guidance courses shall be designed to serve one of the following two objectives: 1.) to introduce the student to the vocation and academic opportunities available at MJC; and 2.) to provide individual conferences and group experiences which facilitate the process of self-assessment, encouraging the student to consider his/her needs, values, motives, interests, and potentialities, especially as they related to his/her educational and career objectives.

B. ACTIVITIES
The activities courses shall be designed to aid the student in enhancing creative, physical, artistic, and leadership endeavors. Activities courses shall provide a maximum of direct student involvement in the visual or performing arts, physical education, or leadership development.

C. HEALTH EDUCATION
The health education courses shall be designed to facilitate understanding of the physiological, social and psychological aspect of the human being. The goals of the course include the following four aspects: 1.) to offer the student a comprehensive approach of the study of the integrated physiological and psychological human being; 2.) to provide introductory information for a number of specialized curriculum areas; 3.) to provide information to equip human beings for lifelong understanding and development of self; 4.) to identify the impact of daily decisions in life and health.

Courses fulfilling this requirement must include a minimum of ten topics from the categories listed below, with at least two topics from each category. One topic may not be counted in more than one category.

PHYSIOLOGICAL
Aging/Death
Birth Control
Childbirth
Diseases
Environmental Concerns
Folk Medicine
Growth and Development
Handicap
Heredity
Hygiene
Maturation
Nutrition
Prenatal Development
Recreation/Exercise
Sex
Stress
Substance Abuse

PSYCHOLOGICAL
Aging
Communication
Interpersonal Relationships
Psychotherapy
Relaxation
Self Awareness
II. With the repeal of Title 5, Section 55806, the new guidelines are those listed in Title 5, Section 55063, Minimum Requirements for the Associate Degree.

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 Summer 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 the 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 9b)(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 requirements 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 of 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 coursework must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown it 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. Exception 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 units 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.

(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)

(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 requirements 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 the 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 course 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 application of language toward logical though, clear and precise expression and critical evaluation of communication in whatever symbols system the student uses. Such courses include the following:

(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.
DATE: January 21, 2009

TO: MJC Curriculum Committee

FROM: John Sola, Public Safety Curriculum Representative

RE: FTECH – Special Topics in Fire Technology Prefix

Dear Curriculum Committee Members:

The Regional Fire Training Center currently offers a variety of courses which have gone through
the curriculum approval process; however, the Center is often asked to provide additional
continuing education courses to regional firefighters from various agencies. Recently, the
Stanislaus Consolidated Regional Fire Dept. requested the services of Regional Fire Training
Center to offer curriculum for current firefighters to allow them to update their skills while
receiving college credit. The timeframe is often much quicker than the curriculum approval cycle,
so it would benefit the Center to initiate a process which would enable it to offer FSTEP series
courses. In essence, the FSTEP series courses are continuing education courses.

The Regional Fire Training Center is requesting approval of a new prefix, FTECH – Special
Topics in Fire Technology, which would be used for continuing education special topics. There
are currently approximately eight special topics for continuing education. These topics are as
follows:

- Special Topics in Driver Operator
- Special Topics in Fire Fighting and Rescue
- Special Topics in Hazardous Materials
- Special Topics in Incident Command Systems
- Special Topics in Instruction
- Special Topics in Investigation
- Special Topics in Management
- Special Topics in Prevention

Approval of the continuing education prefix would allow for special topics courses to be
submitted to the committee for approval through the regular curriculum approval process. Once
the special topics courses are approved and compliant course outlines of record are on file with the
Instruction Office, specific continuing education courses may be offered in a timely manner. Each
semester, the Regional Fire Training Center will submit course content and reading materials for
the respective course offerings to the Instruction Office for documentation purposes. Please note
the course information and required materials are provided by the Cal Fire, the state training
agency.

Based on the nature of the curriculum offered for firefighters and respective officer positions, the
Regional Fire Training Center respectfully requests approval of the proposed prefix, FTECH,
Special Topics in Fire Technology.

Thank you for your attention and consideration to this matter.