### I. APPROVAL OF ORDER OF AGENDA

### II. APPROVAL OF MINUTES

February 17, 2009

### III. NOTIFICATION

**LDTP “TCSU” Identifiers**

The following courses have been *approved for TCSU numbers effective Fall 2009.*

<table>
<thead>
<tr>
<th>MJC Course</th>
<th>LDTP ID</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJU 201</td>
<td>TCSU CJ 110</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>ANTHR 101/ANTHR 105</td>
<td>TCSU ANTH 110</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>ANTHR 102</td>
<td>TCSU ANTH 120</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>ANTHR 104</td>
<td>TCSU ANTH 130</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>ANTHR 130</td>
<td>TCSU ANTH 150</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>ART 120</td>
<td>TCSU ART 210</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>ART 124</td>
<td>TCSU ART 230</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>ART 164</td>
<td>TCSU ART 110</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>BIO 101 &amp; BOT 101 &amp; ZOOL 101</td>
<td>TCSU BIOL SEQ A</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>BUSAD 201</td>
<td>TCSU BUS 110</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>BUSAD 202</td>
<td>TCSU BUS 120</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>CMPSC 202</td>
<td>TCSU IS 120</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>CMPSC 205</td>
<td>TCSU CSCI 110</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>CMPSC 261</td>
<td>TCSU CSCI 120</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>FDNTR 219</td>
<td>TCSU NUTR 110</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>TCSU GEOG 110</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>TCSU GEOG 120</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>HIST 101</td>
<td>TCSU HIST 130</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>HIST 102</td>
<td>TCSU HIST 140</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>HIST 106</td>
<td>TCSU HIST 150</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>MATH 171</td>
<td>TCSU MATH 210</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>MATH 171 &amp; MATH 172</td>
<td>TCSU MATH SEQ A1</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>MATH 172</td>
<td>TCSU MATH 220</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>MATH 173</td>
<td>TCSU MATH 230</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>MATH 174</td>
<td>TCSU MATH 260</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>MUST 122</td>
<td>TCSU MUS 140</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>MUST 131</td>
<td>TCSU MUS 160</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>POLSC 101</td>
<td>TCSU POLSC 110</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>SOCIO 101</td>
<td>TCSU SOC 110</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>SOCIO 102</td>
<td>TCSU SOC 120</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>SPAN 103</td>
<td>TCSU SPAN 130</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>SPAN 103 &amp; SPAN 104</td>
<td>TCSU SPAN SEQ B</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>SPAN 104</td>
<td>TCSU SPAN 140</td>
<td>Accepted as proposed</td>
</tr>
<tr>
<td>SPCOM 103</td>
<td>TCSU COMS 130</td>
<td>Accepted as proposed</td>
</tr>
</tbody>
</table>
Cross-listed Courses

In fall of 2008, the following courses were reviewed by the Curriculum Committee without their cross-listings also being identified for review. Per Karen Walters Dunlap, those approved actions should also take place on following cross-listed courses effective Summer 2009. Please note: the course outlines for the cross-listed courses will need to be updated in CurricUNET to correspond to the updates which took place on the parent course. Please see the meeting minutes of the date referenced to review what modifications took place.

<table>
<thead>
<tr>
<th>Course</th>
<th>Cross-listing</th>
<th>Meeting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 111 (formerly MUSIC 172)</td>
<td>RATV 172</td>
<td>November 6, 2007</td>
</tr>
<tr>
<td>MUST 103 (formerly MUSIC 176)</td>
<td>CLDDV 292</td>
<td>November 6, 2007</td>
</tr>
<tr>
<td>MUST 106 (formerly MUSIC 177)</td>
<td>CLDDV 293</td>
<td>November 6, 2007</td>
</tr>
<tr>
<td>MUSC 112 (formerly MUSIC 178)</td>
<td>RATV 178</td>
<td>November 6, 2007</td>
</tr>
</tbody>
</table>

CLDDV 280  School-Age Development  3  01
CLDDV 281  School-Age Program and Curriculum  3

At the request of the division, these two courses are being removed from the MJC-GE pattern (Area B). Research by R. Cranley turned up no evidence that they were actually ever approved for placement in that area so they will be removed effective Summer 2009 Expedited!

FILM 153  Contemporary Film  3  03

Effective: Summer 2009 Expedited!
Modify: Materials Fees
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: Fee increasing to $104.25
Articulation Status: Transfers to CSU.
General Education Status: Approved for MJC-GE:C
Fee is for cost to attend 15 movie showings at a theater. Ticket price has gone up necessitating this fee increase.

MUSIC 179  Jazz Solo Voice  1  11

Effective: Summer 2009 Expedited!
Inactivate

MUSIC 182  Music Theory Fundamentals and Beyond: From Intervals to Inventions  1  17

Effective: Summer 2009 Expedited!
Inactivate
General Education Status: Remove from MJC Activities

MUSIC 185  Chorus  1  25

Effective: Summer 2009 Expedited!
Inactivate
General Education Status: Remove from MJC Activities

PEC 136  Indoor Rock Climbing  1  33

Effective: Summer 2009 Expedited!
Modify: Description
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU.
General Education Status: Approved for MJC: Activities
Catalog production editing revealed a typographical error in the facility name. Fees notation was also modified to reflect the type of fee and to follow stylistic guidelines of materials fees statements.
III. CONSENT

MUST 120  Music Theory Review  1 35
Effective: Summer 2009 Expedited!
Modify: Prefix & number
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
This course (formerly MUSIC 183) was missed in the restructuring of the MUSIC courses earlier this academic year.

IV. DISCUSSION

CGR 211  InDesign and Typography 1  3 39
Effective: Summer 2010
Modify: Title, description, restrictions, course goal, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Removing: (C) CGR 212. Adding: (A) Basic computer skills
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU.
General Education Status: Approved for MJC Activities

CGR 214  Bindery  3 49
Effective: Summer 2010
Modify: Title, description, 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.
General Education Status: Not approved for GE

CGR 222  Image Assembly and Platemaking  1 59
Effective: Summer 2010
Modify: Units, description, course goal, typical assignments, methods of assessment
Enrollment Restrictions: Maintaining (A) Satisfactory completion of OFADM 351 and CGR 214.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU.
General Education Status: Not approved for GE

CGR 223  Lithographic & Flexographic Printing  3 67
Effective: Summer 2010
Modify: Title, description, restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, repetitions
Enrollment Restrictions: Removing: (A) CGR 214
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU.
General Education Status: Not approved for GE
CGR 224  Illustrator and Electronic Publishing  3  77
Effective: Summer 2010
Modify: Title, description, restrictions, course goal, learning goals, content, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: Removing: (A) OFADM 351
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU.
General Education Status: Approved for MJC Activities

CGR 331  InDesign and Typography 2  3  89
Effective: Summer 2010
Modify: Title, description, field trips, restrictions, course goal, learning goals, content, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: Maintaining: (P) CGR 211. Removing: (P) CGR 212
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Does not transfer.
General Education Status: Not approved for GE

CGR 332  Advanced Presses  3  99
Effective: Summer 2010
Modify: Title, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: Maintaining (A) Satisfactory completion of CGR 214, 223, or equivalent training.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Does not transfer.
General Education Status: Not approved for GE

V. UNFINISHED BUSINESS

Informational Items

1. Title 5 Compliance Progress  K. Walters Dunlap / B. Adams
   No report

2. CurricUNET Trainings  B. Adams
   a. Training scheduled
      February 26, 2009   FH 154   3:00 – 4:30
      March 12, 2009     FH 154   3:00 – 4:30
      March 26, 2009     FH 154   3:00 – 4:30

VI. NEW BUSINESS

Action Items

1. CurricUNET Style Guide  J. Daly / D. Gilbert / B. Adams  113

2. LIBR Prefix  K. Ennis / B. Adams  119
Information Items

1. **End of year review session**
   a. April 14
   b. Pizza and soda provided
   B. Adams

2. **Catalog Production**
   L. Senechal / B. Adams

VII. TASK FORCES

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

4. **CurricUNET Implementation Task Force Update**
   B. Sanders / B. Adams
   *No report*

VIII. PUBLIC COMMENT


Others Present: None

I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

M/S/U (P. Upton, G. Boodrookas) to approve the minutes of February 3, 2009 with corrections to attendees as noted during the meeting.

III. NOTIFICATION

LVN to ADN Advanced Placement Pathway

Effective: Summer 2009
Modify: Program title
Department requested name change from LVN to RN Upgrade Program. Per nursing faculty B. Costello and L. Riggs, the name change is based on recommendations from state Nursing Education Consultant and also complies with state regulatory body, the Board of Registered Nursing (BRN). Request was made during catalog revisions; notification item is being provided to Curriculum Committee for notification and documentation purposes

Correction to FSCI hours

Effective: Spring 2009
Modify: hours
Current FSCI courses entered in CurricUNET which are 40-hour courses have had unit values revised to reflect correct hours and unit values. Future revisions/additions to FSCI courses will utilize correct values in lecture and/or lab fields to meet state-mandated hours.

Cross-listed Courses

In fall of 2008, the following courses were reviewed by the Curriculum Committee without their cross-listings also being identified for review. Per Karen Walters Dunlap, those approved actions should also take place on following cross-listed courses effective Summer 2009. Please note: the course outlines for the cross-listed courses will need to be updated in CurricUNET to correspond to the updates which took place on the parent course. Please see the meeting minutes of the date referenced to review what modifications took place.
Course | Cross-listing | Meeting Date  
--- | --- | ---  
FILM 154 | SOCSC 154 | November 6, 2007  
GEOG 109 | ENSCI 109 | November 18, 2008  
MUSIC 172 | RATV 172 | November 6, 2007  
MUSIC 176 | CLDDV 292 | November 6, 2007  
MUSIC 177 | CLDDV 293 | November 6, 2007  
MUSIC 178 | RATV 178 | November 6, 2007  
SPCOM 101 | RATV 101 and THETR 101 | October 21, 2008  
SPCOM 106 | SUPR 106 | October 21, 2008  
SPCOM 120 | THETR 120 | October 21, 2008  
SPCOM 122 | THETR 122 | October 21, 2008  
SPCOM 123 | THETR 123 | October 21, 2008  
SPCOM 124 | THETR 124 | October 21, 2008  
SPCOM 145 | AGGE 145 | October 21, 2008  

M. Adams noted there were some discrepancies with the MUSIC numbers as noted by B. Scharffer. The corrections will be noted on the March 3, 2009 agenda for clarification and documentation.

### IV. CONSENT

**MUSE 885**  
**Evening Jazz Band**  
**Effective:** Summer 2009  
**Modify:** 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 OLDAD 847 – Jazz Band until the prefix/number and title were changed to MUSE 881 Evening Jazz Band at the 1/20/09 meeting. Changing the number to MUSE 885 Evening Jazz Band would mimic the course numbering in the 100-block (MUSE 185/MUSE 885).  
**Hearing no objections, MUSE 885 was approved.**

### V. DISCUSSION

**AG 285**  
**Agricultural Communications**  
**Effective:** Summer 2010  
**Modify:** Course goal, content, typical assignments, methods of assessment, textbooks  
**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  

**M/S/U to approve modifications to AG 285 (E. Maki, J. Beebe)**

**AGGE 146**  
**Agriculture, Environment, and Society**  
**Effective:** Summer 2010  
**Modify:** Course goal, typical assignments, methods of instruction, 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:B, CSU-GE:D7  

**M/S/U to approve modifications to AGGE 146 (E. Maki, J. Beebe)**  
**M/S/U to approve GE for AGGE 146 (G. Boodrookas, J. Beebe)**
CHEM 101  General Chemistry 1  5  037  
**Effective:** Summer 2009 * Expedited!
**Modify:** Description, restrictions, course goal, typical assignments, methods of instruction, methods of assessment, textbooks
**Enrollment Restrictions:** Modifying: (P) Satisfactory completion of MATH 90. (A) Satisfactory completion of CHEM 142.
**Distance Education Status:** Renewing approval for Hybrid modality.
**Materials Fee Status:** None
**Articulation Status:** Transfers to CSU and UC.
**General Education Status:** Approved for MJC-GE:A, CSU-GE:B1,B3, IGETC:5A
M/S/U to approve modifications to CHEM 101 (E. Maki, J. Beebe)
M/S/U to approve ENROLLMENT RESTRICTIONS for CHEM 101 (K. Ennis, A. Peek)
M/S/U to approve GE for CHEM 101 (G. Boodrookas, J. Beebe)
M/S/U to approve HYBRID modality for CHEM 101 (A. Peek, E. Maki)
M/S/U to approve EXPEDITED APPROVAL (K. Ennis, J. Sola)

CHEM 102  General Chemistry 2  5  055  
**Effective:** Summer 2009 * Expedited!
**Modify:** Description, materials fees, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
**Enrollment Restrictions:** Maintaining: (P) Satisfactory completion of CHEM 101
**Distance Education Status:** Renewing approval for Hybrid modality.
**Materials Fee Status:** Removing fee.
**Articulation Status:** Transfers to CSU and UC.
**General Education Status:** Approved for CSU-GE:B1,B3, IGETC:5A. Requesting MJC-GE:A
M/S/U to approve modifications to CHEM 102 (E. Maki, J. Beebe)
M/S/U to approve ENROLLMENT RESTRICTIONS for CHEM 102 (K. Ennis, A. Peek)
M/S/U to approve GE for CHEM 102 (G. Boodrookas, J. Beebe)
M/S/U to approve HYBRID modality for CHEM 102 (A. Peek, E. Maki)
M/S/U to approve EXPEDITED APPROVAL (K. Ennis, J. Sola)
M/S/U to approve removal of Materials Fees (A. Peek, J. Sola)

CHEM 112  Organic Chemistry 1  5  071  
**Effective:** Summer 2009 * Expedited!
**Modify:** Materials fees, restrictions, course goal, learning goals, typical assignments, methods of instruction, methods of assessment, textbooks
**Enrollment Restrictions:** Maintaining: (P) Satisfactory completion of CHEM 101
**Distance Education Status:** Removing Hybrid modality
**Materials Fee Status:** Removing fee.
**Articulation Status:** Transfers to CSU and UC.
**General Education Status:** Approved for CSU-GE:B1,B3, IGETC:5A
M/S/U to approve modifications to CHEM 112 (E. Maki, J. Beebe)
M/S/U to approve ENROLLMENT RESTRICTIONS for CHEM 112 (K. Ennis, A. Peek)
M/S/U to approve GE (G. Boodrookas, J. Beebe)
M/S/U to approve removal of HYBRID modality for CHEM 112 (A. Peek, E. Maki)
M/S/U to approve EXPEDITED APPROVAL (K. Ennis, J. Sola)
M/S/U to approve removal of Materials Fees (A. Peek, J. Sola)

CHEM 142  Pre-General Chemistry  3  085  
**Effective:** Summer 2010
**Modify:** Materials fee, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
**Enrollment Restrictions:** Maintaining (C) Concurrent enrollment in or satisfactory completion of MATH
Distance Education Status: Renewing approval for Hybrid modality.
Materials Fee Status: Removing fee.
Articulation Status: Transfers to CSU and UC.
M/S/U to approve modifications to CHEM 142 (E. Maki, J. Beebe)
M/S/U to approve ENROLLMENT RESTRICTIONS for CHEM 142 (K. Ennis, A. Peek)
M/S/U to approve GE for CHEM 142 (G. Boodrookas, J. Beebe)
M/S/U to approve HYBRID modality for CHEM 142 (A. Peek, E. Maki)
M/S/U to approve removal of Materials Fees (A. Peek, J. Sola)

CHEM 144 Fundamentals of Organic & Biochemistry
Effective: Summer 2009 Expedited!
Modify: Materials fees, restrictions, course goal, learning goals, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Modifying: (P) Satisfactory completion of CHEM 143.
Distance Education Status: Requesting approval for Hybrid modality.
Materials Fee Status: Removing fee.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for CSU-GE:B1, B3, IGETC:5A. Requesting MJC-GE:A
M/S/U to approve modifications to CHEM 144 (E. Maki, J. Beebe)
M/S/U to approve ENROLLMENT RESTRICTIONS for CHEM 144 (K. Ennis, A. Peek)
M/S/U to approve GE for CHEM 144 (G. Boodrookas, J. Beebe)
M/S/U to approve HYBRID modality for CHEM 144 (A. Peek, E. Maki)
M/S/U to approve EXPEDITED APPROVAL (K. Ennis, J. Sola)
M/S/U to approve removal of Materials Fees (A. Peek, J. Sola)

EHS 215 Landscape Design
Effective: Summer 2009 Expedited!
Modify: Course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Maintaining: (A) Satisfactory completion of EHS 201 and EHS 202.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU.
General Education Status: Not approved for GE
M/S/U to approve modifications to EHS 215 (E. Maki, J. Beebe)
M/S/U to approve ENROLLMENT RESTRICTIONS for EHS 215 (K. Ennis, A. Peek)
M/S to approve EXPEDITED APPROVAL (M. Morales, K. Ennis); withdrawn by division rep (M. Morales)

ENSCI 108 Environmental Conservation
Effective: Summer 2010
Modify: Field trips, course goal, typical assignments, methods of instruction, methods of assessment, textbooks
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:A, CSU-GE:B2, IGETC:5B
M/S/U to approve modifications to ENSCI 108 (E. Maki, J. Beebe)
M/S/U to approve GE for ENSCI 108 (K. Ennis, M. Morales)

FDP 342 Introductory Wine Evaluation
Effective: Summer 2010
Modify: Field trips, restrictions, course goal, typical assignments, methods of assessment, textbooks
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>CRN</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSCI 304</td>
<td>Bldg Construction for Fire Prevention</td>
<td>3</td>
<td>147</td>
</tr>
<tr>
<td>FSCI 353</td>
<td>Training Instructor 1B</td>
<td>2</td>
<td>157</td>
</tr>
<tr>
<td>MATH 50</td>
<td>Business Mathematics</td>
<td>3</td>
<td>169</td>
</tr>
<tr>
<td>PLSC 260</td>
<td>Plant Disease Control</td>
<td>3</td>
<td>179</td>
</tr>
</tbody>
</table>

**Enrollment Restrictions:** Modifying: (L) Enrollment limited to persons 21 years of age or older.

**Distance Education Status:** Not approved for Distance Education

**Materials Fee Status:** Maintaining fee of $40.00.

**Articulation Status:** Does not transfer.

**General Education Status:** Not approved for GE

M/S/U to approve modifications to FDP 342 (E. Maki, J. Beebe)
M/S/U to approve ENROLLMENT RESTRICTIONS for FDP 342 (K. Ennis, A. Peek)
M/S/U to approve Materials Fees (A. Peek, J. Sola)
VI. UNFINISHED BUSINESS

Informational Items

1. **Title 5 Compliance Progress**
   K. Walters Dunlap
   No report

2. **CurricUNET Trainings**
   B. Adams
   a. Training scheduled
   
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 26, 2009</td>
<td>FH 154</td>
<td>3:00 – 4:30</td>
</tr>
<tr>
<td>March 12, 2009</td>
<td>FH 154</td>
<td>3:00 – 4:30</td>
</tr>
<tr>
<td>March 26, 2009</td>
<td>FH 154</td>
<td>3:00 – 4:30</td>
</tr>
</tbody>
</table>

   B. Adams reported 5 faculty members attended the February 12, 2009 training and asked reps to encourage faculty to attend future trainings.

VII. NEW BUSINESS

No new business.

VIII. 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
   B. Sanders updated the committee on the progress of CurricUNET staff repairing identified issues. Approximately 75% of the issues were repaired on Monday, February 16, 2009. A materials fees report now exists, and all of the reports are consolidated under the “WR” icon. A user simply needs to hover over the “WR” icon to see a list of the reports. The DE Addendum proposal type should be fully functioning now. There are two new “jumbo” reports which will enable Office of Instruction to compile the courses outlines needed for agendas. There is a new option listed in the expedited approval request to address Title 5 compliance.

IX. PUBLIC COMMENT

B. Sanders updated the committee on MATH 810. It was previously approved by the committee and submitted to the state for approval. The state denied the request, so the MATH faculty will work on some repairs to it and a revised version will be included in a future agenda for review and vote.
I think this should be placed on the next agenda (expedited) to remove from the MJC-GE since there is no evidence it belonged there in the first place. Letitia removed it from the 2009-2010 GE pattern and course descriptions already.

Ruth

From: Pam Guerra-Schmidt
Sent: Monday, February 23, 2009 12:00 PM
To: Ruth Cranley
Cc: Letitia Senechal
Subject: catalog changes, page 75, delete CLDDV-280 and 281 from MJC-GE, Area B Social and Behavioral Sciences

Hi Ruth, I was sharing with Letitia that our department believes that CLDDV-280 and CLDDV-280 should both be deleted from the area noted in the subject line. She asked that I include you in this request to verify that this is correct. Thank you both, Pam
Modesto Junior College
FILM 153 Course Data Summary Report

FILM 153 - Contemporary Film
Action Type: New Course
Effective:
Primary Author: modesto modesto
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:
Open Entry/Open Exit: No Work Experience: Occupational

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM-153</td>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FILM-153</td>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FILM-153</td>
<td>Disc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Material Fees

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of theatre tickets and admission fee into theater to view films.</td>
<td>15</td>
<td>$104.25</td>
</tr>
</tbody>
</table>

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

Cost of theater tickets and admission fee into theater allows students to view the films that are the subjects of the lectures and to discuss them in an academic group setting.

These items have continuing value because:

Materials constitute the basis for a film experience that is altered by the academic process of analysis and classroom discussion and are relevant to the discussion of the contemporary film industry; these being first run films, they cannot be purchased by the school.

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?)
The films can only be supplied by the distributor and seen in the theater; it is a unique resource.

Program Relationships

Program: Film Award: null
Modesto Junior College
FILM 153 Course Outline
Effective Date: 05/01/2007
Printed On: 2/25/2009 12:09:22 PM

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2007-2008 Catalog.

FILM 153 - Contemporary Film            3 Unit(s)

Introduction to the contemporary film industry from a creative, technical and business perspective. Basic skill development in understanding the language of film, critical thinking and writing. Samples of topics explored include directorial choices, cinematic composition, decoding the ideological message, and film as it relates to popular culture and current affairs. Attendance of first run feature films at local movie theaters is required. Two maximum completions. Materials fee required: Cost of admission to view one film per semester week. Lecture.

A-F and CR/NC. Materials fee required. Applicable to the Associate Degree. Transfer to CSU. MJC-GE - C.

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.

I. COURSE CONTENT

A. REQUIRED

1. Vocabulary of Film
2. Making and Viewing Films
   a. Basic filmmaking production techniques
   b. Distribution, exhibition and marketing
   c. Screen credits
   d. Film viewing and audience participation
3. Camera Conventions: Dramatic Space
   a. Camera composition, movement and placement
   b. Lighting
   c. Film stocks and formats (16mm – 75mm, I-Max) and digital film
4. Editing Language: Composing Space and Time
   a. Footage
   b. Transitions
c. Sound and sound effects
d. Music and underscore
e. Special effects
f. Digital technology

5. Dramatic Convention and Screen Acting
   a. Screenplay (story, theme, original concepts, adaptations, financial influences on style and content, stylistic influences, etc.)
   b. Dramatic Terms (plot, characterizations, settings, suspense, climax, etc.)
   c. Acting (screen presence, Hollywood stars, performers as icons, casting, etc.)

6. Popularity of Contemporary Film and Social Relevance
   a. Film as it relates to society, culture and contemporary affairs (m.c.)
   b. Film's influence on popular culture, in U.S. and abroad (m.c.)
   c. Film in relation to literature and the arts
   d. Historical, social, political, and cultural background to the film (m.c.)
   e. Historical accuracy in film (m.c.)
   f. Globalization of the film industry and representation of cultures in film (m.c.)

7. Popular Genre Conventions
   a. Comedy
   b. Drama
   c. Thriller
   d. Action Adventure
   e. Horror
   f. Science Fiction
   g. Romance
   h. Biography
   i. Historical
   j. Advant-Garde
   k. Documentary

**B. RECOMMENDED**

1. Director's Style
   a. Role of the director and professional expectations
   b. The director within the studio system
   c. Differences in directorial style: methods to the madness (m.c.)
   d. The Director as "Auteur"
2. ENROLLMENT RESTRICTIONS

None

3. HOURS OF INSTRUCTION PER TERM

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

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
Face-to-face education -
1. Lecture
2. View films
3. Assigned readings
4. Analysis of films (both in writing and in directed class discussions)
5. Guest lecturers

5. TYPICAL ASSIGNMENTS

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

Specific Assignment #1 – Cinematography.
With respect to the movie viewed last week, "Marie Antoinette," write a 250-500 word response in which you answer the following questions.
1. What is a “cinematic film”, as the word is defined on pages 11-12, and was "Marie Antoinette" an example of such a film? Why and how, or why not?
2. In what scenes were you aware that the director was employing some visual techniques to comment on, or interpret the action, forcing you to see the action in a special way? What techniques were used to achieve this? Were they effective?

Specific Assignment # 2: Editing and Special Visual Effects
"Eternal Sunshine of the Spotless Mind” is a movie that relies as much on the order of shots (strips of film footage) and sequencing of scenes as it does on the dialogue (spoken words) or even the images themselves. Many of the photographed images are also processed as visual effects that, while not as fantastical as, say, those in Lord of the Rings or Matrix, work to express the intentions of the writer and director. Please discuss the following questions in an integrated response to film.
1. How would you describe the editing style in general – from the viewer’s experience – and what is the relation of this style to the overall theme of the movie? You will need to articulate the theme of the movie in order to make this link. Give specific examples.
2. What visual effects do you remember? Compare the use of visual effects to that of other movies such as The Matrix or another high tech / sci fi movie. What do you think was the purpose of the editor/director in their use of visual effects?
(this relates to the previous question and can be answered together if you prefer)
Give specific examples of effects you found striking, or particularly effective, and analyze their affect on you and your understanding of the story.

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

1. Students will read approximately one to two chapters in their assigned text, weekly.
2. Students will write weekly guided film response papers coordinated with assigned reading.
3. Students will read additional film reviews and articles as assigned throughout the semester.
4. Four quizzes per semester.
5. Weekly participation in group critiques and discussion is required.
6. Students will research and write a final paper of 5 pages.(One per semester)

6. TEXTS AND OTHER READINGS

Comments: A 7th edition with CD ROM may be introduced if cost not prohibitive.

B. Other reading material:

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
evaluate and appreciate the wide spectrum of films produced as art and entertainment by the contemporary film industry within their social and business contexts.

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 the meaning of and concepts behind the terms commonly used in the discussion of film (directorial style, cinematic composition, film genres, etc.)
2. Identify and express central thematic content of the film being viewed, drawing conclusions about the film’s intent (mc)
3. Identify and evaluate the artistic effects of cinematic composition, language and directorial style (mc)
4. Identify social changes and events that influence cinematic story and imagery (mc)
5. Identify and evaluate the artistic effects of scriptwriting.
6. Appreciate films presenting multi-cultural points of view (mc)
7. Research filmmakers and films that support or contrast approaches to the medium of film. (mc)
8. Interpret the artistic devices in relation to the central thematic content of the film.
9. Apply gained knowledge of the cinematic process to the appreciation of contemporary films.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Class discussion of films and readings
2. Weekly film response papers
3. Chapter quizzes (average 4 per semester)

B. SUMMATIVE ASSESSMENT:

1. Class discussion of increasing sophistication by which students reflect on the themes presented by the films and on the methods and means by which they are presented by the filmmaker
2. Written reviews of each film in which students answer technical questions and express personal opinions that are substantiated by example, description and analysis.
3. Final Research Paper in which students apply criteria developed in class discussion, lecture, readings and film viewing to:
   a. Identify the central theme of the film
   b. Analyze the cinematic techniques used
   c. Evaluate the effectiveness of cinematic techniques used in a film and their contribution to the director’s understood purpose
   d. Evaluate a film by aesthetic, technical and other criteria.
MUSIC 179 - Jazz Solo Voice

Action Type: Course Inactivation

Effective:

Primary Author: Barbara Adams

Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1004.00 SAM Code: State Classification: A
Open Entry/Open Exit: No Work Experience: Not Defined

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC-179</td>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC-179</td>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC-179</td>
<td>Disc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0%</td>
<td></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

Recommended for success: MUSIC 121 MUSIC 131
I. **DIVISION:** Arts, Humanities & Communications  
**PREFIX/NO.:** MUSIC 179  
**COURSE TITLE:** Jazz Solo Voice

Formerly listed as:  
Date Changed: 

II. **ALSO OFFERED AS:**

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

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

III. **COURSE INFORMATION:**

- No. Weeks: 18  
  - TOP: 1004.00  
  - State Class: A  
  - Method of Instruction: 30  
  
- Units: 1  
  - SAM:  
  - Wk/Ex:  
  - In-Service:  

- Tot % Load: .15  
  - CAN:  
  - Apprentice:  

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

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

- Prerequisite (P)  
  - Corequisite: (C)  
  - Recommended for success (R) X

(Please check all that apply and list below. Also attach appropriate documentation forms)

(R) MUSIC 121, MUSIC 131 or equivalent private vocal instruction or experience, students should have solo experience

V. **CATALOG DESCRIPTION:**

Study and performance of songs in the jazz idiom. Areas covered will include musicianship, ear training, music phasing, emotional expression, typical vocal techniques, stage presence, use of microphones and introduction to vocal jazz improvisation.

VI. **FIELD TRIPS REQUIRED?**  
Yes ☐  No ☒  Maybe ☐

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

VIII. **REPEAT PROCEDURES:**  
- Credit: No ☒  Yes X  
  - Maximum Completions: 4  
  - Maximum Units: 4*

- Non-Credit: No ☐  Yes ☒  
  - Maximum Completions:  

*If course is repeatable, justify.) Additional work to enhance the quality of skills.

IX. **EXPLAIN FEE REQUIRED:**
MUSIC 179  Jazz Solo Voice

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

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

A.  Identify and discuss common works and performers of American Jazz Vocal music.
B.  Perform several jazz solos which convey a wide range of emotional expression.
C.  Demonstrate continuing growth in the elementary vocal techniques such as tone placement, breath support, diction and phrasing.
D.  Demonstrate confidence and poise in performing for live audiences.
E.  Continue to improve musicianship and ear training.
F.  Demonstrate skillful use of the microphone in solo performance.
G.  Apply constructive criticism to other Jazz Singers.
H.  Prepare lead sheets for use in final performance.

XII.  CONTENT

A.  Vocal control: Develop good vocal control and techniques for Jazz Solo Singers
B.  Musicianship and ear training
C.  Jazz style
D.  Repertoire, building both knowledge of and learned
E.  Microphone technique
F.  Stage presence

XIII.  TEACHING METHODS

A.  Methods to achieve course objectives:
   1.  Use of various vocal exercises
   2.  Exercises and songs with entire class
   3.  Exercises and songs by individuals
   4.  Critiques by instructor
   5.  Critique by other class members
   6.  Listening to professional jazz singers in recordings and live
   7.  Demonstration by instructor

B.  Methods used in achieving learner independence and critical thinking:
   1.  Assignment requiring analysis of song from phrasing and rhythmic or tonal problems and solutions
   2.  Assignments requiring analyzation of song texts (poem) as they relate to musical form
   3.  Critiques of Jazz Singers
XIV. TEXTBOOKS (Typical)

No text required

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

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Students are assessed by their progress over a semester’s time on the basis of work assigned
B. Regular attendance
C. Written exams
Proposal Impact

MUSIC 179 Jazz Solo Voice
**Course Inactivation**
Barbara Adams

Courses

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status

Course Data Elements

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC-182</td>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Material Fees

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

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

These items have continuing value because:

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

COURSE OUTLINE

AA/AS Degree  ☑  Mode:  
Non-Degree  ☐  Modality:  
Noncredit  ☐  Non-credit:  

I. DIVISION:  Arts, Humanities & Communications  
DIV./DEPT. NO:  21/2500  
PREFIX/NO.: MUSIC 182  
FORMERLY LISTED AS:  
DATE CHANGED:  
COURSE TITLE:  Music Theory Fundamentals & Beyond: From Intervals to Inventions  

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

III. COURSE INFORMATION:  
UNITS:  3  
Variable Units:  ☐ X=1/2 unit  ☐ A=1 unit  ☐ B=2 units  ☐ C=3 units  ☐ D=4 units  
TOTAL HOURS:  Lecture:  52.5  
Lab:  
EXPLAIN OTHER HOURS:  
TRANSFER CREDIT:  CSU - ☐  
UC - ☐  
CAN - ☐  
GENERAL ED:  AA/AS Area:  
CSU GE Area:  
IGETC Area:  
OFFERED ONLY:  Fall - ☑  
Spring - ☐  
Summer - ☑  
Eve - ☐  
Not offered every semester - ☐  

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:  
(Please check all that apply and list below. Also attach appropriate documentation forms)  
Prerequisite (P) - ☐  
Corequisite (C) - ☐  
Recommended for Success (R) - ☐  
Limitation on Enrollment (L) - ☐  

V. CATALOG DESCRIPTION:  
A comprehensive summer course exploring the inner workings of Western Art Music and composition. Topics include 
music notation, scales, intervals, key signatures, triads and seventh chords; part-writing in four voices, figured bass 
realization, and basic composition. Musicianship topics also included: sight singing and ear training with Selfridge system 
using movable Do, and identification of all diatonic intervals. A few 20th Century trends in Pop Music will be analyzed.  

VI. FIELD TRIPS REQUIRED?  Yes ☑  No ☐  Maybe ☐  

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

VIII. REPEAT PROCEDURES:  Credit: No ☑  Yes ☐  Maximum Completions:  
Non-Credit: No ☑  Yes ☐  Maximum Completions:  
*(If course is repeatable, attach a memo with the appropriate justification.)

IX. EXPLAIN FEE REQUIRED:  

DATE ORIGINALLY SUBMITTED:  12/9/2003  
DATE UPDATED:  

REV: 5/2002  
19 of 119  
MJC Curriculum Committee Meeting 03/03/09
MUSIC 182  Music Theory Fundamentals and Beyond: From Intervals to Inventions

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

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

A. Develop a working lexicon of musical terms as specified within the course text.*
B. Identify elements of pitch notation on grand staff: Treble and Bass Clefs.*
C. Identify elements of rhythmic and metric notation.*
D. Construct scales within Major, Natural, Harmonic, and Melodic Minor Frameworks.*
E. Identify Intervals Visually; Identify consonant vs. dissonant intervals; identify Intervals according to size and quality: Perfect, Major, Minor, Augmented, diminished, Unisons, seconds, thirds, fourths, fifths, sixths and sevenths.
F. Identify Key Signatures with the Circle of Fifths for all Major and Minor Keys.
G. Identify Triads: Major, Minor, diminished, and Augmented.
H. Identify Seventh Chords: Major, Minor, Dominant, Half-Diminished and Diminished.
I. Learn about Voice Leading rules and regulations.
J. Sing, Clap and/or Tap rhythms from a musical score.
K. Sing Major and minor Scales using Solfege Syllables.
L. Identify Intervals aurally by listening and using ear training techniques.
M. Identify elements of Tonality: Scale Degrees and Names, Terminology.
N. Introduction to Part Writing in four voices according to 18th Century practice, Voice Leading rules and regulations.*
O. Introduction to Figures Bass Realization according to 18th Century practice.*
P. Construct Tonic and Dominant four part exercises.
Q. Identify Dominant Seventh Chords in context; root position and inversions.
R. Relate to principles of Analysis using Roman Numerals.*
S. Principles of Melodic writing.*
T. Harmonizing Melodic lines using simple chords.*
U. Creating four part short compositions using simple chords.*
V. Identify the five major Stylistic Periods of western Art Music.*
W. Identify ‘Land Mark’ Musical works from all periods by listening and reading about the historical context to which they belong.*
X. Identify trends in Pop Music in the 20th Century by listening and analyzing Land Mark works.*

* = Multi-cultural objective or content item
MUSIC 182  Music Theory Fundamentals and Beyond: From Intervals to Inventions

XII. CONTENT

A. Musical Notation
   1. Musical signs, symbols, and abbreviations
   2. Letter names for the lines, spaces, and ledger lines of the grand staff
   3. Placement of dictated notes on the staff in the appropriate octave

B. Meter and Rhythm
   1. Simple and compound time signatures
   2. Note and rest values
   3. Tied combinations of notes and rhythms
   4. Rhythmic effects of anacruses

C. Major Scales and Key Signatures
   1. Relationship to the circle of fifths
   2. Application to the keyboard using numbers, letter names, and solfege
   3. Use of accidentals in scale formation
   4. Construction and performance of scales from a given pitch
   5. Solfege approach to scales using the chromatic ladder

D. Minor Scales and Key Signatures
   1. Relationship to the circle of fifths
   2. Application to the keyboard using numbers, letter names, and solfege
   3. Use of accidentals in scale formation
   4. Patterns of the natural, harmonic, and melodic minor scales
   5. Comparison of the parallel and relative minor approaches
   6. Construction and performance of scales from a given pitch
   7. Solfege approach to scales using the chromatic ladder

E. Intervals
   1. Major, minor, and perfect intervals:
      a. Notation from a given pitch
      b. Analysis from the notes on a staff
      c. Aural discrimination
      d. Performance from a given reference pitch
      e. Realization at the keyboard
   2. Inversions of intervals:
      a. Notation from a given pitch
      b. Analysis from the notes on a staff
      c. Aural discrimination

* = Multi-cultural objective or content item
MUSIC 182  Music Theory Fundamentals and Beyond: From Intervals to Inventions

   d. Performance from a given reference pitch
   e. Realization at the keyboard

F. Triads and Chords
   1. Construction of triads on I, and V degrees of major and minor scales
   2. Recitation of these triads in selected keys
   3. Harmonization of simple melodies and folk songs using the I, IV, and V progression

G. Tonality and Melody

H. Rhythm and Meter

I. Intervals and Two Voice Counterpoint

J. Harmony / Triads

K. Seventh Chords / Figuration

L. Tonic and Dominant / Voice Leading

M. The Dominant Seventh Chord

N. Contrapuntal Expansions of Tonic and Dominant

O. Inversions of V7 and Motives

XIII  TEACHING METHODS

A. Methods to achieve course objectives:
   1. Lecture, discussion, reading, writing, individual and group vocal rehearsal
   2. Keyboard demonstration and usage, audiotapes, individualized computer program which corresponds to the interval section in the text, and handouts to supplement lecture, demonstration, and reading
   3. Individual use of practice room pianos
   4. Discussion of text material in class with chalkboard illustration, piano and recorded demonstrations
   5. Discussion of student solutions to assigned problems
   6. Discussion/analysis of specific objectives as evidenced in selective examples of music literature
   7. Oral recitation covering comprehension of assigned reading

B. Typical assignments used in achieving learner independence and critical thinking:
   1. On staff paper write intervals above and below a given starting pitch, using both Treble and Bass Cleffs:
      a. Above: C, M7; F#, P5; E, P4
      b. Below: Eb, m6; A, M3; B, m7
   2. Identify each chord type, quality, chordal members in Bass, Soprano, determine the figured bass figures (Given a musical example with several chords notated on both bass and treble clef in four parts)
   3. Harmonize a melodic line by adding bass notes and inner voices, using basic chords and correct voice leading. Analyze with Roman Numerals.

* = Multi-cultural objective or content item
MUSIC 182 Music Theory Fundamentals and Beyond: From Intervals to Inventions

In dealing with music theory assignments, students are obliged not only to exercise but to enhance their critical thinking skills. Topics such as intervals and scales involve identifying musical events and processes in isolated contexts, learning rules and regulations about how to handle them, and lastly manipulating them. That is why music theory has been compared to arithmetic and algebra. Music theory is an abstract discipline with very tangible artistic applications. Multiple and easy accessible studies have proven that students in the field of music always excel in most other academic areas.

XIV. TEXTBOOKS AND OTHER READINGS (Typical)

A. Required texts:

B. Other readings:

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

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Written assignments completed outside of class
B. Aural assignments completed outside of class
C. Aural assignments completed in class
D. Written examinations
E. Evaluations of musical performances
F. Individual projects

* = Multicultural objective or content item
Proposal Impact

MUSIC 182 Music Theory Fundamentals & Beyond
**Course Inactivation**
Barbara Adams

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:** 
- **State Classification:** 
- **Open Entry/Open Exit:** No
- **Work Experience:** Not Defined

**Instructor Load**

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC-185</td>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC-185</td>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC-185</td>
<td>Disc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

**Material Fees**

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

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

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. DIVISION: Arts, Humanities & Communications  DIV./DEPT. NO: 21/2500

PREFIX/NO.: MUSIC 185  COURSE TITLE: Chorus

Formerly listed as:  Date Changed: 

II. ALSO OFFERED AS:

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

III. COURSE INFORMATION:

Units: 1 or Variable Units: X=1/2 unit A=1 unit B=2 units C=3 units D=4 units
Total Hours: Lecture: Lab: 
Explain Other hours:

Transfer Credit: CSU – UC – CAN – 
General Ed: AA/AS Area: Activities CSU GE Area: IGETC Area: 
Offered Only: Fall – Spring – Summer – Eve – Not offered every semester – 

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

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

V. CATALOG DESCRIPTION:

A large choral ensemble for inexperienced or beginning level singers. Development of vocal technique, artistic interpretation and performance skills. Rehearsal and performance of choral music drawn from the worlds cultures. Public performances required.

VI. FIELD TRIPS REQUIRED? Yes □ No □ Maybe □ 

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

VIII. REPEAT PROCEDURES: Credit: No □ *Yes □ Maximum Completions: 4 Maximum Units: 4 
Non-Credit: No □ Yes □ Maximum Completions: 

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

IX. EXPLAIN FEE REQUIRED: 

rev: 5/2002
X. **PREREQUISITE SKILLS**
Before entering the course, the student will be able to:

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

Areas of Progress – In each of the following areas students will deepen and broaden their knowledge of the objectives by repeating the course. With repetition of the course the level of each objective will become incrementally more demanding in each area. Literature will be chosen that targets each individual student’s weaknesses and expands their understanding of the instrument in technique and artistry. Each repetition will enable the student to achieve more advanced solos and accompanimental performances.

A. Apply the basic elements of vocal production, breath support, intonation, diction.
B. Use the basic elements of choral singing, blend, balance, rhythmic accuracy.
C. Employ the basic elements of rhythmic notation, rhythmic note values, time signatures.
D. Employ the basic elements of melodic notation, notes and intervals, key signatures.
E. Perform interpretive markings, dynamics, articulation.
F. Define the cultural and historical context of the repertoire being rehearsed.
G. Describe the basic elements of artistic interpretation and phrasing.
H. Sing mixed voice part music.
I. Rehearse and perform a program of multi-cultural music.*
J. Evaluate the Chorus' performance.
K. Evaluate other ensembles' performances.

XII. **CONTENT**

A. Warm-up/vocalize exercises
B. Sight reading exercises
C. Rehearsal of multi-cultural types of music*
D. Individual or sectional rehearsals
E. Public performance of a multi-cultural program*
F. Listening to recordings of the Chorus performances
G. Listening to recordings of other ensembles' performances
H. Attending other ensembles' performances
I. Evaluation of performances.

* = Multi-cultural objective or content item

Rev 5/2002
III. TEACHING METHODS
   A. Methods to achieve course objectives:
      1. Demonstration and practice of the basic elements of vocal technique
      2. Demonstration and practice of the basic elements of choral singing
      3. Regular practice of sight reading exercises
      4. Regular rehearsal of repertoire
      5. Lecture on cultural/historical context of repertoire
      6. Public performance of repertoire
      7. Written assignments on repertoire and performances
      8. Oral presentation on mastery of repertoire
   
   B. Typical assignments used in achieving learner independence and critical thinking:
      1. Discussion on cultural/historical relevance of repertoire
      2. Written/oral evaluation of the artistic interpretation of performances
      3. Evaluation of recordings of performances
      4. Critical reviews of live concerts

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

   B. Other readings:
      Basic sight reading exercises, choral scores of repertoire drawn from the world's cultures, compact disc and cassette recordings.

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

XVI. METHODS OF EVALUATING STUDENT PROGRESS
   A. Active participation
   B. Periodic oral tests measuring each individual's mastery of the skills and repertoire
   C. Regular performance attendance
   D. Concert reviews
   E. Recording reviews

* = Multi-cultural objective or content item
Rev 5/2002
Proposal Impact

MUSIC 185 Chorus
**Course Inactivation**
Barbara Adams

Courses

Cross Listed Courses

Programs
PEC 136 — 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 StoneHenge Climbing Gym of Modesto. Facility use fee required.
I. COURSE OVERVIEW

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

MUST 120 - Music Theory Review 1 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to have successfully completed MUST 101 or MUST 102, or have had at least two years of high school or community ensemble performance experience; and have declared music as their major.

Designed to prepare music majors for the required music theory sequence; review of fundamentals of music theory; rhythmic and pitch notation; terminology, diatonic intervals, triads, inversions, figured bass, Roman numeral analysis.

A-F and CR/NC. Applicable to the Associate Degree. Transfer to CSU and UC.

II. LEARNING CONTEXT

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

1. COURSE CONTENT

A. REQUIRED

1. RHYTHM
   1. Duration Value
   2. Simple and Compound Meter
      1. Division of the Beat
      2. Rhythmic Syllables
   3. Tempo, Dynamics, Expression and Articulation Terms

2. PITCH
   1. Letter Names and Accidentals
      1. Keyboard
      2. Staff and Clefs
   2. Scales
      1. Degrees
      2. Types (M, Nm, Hm, Mm)
      3. Step Sequence (whole/half steps)
      4. Solfege Syllables and Alterations
   3. Key Signatures
4. Intervals
   1. Simple/Compound
   2. Generic/Specific
   3. Consonant/Dissonant
   4. Inversions

3. TONAL MUSIC
   1. Traditional Western Art Music and Stylistic Periods: Baroque, Classical, Romantic (m.c.)
   2. Triads
      1. Major, Minor, Diminished, Augmented
      2. Inversions
      3. Figured Bass
      4. Roman Numeral Analysis
   3. Seventh Chords
      1. Dominant, diminished, half-diminished, major, minor
      2. Inversions
      3. Figured Bass
      4. Roman Numeral Analysis

2. ENROLLMENT RESTRICTIONS
   1. Advisories:
      Before enrolling in this course, students are strongly advised to have successfully completed MUST 101 or MUST 102, or have had at least two years of high school or community ensemble performance experience; and have declared music as their major.

3. HOURS OF INSTRUCTION PER TERM

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

4. TYPICAL METHODS OF INSTRUCTION

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

1. Lecture
2. Demonstration at the piano
3. Presentation of audio excerpts
4. Discussion
5. Guided performance of excerpts

5. TYPICAL ASSIGNMENTS

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

1. Given the following chorale by Bach, generate pitch content and use figured bass and Roman numerals to analyze each chord.
2. Given the following bass line and figured bass notation, realize the figured bass in four-voiced, open-position, block chords. Be sure to double the root of each chord.

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

1. Daily homework assignments
2. Preparation for weekly quizzes
3. Preparation for two exams

6. TEXTS AND OTHER READINGS

Comments: This text will be used for the entire theory sequence.

B. Other reading material:

III. DESIRED LEARNING

A. COURSE GOAL

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

apply basic concepts in music theory. Designed to address the needs of musicians who need to "brush up" on music theory prior to enrolling in the music theory sequence, this course will review the fundamentals of music theory.

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. Read and write music
2. Identify and label all key signatures
3. Identify and write all diatonic scales (M, Nm, Hm, Mm)
4. Identify and label all diatonic intervals and inversions
5. Identify and label all triads and their inversions
6. Realize figured bass
7. Use Roman numerals to analyse harmonic progressions

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Homework assignments
   2. Quizzes
   3. Discussion
   4. In-class guided performance

B. SUMMATIVE ASSESSMENT:
   1. Quizzes
   2. Exams
CGR 211 Course Data Summary Report

CGR 211 - InDesign and Typography 1
Action Type: Periodic Review
Effective:
Primary Author: Alan Layne
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGR-211</td>
<td>Lecture</td>
<td>36.00</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>CGR-211</td>
<td>Lab</td>
<td>54.00</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>CGR-211</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
<td>25%</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
Program Relationships

Program: Printing and Lithography Award: Certificate of Achievement
Modesto Junior College
Course Outline of Record
CGR 211

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

CGR-211 InDesign and Typography 1
Formerly listed as: CGR - 211: Typography 1
Advisory: Before enrolling in this course, students are strongly advised to have basic computer skills: Mouse, file saving and opening, Text, etc.

CGR 211 covers beginning and advanced skills using InDesign for fundamentals of typesetting and composition. InDesign is the primary page layout software used in the Graphic Design and Printing majors for AA and AS Degrees. 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. Composition Categories

      1. Hot metal
      2. Cold Type
      3. Desktop publishing

   B. Typographical Concepts

      1. Point size
      2. Leading and line spacing
      3. Fixed spacing
      4. Text positioning
      5. Character width
      6. X-height

   C. Typeface Classifications

      1. Divisions
      2. Font
      3. Series
      4. Family
      5. Style
      6. Classifications

         a. Roman or Serif
         b. San Serif
         c. Square Serif or Slab Serif
d. Script

e. Text (Gothic an Old English)
f. Decorative or Novelty

7. History of Type

D. Software

1. Primary InDesign
2. PageMaker (origin of InDesign)
3. Quark XPress (Original page layout software preferred by Printers)
4. Word Processing (usually for text to be placed)

E. Point System

1. Type sizes
2. Line spacing or Leading
3. Converting from points to picas an inches

F. Copyfitting

G. Fixed Spacing

H. Type Anatomy

I. Proofreading symbols

J. Coding

1. Markup

K. Desktop systems and scanners

L. Functions

1. Queing
2. Processing
3. File Management

M. InDesign Skills

1. The Work Space
2. Building Pages
3. Working With Text
4. Working With Objects
5. Working With Pictures
6. Tables
7. Working With Color
8. Streamlining Production
9. Working With Layers
10. Text Utilities
11. Printing and Packaging
2. **Required Lab Content:**

Creation of page layout using InDesign.

1. Creating master pages, and marking up copy to create copy.
   a. Positioning copy left, right, centered, and justified
   b. Fonts, sizes, and variations
   c. Master pages
   d. Leading or line space
   e. Line length
   f. Proofing

2. Text frames or boxes
   a. Frame size, weight, design, and positioning of frames
   b. Frame text inset
   c. Leading, sizes, fonts, variations, and positioning of text
   d. Proofing

3. Manipulating Text
   a. Kerning
   b. Drop Caps
   c. Frame insets
   d. Italics and skewing

4. Tabs and Tables
   a. Setting Tabs
   b. Working with Tabs
   c. Creating Tables
   d. Table Basics
   e. Creating a Table from Existing Text

5. Creation of Forms
   a. Frames
   b. Tabs
   c. Applying Rules
   d. Vertical Rules

6. Logo Creation
   a. Drawing Tools
   b. Outline Text
   c. Graphics Text
   d. Placing Type on Paths and Shapes
   e. Text manipulation after outlined

7. Flowing Text and Wrapping
   a. Flowing Text in Columns
   b. Text Wrapping Objects and Graphics
c. Setting Wrap offsets
d. Clipping Paths and White Space

8. Applying Styles
   a. Object Library
   b. Defining Styles
   c. Creating Character Styles
   d. Redefining Styles
   e. Using Find/Change

9. Grids, Guides, and Aligning Objects
   a. Document Presets
   b. Guides and Columns
   c. Using Grids to Align Objects
   d. Aligning an Distributing Objects

10. Production Essentials
    a. Specifying Color
    b. Applying Color to Document
    c. Swatches Panel
    d. Color Separations
    e. Printers Marks
    f. Managing Graphics Files
    g. Links Panel
    h. Prepress Tips
    i. Preflight the document

B. ENROLLMENT RESTRICTIONS

1. Advisories

   Before enrolling in this course, students are strongly advised to have basic computer skills: Mouse, file saving and opening, Text, etc.

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>36.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Lab</td>
<td>54.00</td>
<td>1.00</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:*

1. Lectures.
2. Lab demonstrations.

3. Discussion.

4. Group projects.

5. Computer-assisted activities will be completed to develop skills in related topics.

6. Simulated maintenance will be conducted on varied pieces of equipment connecting theory to practical application.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   A. Reading Each Week
      1. Weekly Chapter
      2. Weekly Chapter review
   B. Typesetting Labs each Week
      1. Instructor created labs to duplicate
      2. Chapter projects
   C. Recreate a Poster or Flyer
      1. Student Type layout (using good typography)
      2. Student Design
      3. Student Presentation
      4. Once or Twice a Semester
   D. Final Lab
      1. Use Mark-up Skills
      2. Tabs
      3. Tables
      4. Fonts and Variations
      5. Text Wraps
      6. Other InDesign Skills
   E. Written
      1. Review Questions
      2. Quizzes
      3. Mid Term
      4. Final
      5. Proofing

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Type Identification - Collect 5 examples of each of the six Font Categories.
      a. Roman or Serif
b. San Serif  
c. Square Serif or Slab Serif  
d. Text (Old English or Gothic)  
e. Script or Cursive  
f. Decorative or Novelty

2. What is the short cut key for auto numbering?

3. Line space is measured from what to what?

4. Explain why a Roman font is a very good choice for a text book.

5. Explain why San Serif fonts are so frequently used.

6. Duplicate the supplied type lab sample, using mark-up skills and InDesign software.

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:

Use Typography knowledge to create finished layouts using beginning and advanced skills used in InDesign page layout software. Students will attain the following skills while completing CGR 211 labs and lectures: printers point system, type face identification, mark-up procedures, preparation of files for output, placing text and graphics, linking files, creating images with InDesign, and use typography layout skills.

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. Convert inches to picas and points; and points to inches with a printer’s ruler to measure and layout specified dimensions when given specific inches, picas and points.

b. Employ the basic characteristics of type anatomy to identify the six primary type-style classifications and describe their appropriate applications to graphic design when given type samples.

c. Apply fixed and variable spacing to horizontally and vertically position type elements to match a prescribed format when given a layout to follow.

d. Mark up typed copy to match a given original using the correct symbols and procedures when given a preprinted layout.

e. Correct typeset copy using the respective proofreading symbols and format when given a type set copy ready for proofing.

f. Create and edit a document file using the computer and page layout software when given a layout with proper editing or corrections.

g. Synthesize the typographical concepts and computer software to compose several text files to be processed in a page layout software when given a lab assignment with specific skills.
necessary for completion.

h. Convert, recall, edit and save typesetting files using type commands and file functions when given a page layout file.

i. Queue files and process typeset work when given completed files.

j. Use the basic short cut keys to accelerate their speed to create completed layouts.

k. Use InDesign to create tables.

l. Use master pages.

2. **Lab Learning Goals**

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

   a. Create a layout in 1 hour that includes columns, tabs, graphics with text wrap, formatting, color, and print.

   b. Proofread and correct errors in an InDesign document.

   c. Output files in the correct file formats as needed by the printer or output device.

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

A. **FORMATIVE ASSESSMENT**

   1. A written critique and grade given for each project

   2. Examination and quizzes to demonstrate the understanding of objective course material

   3. Individual assignments are given throughout the semester. The following criteria is used for evaluation:
      1. Group task analysis/troubleshooting
      2. Written examinations to include essays and quizzes
      3. Descriptive lab analysis
      4. Creation of product "mock-up"
      5. Task performance ratings
      6. Problem solving techniques
      7. Demonstrated skill performance (mechanical and electronic)
      8. Small group class presentations
      9. Written systems diagnosis/recommendations
      10. Evidence of learning expressed by increased competence in software and hardware skills.
      11. Inclusion of individual creative solutions to individual or common group problems, with emphases on group task analysis

B. **SUMMATIVE ASSESSMENT**

   1. Final exam

   2. Mid Term exam

   3. Quizzes
Proposal Impact

CGR 211 InDesign and Typography 1
**Periodic Review**
Alan Layne

Courses

1. CGR 212 *Active*
2. CGR 230 *Active*
3. CGR 331 *Launched*
4. CGR 331 *Active*
5. CGR 333 *Active*
6. CGR 342 *Active*
7. CGR 395 *Pending*

Cross Listed Courses

Programs

1. Computer Graphics Applications Certificate of Achievement *New Program*
2. Flexographic Printing null *New Program*
3. Graphic Design A.A. Degree Major *New Program*
4. Graphic Design Certificate of Achievement *New Program*
5. Prepress null *New Program*
6. Print Journalism null *New Program*
7. Printing and Lithography Certificate of Achievement *New Program*
CGR 214 - Bindery

Action Type: Course Revision Major
Effective:
Primary Author: Alan Layne
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: Occupational

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGR-214</td>
<td>Lecture</td>
<td>18.00</td>
<td>33.33%</td>
<td></td>
</tr>
<tr>
<td>CGR-214</td>
<td>Lab</td>
<td>104.00</td>
<td>66.67%</td>
<td></td>
</tr>
<tr>
<td>CGR-214</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>122</td>
<td>100%</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?)

Program Relationships
Program: Printing and Lithography Award: Certificate of Achievement
I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**CGR-214  Bindery**  
3 Units

*Formerly listed as: CGR - 214: Printing Presses and Bindery 1*

Introduction to bindery work: planning, paper cutting, folding, assembling, finish work and packaging. Die cutting materials, Scoring, Numbering, Foil stamping, and embossing 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. Cutter
      1. Single cuts
      2. Multi Cuts with a program
      3. Trimming printed jobs
   B. Folder
      1. Table top folder
         a. letter fold
         b. accordian fold
         c. folding in half
         d. production folding
      2. Floor model folder with Right Angle
         a. Fold in Half
         b. Fold letter fold
         c. Fold accordian fold
         e. Right angle folds
   C. Stitcher
      1. Side stitching
      2. Saddle stitching
      3. Changing wire and clinchers for production stitching
   D. Drilling
      1. Three hole drill set up for 8 1/2 x 11 binder size
      2. Three hole drill set up for 5 1/2 x 8 1/2 binder size
      3. Round cornering
4. drill maintenance

E. Padding Press
1. Padding compound
2. Fan A Part Adhesive
3. Packaging

F. Heidelberg Windmill
1. Paper feeding
2. Scoring
3. Perforating
4. Die Cutting
5. Numbering
6. Foil Stamping

7. Embossing

G. Binding Systems
1. Thermal Binding
2. Coil Binding
3. Comb Binding
4. Perfect Binding

H. Paper
1. Sizes
2. Weights
3. Grain
4. Textures
5. Carbonless
6. Making paper
7. Paper cut calculations
8. Specialty papers

2. Required Lab Content:

A. Cutting
B. Folding
C. Stitching
D. Padding
E. Drilling
F. Binding
Coil
Thermal
G. Specialty Press (Heidelberg Windmil)
H. Specialty equipment

B. ENROLLMENT RESTRICTIONS

1. Requisite Skills
   Before entering the course, the student will be able to:
   
a. Web the Flexographic Press

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>18.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Lab</td>
<td>104.00</td>
<td>2.00</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:

1. Related material will be presented through combined lecture, discussion, and lab demonstrations.
2. Computer-assisted activities will be completed to develop skills in related topics.
3. Additional studies will be required from instructional manuals specific to equipment employed.
4. Cut plans will be dimensioned to meet a prescribed bindery format.
5. Mastery of each unit will be demonstrated by the completion of related lab projects.
6. In addition to course text, technical manuals will be studied to ascertain individual machine operation.
7. Simulated maintenance will be conducted on varied pieces of equipment to correlate theory to practical application.
8. Audio visual presentations will augment lecture: (film, slides, video, Power point, transparencies).
9. Guided tours of printing plants/businesses and related plants such as a paper mill.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   Weekly reading related to the weeks lecture.
   Weekly homework related to, or from text.
   Semester paper from research on specific Bindery area.
2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

When adjusting the second fold of a letter fold how do you know which way to make your adjustment (leveling or increasing or decreasing the closing flap length?)

Pre-plan in order the cuts for a 10-up business card and list the cut lengths in order to program the cutter.

Evaluate the embossing die position to the foil and make the proper adjustments.

When the paper stops feeding on the Heidelberg windmill list the items you should check to remedy the problem.

When the paper stops delivery properly list the items you would check to remedy the problem.

When the stitch legs are overlapping what would you do to remedy the problem?

---

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


---

III. **DESIRABLE LEARNING**

A. **COURSE GOAL**

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

Perform all bindery operations with limited assistance in the Print Shop. Bindery operations include: Cutting, Folding, Stitching, Drilling, Binding (coil, comb, thermo binding), scoring, perforation, die cutting, foil stamping, embossing, numbering, and padding. Students will also have an excellent understanding of paper.

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. Fundamentals of Bindery Operations
   
   b. Match a list of binding and finishing operations with brief descriptions of final format requested.
   
   c. Compare a list of binding and finishing operations to the equipment requirements.
   
   d. Assemble and label dummies for multiple page products.
   
   e. Demonstrate knowledge of procedures used to determine the grain direction of different types of paper.
   
   f. Identify paper samples by name when given a list of common papers and samples of each.
   
   g. Identify and describe various finishing operations and the equipment required to perform: scoring, perforating, numbering, punching, die-cutting, foil stamping, and embossing.
   
   h. Demonstrate knowledge of paper calculations, job docket preparation/processing, and
estimating. Including, estimating of entire job in paper, etc.

i. Cut paper and fold paper to job specifications.

j. Feed paper and score, perforate, and number on specialty presses for bindery.

k. Demonstrate the procedure used in the adjustment of feeders, feed board, and delivery systems.

l. Set up and fold Letter folds, Accordion, and half, in a three hour lab.

m. Set up and position foil stamping to the required location and establish proper impression and heat settings.

n. Set up and position embossing for tight registration to the foil stamping in the previous lab.

o. Set up and die cut boxes on the Heidelberg windmill.

p. Perform parallel and right angle folds for 8 and 16 page signatures.

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

   a. Operate table top and floor model folders, and perform parallel and right angle folds.

   b. Perform the following skills on the Heidelberg windmill: Score, perforate, die cut, number, foil stamp and emboss.

   c. Calculate and cut multiple cut projects from parent size sheets and finished press size sheets. Also to program the cutter for lab assignments.

   d. Set up and stitch both side and saddle stitched assignments to include changing wire sizes.

   e. Perform all functions on the drill: Sharpening bits, locating drill holes for specific jobs, and setting up and using the round corner function.

   f. Specialty scoring and perforation equipment set up and operation.

   g. Perform all binding techniques: Fan Apart adhesive, padding, thermal binding, and coil binding.

   h. Set up and run the rewind equipment for the flexographic printing roll stock.

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

A. **FORMATIVE ASSESSMENT**

1. Demonstrated skill performance

2. Descriptive lab analysis

3. Group task analysis/troubleshooting

4. Problem-solving techniques

5. Product mockup creation

6. Small group class presentations.

7. Task performance ratings
8. Written examinations to include essays
9. Written systems diagnosis/recommendations

B. **SUMMATIVE ASSESSMENT**
   1. Final Written test
   2. Lab finals on specific equipment for acquired skill level.
   3. Mid Term written test
Proposal Impact

CGR 214 Bindery
**Course Revision Major**
Alan Layne

Courses

1. CGR 222 *Launched*
2. CGR 222 *Active*
3. CGR 223 *Launched*
4. CGR 223 *Active*
5. CGR 332 *Active*
6. CGR 332 *Launched*
7. CGR 395 *Pending*

Cross Listed Courses

Programs

1. Flexographic Printing null *New Program*
2. Printing Maintenance null *New Program*
3. Printing and Lithography Certificate of Achievement *New Program*
CGR 222 - Image Assembly and Platemaking
Action Type: Course Revision Major
Effective:
Primary Author: Alan Layne
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: Occupational

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGR-222</td>
<td>Lecture</td>
<td>9.00</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>CGR-222</td>
<td>Lab</td>
<td>27.00</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>CGR-222</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>36</td>
<td>10%</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
**Recommended for success:** OFADM 351 CGR 214 and
I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

CGR-222  *Image Assembly and Platemaking*  1 Unit

Planning for lithograph plating; handling and repair of lithograph negatives; special negative operations—scribing, opaquing, retouching, flat layout and imposition; single and multiple negative masking. Imposition and step and repeat at the RIP. Addition of marks and color bars in the RIP software. Trapping in the RIP software. 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. Imposition
   1. Negatives and Positives
      a. materials
      b. differences
   2. Masking
      a. materials
      b. tools
      c. procedures
   3. Press Requirements
      a. setback
      b. gripper margins
      c. press sheet size
      d. trim sheet sizes
   4. Multiple Color Image Stripping
      a. reference marks
      b. procedures
   5. Proofing Systems
      a. single color
      b. multiple color
      c. digital proofing
   6. Step and Repeat Procedure
B. **Image Carriers**
   1. Lithographic Theory and Flexographic Theory
   2. Plate Connector Types
   3. Plate Base Materials
   4. Plate Coatings
   5. Plate Exposure Techniques
   6. Plate Processing
C. **Image assembly procedures from page layout software using R.I.P. software**
   1. Register Marks
   2. Trapping
   3. Pagination
   4. Imposition
   5. Output of Film
D. **Flexographic image assembly procedures using R.I.P. software**
E. **Register Marks**
   1. Trapping
2. Required Lab Content:

A. Flats and Assembly of film
   1. Master flats
   2. Film evaluation and correction
   3. Step back margins
   4. Assembly of film
B. Masking procedures
   1. Multi color from one negative
   2. Color separation
C. Step and repeat
   1. Manually
   2. At the Rip
D. Calibration
   1. Plate exposure
   2. Proofing materials
   3. Rip calibration
E. Rip Software
   1. Flexographic
   2. Trapping
   3. Output to film
   4. Imposition
   5. Digital proofing
   6. Direct to plate
F. Plate making
   1. Direct to Plate
   2. Lithographic Plates from film or flats or masks
   3. Flexographic Plates from film or flats or masks
G. Trouble shooting software problems
   1. InDesign
   2. Photoshop
   3. Illustrator
   4. Other
      a. Word
      b. Publisher
      c. All others
B. **ENROLLMENT RESTRICTIONS**

C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>1 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INST METHOD</strong></td>
</tr>
<tr>
<td>Lect</td>
</tr>
<tr>
<td>Lab</td>
</tr>
<tr>
<td>Disc</td>
</tr>
</tbody>
</table>

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

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

1. Lecture.
2. Discussion of class lecture and demonstrations.
3. Lab demonstrations.
4. Computer-assisted activities.

E. **ASSIGNMENTS (TYPICAL)**

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

   - Weekly reading of materials and answering chapter questions.
   - Weekly labs to complete as listed in the lab content.
   - Weekly lecture to correspond with the lab of the week.
   - Will be lecture lab each week with the approximate percentage listed in the units section.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   1. Create master flats for 8 1/2 x 11 , number 10 envelope, and 14 x 20 press sizes.
   2. Impose multiple pages for an 8 page signature in the Rip software and output as directed.
   3. Assemble multiple color negatives in perfect registration using our pin registration system.
   4. Test question: List the step by step procedure to make a Flexographic plate.
   5. Test question: Explain why we perform the test exposures on Litho Plates, Flexo Plates, Proofing materials, and why.
   6. Test question: How do you know what step back margin and gripper margin to use when assembling your film?

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:

   Prepare plates for press using direct to plate Ripping process, Ripping to film and assembly of negatives for exposing plates.

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. Distinguish between film positives and negatives.

   b. Dimension and layout press sheet formats to meet specified press requirements.

   c. Define the press differences as they relate to the following: setback, gripper, and press sheet sizes.

   d. Construct the following: multiple page mockups, label page numbers, press sheet heads, and gripper edges.

   e. Proof stripping flats using different color proofing systems based on perceived press requirements.

   f. Assemble multiple image flats to match a press sheet mockup. Assemble multiple images at the RIP.

   g. Outline the step-by-step procedure (manual and electronic) to conduct a step and repeat burn on an image carrier.

   h. Evaluate image carrier exposures using the appropriate control techniques.

   i. Expose and process different image carriers, using the corresponding solutions.

   j. Match the Die type to the specified press cylinder requirement.

   k. Use Rip and page layout software, Illustrator, PhotoShop, and trapping software to perform/create the following: spreads and chokes, print separations, and print necessary register marks with proper pagination.

   l. Prepare flexographic imposition software for film output using images from the following software: InDesign, Illustrator, and Ripping software.

   m. Prepare flexographic plates and mount for printing on cylinders.

   n. Demonstrate the ability to trouble shoot file problems at the R.I.P. (raster image processor).

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

   a. Evaluate film for image assembly. Opaque, and add additional info like lines if necessary.

   b. Create master flats.

   c. Assemble single, and multi color flats for plate exposure.
d. Use masks to create color separations after film has been output.

e. Expose and process Lithographic plates, and Flexographic plates.

f. Perform Trapping and Imposition mechanically and with the Rip software.

g. Output direct to plate and to film.

h. Evaluate files at the Rip for accuracy, and quality.

i. Calibration exposures with all plate and proofing materials.

j. Use the flexographic software to impose and output film for plating.

k. Trouble shoot files and output acceptable film or direct to plate images or documents.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Demonstrated skill performance

2. Descriptive lab analysis

3. Document mockup creation

4. Group task analysis/troubleshooting

5. Problem-solving techniques

6. Small group class presentations

7. Task performance ratings

8. Written examinations to include essays

9. Written systems diagnosis/recommendations

B. SUMMATIVE ASSESSMENT

1. Final

2. Lab Final

3. Mid Term
Proposal Impact

CGR 222 Image Assembly and Platemaking
**Course Revision Major**
Alan Layne

Courses

Cross Listed Courses

Programs

1. Flexographic Printing null *New Program*
2. Prepress null *New Program*
3. Printing and Lithography Certificate of Achievement *New Program*
4. Printing and Lithography Certificate of Achievement *Certificate Major Revision*
CGR 223 - Lithographic & Flexographic Presses
Action Type: Course Revision Major
Effective:
Primary Author: Alan Layne
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGR-223</td>
<td>Lecture</td>
<td>18.00</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>CGR-223</td>
<td>Lab</td>
<td>108.00</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>CGR-223</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>126</td>
<td>35%</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
Program Relationships

Program: Printing and Lithography Award: Certificate of Achievement
Modesto Junior College  
Course Outline of Record  
CGR 223

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

CGR-223  *Lithographic & Flexographic Presses*  3 Units

*Formerly listed as: CGR - 223: Printing Presses and Bindery 2*

Beginning skills in the operation of Lithographic Offset Presses and Flexographic Web Press. Students will be required to print multi colored work and produce 2,000 or more copies in a final 3 hour lab. 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. Lithographic Theory
      1. Ink and Water
      2. Feeder systems
      3. Printing section
      4. Delivery section

   B. Calculate the quantity of ink and press sheets needed to complete a prescribed single page press run.

   C. PH factors involved with lithographic press

   D. Press printing procedures
      1. feeder check
      2. image position check
      3. registration check
      4. cleanup check

   E. Feeder systems
      1. types and components
      2. adjustments

   F. Delivery systems
      1. types and components
      2. adjustments

   G. Dampening systems
      1. types and components
      2. adjustments

   H. Ink systems
1. types and components
2. adjustments

I. Register table systems
   1. types and components
   2. adjustments

J. Registration
   1. definition
   2. procedure
   3. multiple-color

K. Press chemistry
   1. dampening
   2. ink

3. Printing unit

L. Press maintenance
   1. lubrication
   2. cylinders
   3. rollers

M. Image carriers
   1. types
   2. exposure
   3. processing
   4. mounting

N. Flexographic Press
   1. Image carriers
      a. types
      b. exposure
      c. processing
      d. mounting
   2. Unwind
      a. webbing
      b. alignment/position
      c. rewind
   3. Ink setup
      a. annilox rolls
      b. nip roll settings
      c. doctor blade settings
      d. ink pan
      e. ink adjustment of annilox/doctor blade
   4. Printing section
      a. plate installation
b. set impression

c. set ink amount

d. reset impression

5. Registration

  a. color registration
  b. die registration

6. Finishing

  a. die cutting
  b. underscore
  c. stripping label material
  d. counts
  e. rewind
  f. cleanup check

O. Pre-run preparation

  1. press sheets calculations
  2. ink consumption calculations
  3. press dummy or proof
  4. counts (flexo) and rolls

2. Required Lab Content:

   A. Lithographic press

       1. Safety
       2. Preparation/manuals
       3. Feeding
       4. Stripping, Printing and cleaning
       5. Position lab
       6. Registration lab (spot color)
       7. Position lab
       8. Registration lab duotone
       9. Production lab
      10. Envelope lab

   B. Flexographic web press

       1. Safety
       2. Preparation/manuals
       3. Webbing
       4. Printing
       5. Finishing
           a. die cutting
           b. underscore
c. stripping waste material
d. perforating and sheeting

6. Plate making
7. Plate mounting
8. Ink Ph
9. Water base ink, UV ink
10. Registration
11. Off press rewinding an finishing
12. Cleanup and annilox roller care
13. Doctor blade care

B. ENROLLMENT RESTRICTIONS

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>18.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Lab</td>
<td>108.00</td>
<td>2.00</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:

1. Related materials will be presented through combined lecture, discussion, and lab demonstrations.
2. Computer-assisted activities will be completed to develop skills in related topics.
3. Additional studies will be required from instructional manuals specific to equipment employed.
4. Mastery of each unit will be demonstrated by the completion of related lab projects.
5. In addition to course text, technical manuals will be studied to ascertain individual machine operation.
6. Simulated maintenance will be conducted on varied pieces of equipment to correlate theory to practical application.
7. Audio visual presentations will augment lecture (film, slides, video, PowerPoint, transparencies etc.).
8. Guided tours of printing plants/businesses and related plants such as a paper mill.

E. ASSIGNMENTS (TYPICAL)

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

   1. Reading weekly in Lithographic Technology text.
   2. Reaing in the Flexographic manual weekly during 7 week rotation.
   3. Homework from chapters bi weekly.
   4. Research assignment per term.
2. **EVIDENCE OF CRITICAL THINKING**  
*Assignments require the appropriate level of critical thinking*

1. Given a press sheet with two spot colors give the directions to properly position the second color to the first color.

2. Given a Parent size sheet of 25 x 38 calculate the number of press sizesheets 8 x 10 can be cut from the parent size sheet and how many parent sheets will be needed to print 100,000 copies.

3. Draw and label the Printing section of the press, to include cylinders, rollers, fountains.

4. Research the causes of Slur on a printed sheet and give the possible solutions.

5. In lab set up and position a two color project to industry standard.

6. When a press problem arises the student will research the problem and give parts that may be needed to repair the press and install when delivered.

---

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:*

Set up and run the Flexographic web press printing 1 to 4 colors and finishing them into rolls meeting industry standards. Student will be able to set up and run the Lithographic Offset duplicator printing 2,000 or more copies in a 3 hour lab and clean up meeting industry standards.

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 the properties of lithographic, and flexographic, and theory to specific problems.

   b. Measure pressure settings for roller and cylinder settings.

   c. Categorize ink and paper types and correlate each to the press running characteristics.

   d. Distinguish between the various image carriers, outline the exposure control methods and processing steps related to each.

   e. Describe the various types of registration systems used in a press plates. Complete a press run using each registration system on a two-color and four-color project.

   f. Measure pH factors of various chemicals, and identify those that meet acceptable range. Explain how pH affects the quality of print.

   g. Troubleshoot for press problems during actual press run. Identify the problem(s) in written format and describe steps taken to resolve situation.

   h. Set up and feed a variety of paper sizes and weights.
i. Clean the press, to include: fountain, fountain roller, doctor roller, water system, plate cylinder, blanket cylinder, impression cylinder, and the general press area.

j. Check the PH of the water base ink used in Flexographic printing.

k. Web the Flexographic press for water base inks and UV inks.

l. Set up the finishing section of the Web press for die cutting and underscoring or slitting for a specific job.

m. Select the proper anilox rolls for the work to be printed.

n. Make and mount their own plates.

o. Set up the printing section of the press to include: anilox rolls, ink pans, meter roll adjustment, doctor blade adjustment, and plate cylinder.

p. Set the plate impression, then the ink, and reset the plate impression.

q. Position and register two or more colors to the die and color to color.

r. Count and rewind finished printed product.

2. **Lab Learning Goals**

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

   a. Offset Printing Feed all varieties of paper without assistance.

   b. Print a live job with industry standard registration and control of quality print for 2,000 or more copies without assistance.

   c. Flexographic press set up and print with tight registration and finish 5,000 labels in a 3 hour lab.

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

A. **FORMATIVE ASSESSMENT**

   1. Demonstrated skill performance

   2. Descriptive lab analysis

   3. Group task analysis/troubleshooting

   4. Problem-solving techniques

   5. Product mockup creation

   6. Small group class presentations

   7. Task performance ratings

   8. Written examinations to include essays

   9. Written systems diagnosis/recommendations

B. **SUMMATIVE ASSESSMENT**
1. At the completion of a lab rotation the student will be able to Print 2-4 colors in acceptable industry registration.

2. Final examination

3. Mid term examination
Proposal Impact

CGR 223 Lithographic & Flexographic Presses
**Course Revision Major**
Alan Layne

Courses

1. CGR 332 *Active*
2. CGR 332 *Launched*

Cross Listed Courses

Programs

1. Flexographic Printing null *New Program*
2. Printing Maintenance null *New Program*
3. Printing and Lithography Certificate of Achievement *New Program*
CGR 224 Course Data Summary Report

CGR 224 - Illustrator and Electronic Publishing
Action Type: Periodic Review 3 Units
Effective:
Primary Author: Alan Layne
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGR-224</td>
<td>Lecture</td>
<td>36.00</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>CGR-224</td>
<td>Lab</td>
<td>54.00</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>CGR-224</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
<td>25%</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
Recommended for success: OFADM 351

Program Relationships

Program: Printing and Lithography Award: Certificate of Achievement
Modesto Junior College  
Course Outline of Record  
CGR 224

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

CGR-224  Illustrator and Electronic Publishing  3 Units

Formerly listed as: CGR - 224: Electronic Publishing Systems  
Illustrator training and Introduction to electronic publishing systems, to include text generation, computer-designed graphics. Typographical applications and output devices, to include imagesetters wide format, and direct to plate devices. Current options for hardware and software used in the graphic communication industry and the advantages and disadvantages. Postscript and its role in electronic publishing. 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. Convert inches, whole numbers and fractions, to points and picas.

B. Illustrator Basics
   1. New Document
   2. Understanding the Illustrator Window
   3. Creating basic shapes
   4. Applying fills and stroke
   5. Select, Move, and Align Objects
   6. Transform Objects
   7. Make Direct Selections

C. Create Text and Gradients
   1. Create and Format Text
   2. Flow Text into Objects
   3. Position Text on Paths
   4. Create Colors and Gradients
   5. Create Drop Shadows

D. Draw and Compose Illustrations
   1. Draw Straight and Curved Lines
   2. Draw Elements of an Illustration
   3. Apply Attributes to Objects
   4. Assemble Illustrations
   5. Stroke Objects for Artistice Effects
6. Use Live Trace and the Live Paint Bucket Tool

E. Transform and Distort Objects
   1. Offset and Outline Paths
   2. Create Compound Paths
   3. Work with the Pathfinder
   4. Create Clipping Paths

F. Work with Layers
   1. Create and Modify Layers
   2. Manipulate and work with Layered Art Work
   3. Create Clipping Sets

G. Work with Patterns and Brushes
   1. Create a Pattern and Design a Repeating Pattern
   2. Work with Brushes Panel
   3. Work with Scatter Brushes

H. Work with Filters, Gradient Meshes, Envelopes, and Blends
   1. Create filters, and gradient meshes
   2. Create Envelopes, and Blends

I. Work with Transparency, Live Color, Effects, and Graphic Styles
   1. Use Transparency Panel and the Color Picker
   2. Work with Live Color, and apply Effects to Objects
   3. Use Appearance Panel, and apply Graphic Styles

J. Create Graphics in Illustrator
   1. Create an edit Graphs
   2. Use the Group Selection Tool
   3. Use the Graph Type Dialog Box
   4. Create a custom Graph Design
   5. Create a Custom Graph Design
   6. Apply a Custom Design to a Graph

K. Draw with Symbols
   1. Create Symbols, and place Symbol Instances
   2. Modify Symbols and Symbol instances
   3. Create Symbol Instances Sets, and Modify them

L. Create 3D Objects
   1. Extrude Objects, Revolve, and Manipulate Surface Shading and Lighting
   2. Map Artwork to 3D Objects

M. Prepare Documents for Prepress and Printing
   1. Color Theory
   2. Working in CMYK and Spot Colors
   3. Create Crop Marks and Bleeds
N. Prepare Graphics for the Web
   1. Create Slices
   2. Specify Slice Type and Slice Options
   3. Use the Save for Web & Devices Dialog Box
   4. Create an Image Map

O. Analyze selected historical and contemporary aspects of the technology of Publishing Systems
   1. Identify new technology areas revolutionizing the way pages are published
   2. Knowledge of current publishing systems (through hands-on-experience)
   3. Evaluate Electronic publishing needs of a printing plant
      a. Specify optimal systems to meet needs

P. Types of Computers used in Desktop and Electronic Publishing

Q. Store files that incorporate Text and Graphics composed into page format

R. Graphics
   1. Vector
   2. Rastor

S. Image Generation
   1. Printers
   2. Plotters
   3. RIPS (raster image Processor)
   4. Post Script

2. Required Lab Content:

A. Getting started with Illustrator
   1. New Document
   2. Exploring Illustrator Winow
   3. Creating basic shapes
   4. Fill and Strokes
   5. Select, Move, and Align Objects
   6. Transform Objects
   7. Make Direct Slections

B. Creating Text and Gradients
   1. Create and Format Text
   2. Flow Text into an Object
   3. Position Text on a Path
   4. Create Colors and Gradients
   5. Adjust a Gradient and Create a Drop Shadow

C. Drawing and Composing an Illustration
   1. Draw Straight Lines and Curved Lines
2. Draw Elements of an Illustration
3. Apply Attributes to Objects
4. Assemble an Illustration
5. Stroke Objects for Artistic Effect
6. Use Live Trace and the Live Paint Bucket Tool

D. Transforming and Distorting Objects
   1. Transform Objects
   2. Offset and Outline Paths
   3. Create Compound Paths
   4. Work with the Pathfinder Panel
   5. Create Clipping Masks

E. Working with Layers
   1. Create and Modify Layers
   2. Manipulate Layered Artwork
   3. Work with Layered Artwork
   4. Create a Clipping Set

F. Working with Patterns and Brushes
   1. Use the Move Command
   2. Create a Pattern
   3. Design a Repeating Pattern
   4. Work with the Brushes Panel
   5. Work with Scatter Brushes

G. Working with Filters, Gradient Meshes, Envelopes, and Blends
   1. Work with Filters
   2. Work with Gradient Meshes
   3. Work with Envelopes
   4. Create Blends

H. Working with Transparency Live Color, Effects and Graphic Styles
   1. Use the Transparency Panel and the Color Picker
   2. Work with Live Color
   3. Apply Effects to Objects
   4. Use the Appearance Panel
   5. Work with Graphic Styles

I. Creating Graphics in Illustrator
   1. Create a Graph and Edit Graph Using the Graph Data Window
   2. Use the Group Selection Tool
   3. Use the Graph Type Dialog Box
   4. Create a Combination Graph
   5. Create a Custom Graph Design
   6. Apply a Custom Design to a Graph
J. Drawing with Symbols
   1. Create Symbols and Place Symbol Instances
   2. Modify Symbols and Symbol Instances
   3. Create Symbol Instance Sets
   4. Modify Symbol Instances Sets

K. Creating 3D Objects
   1. Extrude Objects
   2. Revolve Objects
   3. Manipulate Surface Shading and Lighting
   4. Map Artwork to 3D Objects

L. Preparing a Document for Prepress and Printing
   1. Explore Basic Color Theory
   2. Work in CMYK Mode
   3. Specify Spot Colors
   4. Create Crop Marks
   5. Create Bleeds

M. Preparing Graphics for the Web
   1. Create Slices
   2. Specify Slice Type and Slice Options
   3. Use the Save for Web & Devices Dialog Box
   4. Create an Image Map

3. **Recommended Content:**
   A. Word Processing
   B. Typography Fundamentals
   C. System Analysis
   D. Mac & Windows Options

B. **ENROLLMENT RESTRICTIONS**

1. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   a. Demonstrate basic computer skills.

C. **HOURS AND UNITS**

```
<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 Units</td>
<td></td>
</tr>
</tbody>
</table>
```
### D. METHODS OF INSTRUCTION (TYPICAL)

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

1. Lecture in class
2. Utilization of media such as, DVD, Power Point, Web, etc.
3. Demonstrations in the lab.
4. Related materials will be discussed in class lecture and in-plant reviews.
5. Computer-assisted activities will be completed to develop skills in related topics.

### 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 chapter reading assignments
   2. Weekly homework lessons from assigned chapters.
   3. Chapter projects assigned each week.
   4. Research assigned for mid Term assignment.
   5. Short cut key research assignments weekly.
   6. Research assigned for final project.

2. **EVIDENCE OF CRITICAL THINKING**

   Assignments require the appropriate level of critical thinking

   1. Completing the chapter projects each week requires critical thinking and using the skills learned in the chapter to create the projects using design skills.
   2. Students completing the lessons each week in their assigned chapters.
   3. Explain why you must select the correct spot color for your two color mid term assignment, and include the correct paper selection in your answer.
   4. What is the short cut key for the direct selection tool?
   5. Mid term and Final assignments require the students to create a design for clients for stickers, posters, flyers, or similar items to meet the clients needs using Illustrator skills and publishing specifications.

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


2. Other: Second completion allowed when a software update occurs.
III. **DESIRED LEARNING**

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

Create graphics using illustrator software for output to the web, color printers, wide format printers and RIPv's (raster image processors) to film or plate. Also to save in proper file formats for output using page layout software or Illustrator to a variety of output devices. Students will also use the proper color modes and colors for the output device required.

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. Convert inches, whole numbers, and fractions to points and picas.

   b. Apply computer principles.

   c. Develop typeset formats.

   d. Identify the basic components of type.

   e. Define the differences between fixed and variable spacing and compose text using each.

   f. Copy fit text to fit a prescribed layout area.

   g. Alter type using kerning techniques to space bodies of type.

   h. Outline the basic procedure required to generate image-setter output.

   i. List in order of application and describe the function of the electronic publishing equipment.

   j. Create and store files that incorporate text and graphics composed into page format.

   k. Design a simple layout using knowledge of type fundamentals, design basics, color basics, and text positioning.

   l. Define, create, retrieve, and edit copy as blocks to be placed in templates.

   m. Compare desktop publishing vs. typing and typesetting.

   n. Discuss the types of computers used in desktop and electronic publishing systems.

   o. Identify new technology areas that are revolutionizing the way pages are published.

   p. Demonstrate knowledge of current publishing systems through applied experience.

   q. Evaluate the electronic publishing needs of a printing plant, and specify optimal systems to meet industry needs.

   r. Illustrate images using Illustrator software.

   s. Create illustrations from a variety of client specifications.

   t. Incorporate original image(s) and text file into finished copy (i.e. brochure, flyer, program, etc.)

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

a. Create vector graphics using illustrator software for direct output, or to be placed in page layout software for output.

b. Trouble shoot files with output problems, and correct for final output.

c. Create graphics using the many advanced skills, Gradient mesh, Filters, Masking, etc.

d. Use the correct color modes to include spot colors for clients needs.

e. Design projects for clients using Illustrator as the primary software.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Evaluation of class Presentations

2. Evaluation of demonstrated skill performance in lab

3. Evaluation of group task analysis/troubleshooting

4. Evaluation of small group class presentations

5. Task performance ratings

6. Written examinations to include essays

7. Written systems diagnosis/recommendations

B. SUMMATIVE ASSESSMENT

1. Final exam

2. Mid Term exam

3. Quizzes
Proposal Impact

CGR 224 Illustrator and Electronic Publishing
**Periodic Review**
Alan Layne

Courses

1. CGR 230 *Active*
2. CGR 342 *Active*
3. CGR 395 *Pending*

Cross Listed Courses

Programs

1. Computer Graphics Applications Certificate of Achievement *New Program*
2. Graphic Design Certificate of Achievement *New Program*
3. Graphic Design A.A. Degree Major *New Program*
4. Prepress null *New Program*
5. Printing and Lithography Certificate of Achievement *New Program*
CGR 331 - InDesign and Typography 2
Action Type: Periodic Review
Effective:
Primary Author: Alan Layne
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: State Classification: I
Open Entry/Open Exit: No
Work Experience: General

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGR-331</td>
<td>Lecture</td>
<td>36.00</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>CGR-331</td>
<td>Lab</td>
<td>54.00</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>CGR-331</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>90</td>
<td>25%</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: CGR 211
Program Relationships

Program: Printing and Lithography Award: Certificate of Achievement
Modesto Junior College
Course Outline of Record
CGR 331

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

CGR-331  InDesign and Typography 2  3 Units
Formerly listed as: CGR - 331: Typography 2
Prerequisite: Satisfactory completion of CGR 211 with a minimum grade of C or better.
InDesign and Typography 2 covers advanced skills in the page layout software InDesign and advanced
type skills, the use of InDesign to perform advanced typography skills to
produce outstanding; flyers, brochures, posters, etc. 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. Typographical Process
      1. Type spec procedure
      2. Markup technique
      3. Dummy creation
         a. single page
         b. multiple-page
   B. File management
      1. Memory
      2. Disk storage
      3. File creation
      4. File editing
      5. File writing
   C. Editing Procedure
      1. Cursor movement
      2. Inserting characters
      3. Deletion
      4. Scrolling
      5. Defining/moving blocks
   D. Copy blocks
      1. Definition
      2. Short cut keys
      3. Merging
4. Library items

E. Text generation
   1. Wordprocessing
   2. Direct entry
   3. Style sheets
   4. Proofing

F. Advanced typographical procedures
   1. Type refinements
   2. Leaders
   3. Indent functions
      a. tabs
      b. indent to here
      c. frame insets
   4. Text wrap
   5. Drop Caps and Initial letter
   6. Ruling
   7. Multiple columns

G. Copy fitting
   1. Mathematical formulas
   2. Mechanical

H. Pagination
   1. Format files
   2. Area composition
   3. Page numbering
   4. Multiple image per page
      a. step and repeat
      b. copy and paste
      c. paste inplace

I. History of Type
   1. Origins
   2. Designers
   3. Classifications

J. Advanced layer work
   1. Text wrap layers
   2. Document layers

K. Grids, Guides, and Aligning Objects
   1. Using Grids to Align Elements
   2. Aligning and Distributing Objects
   3. Other object management Techniques

L. Applying Styles
1. Character
2. Paragraph
3. Find and Change
4. Libraries

M. Business Forms
1. General Design Considerations
2. Identity packages
3. Letter Heads and Envelopes
4. Designing for Phone Book

N. Production Essentials
1. Color
2. Separations
3. Printers Marks
4. Graphics Management
5. Links
6. Bridge
7. Prepress Tips
8. Preflighting Documents

O. Graphics Tools in InDesign
1. Pen tool
2. Paths
3. Compound paths

P. Advanced Type Anatomy

2. **Required Lab Content:**

A. Duplication of given layouts using InDesign.
B. Recreation of layouts done poorly using InDesign as the primary software.
C. Layouts given the clients specs and InDesign as the primary software.
D. Creation and Recreation of forms
E. Creation of Type Designer presentations.
F. Creation of text for placement into InDesign using OCR techniques, and Word files.
G. Creation of graphics within InDesign software.
H. Creation of layouts using a variety of graphics from Illustrator, Photoshop, or other graphics software.
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of CGR 211 with a minimum grade of C or better.

2. **Requisite Skills**
   
   *Before entering the course, the student will be able to:*
   
   a. Demonstrate introductory InDesign skills and Introductory Typography skills.

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>36.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Lab</td>
<td>54.00</td>
<td>1.00</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:*

1. Lecture.

2. Discussion.

3. Lab demonstrations.

4. Computer-assisted activities will be completed to develop skills in related topics.

5. Simulated maintenance conducted on varied pieces of equipment connecting theory to practical application.

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 reading to support the weekly lab assignments to create a wide variety of layouts.
   
   2. Bi weekly short cut key quizzes also from reading and lecture.
   
   3. A presentation on a Type Designer.
   
   4. Lab evaluations of how students completed their work on labs that required layout and design in InDesign.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   1. Recreate the given flyer done poorly and use good choices of type fonts, leading or line space, and utilize the skills learned to this point to make the flyer one that makes all want to attend the event.

   2. Create a presentation of a Type Designer and their work from a list of designers.

   3. Explain when you would use drop caps or initial letter for added appeal.

   4. What is the short cut for sizing type up or down?
5. What is the short cut key for a bullet?
6. Explain what type characteristics that you like in a font.
7. Explain the reasons you would create outlines of a type font.
8. Why is it important to preflight a document?

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:

Create the wide variety of pieces possible with the page layout software InDesign. Have outstanding typography rule usage in creating the wide variety of assignments in this course. Students will also have an outstanding understanding of typography and how it can enhance their layouts. Students will also have advanced skills in the use of color, graphics, and output with InDesign.

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. Formulate InDesign techniques to define typeset formats when given a specific layout.
   b. Construct formats to match special layout specifications to include: type refinements, indents, run around or text wrap, rule formats, and pagination when given a layout needing type refinement.
   c. Copy text to fit a prescribed layout area when given copy fitting formulas.
   d. Construct a multiple page document, then evaluate and edit for completion, given a multiple page layout.
   e. Type spec and markup copy using the appropriate symbols and form given a copy or layout.
   f. Define, create, retrieve, and edit copy blocks to be merged as templated for typeset files given multiple files from word processing in text format.
   g. Calculate the space required to fit a given number of typewritten characters and calculate the number of characters to fit a defined layout dimension using the Character Per Pica Method when given copy-fitting formulas.
   h. Create and edit a document file using industry software, and flow into page layout when given a text to be OCR scanned or typed in word processing software.
   i. Synthesize the typographical concepts and computer software to compose a variety of files for output to RIP, printers, and PDF.
j. Make font selections that would best represent the client and enhance the design using the six type style classification.

k. Utilize leading or line space and font variations to put emphases on selected items within specific layout.

l. Presentations on type designer to include a written paper along with an oral presentation given a historical type designer.

m. Utilize InDesigns ability to create outlines of type an create text frames.

n. Output separations, register marks, and preflight files.

o. Create advanced forms using a variety of InDesign techniques.

p. Recreate existing layouts done poorly and apply InDesign and typography skills to give the layouts needed punch to meet our clients needs.

q. Create finished design given a clients specifications, InDesign software, Graphics, and required text.

2. Lab Learning Goals

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

a. Create Forms using Tabs, Tables, Step and Repeat, and Frames.

b. Create well balanced and designed layouts for a variety of printing projects. Using InDesign as the primary software.

c. Duplicate prescribed layouts using markup and problem solving skills.

d. Increase the use of short cut keys to increase the production speed of all students.

e. Create advanced layouts using placed images of vector, and raster formats, and having proper links.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Demonstrated skill performance (mechanical and electronic)

2. Descriptive lab analysis

3. Group task analysis/troubleshooting

4. Oral presentation of assignments

5. Problem solving techniques

6. Task performance ratings

7. Written examinations to include essays and quizzes

8. Written systems diagnosis/recommendations
B. **SUMMATIVE ASSESSMENT**

1. Final
2. Mid Term
3. Quizzes
Proposal Impact

CGR 331 InDesign and Typography 2
**Periodic Review**
Alan Layne

Courses

Cross Listed Courses

Programs

1. Graphic Design A.S. Degree *New Program*
2. Graphic Design Certificate of Achievement *New Program*
3. Journalism A.A. Degree Major *New Program*
4. Prepress null *New Program*
5. Printing and Lithography Certificate of Achievement *New Program*
Modesto Junior College
CGR 332 Course Data Summary Report

CGR 332 - Advanced Presses
Action Type: Course Revision Major
Effective:
Primary Author: Alan Layne
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: State Classification: I
Open Entry/Open Exit: No  Work Experience: Occupational

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGR-332</td>
<td>Lecture</td>
<td>18.00</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>CGR-332</td>
<td>Lab</td>
<td>108.00</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>CGR-332</td>
<td>Disc</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>126</td>
<td>35%</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
Recommended for success: CGR 214
: CGR 223 or

99 of 119  MJC Curriculum Committee Meeting 03/03/09
Modesto Junior College
Course Outline of Record

CGR 332

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

CGR-332  Advanced Presses  3 Units

Formerly listed as: CGR - 332: Production Presses and Bindery

Advanced skills in the operation of Lithographic press and Flexographic press. Printing four colors in tight registration using a Lithographic press and a Flexographic press. Producing printed pieces for the college and meeting industry standards on those printing projects. 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. Advanced Lithographic Press

1. Press parts
2. Registration
   a. definition
   b. procedure
   c. adjustments
2. Press setup
   a. Feeder systems
      1. feeder check
      2. components
   b. Delivery systems
      1. types
      2. components
      3. adjustments
   c. Inking systems
   d. Roller systems
   e. Makeready
3. Lithographic theory
   a. Ink
   b. Dampening solutions
4. Press printing procedures
   a. feeder check
b. image position  
c. registration check  
d. print  
e. cleanup check  

5. Press maintenance  
a. System analysis  
   1. components  
   2. fluids  

b. Pumps  
c. Maintenance  
   1. detection  
   2. diagnosis  
   3. correction  

d. Motors  
   1. electrical  
   2. configurations  
   3. adjustments  
   4. maintenance  

  e. Scheduling techniques  
  f. Lubrication routines  

6. Image carriers  
a. Types  
  b. Exposure  
  c. Processing  

d. Mounting  

7. Pre-run preparation  
a. Job docket  
  b. Press sheet calculation  
  c. Ink consumption calculation  
  d. Press dummy  

B. Printing Processes  
1. Letter press  
2. Flexographic  
3. Lithographic  
4. Gravure  
5. Screen printing  
6. Web and sheet feed  

C. Advanced Narrow Web Flexographic Press  
1. Stack press  
  2. Central impression
3. In-line press (the press we have)
4. Webbing
   a. Configurations
   b. Webbing with turner bar
   c. Webbing through finishing section
5. Plate making and mounting
   1. Materials
   2. Exposures
   3. Wash out
   4. Drying
   5. Plate cylinders and tapes
      1. Integral cylinders
      2. Demountable cylinders (ours)
      3. Continous cylinders
      4. Plate cylinder addition (blow-on sleeve).
   6. Leveling and center plate
6. Gear drive and servo drive
7. Anilox Rolls
   a. Selection
   b. cleaning
   c. cell structures
8. Doctor Blades
   a. Types
   b. Care and maintenance
   c. Chamber blade system
9. Substrates
   a. Supercalendered
   b. Cast-coated
   c. Glassine
   d. Tissue
   e. Paperboards
   f. Foil
   g. Pressure sensitive coated films
10. Press Safety
   a. Lifting
   b. Common sense
   c. Pinch points
   d. Safety floor management
   e. Attitude
   f. Follow safety procedures
11. Inks and Solvents
   a. Types
   b. Components
   c. Systems
   d. Varnish
   e. Technology
   f. Viscosity
   g. pH
   i. Identification, handling, and Storage
   j. Characteristics of quality ink

12. Print station
   a. setup
      1. doctor blade
      2. pan or meter roll
      3. ink pan
      4. anilox
      5. meter roll and doctor blade settings
      6. plate cylinder impression
      7. ink setting
      8. reset plate cylinder impression
      9. registration from station to station
   b. Strobing print registration
   c. Registering to the dies

13. Finishing tooling
   a. Die selection
   b. Die installation and setting
   c. Underscore
   d. Waste removal
   e. Laminating station

14. Rewinding
   a. single roll
   b. multiple rolls
   c. roll tension

15. Color matching
   a. PMS color swatches
   b. Anilox roll choices
   c. Ink mix

16. Performance and quality check
   a. visual
   b. strobed
2. **Required Lab Content:**

   A. Advance Lithographic Press
      1. Press prep
      2. Feeding
         a. feed table
         b. register table
         c. delivery
      3. Ink and water setup
      4. Plate mounting
      5. Blanket mounting
      6. Set fountain keys
      7. Zero micro adjustments
      8. Print single color
      9. Clean press
         a. fountain rollers
         b. ink system
         c. cylinders
         d. bearers
      10. Print two color
          a. feeder
          b. position
          c. registration check
          d. print
          e. clean
      11. Press maintenance
          a. daily
          b. weekly
          c. monthly
          d. bi-annually
      12. Four color press run
          a. feeder
          b. position
          c. register
          d. print
          e. clean
      13. Production press runs
          a. feeder @ 10,000 sheets per hour
          b. print 5,000 in 3 hour lab
          c. register two color
d. maintain ink density within 10 points

Note that "b. motors" could be misinterpreted as a bullet point in the list. The context suggests it might be a part of another point, possibly related to "7. Print Process or CMYK".

B. Advanced Flexographic Web

1. Make and mount plates

2. Perform Press maintenance
   a. air systems
   b. motors
   c. mechanical systems
   d. daily, weekly, monthly and bi-annual

3. Select and setup tooing

4. Document the press run

5. Print single color

6. Print two or more colors

7. Print Process or CMYK
   a. setup web and tooing
   b. setup the print stations
   c. print and register first color to die
   d. register remaining for colors
   e. rewind into rolls
   f. finish rolls into customer size rolls or sheets

8. Trouble shoot press problems

9. Tour web Flexo printing facility

B. ENROLLMENT RESTRICTIONS

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

   a. Demonstrate flexographic press basics.

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>18.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Lab</td>
<td>108.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>
D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Related material will be presented through combined lecture, discussion, and lab demonstrations.
2. Computer-assisted activities will be completed to develop skills in related topics.
3. Instructional manuals (specific to equipment being operated) will be used as reference documentation for additional studies.
4. Technical/Instructional manuals will be studied to explain individual equipment operation, in addition to course text(s).
5. Simulated maintenance will be conducted, on varied pieces of equipment, to correlate theory to practical application.
6. Audio visual presentations will augment lecture: (film, slides, video, Power Point, transparencies).
7. Guided tours of printing plants/businesses and related manufacturing facilities, such as a paper mill.

E. ASSIGNMENTS (TYPICAL)

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

   Reading in the Offset Lithography Technology text weekly (1-2 hours)
   Reading in the Flexographic Narrow web training system manual (1-2 hours)
   Weekly during 7.5 week rotation on Flexo.
   Two research assignments one on Flexographic printing and one on Lithographic printing.

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

   Research the causes of slur on the offset press, and give a list of remedies.
   Research the types of film treatment devices available to increase the ability of the film to receive ink.
   If your offset press is not feeding correctly what would you check and correct if necessary?
   What could cause your die on the flexo web to only be cutting on one side? and what could have cause that problem?
   (Offset press question) If you are making micro adjustments in the up direction and you are getting opposite results what is the problem?

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:

Operate Lithographic press and print with precision registration. Students will also print with the Flexographic Web press with precision registration and finishing.

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 the properties of lithographic theory to specific large format presswork problems.

   b. Calculate the number of counts to complete a specific quantity of labels.

   c. Design a large, sophisticated offset lithographic press configuration to include all systems discussed in lecture.

   d. Demonstrate procedures used in the adjustment of feeder, register table, and delivery systems.

   e. Categorize ink and paper type, and correlate each to the press running characteristics.

   f. Calculate the quantity of ink and press sheets needed to complete a press run using registered plates if a four color project.

   g. Distinguish between the various image carriers and outline the exposure control methods and processing steps related to each.

   h. Describe the various types of registration systems used on press plates and complete a press run using registered plates on a four color project.

   i. Measure pH and conductivity factors of various chemicals and identify those that meet acceptable range and explain how pH and conductivity affects the quality of print.

   j. Troubleshoot for press problems during actual press run. Identify the problem in written format and describe steps taken to resolve the situation or problem.

   k. Apply the properties of flexographic theory to specific narrow web press problems.

   l. Measure pressure settings for roller and cylinder settings and make necessary adjustments.

   m. Rewind finished product onto shipping size rolls.

   n. Process plates for printing using data to select proper exposures.

   o. Mount plates for four color printing.

   p. Maintain and make necessary adjustments, as needed for quality printing.

   q. Set up and feed paper with the proper pull and delivery on the PM52 or equivalent press.

   r. Perform daily, weekly, monthly, an bi annual maintenance on Flexographic and Lithographic presses

   s. Perform press maintenance, identification of defective parts and ordering for replacement and installation.

   t. Set up and run UV ink, with proper drying, and cleanup.

   u. Evaluate Electrical motors, configurations, adjustments, and maintain them.

   v. Perform pre-run preparation, to include Job Docket, Press sheet or roll calculations, Ink consumption calculation, and Press dummy.
w. Maintain and analyze Flexographic and Lithographic pumps, and air systems.

x. Adhere to the proper safety procedures for Flexographic and Lithographic printing.

y. Adjust and select Flexographic inks for quality printing to include: viscosity using a Shell or Zahn cup, Ph, an automatic ink viscosity controllers, and matching ink with substrates.

a*. Web and setup the finishing operations to include: die cutting station, laminating station, waste removal station, exit nip roll, Web viewing, slitter station, static eliminators, rewind section components and rewind controls.

aa. Match color on the Flexographic press or the Lithographic press using the unique methods of each process.

ab. Maintain proper record keeping for Flexographic printed jobs.

2. Lab Learning Goals

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

a. Setup and run 5,000 process or cmyk sheets on the PM52 or equivalent lithographic press in two three our labs. Meeting industry standards.

b. Setup and select all the proper tooling to run print 20,000 labels in process color or cmyk in one three hour lab and perform all finishing operations.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Demonstrated skill performance
2. Descriptive lab analysis
3. Group task analysis/troubleshooting
4. Problem-solving techniques
5. Product mockup creation
6. Small group class presentations
7. Task performance ratings
8. Written examinations to include essays
9. Written systems diagnosis/recommendations

B. SUMMATIVE ASSESSMENT

1. Final Test
2. Lab Final
3. Midterm tests
Proposal Impact

CGR 352 Production Management
***Course Revision Minor***
Alan Layne

Courses

Cross Listed Courses

Programs
CurricUNET Course Outline Style Guide

Please Note: Don’t paste formatted text into CurricUNET; instead, use the buttons for all outline formatting. Also, when you are working in CurricUNET, you can check the progress of your outline and see how it will appear in a word document by clicking on the blue and red WR icon in the left-hand menu. You can also review the Distance Education element, if applicable, by clicking on the DE icon in the left-hand menu.

http://www.curricunet.com/mjc/

1) Cover:
   A. Important Note: The catalog description entered into CurricUNET is directly transferred into the catalog that students will see; therefore, the course description must be accurate, up-to-date, and free of any errors.
   B. When starting each section, begin with capital letters.

2) Overall Course Goal: 1 or 2 sentence statement of what you expect students to have learned by the end of the semester. Section begins with the following: “As a result of satisfactory completion of this course, the student should be prepared to:”. You complete the statement, but begin with a capital.

3) Methods of Assessment: CurricUNET might have dumped all previous assessments into the “Summative” category, or may have mixed up summative with formative. You will need to review and edit accordingly.
   A) Formative Assessment refers to assessments that take place throughout the semester, such as quizzes, homework assignments, presentations, essays, midterms.
   B) Summative Assessment refers to assessments that take place at the end of the semester, such as a final exam, project, or essay.
   C) List specific assessments individually and begin each assessment with a capital. Assessments should be very brief (i.e. Quizzes, Midterm Exam, Journal Entries, etc.)
   D) If you are working on a course that has a contractually agreed upon word requirement, e.g. English 101, list word requirement in the Formative Assessment area.

4) Student Learning Goals: (this field corresponds to the Objectives field in CurricuWeb)
   A) Please Note: In the word document version, the following sentences precede your list of student learning goals: 1) “Mastery of the following learning goals will enable the students to achieve the overall course goal.” 2) “Upon satisfactory completion of this course, the student will be able to:” (you will not see these while in CurricUNET, but know they are there)
B) List specific goals individually; in other words, do not combine goals or list sub goals. Begin each new goal with a capital.

C) Use action words to complete the introductory sentence noted above, such as State, Identify, Analyze, Criticize, Demonstrate

D) Please Note: Each goal you list must be matched with a specific assessment or assessments that you listed in your Methods of Assessment field.

5) Course Content:

A) This field can be completed in standard outline form with subsections noting specific units of instruction. Begin each point with a capital. Use the formatting buttons provided by CurricUNET.

6) Methods of Instruction:

A) Please Note: In the word document version, the following sentence precedes your list of methods: “Instructors of the course might conduct the course using the following method” (you will not see this sentence, but know it will appear on the course outline). Start each method with a capital.

B) Also, Please Note: this section in the old outline focused on what students would do; now the focus has changed to what instructors do in the course. Please make the appropriate adjustment. For instance, instead of “Complete assigned readings,” enter “Assign readings.”

C) When entering a method in the box provided, do not number it.

D) You may have subcategories under a specific method; however, don’t use outline formatting because it disappears in the final document. Instead, use a colon after your method and create a list.

E) As with the Student Learning Goals field, you need to use action words to clarify method of instruction, such Assign, Direct, Administer, Present. etc. Use the “Taxonomy” link at the bottom of the left-hand menu for help.

7) Assignments: (NOTE: English faculty please use departmentally approved template language).

A) There are two separate sections for this field that ask you to show: 1) Evidence of Appropriate Workload for Course Units, and 2) Evidence of Critical Thinking.

B) In the first section, you need to list activities that show you have an appropriate workload: i.e. 2 hours of homework per each hour of class. Please Note: In the word document version, the following sentence precedes your list: “Time spent on coursework in addition to hours of instruction (lecture hours)”
C) Begin each line with a capital letter and use numbering button for format.

D) In the second section under Evidence of Critical Thinking, you list examples of actual assignments and/or exam questions. **Please Note:** In the word document version, the following sentence precedes your assignments: “Assignments require the appropriate level of critical thinking.”

E) For purposes of consistency, we are asking that you limit your typical assignments to no more than two.

8) **Distance Education:** If this course is not taught online, you can skip this section; however, if it is taught online by other instructors or has been taught online, you need to fill out the fields listed in this section. Ideally, traditional and online instructors would co-author this course, but if this isn’t possible, you can contact the online instructor and get required information from him or her so you can complete this section.

9) **Texts and Other Readings:** Here you list texts currently in use; however, if a text is 5 or more years old, you must justify its use in the course. You do this in the field titled “Other.”

10) **Requisite Skills:** You need to state, in measurable terms, what the student needs to be able to do prior to entering the course. **Please Note:** In the word document version, the following sentence precedes your list of requisite skills: “Before entering the course, the student will be able to:” Please limit skills to a reasonable number. Use a capital for each statement. For the 2nd part of this section (Phase 2), you need to select the class being used as a prereq. and click on specific objectives within the class that cover the skill you indicated is needed. If you have created a requisite skill for which there is no objective in the pre-requisite course, then you probably need to remove that skill requirement. The course you choose pre-requisite objectives from to match your requisite skills does not have to be an official prerequisite to the course.

11) **Course Requisites:** Choose each prerequisite course and advisory course separately.

12) **Comparable Courses:** This field needs to be filled out for courses requesting transferability to CSU and/or UC. (See attachment on how to use ASSIST)

13) **Library:** To complete this field, you should assess the library holdings relevant to your course. If the holdings are not sufficient, you should contact and work with a librarian to address the problem.
ASSIST has recently created special usernames and passwords that allow staff and faculty access to the Curriculum Reports in ASSIST. The newest features, Course Search and Course Articulation Summary, are also accessible. You will not be able to access OSCAR or the Curriculum Update System since those sites are solely used by the Articulation Officer to submit course information on MJC’s behalf.

1. Go to http://info.assist.org
2. Select Database, then ASSIST Maintenance Reports
3. Click on the link for Maintenance Reports
4. Log in using the username and password below (neither entry is case-sensitive):

   The username is: MODESTOFAC
   The password is: Maroon

Click on the type of report you would like to see from the choices found on the left sidebar. You will be prompted to make the selections necessary to display each type of report.
Available Reports

**Course Version**  This report includes all of the courses in the ASSIST database for a selected prefix at an institution. After selecting an institution from the list below, you will be prompted to select the prefix for the courses you would like to display.

**Active Courses**  This report shows only those courses that were active for the term, institution, and prefix you choose. The report includes the Beginning Term for each course, the Course Name and Title, Minimum/Maximum Units, CSU Baccalaureate status, and UC Transferable status.

**Course Changes**  This report displays only those courses for which a course attribute changed for the term and institution you choose. The report includes course additions and deletions. The following items are shown on the report: New/Terminated status, Course Name and Title, Minimum/Maximum Units, CSU Baccalaureate status, and UC Transferable status.

**Course History**  This report displays the complete history of a course in ASSIST including changes to any of the course attributes.

**Prefixes and Depts.**  This report displays all of the course prefix and department abbreviations and long names used by an institution.

**Course Search**  The Course Search report lets you search CCC, CSU, and UC curriculum to find courses that match the course criteria you select on the prompting page. Only the courses that match all selected criteria combined are included in the report. For example, if you select IGETC Area 1A and Yes for
"OSCAR Outline Exists?," but there are no courses for IGETC Area 1A that also have an OSCAR Outline, no courses will appear in the report.

**Oscar Outlines**  This report includes links to the OSCAR outlines for an institution. If a course has outlines in multiple cycles, the most recent is shown.

**Single Course Articulation Summary**  This report provides a summary of the curricular information and articulation for the selected course. The articulation summary indicates the presence of the course in the articulation agreement, but it does not show the articulation in context and may be missing critical contextual information. To see the articulation in context, click a link for the GE, By Department, or By Major articulation.
DATE: February 25, 2009

TO: MJC Curriculum Committee

FROM: Kathleen Ennis, Library Curriculum Representative

RE: Library/Learning Resources Prefix Change

Dear Curriculum Committee Members:

The MJC Library currently offers two credit-bearing courses, our two-unit Research Methodology course (LR100) and a one-unit course entitled Library Research on the WWW (LR120). The Library is a department of the Learning Resources division, and in the MJC Catalog as well as the Schedule of Classes the Library’s course offerings have traditionally been listed under the Learning Resources heading. As you can imagine, this is very confusing to students trying to find our courses in college publications. Students look for us under “Library” and there is nothing there. Every year we field complaints from students unable to find our courses for purposes of registration.

Happily, after the 2008 reclassification, our Dean’s title was changed from the Dean of Learning Resources to the Dean of Library and Information Technology. The MJC Library faculty, along with the Dean of Library and Information Technology, is requesting the removal of our two existing courses from the LR prefix and the creation of the new departmental prefix of LIBR which will house the current and any future Library Research courses.

We are requesting the change effective Summer 2010, which will enable us to update both courses in CurricUNET by the deadline for the Summer 2010 effective date. This will ensure a smooth transition for all organizational parties affected (Evaluations, Admissions, Office of Instruction, etc.).

Thank you for your attention and consideration to this matter.