Curriculum Committee

AGENDA

Tuesday, March 13, 2012
Yosemite 213 2:40 PM

I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

III. NOTIFICATION

IV. CONSENT

V. DISCUSSION

INACTIVATIONS

| Course | Title                                      | Units |
|--------|--------------------------------------------|-------|-------|
| ENGL 198 | English Special Topics                    | 3     |       |
| FDP 200 | Basic Food Processing                      | 3     |       |
| FDP 381 | Food Products Microanalysis-B-Mold        | 2     |       |

**ENGL 198**

**Effective:** Summer 2013

**INACTIVATE**

**Program Impact:**

1. English A.A. Degree

**FDP 200**

**Effective:** Summer 2013

**INACTIVATE**

**Program Impact:**

1. Agriculture Laboratory Technician A.S. Degree
2. Agriculture Laboratory Technician Certificate of Achievement
3. Food Processing Certificate of Achievement
4. Food Processing A.S. Degree

**FDP 381**

**Effective:** Summer 2013

**INACTIVATE**

**Program Impact:**

1. Food Processing Certificate of Achievement
2. Food Processing A.S. Degree
3. Agriculture Laboratory Technician Certificate of Achievement
4. Agriculture Laboratory Technician A.S. Degree
FDP 383  Enzymes in the Food Industry  1  
**Effective:** Summer 2013  
**INACTIVATE**  
**Program Impact:**  
1. Food Processing Certificate of Achievement  
2. Food Processing A.S. Degree  
3. Agriculture Laboratory Technician Certificate of Achievement  
4. Agriculture Laboratory Technician A.S. Degree

GERM 52  Introduction to Practical German 2  3  
**Effective:** Summer 2013  
**INACTIVATE**  
**Program Impact:**  
Stand Alone

PLSC 385  Pruning  1  
**Effective:** Summer 2013  
**INACTIVATE**  
**Program Impact:**  
Stand Alone

**UPDATES (including modifications/reactivations)**

ADJU 212  Criminal Investigation  3  
**Effective:** Summer 2013  
**MODIFY**  
**Enrollment Restrictions:** Requesting: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ADJU 201  
**Distance Education Status:** Maintaining Online  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Periodic Review  
**Program Impact:**  
1. Administration of Justice A.S. Degree  
2. Administration of Justice A.A. Degree

ADJU 213  Patrol Procedures  3  
**Effective:** Summer 2013  
**MODIFY**  
**Enrollment Restrictions:** Requesting: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ADJU 201  
**Distance Education Status:** Requesting Online  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Periodic Review  
**Program Impact:**  
1. Administration of Justice A.S. Degree  
2. Administration of Justice A.A. Degree
ADJU 217  Substance Abuse  3
Effective: Summer 2013
MODIFY: description, requisite skills, content, methods of instruction, typical assignments, textbooks, course goal, learning goals, methods of assessment
Enrollment Restrictions: Maintaining: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ADJU 201; and satisfactorily complete ADJU 202
Distance Education Status: Maintaining Online
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Requesting (MJC-GE: B, E) (CSU-GE: D7, E)
Rationale: Periodic Review
Program Impact:
1. Administration of Justice A.S. Degree
2. Administration of Justice A.A. Degree

ADJU 234  Crime Causation  3
Effective: Summer 2013
MODIFY: description, content, methods of instruction, typical assignments, textbooks, course goal, learning goals, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Maintaining Online
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE
Rationale: Periodic Review
Program Impact:
1. Administration of Justice A.S. Degree
2. Administration of Justice A.A. Degree

ADJU 243  Domestic Violence Crisis Intervention  3
Effective: Summer 2013
MODIFY: enrollment restrictions, methods of instruction, typical assignments, textbooks, course goal, methods of assessment
Enrollment Restrictions: Maintaining: (A) before enrolling in this course, students are strongly advised to satisfactorily complete ADJU 201; Removing: (A) ADJU 242
Distance Education Status: Maintaining Online
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE.
Rationale: Periodic Review
Program Impact:
1. Administration of Justice A.S. Degree
2. Administration of Justice A.A. Degree
CMPGR 262 Exploring the World Wide Web 1
Effective: Spring 2010 (Request overridden by Office of Instruction because timeline is impossible) Spring 2013 Expedited!
Rationale for Expedited Approval: Due to clarified guidelines regarding TBA lab hours from the California Community Colleges Chancellor’s Office, It is clear that our facilities are insufficient to accommodate our current enrollment. As suggested in these guidelines, we are adding online and hybrid modality options to all of our classes that utilize TBA lab hours. These standards must be applied by the Spring 2010 semester.
MODIFY: Hours/face to face modalities, content, methods of instruction, typical assignments, textbooks, course goal, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Maintaining Online, Mixed Modalities/Hybrid course
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Approved for GE: Activities
Rationale: To comply with newly revised code or law
Program Impact:
  2. Computer Graphics Applications Certificate of Achievement
  3. Computer Network Technician Certificate of Achievement

PLSC 260 Plant Disease Control 3
Effective: Summer 2013
MODIFY: Field trips, content, methods of instruction, typical assignments, learning goal, methods of assessment
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE
Rationale: Plant Science classes are scheduled for 5 year review cycle Fall 2011
Program Impact:
  1. Crop Science A.S. Degree
  2. Environmental Horticultural Science A.S. Degree
  3. Fruit Science A.S. Degree
  4. Soil Science A.S. Degree
  5. University Preparation, Emphasis in Agricultural Sciences A.A. Univ Prep - Area of Emphasis

NEW COURSES
AUTEC 200 Automotive Service Management 3
Effective: Summer 2013 pending CCCCO approval.
ADOPT
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Not approved for GE
Rationale: It was recognized and supported by the automotive advisory committee as a needed course to prepare students for the role of service manager. The course will also help prepare students for the Automotive Service Excellence (ASE) certification test C-1 exam
Program Impact:
  Stand Alone
AUTEC 211 Introduction to Alternative Fuels and Advanced Technology Vehicles 3

Effective: Fall 2012 Spring 2013 pending CCCCO approval. Expedited!

NOTE: The Instruction office has overridden the request for FALL 2012 implementation because scheduling deadlines have passed for FALL 2012, and this new course will require both YCCD Board of Trustees approval as well as CCCCO CCC-530 approval prior to any scheduling taking place.

Rationale for Expedited Approval: Course has been developed to comply with current CTE Collaborative Grant Workplan activities. Course is also a critical component of the alternative fuels footprint for the Automotive Program.

ADOPT

Enrollment Restrictions: Requesting (P) Satisfactory completion of AUTEC 368.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Not approved for GE
Rationale: It was recognized and supported by the automotive advisory committee as a needed course to prepare students for the role of service manager. The course will also help prepare students for the Automotive Service Excellence (ASE) certification test C-1 exam

Program Impact:
Stand Alone

VI. PROGRAM NOTIFICATION AGENDA

Program Learning Outcomes

Chancellor’s Office Approvals: PROGRAMS: CCC-501, CCC510, CCC-511, CCC-300 Application Approvals

(Change)

Chancellor’s Office Denials: PROGRAMS

Chancellor’s Office Updates

VII. PROGRAM CONSENT AGENDA

VIII. PROGRAM DISCUSSION AGENDA

Program Changes that do not require Chancellor’s Office Notification/Application

CCC-501: Application for Approval - New Credit Programs
(Change)

CCC-510: Substantial Changes to an Approved Credit Program

CCC-511: Non-Substantial Changes to Approved Program or Change of Active–Inactive Status
IX. UNFINISHED BUSINESS

Action Items

1. Course Substitutions for Academic Awards M. Robles / B. Adams
2. Placing Courses within Disciplines M. Adams / B. Adams
3. Revisions to CurricUNET Course Proposal Fields and Word Report B. Adams

Informational Items

1. Equating Courses and Repetitions L. Miller
   Postponed Indefinitely
2. Independent Study and Work Experience Course Outlines B. Adams

X. NEW BUSINESS

Action Items

1. Prerequisite/Corequisite/Advisory/Limitation on Enrollment Language Standardization L. Miller
   No Report

Informational Items

CurricUNET Training scheduled for March 14, 2012 from 2:30 p.m. – 3:30 p.m., FH 111

XI. WORKGROUPS

1. Operations Workgroup J. Zamora / B. Adams / L. Miller
   Catalog Production Update

XII. TASK FORCES

1. CurricUNET Implementation Task Force Update B. Adams / L. Miller

XIII. PUBLIC COMMENT
I. APPROVAL OF ORDER OF AGENDA

Hearing no objection, the order of the agenda was approved.

II. APPROVAL OF MINUTES

February 14, 2012

Hearing no objection, the minutes of 02/14/12 were approved.

III. NOTIFICATION

IV. CONSENT

V. DISCUSSION

INACTIVATIONS

EHS 65 Introductory Landscape Planning and Designing

<table>
<thead>
<tr>
<th>Effective: Summer 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>INACTIVATE</td>
</tr>
<tr>
<td>Program Impact:</td>
</tr>
<tr>
<td>Stand Alone</td>
</tr>
<tr>
<td>M/S/U (E. KERR, P. UPTON) to INACTIVATE EHS 65.</td>
</tr>
</tbody>
</table>

FDP 300 Certified Professional Food Manager Training

<table>
<thead>
<tr>
<th>Effective: Summer 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>INACTIVATE</td>
</tr>
<tr>
<td>Program Impact:</td>
</tr>
<tr>
<td>1. Food Processing A.S. Degree None</td>
</tr>
<tr>
<td>2. Food Processing Certificate of Achievement</td>
</tr>
<tr>
<td>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 300.</td>
</tr>
</tbody>
</table>

During the discussion of blanket approvals, M. Garcia questioned the rational for inactivation of FDP courses. B. Adams explained that the division also plans to inactivate the programs, and that the committee should see those next meeting. M. Garcia was puzzled by the inactivation and reported that students are still interested in the program. B. Adams
The division claimed there is no need or interest in the program. M. Garcia added that this program provides employees of the canneries, etc., opportunities to improve their skills and to advance their careers. Review of the rationale of one of the course inactivation proposals noted that the FDP courses may be more appropriately offered under Community Education and Workforce Development.

<table>
<thead>
<tr>
<th>FDP</th>
<th>Course Title</th>
<th>Effective</th>
<th>Program Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Certified HACCP Manager Training</td>
<td>Summer 2013</td>
<td><strong>INACTIVATE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Food Processing A.S. Degree None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Food Processing Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 301.</strong></td>
</tr>
<tr>
<td>342</td>
<td>Introductory Wine Evaluation</td>
<td>Summer 2013</td>
<td><strong>INACTIVATE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Food Processing Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 342.</strong></td>
</tr>
<tr>
<td>376</td>
<td>Basic Food Plant Lab Procedures</td>
<td>Summer 2013</td>
<td><strong>INACTIVATE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Agriculture Laboratory Technician Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Agriculture Laboratory Technician A.S. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Food Processing Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Food Processing A.S. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 376.</strong></td>
</tr>
<tr>
<td>378</td>
<td>Food Lab Instruments</td>
<td>Summer 2013</td>
<td><strong>INACTIVATE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Agriculture Laboratory Technician Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Agriculture Laboratory Technician A.S. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Food Processing Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Food Processing A.S. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 378.</strong></td>
</tr>
<tr>
<td>379</td>
<td>Food Products Grading</td>
<td>Summer 2013</td>
<td><strong>INACTIVATE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Agriculture Laboratory Technician Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Agriculture Laboratory Technician A.S. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Food Processing Certificate of Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Food Processing A.S. Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 379.</strong></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
<td>Effective Date</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>FDP 380</td>
<td>Food Products Microanalysis-A</td>
<td>1</td>
<td>Summer 2013</td>
</tr>
<tr>
<td></td>
<td>Program Impact:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Food Processing A.S. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Food Processing Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Agriculture Laboratory Technician Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Agriculture Laboratory Technician A.S. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 380.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDP 382</td>
<td>Food Products Microanalysis-C</td>
<td>1</td>
<td>Summer 2013</td>
</tr>
<tr>
<td></td>
<td>Program Impact:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Food Processing A.S. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Food Processing Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Agriculture Laboratory Technician Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Agriculture Laboratory Technician A.S. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 382.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDP 386</td>
<td>Food Lab Chemistry Procedures</td>
<td>1</td>
<td>Summer 2013</td>
</tr>
<tr>
<td></td>
<td>Program Impact:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Food Processing A.S. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Food Processing Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Agriculture Laboratory Technician Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Agriculture Laboratory Technician A.S. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 386.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDP 387</td>
<td>Food Processing Sanitation &amp; Cleanup</td>
<td>1</td>
<td>Summer 2013</td>
</tr>
<tr>
<td></td>
<td>Program Impact:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Agriculture Laboratory Technician Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Agriculture Laboratory Technician A.S. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Food Processing Certificate of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Food Processing A.S. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 387.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTDS 155</td>
<td>Hist of Interiors/Decorative Arts 2</td>
<td>3</td>
<td>Summer 2013</td>
</tr>
<tr>
<td></td>
<td>Program Impact:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. General Studies, Emphasis in Humanities A.A. Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U (E. KERR, P. UPTON) to INACTIVATE FDP 387.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### UPDATES (including modifications/reactivations)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Effective</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSCI 323</td>
<td>Fire Hydraulics</td>
<td>3</td>
<td>Summer 2013</td>
<td>MODIFY: Content, requisite skills, methods of Instruction, textbooks, leaning goals. Enrollment Restrictions: Maintaining: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete FSCI 301. Distance Education Status: None. Materials Fee Status: None. Articulation Status: Does not transfer. General Education Status: Not approved for GE. Rationale: Course is being modified for adherence to scheduled periodic review matrix, Fall 2011/Spring 2012. Program Impact: 1. Fire Science Certificate of Achievement 2. Fire Science A.S. Degree.</td>
</tr>
<tr>
<td>FSCI 374</td>
<td>Fire Instructor 2B</td>
<td>2.5</td>
<td>Summer 2013</td>
<td>MODIFY: Units, description, hours/face to face modalities, requisite skills, content, methods of instruction, typical assignments, textbooks, leaning goals, methods of assessment. Enrollment Restrictions: Removing: (P) Satisfactory completion of FSCI 352, FSCI 353; Requesting: (L) Enrollment limited to students who can provide State Fire Training Certificates for Fire Instructor 1A and 1B, or Training Instructor 1A, 1B, and 1C. Distance Education Status: None. Materials Fee Status: Maintaining fee of $110. Articulation Status: Does not transfer. General Education Status: Not approved for GE. Rationale: Periodic Review. Program Impact: 1. Fire Science Certificate of Achievement 2. Fire Science A.S. Degree.</td>
</tr>
</tbody>
</table>
PEM 140  Touch Football and Kanaki  1

**Effective:** Summer 2013

**MODIFY:** Discipline/Number, units, field trips, hours/face to face modalities, content, methods of instruction, typical assignments, textbooks, leaning goals, methods of assessment

**Enrollment Restrictions:** None

**Distance Education Status:** None

**Materials Fee Status:** None

**Articulation Status:** Transfer to CSU and UC

**General Education Status:** Approved for (MJC-GE: Activities)

**Rationale:** Periodic review and update to meet current curriculum standards and adhere to curriculum matrix.

**Program Impact:**

1. Physical Education A.A. Degree

*Pulled for discussion with PEM 141 by M. Garcia due to concerns that one of the formative assessments was identical to one of the summative assessments.*

*M/S/U (C.MULDER, L. LANIGAN) to MODIFY PEM 140 with a friendly amendment to add the word "final" to Summative Assessments*

*M/S/U (M. LYNCH, J. SOLA) to MAINTAIN ACTIVITIES PLACEMENT for PEM 140*

PEM 141  Advanced Touch Football  1

**Effective:** Summer 2013

**MODIFY:** Discipline/Number, units, field trips, hours/face to face modalities, enrollment restrictions, content, methods of instruction, typical assignments, textbooks, course goal, leaning goals, methods of assessment

**Enrollment Restrictions:** Requesting: (A) before enrolling in this course, students are strongly advised to have previously participated in high school and/or intercollegiate sports requiring strength, agility, and physical conditioning.

**Distance Education Status:** None

**Materials Fee Status:** None

**Articulation Status:** Transfer to CSU and UC

**General Education Status:** Approved for (MJC-GE: Activities)

**Rationale:** Periodic review and update to meet current curriculum standards and adhere to curriculum matrix.

**Program Impact:**

1. Physical Education A.A. Degree

*Pulled for discussion with PEM 140 by M. Garcia due to concerns that one of the formative assessments was identical to one of the summative assessments.*

*M/S/U (C.MULDER, L. LANIGAN) to MODIFY PEM 140 with a friendly amendment to add the word "final" to Summative Assessments*

*M/S/U (E. MAKI, M. GARCIA) to ADD ENROLLMENT RESTRICTION to PEM 141*

*M/S/U (M. LYNCH, J. SOLA) to MAINTAIN ACTIVITIES PLACEMENT for PEM 141*
PEM 162  Soccer  1  
**Effective:** Summer 2013  
**MODIFY:** Discipline/Number, units, field trips, hours/face to face modalities, content, methods of instruction, typical assignments, textbooks, course goal, leaning goals, methods of assessment  
**Enrollment Restrictions:** None  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU and UC  
**General Education Status:** Approved for (MJC-GE: Activities)  
**Rationale:** Periodic review and update to meet current curriculum standards and adhere to curriculum matrix.  
**Program Impact:**  
1. Physical Education A.A. Degree  
*M/S/U (E. KERR, P. UPTON) to MODIFY PEM 162*  
*M/S/U (M. LYNCH, J. SOLA) to MAINTAIN ACTIVITIES PLACEMENT for PEM 162*

PEW 164  Women's Indoor-Outdoor Soccer  1  
**Effective:** Summer 2013  
**MODIFY:** Discipline/Number, units, field trips, hours/face to face modalities, content, methods of instruction, typical assignments, textbooks, course goal, leaning goals, methods of assessment  
**Enrollment Restrictions:** None  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU and UC  
**General Education Status:** Approved for (MJC-GE: Activities)  
**Rationale:** Periodic review and update to meet current curriculum standards and adhere to curriculum matrix.  
**Program Impact:**  
1. Physical Education A.A. Degree  
*M/S/U (E. KERR, P. UPTON) to MODIFY PEW 164.*  
*M/S/U (M. LYNCH, J. SOLA) to MAINTAIN ACTIVITIES PLACEMENT for PEW 164.*
PLSC 200  
Introduction to Plant Science  
Effective: Summer 2013  
MODIFY Field trips, content, typical Assignments, textbooks, course goal, methods of assessment  
Enrollment Restrictions: None  
Distance Education Status: None  
Materials Fee Status: None  
Articulation Status: Transfer to CSU and UC  
General Education Status: Approved for (MJC-GE: A) (CSU-GE: B2)  
Rationale: Periodic Review  
Program Impact:  
1. Agricultural Science A.S. Degree  
2. Agriculture Business A.S. Degree  
3. Agriculture Laboratory Technician Certificate of Achievement  
4. Agriculture Laboratory Technician A.S. Degree  
5. Agriculture: Sales, Service A.S. Degree  
6. Agriculture: Sales, Service Technician Certificate of Achievement  
7. Animal Science A.S. Degree  
8. CSU General Education Pattern Certificate of Achievement  
9. Commercial Floristry Technician Certificate of Achievement  
10. Crop Science A.S. Degree  
11. Dairy Industry A.S. Degree  
12. Dairy Science A.S. Degree  
13. Environmental Horticultural Science A.S. Degree  
14. Food Processing A.S. Degree  
15. Food Processing Certificate of Achievement  
16. Forestry A.S. Degree  
17. Forestry Technician Certificate of Achievement  
18. Fruit Science A.S. Degree  
19. General Studies, Emphasis in Natural Sciences A.A. Degree  
20. Landscape and Park Maintenance Certificate of Achievement  
21. MJC-GE Pattern A.A. Degree Major  
22. Mechanized Agriculture A.S. Degree  
23. Nursery Production Certificate of Achievement  
24. Poultry Science A.S. Degree  
25. Recreational Land Management Certificate of Achievement  
26. Recreational Land Management A.S. Degree  
27. Soil Science A.S. Degree  
28. University Preparation, Emphasis in Agricultural Sciences A.A. Degree  

M/S/U (E. KERR, P. UPTON) to MODIFY PLSC 200.  
M/S/U (P. UPTON, C. MULDER) to MAINTAIN GE PLACEMENT for PLSC 200.
NEW COURSES

None

VI. PROGRAM NOTIFICATION AGENDA

Program Learning Outcomes
(Non)

Chancellor's Office Approvals: PROGRAMS: CCC-501, CCC510, CCC-511, CCC-300 Application Approvals
(Non)

Chancellor's Office Denials: PROGRAMS

Chancellor's Office Updates

VII. PROGRAM CONSENT AGENDA

VIII. PROGRAM DISCUSSION AGENDA

Program Changes that do not require Chancellor's Office Notification/Application
(Non)

CCC-501: Application for Approval - New Credit Programs
(Non)

CCC-510: Substantial Changes to an Approved Credit Program
(Non)

CCC-511: Non-Substantial Changes to Approved Program or Change of Active–Inactive Status

<table>
<thead>
<tr>
<th>MODIFY</th>
<th>University Preparation, Emphasis in Earth Science</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective Term: Summer 2012 Expedited</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Degree type from AA to AS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U (J. SOLA, L. LANIGAN) to MODIFY University Prep: Emphasis in Earth Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M/S/U (M. LYNCH, J. BEEBE) to EXPEDITE IMPLEMENTATION of University Prep: Emphasis in Earth Science</td>
<td></td>
</tr>
</tbody>
</table>
IX. UNFINISHED BUSINESS

Action Items

1. **Course Substitutions for Academic Awards**
   M. Robles / B. Adams
   Now that catalog production is completed, M. Robles will work with L. Miller to redesign the proposed Course Substitution form being discussed by the committee.

2. **Placing Courses within Disciplines**
   M. Adams/B. Adams
   M. Adams opened discussion on this item by asking the committee about the process now in development. He asked, “What about disciplines who want to fast-track getting approvals of disciplines for courses without going through an entire course curriculum revision?” One solution presented at the meeting was to create a template that users could grab from the site. This would not require revision of an entire course through the curriculum process. B. Adams had prepared a mock-up of such a template, and mentioned that she could work with L. Miller to fine-tune its appearance. She mentioned that it would be ideal to have the ability to immediately associate a discipline with a course included in CurricUNET, but that is not necessarily going to be an option at this point because of staffing and technology limitations. M. Adams also asked the committee to consider what the review process for associating disciplines with courses might look like, and where it should take place. He opined that the curriculum committee seems like an ideal forum for such review and discussion. It was clarified that when courses come through curriculum, that this process will be added to the list of elements already reviewed by the committee.

Lively discussion ensued. Columbia College’s course outlines were brought up for review, and some members wondered how they had implemented their process so quickly. Many members were still unclear on how this process related to hiring of adjunct faculty, minimum qualifications, and FSAs (faculty service areas). J. Zamora reminded the committee that this is a separate issue from those other topics. Some members noted that in the past it seemed that because an instructor is hired within a department, that the instructor is considered qualified to teach all courses offered by that department. J. Zamora explained that this would clean up that perception, because appropriate disciplines would be clearly linked to the course itself, as opposed to the entire department. It was asked that—if the faculty author is the one to identify disciplines associated with the course—what is in place to ensure that all possible appropriate disciplines are identified? What about those courses that could introduce conflict? J. Zamora re-emphasized that this issue is about associating disciplines with courses, and that things like hiring, FSAs, and minimum qualifications are separate issues. L. Miller suggested that she work with J. Zamora to create a graphic illustrating the relationship of these elements to make the distinction between these areas more clear because many members admitted to struggling with the distinction. It was mentioned and re-emphasized that deans need to be made aware of this process to ensure that appropriate personnel are selected for adjunct assignments.

3. **Revisions to CurricUNET Course Proposal Fields and Word Report**
   B. Adams/J. Zamora
   J. Zamora began discussion on the topic by distributing and reviewing a document he prepared highlighting all of the site visit report’s language as to how MJC “has not fully addressed the recommendation”. The committee was reminded that the proposed plan will allow for Course Learning Outcomes or CLOs (formerly known as SLOs) to be housed in CurricUNET but not reported on the course outline, nor reviewed/approved by the curriculum committee. This plan would help the college respond to the concerns of WASC. The dialog moved swiftly into discussion of related topics including but not limited to; the inclusion of CLOs on the syllabus, the accessibility of CLOs for students, questions about where they are housed, and the appropriateness of the CLOs being placed in the curriculum module of CurricUNET as opposed to the Program Review module. B. Adams reminded the committee that the ASCCC’s Model Course Outline of Record reference guide notes that the course outline is not required to include CLOs, but that it provides a convenient place to locate them. She reminded the committee of a meeting she attended with K. Walters Dunlap, B. Sanders, and A. Peek, where discussion took place on the inclusion of CLOs on the outline. Her response was that the committee could not be expected to keep up with the review of CLOs on every outline, and with every revision. This would make the process much more cumbersome. It was agreed that it would be reasonable to have the committee review them when courses came through in the scheduled review matrix, to verify objectives align with outcomes. As noted during the discussion, the alignment of objectives and outcomes is included in Standard IIA.
Informational Items

1. Equating Courses and Repetitions
   L. Miller
   Postponed Indefinitely

2. Independent Study and Work Experience Course Outlines
   B. Adams
   B. Adams reported because of accreditation concerns and work on the CurricUNET mockups, no progress has been made on this item.

X. NEW BUSINESS

Action Items

1. Prerequisite/Corequisite/Advisory/Limitation on Enrollment Language Standardization
   L. Miller
   No Report

XI. WORKGROUPS

1. Operations Workgroup
   J. Zamora / B. Adams / L. Miller
   Catalog Production Update

XII. TASK FORCES

1. CurricUNET Implementation Task Force Update
   B. Adams/L. Miller
   This item was covered under Unfinished Business, Action Items 2 and 3.

XIII. PUBLIC COMMENT
CurricUNET Revisions – Placement of Courses within Disciplines would be added to cover page.

Revisions to Course Outline Word Report would be as follows:

If CurricUNET is not able to provide the ASCCC link in the discipline field, a link will be provided on the left hand side of the page with the other Internet links.
MJC Process for Placing Courses within Disciplines – Course Proposals Submitted in CurricUNET

1. Course author will choose appropriate discipline(s) from the ASCCC Disciplines List. The link to the Disciplines List is located in CurricUNET.

2. Discipline proposal will be reviewed by Technical Review in the normal Technical Review process.

3. Discipline proposal will be reviewed by Curriculum Committee in the normal Committee Member review process.

4. The discipline proposal will be considered an element of the course and will be voted on within the course vote, and will not require a separate vote.

MJC Process for Placing Courses within Disciplines – Course Proposals Not Submitted in CurricUNET

1. If a department wishes to propose assignment of courses to discipline(s) in an expedient manner and the courses are in compliance and not in need of being updated in CurricUNET, a proposal may be submitted to the committee for review and voting purposes. The proposal will be included in the appropriate Curriculum Committee agenda.

2. The proposal will be typed on a Word document that includes the following components:
   a. Faculty Requestor(s) and Division(s)
   b. Course Number and Name
   c. Proposed Discipline(s)
   d. Rationale for placement

3. The proposal will be submitted to the Office of Instruction, via e-mail or hard copy.

4. Discipline proposal will be reviewed by Technical Review Committee.

5. Proposal will be placed on next available agenda and the Word document will be included in the full agenda for Committee Review. The proposal will also be e-mailed via the Curriculum Committee distribution list before the scheduled meeting.

6. The discipline proposal will be voted on under separate consideration than the typical voting categories (course outlines, requisites, local requirements, GE placements, distance education modalities, materials fees).
A sample Word proposal follows: (a formal template would be created by Instruction Office after approval of process, then reviewed and approved by Curriculum Committee):

REVISED: SEE FOLLOWING PAGES

MIC Proposal for Placement of Courses within Disciplines

1. Date: 2/22/12
2. Faculty Requestor(s)/Division(s): Barbara Adams/Arts, Humanities, & Communications
3. Course Number and Name: SPCOM 100 – The Art of Public Speaking
4. Proposed Discipline(s): Communication Studies (Speech Communication)
5. Rationale for Placement: SPCOM 100 should be classified in this single discipline, Communication Studies (Speech Communication) because the preparation needed to teach the course clearly falls under the minimum qualifications listed for the discipline of Communication Studies (Speech Communication) in the document, Minimum Qualifications for Faculty and Administrators – California Community Colleges, January 2012 edition.

Note: A formal template would be created by Instruction Office after approval of process, then reviewed and approved by Curriculum Committee.
The proposal has been drafted and posted as an online Google Form at curriculum.comm.mjc.edu/disciplinesform.htm. When faculty authors complete and submit this form, the responses are stored in a Google spreadsheet. The form and spreadsheet are connected to the Gmail account of L. Miller, Curriculum Specialist (Google Forms technology must be linked to a Gmail account).
Requestor (2) Division
What division does this faculty member belong to?
- AGENV
- ALHE
- AHC
- BBSS
- FCS
- LIBR
- LLU
- PUBS
- SME
- TECH
- STSRV

Proposed Disciplines *
Check all disciplines in which the requestor(s) wish to place the course above.
- Accounting
- Addiction paraprofessional training
- Administration of justice (police science, corrections, law enforcement)
- Aeronautics
- Agriculture
- Agricultural business and related services
- Agricultural engineering
- Agricultural production (animal science, plant science, beekeeping, aquaculture)
- Air conditioning, refrigeration, heating (solar energy technician)
- Animal training and management (Exotic animal training)
- Anthropology
- Appliance repair (vending machines)
- Architecture
- Art history
- Astronomy
- Athletic training
- Auto body technology
- Automotive technology
- Aviation
- Banking and finance
- Barbering
- Bicycle repair
- Biological sciences
- Biotechnology
- Bookbinding
- Broadcasting technology
- Building codes and regulations
- Building maintenance
- Business
- Business education
- Business machine technology
- Cabinet making
- Cardiovascular technology
- Carpentry
- Ceramic technology
- Film studies
- Fire technology
- Flight attendant training
- Fluid mechanics technology
- Folk dance
- Foreign languages
- Forestry/natural resources
- Furniture making
- Geography
- Gerontology
- Graphic arts
- Gunsmithing
- Health
- Health care ancillaries
- Health information technologies
- Heavy duty equipment mechanics
- Health services director/health services coordinator/college nurse
- History
- Hotel and motel services
- Humanities
- Industrial design
- Industrial maintenance
- Industrial relations
- Industrial safety
- Industrial technology
- Instructional design
- Insurance
- Interior design
- Interdisciplinary studies
- Janitorial services
- Jewelry
- Journalism
- Labor relations
- Law
- Learning assistance instructors
- Legal assisting (paralegal)
- Library science
- Linguistics
- Licensed vocational nursing
- Locksmithing
- Machine tool technology
- Management
- Manufacturing technology
- Marine engine technology
- Marketing
- Martial arts/self-defense
- Masonry
- Mass communication
- Materials testing technology
- Mathematics
- Media production
- Medical instrument repair
- Military studies
- Mining and metallurgy
- Mortuary science
- Motorcycle repair
- Multimedia
- Music
- Music management
- Medical instrument repair
- Music merchandising
- Nursing
- Nursing science/clinical practice
- Nutritional science/dietetics
- Occupational therapy
- Occupational therapy assisting
- Office technologies
- Ornamental horticulture
- Pharmacy technology
- Philosophy
- Photography
- Photographic technology/commercial photography
- Physical education
- Physical sciences
- Physical therapy assisting
- Physics/astronomy
- Piano tuning and repair
- Plastics
- Plumbing
- Political science
- Printing technology
- Private security
- Prosthetics and orthotics
- Psychiatric technician
- Psychology
- Public relations
- Radiological technology
- Radiation therapy
- Reading
- Real estate
- Recreational administration
- Registered veterinary technician
- Rehabilitation technician
- Religious studies
- Respiratory technician
- Respiratory technologies
- Restaurant management
- Retailing
- Robotics
- Sanitation and public health technology
- Search and rescue
- Sheet metal
☐ Boating
☐ Ship and boat building
☐ Shoe rebuilding
☐ Sign language, American
☐ Sign language/English interpreting
☐ Small business development
☐ Small engine mechanics
☐ Social science
☐ Sociology
☐ Special education
☐ Speech communication
☐ Speech language pathology
☐ Stagecraft
☐ Steamfitting
☐ Surgical technology
☐ Telecommunication technology
☐ Theater arts
☐ Travel services
☐ Upholstering
☐ Vision care technology
☐ Watch and clock repair
☐ Welding
☐ Women's studies

**Rationale for Placement**
Provide a thorough explanation as to why this course should be placed in the disciplines selected in "Proposed Disciplines" above.

**Consultation with other disciplines**
This field will demonstrate that the initiators of this request have contacted appropriate faculty to ensure that appropriate disciplines are requested.

☐ I (we) certify that appropriate discipline faculty have been contacted.

**Additional Comments**
Please use this field to provide any additional comments or information that may not have been elicited by the above prompts.
Proposal: Adding CLOs to CurricUNET Database (but not to the Course Outline of Record)  Jan 13, 2012

In order to house Course Student Learning Outcomes in a central location, available to faculty, staff, students, and the community at large, this proposal recommends adding the statement of course-level student learning outcomes or COURSE LEARNING OUTCOMES (CLOs) to each course’s data record in the CurricUNET database. The recommendation respects the decision by the Curriculum Committee and the resolution of the Senate that CLOs should not be placed onto the Official Course Outline of Record. Instead, the recommendation is to place them on a separate printout.

The rationale for doing so is two-fold. First, our courses currently all have CLOs but their location is scattered among various faculty, staff, and division office computers. There is no central repository for these, making them difficult to access when needed. It seems most logical to tie them to an existing database of our courses. Second, the visiting team from our October accreditation site visit has recommended to the ACCJC that we improve the ability of our faculty, staff, and students to access these CLOs.

Since “the devil is in the details,” this proposal is detailed to best delineate how this will be accomplished and provide concerned voices the opportunity to provide input.

Steps

1. Change “Overall Course Goal” to “Student Course Learning Outcomes”

2. Change “Student Learning Goals” to “Objectives” as in The Model Course Outline of Record. [Already approved by Curriculum Committee (CC)]
PROPOSED STRUCTURE OF COURSE CHECKLIST with LANGUAGE CHANGES INCLUDED
3. Change input from a single paragraph to a numbered, one-by-one list.

4. Remove the “Overall Course Goal” from the Course Outline of Record, renumber, and change wording per #1

III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

- speak and listen effectively in public settings and follow a structured speech preparation process, which includes selection, organization, and presentation of materials.

B. **COURSE OBJECTIVES**

1. **Required Objectives**

   a. Describe the communication processes.
   
   b. Demonstrate the basic knowledge which underlies the traditional rhetorical canons of invention: disposition, style, memory, and delivery, including: 1. Gathering, evaluation, and usage of

5. Create an action in the Courses menu called “CLOs Only”, with a very short approval stream: **Author → CCRep → Dean → CC Committee/Co-Chairs → Implementation**, with the implementation taking place immediately to allow additional course modifications during the academic year (unlike the current “wait until May” for course actions).
6. Create a new Course Learning Outcomes Report

Report should look like this, more or less, showing the basic catalog description information at the top and the CLOs at the bottom.
7. Add these new Course Learning Outcomes reports to the Search Window

Phase 2

Design and get CurricUNET to create a cross-tabulation matrix, to be implemented instead of “Match Assessments” checkboxes currently used.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Speak Well</th>
<th>Give persuasive speeches</th>
<th>Be prepared to speak for work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speak clearly</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Speak softly</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>3. Carry a big stick</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>4. Speak in long sentences</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>5. Speak in short sentences</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Use this same approach to replace the current “Match Assessments” checkboxes.

The following items need to be mapped:

- Objectives → CLOs
- Objectives → Assessments (Soon to be Objectives → Methods of Evaluation, per CC approval)
  - Actually, map both CLOs and Objectives against both Formative and Summative Evaluations
- Requisite Skills → Prerequisite Skills