I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

March 27, 2012

III. COURSE NOTIFICATION AGENDA

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 161</td>
<td>Film Appreciation</td>
<td>3</td>
<td>Effective: Summer 2013, Modify: Updating textbooks</td>
</tr>
<tr>
<td>FSCI 372</td>
<td>Fire Management 2</td>
<td>2½</td>
<td>Effective: Summer 2012 Expedited! Modify: Units/Hours</td>
</tr>
<tr>
<td>MATH 134</td>
<td>Elementary Statistics</td>
<td>5</td>
<td>Effective: Summer 2012 Expedited! Rationale for Expedited Approval: Students will no longer be required to purchase the Statgraphics CD, so the materials fee needs to be removed Modify: Removing fee of $3</td>
</tr>
</tbody>
</table>

Minutes of 11/01/2011 did not reflect that FSCI 372 had been changed in tandem with other FSCI courses to address complications with the hours. FSCI 309 had come through curriculum as 2 units at the 10/11/2011 meeting, and after further discussion with J. Sola and L. Parker, it was determined the 40 hour courses should be 2½ units rather than 2 units because 2 units equated to 36 hours, and they were worried some instructors might be concerned about teaching the course and meeting the requirements for the State Fire Marshal Certificate because it was 4 hours short of the 40 (even though this range is permissible). There is no restriction on going over the 40 hours, so this was determined to be the best route. We then placed FSCI 309 back on the 11/01/11 agenda, and the other corresponding 40 hour FSCI courses, such as FSCI 372, were changed to 2.5 units. It is believed the course comparison and agenda were created before the course came back through with the 2½ units, and we didn't catch on the agenda. So, to summarize, yes, FSCI 372 should be 2.5 units and agenda is incorrect.
CSU/IGETC DECISIONS RECEIVED April 3, 2012

ONLINE SERVICES FOR CURRICULUM AND ARTICULATION REVIEW
How To Read a Decisions Report
March, 2012

The following pages list the courses your institution submitted last fall through OSCAR and ASSIST, for approval in California’s patterns of general education in the CSU and UC systems.

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

Each page of the Decisions Report will tell you:

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

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

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

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

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

More documents about the review procedure, including detailed guidelines published by the system offices for reviewers of GE courses, are available at http://www.calstate.edu/app/general-ed-transfer.shtml.
### CSU General Education - Breadth Decisions

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Title</th>
<th>Cross Listed Courses</th>
<th>Area Proposed</th>
<th>Area Accepted</th>
<th>Date Accepted</th>
<th>Date Removed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJU 201</td>
<td>Introduction to Administration of Justice</td>
<td></td>
<td>D8</td>
<td>D9</td>
<td>F11</td>
<td></td>
<td>This course was grandfathered into CSU GE Area D9, however its emphasis on the structure of the judicial system rather than on the sociology of criminal behavior makes it more appropriately approved for Area D9. This designation will be effective starting Fall 2011 and the D9 designation will be removed effective Fall 2012.</td>
</tr>
<tr>
<td>ADJU 202</td>
<td>Principles and Procedures of the Justice System</td>
<td></td>
<td>D8</td>
<td>NO</td>
<td>F11</td>
<td></td>
<td>As described by the outline, this course appears to be more focused on the occupationally-oriented procedures of law enforcement than on the principles and theories of the criminal justice system to qualify for CSU GE Area D8.</td>
</tr>
<tr>
<td>ADJU 203</td>
<td>Concepts of Criminal Law</td>
<td>**</td>
<td>D9</td>
<td>NO</td>
<td>F11</td>
<td></td>
<td>The focus of this course on sociological aspects of criminology and the nature of crime makes it more appropriately approved for CSU GE Area D9 than for Area D8 as requested.</td>
</tr>
<tr>
<td>ANTHR 150</td>
<td>Native People of North America</td>
<td></td>
<td>D3</td>
<td>D3</td>
<td>F11</td>
<td></td>
<td>This course is retained in CSU GE Area D1 and also approved for Area D3 to reflect its focus on the study of an ethnic population within the United States.</td>
</tr>
<tr>
<td>ENGL 161</td>
<td>Film Appreciation</td>
<td>-</td>
<td>C1</td>
<td></td>
<td>F05</td>
<td></td>
<td>This course’s emphasis on the elements of film that make it an art form, as opposed to film as an expression of a particular culture, makes it most appropriately approved for CSU GE Area C1 rather than Area C2. The C2 designation will be removed effective Fall 2013. Reviewers also request that the college consider more recently published textbooks.</td>
</tr>
<tr>
<td>PSYCH 104</td>
<td>Social Psychology</td>
<td>D9</td>
<td>D9</td>
<td></td>
<td>F91</td>
<td></td>
<td>As described by the outline, this course appears to lack the required physiological content integrated with the obvious sociological and psychological content to qualify for CSU GE Area E. Unless the outline is revised, resubmitted and approved in the next review cycle, the Area E designation will be removed effective Fall 2013. This course is approved for Area D9 effective Fall 1991 to maintain congruence with the IOETC designation.</td>
</tr>
<tr>
<td>Course Name</td>
<td>Course Title</td>
<td>Area Proposed</td>
<td>Area Accepted</td>
<td>Date Accepted</td>
<td>Notes</td>
<td></td>
<td></td>
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<td>-------------</td>
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<td></td>
</tr>
<tr>
<td>ADJU 201</td>
<td>Introduction to Administration of Justice</td>
<td>4H</td>
<td>4H</td>
<td>F11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJU 202</td>
<td>Principles and Procedures of the Justice System</td>
<td>4H</td>
<td>NO</td>
<td>F11</td>
<td>As described by the outline, this course appears to be more focused on the occupationally-oriented procedures of law enforcement than on the principles and theories of the criminal justice system to qualify for IGETC Area 4H.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJU 203</td>
<td>Concepts of Criminal Law</td>
<td>**</td>
<td>4J</td>
<td>F11</td>
<td>The focus of this course on sociological aspects of criminology and the nature of crime makes it more appropriately approved for IGETC Area 4J than for Area 4H as requested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGEC 210</td>
<td>Elements of Agricultural Economics</td>
<td>**</td>
<td>4B</td>
<td>F11</td>
<td>The strong Economics content of this course makes it most appropriately approved for IGETC Area 4B. Reviewers suggest the college adopt more recently published textbooks for the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 150</td>
<td>Native People of North America</td>
<td>4C</td>
<td>4C</td>
<td>F11</td>
<td>This course is retained in IGETC Area 4A and also approved for Area 4C to reflect its focus on the study of an ethnic population within the United States.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 161</td>
<td>Film Appreciation</td>
<td>3A</td>
<td>3A</td>
<td>F11</td>
<td>This course’s emphasis on the elements of film that make it an art form, as opposed to film as an expression of a particular culture, makes it most appropriately approved for IGETC Area 3A rather than Area 3B. Reviewers also request that the college consider more recently published textbooks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLSC 200</td>
<td>Introduction to Plant Science</td>
<td>5B</td>
<td>5B</td>
<td>F11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### IV. COURSE CONSENT AGENDA

### V. COURSE DISCUSSION AGENDA

#### INACTIVATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Effective Date</th>
<th>Program Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTEC 241</td>
<td>Diesel Engine Principles</td>
<td>3</td>
<td>Summer 2013</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>(AGM 241)</td>
<td>Note! This is a cross-listed course. Inactivation applies for AUTEC 241 only and not AGM 241, which will still be offered.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEC 200</td>
<td>Introduction to Mechanical Technology</td>
<td>3</td>
<td>Summer 2013</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>INTEC 205</td>
<td>Principles of Quality Control System</td>
<td>3</td>
<td>Summer 2013</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>INTEC 302</td>
<td>Employability Skills 2</td>
<td>2</td>
<td>Summer 2013</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>NR 50</td>
<td>Survey of Natural Resources</td>
<td>3</td>
<td>Summer 2013</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>NR 53</td>
<td>Natural Resources</td>
<td>3</td>
<td>Summer 2013</td>
<td>Stand Alone</td>
</tr>
</tbody>
</table>
### UPDATES (including modifications/reactivations)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Effective</th>
<th>Description, enrollment restrictions, content, methods of instruction, typical assignments, textbooks, course goal, learning goals, methods of assessment</th>
<th>Enrollment Restrictions</th>
<th>Distance Education Status</th>
<th>Materials Fee Status</th>
<th>Articulation Status</th>
<th>General Education Status</th>
<th>Rationale</th>
<th>Program Impact</th>
</tr>
</thead>
</table>
| ADJU 222 | Profiling Terrorism                        | 3      | Summer 2013 | Description, repetitions, methods of instruction, typical assignments, textbooks, course goal, learning goals, methods of assessment | Maintaining: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ADJU 201 | Maintaining Online             | None                                    | Transfer to CSU | Not approved for GE       | Periodic Review | 1. Administration of Justice A.A. Degree  
  2. Administration of Justice A.S. Degree |
| ADJU 351 | Elements of Supervision in Public Safety    | 3      | Summer 2013 | Description, enrollment restrictions, content, methods of instruction, typical assignments, textbooks, course goal, learning goals, methods of assessment | Requesting: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ADJU 201 | Maintaining Online            | None                                    | Does not transfer | Not approved for GE       | Periodic Review | 1. Administration of Justice A.A. Degree  
  2. Administration of Justice A.S. Degree  
  3. Supervisory Management in Public Safety Skills Recognition Award |
| ART 191 | Photo Laboratory Technology 2              | 1      | Fall 2012  | (Request overridden by Office of Instruction because timeline is impossible) Spring 2013 Expedited! To comply with newly revised code or law | I had submitted this two years ago and didn’t realize that it was not approved in final review. Since then, I made further revisions as stated above | None                             | None                                    | Transfer to CSU | Approved for MJC Activities | Periodic review - Course is being modified to include changing technology, i.e., digital |  |

**Rationale:**

Periodic Review

**Program Impact:**

1. Administration of Justice A.A. Degree  
2. Administration of Justice A.S. Degree  
3. Supervisory Management in Public Safety Skills Recognition Award
FSCI 304 Building Construction for Fire Protection 3
Effective: Summer 2013
MODIFY: Title, repetitions, enrollment restrictions, content, methods of instruction, typical assignments, learning goals, methods of assessment
Enrollment Restrictions: Removing: (P) Satisfactory completion of FSCI 301, Requesting: (A) Satisfactory completion of 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 in curriculum review matrix, Fall 2011/Spring 2012.
Program Impact:
1. Fire Science A.S. Degree
2. Fire Science Certificate of Achievement

FSCI 357 Fire Investigation 1 2.5
Effective: Summer 2013
MODIFY: Units, hours/face-to-face modalities, enrollment restriction, content, course goal, learning goals
Enrollment Restrictions: Removing: (P) Satisfactory completion of FSCI 301, Requesting: (A) Satisfactory completion of FSCI 301
Distance Education Status: None
Materials Fee Status: Maintaining fee of $110
Articulation Status: Does not transfer
General Education Status: Not approved for GE
Rationale: Course is being modified for adherence to scheduled periodic review in curriculum review matrix, Fall 2011.
Program Impact:
1. Fire Science A.S. Degree
2. Fire Science Certificate of Achievement

PEC 197 Advanced Weight Training 1
Effective: Summer 2013
MODIFY: Description, grading, 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 PEC 195
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU and UC
General Education Status: Approved for MJC Activities
Rationale: Periodic review and update to meet current curriculum standards and adhere to the curriculum matrix.
Program Impact:
1. Physical Education A.A. Degree
NEW COURSES

MACH 357  Machine Trades Print Reading  2
Effective: Fall 2012 (Request overridden by Office of Instruction because timeline is impossible) Spring 2013. Pending CCCC0 approval; Expedited To ensure student progression within program

Rationale for Expedited Approval: With the elimination of the Engineering, Engineering Technology, and Industrial Technology programs, students in the Machine Tool Technology program have lost all opportunity to enroll in any relevant blue print or drafting courses. The need to apply the information found on a technical drawing to produce the part to the required specifications is essential to student success in the Machine Tool Technology area.

ADOPT

Enrollment Restrictions: Requesting: (A) Before enrolling in this course, students are strongly advised to have a basic working knowledge of personal computers and have the ability to add, subtract, multiply, and divide numbers and have a working knowledge of the English language as applied to manufacturing processes.

Distance Education Status: Requesting mixed modalities/Hybrid course
Materials Fee Status: None
Articulation Status: Does not transfer
General Education Status: Not approved for MJC Activities

Rationale: There is a deep need for knowledge of interpretation of prints by students in the Machine Tool Technology and related programs. A class of this nature is required for both AS degree as well as certificates. There are currently no engineering drafting or technical drawing classes available and Modesto Jr. College to address this need.

Program Impact:
   Stand Alone
VI. PROGRAM NOTIFICATION AGENDA

Program Learning Outcomes

AA: Administration of Justice
Effective: Summer 2012, Expedited
To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Associate of Arts Degree in Administration of Justice will be able to:

1. The student will be able to discuss the roots of the American legal system and how it applies to today’s criminal justice profession, including ethical dilemmas confronting today’s society.
2. The student will be able to create narrative reports, develop note taking skills, create visual simulations and develop interview techniques.
3. The student will describe the value of diversity and its inclusion rather than exclusion into the criminal justice system.
4. The student will be able to select a topic and be able to solve a social / criminal justice issue.

AS: Administration of Justice
Effective: Summer 2012, Expedited
To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Associate of Science Degree in Administration of Justice will be able to:

1. The student will be able to discuss the roots of the American legal system and how it applies to today’s criminal justice profession, including ethical dilemmas confronting today’s society.
2. The student will be able to create narrative reports, develop note taking skills, create visual simulations and develop interview techniques.
3. The student will describe the value of diversity and its inclusion rather than exclusion into the criminal justice system.
4. The student will be able to select a topic and be able to solve a social / criminal justice issue.

SR: Supervisory Management in Public Safety
Effective: Summer 2012, Expedited
To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

1. The student will be able to discuss management, supervision and human resources as it relates to today’s criminal justice profession.
2. The student will be able to analyze ethical dilemmas confronting law enforcement.
3. The student will describe the value of diversity and its inclusion rather than exclusion into the criminal justice system.
4. The student will be able to select a topic and be able to solve a social / criminal justice issue.

C: Accounting Clerk
Effective: Summer 2012, Expedited
To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

1. Prepare basic financial statements
2. Demonstrate the ability to perform general office procedures
3. Utilize technology to perform general office and bookkeeping procedures
AA: Human Services
Effective: Summer 2012. Expedited To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Associate’s Degree in Human Services will be able to:

1. Demonstrate an understanding of the Human Services, delivery systems, and application of the code of ethics as it relates to the Human Service profession.
2. Exhibit effective, communication, body language, and written abilities.
3. Demonstrate an understanding of theoretical orientations, social problems, and the relation to clinical or group practice with individuals, families, groups, communities, and organizations.
4. Comprehend the wide range of Human Service employment options, historical perspectives, and the populations served.
5. Conduct an elementary assessment, interview, intervention, referral, individual counseling, and group session.

C: Human Services
Effective: Summer 2012. Expedited To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

Students who earn a Certificate of Achievement in Human Services will be able to:

1. Demonstrate an understanding of the Human Services, delivery systems, and application of the code of ethics as it relates to the Human Service profession.
2. Exhibit effective, communication, body language, and written abilities.
3. Demonstrate an understanding of theoretical orientations, social problems, and the relation to clinical or group practice with individuals, families, groups, communities, and organizations.
4. Comprehend the wide range of Human Service employment options, historical perspectives, and the populations served.
5. Conduct an elementary assessment, interview, intervention, referral, individual counseling, and group session.

AA: Chemical Dependency Counseling
Effective: Summer 2012. Expedited To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Associate’s Degree in Chemical Dependency Counseling will be able to:

1. Demonstrate an understanding of chemical dependency, family systems, and the application of the code of ethics as it relates to chemical dependency counseling.
2. Exhibit effective, communication, body language, and written abilities.
3. Demonstrate an understanding of addiction, biology, psychoactive substances, co-occurring disorders, social problems, and the relation to clinical or group practice with individuals, families, groups, communities, and organizations.
4. Comprehend the wide range of Human Service employment options, historical perspectives, and the populations served.
5. Conduct a basic assessment, interview, intervention, referral, individual counseling, and group session with individuals that are chemically dependent.
C:  Chemical Dependency Counseling  
Effective: Summer 2012, Expedited! To ensure accreditation compliance  
Modify: Program Learning Outcomes (adopt)

Students who earn certificate of Achievement in Chemical Dependency will be able to:

1. Perform clinical evaluations with individuals that have substance use disorders; being considered for admission to addiction-related services, or presenting in a crisis situation.
2. Develop collaborative treatment plans, goals, action plans, and expected outcomes.
3. Verbalize referrals, and facilitate the individuals use of support systems, and community resources to meet the needs identified in clinical evaluations and treatment plans.
4. Conduct individual and group counseling sessions that facilitate client's progress towards mutually determined treatment goals and objectives.
5. Provide client, family, and community education on the risks related to psychoactive substance use, as well as available prevention, treatment, and recovery resources.
6. Demonstrate appropriate documentation skills essential for screening, intake, assessment, treatment planning, clinical reports, progress notes, discharge summaries, and other client related data.
7. Uphold professional standards, ethical responsibilities, conduct, and professional development.

SR:  Psychosocial Rehabilitation  
Effective: Summer 2012, Expedited! To ensure accreditation compliance  
Modify: Program Learning Outcomes (adopt)

Students who earn a Skills Recognition Award in Psychosocial Rehabilitation will be able to:

1. Demonstrate an understanding of psychosocial rehabilitation, family systems, and historical perspectives as it relates to the public mental health movement.
2. Exhibit effective, communication, body language, and written abilities with consumers or families.
3. Demonstrate an understanding of theoretical philosophies, biology, co-occurring disorders, environmental or psychosocial stressors, and the relation to psychosocial rehabilitation practice.
4. Comprehend the impact of stigma, culture, and various practice models in psychosocial rehabilitation.
5. Conduct a basic assessment, interview, intervention, referral, individual counseling, and group session with individuals that are mentally ill.

SR:  Gerontology  
Effective: Summer 2012, Expedited! To ensure accreditation compliance  
Modify: Program Learning Outcomes (adopt)

Students who earn a Skills Recognition Award in Gerontology will be able to:

1. Demonstrate an understanding of gerontology, family systems, and the psychology of aging as it relates to individual, family, and group counseling.
2. Exhibit effective, communication, clinical skills, body language, and written abilities with the elderly.
3. Demonstrate an understanding of theoretical philosophies, biology, life span, environmental or psychosocial stressors, and the relation to gerontological counseling.
4. Conduct a basic assessment, interview, intervention, case plan, individual counseling, and group session with the aged.
C: Food Processing
Effective: Summer 2012, Expedited
To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

Students who earn certificate of Achievement in Food Processing will be able to:

1. Demonstrate mastery of the technical and soft skills needed for successful employment in the food processing industry
2. Demonstrate proficiency in agriculture sciences/engineering by employing the scientific methods to solve agricultural problems.
3. Employ safe work habits as prescribed in the injury, illness Prevention Plan (IIPP) for the food processing industry.
4. Apply the principles of basic food processing industry and laboratory procedures to analyze processed food quality and safety

C: Mechanized Agriculture
Effective: Summer 2012, Expedited
To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

Students who earn certificate of Achievement in Mechanized Agriculture will be able to:

1. Demonstrate proficiency in agricultural sciences/engineering by employing the scientific method to solve agricultural problems. Demonstrate proficiency in agriculture sciences/engineering by employing the scientific methods to solve agricultural problems.
2. Be able to employ safe work habits as prescribed in the “Injury, Illness Prevention Plan” (IIPP) for the workplace employed, including but not limited to handling and storage of hazardous materials.
3. Demonstrate mastery of the technical and soft skills needed for successful employment in mechanized agriculture
4. Describe the various employment opportunities available within the mechanized agriculture field and demonstrate the minimum educational requirements for entrance into each.
5. Locate, read, and interpret appropriate plans, manuals and equipment documentation in order to fabricate and/or repair equipment effectively.
6. Select proper tools and equipment for various applications, staying within the desired financial restraints.
7. Maintain tools and equipment and demonstrate the value of preventative maintenance and proper equipment usage.
8. Demonstrate and relate the use of skills developed across various general education disciplines (math, English, physics) to help solve problems within the mechanized agriculture field.

AS: University Preparation, Emphasis in Chemistry
Effective: Summer 2012, Expedited
To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the A.S. Degree in University Preparation, Chemistry the student will be prepared to:

1. Successfully transfer to a 4 year college or university and/or begin working an entry level chemistry technician position
2. Score the national median or higher on American Chemical Society General Chemistry Exam (full year).
3. Score the national median or higher on American Chemical Society Organic Chemistry Exam (full Year).
4. Use of quantitative and/or qualitative analysis techniques to determine an unknown in a general chemistry laboratory
5. Use of NMR, IR and other spectrum to determine an unknown organic compound.

AS: University Preparation, Emphasis in Physics
Effective: Summer 2012, Expedited
To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the A.S. Degree in University Preparation Physics, the student will be prepared to...

1. Use the Scientific Method to collect and analyze data in forming conclusions and to verify physical principles through and experimentation.
2. Solve problems and predict outcomes in nature using physical laws.
3. State and apply physical concepts to explain phenomena encountered in our everyday world.

**AS: University Preparation, Emphasis in Health & Physical Education**
Effective: Summer 2012, Expedited To ensure accreditation compliance

Modify: Program Learning Outcomes (adopt)

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the A.S. Degree in University Preparation, Health & Physical Education the student will be prepared to:

1. Demonstrate a working knowledge of the anatomy, physiology, and microbiology of the human body in order to enter the nursing program.
2. Succeed in the nursing board exams in sections related to these disciplines.

**AS: University Preparation, Emphasis in Biological Science**
Effective: Summer 2012, Expedited To ensure accreditation compliance

Modify: Program Learning Outcomes (adopt)

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the A.S. Degree in University Preparation, Biological Sciences the student will be prepared to...

1. Demonstrate a working knowledge of the anatomy, physiology, and microbiology of the human body in order to enter the nursing program.
2. Succeed in the nursing board exams in sections related to these disciplines.

**AS: University Preparation, Emphasis in Environmental Sciences**
Effective: Summer 2012, Expedited To ensure accreditation compliance

Modify: Program Learning Outcomes (adopt)

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the A.S. Degree in University Preparation, Environment Sciences will be able to...

1. Apply the scientific methods of discovery to problem solving situations in biology, mathematics, and chemistry.
2. Proficiently use the scientific vocabulary, including key terms and concepts in biology, chemistry, and mathematics.
SR: Speech Communication

Effective: Summer 2012, Expedited! To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

Upon successful completion of the Skills Recognition in Speech Communication, students will be able to:

1. Construct a speech outline demonstrating clarity of ideas, proper source citation, awareness of audience, and proper outlining techniques.
2. Identify and apply principles of interpersonal communication theory to build functional relationships.
3. Find, evaluate, and incorporate research materials into written and oral argumentation, as well as cite sources correctly.

C: Computer Application Specialist

Effective: Summer 2012, Expedited! To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

Upon the successful completion of the Certificate of Achievement in Computer Application Specialist at Modesto Junior College, students will be able to:

1. Apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. Demonstrate proficiency in applying common business productivity software to business functions, including word processing, spreadsheets, database, and presentation applications.
3. Identify software to be used to address specific business needs.
4. Demonstrate professional and effective communication skills.

C: Computer Programming Specialist

Effective: Summer 2012, Expedited! To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

Upon the successful completion of the Certificate of Achievement in Computer Programming Specialist at Modesto Junior College, students will be able to:

1. Demonstrate a firm understanding and working knowledge of basic problem analysis, design, implementation, and maintenance.
2. Be prepared to obtain employment in an entry-level position in software engineering.
3. Employ industry-accepted coding practices and standards.
4. Implement object oriented software solutions.
5. Employ various code level debugging techniques.
6. Utilize software development tools.
7. Perform functional software testing.
8. Demonstrate professional and effective communication skills.
C: **Computer Network Administration**

**Effective:** Summer 2012, Expedited  
To ensure accreditation compliance

**Modify:** Program Learning Outcomes (adopt)

*Upon the successful completion of the Certificate of Achievement in Computer Network Administration at Modesto Junior College, students will be able to:*

1. Demonstrate a firm understanding and working knowledge of basic network topologies, client and server operating system configuration, network security principals, and directory services.
2. Be prepared to obtain employment in an entry-level position assisting in network design and implementation.
3. Design, implement and document a client/server network complete with security policy and a disaster recovery plan for a small-business network.
4. Demonstrate professional and effective communication skills.

C: **Computer Network Technician**

**Effective:** Summer 2012, Expedited  
To ensure accreditation compliance

**Modify:** Program Learning Outcomes (adopt)

*Upon the successful completion of the Certificate of Achievement in Computer Network Technician at Modesto Junior College, students will be able to:*

1. Demonstrate a firm understanding and working knowledge of basic network troubleshooting techniques.
2. Be prepared to obtain employment in an entry-level position as a network technician and help-desk support tech.
3. Install, configure, upgrade and maintain personal computer hardware and operating systems.
4. Install, configure, and troubleshoot basic networking hardware and protocols.
5. Provide support for users of operating systems, applications and computer information systems.
6. Demonstrate professional and effective communication skills.

AS: **Computer Science**

**Effective:** Summer 2012, Expedited  
To ensure accreditation compliance

**Modify:** Program Learning Outcomes (adopt)

*In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Associate of Science degree in Computer Science will be able to:*

1. Demonstrate preparedness to successfully enter local industry as a software programmer, network specialist, or information systems specialist depending of degree option completed.
2. Configure and use computer hardware and software to solve most entry level business application requirements.
3. Plan, design, and implement solutions to standard computing problems.
4. Make informed assessments of the quality and effectiveness software implementations, including their own.
5. Assist and help provide training to employees in local area businesses.
6. Demonstrate a high level of communication skills.
AA: **Computer Science**

**Effective:** Summer 2012, Expedited

To ensure accreditation compliance

**Modify:** Program Learning Outcomes (adopt)

*In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Associate of Arts degree in Computer Science will be able to:*

1. Demonstrate preparedness to successfully continue studies in computer science at an upper division level.
2. Demonstrate the techniques of problem solving and programming computer based software development.
3. Demonstrate a high level of mathematical reasoning and scientific methodology.
4. Use these techniques to model real-world applications
5. Demonstrate a high level of communication skills.

AA: **Computer Information Systems**

**Effective:** Summer 2012, Expedited

To ensure accreditation compliance

**Modify:** Program Learning Outcomes (adopt)

*In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Associate of Arts degree in Computer Information Systems will be able to:*

1. Demonstrate preparedness to successfully continue studies in computer information systems at an upper division level.
2. Demonstrate the techniques of information analysis and application design and implementation for information technology industries.
3. Demonstrate a high level of data organization techniques for information storage and retrieval processes.
4. Use these techniques to model real-world applications.
5. Demonstrate a high level of communication skills.

SR: **Welding**

**Effective:** Summer 2012, Expedited

To ensure accreditation compliance

**Modify:** Program Learning Outcomes (adopt)

1. Comply with current welding industry safety and environmental regulations.
2. Perform sheet metal fitting and welding operations in accordance to industry recognized and accepted practices.

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

(None)

**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

ADOPT: AS-T: Geology 38
Effective Term: (Upon CCCC0 Approval)

EXPECTED STUDENT LEARNING OUTCOMES

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Students who earn Degree in AS-T in Geology will be able to:

1. Identify the rock-forming minerals, ore minerals, igneous rocks, sedimentary rocks, and metamorphic rocks, utilizing the physical and chemical properties of each.
2. Analyze and interpret stratigraphic columns, geologic profiles, and geologic and topographic maps to determine the geological and structural history of a given region.
3. Analyze the geological hazards of a given region based on identification of the tectonic and erosional processes acting on the landscape.

REQUIRED COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 161 [NP] Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 166 [NP] Historical Geology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 [NP] General Chemistry 1</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 102 [NP] General Chemistry 2</td>
<td>5</td>
</tr>
<tr>
<td>MATH 171 [NP] Calculus: First Course</td>
<td>5</td>
</tr>
<tr>
<td>MATH 172 [NP] Calculus: Second Course</td>
<td>5</td>
</tr>
</tbody>
</table>

UNITS REQUIRED IN MAJOR 28

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. Curriculum Committee Meeting Schedule for 2012-2013 L. Miller
Informational Items

1. Equating Courses and Repetitions  
   L. Miller  
   Postponed Indefinitely

2. Independent Study and Work Experience Course Outlines  
   B. Adams  
   Postponed Indefinitely

X. NEW BUSINESS

Action Items

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

Informational Items

1. Policies for Prerequisites/Corequisites/Advisories  
   M. Robles

XI. TASK FORCES

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

XII. PUBLIC COMMENT
I. APPROVAL OF ORDER OF AGENDA

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

II. APPROVAL OF MINUTES

M/S/U (L. HATCH, M. GARCIA) to APPROVE the minutes of 03/13/2012.

III. COURSE NOTIFICATION AGENDA

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Rationale for Expedited Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSCR 230</td>
<td>1</td>
<td>Expedited administrative update to fee Granted by VPI</td>
</tr>
</tbody>
</table>

Effective: Fall 2012

Materials fees for liability insurance are illegal, according to division staff in ALHE. This course was missed. It should be noted that this course is not compliant, and that updates to the fees will require a change to the active course record. L. Miller will attach the existing fee report to the active course record, and update the fee information in CurricUNET so that no fee appears on the active course. The fee removal will be effective Fall 2012. L. Miller has advised the division to bring this course into review-cycle compliance ASAP to avoid inactivation and to ensure it can continue to be offered.

MODIFY: Materials fee (on active CurricUNET course)

Materials Fee Status: Removing fee of $12.00

The committee was notified of the expedited changes to RSCR 230

UC Transfer Articulation: History Subject Area Review Results

From: Jennifer Forsberg [mailto:Jennifer.Forsberg@ucop.edu]
Sent: Wednesday, December 21, 2011 4:14 PM
To: Ruth Cranley
Subject: History Subject Area Review Results - Modesto Junior College

Dear Community College Articulation Officer:
Below you will find a detailed breakdown of the courses identified by the UCOP transfer articulation staff as a part of the 2011 UC history subject area review. The designated courses for your college are divided into the following sections:

- courses submitted by you and approved upon review
- courses submitted by you and not approved (these should be resubmitted during the 2012-2013 TCA cycle)
- courses identified by the reviewer but not submitted (these need to be submitted during the 2012-2013 TCA cycle)
- courses submitted by you that are not part of this review (thus approved without review)

In reviewing your courses, we have strived to give valuable and detailed feedback about courses that do not meet the established requirements. Should you or your faculty have questions about the results, Dawn and I would be happy to set up a conference call with you to go over the results and give further feedback.

**Submitted and retained**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>History of the United States to 1877</td>
</tr>
<tr>
<td>HIST 102</td>
<td>History of the United States Post Civil War</td>
</tr>
<tr>
<td>HIST 104</td>
<td>Western Civilization to 1650</td>
</tr>
<tr>
<td>HIST 105</td>
<td>Western Civilization since 1650</td>
</tr>
<tr>
<td>HIST 106</td>
<td>World Civilization to the 16th Century</td>
</tr>
<tr>
<td>HIST 107</td>
<td>World Civilization from the 16th Century</td>
</tr>
<tr>
<td>HIST 145</td>
<td>History of Latin America</td>
</tr>
</tbody>
</table>

**Submitted and phased out**
None

**Not submitted and phased out**
None

**Submitted and automatically retained (not part of review)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 119</td>
<td>Social and Cultural History of 20th Century America</td>
</tr>
</tbody>
</table>

Courses that currently have phase out notices are due to be phased out after summer 2013; this will us time to work with you to make the course(s) transferable. If you wish to re-submit these course(s) for review during the 2012-2013 TCA cycle, please submit outline(s) in OSCAR in the 2012 calendar year.

If your outlines have gone through curriculum committee review and you’d like us to take a look at them ahead of the 2012-2013 TCA cycle, send them to me for an unofficial review (meaning, the course will not be marked as retained until it goes through the official TCA review, but we can look at it to see if there are any problems that should be addressed).

As a reminder, you can find the criteria for the history subject review in the 2011 UC TCA letter, found here: [http://info.assist.org/tca_guidelines.html](http://info.assist.org/tca_guidelines.html)

Best regards,

Jennifer Forsberg
University of California Office of the President
Student Affairs/Transfer Articulation Analyst
1111 Franklin Street, 9th Floor
The committee was notified of the UC Transfer “History Subject Area Results” for HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 107, HIST 145, and HIST 119.

**IV. COURSE CONSENT AGENDA**

**V. COURSE DISCUSSION AGENDA**

### INACTIVATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Effective Date</th>
<th>Action</th>
<th>Program Impact</th>
</tr>
</thead>
</table>
| EHS 250     | Landscape Irrigation         | 3      | Summer 2013    | INACTIVATE | 1. Environmental Horticultural Science A.S. Degree  
|             |                              |        |                |         | 2. Landscape and Park Maintenance Certificate of Achievement |
|             |                              |        |                | M/S/U (J. BEEBE, J. SOLA) to INACTIVATE EHS 250 |        |
| INTDS 215   | Interior Design Studio 1     | 2      | Summer 2013    | INACTIVATE | Stand Alone |
|             |                              |        |                | M/S/U (J. BEEBE, J. SOLA) to INACTIVATE INTDS 215 |        |
| MACH 310    | Advanced Topics in Machining | 1      | Summer 2013    | INACTIVATE | 1. CNC Programmer Certificate of Achievement CNC Programmer Skills Recognition Award  
|             |                              |        |                |         | 2. Machine Tool Technology 2 Certificate of Achievement |
|             |                              |        |                | M/S/U (J. BEEBE, J. SOLA) to INACTIVATE MACH 310 |        |
### UPDATES (including modifications/reactivations)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Effective</th>
<th>MODIFIED</th>
<th>Enrollment Restrictions</th>
<th>Distance Education Status</th>
<th>Materials Fee Status</th>
<th>Articulation Status</th>
<th>General Education Status</th>
<th>Rationale</th>
<th>Program Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLSC 235</td>
<td>Plant Propagation/Production</td>
<td>3</td>
<td>Summer 2013</td>
<td>Hours/f2 face modalities, content, typical assignments, textbooks, course goal, leaning goals, methods of assessment</td>
<td>Maintaining: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete PLSC 200.</td>
<td>None</td>
<td>None</td>
<td>Transfer to CSU</td>
<td>Not approved for GE</td>
<td>Periodic Review</td>
<td>1. Fruit Science A.S. Degree</td>
</tr>
<tr>
<td>EHS 235</td>
<td>Effective: Summer 2013</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**M/S/U (J. BEEBE, J. SOLA) to MODIFY PLSC/EHS 235 with the clarification by M. Garcia that PLSC 235 is cross-listed with EHS 235. This is to be corrected in the agenda.**

**M/S/U (S. CIRCLE, P. UPTON) to MAINTAIN ADVISORY for PLSC 235/EHS235.**

### NEW COURSES

None

### VI. PROGRAM NOTIFICATION AGENDA

**Program Learning Outcomes**

**C: Mechanized Agriculture Technician**

- **Adopt**
- **Effective:** Summer 2012, Expedited, pending a directive to produce a 2012-2013 Catalog Addendum

*Students who earn a Certificate of Achievement in Mechanized Agriculture Technician will be able to:*

1. Describe the various employment opportunities available within the mechanized agriculture field and demonstrate the minimum educational requirements for entrance into each.
2. Locate, read, and interpret appropriate plans, manuals and equipment documentation in order to fabricate and/or repair equipment effectively.
3. Select proper tools and equipment for various applications, staying within the desired financial restraints.
4. Maintain tools and equipment and demonstrate the value of preventative maintenance and proper equipment usage.
5. Demonstrate and relate the use of skills developed across various general education disciplines (ex. English, math, physics etc.) to help solve problems within the mechanized agriculture field.

_The committee was notified of PLOs adopted for C: MECHANIZED AGRICULTURE TECHNICIAN_

**AA: University Preparation: Emphasis in Humanities**
Adopt
Effective: Summer 2012, Expedited pending a directive to produce a 2012-2013 Catalog Addendum

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who earn an AA in University Preparation, Emphasis in Humanities in will be able to:

1. Describe how cultural beliefs, values and practices have influenced societies in various times.
2. Analyze the ways that individuals and various cultural groups act in response to their societies and environment.
3. Demonstrate awareness of the various ways that culture, ethics, history, belief, and ethnicity affect individual experience and society as a whole.
4. Demonstrate the ability to interpret and analyze works of art for meaning and to forge aesthetic judgments.
5. Demonstrate critical thinking in the analysis of cultural production using both thematic and historical synthesis.

The committee was notified of PLOs adopted for AA: UNIVERSITY PREPARATION, HUMANITIES During transcription of the minutes, L. Miller noted that the wrong degree had been identified in the agenda as “AA: General Studies: Emphasis in Humanities.” The meeting minutes show the correct degree.

Chancellor’s Office Approvals: PROGRAMS: CCC-501, CCC510, CCC-511, CCC-300 Application Approvals
(None)

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

ADOPT:

Skills Recognition in Gerontology
Effective Term: Summer 2013
M/S/U (M.ROBLES, L. HATCH) to ADOPT SR: GERONTOLOGY with the friendly amendment to revise the award header language to match those used in the catalog by removing redundant course requirement language.

CCC-501: Application for Approval - New Credit Programs
(None)

CCC-510: Substantial Changes to an Approved Credit Program

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

INACTIVATE:

Agriculture Laboratory Technician Certificate of Achievement

March 27, 2012
Effective Term: Summer 2013
M/S/U (J. BEEBE, L. HATCH) to INACTIVATE C: AGRICULTURE LABORATORY TECHNICIAN

INACTIVATE: Agriculture Laboratory Technician A.S. Degree 30
Effective Term: Summer 2013
M/S/U (J. BEEBE, L. HATCH) to INACTIVATE AS: AGRICULTURE LABORATORY TECHNICIAN

INACTIVATE: Food Processing Certificate of Achievement 35
Effective Term: Summer 2013
M/S/U (J. BEEBE, L. HATCH) to INACTIVATE C: FOOD PROCESSING

INACTIVATE: Food Processing A. S. Degree 35
Effective Term: Summer 2013
M/S/U (J. BEEBE, L. HATCH) to INACTIVATE AS: FOOD PROCESSING

IX. UNFINISHED BUSINESS

Action Items

1. Course Substitutions for Academic Awards

M. Robles / B. Adams

M. Robles opened discussion stating that L. Miller has not yet worked on the form, but that she could provide previously recommended updates on the existing form for the committee to preview. The goal of this new form is to make sure that it goes to all appropriate divisions, specifically in the instance of a cross-listed course. Members reviewed the form and provided extensive feedback. One member asked if a field might be provided wherein a justification could be provided for any course substitution denials. J. Fay asked if records were kept on denials. “No,” stated J. Hughes. “That should be a goal”, stated J. Fay. J. Zamora countered by saying that records of substitutions may be misleading, as each substitution may have different influencing factors, for example, a student must graduate, or a course is not being offered in a semester. C. Hudelson Putnam noted that inconsistencies in how a department handles this can be problematic for students. One member noted a bullet stating that courses used for substitution must be compliant. K. Ennis expressed clear concern, “Why should we punish our students for our own delinquencies?” Other members agreed. M. Adams countered that it is analogous to accredited schools. We do not accept transcripts from non-accredited schools. Some members thought that was not an accurate analogy. M. Robles noted that the process will allow for divisions to uphold their own substitution processes. What are the criteria? It appears to be inconsistent across the board already. Attention was called to the signature required of the Curriculum Representative. “What is that necessary for?” asked some members. It was noted as an example that SPCOM 106 is frequently substituted for SPCOM 100/102. B. Adams noted that the form will allow interested parties to see any patterns of substitution so that curriculum changes to program requirements may possibly be considered. L. Lanigan indicated the nursing division is very concerned about another party being able to deny a substitution. She referenced email dialog from the division addressing this concern, and that the program should retain the right to substitute coursework, as they are familiar with their requirements of the BRN. B. Adams noted that her research into the issue showed that the BRN requirements call for 6 semester units of communication skills, including oral communication as one type of communication skill, and if nursing students really need oral communication skills, SPCOM 100 or 102 would fulfill that need, while SPCOM 103 would not seem to be an appropriate substitute since it does not emphasize oral communication skills. SPCOM 106, an often-substituted course, does not emphasize oral communication through public speaking. However, if SPCOM 106 fulfills another type of communication skill that the BRN allows, then perhaps it should be considered to be added into the program requisites. Patterns of substitution like this can cause concern for the discipline faculty, for example, “Are students detouring public speaking for graduation by taking other courses? Is this appropriate?” The intent is not to deny course substitution requests. The conversation turned to varying interpretations of “equivalency” and “substitution.” R. Cranley asked the intent of a “bullet” on the form stating that “any substitution must be the equivalent.” She questioned the appropriateness of that requirement, explaining to the committee that it is a moot point, because if a course is identified as an equivalent through the transcript evaluation process, it is automatically satisfies any equivalent listing. Substitution is different from equivalency – this requirement makes them one and the same. Members then noted that the form lacked clarity about
the substitution process. “Who is this form for? Students? Faculty?” One additional bullet deemed “courses used for G.E. requirements [at other institutions] cannot be substituted.” Various members took issue with this. R. Cranley commented “it does not make sense that a course that has been used on another campus, and has satisfied their Title 5 requirements for GE, cannot be used as a substitution to satisfy our similar area Title 5 requirements. Is that what this is saying?” J. Hughes was asked about current process pertaining to enforcing this. “We are inconsistent at this time.” M. Robles reminded them that this was only a draft. L. Hatch attempted to summarize the real issue behind the technical problems with the document saying “It ultimately seems like the question we are facing is ‘how do we support student success while maintaining academic rigor?’” L. Miller will work on the form prior to the next meeting.

2. Placing Courses within Disciplines  
   M. Adams/B. Adams

   J. Zamora opened discussion by presenting a graphic drafted from collaboration between L. Miller and himself. The graphic serves to better illustrate instruction and human resources terms such as “department”, “program”, “discipline” and “minimum qualifications” to help the committee and others understand the way that any “placing courses in disciplines process” will affect things like the hiring process, course outlines, and certificated applicants. The committee received the document well, and was encouraged to share it with colleagues to get feedback for any improvements. J. Zamora reminded them that this is a working draft, not final. B. Adams pointed the committee’s attention to the Placing Courses within Disciplines “fast track” form that was presented at the last meeting. L. Miller explained the electronic form’s technology “Google Forms” and how it has some limitations, but is a drastic improvement over using a Word form. Limitations include that faculty cannot submit more than one course at a time. It was noted that some disciplines may be missing. L. Miller noted she had not been able to proofread the list of disciplines and that it needs to be reviewed. L. Miller asked if the use of this form should have a sunset clause so that it is not used indefinitely in lieu of CurricUNET. The committee agreed and determined that it be used for one year. Members recommended that this be shared at IAC. When asked about “next steps” for use of the form, M. Adams reminded the committee that no Academic Senate approval is necessary, as they delegated authority to the Curriculum Committee to determine the process and set it in motion.

M/S/U (M. Adams, K. Ennis) to approve the proposed process for “placing courses within disciplines” as drafted for CurricUNET and its “fast track” alternative, the form on the Curriculum Website, which will be available for one year, with the friendly amendment that it be proofread.

3. Revisions to CurricUNET Course Proposal Fields and Word Report  
   B. Adams

   Committee reviewed and briefly discussed.

   M/S/U to approve (S. Circle, P. Upton)

Informational Items

1. Equating Courses and Repetitions  
   Postponed Indefinitely
   L. Miller

2. Independent Study and Work Experience Course Outlines  
   Postponed Indefinitely
   B. Adams

X. NEW BUSINESS

Action Items

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

2. Curriculum Committee Meeting Schedule for 2012-2013  
   L. Miller
   L. Miller had prepared a draft of the meeting calendar for 2012-2013 that closely resembles the current calendar. The committee briefly reviewed and B. Adams asked members to review so a vote could be taken at the next meeting.

3. Curriculum Committee Co-Chair Election  
   J. Zamora
B. Adams presented on behalf of J. Zamora who had to depart the meeting early. She reported that the co-chair election will need to take place at either this meeting or the next meeting, and that any interested candidates are encouraged to put forth their names. Lively banter ensued as curriculum representatives expressed playful disdain at the idea of B. Adams departing from the role. Many expressed gratitude to B. Adams for her work as co-chair, and also, concern that she may depart. B. Adams clarified that her decision to remain is largely related to the amount of reassign time for the role and the lack of certainty that it will continue. Many representatives then began to express the essential nature of the reassign time, and how much work is required of the co-chair. Based on sentiment from committee members that Academic Senate would understand the importance of maintaining the status quo, B. Adams agreed she would gladly serve another two-year term as Co-Chair. **M/S/U (C. Mulder, E. Maki) to elect B. Adams as Curriculum Co-Chair.**

### Informational Items

1. Policies for Prerequisites/Corequisites/Advisories

   M. Robles

   **JACK SCOTT, CHANCELLOR**

   [CALIFORNIA COMMUNITY COLLEGES]
   
   **CHANCELLOR’S OFFICE**
   
   1102 Q STREET
   
   SACRAMENTO, CA 95811-6549
   
   (916) 445-8752
   
   http://www.cccco.edu

   **DATE:** February 8, 2012

   **TO:** Chief Instructional Officers
   
   Academic Senate for California Community Colleges
   
   Chief Student Services Officers

   **FROM:** Barry A. Russell
   
   Vice Chancellor, Academic Affairs Division
   
   Linda Michalowski
   
   Vice Chancellor, Student Services and Special Programs

   **SUBJECT:** Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation

   Guidelines addressing the title 5 Regulations regarding policies for prerequisites, corequisites and advisories on recommended preparation adopted by the Board of Governors in March 2011, are now available for your reference. The guidelines focus on the changes made to section 55003. However, for the convenience of the user, the guidelines incorporate information regarding prerequisites, corequisites, and advisories on recommended preparation from other references, as well as a Q&A that addresses the regulations in a topical fashion.

   The guidelines are available on the Chancellor’s Office website from either the Student Services and Special Programs Division or Academic Affairs Division home pages under “What’s New.”

   Questions regarding the guidelines can be directed to Mark Wade Lieu at mlieu@cccco.edu or 916.327.2987.

   **CC:** Sally Montemayor Lenz
   
   Mark Wade Lieu
M. Robles opened discussion on this item by informing the committee that MJC is compliant with Title 5 Regulations, Section 55003. Members agreed, noting the “levels of scrutiny” prompts embedded in CurricUNET for prerequisites, corequisites, and advisories. K. Ennis brought to the committee’s attention ongoing frustration within certain academic departments about challenges in establishing a prerequisite of ENGL 101 for various academic disciplines to ensure that students can succeed in the written component of the course. Departments often desire this prerequisite, but have been discouraged from doing so for various reasons, including but not limited to the idea of impacting the sequence, as well as the data gathering process. She questioned how reliable the data is for revealing whether students might succeed, given the multitude of factors that can influence student success in a sequence. Some members responded that, over time, patterns can be seen within the dataset. She confessed her colleagues’ as well as her own frustration with the deteriorating competency level of her students over time, and how other instructors have shared they have had to adjust expectations and remove major writing assignments to ensure students pass their courses. She also referenced Delta College, noting that an ENGL 101 prerequisite is established for many disciplines. With respect to local institutional culture, J. Fay remarked that it is not likely that our student population is very different from that of Delta’s in terms of their potential for success. One member asked “what do other schools do statewide,” It was asked why we cannot use other college’s established prerequisites to justify our own. K. Ennis mentioned that the recent change to regulations on repetitions – limiting students to three completions - is all the more reason why we should evaluate this issue. It was asked if K. Ennis was interested in joining a subcommittee were one to be convened, and she agreed. There was no movement towards creating a subcommittee during the discussion. M. Robles mentioned she could discuss this issue in more depth with K. Ennis. It was decided it did not need to appear on the next agenda.

2. **Curriculum Representatives – Terms Expiring**

   **B. Adams**

After lively, humorous discussion, it was confirmed that all outbound representatives would be returning to complete another term as curriculum representatives.
XI. WORKGROUPS

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

XII. TASK FORCES

1. CurricUNET Implementation Task Force Update  B. Adams/L. Miller
   B. Adams indicated this item was considered through unfinished business Action items 2 and 3.

XIII. PUBLIC COMMENT

Meeting adjourned at 4:20 PM
Barbara,
Could you take the first stab at this?

Thanks,
Patrick

Hi Patrick –

Here’s my rough cut.

Please let me know if you think there are any omissions or if you have additional questions.

Cheers –
Letitia

To my knowledge, These awards have never seemed to be formally or informally linked with one or more departments

- SR: Ethnic Studies
- AA: University Preparation, Liberal Studies
- C: CSU-GE Pattern
- C: IGETC Pattern

The following awards are built from the MJC-GE pattern areas and should closely correspond to a single GELOs for each GE area. Whether they should have PLOs, in my opinion, is probably a discussion for senate or curriculum:

- AA: General Studies, Humanities
- AA: General Studies, Natural Sciences
- AA: General Studies, Language and Rationality
- AA: General Studies, Social and Behavioral Science

The following University Preparation awards may fall clearly into a department, but are missing SLOs. This may be that due to the fact that many of these new awards were originally developed with urgency by a interdepartmental taskforce to comply with revised T5 interpretations coming from the state in 2007.

- AA: University Preparation, Agricultural Sciences
- AA: University Preparation, Art and Design
• AA: University Preparation: Humanities (these were submitted by the department and approved by the CC on 3/27/12)
• AS: University Preparation, Health and Physical Education
• AA: University Preparation: Language Studies
• AA: University Preparation, Geography
• AS: University Preparation: Biological Sciences
• AS: University Preparation: Chemistry
• AS: University Preparation: Earth Sciences
• AS: University Preparation: Environmental Science
• AS: University Preparation: Physics

Letitia S. Miller
Curriculum Specialist
Modesto Junior College
435 College Avenue
Modesto, California 95350
(209) 575-6469
(209) 575-6025 (FAX)
curriculum.comm.mjc.edu/
www.mjc.edu/catalog
Hi Lilia –

Barbara would like to include the SPCOM SRA plos on the agenda as well.

She notes that they are the same as the first three PLOs for the AA in Speech Communication.

Would you mind adding these to the list on Tuesday’s agenda?

Thank you!
Letitia

Letitia Miller
Curriculum Specialist
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curriculum.comm.mjc.edu/
www.mjc.edu/catalog
Letitia Miller

Dear Letitia, here are the Human Service PLO’s. Sorry for the delay.

Kimberly

From: Maurice McKinnon
Sent: Monday, March 26, 2012 8:20 AM
To: Laurie Hatch; Teryl Ward; Kimberly Kennard; John Sola
Cc: Letitia Miller; Colleen Norby; Rhonda Mizuno; Letitia Miller
Subject: RE: PLOs Needed for Catalog

Well, I think we need to get the information over to Letitia so that she may include them in the online version. Letitia, since the deadline was last week, is it possible to submit them to you today.

M

From: Laurie Hatch
Sent: Monday, March 26, 2012 8:16 AM
To: Maurice McKinnon; Teryl Ward; Kimberly Kennard; John Sola
Cc: Letitia Miller; Colleen Norby; Rhonda Mizuno
Subject: RE: PLOs Needed for Catalog

I see. We need a separate listing of PLO’s for each certificate. The following did not have separate PLO’s attached. Since these need to be approved in curriculum, it probably won’t happen this year.

Certificate of Achievement: Associate Teacher
Certificate of Achievement: Master Teacher
Certificate of Achievement: Site Supervisor
Certificate of Achievement: Early Interventionist

Laurie Prusso MS Ed. (I have married and changed my name to Laurie Hatch)
Professor of Child Development
Modesto Junior College
Phone 209-575-6393
FAX 209-575-6989

Peace comes from within—it is what we invite from and teach others.
From: Maurice McKinnon  
Sent: Sunday, March 25, 2012 2:51 PM  
To: Teryl Ward; Kimberly Kennard; John Sola  
Cc: Letitia Miller; Colleen Norby; Rhonda Mizuno; Laurie Hatch  
Subject: FW: PLOs Needed for Catalog  
Importance: High

Terri/Laurie, you were supposed to input the PLOs, part of your role as our Assessment rep. When Martha, Colleen and I checked the catalog and found that there were no PLOs for some of programs, I took over a corrected document and submitted it to Letitia when she was inputting catalog changes.

According to this email below, we are supposed to resubmit this information to Letitia and the deadline was March 21st, which has passed. Terri, you have all of the documents including human services, right? I believe that Kim sent them to us. John, please submit your PLOs to Terri, so that she may submit them for all of our programs.

Does this work for you Letitia?
Thanks.
M

From: Teryl Ward  
Sent: Friday, March 23, 2012 12:03 PM  
To: Martha Lee; Maurice McKinnon  
Subject: FW: PLOs Needed for Catalog  
Importance: High

When we last spoke, I thought all the A.D.N. and AH PLOs had been submitted for the catalog. I was very surprised to see that we are listed without PLOs in the new catalog.

Terri

Teryl M. Ward, RN, MSN  
Associate Degree Nursing Program  
Modesto Junior College  
209-575-6384

From: Heather Townsend  
Sent: Monday, March 19, 2012 3:14 PM  
To: Adrienne Peek; Antoinette Herrera; Beth Bailey; Bonnie Hunt; Chad Redwing; Charles Mullins; David Baggett; Gerald Wray; Heather Townsend; James Todd; Jason Wohlstedter; Jennifer Hamilton; John Sola; Kamran Payvar; Kathleen Ennis; Kimberly Christensen; Lorena Dorn; Pedro Mendez; Steve Aristotelous; Teryl Ward  
Cc: Letitia Miller; Amy Bethel  
Subject: PLOs Needed for Catalog  
Importance: High

It was discussed at Friday’s Assessment Work Group meeting that the amount of degrees/certificates/skills recognition awards not displaying PLOs in the catalog was 54 in total. A few group members thought that some of the announced degrees/certificates/skills recognition awards displayed as not having PLOs may in fact be an error. Some group members had thought that the PLOs for some of the suggested degrees, etc. were turned in and somehow they did not make it to the final step, which is the catalog. I have done some extra research along with Letitia and have found that the 54 suggested degrees/skills recognitions/certificates without PLOs are indeed correct. Please see the attached list for review. Please inform the appropriate persons and have that data (PLO data) into Letitia by this Wednesday, March 21, 2012 at no later than 5:00 p.m. According to Letitia, the Catalog is being printed and an addendum will have to be requested. The Interim Vice President of Instruction, Dr. James Fay, will be notified regarding the request for an addendum. If you have any questions, feel free to call me at 575-6277. Thank you for your hard work, commitment, and understanding. Have a great day!
Hi Barbara and Letitia,

Thanks for the emails! I'm between classes, but wanted to quickly forward you PLOs for Administration of Justice to be included in the agenda. Greg Hausmann sent them to me, and so I am forwarding them.

Thanks!

James
<table>
<thead>
<tr>
<th>PLO #1</th>
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<td>PLO #2</td>
<td>The student will be able to create narrative reports, develop note taking skills, create visual simulations and develop interview techniques.</td>
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<td>The student will describe the value of diversity and its inclusion rather then exclusion into the criminal justice system.</td>
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<td>The student will be able to select a topic and be able to solve a social / criminal justice issue.</td>
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<td>PLO #1</td>
<td>The student will be able to discuss management, supervision and human resources as it relates to today’s criminal justice profession.</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PLO #2</td>
<td>The student will be able to analyze ethical dilemmas confronting law enforcement.</td>
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</table>
Hello Heather,

Please find some of the attached PLOs that were missed from Ag and SME. I found these in the program mapping documents submitted in Spring 2011. Thank you.

***Mark this leaves the AS Degree in Food Processing in your area

***Brian this leaves the AS Degree in Engineering and the AS Degree in Physical Sciences in your area

**Agriculture & Environmental Sciences**

**Certificate – Food Processing**

Upon completion of a Certificate of Achievement in Food Processing Technician at MJC, the program completer will be able to:

- Demonstrate mastery of the technical and soft skills needed for successful employment in the food processing industry
- Demonstrate proficiency in agriculture sciences/engineering by employing the scientific method to solve agricultural problems
- Employ safe work habits as prescribed in the Injury Illness Prevention Plan (IIPP) for the food processing industry
- Apply the principles of basic food processing industry and laboratory procedures to analyze processed food quality and safety

**Certificate -- Mechanized Ag.**
Upon completion of a Certificate of Achievement in Mechanized Agriculture Technician at MJC, the program completer will:

- Demonstrate proficiency in agricultural sciences/engineering by employing the scientific method to solve agricultural problems.
- Be able to employ safe work habits as prescribed in the ‘Injury, Illness Prevention Plan” (IIPP) for the workplace employed, including but not limited to handling and storage of hazardous materials.
- Demonstrate mastery of the technical and soft skills needed for successful employment in mechanized agriculture.
- Describe the various employment opportunities available within the mechanized agriculture field and demonstrate the minimum educational requirements for entrance into each.
- Locate, read, and interpret appropriate plans, manuals and equipment documentation in order to fabricate and/or repair equipment effectively.
- Select proper tools and equipment for various applications, staying within the desired financial restraints.
- Maintain tools and equipment and demonstrate the value of preventative maintenance and proper equipment usage.
- Demonstrate and relate the use of skills developed across various general education disciplines (math, English, physics) to help solve problems within the mechanized agriculture field.

**SCIENCE, MATHEMATICS & ENGINEERING DIVISION**

**University Prep – Chemistry**

**Program Learning Outcomes**

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

1. Successfully transfer to a 4 year college or university and/or begin work in an entry level chemistry technician position.
2. Score the national median or higher on American Chemical Society General Chemistry Exam (full year).
3. Score the national median or higher on American Chemical Society Organic Chemistry Exam (full year).
4. Use of quantitative and/or qualitative analysis techniques to determine an unknown in a general chemistry laboratory.
5. Use of NMR, IR and other spectrum to determine an unknown organic compound.

**University Prep – Physics**

**Program Learning Outcomes**

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

1. Use the Scientific Method to collect and analyze data in forming conclusions and to verify physical principles through experimentation.
2. Solve problems and predict outcomes in nature using physical laws.
3. State and apply physical concepts to explain phenomena encountered in our everyday world.

**University Prep – Health & Physical Education**

**Program Learning Outcomes**

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

1. Demonstrate a working knowledge of the anatomy, physiology, and microbiology of the human body in order to apply this knowledge in a medical environment.
2. Succeed on the nursing board exams in sections related to these disciplines.

**University Prep – Biological Sciences**
Program Learning Outcomes

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

1. Apply the scientific method of discovery to problem solving situations in biology, mathematics, and chemistry.
2. Proficiently use the scientific vocabulary, including the key terms and concepts in biology, chemistry, and mathematics.
Letitia Miller

From: Garry Hayes  
Sent: Thursday, April 05, 2012 4:31 PM  
To: Pamela Upton; Adrienne Peek; Letitia Miller; Barbara Adams; Brian Sanders  
Cc: Noah Hughes; Lilia Gerasimchuk  
Subject: RE: Geology TMC

That's all that I know of. Thank you everyone for your assistance.

Garry

From: Pamela Upton  
Sent: Thursday, April 05, 2012 4:28 PM  
To: Garry Hayes; Adrienne Peek; Letitia Miller; Barbara Adams; Brian Sanders  
Cc: Noah Hughes; Lilia Gerasimchuk  
Subject: RE: Geology TMC

I have read all the conversations thus far. Is it a go for the agenda then? Garry, is there anything else I can help you with? Pam

From: Garry Hayes  
Sent: Thursday, April 05, 2012 2:11 PM  
To: Adrienne Peek; Letitia Miller; Barbara Adams; Brian Sanders  
Cc: Noah Hughes; Pamela Upton; Lilia Gerasimchuk  
Subject: RE: Geology TMC

I see. I am ok with simply removing it entirely. I wasn't sure whether or not to add it in the first place.

From: Adrienne Peek  
Sent: Thursday, April 05, 2012 2:01 PM  
To: Garry Hayes; Letitia Miller; Barbara Adams; Brian Sanders  
Cc: Noah Hughes; Pamela Upton; Lilia Gerasimchuk  
Subject: RE: Geology TMC

Well, it is still a difficult outcome to assess. How will we know whether or not the students are “prepared” for transfer if the CSUs and/or UCs do not accept them?

From: Garry Hayes  
Sent: Thursday, April 05, 2012 2:00 PM  
To: Adrienne Peek; Letitia Miller; Barbara Adams; Brian Sanders  
Cc: Noah Hughes; Pamela Upton; Lilia Gerasimchuk  
Subject: RE: Geology TMC

Do you think changing statement one to the following will work better?:

"Successfully transfer to a California State University or University of California campus to complete a bachelor's degree in geology or a related field of study."

This way it becomes a statement about being prepared for transfer, rather than being guaranteed.

Garry Hayes
From: Adrienne Peek  
Sent: Wednesday, April 04, 2012 9:56 AM  
To: Letitia Miller; Garry Hayes; Barbara Adams; Brian Sanders  
Cc: Noah Hughes; Pamela Upton; Lilia Gerasimchuk  
Subject: RE: Geology TMC

I'm a little concerned about the language in the first outcome. First, the TMC degrees only guarantee transfer to a CSU, not a UC. Generally speaking, this would not be an appropriate PLO, but in the case of the TMCs (because they guarantee transfer), it probably is appropriate if it were worded differently.

Adrienne

From: Letitia Miller  
Sent: Wednesday, April 04, 2012 8:20 AM  
To: Garry Hayes; Barbara Adams; Brian Sanders; Adrienne Peek  
Cc: Noah Hughes; Pamela Upton; Lilia Gerasimchuk  
Subject: RE: Geology TMC

Garry –

I'm copying Adrienne Peek on this string. As Assessment Workgroup coordinator, she will be able to provide the most informed feedback on your PLOs.

Adrienne, if it’s not a problem, can you check these over and give Garry (and us) any feedback? We need to get his program and PLOs on the agenda by Thursday.

Thanks so much.  
Letitia

From: Garry Hayes  
Sent: Wednesday, April 04, 2012 12:26 AM  
To: Barbara Adams; Letitia Miller; Brian Sanders  
Cc: Noah Hughes; Pamela Upton  
Subject: RE: Geology TMC

I have added the program student learning outcomes on CurricUNET. They are as follows:

Upon completion of the program, the student will be able to:
• transfer to a California State University or University of California campus to complete a bachelor's degree in geology or a related field of study.
• identify the rock-forming minerals, ore minerals, igneous rocks, sedimentary rocks, and metamorphic rocks, utilizing the physical and chemical properties of each.
• analyze and interpret stratigraphic columns, geologic profiles, and geologic and topographic maps to determine the geological and structural history of a given region.
• analyze the geological hazards of a given region based on identification of the tectonic and erosional processes acting on the landscape.

Since I have not done such a program outcome like this before, I would appreciate any comments, corrections, or additions that you might recommend.

Thank you very much!

Garry Hayes

From: Barbara Adams  
Sent: Monday, April 02, 2012 12:37 PM
To: Letitia Miller; Brian Sanders; Garry Hayes  
Cc: Noah Hughes; Pamela Upton  
Subject: RE: Geology TMC

Hi All,

As Letitia notes, we can place the proposal on the 4/10/12 agenda so the committee may approve the TMC-aligned degree proposal. While the committee reviewed the Math TMC in 2011, the Geology TMC was never reviewed by the committee. The current practice of the committee is to review program learning outcomes with any program proposals, as these are required to be placed in the catalog. So here's what I've done.

Garry, I've set up a new program proposal in CurricUNET with you as the main author. Noah and Pam are co-contributors. Brian is also able to enter information in the program proposal. I've entered the course requirements, but I don't know the semester preferences, so I made all of them NP. You may edit as necessary, just as you are able to do with all of the other fields. The program learning outcomes will need to be included with the CCCC0 applications anyways, so it makes sense to complete within the program proposal, move through the approval stream, and then committee members are able to review and vote. The CCCC0 application can then be completed after the committee approves this proposal.

I've attached the Word report so you can see how it currently looks. The space at top is where catalog description should display, then the learning outcomes will display under the header once they are entered in the field.

Let me know if I can help with anything else,

Barbara

Barbara Adams  
Modesto Junior College  
Curriculum Co-Chair  
Speech Communication Professor  
(209) 575-6890

---

From: Letitia Miller  
Sent: Thursday, March 22, 2012 2:49 PM  
To: Jaymes Michelena; Barbara Adams; Brian Sanders  
Cc: Garry Hayes; Noah Hughes; Pamela Upton  
Subject: RE: Geology TMC

Congrats to all you supersleuths. I will place in the folder for 04/10

---

From: Jaymes Michelena  
Sent: Thursday, March 22, 2012 2:47 PM  
To: Barbara Adams; Brian Sanders  
Cc: Garry Hayes; Noah Hughes; Pamela Upton; Letitia Miller  
Subject: RE: Geology TMC

It’s a good thing that you included me in this discussion. ☺ Here are the Geology TMCs that I presented to the Curriculum Committee back in 2010. If you need anything else, please let me know.

Jim Michelena

---

From: Barbara Adams  
Sent: Thursday, March 22, 2012 2:01 PM  
To: Brian Sanders
Hi Brian,

I'm copying and pasting an old e-mail from 11/30/10 that discussed the Math and Geology TMCs. Unfortunately, I don’t have Jim’s original e-mail that might have included the Geology paperwork as an attachment. The Geology TMC was not been presented to Curriculum Committee on Dec. 7 or any subsequent date, but I sense the paperwork is out there somewhere. I’ve included Jim in this response in hopes he has the paperwork approved by the Geology department. The e-mail indicates I forwarded the attachments to Sean, so I’m also including Letitia in the e-mail in case she has access to Sean’s curriculum files.

It would be great if the paperwork surfaces in the next week or so to include on the April 10 curriculum meeting, which is our last of the spring semester.

Barbara
From: Brian Sanders  
Sent: Thursday, March 22, 2012 8:42 AM  
To: Barbara Adams  
Cc: Garry Hayes; Noah Hughes; Pamela Upton  
Subject: RE: Geology TMC

I don’t know where we stand on this issue. I know the geology and earth science faculty are supportive and I know we did SOME work on this, but I don’t know if we closed the deal. Any assistance in pushing this to the completion status would be helpful. For instance, where do we stand on the paperwork? I thought we had drafted that...  

B.

From: Barbara Adams  
Sent: Wednesday, March 21, 2012 11:29 AM  
To: Brian Sanders  
Subject: Geology TMC

Hi Brian,  
Do you know the status of Geology TMC? Is Garry Hayes still planning on submitting?  

I’m trying to get an idea of where we are with our TMCs.  

Thanks!  

Barbara
Hi,

I hope you got the Admin of Justice earlier. I realize this is after 5pm, but I would really appreciate it if we can get the Accounting Clerk PLOs in!

Here they are:

Accounting Clerk Certificate

PLO #
1) Prepare basic financial statements
2) Demonstrate the ability to perform general office procedures
3) Utilize technology to perform general office and bookkeeping procedures

Best,
James

On Thu, Apr 5, 2012 at 12:07 PM, James Todd <toddj@mjc.edu> wrote:
Hi Barbara and Letitia,

Thanks for the emails! I'm between classes, but wanted to quickly forward you PLOs for Administration of Justice to be included in the agenda. Greg Hausmann sent them to me, and so I am forwarding them.

Thanks!
James

--

James E. Todd, Ph.D.
Professor of Anthropology
Modesto Junior College
435 College Avenue
Modesto, CA 95350

“Knowledge is not for knowing; knowledge is for cutting.” - Michel Foucault

“I speak only one language, and it is not my own.” - Jacques Derrida
Letitia Miller

From: Heather Townsend  
Sent: Wednesday, April 04, 2012 8:21 AM  
To: Letitia Miller; Barbara Adams  
Subject: FW: Welding Sheet Metal Fabricator

From: Pedro Mendez  
Sent: Tuesday, April 03, 2012 11:34 PM  
To: Heather Townsend  
Cc: Gerald Wray  
Subject: Welding Sheet Metal Fabricator

Hello Heather,

Please add the PLO for the Sheet Metal Fabricator attached. This was for the missing PLO in the Welding Program. Thank you.

Pedro Mendez  
Dean of Technical Ed. & Workforce Development  
Modesto Junior College  
435 College Avenue  
Modesto, CA 95350  
office: (209)575-6355  
Fax: (209)575-6922  
http://www.gomjc.edu/teched

CONFIDENTIALITY NOTICE: This communication may contain privileged or confidential information. If you are not the intended recipient or received this communication by error, please notify the sender and delete the message without copying or disclosing it.
That's all that I know of. Thank you everyone for your assistance.

Garry

I have read all the conversations thus far. Is it a go for the agenda then? Garry, is there anything else I can help you with? Pam

I see. I am ok with simply removing it entirely. I wasn't sure whether or not to add it in the first place.

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Adrienne

From: Letitia Miller  
Sent: Wednesday, April 04, 2012 8:20 AM  
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Letitia

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- analyze the geological hazards of a given region based on identification of the tectonic and erosional processes acting on the landscape.

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From: Barbara Adams  
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Barbara

Barbara Adams
Modesto Junior College
Curriculum Co-Chair
Speech Communication Professor
(209) 575-6890
Hi Brian,

I’m copying and pasting an old e-mail from 11/30/10 that discussed the Math and Geology TMCs. Unfortunately, I don’t have Jim’s original e-mail that might have included the Geology paperwork as an attachment. The Geology TMC was not been presented to Curriculum Committee on Dec. 7 or any subsequent date, but I sense the paperwork is out there somewhere. I’ve included Jim in this response in hopes he has the paperwork approved by the Geology department. The e-mail indicates I forwarded the attachments to Sean, so I’m also including Letitia in the e-mail in case she has access to Sean’s curriculum files.

It would be great if the paperwork surfaces in the next week or so to include on the April 10 curriculum meeting, which is our last of the spring semester.

Barbara
From: Brian Sanders  
Sent: Thursday, March 22, 2012 8:42 AM  
To: Barbara Adams  
Cc: Garry Hayes; Noah Hughes; Pamela Upton  
Subject: RE: Geology TMC

I don’t know where we stand on this issue. I know the geology and earth science faculty are supportive and I know we did SOME work on this, but I don’t know if we closed the deal. Any assistance in pushing this to the completion status would be helpful. For instance, where do we stand on the paperwork? I thought we had drafted that...

B

From: Barbara Adams  
Sent: Wednesday, March 21, 2012 11:29 AM  
To: Brian Sanders  
Subject: Geology TMC

Hi Brian,
Do you know the status of Geology TMC? Is Garry Hayes still planning on submitting?

I’m trying to get an idea of where we are with our TMCs.

Thanks!

Barbara
Hi Barbara –

I just met with Dr. Fay regarding PLOs and the current “PLO windfall” we are experiencing in Curriculum to get them on our agenda. Here’s what’s going on.

Dr. Fay was made aware of the current deficit of PLOs (in the catalog going to print) earlier this week when he saw “a list” of missing PLOs. In hopes of getting closure on the significant PLO gap prior to the end of the semester, he directed the deans to get these together post haste. I explained how PLOs must go before curriculum for notification, and that next Tuesday is our last meeting. I explained that I had asked Heather to inventory 2012-13 Catalog PLOs for Adrienne a couple of weeks ago when there was an inquiry about how many were in place.

He asked if another meeting or other approval forum could take place, at which I explained that we do have that process, and that you plan to set that in motion, according to James Todd reported his conversation with you last night, “The next best thing (for *all other PLOs*) would be to get them to [Barbara] by April 23rd for an expedited summer approval by Curriculum.”

I shared that some awards might be more challenging to pin down, such as General Studies, because one degree can be associated with multiple departments and across divisions. I also explained that there is confusion about whether the General Studies awards need PLOs when they are so tightly linked with a single Title 5-driven GELO, and how you had suggested that the Assessment Workgroup should write them, and have them approved by the Curriculum Committee.

He clarified for me that we will proceed with an addendum even though there are few to no significant curriculum changes [presently] that would typically warrant one. So, I would like to update the committee on this next week.

His directives to me were:

- Produce an addendum sometime this summer, waiting as long as possible to get all the missing PLOs (Letitia).
- Look to other colleges with similar General Education emphases, and replicate or use them as a model for developing our own (Assessment Workgroup?)
- Keep him apprised of additions to the list of missing PLOs (Heather has been keeper of the list so far. Lilia can take it over if Heather needs to work on other assignments)

I hope this information is of use to you. It was to me. 😊

Thanks –
Letitia

Letitia S. Miller
Curriculum Specialist
Modesto Junior College
435 College Avenue
Modesto, California 95350
Computer Science – Certificates of Achievements

EXPECTED STUDENT LEARNING OUTCOMES

Upon the successful completion of the Certificate of Achievement in **Computer Application Specialist** at Modesto Junior College, students will be able to:

1. Apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. Demonstrate proficiency in applying common business productivity software to business functions, including word processing, spreadsheets, database, and presentation applications.
3. Identify software to be used to address specific business needs.
4. Demonstrate professional and effective communication skills.

EXPECTED STUDENT LEARNING OUTCOMES

Upon the successful completion of the Certificate of Achievement in **Computer Programming Specialist** at Modesto Junior College, students will be able to:

1. Demonstrate a firm understanding and working knowledge of basic problem analysis, design, implementation, and maintenance.
2. Be prepared to obtain employment in an entry-level position in software engineering.
3. Employ industry-accepted coding practices and standards.
4. Implement object oriented software solutions.
5. Employ various code level debugging techniques.
6. Utilize software development tools.
7. Perform functional software testing.
8. Demonstrate professional and effective communication skills.

EXPECTED STUDENT LEARNING OUTCOMES

Upon the successful completion of the Certificate of Achievement in **Computer Network Administration** at Modesto Junior College, students will be able to:

1. Demonstrate a firm understanding and working knowledge of basic network topologies, client and server operating system configuration, network security principals, and directory services.
2. Be prepared to obtain employment in an entry-level position assisting in network design and implementation.
3. Design, implement and document a client/server network complete with security policy and a disaster recovery plan for a small-business network.
4. Demonstrate professional and effective communication skills.

EXPECTED STUDENT LEARNING OUTCOMES

Upon the successful completion of the Certificate of Achievement in **Computer Network Technician** at Modesto Junior College, students will be able to:

1. Demonstrate a firm understanding and working knowledge of basic network troubleshooting techniques.
2. Be prepared to obtain employment in an entry-level position as a network technician and help-desk support tech.
3. Install, configure, upgrade and maintain personal computer hardware and operating systems.
4. Install, configure, and troubleshoot basic networking hardware and protocols.
5. Provide support for users of operating systems, applications and computer information systems.
6. Demonstrate professional and effective communication skills.
Computer Science - Degrees

EXPECTED STUDENT LEARNING OUTCOMES

In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Associate of Science degree in Computer Science will be able to:

1. Demonstrate preparedness to successfully enter local industry as a software programmer, network specialist, or information systems specialist depending on degree option completed.
2. Configure and use computer hardware and software to solve most entry level business application requirements.
3. Plan, design, and implement solutions to standard computing problems.
4. Make informed assessments of the quality and effectiveness of software implementations, including their own.
5. Assist and help provide training to employees in local area businesses.
6. Demonstrate a high level of communication skills.

EXPECTED STUDENT LEARNING OUTCOMES

Students who earn an Associate of Arts degree in Computer Science will be able to:

1. Demonstrate preparedness to successfully continue studies in computer science at an upper division level.
2. Demonstrate the techniques of problem solving and programming computer based software development.
3. Demonstrate a high level of mathematical reasoning and scientific methodology.
4. Use these techniques to model real-world applications.
5. Demonstrate a high level of communication skills.

EXPECTED STUDENT LEARNING OUTCOMES

Students who earn an Associate of Arts degree in Computer Information Systems will be able to:

1. Demonstrate preparedness to successfully continue studies in computer information systems at an upper division level.
2. Demonstrate the techniques of information analysis and application design and implementation for information technology industries.
3. Demonstrate a high level of data organization techniques for information storage and retrieval processes.
4. Use these techniques to model real-world applications.
5. Demonstrate a high level of communication skills.
Geology Transfer Model Curriculum

CCC Major or Area of Emphasis: **Geology - DRAFT**
CSU Major or Majors: **Geology, Geophysics, Earth Science are possibilities**
Total units: **32-44 (all units are semester units)**

Any course listed in this transfer model may be double-counted with appropriate general education requirements. Geology will be a high unit major. Ideally students need to complete an entire year of geology (C-ID Geology 101 & 111) along with an entire year of general chemistry, calculus, calculus-based physics and possibly mineralogy (C-ID Geology 280), if it is taught at the institution, to be prepared for junior year coursework. The “Core Courses” listed below are the requirements for an ideal preparation transfer degree.

**“Core” Courses:**
32-44 units *(depending upon the units for general chemistry, calculus, physics and the availability of mineralogy courses)*

<table>
<thead>
<tr>
<th>Title (units)</th>
<th>C-ID Designation</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Geology with Lab (4) OR Physical Geology (3) AND Physical Geology Lab (1)</td>
<td>C-ID GEOL 101 OR C-ID GEOL 100 AND C-ID GEOL 100L</td>
<td>Universally required</td>
</tr>
<tr>
<td>Historical Geology with Lab (4) OR Historical Geology (3) AND Historical Geology Lab (1)</td>
<td>C-ID GEOL 111 OR C-ID GEOL 110 AND C-ID GEOL 110L</td>
<td>Universally required in the majority of CSUs and UCs</td>
</tr>
<tr>
<td>One year of General Chemistry (8-10)</td>
<td>C-ID CHEM XXX</td>
<td>Universally required</td>
</tr>
<tr>
<td>One year of Calculus (8-10)</td>
<td>C-ID MATH XXX</td>
<td>Universally required</td>
</tr>
<tr>
<td>One year of Calculus-based Physics (8-12)</td>
<td>C-ID PHYS XXX</td>
<td>Universally required</td>
</tr>
<tr>
<td><strong>RECOMMENDED WHERE AVAILABLE</strong> Mineralogy (4)</td>
<td>C-ID GEOL 280</td>
<td>Universally required, but sophomore-level at most UC and some CSU campuses and junior-level at the rest</td>
</tr>
</tbody>
</table>

*(With the completion of general education requirements there are no units left to reasonably list any more courses.)*
C-ID invites all California post-secondary faculty and appropriate staff to participate in the transfer model curriculum review process by viewing and commenting on the majors or areas of emphasis as they are made available.  
http://www.surveymonkey.com/s/KZXWPFX

MJC Version of Transfer Model Curriculum in Geology

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 161 Physical Geology (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 166 Historical Geology (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry 1</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 102 General Chemistry 2</td>
<td>5</td>
</tr>
<tr>
<td>MATH 171 Calculus: First Course</td>
<td>5</td>
</tr>
<tr>
<td>MATH 172 Calculus: Second Course</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 101 General Physics: Mechanics</td>
<td>5</td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>PHYS 102 General Physics: Waves, Thermodynamics, and Optics</td>
<td>5</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>PHYS 103 General Physics: Electricity, Magnetism &amp; Modern Physics</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38</td>
</tr>
</tbody>
</table>
Modesto Junior College
Proposed Curriculum Committee Meeting Dates
for the 2012-2013 Academic Year

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Faculty Submission Deadline</th>
<th>Details</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/07/2012</td>
<td></td>
<td>Annual Curriculum Training/Orientation</td>
<td>TBD</td>
</tr>
<tr>
<td>09/11/2012</td>
<td>08/20/2012</td>
<td>Approvals take effect 2013-2014</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>09/25/2012</td>
<td>09/03/2012</td>
<td>Approvals take effect 2013-2014</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>10/09/2012</td>
<td>09/17/2012</td>
<td>Approvals take effect 2013-2014</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>10/23/2012</td>
<td>10/01/2012</td>
<td>Approvals take effect 2013-2014</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>11/06/2012</td>
<td>10/15/2012</td>
<td>Last meeting for regular cycle Approvals to take effect 2013-2014</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>11/20/2012</td>
<td>10/29/2012</td>
<td>Approvals take effect 2014-2015</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>12/06/2012</td>
<td>11/12/2012</td>
<td>Approvals take effect 2014-2015</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>01/22/2013</td>
<td>12/31/2012</td>
<td>Approvals take effect 2014-2015</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>02/05/2013</td>
<td>01/14/2013</td>
<td>Approvals take effect 2014-2015</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>02/19/2013</td>
<td>01/28/2013</td>
<td>Approvals take effect 2014-2015</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>03/05/2013</td>
<td>02/11/2013</td>
<td>Approvals take effect 2014-2015</td>
<td>Yosemite 213</td>
</tr>
<tr>
<td>03/19/2013</td>
<td>02/25/2013</td>
<td>Approvals take effect 2014-2015</td>
<td>Yosemite 213</td>
</tr>
</tbody>
</table>
| 04/02/2013   | 03/11/2013                  | Approvals take effect 2014-2015
Deadline to request UC Transferability through R. Cranley | Yosemite 213 |
| 04/16/2013   | 03/25/2013                  | Approvals take effect 2014-2015       | Yosemite 213 |
Course Substitution Form
Enrollment Services: Evaluations Office
(209)575-6040 or (209)575-6033

Student: Please complete the following information. Return this form to the appropriate division for consideration. A separate Course Substitution Form is required for each graduation requirement that you request to meet by substitution. If you have questions regarding this form, please contact the Evaluations Office.

Date: _____________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree or Certificate

Request consideration to substitute: ________________________________
Course Title, Number and Units

For: ________________________________
Required Course Title, Number and Units

Reason for request consideration: ___ Course no longer offered ___ Program Delay ___ Other

Provide additional information: (please attach another page if more room is needed):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

FOR DIVISION USE ONLY

Division can only approve a course substitution for courses within the division. It is important to review program requirements when considering a course substitution.

Upon review of the above listed course and any attached documentation, the _______ and the _______ division has deemed this course:

_____ Approved for the above listed substitution _____ Not approved/appropriate for substitution

Name of Instructor (Please Print) __________________________ Name of Instructor (Please Print) __________________________

Signature of Instructor __________________________ Signature of Instructor __________________________

Signature of Division Dean __________________________ Signature of Division Dean __________________________

Curriculum Representative Signature __________________________ Curriculum Representative Signature __________________________

For cross division courses, all signatures are required.

After all signatures have been obtained, please return the form to the Evaluations Office.
**Course Substitution Instructions**

The course substitution process begins at the Division Office. Complete the reason for request (course no longer offered, program delay, program discontinuance) and provide additional information. Before submitting the course substitution to the division office, read the information below to determine if your request meets the required guidelines.

- The Course Substitution Form is initiated from the Division Office.
- Request for course substitution must be submitted during the semester in which the students will graduate or earn a certificate (not sooner than the semester before completion of a degree/certificate)
- Course substitutions are limited to 30% of the total units within a major
- The courses listed for consideration must be current within curriculum guidelines (current with its review)
- Courses used for GE requirements cannot be substituted
- Course substitution is limited to the specific degree being requested
- A course that is not equivalent cannot be substituted

After all signatures have been obtained, please return the form to the Evaluations Office.
What is a course substitution?

Course substitution is the process of garnering formal approval from an academic division dean and/or department faculty to use a one or more courses to satisfy specific course requirements at MJC. Course substitutions can be sought when circumstances prevent you from completing one or more requirements published in the catalog to which you have catalog rights.

Course substitutions can be used to satisfy requirements for various awards and patterns:
- Associate degree "major" requirements
- Certificate requirements
- Skills Recognitions requirements
- MJC-GE Pattern Area requirements
- Guidance and Activities Requirements

A course substitution may be appropriate when...
- You can provide evidence showing you have gained the course content through other course completions
- A course you need for a specific award has not been offered or has been inactivated
- Extenuating circumstances prevented you from taking a particular course at a particular time
- Extenuating circumstances require that you complete your degree within a certain timeframe

You may request a course substitution when the following conditions are met:
- You are requesting the substitution during the same semester in which you plan to apply for an award from MJC (degree, certificate, or skills recognition)
- The total number of units substituted for the award does not exceed 33% of the units required in the degree major, MJC-GE pattern, certificate of achievement, or skills recognition.

The following restrictions apply
- A course substitution will only apply to one award, and only to the award indicated on the signed, completed Course Substitution Form.
- Course substitutions cannot be used more than once.
- Course substitutions may not be used to satisfy CSU-GE, or IGETC pattern requirements
- You may not substitute more than 33% of the units within the major requirements, certificate, skills recognition, or pattern area.
- When a course proposed for substitution resides in a different department than the original course, (e.g., a MATH course for an AG course), signatures must be obtained from both departmental faculty and if necessary, both division deans.

TO APPLY FOR A COURSE SUBSTITUTION
1. Confirm that you are unable to earn your targeted academic award or satisfy a specific pattern by meeting with a counselor or evaluator
2. Pick up a substitution form in Counseling, the Evaluations Office, or the Division Office
3. Complete the "student portion" of the course substitution form, and bring it to the division office of the course you are not able to complete
4. Follow that division's process for getting approval which may entail:
   - Requesting approval of a faculty member in the department
   - Meeting with a dean to garner approval
   - Submitting your request to a group of faculty for approval
5. Once all necessary signatures are provided, return the signed form to the Evaluations Office no later than X weeks prior to the end of the term.
DRAFT PROPOSAL VALIDATION: This section must be completed by division dean(s) and department faculty.

1) APPROPRIATENESS OF SUBSTITUTION
- I/We have reviewed the curricular requirements for this program published in the current catalog (and program learning outcomes, if available for the targeted catalog), and verify that the proposed course substitution will also allow the student to master the desired program objectives (or achieve the program learning outcomes.)

2) REVIEW OF CROSS-LISTINGS
- I have reviewed the current college catalog and hereby verify that this course (circle one)
  - is not cross-listed
  - is cross-listed (signatures will be sought from the cross-listed department - BY WHOM?)

3) INTERDEPARTMENTAL ENDORSEMENTS
- This proposed course substitution will be used to satisfy requirements of a program offered by the same department offering the course(s) needing substitution and proposed as substitutes (an AG course substituted for another AG course, to satisfy requirements of a program in the Agriculture department)
- This proposed substitution occurs across academic departments. Signatures from faculty in both departments have been sought.
- This proposed substitution occurs across academic departments and academic divisions. Signatures from faculty in both departments and division deans from both divisions have been sought.

4) IF THE CAUSE FOR SUBSTITUTION IS IDENTIFIED AS REASON "A," ABOVE (course has been inactivated or is no longer being offered)
- I authorize: The course is no longer offered/has been inactivated
- I authorize: I will be unable to earn my academic award this term because the course is not being offered this term
- I authorize: Other: (please explain)

My name is: ________________________________


I plan to apply for my award: (degree, certificate, or skills recognition) this term, which is: □ SUMMER  □ FALL  □ SPRING  of: ________

I wish to substitute this course:

for this course:
COURSE ID  TITLE  TERM/YEAR COMPLETED

which is required for:
NAME OF AWARD

for this reason:
□ A: The course is no longer offered/has been inactivated
□ B: I will be unable to earn my academic award this term because the course is not being offered this term
□ C: Other: (please explain)

FACULTY SIGNATURE (REQUIRED)  DATE  DEPARTMENT  RATIONALE FOR DENIAL (REQUIRED)

DEAN SIGNATURE (REQUIRED)  DATE  DEPARTMENT  RATIONALE FOR DENIAL (REQUIRED)

FACULTY SIGNATURE (REQUIRED when INTERDEPT/INTERDIV)  DATE  DEPARTMENT  RATIONALE FOR DENIAL (REQUIRED)

IMPORTANT: Students, please work with a division dean or faculty advisor to complete this portion of the form.