



Curriculum Committee

AGENDA

Tuesday, April 16, 2013

Yosemite 213 2:40 PM

I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

April 2, 2013

III. COURSE NOTIFICATION AGENDA

CCCCO APPROVALS

FSCI 369

IGETC/CSU-GE DECISIONS

ONLINE SERVICES FOR CURRICULUM AND ARTICULATION REVIEW

How To Read a Decisions Report

March, 2013

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:

| ONLINE SERVICES FOR CURRICULUM AND ARTICULATION REVIEW | | | | | | |
|--|---|--------------|---------------|---------------|---------------|---|
| IGETC Decisions For Campus | | | | | | |
| Course Name | Course Title | Class Status | Area Proposed | Area Approved | Date Approved | Area Reviewed |
| PLASD 101 | Introduction to Administration of Justice | 141 | 41 | 41 | 1/27 | The primary focus of this course is introduction of justice as approved by national judicial approval association (NJA) approved in 1/27/13, Area 01. |
| ENGL 200 | World Literature in the 17th Century | 10 | 10 | 10 | 1/27 | |
| ENGL 201 | World Literature from the 18th Century to the Present | 10 | 10 | 10 | 1/27 | |
| WEST 044 | History of Equal Rights from Reconstruction to 1950 | 10 | 10 | 10 | 1/27 | Equation suggested that the syllabus content aligning to more recently published text. |

At the top, which pattern the decision relates to:

- IGETC (CSU and UC general education)
- GE-Breadth (CSU only)
- American Institutions (CSU only)

| Cross Listed Courses | Area Proposed | Area Accepted | Date Accepted | Date Removed | N |
|----------------------|---------------|---------------|---------------|--------------|--------------------------------------|
| n of | 4J | 4H N | F07 | | The prima justice as most appr |

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

| Cross Listed Courses | Area Proposed | Area Accepted | Date Accepted | Date Removed | N |
|----------------------|---------------|---------------|---------------|--------------|--------------------------------------|
| n of | 4J | 4H N | F07 | | The prima justice as most appr |

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>.

| Legend: | | ONLINE SERVICES FOR CURRICULUM AND ARTICULATION REVIEW | | | | | | Page 140 of 225 |
|------------------------|-------------|--|----------------------|---------------|---------------|---------------|--------------|--|
| N = Not Approved | | IGETC Decisions For Campus | | | | | | 29 March 2013 |
| Institution Name | Course Name | Course Title | Cross Listed Courses | Area Proposed | Area Accepted | Date Accepted | Date Removed | Notes |
| Modesto Junior College | ART 168 | Survey of Photography | | 3A | 3A | F12 | | |
| | MUST 101 | Music Fundamentals 1 | | 3A | NO | | | This course appears to be technical in nature and does not sufficiently reflect study of a broader contextual understanding of the arts. |
| | SOCSC 105 | Women's Studies | | 4D | 4D | F12 | | This course is retained in IGETC Area 4J and also accepted in Area 4D. |

Legend:
N = Not Approved

ONLINE SERVICES FOR CURRICULUM AND ARTICULATION REVIEW
CSU General Education - Breadth Decisions

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29 March 2013

| Institution Name | Course Name | Course Title | Cross Listed Courses | Area Proposed | Area Accepted | Date Accepted | Date Removed | Notes |
|------------------------|-------------|----------------------|----------------------|---------------|---------------|---------------|--------------|---|
| Modesto Junior College | ADJU 217 | Substance Abuse | | E D7 | E NO | F12 | | This course is accepted for CSU GE Area E. It is not accepted for CSU GE Area D7 since it lacks sufficient multidisciplinary social scientific perspectives, theories, and methodologies. |
| | BUSAD 230 | Personal Finance | | E | NO | | | This course does not appear to integrate psychological, physiological and sociological elements to a sufficient extent to qualify for CSU GE Area E. |
| | MUST 101 | Music Fundamentals 1 | | C1 | NO | | | This course appears to be technical in nature and does not sufficiently reflect study of a broader contextual understanding of the arts. |
| | SOCSC 105 | Women's Studies | | D0 | D0 | F01 | | This course is retained in CSU GE Area 4D and also approved for Area D0 effective fall 2001 to maintain consistency with the IGETC designation. |

This course proposal, originally approved for Summer 2014, approved on 03/19/13, will be expedited for FALL 2013.

MACH 222

CNC Machine Operations

2

Effective: ~~Summer 2014~~ Expedited! Fall 2013

Rationale for Expedited Approval: Because this course was previously approved in (date) as MACH 222/MFGA 222, and the MFGA sequence was not activated, revisions to the MACH 222 variant were not implemented which is now causing problems with scheduling.

MODIFY: Content, enrollment restrictions, requisite skills, typical assignments, textbooks, outcomes, objectives.

Enrollment Restrictions: Removing: (C) Concurrent enrollment in MACH 219, 220, or 221 and previous machining experience. Requesting: (A) Satisfactory completion of MACH 204 211 or MACH 301 or have a working knowledge of the use of manually operated metal cutting lathes and milling machines and be able to use a micrometer to measure to within .001 inch.

Distance Education Status: None

Materials Fee Status: Maintaining fee of \$22

Articulation Status: Transfer to CSU

General Education Status: Not approved for GE

Rationale: Periodic review.

Program Impact:

1. CNC Operator Skills Recognition Award
2. Machine Tool Technology 2 Certificate of Achievement

M/S/U (L. Hatch/S. Berger) to MODIFY MACH 222

M/S/U (E. Maki/M. Lynch) to MODIFY REQUISITES for MACH 222

M/S/U (C. Mulder/S. Circle) to MODIFY FEE for MACH 222

IV. COURSE CONSENT AGENDA

(None)

V. COURSE DISCUSSION AGENDA

INACTIVATIONS

| | | | |
|-----|------|---|---|
| ART | 144 | Watercolor Painting 1 Effective: Summer 2014 Rationale: This course has not been offered in two years, and the department has no plans to do so in the near future. Program Impact: 1. Art A.A. Degree | 3 |
| ART | 145 | Watercolor Painting 2 Effective: Summer 2014 Rationale: This course has not been offered in two years, and the department has no plans to do so in the near future. INACTIVATE: Program Impact: 1. Art A.A. Degree | 3 |
| ART | 150 | Gallery Operation and Management Effective: Summer 2014 Rationale: This course has not been offered in two years, and the department has no plans to do so in the near future. INACTIVATE: Program Impact: 1. Art A.A. Degree | 3 |
| ART | 197 | Field Studies in Photography Effective: Summer 2014 Rationale: This course has not been offered in several years, and the department has no immediate plans to offer is again. INACTIVATE: Program Impact: Stand Alone | 1 |
| ART | 349D | Work Experience Effective: Summer 2014 Rationale: This course has not been offered in two years, and the department has no plans to do so in the near future. INACTIVATE: Program Impact: Stand Alone | 4 |

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|-------|-----|--|-----|
| CMPGR | 201 | <p>Animation: A Global View Art in Motion Effective: Summer 2014 Rationale: This course has not been offered in two years, and the department has no plans to do so in the near future. INACTIVATE: Program Impact: 1. General Studies, Emphasis in Humanities A.A. Degree 2. MJC-GE Pattern A.A. Degree Major</p> | 3 |
| CMPGR | 214 | <p>Digital Capture for Computer Graphics Effective: Summer 2014 Rationale: Course will not be taught in the near future. INACTIVATE: Program Impact: 1. Word Processing Certificate of Achievement</p> | 3 |
| CMPGR | 262 | <p>Exploring the World Wide Web Effective: Summer 2014 Rationale: Course will not be taught in the near future. INACTIVATE: Program Impact: 1. Computer Graphics Applications A.S. Degree 2. Computer Graphics Applications Certificate of Achievement 3. Computer Network Technician Certificate of Achievement</p> | 1 |
| CMPGR | 269 | <p>Flash: Web Graphics and Animation Effective: Summer 2014 Rationale: Not being taught now or in the near future. INACTIVATE: Program Impact: 1. Computer Graphics Applications A.S. Degree 2. Computer Graphics Applications Certificate of Achievement</p> | 2,3 |
| CMPGR | 287 | <p>Introduction to Multimedia Effective: Summer 2014 Rationale: Course will not be taught in the near future. INACTIVATE: Program Impact: 1. Computer Graphics Applications Certificate of Achievement 2. Computer Graphics Applications A.S. Degree</p> | 3 |
| CMPGR | 288 | <p>Intermediate Multimedia Effective: Summer 2014 Rationale: Course will not be taught in the near future. INACTIVATE: Program Impact: Stand Alone</p> | 1 |

PLACEMENT OF COURSES IN DISCIPLINES:

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| ADJU 172 | Introduction to Chicano Literature Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>"Because this class discusses literature, the conventions of literature, and the components of writing as it relates to literary traditions, minimum qualifications for English are required."</i> | 3 |
| ADJU 173 | Introduction to Latin American Literature Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>"Because this class discusses literature, the conventions of literature, and the components of writing as it relates to literary traditions, minimum qualifications for English are required."</i> | 3 |
| ADJU 174 | Introduction to Modern Asian Literature Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>"Because this class discusses literature, the conventions of literature, and the components of writing as it relates to literary traditions, minimum qualifications for English are required."</i> | 3 |
| CLDDV 101 | Principles and Practice of Teaching Young Children Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>"Course requires discipline specific expertise as indicated by the Minimum Qualifications handbook.."</i> | 3 |
| CLDDV 103 | Child Growth and Development Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>"Course requires discipline specific expertise as indicated by the Minimum Qualifications handbook.."</i> | 3 |
| CLDDV 107 | Introduction to Curriculum Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>"Course requires discipline specific expertise as indicated by the Minimum Qualifications handbook.."</i> | 3 |
| CLDDV 109 | Child,, Family, Community Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>"Course requires discipline specific expertise as indicated by the Minimum Qualifications handbook.."</i> | 3 |
| CLDDV 111 | Health, Safety, and Nutrition Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION, NUTRITIONAL SCIENCE/DIETETICS Rationale for Disciplines: <i>"This course covers health, safety, and nutrition as they apply to providing program services for young children. The Child Development Faculty believe that this course could be co-taught with faculty from the field of Nutrition."</i> | 3 |

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| CLDDV 121 | <p>Guidance of Young Children Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>“Course requires discipline specific expertise as indicated by the Minimum Qualifications handbook..”</i></p> | 3 |
| CLDDV 122 | <p>Learning Environments for Infants and Toddlers Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>“Course requires discipline specific expertise as indicated by the Minimum Qualifications handbook..”</i></p> | 3 |
| CLDDV 125 | <p>Infant and Toddler Development and Care Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>“Course requires discipline specific expertise as indicated by the Minimum Qualifications handbook..”</i></p> | 3 |
| CLDDV 127 | <p>Infant/Toddler Practicum Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>“Course requires discipline specific expertise as indicated by the Minimum Qualifications handbook..”</i></p> | 3 |
| CLDDV 128 | <p>Preschool Practicum Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>“Course requires discipline specific expertise as indicated by the Minimum Qualifications handbook..”</i></p> | 3 |
| CLDDV 150 | <p>Administration of Children's Programs Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>“Faculty teaching this course should have the Child Development degree or equivalent education and experience.”</i></p> | 3 |
| CLDDV 151 | <p>Advanced Administration of Children's Programs Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>“Faculty teaching this course should have the Child Development degree or equivalent education and experience.”</i></p> | 3 |
| CLDDV 154 | <p>Adult Relationships and Mentoring in Schools Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>“Faculty teaching this course should have the Child Development degree or equivalent education and experience.”</i></p> | 2 |
| CLDDV 160 | <p>Atypical Development Modify: Disciplines Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION Rationale for Disciplines: <i>“Faculty teaching this course should have the Child Development degree or equivalent education and experience.”</i></p> | 3 |

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| CLDDV 163 | <p>Working with Children with Special Needs</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION</p> <p>Rationale for Disciplines: <i>“Faculty teaching this course should have the Child Development degree or equivalent education and experience.”</i></p> | 3 |
| CLDDV 167 | <p>Observation and Assessment</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION</p> <p>Rationale for Disciplines: <i>“Faculty teaching this course should have the Child Development degree or equivalent education and experience.”</i></p> | 3 |
| CLDDV 262 | <p>Diversity in Educational Settings</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION</p> <p>Rationale for Disciplines: <i>“Faculty teaching this course should have the Child Development degree or equivalent education and experience.”</i></p> | 3 |
| CLDDV 266 | <p>Mentor Teacher Seminar</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION</p> <p>Rationale for Disciplines: <i>“Faculty teaching this course should have the Child Development degree or equivalent education and experience.”</i></p> | 0.5 |
| CLDDV 267 | <p>Director Seminar</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION</p> <p>Rationale for Disciplines: <i>“Faculty teaching this course should have the Child Development degree or equivalent education and experience.”</i></p> | 0.5 |
| COLSK 100 | <p>Foundation for First Year College Success</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): COUNSELING</p> <p>Rationale for Disciplines: <i>“The course provides success strategies to enhance academic and lifelong learning skills for first year college students. Exploration of topics such as motivation and attitudes, values, goal setting, decision-making processes, critical and creative thinking, personal health, and other topics are addressed. The course requires the expertise of an instructor who has met the minimum qualifications for Counseling.”</i></p> | 3 |
| ENGL 50 | <p>Basic Composition and Reading</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): ENGLISH</p> <p>Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of writing and the fundamental methods for analyzing writing, an instructor of this course must have knowledge of a vast array of rhetorical conventions and writing traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 101 | <p>Composition and Reading</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): ENGLISH</p> <p>Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of writing and the fundamental methods for analyzing writing, an instructor of this course must have knowledge of a vast array of rhetorical conventions and writing traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |

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| ENGL 102 | <p>Advanced Composition and Introduction to Literature</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): ENGLISH</p> <p>Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of writing and literature, as well as the fundamental methods for analyzing writing and literature, an instructor of this course must have knowledge of a vast array of rhetorical conventions in writing and literary traditions. Additionally, an instructor must meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 103 | <p>Advanced Composition and Critical Thinking</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): ENGLISH</p> <p>Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of writing and the fundamental methods for analyzing writing, an instructor of this course must have knowledge of a vast array of rhetorical conventions and writing traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 112 | <p>Introduction to Novel and Short Story</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): ENGLISH</p> <p>Rationale for Disciplines: <i>“Because this class discusses literature, the conventions of literature, and the components of writing as it relates to literary traditions, minimum qualifications for English are required.”</i></p> | 3 |
| ENGL 114 | <p>Introduction to Poetry</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): ENGLISH</p> <p>Rationale for Disciplines: <i>“Because this course focuses on elements of poetry and methods to analyze poetry, an instructor for this course must have a fundamental understanding of literary conventions and traditions as well as meet the minimum requirements for English.”</i></p> | 3 |
| ENGL 116 | <p>Introduction to Drama</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): ENGLISH</p> <p>Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of drama and the fundamental methods for analyzing drama, an instructor of this course must have knowledge of the literary conventions and traditions associated with drama as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 131 | <p>Introduction to World Literature</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): ENGLISH</p> <p>Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 132 | <p>Introduction to World Literature From 1500 to Present</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): ENGLISH</p> <p>Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |

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| ENGL 135 | <p>American Literature: To 1850 Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 136 | <p>American Literature: 1850 to Present Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 137 | <p>Survey of English Literature to the 18th Century Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 138 | <p>Survey of English Literature: 18th Century to Present Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 151 | <p>Folklore Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 156 | <p>Bible as Literature: The Hebrew Canon and Intertestamental Writings Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“English 156 is a survey of old testament literature with attention to literary genres, motifs, themes, rhetorical devices, and methods of analysis. It requires the expertise of an instructor with the minimum qualifications to teach English.”</i></p> | 3 |
| ENGL 157 | <p>The Bible as Literature: The New Testament Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“English 157 is a survey of new testament literature with an emphasis on literary genres, rhetorical strategies, themes, motifs, and methods of analysis. It requires the expertise of an instructor who has the minimum qualifications to teach English.”</i></p> | 3 |

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| ENGL 163 | <p>Introduction to Shakespeare Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 168 | <p>Adolescent Literature Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 169 | <p>Children's Literature Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 171 | <p>Introduction to African-American Literature Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |
| ENGL 175 | <p>Women in Literature Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this class discusses literature, the conventions of literature, and the components of writing as it relates to literary traditions, minimum qualifications for English are required.”</i></p> | 3 |
| ENGL 175 | <p>Women in Literature Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this class discusses literature, the conventions of literature, and the components of writing as it relates to literary traditions, minimum qualifications for English are required.”</i></p> | 3 |
| ENGL 176 | <p>Introduction to Mexican Literature Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>“Because this course requires an understanding of the elements of literature and the fundamental methods for analyzing literature, an instructor of this course must have knowledge of a vast array of literary conventions and traditions as well as meet the minimum requirements to teach English.”</i></p> | 3 |

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| ENGL 179 | Introduction to Native American Literature, Mythology, and Oral Tradition Modify: Disciplines Proposed Discipline(s): ENGLISH Rationale for Disciplines: <i>"Because this class discusses literature, the conventions of literature, and the components of writing as it relates to literary traditions, minimum qualifications for English are required."</i> | 3 |
| GUIDE 109 | International Student/ New American Focus Modify: Disciplines Proposed Discipline(s): COUNSELING Rationale for Disciplines: <i>"Guidance 109 is an education and career planning course for students whose previous education has been outside the United States. It acquaints students with the college, its curriculum, facilities, services, academic regulations, vocational and certificate programs, degree and transfer requirements. It also reviews extracurricular activities, personal adjustment, American customs, culture shock, survival techniques and immigration regulations. It requires faculty with a demonstrated level of expertise and who have met the minimum qualifications for Counseling."</i> | 1 |
| GUIDE 110 | Educational Planning Modify: Disciplines Proposed Discipline(s): COUNSELING Rationale for Disciplines: <i>"Guidance 110 is an introduction course to college which acquaints students with the college, its curriculum, facilities, services, academic regulations, vocational and certificate programs, degree and transfer requirements. It requires the expertise of an instructor who has met the minimum qualifications for Counseling."</i> | 1/2/2013 |
| GUIDE 111 | Career Awareness Modify: Disciplines Proposed Discipline(s): COUNSELING Rationale for Disciplines: <i>"Guide 111 assists students in exploring career alternatives through development of skills necessary for the research, selection and planning of a life-long career. The role of attitudes, interests, values and skills will be addressed. Important aspects of occupational choice will also be covered along with occupational information. This course requires the expertise of an instructor who has met the minimum qualifications for Counseling."</i> | 1 |
| GUIDE 112 | Job Hunting Skills Modify: Disciplines Proposed Discipline(s): COUNSELING Rationale for Disciplines: <i>"The Guidance 112 class focuses on the realities of the job market and techniques for conducting a successful job search. Its emphasis on learning about job application procedures, resume writing and interviewing skills. It requires the expertise of an instructor who has met the minimum qualifications for Counseling."</i> | 1/2/2013 |
| GUIDE 116 | Orientation for Re-entry Adults Modify: Disciplines Proposed Discipline(s): COUNSELING Rationale for Disciplines: <i>"Guidance 116 is a course designed to help new or returning adult students be successful in college after having been out of school for a number of years. It acquaints students with college services, programs, and requirements, and numerous topics related to academic and career success. It requires the expertise of an instructor who has met the minimum qualifications for Counseling, and the demonstrated level of experience that comes with it."</i> | 2 |

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| GUIDE 120 | <p>Success Strategies for Transfer Students</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): COUNSELING</p> <p>Rationale for Disciplines: <i>“Guidance 120 is a course to increase success in college and in life by assisting students obtain skills and techniques necessary to reach personal goals. The course allows students to explore personality, interests and values to increase self-understanding and select an appropriate major and career. The course requires the expertise of an instructor who has met the minimum qualifications for Counseling, and the demonstrated level of experience that comes with it.”</i></p> | 3 |
| READ 21 | <p>Vocabulary Development</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): READING</p> <p>Rationale for Disciplines: <i>“Reading 21 is a vocabulary development course designed to improve the vocabulary of students who are functioning at the pre-collegiate level. It requires the expertise of an instructor who holds the minimum qualifications for Reading.”</i></p> | 3 |
| READ 40 | <p>Reading Comprehension</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): READING</p> <p>Rationale for Disciplines: <i>“Reading 40 is a reading comprehension course designed to improve the student’s comprehension of pre-collegiate reading material. It requires the expertise of an instructor who holds the minimum qualifications for Reading.”</i></p> | 3 |
| READ 62 | <p>College Vocabulary</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): READING</p> <p>Rationale for Disciplines: <i>“Reading 62 is a college-level vocabulary development course. It requires the expertise of an instructor who holds the minimum qualifications for Reading.”</i></p> | 3 |
| READ 82 | <p>College Reading - Comprehension</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): READING</p> <p>Rationale for Disciplines: <i>“Reading 82 is a reading comprehension course designed to improve the student’s comprehension and retention of college-level material. It requires the expertise of an instructor who holds the minimum qualifications for Reading.”</i></p> | 3 |
| READ 184 | <p>Critical Reading</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): READING</p> <p>Rationale for Disciplines: <i>“Reading 184 is a college-level, university-transferable critical reading course designed to develop/improve the student’s ability to evaluate a wide range of challenging reading material. It requires the expertise of an instructor who holds the minimum qualifications for Reading.”</i></p> | 3 |
| SPELL 31 | <p>Basic Spelling and Phonics</p> <p>Modify: Disciplines</p> <p>Proposed Discipline(s): READING</p> <p>Rationale for Disciplines: <i>“Spelling 31 is a pre-collegiate level course designed to improve the spelling, phonics, and pronunciation skills of native and non-native English speakers. It requires the expertise of an instructor who holds the minimum qualifications for Reading.”</i></p> | 3 |

| | | |
|----------|--|---|
| SPELL 32 | <p>Spelling and Pronunciation Modify: Disciplines Proposed Discipline(s): READING Rationale for Disciplines: “<i>Spelling 32 is a spelling and pronunciation course designed to introduce students to advanced English spelling rules and frequently misspelled words. It requires the expertise of an instructor who holds the minimum qualifications for Reading.</i>”</p> | 3 |
| STSK 25 | <p>Student Success Strategies Modify: Disciplines Proposed Discipline(s): COUNSELING Rationale for Disciplines: “<i>The course is designed to increase the student's success in college and facilitate the transition to the workplace and other college courses. The course covers the areas of goal setting, time management, study skills and interpersonal communication. It requires the expertise of an instructor who has met the minimum qualifications for Counseling.</i>”</p> | 1 |
| STSK 78 | <p>College Study Skills Modify: Disciplines Proposed Discipline(s): COUNSELING Rationale for Disciplines: “<i>The course looks at factors necessary for college success. Topics addressed include: goal setting, time management, note-taking, test-taking skills, memorization, motivation, critical and creative thinking, learning styles, diversity, health, and others. The course also informs students of the college, its curriculum, facilities, services, regulations, programs, degree and transfer requirements. The course requires the expertise of an instructor who has met the minimum qualifications for Counseling.</i>”</p> | 3 |

MODIFICATIONS/REACTIVATIONS

| | | | |
|------|-----|--|---|
| HIST | 101 | <p>History of the United States to 1877 Effective: Fall 2014 MODIFY: Content, methods of instruction, textbooks, objectivities, methods of evaluation. Enrollment Restrictions: Maintaining: (A) before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101. Distance Education Status: Maintaining Online Course, Telecourse, Mixed modalities/Hybrid Course Materials Fee Status: None Articulation Status: Transfer to CSU and UC General Education Status: Approved for (MJC-GE: B) (CSU-GE: a - Group a, c - Group c, D6) (IGETC: 4F) Rationale: Updating for CID compliance. Program Impact:</p> <ol style="list-style-type: none"> 1. CSU General Education Pattern Certificate of Achievement 2. General Studies, Emphasis in Social and Behavioral Sciences A.A. Degree 3. Associate in Arts in History for Transfer (pending) 4. MJC-GE Pattern A.A. Degree Major | 3 |
|------|-----|--|---|

| | | |
|------|-----|---|
| HIST | 102 | <p>History of the United States Since 1865 3</p> <p>Effective: Fall 2014</p> <p>MODIFY: General Education, objectives, content, methods of instruction, methods of evaluation, textbook.</p> <p>Enrollment Restrictions: Maintaining: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.</p> <p>Distance Education Status: Maintaining Online Course, Telecourse, Mixed modalities/Hybrid Course</p> <p>Materials Fee Status: None</p> <p>Articulation Status: Transfer to CSU and UC</p> <p>General Education Status: : Approved for (MJC-GE: B) (CSU-GE: a - Group a, c - Group c, D6) (IGETC: 4F)</p> <p>Rationale: Updating for CID compliance.</p> <p>Program Impact:</p> <ol style="list-style-type: none"> 1. CSU General Education Pattern Certificate of Achievement 2. General Studies, Emphasis in Social and Behavioral Sciences A.A. Degree 3. Associate in Arts in History for Transfer (pending) 4. MJC-GE Pattern A.A. Degree Major |
| HIST | 105 | <p>Western Civilization since 1650 3</p> <p>Effective: Fall 2014</p> <p>MODIFY: Content, objectives, outcomes, methods of instruction, methods of evaluation, textbook.</p> <p>Enrollment Restrictions: Maintaining: (A) before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.</p> <p>Distance Education Status: Maintaining Online Course, Mixed modalities/Hybrid Course</p> <p>Materials Fee Status: None</p> <p>Articulation Status: Transfer to CSU and UC</p> <p>General Education Status: Approved for: (MJC-GE: B,C) (CSU-GE: C2, D6) (IGETC: 3B, 4F)</p> <p>Rationale: Updating for CID compliance.</p> <p>Program Impact:</p> <ol style="list-style-type: none"> 1. CSU General Education Pattern Certificate of Achievement 2. General Studies, Emphasis in Humanities A.A. Degree 3. Associate in Arts in History for Transfer (pending) 4. MJC-GE Pattern A.A. Degree Major 5. University Preparation, Emphasis in Humanities A.A. Degree |
| SPAN | 112 | <p>Introduction to Chicano/a Literature 3</p> <p>Effective: Fall 2014</p> <p>MODIFY: Content, methods of instruction.</p> <p>Enrollment Restrictions: Maintaining: (P) Satisfactory completion of SPAN 104 or SPAN 110</p> <p>Distance Education Status: None</p> <p>Materials Fee Status: None</p> <p>Articulation Status: Transfer to CSU and UC</p> <p>General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B, 6A)</p> <p>Rationale: Part of Review Cycle.</p> <p>Program Impact:</p> <ol style="list-style-type: none"> 1. CSU General Education Pattern Certificate of Achievement 2. Ethnic Studies Skills Recognition Award 3. General Studies, Emphasis in Humanities A.A. Degree 4. Spanish A.A. Degree |

SPAN 173 Survey of Latin American Literature 3

Effective :Fall 2014

MODIFY: Repeat policy, content, outcomes, methods of instruction, methods of evaluation, textbook.

Enrollment Restrictions: Maintaining: (P) Satisfactory completion of SPAN 104 or SPAN 110.

Distance Education Status: None

Materials Fee Status: None

Articulation Status: Transfer to CSU and UC

General Education Status: Approved for (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B, 6A)

Rationale: Course is part of review cycle.

Program Impact:

1. CSU General Education Pattern Certificate of Achievement
2. General Studies, Emphasis in Humanities A.A. Degree
3. Spanish A.A. Degree

NEW COURSES

PEC 160 Spirit Leadership Training 1

Effective: Effective: Spring 2014 **Expedited!** To comply with newly revised code or law

Rationale for Expedited Approval: This course is being developed to address the changes in repeatability.

ADOPT

Enrollment Restrictions: None

Distance Education Status: None

Materials Fee Status: None

Articulation Status: Transfers to CSU, Requesting UC

General Education Status: Requesting (MJC Activities)

Rationale: With repeatability changes, this course is being developed to allow students to participate in spirit leadership for the entire school year.

Program Impact:

1. Physical Education A.A. Degree

SPCOM 180AB Communication Studies Lab Tutoring 2

Effective: Effective: Fall 2013 **Expedited!** To comply with newly revised code or law

Rationale for Expedited Approval: Title 5 changes to repeatability warrant expedited approval so students may have more than one experience as lab tutors.

ADOPT

Enrollment Restrictions: Requesting: (P) Satisfactory completion of SPCOM 100 or SPCOM 102.

Distance Education Status: None

Materials Fee Status: None

Articulation Status: Transfer to CSU

General Education Status: Not approved for MJC Activities

Rationale: Title 5 changes to repeatability have warranted the creation of levels of tutoring courses for the Communication Studies Lab.

Program Impact:

1. Speech Communication A.A. Degree (pending)

VI. PROGRAM NOTIFICATION AGENDA

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

Chancellor's Office Denials: PROGRAMS

Chancellor's Office Updates

Program Learning Outcomes

(None)

VII. PROGRAM CONSENT AGENDA

(None)

VIII. PROGRAM DISCUSSION AGENDA

Program Learning Outcomes

(NONE)

Program Changes that do not require Chancellor's Office Notification/Application for Approval

- AS: Computer Graphics Applications** 28
Modify: Program learning outcomes, program requirements required courses.
Effective: Summer 2014
Rationale: Program is being updated to inactivate obsolete courses and to provide program requirements to meet current industry needs.
- C: Computer Graphics Applications** 21
Modify: Program learning outcomes, program requirements, elective courses, required courses..
Effective: Summer 2014
Rationale: Program is being updated to inactivate obsolete courses and to provide program requirements to meet current industry needs.

CCC-501: Application for Approval - New Credit Programs

- ADOPT:** AA-T: History for Transfer 15-18
Effective Term: (Upon CCCCCO Approval)
Rationale: Compliance with SB1440
- ADOPT:** AA-T: Psychology for Transfer 20-22
Effective Term: (Upon CCCCCO Approval)
Rationale: Compliance with SB1440
- ADOPT:** AA-T: Sociology for Transfer 20
Effective Term: (Upon CCCCCO Approval)
Rationale: Compliance with SB1440

Substantial Changes to an Approved Credit Program (Formerly the CCC-510)

| | | |
|---------------|---|----|
| ADOPT: | AS-T: Physics for Transfer Effective Term: (Upon CCCCCO Approval) | 30 |
| ADOPT: | AA-T: English for Transfer Effective Term: (Upon CCCCCO Approval) | 18 |

Non-Substantial Changes to Approved Program or Change of Active–Inactive Status (Formerly the CCC-511)

IX. STANDING REPORTS

- | | |
|--|--------------------|
| 1. Transfer Model Curriculum | B. Adams |
| 2. C-ID | R. Cranley |
| 3. CurricUNET Implementation/Issues | B. Adams/L. Miller |
| a. Independent Study Numbering | |
| 4. Outcomes Assessment Workgroup | K. Ennis |

X. UNFINISHED BUSINESS

Action Items

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

2. Repeatability

B. Adams

As a result of Curriculum Committee action and Instruction Office implementation, the following credit courses are offered as repeatable with the start of Fall 2013 as per Title 5 §55041(a):

| CRSNAME(CB01) | CRS_SHORT_TITLE(CB02) | STATUS | REPEATS |
|----------------------|--------------------------------|---------------|----------------|
| MANSC-210 | Livestk Select Evaluate | A | 1X |
| MANSC-212 | Adv Lvstck Sel & Eval | A | 1X |
| MANSC-221 | Dairy Cattle Selection | A | 1X |
| MANSC-227 | Adv Dairy Cattle Sel/Eval | A | 1X |
| MBIO-180A | Special Projects in Bio | A | 1X |
| MMUSA-123 | Intermediate Piano | A | 1X |
| MMUSA-153 | Applied Vocal Repertoire 1 | A | 1X |
| MMUSA-154 | Applied Vocal Repertoire 2 | A | 1X |
| MMUSC-112 | Recording Arts 2 | A | 1X |
| MMUSP-151 | Musical Thetr Workshop | A | 1X |
| MMUSA-124 | Applied Piano | A | 3X |
| MMUSA-145 | Applied Classical Guitar | A | 3X |
| MMUSA-155 | Vocal Master Class | A | 3X |
| MMUSA-163 | App Mus (Violin & Viola) | A | 3X |
| MMUSA-164 | Appl Mus (Cello & Bass) | A | 3X |
| MMUSA-173 | Appld Music Brass Percus | A | 3X |
| MMUSA-183 | Applied Music (Woodwinds) | A | 3X |
| MMUSE-145 | Guitar Orchestra | A | 3X |
| MMUSE-151 | Masterworks Chorus | A | 3X |
| MMUSE-155 | Concert Choir | A | 3X |
| MMUSE-156 | Chamber Choir | A | 3X |
| MMUSE-161 | Community Orchestra | A | 3X |
| MMUSE-165 | String Orchestra | A | 3X |
| MMUSE-166 | Chamber Music Ensmbl (strings) | A | 3X |
| MMUSE-171 | Concert Band | A | 3X |
| MMUSE-175 | Symphonic Band | A | 3X |
| MMUSE-176 | Chamber Ensembles (Band) | A | 3X |
| MMUSE-181 | Jazz Band | A | 3X |
| MPEC-135 | Springboard Diving | A | 3X |
| MPEC-170 | Advanced Swimming | A | 3X |
| MPEC-178 | Tournament Tennis | A | 3X |
| MPEC-179 | Track and Field | A | 3X |
| MPEC-182 | Training for Distance Running | A | 3X |
| MPEC-184 | Power Volleyball | A | 3X |
| MPEC-190A | Adv Water Polo | A | 3X |
| MPEC-197 | Advanced Weight Training | A | 3X |
| MPEM-108 | Baseball | A | 3X |
| MPEM-141 | Adv Touch Football | A | 3X |
| MPEM-162 | Soccer | A | 3X |
| MPEM-196 | Advanced Wrestling | A | 3X |
| MPEVM-100 | Varsity Baseball | A | 3X |
| MPEVM-105 | Men's Varsity Basketball-Fall | A | 3X |
| MPEVM-106 | Men's Varsity Bsktball-Spring | A | 3X |
| MPEVM-110 | Men's Varsity Cross Country | A | 3X |
| MPEVM-115 | Varsity Football | A | 3X |
| MPEVM-120 | Men's Varsity Golf | A | 3X |
| MPEVM-122 | Men's Varsity Soccer | A | 3X |
| MPEVM-125 | Men's Varsity Swimming/Diving | A | 3X |
| MPEVM-130 | Men's Varsity Tennis | A | 3X |
| MPEVM-135 | Men's Varsity Track & Field | A | 3X |

| | | | |
|--------------|---------------------------------|---|----|
| MPEVM-140 | Men's Varsity Water Polo | A | 3X |
| MPEVM-145 | Varsity Wrestling | A | 3X |
| MPEVW-100 | Women's Varsity Basketball-Fall | A | 3X |
| MPEVW-101 | Women's Varsity Bsktbl-Spring | A | 3X |
| MPEVW-103 | Women's Varsity Cross Country | A | 3X |
| MPEVW-115 | Women's Varsity Golf | A | 3X |
| MPEVW-120 | Women's Varsity Softball | A | 3X |
| MPEVW-123 | Women's Varsity Soccer | A | 3X |
| MPEVW-125 | Women's Varsity Swim & Dive | A | 3X |
| MPEVW-130 | Women'ss Varsity Tennis | A | 3X |
| MPEVW-135 | Women's Varsity Track/Field | A | 3X |
| MPEVW-140 | Women's Varsity Volleyball | A | 3X |
| MPEVW-145 | Women's Varsity Water Polo | A | 3X |
| MPEW-180 | Women's Softball | A | 3X |
| MPEW-181 | Defensive Softball | A | 3X |
| MTHETR-190AB | Theatre Production Workshop | A | 3X |

3. Independent Study Course Outlines

B. Adams

Informational Items

1. **Equating Courses and Repetitions**
Postponed Indefinitely

L. Miller

XI. NEW BUSINESS

Informational Items

1. **The Year in Review/ The Year Ahead**

B. Adams/L. Miller

Action Items

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

L. Miller

XII. PUBLIC COMMENT



Curriculum Committee

MINUTES

**Tuesday, April 2, 2013
Yosemite 213 2:40 PM**

Members Present: B. Adams (Co-chair), M. Adams, J. Beebe, S. Berger, R. Cranley, K. Ennis, M. Garcia, K. Greene (for L. Lanigan) J. Hamilton (Co-Chair/President-Elect Academic Senate), E. Kerr, E. Lucas, M. Lynch, E. Maki, C. Mulder, L. Hatch, M. Robles

Members Absent: Community & Economic Development Rep. (Vacant), Student Services Rep. (Vacant), M. Boyd, S. Circle, R. Clayton (ASMJC), S. Kincade (VP, Instruction), J. Sola, C. Vaughn

Others Present: L. Miller (Curriculum Specialist), J. Hughes (Evaluator)

I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

March 19, 2013

M/S/U (L. HATCH, E. MAKI) to approve the minutes of March 19.2013.

III. COURSE NOTIFICATION AGENDA

The committee was notified of the following CCCCCO course approvals.

CCCCO APPROVALS

- MACH 213
- PEC 132
- PEC 139
- PEC 146
- THETR 117
- THETR 118
- THETR 130
- THETR 133
- THETR 134
- THETR 149
- THETR 151
- THETR 152
- THETR 153
- THETR 155

IV. COURSE CONSENT AGENDA

(None)

V. COURSE DISCUSSION AGENDA

INACTIVATIONS

| | | | |
|------|-----|--|---|
| FILM | 151 | Advanced Film Production 1 Effective: Summer 2013 Expedited! Rationale for expedited approval: Course inactivation proposals were overlooked when program discontinuance-related course inactivations took place in Fall of 2011. The active status of these courses in related systems was discovered during catalog production. Expedited inactivation will ensure that students are not held accountable to course offerings on transfer. Rationale: Inactivated due to program discontinuance in the Spring of 2011. INACTIVATE: Program Impact: Stand Alone M/S/U (E. LUCAS, E. MAKI) to INACTIVATE FILM 151 | 3 |
| FILM | 152 | Advanced Film Productions 2 Effective: Summer 2013 Expedited! Course inactivation proposals were overlooked when program discontinuance-related course inactivations took place in Fall of 2011. The active status of these courses in related systems was discovered during catalog production. Expedited inactivation will ensure that students are not held accountable to course offerings on transfer. Rationale: Inactivated due to program discontinuance in the Spring of 2011. INACTIVATE: Program Impact: Stand Alone M/S/U (E. LUCAS, E. MAKI) to INACTIVATE FILM 152 | 3 |
| FILM | 153 | Contemporary Film Effective: Summer 2013 Expedited! Course inactivation proposals were overlooked when program discontinuance-related course inactivations took place in Fall of 2011. The active status of these courses in related systems was discovered during catalog production. Expedited inactivation will ensure that students are not held accountable to course offerings on transfer. Rationale: Inactivated due to program discontinuance in the Spring of 2011. INACTIVATE: Program Impact: 1. CSU General Education Pattern Certificate of Achievement 2. General Studies, Emphasis in Humanities A.A. Degree 3. MJC-GE Pattern A.A. Degree Major Degree M/S/U (E. LUCAS, E. MAKI) to INACTIVATE FILM 153 | 3 |
| FILM | 154 | Movies With a Message Effective: Summer 2013 Expedited! Course inactivation proposals were overlooked when program discontinuance-related course inactivations took place in Fall of 2011. The active status of these courses in related systems was discovered during catalog production. Expedited inactivation will ensure that students are not held accountable to course offerings on transfer. Rationale: Inactivated due to program discontinuance in the Spring of 2011. INACTIVATE: Program Impact: 1. CSU General Education Pattern Certificate of Achievement 2. General Studies, Emphasis in Humanities A.A. Degree 3. MJC-GE Pattern A.A. Degree Major Degree M/S/U (E. LUCAS, E. MAKI) to INACTIVATE FILM 154 | 3 |

| | | | |
|------|-----|---|---|
| FILM | 155 | The Documentary Film Effective: Summer 2013 Expedited! Course inactivation proposals were overlooked when program discontinuance-related course inactivations took place in Fall of 2011. The active status of these courses in related systems was discovered during catalog production. Expedited inactivation will ensure that students are not held accountable to course offerings on transfer. Rationale: Inactivated due to program discontinuance in the Spring of 2011. INACTIVATE: Program Impact: <ol style="list-style-type: none"> 1. CSU General Education Pattern Certificate of Achievement 2. General Studies, Emphasis in Humanities A.A. Degree 3. MJC-GE Pattern A.A. Degree Major Degree M/S/U (E. LUCAS, E. MAKI) to INACTIVATE FILM 155 | 3 |
|------|-----|---|---|

PLACEMENT OF COURSES IN DISCIPLINES:

None

MODIFICATIONS/REACTIVATIONS

| | | | |
|------|-----|--|---|
| ANSC | 210 | Livestock Selection & Evaluation Effective: Fall 2013 Expedited! <i>To comply with newly revised code or law.</i> Rationale for Expedited Approval: Comply with change in law regarding repeatability. MODIFY: Discipline, hours, field trip, repeat policy, content, outcomes, objectives, methods of instruction, methods of evaluation Enrollment Restrictions: None Distance Education Status: None Materials Fee Status: None Articulation Status: Transfer to CSU and UC General Education Status: Not approved for GE Rationale: Updating for course compliance. Program Impact: <ul style="list-style-type: none"> Animal Science A.S. Degree M/S/U (E. LUCAS, E. MAKI) to MODIFY ANSC 210 M/S/U (M. GARCIA, L. HATCH) to EXPEDITE MODIFICATIONS of ANSC 210 | 3 |
| ANSC | 240 | Beef Fitting and Showing Effective: Fall 2013 Expedited! <i>To comply with newly revised code or law.</i> Rationale for Expedited Approval: Comply with change in law regarding repeatability. MODIFY: Discipline, field trip, repeat policy, content, objectives, textbooks. Enrollment Restrictions: None. Distance Education Status: None Materials Fee Status: None Articulation Status: Transfer to CSU General Education Status: Not approved for GE Rationale: Updating for course compliance. Program Impact: <ul style="list-style-type: none"> Stand Alone M/S/U (E. LUCAS, E. MAKI) to MODIFY ANSC 240 M/S/U (M. GARCIA, L. HATCH) to EXPEDITE MODIFICATIONS of ANSC 240 | 2 |

ANSC 241 Sheep Fitting and Showing 2

Effective: Fall 2013 **Expedited!** *To comply with newly revised code or law.*

Rationale for Expedited Approval: Comply with change in law regarding repeatability.

MODIFY: Discipline, field trip, repeat policy, content, outcomes, objectives, textbooks.

Enrollment Restrictions: None.

Distance Education Status: None

Materials Fee Status: None

Articulation Status: Transfer to CSU

General Education Status: Not approved for GE

Rationale: Updating for course compliance.

Program Impact:

Stand Alone

M/S/U (E. LUCAS, E. MAKI) to MODIFY ANSC 241

M/S/U (M. GARCIA, L. HATCH) to EXPEDITE MODIFICATIONS of ANSC 241

PEC 159 Fall Spirit Leadership Training 3

Effective: Fall 2013 **Expedited!** *To comply with newly revised code or law.*

Rationale for Expedited Approval: Periodic review and update to meet current curriculum standards and adhere to curriculum matrix.

MODIFY: Hours, units, title, variable, field trip, repeat policy, grading policy, description, content, outcomes, objectives, methods of instruction, methods of evaluation, textbook.

Enrollment Restrictions: None

Distance Education Status: None

Materials Fee Status: None

Articulation Status: Transfer to CSU and UC

General Education Status: Approved for (MJC: Activities)

Rationale: This is an existing course that is affected by the new repeatability standards.

1. Associate of Arts in Physical Education

M/S/U (E. LUCAS, E. MAKI) to MODIFY PEC 159

M/S/U (L. HATCH, J. BEEBE) to MAINTAIN PLACEMENT of PEC 159 on ACTIVITIES

M/S/U (M. GARCIA, L. HATCH) to EXPEDITE MODIFICATIONS of PEC 159

Effective: Spring 2014 **Expedited!** To align with C-ID descriptor

Rationale for Expedited Approval: This course is being reviewed to ensure it aligns with the C-ID descriptor, which is included in the SOCIO TMC and ADJU TMC.

MODIFY: Hours, description, objectives, content, methods of instruction, methods of evaluation, textbooks.

Enrollment Restrictions: None

Distance Education Status: None

Materials Fee Status: None

Articulation Status: Transfer to CSU and UC

General Education Status: Approved for (MJC-GE: B) (CSU-GE: D0) (IGETC: 4J)

Rationale: This course is being updated for compliance and to align with C-ID descriptor included in Transfer Model Curriculum.

Program Impact:

1. Associate in Science in Administration of Justice for Transfer
2. Associate Degree Nursing Program Curriculum (for RN) A.S. Degree
3. CSU General Education Pattern Certificate of Achievement
4. General Studies, Emphasis in Social and Behavioral Sciences A.A. Degree
5. Human Services A.A. Degree
6. MJC-GE Pattern A.A. Degree Major
7. Nursing: LVN to ADN Upgrade A.S. Degree

M/S/U (E. LUCAS, E. MAKI) to MODIFY SOCIO 101

M/S/U (E. KERR, C. MULDER) to MAINTAIN PLACEMENT OF SOCIO 101 on GE PATTERN(S)

M/S/U (M. GARCIA, L. HATCH) to EXPEDITE MODIFICATIONS of SOCIO 101

VI. PROGRAM NOTIFICATION AGENDA

The committee was notified of the following program activity:

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

CCCCO Approval on 03/24/13: AA-T: Theatre Arts ("Substantial Change to an Existing Program")

Chancellor's Office Denials: PROGRAMS

Chancellor's Office Updates

Program Learning Outcomes

(None)

VII. PROGRAM CONSENT AGENDA

VIII. PROGRAM DISCUSSION AGENDA

Program Learning Outcomes

(NONE)

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

- SR: Gas Tungsten Arc Welding** **10**
INACTIVATE:
Effective: Summer 2013 **Expedited!**
Rationale for Expedited Implementation: To ensure students receive accurate information about the availability of curricular offerings in the 2013-2014 catalog.
M/S/U (J. BEEBE, C. MULDER) to INACTIVATE SR: GAS TUNGSTEN ARC WELDING
M/S/U (J. BEEBE, L. HATCH) to EXPEDITE INACTIVATION of SR: GAS TUNGSTEN ARC WELDING
- C: Master Teacher** **32**
Modify: Program structure, required courses, elective options
Effective: Summer 2013 **Expedited!**
Rationale for Expedited Implementation: To ensure students receive accurate information about the availability of curricular offerings in the 2013-2014 catalog. Pending approvals recently approved by the curriculum committee will likely take effect Summer 2014 due to need for governing board and CCCC review and approval.
M/S/U (J. BEEBE, C. MULDER) to MODIFY C: MASTER TEACHER
M/S/U (J. BEEBE, L. HATCH) to EXPEDITE MODIFICATION of C:MASTER TEACHER

Certificate of Achievement: **Master Teacher**

EXPECTED STUDENT LEARNING OUTCOMES

Upon the successful completion of the Certificate of Achievement in Master Teacher at Modesto Junior College, students will be able to:

1. *Recognize and describe the courses totaling 32 units necessary to complete this certificate and compare/contrast how the certificate is aligned with the Master Teacher Permit issued through State of California, Commission on Teacher Credentialing.*
2. *Apply specialized knowledge of courses from the six-unit option in the early care and education classroom (i.e. infant/toddler; early intervention; families and culture.)*
3. *Apply effective guidance and interaction strategies that support all children’s social learning, identity and self-confidence as the lead teacher in the classroom.*
4. *Demonstrate an awareness and understanding of the diverse cultural aspects of child rearing and family practices and potential cultural conflicts as individuals interact.*

REQUIRED COURSES - COMPLETE A MINIMUM OF 17 UNITS

| | | | | |
|-------|------|-----|---|------|
| CLDDV | 101 | [1] | Principles and Practices of Teaching Young Children | 3 |
| CLDDV | 103 | [1] | Child Growth and Development | 3 |
| CLDDV | 107 | [1] | Introduction to Curriculum | 3 |
| CLDDV | 109 | [1] | Child-Family-Community. | 3 |
| CLDDV | 126C | [4] | Inclusion Special Needs Practicum | 3 OR |
| CLDDV | 127C | [3] | Infant and Toddler Practicum | 3 OR |
| CLDDV | 128C | [3] | Preschool Practicum | 3 |
| CLDDV | 154 | [3] | Adult Relationships & Mentoring in Schools | 2 |

ELECTIVES - COMPLETE 9 UNITS:

| | | | | |
|-------|-----|-----|--|---|
| CLDDV | 111 | [2] | Health, Safety, and Nutrition | 3 |
| CLDDV | 121 | [2] | Guidance of Young Children | 3 |
| CLDDV | 125 | [2] | ... Infant and Toddler Development | 3 |
| CLDDV | 163 | [4] | Working with Children with Special Needs | 3 |
| CLDDV | 167 | [4] | Observation and Assessment | 3 |
| CLDDV | 262 | [4] | Diversity in Educational Settings | 3 |

SELECT ONE 6-UNIT SPECIALIZATION OPTION FROM THE FOLLOWING:

Choose one of the following options:

Early Intervention Option – Complete 6 units.

| | | |
|-------|-----|-------|
| CLDDV | 163 | 3 |
| CLDDV | 167 | 3, or |
| CLDDV | 160 | 3 |

Infant/Toddler Option – Complete 6 units.

| | | |
|-----------|-------|---|
| CLDDV 125 | | 3 |
| CLDDV 127 | | 3 |
| CLDDV 122 | | 3 |

TOTAL UNITS FOR CERTIFICATE OF ACHIEVEMENT

32

Substantial Changes to an Approved Credit Program (Formerly the CCC-510)

(None)

Non-Substantial Changes to Approved Program or Change of Active-Inactive Status (Formerly the CCC- 511)

IX. STANDING REPORTS

1. **Transfer Model Curriculum** **B. Adams**
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

Eight TMCs have been approved, with two pending at the CCCCCO. L. Miller received a call from S. Ricks Albert of the CCCCCO informing her that the AS-T in Geology is likely to be approved. B. Adams reminded the committee that while the degree was approved by the YCCD Board of Trustees on 05/09/12, the required state paperwork had not been completed which prevented it from moving forward. The AA-T in Anthropology will require an application to the CCCCCO. The AA-T in English is at Technical Review level. The AA-T in Psychology has been drafted by L. Kooler. The AS-T in Physics needs to be reviewed by physics department faculty. The state has also updated its status report, making it easier to see institutional progress. It was noted that the numbers may not accurately reflect our progress, since MJC is pursuing many ADTs (Associate Degrees for Transfer) in areas in which we currently do not have majors. B. Adams noted that only 15 schools have more ADTs than MJC. There will be no more TMC workshops before the end of the semester. Spanish and Philosophy templates are just being finalized at the state level. Many courses will require C-IDs as a result. Overall, MJC is “in good shape.”

2. **C-ID** **R. Cranley**
 PHYS 01 received a C-ID. 38 course are approved for C-ID. Currently in dialog with Biology department to identify which courses should be proposed for which C-IDs. It is important to consider that even if a C-ID is approved at the state level, are we in a position to submit our curriculum right now? Is the course current?

3. **CurricUNET Implementation/Issues** **B. Adams/L. Miller**
 B. Adams noted that the drag/drop feature in the CLO screen was conspicuously absent from the CurricUNET interface. CurricUNET does not show that the ticket has been addressed. She hopes that this will be rectified soon. The codes and dates page is also malfunctioning since some changes were made locally to the field labels. She noted that this facet of CurricUNET, while not visible to most faculty, is very important to operations, so functionality is imperative. She reminded the committee that the “fast track” option for *placing courses in disciplines* is set to expire on May 1. After this option expires, faculty will need to use the course update process in CurricUNET and through the curriculum process to place the courses in disciplines.

4. **Outcomes Assessment Workgroup** **K. Ennis**
No report.

X. UNFINISHED BUSINESS

Action Items

1. **Policies for Prerequisites/Corequisites/Advisories** **M. Robles**
 Productive meetings have taken place. The group is looking at the process. The group hopes to conclude its work before the Summer begins.

2. **Repeatability** **B. Adams**
 The state has come forward with documents explaining the regulations, since some schools appear to be struggling. The paperwork has clarified the three ways repetitions can be established. Additionally, the State has clarified the number of repetitions, and clarified the topic of “recency.” M. Robles noted it was a good resource, and that faculty may find it useful when developing courses.

3. **Independent Study Course Outlines** **B. Adams**
 The question continues as to how to independent study courses should be created in light of revised Title 5 guidelines on repeatability. There was lively, lengthy discussion on myriad issues surrounding independent study including but not limited to articulation, MIS implementation, and how independent study courses are used within each division. It was determined that L. Miller would need to generate a report on available course numbers across the curriculum,. She was asked to inquire with MIS staff as to whether or not the college could reuse old, inactive course numbers.

Informational Items

1. **Equating Courses and Repetitions** **L. Miller**
 Postponed Indefinitely

XI. NEW BUSINESS

Informational Item

1. **Curriculum Committee Membership** **B. Adams**
 B. Adams noted that terms are expiring for some members. J. Beebe, while previously thought to have stepped down from the committee, will remain. L. Hatch is unclear as to whether she will remain. B. Adams noted that the curriculum website does not accurately reflect the term expiration dates for some members, and stated that once catalog production is definitively over, L. Miller will be updating the page.

Action Items

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

XII. PUBLIC COMMENT

Meeting adjourned at 3:52 PM

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q street
Sacramento, Ca 95811-6549
(916) 445-8752
<http://www.cccco.edu>



04/11/2013

Admin, MODESTO
College CIO
MODESTO

Dear Colleague:

The California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following course:

CURRICULUM INVENTORY RECORD

College: 592

Credit Status: Credit

Course Title: Training Instructor 1C

Department Number: FSCI 369

Course Control Number: CCC000542110

TOP Code: 213350

This action was taken in compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor.

For questions regarding this letter, please submit your written inquiry to curriculum@cccco.edu.

Sincerely,

Academic Affairs Division
California Community Colleges Chancellor's Office