I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

December 03, 2013
January 09, 2014

III. COURSE NOTIFICATION AGENDA

CCCCO APPROVALS

CMPSC 219 (CCC00551416)
CMPSC 241 (CCC00551750)
ENGL 107 (CCC00551627)
ESL 39 (CCC00551751)
MUST 141 (CCC00551632)
MUST 142 (CCC00551631)
MUST 143 (CCC00551630)
MUST 144 (CCC00551633)
THETR 135 (CCC00551629)
THETR 136 (CCC00551626)
THETR 154 (CCC00551628)

Course Activity Report

ADJU 215  Firearms and Range Application  3
Effective: Spring 2014 Expedited
MODIFY: Materials fees
Rationale: Course was approved at 10/08/13 meeting with a materials fee for Livescan through the district. Since that meeting, it was realized that the department does not need to collect materials for Livescan, since students choose to visit various non-district locations and pay those entities to complete the Livescan procedure. This change has been implemented in Datatel and enrolled students have been remunerated for the Spring 2014 term.
Materials Fees: Removing $74 fee

ADJU 216  Advanced Firearms and Range Application  3
Effective: Spring 2014 Expedited
MODIFY: Materials fees
Rationale: Course was approved at 10/08/13 meeting with a materials fee for Livescan through the district. Since that meeting, it was realized that the department does not need to collect materials for Livescan, since students choose to visit various non-district locations and pay those entities to complete the Livescan procedure. This change has been implemented in Datatel and enrolled students have been remunerated for the Spring 2014 term.
Materials Fees: Removing $74 fee
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>1 Credit</th>
<th>Effective</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>Creative Writing: Creative Nonfiction</td>
<td>3</td>
<td>Upon CCCCO approval</td>
<td>The course was approved on 11/08/2013 with a course ID (ENGL 107) that was previously used for 'Magazine Writing' which was inactivated in 1988. We do not reuse course numbers because of the potential effects on student transcripts. The course has been approved as ENGL 107 at the district and CCCCO. This revision will be facilitated through the Instruction Office.</td>
</tr>
<tr>
<td>PEC 145</td>
<td>Advanced Golf</td>
<td>1</td>
<td>Summer 2014 Expedited</td>
<td>Repeat policy is &quot;not repeatable&quot; in CurricUNET and Datatel. Needs to be repeatable 3x because this is a conditioning course.</td>
</tr>
<tr>
<td>PEC 170</td>
<td>Advanced Swimming</td>
<td>1</td>
<td>Summer 2014 Expedited</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is a conditioning course.</td>
</tr>
<tr>
<td>PEC 178</td>
<td>Tournament Tennis</td>
<td>1</td>
<td>Summer 2014 Expedited</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course.</td>
</tr>
<tr>
<td>PEC 179</td>
<td>Track and Field</td>
<td>1</td>
<td>Summer 2014 Expedited</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course.</td>
</tr>
<tr>
<td>PEC 184</td>
<td>Power Volleyball</td>
<td>1</td>
<td>Summer 2014 Expedited</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course. Repeat policy is currently set at &quot;not repeatable - 0X&quot; in Datatel. It should be coded at 3X.</td>
</tr>
<tr>
<td>PEC 190</td>
<td>Advanced Water Polo</td>
<td>1</td>
<td>Summer 2014 Expedited</td>
<td>Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an athletics conditioning course.</td>
</tr>
<tr>
<td>PEM 114</td>
<td>Advanced Basketball</td>
<td>1</td>
<td>Summer 2014 Expedited</td>
<td>Repeat policy is &quot;not repeatable&quot; in CurricUNET and Datatel. Needs to be repeatable 3x because this is an athletics conditioning course.</td>
</tr>
</tbody>
</table>
PEM 141  Advanced Touch Football  ½
Effective: Summer 2014 Expedited To comply with Title 5, § 55041 and §58162
MODIFY TOP Code
Rationale: Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an athletics conditioning course.

PEM 162  Soccer  1
Effective: Summer 2014 Expedited To comply with Title 5, § 55041 and §58162
MODIFY TOP Code
Rationale: Course is currently coded as 083550 in Datatel and at the CCCCO. It should be coded as 083500 because this is not an athletics conditioning nor is it an intercollegiate athletics course.

PEM 165  Soccer 3  1
Effective: Summer 2014 Expedited To comply with Title 5, § 55041 and §58162
MODIFY TOP Code, Repeat Policy
Rationale: Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course. Repeat policy is currently set at “not repeatable - 0X” in Datatel. It should be coded at 3X.

PEW 163  Soccer 2  1
Effective: Summer 2014 Expedited To comply with Title 5, § 55041 and §58162
MODIFY TOP Code, Repeat Policy
Rationale: Course is currently coded as 083510 in Datatel and at the CCCCO. It should be coded as 083550 because this is an intercollegiate athletics course. Repeat policy is currently set at “not repeatable - 0X” in Datatel. It should be coded at 3X.

PEW 180  Women’s Softball  1
Effective: Summer 2014 Expedited To comply with Title 5, § 55041 and §58162
MODIFY Repeat Policy
Rationale: Repeat policy is “not repeatable” in Datatel. Needs to be repeatable 3x because this is an athletics conditioning course.

IV. COURSE CONSENT AGENDA

V. COURSE DISCUSSION AGENDA

INACTIVATIONS

PLSC 287  Integrated Pest Management  1
Effective: Summer 2014 Expedited
INACTIVATE
Rationale: The present plant science staff member does not have time to offer this course due to being carrying an overload schedule presently. Also there is no staff member presently that can teach this course.
Program Impact:
- Stand-Alone
### MODIFICATIONS/REACTIVATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
<th>Effective</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 243</td>
<td>Equine Fitting and Showing</td>
<td>2</td>
<td>Summer 2015</td>
<td>General Education, outcomes, objectives, content, typical assignments, textbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MODIFY</td>
<td>Course is being updated for compliance.</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Enrollment Restrictions: None</td>
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<td>Distance Education Status: None</td>
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<td>Materials Fee Status: None</td>
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<td></td>
<td></td>
<td>Articulation Status: Transfer to CSU</td>
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<td></td>
<td></td>
<td></td>
<td>General Education Status: Not approved for GE</td>
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<td></td>
<td>Program Impact:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Stand-Alone</td>
</tr>
<tr>
<td>ANSC 258</td>
<td>Beginning Horsemanship</td>
<td>3</td>
<td>Summer 2015</td>
<td>Field trip, description, objectives, content, typical assignments, methods of instruction, methods of evaluation.</td>
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<td></td>
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<td>MODIFY</td>
<td>Course is being updated for compliance.</td>
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<td>Enrollment Restrictions: None</td>
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<td>Program Impact:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Equine Science Certificate of Achievement (in progress)</td>
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<tr>
<td>ANSC 259</td>
<td>Pack Animal- Walk/Ride</td>
<td>2</td>
<td>Summer 2015</td>
<td>Hours, outcomes, objectives, content, typical assignments, methods of instruction.</td>
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<td>Program Impact:</td>
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<td>- Equine Science Certificate of Achievement (in progress)</td>
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<td>ANSC 260</td>
<td>Advanced Horsemanship</td>
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<td>Summer 2015</td>
<td>Field trip, description, outcomes, objectives, content, typical assignments, methods of evaluation.</td>
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<td>Articulation Status: Transfer to CSU</td>
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<td>Program Impact:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Equine Science Certificate of Achievement (in progress)</td>
</tr>
</tbody>
</table>
ANSC 265  Introduction to Colt Training
Effective: Summer 2015
MODIFY Outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks.
Rationale: Course is being updated for compliance.
Enrollment Restrictions: None
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Not approved for GE
Program Impact:
  - Equine Science Certificate of Achievement (in progress)

ENGL 106  Creative Writing: Short Fiction
Effective: Summer 2015
MODIFY Field Trip, general education, outcomes, content, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: This course is in the fall 2013 curriculum review cycle
Enrollment Restrictions: Maintaining (P) satisfactorily completion of ENGL 101
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Remove Activities; Requesting (MJC-GE:C); Approved for (CSU-GE: C2)
Program Impact:
  - CSU General Education Pattern Certificate of Achievement
  - English AA-T Associate of Arts for Transfer
  - English A.A. Degree

NURWE 361  Work Experience-Nursing
Effective: Spring 2014 Expedited!
Rationale for Expedited Approval: To update the course for the AS: Associate Degree Nursing
REACTIVATE/MODIFY Description, outcomes, objectives
Rationale: A regional healthcare facility is reintroducing work experience as a non-compensated course for students eligible for NURS 265 and NURS 267.
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of NURSE 260 and NURSE 261. Maintaining: (C) Concurrent enrollment in NURSE 262 or NURSE 263 or NURSE 264 or NURSE 265 or NURSE 266 or NURSE 267; Removing (C) or NURSE 299XABCDEF
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Does not transfer
General Education Status: Not approved for GE
Program Impact:
  - Stand-Alone
NURWE 362  Work Experience-Nursing  1
Effective: Spring 2014 Expedited
Rationale for Expedited Approval: To facilitate Workforce Training demands. Students will work in an acute healthcare facility under the guidance of a RN. Students will utilize skills and knowledge acquired from previous coursework in the A.D.N. program. These students will not experience a "gap" in learning that can occur during extended breaks.
MODIFY Repeat policy, description, outcomes, objectives, content, typical assignments
Rationale: There is a proposal by a local acute healthcare facility to hire students as nurse externs through the work experience program. This would allow 12 students a unique clinical opportunity to practice skills and implement knowledge from completed nursing courses.
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of NURSE 260 and NURSE 261. Maintaining: (C) Concurrent enrollment in NURSE 262 or NURSE 263 or NURSE 264 or NURSE 265 or NURSE 266 or NURSE 267; Removing (C) or NURSE 299XABCDEF
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Does not transfer
General Education Status: Not approved for GE
Program Impact:
- Stand-Alone

PSYCH 111  Psychology of Gender  3
Effective: Summer 2015
MODIFY Enrollment restrictions, description, outcomes, content, typical assignments, methods of evaluation, textbooks, requisite skills.
Rationale: Course is being updated for periodic review and to adhere to curriculum review matrix.
Enrollment Restrictions: Maintaining: (A) before enrolling in this course, students are strongly advised to satisfactorily complete PSYCH 101.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for (MJC-GE:B) (CSU-GE: D4, D9) (IGETC: 4D, 4I)
Program Impact:
- CSU General Education Pattern Certificate of Achievement
- General Studies, Emphasis in Social and Behavioral Sciences A.A. Degree
- MJC-GE Pattern
- Psychology AA-T Degree (in progress)
TUTOR 50  Tutor Training

Effective: Spring 2014 Expedited To ensure student progression within program

Rationale for Expedited Approval: This course has not been taught for several years. At the request of the MJC Office of Instruction, it is being updated in order to begin generating apportionment per Title V, section 58170 (see attached document).

MODIFY Enrollment restrictions, DE modalities, description, outcomes, objectives, content, typical assignments, methods of evaluation, textbooks.

Rationale: This course has not been taught for several years, though it was never inactivated. At the request of the MJC Office of Instruction, and with the support of Library & Learning Center faculty and staff, it is being updated in order to allow us to more systematically and comprehensively train our tutors. We are adding a TMI and CLOs, updating text, plus ensuring course conforms to MJC's current CAR requirements.

Enrollment Restrictions: Requesting: (L) Enrollment limited to students selected as tutors for the Library & Learning Center.

Distance Education Status: Requesting Mixed Modalities/Hybrid Course

Materials Fee Status: None

Articulation Status: Does not transfer

General Education Status: Not approved for GE

Program Impact:
- Stand-Alone

TUTOR 850  Supervised Tutoring

Effective: Spring 2014 Expedited To ensure student progression within program

Rationale for Expedited Approval: This course has not been taught for several years. At the request of the MJC Office of Instruction, it is being updated in order to begin generating apportionment per Title V, section 58170 (see attached document).

MODIFY Description, outcomes, objectives, content, typical assignments, methods of evaluation, Rationale: Course is requesting expedited approval so apportionment may be generated.

Enrollment Restrictions: None

Distance Education Status: None

Materials Fee Status: None

Articulation Status: Does not transfer

General Education Status: Not approved for GE

Program Impact:
- Stand-Alone
NEW COURSES

GEOL 187  Geology of the Death Valley Region  2
Effective: Upon CCCCO approval [Expedited]
Rationale for Expedited Approval: Because of changes in state policy regarding repeatability of courses, it is necessary to introduce new field courses to emphasize the very different nature of field studies in areas of contrasting geology. California possesses some of the most diverse geologic landscapes on the planet. Each of these proposed courses emphasize the field relationships and principles in particular regions. Geology/earth science majors will be able to continue to benefit from each unique field experience.
ADOPT
Rationale: The Death Valley course is being offered during the spring semester as Geology 171B (the older general course of field study). A large number of geology majors at MJC have already taken Geology 171B in the Cascades or Eastern Sierra and are therefore ineligible to enroll in the Spring semester, even though they would strongly benefit from the course.
Enrollment Restrictions: Requesting (A) Before enrolling in this course, students are strongly advised to be enrolled in or have successfully completed any geology or earth science course, or get consent of the instructor.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU.
General Education Status: Not approved for GE
Program Impact:
- Stand-Alone

GEOL 192  Geology of the Pacific Northwest  3
Effective: Upon CCCCO approval [Expedited]
Rationale for Expedited Approval: Because of changes in state policy regarding repeatability of courses, it is necessary to introduce new field courses to emphasize the very different nature of field study classes in areas of contrasting geology. California and the other western states and Canada possess some of the most diverse geologic landscapes on the planet. Each proposed course emphasizes unique field relationships and principles. Geology majors at Modesto Junior College will continue to benefit from each unique field experience.
ADOPT
Rationale: Course is needed because of changes to repeatability.
Enrollment Restrictions: Requesting (A) Before enrolling in this course, students are strongly advised to satisfactorily complete any geology or earth science course, or get consent of the instructor.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU.
General Education Status: Not approved for GE
Program Impact:
- Stand-Alone
THETR 176  Modern Dance 4
PEC 137

ADOPT

Effective: Upon CCCCO approval

Rationale: This course is the fourth in a sequence of four levels of modern dance. This course further develops the student's ability to use the body as an instrument of expression, with emphasis on advanced.

Enrollment Restrictions: Requesting (P) Satisfactory completion of THETR 185.

Distance Education Status: None

Materials Fee Status: None

Articulation Status: Transfer to CSU. Requesting: UC

General Education Status: Requesting (MJC: Activities)

Program Impact:
- Stand-Alone

VI. PROGRAM NOTIFICATION AGENDA

CCCCO Approvals: Programs

VII. PROGRAM CONSENT AGENDA

VIII. PROGRAM DISCUSSION AGENDA

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

MODIFY
Child Development/Early Intervention Program
C: Early Intervention Assistant 2

Effective Term: Summer 2014

Rationale: To ensure accuracy of 2014-15 catalog requirements and to conform to CCCCO program data on file which currently shows the award as approved for 24 units.

MODIFY
Clerical Program
C: Clerical

Effective Term: Summer 2014

Rationale: To ensure accuracy of catalog offerings and to conform to CCCCO program data on file.

MODIFY
Theatre Program
SR: Design and Technical Theatre

Effective Term: Summer 2014

Rationale: To ensure accuracy of 2014-15 catalog requirements

MODIFY
Welding Program
AS: Welding

Effective Term: Summer 2014

Rationale: To ensure accuracy of 2014-15 catalog requirements and to conform to CCCCO program data on file which currently reflects the award as approved for 30 units.
Application for Approval - New Credit Programs (Formerly the CCC-501)

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

**MODIFY**  Early Childhood Education Program  24
**ADOPT:**  AS-T in Early Childhood Education
**Effective Term:**  (Upon CCCCCO Approval)
**Rationale:**  To conform with SB1440

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

**MODIFICATIONS**

**MODIFY**  Theatre Program  21  (previously 20)
**AA:**  Theatre
**MODIFY:**  major units, program learning outcomes, elective courses, required courses.
**Effective Term:**  Summer 2014  **Expedited!**
**Rationale:**  To ensure accuracy of 2014-15 catalog requirements

**MODIFY**  Word Processing Program  31½  (previously 32)
**C:**  Word Processing
**MODIFY:**  units (to reflect changes in repeatability of required courses)
**Effective Term:**  Summer 2014  **Expedited!**  To ensure accuracy of catalog offerings and to conform to CCCCCO program data on file which shows the award approved at 32 units.
**Rationale:**  To ensure accuracy of catalog information by reflecting changes in required coursework due to revised repeatability regulations.

**INACTIVATIONS**

**NACTIVATE:**  A.A. Accounting  20
**Effective:**  Summer 2014  **Expedited!**  To ensure accuracy of catalog offerings
**Rationale:**  To comply with SP-11 CC2

**NACTIVATE:**  A.S. University Preparation, Emphasis in Physics  25
**Effective:**  Summer 2014  **Expedited!**  To ensure accuracy of catalog offerings
**Rationale:**  Program is being inactivated because the AS-T in Physics has been approved by the CCCCCO and the Physics faculty wish to have just one single-focused transfer award.
IX. STANDING REPORTS

1. Transfer Model Curriculum (Associate Degrees for Transfer) B. Adams
   2. C-ID R. Cranley
   3. CurricUNET Implementation/Issues B. Adams/L. Miller
   4. Outcomes Assessment Workgroup (OAW) K. Ennis

X. UNFINISHED BUSINESS

Action Items

1. Policies for Prerequisites/Corequisites/Advisories M. Robles
   2. Independent Study Course Outlines B. Adams/M. Robles

Informational Items

(NONE)

XI. NEW BUSINESS

Informational Items

(NONE)

Action Items

(NONE)

XII. PUBLIC COMMENT

Members Absent: M. Boyd, R. Cranley, Student Services Rep. (Vacant), L. Lanigan, L. Lopez (ASMJC), M. Lynch, C. Mulder

Others Present: L. Gerasinichek, J. Hughes (Evaluations), L. Miller (Curriculum Specialist), A. Sabre, J. Todd

I. APPROVAL OF ORDER OF AGENDA

Hearing no objections, the order of the agenda was approved as stated, with request to accommodate guests

II. APPROVAL OF MINUTES

November 19, 2013

Hearing no objections, the meeting minutes of November 19, 2013 were approved

III. COURSE NOTIFICATION AGENDA

The committee was notified of the following activity

CCCCO APPROVALS

MATH 89 (CCC000550073)

Course Activity Report

(NONE)
IV. COURSE CONSENT AGENDA

B. Adams explained that the following matrix was provided to reflect the final CMPSC-CSCI course ID crosswalk approved at the March 5, 2013 meeting.

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<thead>
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<th>CMPSC</th>
<th>OS (210’s)</th>
<th>CMPSC</th>
<th>Info Systems (220’s)</th>
<th>CMPSC</th>
<th>Databases (230’s)</th>
<th>CMPSC</th>
<th>Networking (240’s)</th>
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<td>203</td>
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<th>FUTURE USE</th>
<th>Programming (270’s)</th>
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<th>FUTURE USE</th>
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V. COURSE DISCUSSION AGENDA

INACTIVATIONS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Effective Date</th>
<th>Course Status</th>
<th>Rationale</th>
<th>Program Impact</th>
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<tbody>
<tr>
<td>ADJU 240</td>
<td>Drug Awareness</td>
<td>1/2</td>
<td>Summer 2014</td>
<td>Expedited</td>
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<td></td>
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<td></td>
<td>This course has not been offered for some time and there are no plans to offer it at this point.</td>
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<td>Program Impact:</td>
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<td>M/S/U (E. LUCAS, C. VAUGHN) to INACTIVATE ADJU 240</td>
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<td>ADJU 242</td>
<td>Domestic Violence Prevention</td>
<td>1/2</td>
<td>Summer 2014</td>
<td>Expedited</td>
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<td></td>
<td>This course is currently not being offered and there are no plans to do so in the future.</td>
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<td>Program Impact:</td>
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<td>ENGL 349AD</td>
<td>Work Experience</td>
<td>1-4</td>
<td>Summer 2014</td>
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<td>This course has never been taught and the course outline was never completed. I want to clean up our list of Active Courses so that it accurately reflects courses we offer</td>
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<td>Program Impact:</td>
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<td>2</td>
<td>Summer 2014</td>
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<td>Industrial Technology Program discontinued. Clean up of courses in system but not being offered.</td>
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<td>- Construction - Carpentry Skills Recognition Award</td>
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<td>- Industrial Technology - Systems A.S. Degree</td>
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<td>2</td>
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<td>M/S/U (E. LUCAS, C. VAUGHN) to INACTIVATE INTEC 376</td>
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MUSE 885  
Evening Jazz Band  
Effective: Summer 2014 Expedited  
To ensure accuracy of curricular offerings in the 2014-2015 catalog  
NACTIVATE  
Rationale: Course denied at the state level. Course has never been implemented, scheduled, or taught.  
Program Impact: - Stand-Alone  
M/S/U (E. Lucas, C. Vaughn) to INACTIVATE MUSE 885

MODIFICATIONS/REACTIVATIONS

BUSAD 246  
Retail Management  
Effective: Summer 2014 Expedited  
To avoid loss of program accreditation.  
Rationale for Expedited Approval: Course is being reactivated because it is now part of the Retail Management Program which we are updating during our periodic curriculum review.  
REACTIVATE/MODIFY Title, Hours, DE Modalities, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks  
Rationale: We just learned that the Retail Management (WAFC) Program curriculum is being updated and BUSAD 246 is now the capstone course for this program. We need this course in the 2014-15 catalog to retain accreditation with the WAFC Retail Management Certificate program.  
Enrollment Restrictions: None  
Distance Education Status: Requesting: Online Course, Mixed Modalities/Hybrid Course  
Materials Fee Status: None  
Articulation Status: Transfer to CSU  
General Education Status: Not approved for GE  
Program Impact: - Retail Management (WAFC) Certificate of Achievement  
M/S/U (E. Lucas, C. Vaughn) to REACTIVATE/MODIFY BUSAD 246  
M/S/U (E. Lucas, L. Hatch) to ADOPT DE for BUSAD 246  
M/S/U (M. Garcia, K. Ennis) to EXPEDITE MODIFICATIONS of BUSAD 246
CLDDV 127  Infant/Toddler Practicum  
(from CLDDV 127ABCDE)

**Effective:** Summer 2015

**MODIFY** Unit variability, enrollment restrictions, hours, repeat policy, DE modalities, description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks, requisite skills

**NOTE:** CLDDV 127A, 127B, 127D, 127E will require inactivation in Datal and CCC Inventory

**Rationale:** To align with Statewide CAP (Curriculum Alignment Project) for Child Development programs, add a limitation on enrollment (fingerprinting), changes to course description, course learning outcomes, objectives, course content, request hybrid component for one-lecture portion of the course, and eliminating the variable units.

**Enrollment Restrictions:** Maintaining: (A) before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50. Maintaining: (L) Enrollment limited to students who can demonstrate TB clearance. Requesting: (P) Satisfactory completion of CLDDV 121 and CLDDV 125. Removing (C) Satisfactory completion of or concurrent enrollment in CLDDV 125.

**Distance Education Status:** Requesting Mixed Modalities/Hybrid Course

**Materials Fee Status:** None

**Articulation Status:** Transfers to CSU

**General Education Status:** Not approved for GE; Approved for (CC-CHILD 16)

**Program Impact:**
- Site Supervisor Certificate of Achievement
- Early Childhood Education AS-T Degree (in progress)
- Early Intervention Assistant 1 Certificate of Achievement
- Master Teacher in Infant-Toddler Development and Programs Certificate of Achievement
- Master Teacher: Working With Children With Special Needs Certificate of Achievement
- Teacher Certificate of Achievement

During blanket approval of modifications, S. Circle expressed concern that “a CLDDV course” had not used two Methods of Evaluation. B. Adams clarified that they in fact were used on the lab portion of the agenda.

*M/S/U (E. LUCAS, C. VAUGHN) to MODIFY CLDDV 127*

*M/S/U (K. ENNIS, E. MAKI) to MODIFY REQUISITES for CLDDV 127*

*M/S/U (E. LUCAS, L. HATCH) to ADOPT DE for CLDDV 127*
CLDDV 128
(from CLDDV 128BCDE)

Preschool Practicum

Effective: Summer 2015

MODIFY Unit variability, enrollment restrictions, hours, repeat policy, DE modalities, general education, repeat policy, DE modalities, description, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, methods of evaluation, requisite skills

NOTE: CLDDV 128B, 128C, 128D, 128E will require inactivation in Datatel and CCC Inventory

Rationale: To align with Statewide CAP (Curriculum Alignment Project) for Child Development programs, add a limitation on enrollment (fingerprinting), changes to course description, course learning outcomes, objectives, course content, request hybrid component for one-lecture portion of the course, and eliminating the variable units.

Enrollment Restrictions: Maintaining (A) satisfactorily completion of ENGL 50 or qualification by assessment process, Maintaining (LOE) provide TB clearance; Requesting (P) Satisfactory completion of CLDDV 121 and CLDDV 125; Removing (P) satisfactory completion of CLDDV 101 or CLDDV 103 or (CLDDV 104 and CLDDV 105), and removing (A) satisfactorily prior completion or concurrent enrollment in CLDDV 121.

Distance Education Status: Requesting Mixed Modalities/Hybrid Course

Materials Fee Status: None

Articulation Status: Transfers to CSU

General Education Status: Not approved for GE

Program Impact:
- Site Supervisor Certificate of Achievement
- Early Childhood Education AS-T Degree (in progress)

M/S/U (E. LUCAS, C. VAUGHN) to MODIFY CLDDV 128

M/S/U (K. ENNIS, E. MAKI) to MODIFY REQUISITES for CLDDV 128

M/S/U (E. LUCAS, L. HATCH) to MODIFY DE for CLDDV 128

CMPGR 226

3D Graphics and Animation 2

Effective: Summer 2015

MODIFY Repeat policy, objectives, content, typical assignments, methods of instruction, methods of evaluation, requisite skills

Rationale: Course is being updated to adhere to the Spring 2013 schedule on curriculum review matrix.

Enrollment Restrictions: Maintaining (A) Before enrolling in this course, students are strongly advised to satisfactorily complete CMPGR 225.

Distance Education Status: Maintaining: Online course, Mixed Modalities/Hybrid Course.

Materials Fee Status: None

Articulation Status: Transfer to CSU

General Education Status: Not approved for GE

Program Impact:
- Computer Graphics Applications A.S. Degree

M/S/U (E. LUCAS, C. VAUGHN) to MODIFY CMPGR 226

M/S/U (K. ENNIS, E. MAKI) to MAINTAIN REQUISITES for CMPGR 226

M/S/U (E. LUCAS, L. HATCH) to MODIFY DE for CMPGR 226
**CMPGR 284**

**Beginning After Effects**

**Effective:** Summer 2015

**MODIFY** Title, repeat policy, outcomes, objectives, content, typical assignments, methods of instruction, textbooks, requisite skills

**Rationale:** Course is being updated to adhere to the Spring 2013 schedule on curriculum review matrix. Course title is being modified to reflect current industry standards.

**Enrollment Restrictions:** Maintaining (A) Before enrolling in this course, students are strongly advised to be able to demonstrate basic computer skills such as creating and navigating folders and files.

**Distance Education Status:** Maintaining: Online course, Mixed Modalities/Hybrid Course.

**Materials Fee Status:** None

**Articulation Status:** Transfers to CSU

**General Education Status:** Maintaining Activities

**Program Impact:**
- Computer Graphics Applications A.S. Degree
- Computer Graphics Applications Certificate of Achievement

*M/S/U (E. LUCAS, C. VAUGHN) to MODIFY CMPGR 284*

*M/S/U (K. ENNIS, E. MAKI) to MAINTAIN REQUISITES for CMPGR 284*

*M/S/U (E. LUCAS, L. HATCH) to MAINTAIN DE for CMPGR 284*

*M/S/U (K. ENNIS, S. CIRCLE) to MAINTAIN PLACEMENT of CMPGR 284 on ACTIVITIES*

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**CMPSC 205**

**Problem Solving and Programming 1**

**(CSCI 271 in SU14)**

**Effective:** Summer 2015

**MODIFY** Units, hours, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks, requisite skills

**Rationale:** Course is being updated to align with C-ID descriptor, COMP 122. This course is also included in the Computer Science TMC.

**Enrollment Restrictions:** Maintaining (P) Satisfactory completion of CMPSC 204.

**Distance Education Status:** Maintaining: Online course, Mixed Modalities/Hybrid Course

**Materials Fee Status:** None

**Articulation Status:** Transfers to CSU and UC; (Requesting CID COMP 122)

**General Education Status:** Approved for (MJC-GE:D2) (CC: CMPSC 22)

**Program Impact:**
- Certificate: Computer Electronics Certificate of Achievement
- Computer Electronics A.S. Degree
- Computer Electronics A.A. Degree Major
- Computer Electronics A.S. Degree
- Computer Programming Specialist Certificate of Achievement
- Computer Science A.S. Degree
- Computer Science AS-T Degree (in progress)
- Computer Science A.A. Degree
- Electronics Technology-Computer Electronics Certificate of Achievement
- General Studies, Emphasis in Language and Rationality A.A. Degree

*M/S/U (E. LUCAS, C. VAUGHN) to MODIFY CMPSC 205 (CSCI 271)*

*M/S/U (K. ENNIS, E. MAKI) to MAINTAIN REQUISITES for CMPSC 205 (CSCI 271)*

*M/S/U (E. LUCAS, L. HATCH) to MAINTAIN DE for CMPSC 205 (CSCI 271)*

*M/S/U (E. MAKI, K. ENNIS) to MAINTAIN PLACEMENT OF CMPSC 205 (CSCI 271) on GE PATTERN(S)*
CMPSC 241  
Assembly Language Programming  
(CSCI 273 in SU14)  
Effective: Summer 2015  
Modify Units, hours, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks, requisite skills  
Rationale: Course is being updated to align with C-ID descriptor, COMP 142. This course is also included in the Computer Science TMC.  
Enrollment Restrictions: Maintaining (P) Satisfactory completion of CMPSC 205.  
Distance Education Status: Maintaining: Online course, Mixed Modalities/Hybrid Course.  
Materials Fee Status: None  
Articulation Status: Transfers to CSU and UC; (Requesting C-ID COMP 142)  
General Education Status: Approved for (MJC-GE:D2)  
Program Impact:  
- Certificate: Computer Electronics Certificate of Achievement  
- Computer Electronics A.S. Degree  
- Computer Electronics A.A. Degree Major  
- Computer Electronics A.S. Degree  
- Computer Programming Specialist Certificate of Achievement  
- Computer Science A.S. Degree  
- Computer Science AS-T Degree (in progress)  
- Computer Science A.A. Degree  
- Electronics Technology-Computer Electronics Certificate of Achievement  
- General Studies, Emphasis in Language and Rationality A.A. Degree  
- MJC-GE Pattern  

M/S/U (E. LUCAS, C. VAUGHN) to MODIFY CMPSC 241 (CSCI 273)  
M/S/U (K. ENNIS, E. MAKI) to MAINTAIN REQUISITES for CMPSC 241 (CSCI 273)  
M/S/U (E. LUCAS, L. HATCH) to MAINTAIN DE for CMPSC 241 (CSCI 273)  
M/S/U (E. MAKI, K. ENNIS) to MAINTAIN PLACEMENT OF CMPSC 241 (CSCI 273) on GE PATTERN(S)
CMPSC 261  Problem Solving and Programming 2  3 (previously 4)
(CSCI 272 in SU14) Effective: Summer 2015
MODIFY Units, hours, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks, requisite skills
Rationale: Course is being updated to align with C-ID descriptor, COMP 132. This course is also included in the Computer Science TMC.
Enrollment Restrictions: Maintaining (P) Satisfactory completion of CMPSC 205
Distance Education Status: Maintaining: Online course, Mixed Modalities/Hybrid Course
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC. (CC: CMPSC 24)
General Education Status: Approved for (MJC-GE: D2)
Program Impact:
- Computer Programming Specialist Certificate of Achievement
- Computer Science AS-T Degree (in progress)
- Computer Science A.A. Degree
- Computer Science A.S. Degree
- Computer Science A.S.
- Electronics Technology-Computer Electronics Certificate of Achievement
- General Studies, Emphasis in Language and Rationality A.A. Degree
- MJC-GE Pattern
M/S/U (E. LUCAS, C. VAUGHN) to MODIFY CMPSC 261 (CSCI 272)
M/S/U (K. ENNIS, E. MAKI) to MAINTAIN REQUISITES for CMPSC 261 (CSCI 272)
During blanket approval of DE, M. Garcia asked why there were no on campus meetings for this hybrid course. C. Vaughn indicated there should be. It was decided this was an oversight in this particular DE addendum, because all the other proposals indicated "meetings."
M/S/U (E. LUCAS, L. HATCH) to MAINTAIN DE for CMPSC 261 (CSCI 272)
M/S/U (E. MAKI, K. ENNIS) to MAINTAIN PLACEMENT OF CMPSC 261 (CSCI 272) on GE PATTERN(S)

PEA 116  Adapted Run/Walk  1
Effective: Summer 2014 Expedited! To comply with newly revised code or law.
Rationale for Expedited Approval: Due to repeatability, would like to update and reactivate this course for disabled students to provide for them a credit course vs. a non credit course.
REACTIVATE/MODIFY repeat policy, general education, outcomes, objectives, content, typical assignments, methods of instruction, textbooks
Rationale: Due to repeatability, would like to update and reactivate this course for disabled students to provide for them a credit course vs. a non credit course.
Enrollment Restrictions: Requesting: (A) Before enrolling in this course, students are strongly advised to provide medical verification of physical or learning disability.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and Requesting UC
General Education Status: Requesting: (MJC: Activities)
Program Impact:
- Stand-Alone
M/S/U (E. LUCAS, C. VAUGHN) to REACTIVATE/MODIFY PEA 116
M/S/U (K. ENNIS, E. MAKI) to MAINTAIN REQUISITES for PEA 116
M/S/U (K. ENNIS, S. CIRCLE) to REQUEST PLACEMENT of PEA 116 on ACTIVITIES
M/S/U (M. GARCIA, K. ENNIS) to EXPEDITE MODIFICATIONS of PEA 116
PEA 141  Adapted Fitness  1
Effective: Summer 2014 Expedited! To comply with newly revised code or law.
Rationale for Expedited Approval: Due to loss of repeatability in physical education, this course is being reactivated.
REACTIVATE/MODIFY: Hours, repeat policy, transfer, general education, outcomes, objectives, content, typical assignments, methods of instruction, methods of evaluation, textbooks
Rationale: Due to loss of repeatability in physical education, this course is being reactivated.
Enrollment Restrictions: Requesting: (A) before enrolling in this course, students are strongly advised to provide medical verification of disability and recommendation of medical specialist.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and Requesting UC
General Education Status: Requesting (MJC: Activities)
Program Impact:
- Stand-Alone
M/S/U (E. LUCAS, C. VAUGHN) to REACTIVATE/MODIFY PEA 141
M/S/U (K. ENNIS, E. MAKI) to MAINTAIN REQUISITES for PEA 141
M/S/U (K. ENNIS, S. CIRCLE) to REQUEST PLACEMENT of PEA 141 on ACTIVITIES
M/S/U (M. GARCIA, K. ENNIS) to EXPEDITE MODIFICATIONS of PEA 141

PSYCH 105  Abnormal Psychology  3
Effective: Summer 2014 Expedited! To align with C-ID descriptor
Rationale for Expedited Approval: to update for C-ID PSYCH 120 which was conditionally approved on 9/30/13.
MODIFY: Outcomes, content
Rationale: Course was also changed to align with C-ID PSYCH 120.
Enrollment Restrictions: Maintaining: (A) before enrolling in this course, students are strongly advised to satisfactorily complete PSYCH 101.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC; Requesting (CID PSYCH 120)
General Education Status: Approved for (MJC-GE:B) (CSU-GE: D9) (IGETC: 4I)
Program Impact:
- CSU General Education Pattern Certificate of Achievement
- General Studies, Emphasis in Social and Behavioral Sciences A.A. Degree
- MJC-GE Pattern
- Psychology for Transfer AA-T Degree (in progress)
M/S/U (E. LUCAS, C. VAUGHN) to MODIFY PSYCH 105
M/S/U (K. ENNIS, E. MAKI) to MAINTAIN REQUISITES for PSYCH 105
M/S/U (M. GARCIA, K. ENNIS) to EXPEDITE MODIFICATIONS of PSYCH 105
### MUST 141

**Musicianship and Guided Listening 1**

**Effective:** Upon CCCCO approval

**Rationale for Expedited Approval:** To substitute for MUST 130, Practica Musica, a course that was sequential within the music major track and repeatable 3 times.

**ADOPT**

**Rationale:** The class is being created to meet the new laws about course repeatability.

**Enrollment Restrictions:** Requesting (A) Before enrolling in this course, students are strongly advised to satisfactorily complete MUST 101.

**Distance Education Status:** None

**Materials Fee Status:** None

**Articulation Status:** Transfer to CSU

**General Education Status:** Requesting (MJC: Activities)

**Program Impact:**

- Stand-Alone

MUST 141, 142, 143 144 pulled for discussion as a block by E. Maki. A. Sabre was present to answer questions. Several comments had been made on the courses that both E. Maki and A. Sabre wanted to respond to with clarity. There was a contradiction in the field trip policy between Technical Details and the catalog description. Field trip language was removed from the catalog description. Typical assignments were revised to show quality, not quantity of assignments.

Questions were raised about the similar content of the course over the sequence, which the author and representative explained was about the increasing level of skill in each content area. K. Ennis expressed concern about the CLOs being very similar to the course objectives. A. Sabre agreed to work with K. Ennis to improve the CLOs. Recommended content section was longer than the required content. It was clarified that any of the four composers could be covered at the fourth level justifying the length of the list.

M/S/U (E. MAKI, L. HATCH ) to ADOPT MUST 141

MUST 141, 142, 143 144 requisites pulled for discussion as a block by E. Maki who wanted to make sure that A. Sabre’s intentions for the requisites are accurately reflected. It was confirmed that the courses were accurate as proposed with advisories.

M/S/U (E. MAKI, E. LUCAS ) to ADOPT REQUISITES for MUST 141

M/S/U (K. ENNIS, S. CIRCLE ) to PLACE MUST 141 on ACTIVITIES

M/S/U (M. GARCIA, K. ENNIS) to EXPEDITE ADOPTION of MUST 141

### MUST 142

**Musicianship and Guided Listening 2**

**Effective:** Upon CCCCO approval

**Rationale for Expedited Approval:** To substitute for MUST 130, Practica Musica, a course that was sequential within the music major track and repeatable 3 times.

**ADOPT**

**Rationale:** The class is being created to meet the new laws about course repeatability.

**Enrollment Restrictions:** Requesting (A) Before enrolling in this course, students are strongly advised to satisfactorily complete MUST 101.

**Distance Education Status:** None

**Materials Fee Status:** None

**Articulation Status:** Transfer to CSU

**General Education Status:** Requesting (MJC: Activities)

**Program Impact:**

- Stand-Alone

M/S/U (E. MAKI, L. HATCH ) to ADOPT MUST 142

M/S/U (E. MAKI, E. LUCAS ) to ADOPT REQUISITES for MUST 142

M/S/U (K. ENNIS, S. CIRCLE ) to PLACE MUST 142 on ACTIVITIES

M/S/U (M. GARCIA, K. ENNIS) to EXPEDITE ADOPTION of MUST 142
MUST 143  Musicianship and Guided Listening 3  1
Effective: Upon CCCCO approval [Expedited]
Rationale for Expedited Approval: To substitute for MUST 130, Practica Musica, a course that was sequential within the music major track and repeatable 3 times.
ADOPT
Rationale: The class is being created to meet the new laws about course repeatability.
Enrollment Restrictions: Requesting (A) Before enrolling in this course, students are strongly advised to satisfactorily complete MUST 101.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Requesting (MJC: Activities)
Program Impact:
  - Stand-Alone
M/S/U (E. MAKI, L. HATCH) to ADOPT MUST 143
M/S/U (E. MAKI, E. LUCAS) to ADOPT REQUISITES for MUST 143
M/S/U (K. ENNIS, S. CIRCLE) to MAINTAIN PLACEMENT of MUST 143 on ACTIVITIES
M/S/U (M. GARCIA, K. ENNIS) to EXPEDITE ADOPTION of MUST 143

MUST 144  Musicianship and Guided Listening 4  1
Effective: Upon CCCCO approval [Expedited]
Rationale for Expedited Approval: To substitute for MUST 130, Practica Musica, a course that was sequential within the music major track and repeatable 3 times.
ADOPT
Rationale: The class is being created to meet the new laws about course repeatability.
Enrollment Restrictions: Requesting (A) Before enrolling in this course, students are strongly advised to satisfactorily complete MUST 101.
Distance Education Status: None
Materials Fee Status: None
Articulation Status: Transfer to CSU
General Education Status: Requesting (MJC: Activities)
Program Impact:
  - Stand-Alone
M/S/U (E. MAKI, L. HATCH) to ADOPT MUST 144
M/S/U (E. MAKI, E. LUCAS) to ADOPT REQUISITES for MUST 144
M/S/U (K. ENNIS, S. CIRCLE) to PLACE MUST 144 on ACTIVITIES
M/S/U (M. GARCIA, K. ENNIS) to EXPEDITE ADOPTION of MUST 144
THETR 135  Rehearsal and Performance 3  2  
**Effective:** Upon CCCCO approval  
**ADOPT**  
**Rationale:** This course is being proposed for training techniques that will give the student intermediate acting skills that will apply to a role in a fully mounted production. If it is approved via curriculum, Ruth will submit for CID THTR 191. Based on a conversation with M. Sundquist on 11.21.13, this course will reside in the THTR ADT if that is the route they take for "4 experiences". I will reflect this on the CID EXCEL sheet. (R. Cranley)  
**Enrollment Restrictions:** Requesting (L) enrollment limited to students who successfully pass the audition process and get cast in a role.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU. Requesting UC. Requesting (CID THTR 191)  
**General Education Status:** Requesting (MJC: Activities)  
**Program Impact:**  
- Stand-Alone  
**M/S/U (E. LUCAS, C. VAUGHN) to ADOPT THETR 135**  
**M/S/U (K. ENNIS, E. MAKI) to ADOPT ENROLLMENT RESTRICTIONS for THETR 135**  
**M/S/U (K. ENNIS, S. CIRCLE) to PLACE THETR 135 on ACTIVITIES**

THETR 136  Rehearsal and Performance 4  2  
**Effective:** Upon CCCCO approval  
**ADOPT**  
**Rationale:** This course is being proposed for an advanced acting experience in a fully mounted theatre production. Ruth will submit for CID THTR 191 if approved via curriculum. Based on a conversation with M. Sundquist on 11.21.13, this course will reside in the THTR ADT if that is the route they take for "4 experiences". I will reflect this on the CID EXCEL sheet. (R. Cranley)  
**Enrollment Restrictions:** Requesting (L) Enrollment limited to students who successfully pass the audition process and get cast in a role.  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfers to CSU. Requesting UC. Requesting (CID THTR 191)  
**General Education Status:** Requesting (MJC: Activities)  
**Program Impact:**  
- Stand-Alone  
**M/S/U (E. LUCAS, C. VAUGHN) to ADOPT THETR 136**  
**M/S/U (K. ENNIS, E. MAKI) to ADOPT REQUISITES for THETR 136**  
**M/S/U (K. ENNIS, S. CIRCLE) to PLACE THETR 136 on ACTIVITIES**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Dance Rehearsal &amp; Performance 3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>Effective:</strong></td>
<td>Upon CCCCO approval</td>
<td></td>
</tr>
<tr>
<td><strong>ADOPT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td>This course is the 3rd Rehearsal &amp; Performance in a sequence of 4 levels of dance performance. This course develops the student's ability to perform with expression, further their intermediate/advanced technical skills related to the Jazz and Modern genre.</td>
<td></td>
</tr>
<tr>
<td><strong>Enrollment Restrictions:</strong></td>
<td>Requesting (L) Enrollment limited to students who successfully pass the audition process.</td>
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<tr>
<td><strong>Distance Education Status:</strong></td>
<td>None</td>
<td></td>
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<tr>
<td><strong>Materials Fee Status:</strong></td>
<td>None</td>
<td></td>
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<tr>
<td><strong>Articulation Status:</strong></td>
<td>Transfers to CSU. Requesting UC. Requesting (C-ID THTR 191)</td>
<td></td>
</tr>
<tr>
<td><strong>General Education Status:</strong></td>
<td>Requesting (MJC: Activities)</td>
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</tr>
<tr>
<td><strong>Program Impact:</strong></td>
<td>- Stand-Alone</td>
<td></td>
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<td><strong>M/S/U (E. LUCAS, C. VAUGHN) to ADOPT THETR 154</strong></td>
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<td><strong>M/S/U (K. ENNIS, E. MAKI) to ADOPT REQUISITES for THETR 154</strong></td>
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<td><strong>M/S/U (K. ENNIS, S. CIRCLE) to PLACE THETR 154 on ACTIVITIES</strong></td>
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<table>
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<td><strong>Effective:</strong></td>
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<tr>
<td><strong>ADOPT</strong></td>
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<td></td>
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<tr>
<td><strong>Rationale:</strong></td>
<td>This course is the fourth in a sequence of 4 levels of rehearsal and performance.</td>
<td></td>
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<td><strong>Enrollment Restrictions:</strong></td>
<td>Requesting (L) Enrollment limited to students who successfully pass the audition process.</td>
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<tr>
<td><strong>Distance Education Status:</strong></td>
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<tr>
<td><strong>Materials Fee Status:</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Articulation Status:</strong></td>
<td>Transfers to CSU. Requesting UC. Requesting (C-ID THTR 191)</td>
<td></td>
</tr>
<tr>
<td><strong>General Education Status:</strong></td>
<td>Requesting (MJC: Activities)</td>
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<tr>
<td><strong>Program Impact:</strong></td>
<td>- Stand-Alone</td>
<td></td>
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<tr>
<td><strong>M/S/U (E. LUCAS, C. VAUGHN) to ADOPT THETR 168</strong></td>
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<td><strong>M/S/U (K. ENNIS, E. MAKI) to ADOPT REQUISITES for THETR 168</strong></td>
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<td><strong>M/S/U (K. ENNIS, S. CIRCLE) to PLACE THETR 168 on ACTIVITIES</strong></td>
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VI. PROGRAM NOTIFICATION AGENDA

CCCO Approvals: Programs

VII. PROGRAM CONSENT AGENDA

VIII. PROGRAM DISCUSSION AGENDA

B. Adams opened the Program Discussion Agenda by pointing out that the Business Administration Department followed the Curriculum Review Matrix and reviewed courses and programs at the same time, which should be the practice all disciplines follow in order to update programs as course changes are made. She expressed gratitude and commended them for their robust efforts, and pointed out how well it worked for them in terms of seeing the impact of course modifications on program requirements.

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

**MODIFY: Bookkeeping Program**

C: Bookkeeping 25

 Effective Term: Summer 2014 Expedited To ensure accuracy of program offerings in the college catalog

**MODIFY** Program learning outcomes, required courses, elective courses

**Rationale:** Update for BUSAD review cycle.

M/S/U (E. MAKI, M. GARCIA) to MODIFY C: BOOKKEEPING

During blanket approval of expedited proposals, questions were raised about the criteria for expediting program changes. B. Adams explained that these were being expedited to ensure accuracy of catalog information, and because they are local awards, there are not subsequent levels of action that must take place prior to implementing them. It was explained that criteria for determining what requires Board of Trustees and CCCCO approval can be complex and case-by-case. S. Kincade indicated that the topic of expediting timelines needs to be on a future agenda.

M/S/U (P. MENDEZ, E. MAKI) to EXPEDITE MODIFICATIONS of C: BOOKKEEPING

**MODIFY: International Business Program**

C: International Business 17

 Effective Term: Summer 2014 Expedited To ensure accuracy of program offerings in the college catalog

**MODIFY** Program learning outcomes, required courses

**Rationale:** This revision is part of the regular Business Administration curriculum review cycle. These changes are proposed for the 2014-15 catalog to update required and elective courses and descriptions and correct any errors in the certificate.

C: International Business pulled for discussion by K. Ennis due to concerns about outcomes language. She commended the department for its valiant efforts on the programs. She was reluctant to point out that the PLO language was not as “to the point” on outcomes 1 and 3. They were revised to remove phrases like “…demonstrate and understanding of”

M/S/U (K. ENNIS, E. MAKI) to MODIFY C: INTERNATIONAL BUSINESS

M/S/U (P. MENDEZ, E. MAKI) to EXPEDITE MODIFICATIONS of C: INTERNATIONAL BUSINESS
MODIFY: Real Estate Program
Effective Term: Summer 2014 [Expedited] To ensure accuracy of program offerings in the college catalog

Adopt New Award in Existing Program: SRA: Real Estate Salesperson 9-10
Rationale: This is a new “mini” award (skills recognition award) including only courses needed to sit for the Real Estate Salesperson exam. This award is intended to meet immediate needs for students wanting to enter the recovering real estate job market. This skills recognition certificate is based on current research of the CA Department of Real Estate and includes education requirements for the Real Estate Salesperson's license exam. These changes are proposed for the 2014-15 catalog to allow students to immediately begin earning this award.

M/S/U (E. MAKI, M. GARCIA) to ADOPT SRA: REAL ESTATE SALESPERSON
M/S/U (P. MENDEZ, E. MAKI) to EXPEDITE THE ADOPTION of SRA: REAL ESTATE SALESPERSON

MODIFY: Supervisory Management Program
C: Supervisory Management 21
Effective Term: Summer 2014 [Expedited] To ensure accuracy of program offerings in the college catalog

MODIFY Program learning outcomes, elective courses
Rationale: This update is part of the regular Business Administration curriculum review cycle. These changes are proposed for the 2014-15 catalog to discontinue the Supervisory Management AA degree, and update required and elective courses in the remaining AS and certificate.

M/S/U (E. MAKI, M. GARCIA) to MODIFY C: SUPERVISORY MANAGEMENT
M/S/U (P. MENDEZ, E. MAKI) to EXPEDITE MODIFICATIONS of C: SUPERVISORY MANAGEMENT

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

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)

MODIFICATIONS

Accounting Program

MODIFY:
C: Accounting 27-28 (previously 24)
Effective Term: Upon CCCCO Approval
MODIFY Program learning outcomes, required courses, elective courses, certificate units
Rationale: Revision of this certificate is part of our regular BUSAD curriculum review cycle.
M/S/U (E. MAKI, M. GARCIA) to MODIFY C: ACCOUNTING

AS: Accounting 25 (previously 30)
Effective Term: Upon CCCCO Approval
MODIFY Program learning outcomes, required courses, elective courses, units in major
Rationale: This revision is part of the regular Business Administration curriculum update.
M/S/U (E. MAKI, M. GARCIA) to MODIFY AS: ACCOUNTING

C: Accounting Clerk 14½ - 18½ (previously 14½)
Effective Term: Upon CCCCO Approval
MODIFY Program learning outcomes, required courses, units in major
Rationale: This revision is part of the regular Business Administration curriculum update.

**M/S/U (E. MAKI, M. GARCIA) to MODIFY C: ACCOUNTING CLERK**

**Bookkeeping Program**

**AS: Bookkeeping**  
28 (previously 30)  
Effective Term: Upon CCCC0 Approval  
MODIFY: Program learning outcomes, required courses, elective courses, major units  
Rationale: This program revision is part of the BUSAD curriculum review cycle.

**M/S/U (E. MAKI, M. GARCIA) to MODIFY AS: BOOKKEEPING**

**Business Operations Management Program**

**AS: Business Operations Management**  
28 - 30 (previously 30)  
MODIFY: Program learning outcomes, program requirements, required courses, elective courses, major units  
Effective Term: Upon CCCC0 Approval  
Rationale: This update is part of the regularly scheduled BUSAD curriculum review cycle. These changes are proposed for the 2014-15 catalog to discontinue AA degree, update required and elective courses and descriptions and correct any errors in the remaining AS.

**M/S/U (E. MAKI, M. GARCIA) to MODIFY AS: BUSINESS OPERATIONS MANAGEMENT**

**Marketing Program**

**AS: Marketing**  
27-30 (previously 30)  
MODIFY: Certificate units, program learning outcomes, required courses  
Effective Term: Upon CCCC0 Approval  
Rationale: This update is part of the ongoing BUSAD curriculum update review cycle. These changes are proposed for the 2014-15 catalog to discontinue AA degree, update required and elective courses and descriptions and correct any errors in the remaining AS.

**M/S/U (E. MAKI, M. GARCIA) to MODIFY AS: MARKETING**

**Professional Selling**

**C: Professional Selling**  
21 (previously 30)  
MODIFY: Certificate units, program learning outcomes, required courses,  
Effective Term: Upon CCCC0 Approval  
Rationale: This update is part of the regularly scheduled BUSAD curriculum update. These changes are proposed for the 2014-15 catalog to update required and elective courses and descriptions and correct any errors in the certificate.

**M/S/U (E. MAKI, M. GARCIA) to MODIFY C: PROFESSIONAL SELLING**

**Retail Management (WAFC) Program**

**C: Retail Management**  
25-28 (previously 27)  
MODIFY: Certificate units, required courses, major units  
Effective Term: Upon CCCC0 Approval  
Rationale: This program update is part of the regular BUSAD curriculum update cycle as well as major updates to align with curriculum updates being made by the Western Association of Food Chains through a $12 million grant. Changes to our Retail Management program bring our program into alignment with their revised curriculum, making our completing students eligible for industry specific awards.

**M/S/U (E. MAKI, M. GARCIA) to MODIFY C: RETAIL MANAGEMENT**
MODIFY: Real Estate Program

AS: Real Estate 26 (previously 30)
MODIFY Program Learning Outcomes, required courses, major units
Effective Term: Upon CCCCO Approval
Rationale: This update is part of the continuing Business Administration curriculum review cycle. These changes are proposed for the 2014-15 catalog to discontinue AA degree, update required and elective courses and descriptions and correct any errors in the remaining AS and certificate. Changes also include updating courses to meet current CA Department of Real Estate education requirements for the Real Estate Broker's license exam.

M/S/U (E. MAKI, M. GARCIA) to MODIFY AS: REAL ESTATE

C: Real Estate Broker (formerly “Real Estate”) 26 (no changes)
MODIFY Award Title, program learning outcomes, program structure, required courses
Effective Term: Upon CCCCO Approval
Rationale: This certificate is being updated as part of our regular Business administration curriculum review cycle. These changes are proposed for the 2014-15 catalog to discontinue AA degree, update required and elective courses and descriptions and correct any errors in the remaining AS and certificate. Changes also include updating courses to meet current CA Department of Real Estate education requirements for the Real Estate Broker's license exam.

M/S/U (E. MAKI, M. GARCIA) to MODIFY C: REAL ESTATE TO REAL ESTATE BROKER

MODIFY: Supervisory Management

AS: Supervisory Management 24-25 (previously 30)
MODIFY Program learning outcomes, elective courses, major units
Effective Term: Upon CCCCO Approval
Rationale: This update is part of the ongoing BUSAD curriculum update review cycle. These changes are proposed for the 2014-15 catalog to discontinue the Supervisory Management AA degree, and update required and elective courses in the remaining AS and certificate

M/S/U (E. MAKI, M. GARCIA) to MODIFY AS: SUPERVISORY MANAGEMENT

IX. STANDING REPORTS

1. Transfer Model Curriculum (Associate Degrees for Transfer)  B. Adams
   E. Kerr and B. Adams are still working on the Elementary Teacher Education AS-T. Some faculty members may be contacted because their courses are part of the ADT, and could be aligned to a C-ID, however they have not been updated and submitted for C-ID approval. Psychology ADT will be submitted soon per L. Miller.

2. C-ID  R. Cranley
   R. Cranley, absent, sent an email to the committee in lieu of a meeting report. 79 courses have C-IDs. An additional 8 CORs will be submitted for C-ID following today’s meeting, on the condition that they are approved at this meeting. All deans and curriculum representatives were sent a C-ID spreadsheet on Tuesday, November 26, with courses sorted by division. She asked that representatives please encourage faculty members responsible for a particular COR update to modify and submit their course through curriculum. Newest C-ID spreadsheet, updated on 11/26/2013 is posted on the Curriculum Committee website. If you have questions for R. Cranley, please email her.

3. CurricUNET Implementation/Issues  B. Adams/L. Miller
   No tickets have needed to be submitted since the last curriculum meeting.

4. Outcomes Assessment Workgroup (OAW)  K. Ennis
   The Outcomes Assessment Workgroup meets Friday.
X. UNFINISHED BUSINESS

Action Items

1. **Policies for Prerequisites/Corequisites/Advisories**  M. Robles
   M. Robles hasn’t received any feedback. B. Adams explained that she didn’t have an electronic version of the document to distribute to committee members before the meeting, and was only able to distribute a portion of the draft document. She advised that all information gathered thus far should be sent out for the January meeting. M. Robles hoped that there could be a discussion about what the process will be. A priority would be to make sure there is no disproportionate impact. There was discussion of the need to be “alerted” when prerequisites are being added. B. Adams pointed the group’s attention to CurricUNET’s Course Comparison Summary Report that addresses this need. There is a need for very clear criteria for faculty who are proposing prerequisites to ensure that factors are taken into consideration.

2. **Independent Study Course Outlines**  B. Adams/M. Robles
   At the last meeting, B. Adams received marked up paper copies of the prior Independent Study Proposal. She had started a draft of incorporating notations from the last meeting. At this time, the draft is too rough. She believes the committee should have a draft of something to review at the January meeting. She asked committee for feedback on how they wanted the form to look and be improved.

3. **Resolution FL13-A “Moving Courses through the Approval Stream”**  M. Adams
   M. Adams explained how the resolution was developed. B. Adams recused herself to maintain impartiality as a meeting facilitator. The remaining three authors, M. Adams, J. Hamilton, and J. Todd had robust discussion and collaborated over the resolution. They are not wedded to this exact iteration.

   There were concerns about the “therefore” clauses in the resolution. One committee member asked how the Curriculum Committee would hear the faculty rationale for their contested proposals. The opinion was that it appears the committee would not gain insights as to why the impasse exists.

   J. Hamilton noted that the resolution doesn’t indicate the Curriculum Committee automatically passes the course. It’s saying that, with a 2/3 majority, the course(s) will be put before the committee for review and vote. It requires the Dean to forward the course(s) to the Curriculum Committee through the established process. J. Todd explained that the second “therefore” in the resolution establishes that, after the curriculum committee votes by 2/3 majority to review the contested proposal(s), and if the resulting curriculum review ends up in those course proposals not being passed by the Committee, then the faculty authors must go back and rewrite the course proposal(s) for reconsideration.

   S. Circle maintained that she interpreted the second “therefore” as that the Dean would still be able to obstruct the course even after the committee has voted to review it by a 2/3 majority. J. Todd clarified: if the committee does not vote with a 2/3 majority to move the courses forward from the Dean, or if the Curriculum Committee does not approve the courses after being voted by 2/3 majority to appear on an agenda, then the course(s) go back to faculty for revision.

   It was clarified that the intent of the resolution was to create a process to bypass the limitations being set forth by the approval stream technologies in use.

   A question was asked if the VP might deny the course after the committee has approved the courses. It was noted that it is possible, but that would be irrelevant because, in this context, the committee would have acted in accordance with its “job” and governance by taking action on the proposals, since curriculum is faculty purview.

   Proposals contested at the VP-level would go to the Board of Trustees with a “minority report” or a dissenting report explaining why there is a disagreement to the President, the Chancellor, and the Board of Trustees. S. Kincade maintained that the VP cannot hold up curriculum because that is faculty purview, but because contact hours and units encroach on an area which is not faculty purview, the VP might deny because contact hours and units affect the college as a whole.
Clarification was sought on how the resolution would affect the Technical Review process. Would the 2/3 majority process obligate courses to go before committee even if they have technical problems? B. Adams asked if there should be explicit language differentiating between how the course moves forward for general technical issues versus the issue of contact hours/units. J. Hamilton clarified the intent of the resolution is not to guarantee approval of a course regardless of any complications. It is to ensure that—despite contested contact hours and unit values—our established processes remain intact and that course proposals can’t get stuck.

J. Todd was concerned about timelines for implementation and the consequences for SB1440 compliance and the CMPSC ADT if we do not review things in a timely fashion. B. Adams explained that courses can be submitted as part of an ADT when the C-ID system shows that courses have been submitted for C-ID review. B. Adams added that per C-ID, courses that are submitted need not be implemented right away. We have up to 18 months. C-ID staff members have acknowledged that course changes cannot be implemented immediately in college operations. His question remained. Do course and program changes need to be in the college catalog next year, effective next fall? He wondered because this could have enormous effects on operational processes.

S. Kincade explained we are trying to meet a state imposed deadline to ensure we continue to garner state apportionment. We have to operate on an assumption of trust, that the Office of instruction will forward curriculum in a timely and appropriate manner should the CC approve it, and by the same token, that the division or department will act in good faith to deliver curriculum in a timely fashion.

L. HATCH called the question

J. Todd remained concerned about timelines. B. Adams noted that there will be a breakout session on the Thursday, January 9. A show of hands indicated how many would be in attendance, and the group may be able to take action then. The intent is to allow the faculty to make the decision on moving the courses through the approval stream if the resolution is passed. It was also confirmed that actions to vote on contested curriculum not take place using the Summer Approval Process. B. Adams explained that is usually reserved for technical emergencies.

M/S/C (M. ADAMS, E. MAKI) to approve RESOLUTION FL13-A

13 AYES
0 NAYS
2 ABSTENTIONS

Informational Items

(NONE)

XI. NEW BUSINESS

Informational Items

(NONE)

Action Items

1. Distance Education Committee Representative

S. Circle will be the DE Committee representative.

M/S/U (L. HATCH, K. ENNIS) to place S. Circle as the Distance Education committee representative

XII. PUBLIC COMMENT
S. Circle has submitted for a sabbatical and it is taking the DE Online Education, and doing research and teaching online. She will be developing a hybrid, online basic skills English 50 course. She also put in a mini-grant to go to a conference on Distance Learning. It was asked if there would be a person to take her place. She will keep the committee updated.

J. Todd hopes that there is a way to expedite the voting on the Math curriculum. He is concerned about our ability to see this come to fruition expeditiously. The breakout on the issue is tentatively scheduled for Thursday, January 9. B. Adams asked for a show of hands to indicate if there would be a meaningful number of attendees. It appeared there would be.

B. Adams thanked the team for a good semester, and acknowledged their hard work.

**MEETING ADJOURNED at 4:20 PM**
Curriculum Committee
MINUTES
SPECIAL SESSION
Thursday, January 9, 2014
Yosemite 213 1:00 PM


Others Present: M. Anglin, J. Daly, L. Gerasimhuc, B. Kaiser, L. Miller, B. Sanders, J. Todd

I. UNFINISHED BUSINESS

Informational Items

1. C-IDs, ADTs, and High Unit Values

B. Adams informed curriculum meeting members that she had asked Letitia to bring copies of unapproved minutes from December 3rd meeting to refresh everyone’s memory. B. Adams at the request of S. Kincade gave a presentation at the Dean’s retreat the previous week. B. Adams had asked each of the Deans to identify the special topics that, from their perspective, were important in the Divisions other than their own. B. Adams demonstrated the tally and there were a lot of check marks about high unit values. B. Adams then asked the Deans to think about Curriculum. The majority noted that Curriculum Committee members are good communicators.

B. Adams then reminded members that the Committee was not going to vote on individual Math courses, but voting on the process of forwarding Math curriculum to the next level as stated in Resolution FL 13-A. S. Circle asked S. Kincade on the status of bringing a guest speaker to a Curriculum meeting. S. Kincade responded that she was going to bring in a State Academic Senate speaker such as the former Academic Senate President, Michele Pilati, or the current State Academic Senate President, Beth Smith. If the person couldn’t come to MJC it may be by videoconference.

Discussion ensued on high unit values that included looking at what Columbia College was doing and the impact of high unit science courses on the Nursing program. It was clarified that faculty are primarily responsible for the design and content of courses including course outlines of record.

B. Adams asked for any input or ideas about how we can resolve high unit value issues? It was discussed that decisions need to be made quickly because of timelines for implementation and the consequences if we do not review things in a timely manner. It was pointed out that high unit values are going to affect Financial Aid for students as well as their student success.

J. Todd commented that unit values and their corresponding contact hours are connected to several initiatives the college must respond to: TMCs/ADTs and the 60 unit cap, general education and the breadth our college can offer, difficulties with financial aid, and the new Student Success initiative. We are going to have to balance and think strategically about what we want our student experience to be, especially given student load constraints. The ASCCC is having many discussions about what general education looks like in the area of ADTs, and our college needs to contemplate how we want to maintain breadth, resources, and offerings across the curriculum. Part of the question in front of us is about student load--how much they can fit in--and the other is how all of our disciplines impact each other...
in terms units, contact and resources. Additionally, The Student Success Initiative is ushering in our first encounter with performance based funding. We need to consider how we are going to be more successful in terms of getting students to reach their goals, as well as improving retention and persistence. J. Todd thinks that the push from state initiatives might be read as everyone— all disciplines— needing to condense, focus on essentials in their courses, and do them well in order to increase student completion.

R. Cranley referred to the Math and Science spreadsheet found in the curriculum website. These spreadsheets reflect current articulation with the CSU and UC campuses and also show the unit values for transfer articulation using semester or quarter system and unit value.

S. Kincade provided some recommendations or considerations that divisions and faculty might include in curriculum development including C-ID Values, Success/Retention, Disproportionate Impact, Feeder Schools, Common CORE, and Financial Aid. She also emphasized the need for transparency to ensure faculty understand expectations of curriculum development prior to forwarding CORs to the Committee.

Discussion concluded and the committee moved to the next item.

II. NEW BUSINESS

Action Items

2. Resolution FL13-A Curriculum Approval Stream – MATH Courses

   MATH 10 Introduction to Math
   MATH 20 Pre-Algebra
   MATH 47 Skills for Success in Non-transfer Level Courses (AWAITING ORIGINATOR ACTION)
   MATH 49 Skills for Success in Transfer Level Math courses (AWAITING ORIGINATOR ACTION)
   MATH 70 Elementary Algebra
   MATH 90 Intermediate Algebra
   MATH 105 Structure of Mathematics 1
   MATH 106 Structure of Mathematics 2
   MATH 121 Pre-Calculus 1
   MATH 122 Pre-Calculus 2
   MATH 134 Elementary Statistics
   MATH 171 Calculus: First Course
   MATH 172 Calculus: Second Course
   MATH 173 Calculus: Third Course
   MATH 174 Introduction to Differential Equations & Linear Algebra

B. Adams provided the Curriculum Committee with a copy of Resolution FL13-A and called for a motion to address the Math courses identified above.

M. Adams moved to forward the listed MATH courses directly to the next step in the curriculum process (technology review) without dean approval per Resolution FL13-A Curriculum Approval Stream; approved by the Curriculum Committee on December 3, 2013. S. Circle seconded the motion.

The resolution required a 2/3 vote and members were asked to raise their hands if in favor of moving the MATH courses forward in the approval stream.

5-AYES
6-NAYS
ABSTENTIONS-0

M/S (M. ADAMS, S. CIRCLE) FAILED to forward the MATH courses to the curriculum committee for next level technology review without dean approval. Per Resolution FL 13-A, Therefore: Be it resolved, that in the event a course is not moved forward as described or the Curriculum Committee does not ultimately approve a course due to concerns about unit values or their corresponding contact hours, the Curriculum Committee will recommend that discipline faculty work with administration to develop a Course Outline of Record that would eliminate such concerns.
Prerequisite Validation – Reference Guide

The curriculum committee at each college is charged with the responsibility for establishing prerequisites, corequisites, and advisories on recommended preparation to courses offered by a community college during the approval process according to standards and criteria established in Title 5, Section 55002.

Establishing prerequisites and corequisites
Title 5, section 55003(d) delineates the four purposes for which prerequisites and corequisites may be established:

1. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;
2. The prerequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
3. The corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
4. The prerequisite or corequisite is needed to protect the health or safety of the student or others.

Additional requirements for districts conducting content review alone
In addition to the foregoing, districts establishing prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence using content review alone (without statistical validations), must also adopt a plan that specifies:

- the method used to determine which courses might be the most compelling candidates for new prerequisites and corequisites
- the provision of appropriate numbers of prerequisite and corequisite course sections
- the assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
- training for the curriculum committee, and
- the use of research to evaluate the effect of new prerequisites and corequisites on student success; particular attention should be given to disproportionate impact.
Definitions of Terms

“Content review” is defined in title 5, section 55000(c) as: a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

In other words, content review is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (prerequisite) or while taking (corequisite) a given course. It is more than reviewing the traditional “exit and entrance skills” and involves examining how the course is taught and all components of the Course Outline of Record (COR).

Prerequisites are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

Corequisites also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.

Advisories signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.
Modesto Junior College
Curriculum Committee
Prerequisite based on content review only

This process is to be used when requesting prerequisite within a different discipline
Only applicable for communication or computational skills - Not for sequential courses

PREREQUISITE PROPOSAL CHECKLIST

☐ 1. Is a new course needed? <OR> Is it time for the 5-year review?
   a. Evaluate offerings at other community colleges and within CSU/UC systems.
   b. Evaluate needs of the community and local industries.

☐ 2. Discipline/department faculty create or review
   a. C-ID course descriptors (if applicable)
   b. outcomes
   c. objectives
   d. content
   e. entry and exit skills
   f. appropriate texts
   g. typical assignments
   h. potential alignment with industry needs or CSU/UC
   i. repeatability guidelines
   j. course impact on current/future degrees and certificates

☐ 3. Analysis of requisite skills
   Discussion within the discipline/department, with curriculum representatives, and with faculty who teach courses containing the prerequisite entry-level skills. The MJC Foundational Skills Cross-Reference and Appendix B of Implementing Content Review for Communication and Computation Prerequisites (ASCCC 2011) http://asccc.org/sites/default/files/Content-Review-Spring-2011.pdf to be used in guiding the discussions.
   a. Review and Discuss the Curriculum Guide to Determine Prerequisites
   b. Review syllabi, sample assignments, texts, course outline of record and overall course rigor
   c. Determine entry skills required to pass the course with a satisfactory grade across all sections of the course
   d. Determine which courses contain those entry skills – entry level skills must apply to all sections of the course
   e. Consult with discipline faculty who teach the potential prerequisite course(s)
   f. Consider potential effects on enrollment if prerequisites are put in place
g. Discuss the ability of students without the prerequisite skills to find courses to take within the program.

4. Determine Appropriate Level of Course
   This should directly reflect the level of rigor required in the course
   a. 1-49 Pre-college level courses
   b. 50-99 Courses that count toward associate’s degree credit only
   c. 100–299 Courses demonstrating critical thinking through composition or computation. Appropriate for baccalaureate or associate’s degree credit
   d. 300-399 Vocational courses appropriate for associate’s degree credit, but not baccalaureate degree credit
   e. 900-999 Basic education (Non-degree applicable)

5. Evaluate Linkages to External Groups
   Some courses may be intended for both transfer and industry
   a. For CTE courses, discussion with Advisory Committees is recommended
   b. For transfer courses, discussion with Articulation officer is recommended

6. LAUNCH COURSE TO CURRICUNET

7. Check your email/voicemail regularly
   As course moves through the curriculum stream, be on the lookout for feedback on your requested prerequisite from interested parties. Addressing issues and answering questions in a timely manner will help your course(s) move through the approval process. Interested parties include:
   a. Division Curriculum Committee representative for the course
   b. Division Curriculum Committee representative for the prerequisite
   c. Division Deans
   d. Technical Review Committee
   e. Curriculum committee members

8. Curriculum Committee Meeting
   It is highly recommended that course authors attend the curriculum committee meeting in case there are further questions on the course. At a minimum, the Division Representative should be in attendance.
# MJC Curriculum Guide to Determine Appropriate Prerequisites

**Mathematics: Course objectives commonly considered as possible prerequisites for other MJC courses.**

<table>
<thead>
<tr>
<th>Math 70</th>
<th>Math 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Solve linear equations in one variable</td>
<td>□ Graph lines and find the equation of a line, given sufficient information</td>
</tr>
<tr>
<td>□ Solve and graph linear inequalities in one variable</td>
<td>□ Graph linear, quadratic, absolute value, and simple cubic functions using transformations</td>
</tr>
<tr>
<td>□ Determine the slope of a line from either the graph or the equation and explain its meaning</td>
<td>□ Solve systems of equations in two or three variables by choosing the most effective method for the given problem</td>
</tr>
<tr>
<td>□ Graph linear equations and inequalities in one variable</td>
<td>□ Solve linear, quadratic, absolute value, and rational inequalities</td>
</tr>
<tr>
<td>□ Write the equation of a line describing the relationship between two variables</td>
<td>□ Solve quadratic equations with real and complex solutions by completing the square and using the quadratic formula</td>
</tr>
<tr>
<td>□ Solve systems of linear equations in two variables</td>
<td>□ Graph quadratic functions by determining and using the vertex and the stretching constant</td>
</tr>
<tr>
<td>□ Add, subtract, multiply, and divide polynomials</td>
<td>□ Add, subtract, multiply, and divide complex numbers</td>
</tr>
<tr>
<td>□ Factor polynomials</td>
<td>□ Add, subtract, multiple, divide, or compose two given functions</td>
</tr>
<tr>
<td>□ Solve quadratic equations by factoring, completing the square, or the quadratic formula</td>
<td>□ Solve exponential and logarithmic equations</td>
</tr>
<tr>
<td>□ Multiply and divide rational expressions</td>
<td>□ Simplify expressions using the properties of logarithms</td>
</tr>
<tr>
<td>□ Add and subtract rational expressions</td>
<td>□ Identify the equations for and sketch the graphs of conic sections</td>
</tr>
<tr>
<td>□ Simplify radicals and expressions involving radicals, including fractional exponents</td>
<td>□ List a requisite number of terms of a given arithmetic, geometric, or recursive sequence</td>
</tr>
<tr>
<td>□ Solve equations involving radical expressions</td>
<td>□ Determine the general term of a given arithmetic or geometric sequence</td>
</tr>
<tr>
<td>□ Sketch the graphs of simple parabolas from their equations</td>
<td>□ Determine the sum of a fixed number of terms of an arithmetic or geometric series, and determine the sum of an infinite geometric series when it exists</td>
</tr>
<tr>
<td>□ Create mathematical models of applications described in words, including those involving linear, quadratic, rational and radical expressions</td>
<td>□ Solve problems involving permutations, combinations, and probability</td>
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<tr>
<td>□ Convert numbers to and from scientific notation and apply the rules of exponents to these numbers</td>
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### MJC Curriculum Guide to Determine Appropriate Prerequisites

#### English: Required Course Objectives

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<thead>
<tr>
<th>English 50</th>
<th>English 101</th>
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<tbody>
<tr>
<td>☐ Articulate the main idea and supporting elements of a reading selection.</td>
<td>☐ Read and think critically (e.g. distinguish supporting ideas from main ideas, distinguish between student's own thoughts and thoughts of writer, and draw inferences and make judgments about a writer's thoughts and attitudes).</td>
</tr>
<tr>
<td>☐ Identify the major types of discourse: description, narration, exposition, and argument.</td>
<td>☐ Write papers that demonstrate the use of expository and argumentative or persuasive forms of writing.</td>
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<tr>
<td>☐ Make and support reasonable inferences about the attitudes and thoughts of a writer based on evidence provided.</td>
<td>☐ Write papers that demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling.</td>
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<tr>
<td>☐ Identify the principle techniques a writer uses to construct an effective piece of writing (e.g. organization, coherence, diction, etc.).</td>
<td>☐ Write papers that show evidence of drafting, revising, and editing to reflect an academic style and tone.</td>
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<tr>
<td>☐ Utilize various invention and pre-writing strategies.</td>
<td>☐ Use scholarly sources in a legitimate way, a. summarizing and paraphrasing source material, b. synthesizing multiple sources, c. integrating source ideas with his or her own ideas, and d. avoiding plagiarism by documenting sources according to MLA conventions.</td>
</tr>
<tr>
<td>☐ Include appropriate details and examples to develop main points in paragraphs.</td>
<td>☐ Evaluate and articulate the credibility of print and online sources.</td>
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<td>☐ Write fully developed essays that provide coherence within and between paragraphs and are controlled by a clear unifying theme, perception, or thesis.</td>
<td>☐ Write papers that are correctly formatted according to MLA conventions.</td>
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<tr>
<td>☐ Demonstrate ability to use a variety of sentence structures, maintain sentence boundaries, and use appropriate diction.</td>
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</tbody>
</table>
### MJC Curriculum Guide to Determine Appropriate Prerequisites

#### Reading: Required Course objectives

**Reading 184**
- Identify the mode of discourse and approach the reading in a manner appropriate for the particular mode.
- Identify author's purpose as determined by mode and context.
- Identify method of development and use this information to express thesis with greater accuracy.
- Appraise the author's word choice and explain the denotative and connotative meanings of words as used in assigned readings and express the effect of these word choices on the reader's reaction to the piece.
- Identify an author's use of slanted language and express the effect on the meaning.
- Identify the use of figurative language (personification, similes, metaphors) in assigned readings and explain the quality or trait being exposed or emphasized by the author.
- Identify and evaluate the author's tone (including irony) and point of view.
- Distinguish among the various ironic stances (wit, satire, cynicism, sarcasm).
- Identify special effects used by authors, specifically: understatement, hyperbole, alliteration, repetition, and unusual sentence structure.
- Analyze an author's argument and the unstated assumptions on which the argument rests.
- Interpret the author's bias and authority.
- Analyze the appeals an author makes in presenting his argument.
- Appraise logical fallacies present in arguments.
- Identify and describe key aspects of the plot: 1. setup 2. suspense 3. Climax 4. denouement 5. resolution
- Trace the development of characters through their actions and motivations.
- Explain any character or action which is meant to be symbolic.
- Identify and express the story's theme.

**Reading 82**
- Identify context clues and utilize them to define unknown words.
- Transfer appropriately efficient reading techniques such as pre-reading and questioning to a wide variety of reading materials.
- Distinguish between general and specific sentences.
- Identify the topic sentence of a paragraph.
- Predict the content of a paragraph utilizing the topic sentence.
- Infer unstated main ideas of both paragraphs and longer selections.
- Distinguish details which support the main idea from those which do not.
- Translate the author's main idea into student's own words.
- Apply reading transition devices to aid comprehension.
- Identify different methods of development in a variety of readings.
- After identifying method of development, apply appropriate strategies and outline major and minor points.
- Identify the functions of the paragraph within an article or essay.
- Select which paragraphs should be read carefully and which may be skimmed.
- Outline information to show its organization.
- Analyze author's language and word choices with the understanding that words suggest positive or negative attitudes.
- Make inferences based upon reading.
- Locate figurative language and assess its meaning.
- Infer the author's purpose by considering style and intended audience. *
- Infer author's point of view. *
- Judge the value and accuracy of reading material. *
- Assess author bias. *
- Evaluate author's assumptions as valid or specious. *
- Determine any value judgments made by author. *
- Evaluate reading material and formulate valid
INDEPENDENT STUDY POLICY

Independent Study allows students to pursue projects under faculty advisement and supervision. The projects may be directed field experience, research or development of skills and competencies. Independent Study credit may be earned in any discipline that has compliant course outlines of record.

Independent Study projects may be 1-3 units of credit and require a minimum of 54 hours of directed work per unit of credit. Within the 54 hour minimum, the instructor meets with each student on a weekly basis for at least one hour or a minimum of 18 hours for each one-unit project. The supervising instructor is responsible for keeping documentation of meeting dates/times as evidence of meeting the required number of hours. The proposed project must be approved by the supervising instructor and the division dean, along with notification to the Vice President of Instruction. Independent Study is offered on a credit/no credit basis. A maximum of 6 units may be earned in Independent Study.

Independent Study projects are normally undertaken in the department or division of the student’s academic major. Exceptions to this rule must approved by both the division dean of the student’s academic major and the dean of the division to which the student is applying for exception.

To be eligible for Independent Study a student must be concurrently enrolled in at least one other class at Modesto Junior College except for summer sessions. The student must also show evidence of competence in the academic major and in the area in which Independent Study is proposed.

The proposal is subject to prior approval by the supervising instructor and the division dean in order for the student to enroll in Independent Study.
Modesto Junior College
Independent Study Proposal

Date __________ Semester/Year __________ Student Name ___________________________ Student ID# __________

Student Telephone # ___________________________ Division __________________ Supervising Instructor __________________

List completed courses (not more than three) or equivalent experience related to the field of Independent Study. Include any other Independent Study projects attempted or completed. If course work was completed at another institution, indicate so.

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Proposed Project (attach pages as necessary) Independent Study Section # __________

Title __________________________ Course # __________ Units ______

Description ___________________________________________________________________________________________________________________ ___________________________________________________________________________________________________________________

SUPERVISING INSTRUCTOR: COMPLETE THE FOLLOWING:

Describe ways in which project will be evaluated: ____________________________________________________________________________ ____________________________________________________________________________

Beginning Date of Project: ______________________ Anticipated completion date: ______________________

Faculty Obligation: I understand I must keep accurate records of meeting times/dates as evidence of meeting minimum required hours. Supervising Instructor Initials __________

Student Approval of Agreement: The policy governing Independent Study is on the reverse side of this form. I have read the policy and understand that I will be enrolled in Section # ______ and that I will be responsible for paying all fees associated with that enrolment. I also understand to receive credit, the project must be completed by the end of the semester. Student Initials __________

Signatures Required:

Student __________________________ Date ______ Instructor __________________________ Date ______

Division Dean (of major) __________ Date ______ Admissions Technician __________ Date ______

Division Dean (of exception to major, if necessary) __________ Date ______

Distribution: Original: Division Office   Canary: Instructor   Pink: Student   Goldenrod: Admissions