I. APPROVAL OF ORDER OF AGENDA

Hearing no objection, the order of the agenda was approved with consideration of a guest in attendance, J. Weaver.

II. APPROVAL OF MINUTES

March 27, 2012

Hearing no objections, the minutes of March 27, 2012 were approved.

III. COURSE NOTIFICATION AGENDA

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Effective</th>
<th>Units/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>Film Appreciation</td>
<td>Summer 2013</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Modify: Updating textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSCI</td>
<td>Fire Management 2</td>
<td>Summer 2012</td>
<td>2½</td>
</tr>
<tr>
<td></td>
<td>Expedited</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modify: Units/Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minutes of 11/01/2011 did not reflect that FSCI 372 had been changed in tandem with other FSCI courses to address complications with the hours. FSCI 309 had come through curriculum as 2 units at the 10/11/2011 meeting, and after further discussion with J. Sola and L. Parker, it was determined the 40 hour courses should be 2½ units rather than 2 units because 2 units equated to 36 hours, and they were worried some instructors might be concerned about teaching the course and meeting the requirements for the State Fire Marshal Certificate because it was 4 hours short of the 40 (even though this range is permissible). There is no restriction on going over the 40 hours, so this was determined to be the best route. We then placed FSCI 309 back on the 11/01/11 agenda, and the other corresponding 40 hour FSCI courses, such as FSCI 372, were changed to 2.5 units. It is believed the course comparison and agenda were created before the course came back through with the 2½ units, and we didn't catch on the agenda. So, to summarize, yes, FSCI 372 should be 2.5 units and agenda (of 11/01/01) was incorrect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>Elementary Statistics</td>
<td>Summer 2012</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Expedited</td>
<td></td>
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<tr>
<td></td>
<td>Rationale for Expedited Approval: Students will no longer be required to purchase the Statgraphics CD, so the materials fee needs to be removed</td>
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<tr>
<td></td>
<td>Modify: Removing fee of $3</td>
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</tbody>
</table>
CSU/IGETC DECISIONS RECEIVED April 3, 2012

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

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

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

Each page of the Decisions Report will tell you:

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

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

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

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

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

More documents about the review procedure, including detailed guidelines published by the system offices for reviewers of GE courses, are available at http://www.calstate.edu/app/general-ed-transfer.shtml.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Title</th>
<th>Cross Listed Courses</th>
<th>Area Proposed</th>
<th>Area Accepted</th>
<th>Date Accepted</th>
<th>Date Removed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJU 201</td>
<td>Introduction to Administration of Justice</td>
<td>D8</td>
<td>D8</td>
<td>F11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course was grandfathered into CSU GE Area D8, however its emphasis on the structure of the judicial system rather than on the sociology of criminal behavior makes it more appropriately approved for Area D8. This designation will be effective starting Fall 2011 and the D0 designation will be removed effective Fall 2012.</td>
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</tr>
<tr>
<td>ADJU 202</td>
<td>Principles and Procedures of the Justice System</td>
<td>D8</td>
<td>NO</td>
<td>F11</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>As described by the outline, this course appears to be more focused on the occupationally-oriented procedures of law enforcement than on the principles and theories of the criminal justice system to qualify for CSU GE Area D8.</td>
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</tr>
<tr>
<td>ADJU 203</td>
<td>Concepts of Criminal Law</td>
<td>**</td>
<td>D0</td>
<td>F11</td>
<td></td>
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<td></td>
<td>The focus of this course on sociological aspects of criminology and the nature of crime makes it more appropriately approved for CSU GE Area D0 than for Area D8 as requested.</td>
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<tr>
<td>ANTHR 150</td>
<td>Native People of North America</td>
<td>D3</td>
<td>D3</td>
<td>F11</td>
<td></td>
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<td></td>
<td>This course is retained in CSU GE Area D1 and also approved for Area D3 to reflect its focus on the study of an ethnic population within the United States.</td>
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<tr>
<td>ENGL 161</td>
<td>Film Appreciation</td>
<td>-</td>
<td>C1</td>
<td>F05</td>
<td></td>
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<tr>
<td></td>
<td>-</td>
<td>C2</td>
<td></td>
<td>F13</td>
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<tr>
<td></td>
<td>This course's emphasis on the elements of film that make it an art form, as opposed to film as an expression of a particular culture, makes it most appropriately approved for CSU GE Area C1 rather than Area C2. The C2 designation will be removed effective Fall 2013. Reviewers also request that the college consider more recently published textbooks.</td>
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<tr>
<td>PSYCH 104</td>
<td>Social Psychology</td>
<td>D9</td>
<td>D9</td>
<td>F91</td>
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<tr>
<td></td>
<td>As described by the outline, this course appears to lack the required physiological content integrated with the obvious sociological and psychological content to qualify for CSU GE Area E. Unless the outline is revised, resubmitted and approved in the next review cycle, the Area E designation will be removed effective Fall 2013. This course is approved for Area D9 effective Fall 1991 to maintain congruence with the IOETC designation.</td>
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<tr>
<td>Course Name</td>
<td>Course Title</td>
<td>Cross Listed Courses</td>
<td>Area Proposed</td>
<td>Area Accepted</td>
<td>Date Accepted</td>
<td>Date Removed</td>
<td>Notes</td>
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</tr>
<tr>
<td>ADJU 201</td>
<td>Introduction to Administration of Justice</td>
<td>4H</td>
<td>4H</td>
<td>F11</td>
<td></td>
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</tr>
<tr>
<td>ADJU 202</td>
<td>Principles and Procedures of the Justice System</td>
<td>4H</td>
<td>NO</td>
<td>F11</td>
<td></td>
<td></td>
<td>As described by the outline, this course appears to be more focused on the occupationally-oriented procedures of law enforcement than on the principles and theories of the criminal justice system, to qualify for IGETC Area 4H.</td>
</tr>
<tr>
<td>ADJU 203</td>
<td>Concepts of Criminal Law</td>
<td>**</td>
<td>4J</td>
<td>F11</td>
<td></td>
<td></td>
<td>The focus of this course on sociological aspects of criminology and the nature of crime makes it more appropriately approved for IGETC Area 4J than for Area 4H as requested.</td>
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<tr>
<td>AGEC 210</td>
<td>Elements of Agricultural Economics</td>
<td>**</td>
<td>4B</td>
<td>F11</td>
<td></td>
<td></td>
<td>The strong Economics content of this course makes it most appropriately approved for IGETC Area 4B. Reviewers suggest the college adopt more recently published textbooks for the course.</td>
</tr>
<tr>
<td>ANTHR 150</td>
<td>Native People of North America</td>
<td>4C</td>
<td>4C</td>
<td>F11</td>
<td></td>
<td></td>
<td>This course is retained in IGETC Area 4A and also approved for Area 4C to reflect its focus on the study of an ethnic population within the United States.</td>
</tr>
<tr>
<td>ENGL 161</td>
<td>Film Appreciation</td>
<td>3A</td>
<td>3A</td>
<td>F11</td>
<td></td>
<td></td>
<td>This course’s emphasis on the elements of film that make it an art form, as opposed to film as an expression of a particular culture, makes it most appropriately approved for IGETC Area 3A rather than Area 3B. Reviewers also request that the college consider more recently published textbooks.</td>
</tr>
<tr>
<td>PLSC 200</td>
<td>Introduction to Plant Science</td>
<td>5B</td>
<td>5B</td>
<td>F11</td>
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<td></td>
</tr>
</tbody>
</table>
### IV. COURSE CONSENT AGENDA

### V. COURSE DISCUSSION AGENDA

#### INACTIVATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Effective</th>
<th>Crs.</th>
<th>Program Impact</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTEC 241 (AGM 241)</td>
<td>Diesel Engine Principles</td>
<td>Summer 2013</td>
<td>3</td>
<td>Stand Alone</td>
<td>Note! This is a cross-listed course. Inactivation applies for AUTEC 241 only and not AGM 241, which will still be offered.</td>
</tr>
<tr>
<td>INTEC 200</td>
<td>Introduction to Mechanical Technology</td>
<td>Summer 2013</td>
<td>3</td>
<td>Stand Alone</td>
<td>M/S/U (C. Mulder, L Lanigan) to INACTIVATE INTEC 200</td>
</tr>
<tr>
<td>INTEC 205</td>
<td>Principles of Quality Control System</td>
<td>Summer 2013</td>
<td>3</td>
<td>Stand Alone</td>
<td>M/S/U (C. Mulder, L Lanigan) to INACTIVATE INTEC 205</td>
</tr>
<tr>
<td>INTEC 302</td>
<td>Employability Skills 2</td>
<td>Summer 2013</td>
<td>2</td>
<td>Stand Alone</td>
<td>M/S/U (C. Mulder, L Lanigan) to INACTIVATE INTEC 302</td>
</tr>
<tr>
<td>NR 50</td>
<td>Survey of Natural Resources</td>
<td>Summer 2013</td>
<td>3</td>
<td>Stand Alone</td>
<td>M/S/U (C. Mulder, L Lanigan) to INACTIVATE NR 50</td>
</tr>
<tr>
<td>NR 53</td>
<td>Natural Resources</td>
<td>Summer 2013</td>
<td>3</td>
<td>Stand Alone</td>
<td>M/S/U (C. Mulder, L Lanigan) to INACTIVATE NR 53</td>
</tr>
</tbody>
</table>

#### UPDATES (including modifications/reactivations)
**ADJU 222**  
Profiloing Terrorism  
**Effective:** Summer 2013  
**MODIFY:** Description, repetitions, methods of Instruction, typical assignments, textbooks, course goal, learning goals, methods of assessment  
**Enrollment Restrictions:** Maintaining: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ADJU 201  
**Distance Education Status:** Maintaining Online  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Not approved for GE  
**Rationale:** Periodic Review  
**Program Impact:**  
1. Administration of Justice A.A. Degree  
2. Administration of Justice A.S. Degree  

M/S/U (C. Mulder, L Lanigan) to MODIFY ADJU 222  
M/S/U (J. Sola, M. Lynch) to MAINTAIN ADVISORY for ADJU 222  
M/S/U (L. Hatch, L. Lanigan) to MAINTAIN ONLINE MODALITY for ADJU 222

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**ADJU 351**  
Elements of Supervision in Public Safety  
**Effective:** Summer 2013  
**MODIFY:** Description, enrollment restrictions, content, methods of Instruction, typical assignments, textbooks, course goal, learning goals, methods of assessment  
**Enrollment Restrictions:** Requesting: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete ADJU 201  
**Distance Education Status:** Maintaining Online  
**Materials Fee Status:** None  
**Articulation Status:** Does not transfer  
**General Education Status:** Not approved for GE  
**Rationale:** Periodic Review  
**Program Impact:**  
1. Administration of Justice A.A. Degree  
2. Administration of Justice A.S. Degree  
3. Supervisory Management in Public Safety Skills Recognition Award  

M/S/U (C. Mulder, L Lanigan) to MODIFY ADJU 351  
M/S/U (J. Sola, M. Lynch) to MAINTAIN ADVISORY for ADJU 351  
M/S/U (L. Hatch, L. Lanigan) to MAINTAIN ONLINE MODALITY for ADJU 351

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**ART 191**  
Photo Laboratory Technology 2  
**Effective:** Fall 2012 (Request overridden by Office of Instruction because timeline is impossible) Spring 2013  
**Expeditied:** To comply with newly revised code or law  
**Rationale for Expedited Approval:** I had submitted this two years ago and didn't realize that it was not approved in final review. Since then, I made further revisions as stated above  
**MODIFY:** Content, methods of Instruction, typical assignments, course goal, learning goals, methods of assessment  
**Enrollment Restrictions:** Maintaining: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete Art 170  
**Distance Education Status:** None  
**Materials Fee Status:** None  
**Articulation Status:** Transfer to CSU  
**General Education Status:** Approved for MJC Activities  
**Rationale:** Periodic Review - Course is being modified to include changing technology, i.e., digital  
**Program Impact:**  
1. Administration of Justice A.A. Degree  
2. Administration of Justice A.S. Degree  
3. Supervisory Management in Public Safety Skills Recognition Award  

M/S/U (C. Mulder, L Lanigan) to MODIFY ART 191  
M/S/U (J. Sola, M. Lynch) to MAINTAIN ADVISORY for ART 191
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Effective Date</th>
<th>MODIFIED:</th>
<th>enrollment restrictions, content, methods of instruction, typical assignments, learning goals, methods of assessment</th>
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</thead>
<tbody>
<tr>
<td>FSCI 304</td>
<td>Building Construction for Fire Protection</td>
<td>3</td>
<td>Summer 2013</td>
<td>MODIFY: Title, repetitions,</td>
<td>Satisfactory completion of FSCI 301, Requesting: (A) Satisfactory completion of FSCI 301</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MODIFY: Title, repetitions, enrollment restrictions, content, methods of instruction, typical assignments, learning goals, methods of assessment</td>
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<td>Enrollment Restrictions: Removing: (P) Satisfactory completion of FSCI 301</td>
<td>Satisfactory completion of FSCI 301</td>
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<td>Distance Education Status: None</td>
<td>None</td>
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<td></td>
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<td>Materials Fee Status: None</td>
<td>None</td>
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<td>Articulation Status: Does not transfer</td>
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<td></td>
<td>General Education Status: Not approved for GE</td>
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<td>Rationale: Course is being modified for adherence to scheduled periodic review in curriculum review matrix, Fall 2011/Spring 2012.</td>
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<td>Program Impact:</td>
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<td></td>
<td></td>
<td></td>
<td>1. Fire Science A.S. Degree</td>
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<td>2. Fire Science Certificate of Achievement</td>
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<td></td>
<td>M/S/U (C. Mulder, L Lanigan) to MODIFY FSCI 304</td>
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<td>M/S/U (J. Sola, M. Lynch) to MODIFY ENROLLMENT RESTRICTIONS for FSCI 304</td>
<td></td>
</tr>
<tr>
<td>FSCI 357</td>
<td>Fire Investigation 1</td>
<td>2.5</td>
<td>Summer 2013</td>
<td>MODIFY: Units, hours/face-to-face modalities, enrollment restriction, content, course goal, learning goals</td>
<td></td>
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<td>Enrollment Restrictions: Removing: (P) Satisfactory completion of FSCI 301</td>
<td>Satisfactory completion of FSCI 301</td>
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<td>Distance Education Status: None</td>
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<td>Materials Fee Status: Maintaining fee of $110</td>
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<td>Rationale: Course is being modified for adherence to scheduled periodic review in curriculum review matrix, Fall 2011.</td>
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<td>Program Impact:</td>
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<td></td>
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<td>1. Fire Science A.S. Degree</td>
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<td>2. Fire Science Certificate of Achievement</td>
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<td>M/S/U (C. Mulder, L Lanigan) to MODIFY FSCI 357</td>
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<td></td>
<td>M/S/U (J. Sola, M. Lynch) to MODIFY ENROLLMENT RESTRICTIONS for FSCI 357</td>
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<td></td>
<td></td>
<td>M/S/U (J. Sola, J. Beebe) to MAINTAIN FEE for FSCI 357</td>
<td></td>
</tr>
<tr>
<td>PEC 197</td>
<td>Advanced Weight Training</td>
<td>1</td>
<td>Summer 2013</td>
<td>MODIFY: Description, grading, requisite skills, content, methods of instruction, typical assignments, textbooks, course goal, learning goals, methods of assessment</td>
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<td></td>
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<td></td>
<td></td>
<td>Enrollment Restrictions: Maintaining: (A) Before enrolling in this course, students are strongly advised to satisfactorily complete PEC 195</td>
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<td>Distance Education Status: None</td>
<td>None</td>
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<td></td>
<td></td>
<td>Materials Fee Status: None</td>
<td>None</td>
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<td>Articulation Status: Transfer to CSU and UC</td>
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<td>General Education Status: Approved for MJC Activities</td>
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<td>Rationale: Periodic review and update to meet current curriculum standards and adhere to the curriculum matrix.</td>
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<td>Program Impact:</td>
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<td>1. Physical Education A.A. Degree</td>
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<td>M/S/U (C. Mulder, L Lanigan) to MODIFY PEC 197</td>
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</table>
M/S/U (J. Sola, M. Lynch) to MAINTAIN ADVISORY for PEC 197
M/S/U (M. Adams, E. Maki) to MAINTAIN ACTIVITIES PLACEMENT for PEC 197

NEW COURSES

MACH 357  Machine Trades Print Reading  2
          Effective: Fall 2012 (Request overridden by Office of Instruction because timeline is impossible) Spring 2013. Pending CCCCO approval; Expedited To ensure student progression within program
Rationale for Expedited Approval: With the elimination of the Engineering, Engineering Technology, and Industrial Technology programs, students in the Machine Tool Technology program have lost all opportunity to enroll in any relevant blue print or drafting courses. The need to apply the information found on a technical drawing to produce the part to the required specifications is essential to student success in the Machine Tool Technology area.
ADOPT
Enrollment Restrictions: Requesting: (A) Before enrolling in this course, students are strongly advised to have a basic working knowledge of personal computers and have the ability to add, subtract, multiply, and divide numbers and have a working knowledge of the English language as applied to manufacturing processes.
Distance Education Status: Requesting mixed modalities/Hybrid course
Materials Fee Status: None
Articulation Status: Does not transfer
General Education Status: Not approved for MJC Activities
Rationale: There is a deep need for knowledge of interpretation of prints by students in the Machine Tool Technology and related programs. A class of this nature is required for both AS degree as well as certificates. There are currently no engineering drafting or technical drawing classes available and Modesto Jr. College to address this need.
Program Impact: Stand Alone

M/S/U (C. Mulder, L Lanigan) to ADOPT MACH 357
M/S/U (J. Sola, M. Lynch) to APPROVE ADVISORY for MACH 357
M/S/U (L. Hatch, L. Lanigan) to APPROVE MIXED MODALITIES/HYBRID for ADJU 357
M/S/U (E. Maki, L. Hatch) to EXPEDITE IMPLEMENTATION of MACH 357.
VI. PROGRAM NOTIFICATION AGENDA

Program Learning Outcomes

AA: Administration of Justice

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

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

AS: Administration of Justice

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

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

SR: Supervisory Management in Public Safety

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

C: Accounting Clerk

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

1. Prepare basic financial statements
2. Demonstrate the ability to perform general office procedures
3. Utilize technology to perform general office and bookkeeping procedures
AA: **Human Services**

**Effective:** Summer 2012, Expedited

To ensure accreditation compliance

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

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

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

*Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.*

C: **Human Services**

**Effective:** Summer 2012, Expedited

To ensure accreditation compliance

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

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

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

*Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.*

AA: **Chemical Dependency Counseling**

**Effective:** Summer 2012, Expedited

To ensure accreditation compliance

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

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

1. Demonstrate an understanding of chemical dependency, family systems, and the application of the code of ethics as it relates to chemical dependency counseling.
2. Exhibit effective, communication, body language, and written abilities.
3. Demonstrate an understanding of addiction, biology, psychoactive substances, co-occurring disorders, social problems, and the relation to clinical or group practice with individuals, families, groups, communities, and organizations.
4. Comprehend the wide range of Human Service employment options, historical perspectives, and the populations served.
5. Conduct a basic assessment, interview, intervention, referral, individual counseling, and group session with individuals that are chemically dependent.

*Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.*
C: Chemical Dependency Counseling
Effective: Summer 2012, Expedited To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

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

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

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

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

1. Demonstrate an understanding of gerontology, family systems, and the psychology of aging as it relates to individual, family, and group counseling.
2. Exhibit effective, communication, clinical skills, body language, and written abilities with the elderly.
3. Demonstrate an understanding of theoretical philosophies, biology, life span, environmental or psychosocial stressors, and the relation to gerontological counseling.
4. Conduct a basic assessment, interview, intervention, case plan, individual counseling, and group session with the aged.

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.
C: Food Processing

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

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

C: Mechanized Agriculture

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

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

AS: University Preparation, Emphasis in Chemistry

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

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

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

University Preparation, Emphasis in Chemistry PLOs withdrawn from agenda due to knowledge that an almost identical PLO had been removed from the AS-T: Geology for myriad reasons after lengthy email dialog between Geology faculty, the Assessment Coordinator, curriculum staff and the division dean.

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

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

4.

AS: University Preparation, Emphasis in Health & Physical Education
Effective: Summer 2012, Expedited! To ensure accreditation compliance
Modify: Program Learning Outcomes (adopt)

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

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

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

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

University Preparation, Emphasis in Biological Sciences PLOs withdrawn because concerns about science outcomes and the requirements of the program appearing very similar the outcomes for the university Preparation, Emphasis in Health and Physical Education

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

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

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SR: Speech Communication
Effective: Summer 2012, Expedited
Modify: Program Learning Outcomes (adopt)

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

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C: Computer Application Specialist
Effective: Summer 2012, Expedited
Modify: Program Learning Outcomes (adopt)

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

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C: Computer Programming Specialist
Effective: Summer 2012, Expedited
Modify: Program Learning Outcomes (adopt)

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

1. Demonstrate a firm understanding and working knowledge of basic problem analysis, design, implementation, and maintenance.
2. Be prepared to obtain employment in an entry-level position in software engineering.
3. Employ industry-accepted coding practices and standards.
4. Implement object oriented software solutions.
5. Employ various code level debugging techniques.
6. Utilize software development tools.
7. Perform functional software testing.
8. Demonstrate professional and effective communication skills.
Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

C: **Computer Network Administration**

**Effective:** Summer 2012

**Expedited** To ensure accreditation compliance

**Modify** Program Learning Outcomes (adopt)

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

C: **Computer Network Technician**

**Effective:** Summer 2012

**Expedited** To ensure accreditation compliance

**Modify** Program Learning Outcomes (adopt)

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.

AS: **Computer Science**

**Effective:** Summer 2012

**Expedited** To ensure accreditation compliance

**Modify** Program Learning Outcomes (adopt)

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

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

Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.
**AA:** Computer Science  
*Effective:* Summer 2012, \textit{Expedited}  
To ensure accreditation compliance  
*Modify:* Program Learning Outcomes (adopt)

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

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

\textit{Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.}

**AA:** Computer Information Systems  
*Effective:* Summer 2012, \textit{Expedited}  
To ensure accreditation compliance  
*Modify:* Program Learning Outcomes (adopt)

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

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

\textit{Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.}

**SR:** Sheet Metal Fabricator (corrected from agenda which erroneously listed "Welding")  
*Effective:* Summer 2012, \textit{Expedited}  
To ensure accreditation compliance  
*Modify:* Program Learning Outcomes (adopt)

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

\textit{Hearing no objections, the committee was notified of the proposed Program Learning Outcomes.}

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

**Chancellor’s Office Denials:** PROGRAMS

**Chancellor’s Office Updates**
VII. PROGRAM CONSENT AGENDA

VIII. PROGRAM DISCUSSION AGENDA

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

CCC-501: Application for Approval - New Credit Programs

ADOPT:

AS-T: Geology

Effective Term: (Upon CCCO Approval)

EXPECTED STUDENT LEARNING OUTCOMES

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

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

REQUIRED COURSES:

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

UNITS REQUIRED IN MAJOR: 28

Questions were raised about late revisions to the degree as it appeared on an early version of the agenda. It was explained that there is a limit on the total number of units for TMC degrees: 60. Completion of CSU-GE would force the student to exceed this number of units. In 2010-2011 G. Hayes had attempted to create this award and ran into such complications. It was noted that the PLO for “transfer to a UC or CSU” was removed, and R. Cranley noted that she had learned in a TMC webinar that statements explaining the students’ eventual ability to transfer were strongly encouraged. J. Hughes asked whether “IGETC” meant IGETC-CSU or IGETC–UC, since each system embeds different requirements into the IGETC pattern. It was clarified that it was IGETC-CSU (since TMCs are being built for the CSU system) It was requested that this statement be made very clear in the catalog. It was questioned why other TMCs were not successfully drafted, and it was explained that the 6-unit “double-counting” rule in effect for some TMCs prevented those awards from being 60 units or fewer, and it was also explained that each TMC can have different caps on double-counting courses within GE requirements.

M/S/U (S. Circle, J. Sola) to ADOPT the AS-T in Geology

CCC-510: Substantial Changes to an Approved Credit Program

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

IX. UNFINISHED BUSINESS

Action Items
1. **Course Substitutions for Academic Awards**  
   
   M. Robles / B. Adams  
   
   M. Robles was pleased to present a substantially revised form to the committee that had been developed by L. Miller, stating she thought she had done an exceptional job of making improvements to the form. The committee members reviewed their copies and had immediate questions. It was noted that the form noted “33%” of units in the major as opposed to the original amount of 30%. L. Miller noted this was an overlooked error. Questions were raised about keeping records of substitutions, to which M. Robles commented that this could be done, and that it has been proposed as a means of gathering evidence of existing substitution patterns. L. Miller explained how she approached designing the form, with one section/page dedicated to explaining the substitution process, while the other section/page contained the form itself. B. Adams noted that the form may, in itself, be attempting to accomplish too much, for example, GE information may require a different level or type of review. This concept was openly supported by some members, who expressed concern about ongoing confusion about the process. It became clear that there is often confusion about the difference between substitution and equivalency. Some departments report confusion about the meaning of “area”, B. Adams reported. She also shared that N. Backlund, who had taken time to review the form, expressed open concern about one department being able to deny a substitution. B. Adams reported she had used an example to illustrate a possible concern to N. Backlund, “what if someone from another discipline felt it appropriate to substitute Telephone Techniques for a public speaking course?”

   M. Robles explained to the committee that the form should be put in use with the caveat that it be evaluated for effectiveness and usability, and that discussions with the divisions would take place, perhaps at meetings, noting that every division has a different process. R. Cranley brought forth an example of problems with substitutions. A student from Columbia has completed a course at Columbia and satisfied their activities requirement. Columbia’s course is lecture/lab, while MJC’s course is “lecture only” and does not satisfy Activities. C. Mulder reported that various interpretations of how courses apply to activities cause many problems. Assumptions cause problems. Various interpretations of GE courses in the substitution process cause problems, for example, a student who satisfies GE area requirement through completion of a non-equivalent course is denied substitution of that course for GE, while an MJC course may be locally substituted by another MJC course to satisfy GE even though it is not placed on the GE pattern. Would more specific forms be useful? It was noted that some faculty may not understand the implications of a proposed substitution on the integrity of a program, they may operate merely on the assumption that they are helping a student out. J. Zamora expressed concern that an excessive number of forms could be problematic, and that training could be useful to help faculty make good substitution decisions.

   E. Maki raised the issue of a course like Film Appreciation, housed in English. He personally was affected because he was “short” units in an area because film fell under English, as opposed to a film department. He had to rationalize his case to ensure the units were appropriately interpreted. B. Adams saw this as an opportunity for collaboration, as opposed to obstructing student progress. This form, according to M. Robles, should trigger departments to evaluate program requirements. B. Adams added that in some cases, required courses have not been offered in 3-4 years, impeding student progress.

2. **Curriculum Committee Meeting Schedule for 2012-2013**  
   
   L. Miller  
   
   M/S/U (K. Ennis, C. Mulder) to approve the proposed meeting calendar for 2012-2013
Informational Items

1. Equating Courses and Repetitions  
   L. Miller  
   Postponed Indefinitely

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

X. NEW BUSINESS

Action Items

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

Informational Items

1. Policies for Prerequisites/Corequisites/Advisories  
   M. Robles  
   No new information was presented. M. Robles noted she would hope to present in Fall.

XI. TASK FORCES

1. CurricUNET Implementation Task Force Update  
   B. Adams/L. Miller  
   B. Adams submitted the “Placing Courses within Disciplines” project to CurricUNET as an “ticket.”

XII. PUBLIC COMMENT