

**Merced College  
Merced Community College District  
3600 M Street  
Merced, CA 95348**

# **Substantive Change Proposal August 2010**

**Addition of Courses that Constitute 50% or More of a  
Program Offered Through Distance Learning**

**Anne Newins  
Vice President Student Services  
Accreditation Liaison Officer**

## Table of Contents

A & B. Description of proposed change and reasons for it .....	3
C. Planning Process Description.....	5
D. Evidence of Adequate Resources.....	6
E. Evidence of Necessary Internal and External Approvals .....	8
F. Accreditation Eligibility Requirements .....	8
G. Accreditation Standards and Relevant Commission Policies .....	13
Attachments .....	16
Attachment 1: Boundary Map.....	17
Attachment 2: Distance Education Courses.....	18
Attachment 3: Requirements Met via Distance Education (Previous Submission).....	32
Attachment 4: Requirements Met via Distance Education (NEW) .....	37
Attachment 5: Mission/Vision .....	53
Attachment 6: Excerpts from Educational/Facilities Master Plan.....	54
Attachment 7: Instructional Program Review Peer Review Rubric .....	56
Attachment 8: Curriculum CurricUNET Forms for Distance Education .....	59
Attachment 9: Instruction Organization Chart.....	62
Attachment 10: Budget Sheets.....	63
Attachment 11: Distance Education Learning Experience Survey.....	64
Attachment 12: District Agenda, August 2010.....	70
Attachment 13: Student Achievement Data, Distance Education Classes .....	71
Attachment 14: SLO Assessment – CPSC-30, Fall 2008.....	72
Attachment 15: Merced College Board Policy 2750 .....	79
Attachment 16: Merced College Board Policy/Procedure 4020.....	80

**SUBSTANTIVE CHANGE PROPOSAL  
DISTANCE LEARNING  
MERCED COLLEGE  
MERCED COMMUNITY COLLEGE DISTRICT**

## **A & B. Description of proposed change and reasons for it**

Merced College, along with many other institutions of higher education, began offering distance education classes to meet the needs of its student population who are increasingly experiencing competing priorities of work, family and college. A report released by the United States General Accounting Office in September 2002 indicated that distance education students differ from other postsecondary students in that they tend to be older, more likely to be employed full-time and attending school part-time.<sup>1</sup> Despite increased demands on their time, today's students benefit due to the proliferation of computer and Internet technologies that make the asynchronous nature of Distance Education a viable option for completing their educational goals. In addition to the competing demands that students experience, many Merced students live in rural areas where travel to the main campus of Merced College is extremely inconvenient or unaffordable. In fact, Merced College serves a largely rural area with District boundaries that include all of Merced County and parts of Madera and Fresno Counties, and the area served by the Los Banos Unified School District. A majority of course offerings are held at the main campus in Merced; however, the college has been offering distance education and hybrid classes in order to serve its population that is deterred from taking classes at the main campus or off-site centers because of distance. The attached map shows the vast expanse of the District's 2380 square mile service area (Attachment 1).

In keeping with the nationwide trend, Merced College began offering classes at a distance some years ago and has recently determined that these classes have increased to the point where the Accrediting Commission would consider this change to be substantive in nature. Over the last two semesters (spring and summer 2010), Merced College offered 68 distance education and hybrid<sup>2</sup> courses and in the fall 2010 is scheduled to offer 55 courses (Attachment 2). Because of the continued growth in distance education and hybrid offerings, Merced College reported in 2008 the following degrees which could be completed with 50% or more courses online (Attachment 3):

- Merced College Associate Degree Breadth Requirement (Updated for 2009-2010) – 87%
- California State University (CSU) Breadth Requirements (Updated, effective 2008) – 90%
- History Associate Degree – 100%

---

<sup>1</sup> United States General Accounting Office Testimony before the Committee on Health, Education, Labor and Pensions, U.S. Senate, September 26, 2002.

<sup>2</sup> Hybrid courses have some combination of online and face-to-face instruction.

Since the 2008 reporting, the following programs may be completed with 50% or more in the online delivery mode (Attachment 4):

- General Business Associate Degree – 57%
- General Business Certificate – 53%
- Child Development Associate Degree – 100%
- Early Intervention Assistant Certificate – 75%
- School Age Care Certificate – 75%
- Infant/Toddler Care Certificate – 75%
- Families in Crisis Certificate – 75%
- Foster Care Education Certificate of Specialization (represented in 2009-2010 catalog, program will be discontinued) – 100%
- Humanities Associate Degree – 55%
- International Studies Associate Degree (represented in 2009-2010 catalog, program will be discontinued) – 100%
- Intersegmental General Education Transfer Certificate (IGETC) for California State University (CSU)/University of California (UC) – 88%
- Real Estate Associate Degree (program currently not offered) – 72%
- Real Estate Certificate (program currently not offered) – 72%
- Social and Behavioral Sciences Associate Degree (replaces International Studies Associate Degree) – 100%
- Spanish Associate Degree – 50%

This situation precipitates the need for a Substantive Change Proposal requesting the Accrediting Commission for Community and Junior Colleges (ACCJC) to approve this delivery mode as prescribed by ACCJC's policies.

The courses offered at a distance are under the jurisdiction of Merced College and part of the Merced Community College District's Educational Master Plan to distribute educational opportunities in areas where students have the ability to benefit. Consequently, these classes preclude the need to travel to the main campus or off campus centers and are offered in an asynchronous mode providing anytime, anyplace access to higher education.

#### Relationship to College Mission and Vision

Coursework offered via distance education supports the Mission and Vision of the College and its commitment to serving students with challenging educational opportunities in a supportive environment, and fostering an environment of respect and support for diversity (Attachment 5). Distance education directly increases the public's access to higher education in Merced's service area. As a part of fulfilling the Mission and Vision of the College regarding course offerings, students are able to obtain general education for transfer to universities and the completion of much of the College's Associate Degree Breadth Requirements. The College provides online registration and bookstore services as well as online counseling.

### Rationale for Change

The Merced Community College District serves a student population whose lives are complex and demanding and reside in a large geographic region which is primarily rural and agricultural in nature. The asynchronous nature of distance education classes provides these students with educational opportunities that work with their schedules. Additionally, because the District's service area is so widespread students experience transportation challenges that are overcome by taking distance education courses. The District's administration has thus recognized that the region would be best served by distributing educational opportunities in an economically feasible manner by offering courses via distance education. This approach supports the District's commitments as stated in the Vision 2020 statement which is contained in the Educational/Facilities Master Plan: In Cadence With The Future 2001-2020 (Attachment 6).

## **C. Planning Process Description**

### Relationship to College Mission

Distance education offerings support the Merced Community College District's stated philosophy to encourage active participation in a democratic society by providing educational opportunities for all who qualify and can benefit. The educational services provided by the College enhance the cultural, economic and social life of the community and respond to its changing needs.

### Needs and Resources Assessment

Distance education offerings give Merced College a vehicle for serving and providing access that is convenient to students and without which they might not be able to attempt college course work. Courses offered by distance education provide general education leading to completion of breadth requirements for all degrees and transfer agreements with the California State Universities and University of California. Merced College has allocated the resources necessary to support its distance education offerings. Section D contains specific budget information.

### Anticipated Effect on the College

The distance education program should increase the number of certificates and degrees awarded by the College by broadening access within its student service area. Total college enrollment should increase as students enroll in distance education courses instead of abandoning their educational goals.

### Intended Improvements

The intended improvement for Merced College in developing and offering distance education courses is that it provides the College with the capacity to serve the far reaching edges of the community as well as serving students whose life demands prevent them from physically attending classes at the times they are offered on the main campus or its sites.

### Description of Preparation Process

Merced College programs are developed following a standard protocol. The planning process for programs and curriculum includes:

- Instructional program review:
  - Conducted regularly for each program.
  - Monitored and peer reviewed by the Instructional Program Review Committee (IPRC). See Attachment 7 for the IPRC Peer Review Tool.
  - Reviewed by the Instructional Master Planning Committee.
  - Oversight by the Educational Master Planning Committee.
- Curriculum Committee:
  - Approves new/updates for courses and programs on a regular cycle.
  - Distance Education:
    - Courses enter the curriculum process as other courses with an additional review by the Distance Education Committee to provide design support to faculty. Using the CurricUNET software, Distance Education Forms are completed for review by both committees (Attachment 8).
    - Courses undergo a trial period to provide opportunity to evaluate the appropriateness for distance education delivery mode.
  - Board of Trustees approval of all courses and programs.
  - Chancellor's Office approval for all new programs.

All courses follow a rigorous approval process through the Curriculum Committee. Transfer courses are submitted through the articulation process for approval for IGETC (Intersegmental General Education Transfer Credit), CSU Breadth (California State University), and US-TCA (University of California Transfer Credit Approval). If a course is not approved for transfer, the faculty are notified and offered the option to redesign the course. Courses designed for transfer are offered only if they have prior approval for transfer credit from the four-year institutions of higher education.

## **D. Evidence of Adequate Resources**

### Faculty, Management, and Support Staffing

**Faculty:** Faculty members assigned to teach distance education courses are members of academic divisions, possess the required minimum qualifications and are evaluated using the same process as faculty teaching non-distance courses. Faculty teaches distance education as part of their contractual load and funds are allocated through the regular College budget processes. A full-time faculty trainer provides support to the Distance Education Program.

**Management:** Merced College assigns an Instructional Dean to attend Distance Education Committee Meetings providing feedback related to scheduling, coordination, and other management concerns. See Attachment 9 for the Instructional Organization Chart.

Support staff: Distance education services are provided in counseling and the bookstore. Employees providing support are hired and evaluated through regular College processes. In addition to resources previously mentioned, the College provides full-time help desk support (Attachment 10).

Equipment and Facilities

The College dedicates adequate resources to support the Distance Education Program. In particular the College has dedicated resources for the hosting, licensing, and training associated with the use of the Blackboard course management system needed to offer Distance Education courses (Attachment 10).

Long Term Fiscal Resources

Staff salaries and technical resources are funded by Merced College through the existing College budget allocation process. Below is a summary of the expenditures.

2009-2010 instructional costs:

Salaries paid to full time faculty teaching distance education as part of load:	\$567,180
Salaries paid to adjunct faculty or overload for full time faculty:	\$102,397
Salaries paid for classified support for faculty teaching online:	\$151,809
Blackboard License and Hosting Cost 2010/11:	\$77,269
Responds-Lock Down Browser Costs 2010/11	\$5,640
Misc. operating costs (Conference travel, supplies, etc.)	\$12,807
<i>Total Distance Education Costs:</i>	<i>\$917,102</i>
<i>Total income generated via FTES enrollment:</i>	<i>\$2,590,826</i>

As can be seen from the budget summary above, the college has a substantial investment in distance education, which generates about 5.3% of total FTES. However, the apportionment received from the state covers all costs.

There are no plans at this time for any significant increases in the numbers or types of online classes offered during the next few years. Due to the budget cuts affecting California Community Colleges at this time, the total number of course offerings in any format or location have been reduced or frozen.

Achievement Monitoring Plan

Evaluation and monitoring of the distance education program is conducted through the existing curriculum process that Merced College has established for all courses and programs.

The curriculum process at Merced College is the primary means by which student learning outcomes at the course and program level are determined. The Curriculum Committee is comprised primarily of faculty, with input from the Articulation/Matriculation Coordinator, Student Learning Outcomes Coordinator,

Research Analyst, Vice President of Instruction, and Instructional Deans. All courses are scrutinized for compliance with Title 5 regulations of the California Educational Code, Matriculation regulations, and articulation needs.

The course description includes the student learning outcomes and a description of the methods of instruction, as well as a course outline, required textbooks, assignments outside of class, and methods of evaluation. This process pertains to all courses offered whether on campus or via a distance.

Additionally, students complete a survey during the first three semesters when the course is in the experimentation phase asking for their perspective on the delivery of distance education and gathering information about them (Attachment 11).

## **E. Evidence of Necessary Internal and External Approvals**

### Evidence of Governing Board Action

The Merced College Board of Trustees approves all courses offered by the District including those offered via a distance.

Before a course is presented to the Board for approval it has been subjected to a rigorous approval process through the Curriculum Committee including an additional review by the Distance Education Committee. Additionally, before reaching the Board, transfer courses are submitted through the articulation process for approval for IGETC (Intersegmental General Education Transfer Credit), CSU Breadth (California State University), and US-TCA (University of California Transfer Credit Approval).

Courses undergoing curricular changes to add distance education as a mode of instruction submit proposals using CurricUNET. As previously noted, proposals enter an approval process through the curriculum committee (Attachment 8).

1. Proposals advance to the distance education committee for assessment of faculty support needs.
2. The chair of the distance education committee indicates the proposal has been reviewed.
3. The proposal returns to the normal curriculum assessment process ending with board approval.

The Merced College Board approved this Substantive Change Report at its August 2008 meeting (Attachment 12).

## **F. Accreditation Eligibility Requirements**

Offering courses via a distance will not alter the College's ongoing ability to meet accreditation eligibility requirements in the following areas:



1. Authority Merced College is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates, reference California Code of Regulations, Title V, division 6. The offering of courses at a distance falls within this authority. The College is accredited by the Western Association of Schools and Colleges and is part of the California Community Colleges system.
2. Mission Merced College’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. Serving students via a distance is consistent with the mission of the College.
3. Governing Board Merced College has a functioning governing board responsible for the quality and integrity of the College and for ensuring that the College’s mission is being carried out. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. The Board supports offering classes at a distance. None of its board members has any employment, family, ownership, or other personal financial interest in Merced College.
4. Chief Executive Officer Merced College has a chief executive officer who is appointed by the governing board, and whose primary responsibility is to the College. The chief executive officer supports offering classes at a distance.
5. Administrative Capacity Merced College has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. The Distance Education Program is coordinated by the Curriculum Committee with management representation on the committee and the Distance Education Committee.
6. Operational Status Merced College is operational, with students actively pursuing its degree programs. Courses offered via a distance rely on technology as a delivery mode, but are equivalent to existing courses and programs.

7. Degrees A substantial portion of Merced College’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. Courses offered via a distance are the same as those currently offered by the College at its main campus.
8. Educational Programs Merced College’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. A significant number of its degree programs are of two academic years in length. Courses offered at a distance are the same as courses offered at the main campus and facilitate degree completion.
9. Academic Credit Merced College awards academic credits based on generally accepted practices in degree-granted institutions of higher education. Merced College is governed by the statutory and system regulatory requirements of the California Community College’s Chancellor’s Office. The College follows the Chancellor’s Office’s requirements for the awarding of academic credit. It provides appropriate information regarding the award of academic credit in its catalog. The award of credit is the same for courses offered at a distance. The Merced College administration is aware of the new accreditation requirement that institutions "have processes through which the institution establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit."<sup>3</sup> Merced College has begun exploring options that will accomplish this new requirement.
10. Student Learning and Achievement Merced College defines and publishes for each program the program’s expected student learning and achievement outcomes. The student learning and achievement outcomes are the same for courses offered via a distance and undergo regular and systematic assessment to insure that students who complete distance education programs achieve the stated student learning and achievement outcomes.

Achievement data for distance education classes may be found in Attachment 13.

Merced College faculty members are conscientious about preventing cheating. They have methods of monitoring if students are copying each other’s work. Most online classes have

---

<sup>3</sup> Pursuant to memo dated September 24, 2000, from Barbara Beno, President of Accrediting Commission for Community and Junior Colleges.

a number of assessments that include both formative and summative assessment elements. The faculty also can see how long a student has been online or long it took for them to complete an assessment. If Student A completes an exam in fifty minutes and Student B is done in only three minutes, there clearly is a concern that should be addressed. In addition, all faculty members possess Respondus software, which not only shuffles questions, but also shuffles answer order. More training in the use of Respondus will be offered as needed. These are chosen from a bank of questions created by the professor. Thus, all exams are unique. The college's Blackboard system now has Safe Assign enabled, which allows the faculty to check student papers for plagiarism using public sources, papers from our institution, and papers submitted at other institutions.

Methods of verifying identity can be problematic. A number of faculty members require their online students to attend at least one exam in person. The most sophisticated online methods require some sort of biometrics, but this would not prevent willing collusion. There is discussion among faculty and staff regarding other forms of identity verification, such as the Axiom service. Other methods of making password changes more complex also are being proposed.

11. General Education

Merced College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education. The distance education course offerings include general education requirements.

12. Academic Freedom

Merced College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Merced College maintains an atmosphere in which intellectual freedom and independence exist. Academic Freedom applies to those involved in distance education courses and programs.

13. Faculty Merced College has a substantial core of qualified faculty with full-time responsibility to the College. The core is sufficient in size and experience to support all of the College’s educational programs. A clear statement of faculty responsibilities is provided to all faculty members. Distance education classes are taught by qualified faculty.
14. Student Services Merced College provides for all of its students appropriate student services and development programs consistent with student characteristics and the College’s mission. The College has online access to applications for admission, registration and financial aid. Merced College utilizes Accuplacer, an online student assessment product. Students must complete the assessment in a proctored environment. Locations include the Merced and Los Banos Campuses, and all area high schools. Prospective students from outside the district may provide alternative assessment documentation, including products approved by the California Community Colleges Chancellor's Office.
15. Admissions Merced College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. Enrollment in distance education courses follows the same statutes and Board Policies as for traditional courses.
16. Information and Learning Resources Merced College provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs. Library resources are available online for students who are enrolled in distance education courses, including a wide range of research databases.
17. Financial Resources Merced College possesses a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability. The College has made a commitment to fund offering courses at a distance.
18. Financial Accountability Merced College regularly undergoes and makes available to the Chancellor’s Office and the public an external financial audit by certified public accountants. Merced College submits a copy of the current budget and a copy of the current audited financial statement prepared by an outside certified public accountant that has no other relationship to Merced College. The audit is certified and any exceptions explained. The audit covers both the cost and income generated by distance education courses.

19. Institutional Planning and Evaluation Merced College provides evidence of basic planning for the development of the College. The College has a planning process which identifies and integrates plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement.
- Merced College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes and documentation of institutional effectiveness. The offering of distance education courses is included in the College's Educational/Facilities Master Plan and courses are regularly evaluated.
20. Public Information Merced College publishes in its catalog, and in other appropriate places, accurate and current information that describes its purposes and objectives; admission requirements and procedures; rules and regulations directly affecting students; programs, courses, degrees offered and degree requirements; costs and refund policies; complaint and grievance procedures; academic credentials of faculty and administrators; and other items related to attending or withdrawing from the College. The policies and procedures are the same for distance education courses. This information is available both at the Merced College website and in hard copy.
21. Relations with the Accrediting Commission The governing board provides assurance that Merced College adheres to the eligibility requirements, accreditation standards and policies of the Commission. The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The completion of this Substantive Change Proposal is in accordance with the College's commitment to the Commission.

## **G. Accreditation Standards and Relevant Commission Policies**

### Standard 1: Institutional Mission and Effectiveness

- Mission: The College has a mission and vision statement that includes a commitment to serving all students capable of benefiting from community college instruction, preparing students for transfer and training, and providing for cultural, educational, economic development and technological needs (Attachment 5). The mission statement is reviewed periodically using the College's shared governance processes.

- Improving Institutional Effectiveness: The College has a regular program review process in place for all instructional and student services programs, as well as an annual educational master plan process. Distance education is considered in all planning processes. In addition, the Merced Research Office gathers and provides data for analysis on the success of all students, including those enrolled in courses offered at a distance.
  - Program Review
 

Program review includes a review of all courses and their SLO assessments. As each course undergoes SLO assessment, faculty members discuss implications of the results and make plans to address deficiencies. Distance education classes are reviewed in conjunction with all other delivery methods (refer to Attachment 14). These findings translate into program review assessments leading to programmatic changes and enhancements.

### Standard 2: Student Learning Programs and Services

- Instructional Programs: Program Review and Student Learning Outcomes Assessments are in place to systematically assess the currency of curriculum and teaching methodologies of both traditional and distance education courses. Distance education courses are offered experimentally for several semesters and are reviewed before being approved as permanent distance education courses.
- Curriculum: Distance education courses are part of the College's approved curriculum and support general education, transfer and appropriate vocational education missions. As new courses are designated by College faculty for distance education, updates are completed in the CurricUNET module and include an evaluation of appropriateness for the environment (see Attachment 8). New offerings in distance education receive an experimental status after a review by the Distance Education Committee and Curriculum Committee approval in accordance with curricular guidelines established by the College through its faculty senate.

The Distance Education Committee (a subcommittee of the Curriculum Committee) provides faculty assistance in setting up distance education courses through pedagogical and ADA compliance guidance. After an experimental period, the course may be submitted to Curriculum and the Distanced Education Committees for acceptance as a regular offering in this mode.

Student learning outcomes for all delivery modes are consistent in courses. Assessments occur at least twice in a five year period across all sections for the courses under evaluation. Attachment 14 provides an example of a course SLO assessment across delivery methods.

- Student Support Services: The College recruits and admits diverse students who can benefit from its distance education course offerings. Distance education services currently include enrollment, fee payment, and financial aid. Counseling,

bookstore and library services are available online; however, students must travel to one of a number of local sites to complete assessment, including area high schools, the Los Banos Campus, and the Merced Campus. Students from outside the area may have the ability to take one of several approved assessments under proctored conditions.

- **Library and Learning Support Services:** The Merced College Library offers online resources for its distance education students. Of course, students may also access services at the main campus.

### Standard 3: Resources

- **Human Resources:** All full time and adjunct faculty teaching distance education courses meet state and district minimum qualifications to be eligible to teach in their disciplines. Faculty must follow the course outline of record insuring consistency among sections. All personnel are treated equitably, evaluated regularly and systematically and are provided with staff development opportunities.
- **Physical and Technology Resources:** One of the advantages of distance education is the reduced demand on physical space. Merced College provides facilities and adequate technological resources to support its distance education offerings.
- **Financial Resources:** The College and District's financial planning and budget processes provide sufficient and stable support for the continuance of offerings at a distance. Processes allow for resources to grow as programs grow.

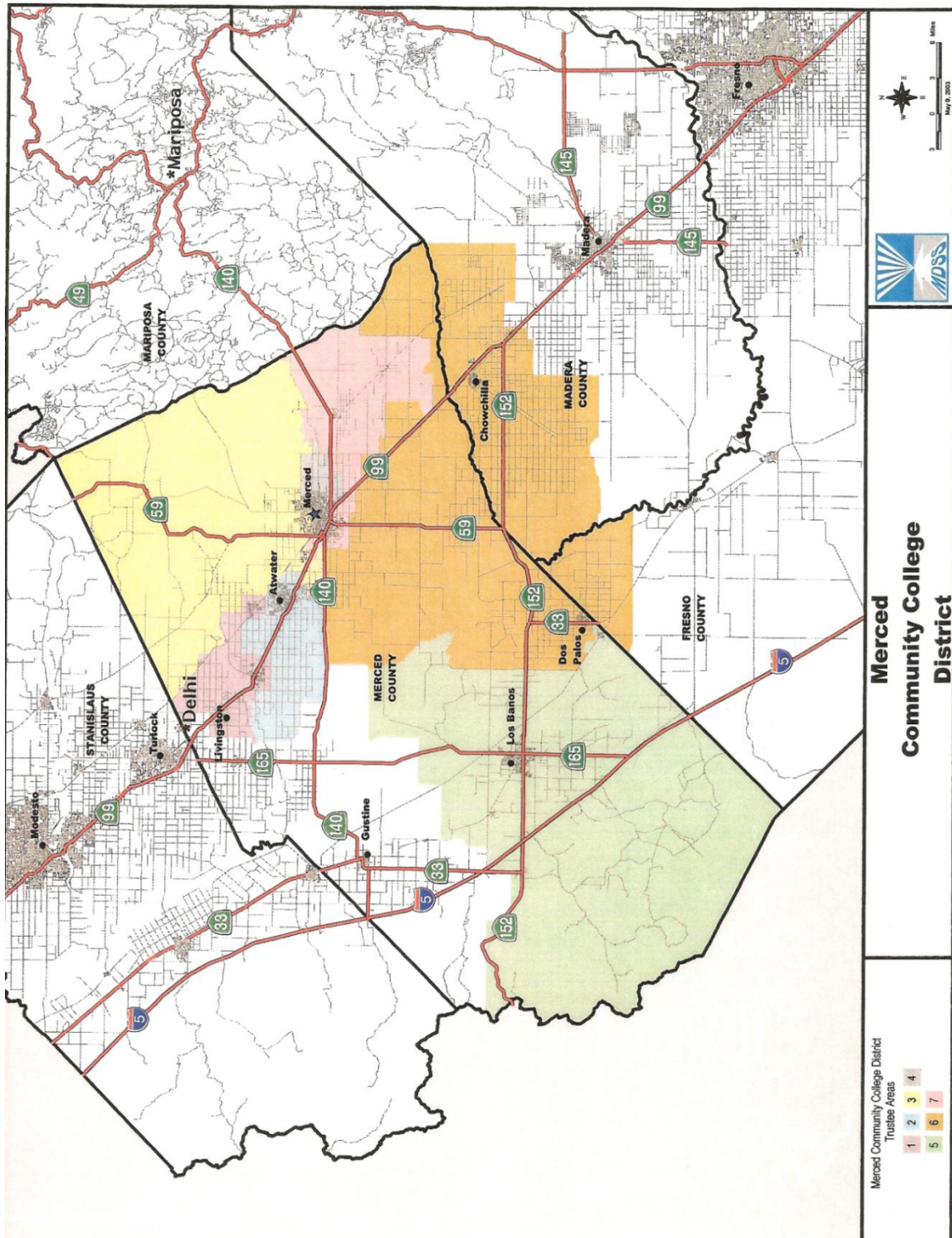
### Standard 4: Leadership and Governance

- **Decision-Making Roles and Processes:** The Instructional Dean attending the Distance Education Committee actively participates in the appropriate governance and operational committees and processes required to support the distance education program. Curricular issues fall under the purview of the Academic Senate as part of Board Policy 2750 (Attachment 15) and Board Policy and Procedure 4020 (Attachment 16).
- **Board and Administrative Organization:** Distance education is offered within the required governing board policies and regulations.

## **Attachments**



# Attachment 1: Boundary Map



MERCED COLLEGE

209.384.6000

## ONLINE AND HYBRID INSTRUCTION

### ONLINE and HYBRID REQUIREMENTS AND EXPECTATIONS

- **Hybrid** courses have some combination of online and face-to-face instruction. Some courses may only require one face-to-face session, while others may require numerous in-class sessions.
- **Online** courses are 100% on line. Face-to-face interaction with the professor is not required.

Merced College Internet-based classes give students an opportunity to complete most of the course work outside the classroom at times they find most convenient.

Currently most of the Internet-based classes require some time on campus in face-to-face contact with the instructor. This requirement will vary from class to class, so read the schedule carefully.

Students must already possess the following technology skills:

- Use of e-mail
- Ability to create and e-mail documents as attachments (Word and RTF)
- Experience with uploading and downloading files
- Experience with posting to discussion boards, on-line chats, and electronic bulletin boards

Students must have reliable personal e-mail and an Internet web access account. Merced College has an open computer lab where students can access the Internet to take these classes, but it is not open around the clock, on holidays, or Sundays.

It is strongly recommended that students have easy and regular access (preferably from home) to the identified types of equipment and software.

You can access faculty web pages through <http://mccd.edu/faculty/>. They may contain valuable information relative to your online course:

All orientations and in-class sessions for Online Instruction take place on the Merced College Main Campus located at 3600 M Street in Merced.

Failure to attend a mandatory orientation or in-class session may result in your being dropped from the class by the instructor. Some of the instructors require that you e-mail them BEFORE THE CLASS BEGINS. It is highly recommended that you e-mail the instructor for instructions several weeks before the class begins.

### ONLINE and HYBRID CLASSES WILL REQUIRE A PC WITH:

800 MHz processor (1.5 GHz or higher recommended)  
Super VGA (800 x 600) resolution video adapter and monitor (1024 x 768 or higher recommended)  
Windows XP or Vista operating system  
256 MB RAM (512 MB or greater recommended)

### OR A MAC WITH:

600 MHz power PC G4 or better (1 GHz or higher recommended)  
800 x 600 resolution video adapter and monitor (1024 x 768 or higher recommended)  
OSX 10.3.9 or later  
128 MB RAM (512 MB or greater recommended)

### ALL USERS REQUIRE INTERNET ACCESS WITH:

56k modem or faster connectivity (Broadband connection such as DSL or cable recommended)  
Macintosh users will need Safari 1.2 or higher  
PC users will need Internet Explorer 6.0 or higher or Firefox 2.0 or higher

AT A GLANCE

## Blackboard

(for logging in to your online classes)

You can access your online courses through Blackboard via the merced College web portal or by going directly to <http://blackboard.mccd.edu>

Your Blackboard username will be the same as your Merced College web portal username. Your password will be your six-digit birth date.

To find your username or reset your password, go to <http://my.mccd.edu> and click on "Get Login Help".

### NEED TECHNICAL ASSISTANCE?

For technical assistance with Blackboard, the Merced College Portal or WebAdvisor, call the Student Help Desk or visit the website at <http://www.mccd.edu/myhelp/>.

### STUDENT HELP DESK

(209) 381-6565 or [myhelp@mccd.edu](mailto:myhelp@mccd.edu) or [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/)

Hours:

Monday, Tuesday, Wednesday, Thursday: 10:00a-07:00p

Friday: 08:00a-03:00p.

60 • ONLINE AND HYBRID CLASSES •

Attachment 2: Distance Education Courses  
Spring 2010

WWW.MCCD.EDU

SPRING 2010

ONLINE AND HYBRID CLASSES

**ALLH-67 MEDICAL TERMINOLOGY**

3 units: 3 hours lecture.  
Advisory: ENGL-A.  
2325 INTERNET/HYBRID Enriquez M ARR  
CONTACT [enriquez.m@mccd.edu](mailto:enriquez.m@mccd.edu)  
COMMENTS January 19, 2010; 07:00p-08:00p; COM-2.

**AOM-53 ADVANCED COMPUTER APPLICATIONS**

4 units: 3 hours lecture, 3 hours lab.  
Prerequisite: AOM-51; CPSC-30. Advisories: BUS-53; ENGL-81.  
2310 INTERNET Reintke T ARR  
CONTACT [reintke.t@mccd.edu](mailto:reintke.t@mccd.edu) or [www.mccd.edu/faculty/reintket](http://www.mccd.edu/faculty/reintket)  
COMMENTS Microsoft Office 2007 Professional is required (to include ACCESS).

**BIOL-06 ENVIRONMENTAL SCIENCE**

(CSU breadth area B2) (IGETC area 5B)  
3 units: 3 hours lecture.  
Advisory: ENGL-A.  
2307 INTERNET Latham E ARR  
CONTACT [latham.e@mccd.edu](mailto:latham.e@mccd.edu), (209) 386-6728; Office LB-B-133, Los Baños Campus.  
COMMENTS All enrolled students must log on to the class using the Blackboard log-in page within the first 3 days of the class starting or may be dropped from the course. Instructor has office hours in Los Baños.

**BUS-34 FUNDAMENTALS OF INVESTING**

3 units: 3 hours lecture.  
Prerequisite: BUS-35. Advisories: CPSC-30; ENGL-A.; MATH-80.  
2309 INTERNET Stocks M ARR  
CONTACT [marc.stocks@mccd.edu](mailto:marc.stocks@mccd.edu) or (209) 648-1636

**BUS-35 MONEY MANAGEMENT**

3 units: 3 hours lecture.  
Advisories: CPSC-30; ENGL-A; MATH-80 or MATH-83.  
2301 INTERNET Freston P ARR  
CONTACT [email.freston.p@mccd.edu](mailto:email.freston.p@mccd.edu) and visit <http://www.mccd.edu/faculty/frestonp>  
COMMENTS NEW textbooks purchased through the college bookstore are entitled to a free access code that will be distributed by the instructor; everyone else (i.e., used text or purchased online) will need to buy their access code in addition to the text (\$15.00).

**CLDV-01 CHILD GROWTH AND DEVELOPMENT**

3 units: 3 hours lecture.  
Advisory: ENGL-A.  
2315 HYBRID Fritzeleier M ARR  
CONTACT [fritzeleier.m@mccd.edu](mailto:fritzeleier.m@mccd.edu)  
ORIENTATION January 20, 2010; 06:00a-07:00p; IAC-124.  
COMMENTS [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/) for access information. See syllabus at [www.mccd.edu/faculty/fritzeleierm/](http://www.mccd.edu/faculty/fritzeleierm/). Student is required to purchase textbook.

**CLDV-02 CHILD, FAMILY AND COMMUNITY**

(CSU breadth area E)  
3 units: 3 hours lecture.  
Advisory: ENGL-A.  
2321 INTERNET Roduner S ARR  
CONTACT [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/) or (209) 381-6565  
COMMENTS This course is STRICTLY ONLINE. This means there is no orientation. If you have any questions regarding technical requirements, please check out the student hand-book at [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/). If you have any questions regarding textbooks, please find that information at the Merced College Bookstore at [www.mercedcollegebookstore.com](http://www.mercedcollegebookstore.com).

**CLDV-03 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN**

3 units: 3 hours lecture.  
One-way corequisite: CLDV-01. Advisory: ENGL-A.  
2358 INTERNET Penney B ARR  
CONTACT [penney.b@mccd.edu](mailto:penney.b@mccd.edu)  
COMMENTS Instructor has office hours in Los Baños.

**CLDV-05 HEALTH, SAFETY AND NUTRITION**

3 units: 3 hours lecture.  
Advisory: ENGL-A.  
2317 INTERNET Peochehino M ARR  
CONTACT [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/)  
ORIENTATION MANDATORY - January 20, 2010; 04:00p-05:50p; COM-2.

**CLDV-06 TEACHING IN A DIVERSE SOCIETY**

3 units: 3 hours lecture.  
Advisory: ENGL-A.  
2343 INTERNET Chappell S ARR  
CONTACT [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/)  
COMMENTS This course is STRICTLY ONLINE. This means there is no orientation. If you have any questions regarding technical requirements, please check out the student hand-book at [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/). If you have any questions regarding textbooks, please find that information at the Merced College Bookstore at [www.mercedcollegebookstore.com](http://www.mercedcollegebookstore.com).

**CLDV-07 INTRODUCTION TO CURRICULUM FOR THE YOUNG CHILD**

3 units: 3 hours lecture.  
One-way corequisite: CLDV-03. Advisory: ENGL-A.  
Students will examine teacher's roles in supporting development and fostering learning for all young children using observation and assessment strategies emphasizing the essential role of play.  
2363 INTERNET Penney B ARR  
CONTACT [penney.b@mccd.edu](mailto:penney.b@mccd.edu)  
COMMENTS Instructor has office hours in Los Baños.

**CLDV-09 HUMAN DEVELOPMENT (Also: PSYC-09)**

(CSU breadth area E)  
3 units: 3 hours lecture.  
Advisory: ENGL-A.  
2314 INTERNET Clifford J ARR  
COMMENTS Visit [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/) for information about logging into online courses.  
2318 INTERNET Roduner S ARR  
CONTACT [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/) or (209) 381-6565  
COMMENTS This course is STRICTLY ONLINE. This means there is no orientation. If you have any questions regarding technical requirements, please check out the student hand-book at [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/). If you have any questions regarding textbooks, please find that information at the Merced College Bookstore at [www.mercedcollegebookstore.com](http://www.mercedcollegebookstore.com).

AT A GLANCE

• ONLINE AND HYBRID CLASSES • 61



**Attachment 2: Distance Education Courses  
Spring 2010**

**MERCED COLLEGE**

**209.384.6000**

**COMM-05 INTERPERSONAL COMMUNICATION**

(CSU breadth area A1)  
3 units: 3 hours lecture.  
Prerequisite: ENGL-A.

2380	HYBRID	Hobbs L	ARR
<b>ORIENTATION</b>	IAC-124		
<b>IN-CLASS SESSIONS</b>	MANDATORY - January 27; February 10; March 17; April 14; May 12, 2010; 09:00p-06:50p; IAC-124		
<b>COMMENTS</b>	All in-class sessions are mandatory. Please log onto the class on the first day of the semester. The assignment for week 1 is to read Chapter 1 in the textbook.		

**CPSC-01 INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS**

[CILC areas A,B,C,D,E,F]  
4 units: 3 hours lecture, 3 hours lab.  
Advisories: ENGL-A; MATH-C.

2311	INTERNET	Yanagi C	ARR
<b>CONTACT</b>	yanagi.c@mccd.edu		
<b>ORIENTATION</b>	MANDATORY - January 22, 2010; 09:30p-07:30p; VOC-115.		
<b>IN-CLASS SESSIONS</b>	March 19, 2010; 06:00p-09:00p; VOC-115.		

2340	MW	12:30p-01:45p	Yanagi C	VOC-114
<b>CONTACT</b>	yanagi.c@mccd.edu			
<b>IN-CLASS SESSIONS</b>	Lecture: Monday, Wednesday; 12:30p-01:45p; VOC-114.			
<b>COMMENTS</b>	Lab hours will be online.			

2370	SAT	08:00a-10:50a	Kanemoto K	VOC-113
<b>CONTACT</b>	kanemoto.k@mccd.edu			
<b>IN-CLASS SESSIONS</b>	Lecture: Saturdays; 08:00a-10:50a; VOC-113.			
<b>COMMENTS</b>	Lab hours will be online.			

**CPSC-06 PROGRAMMING CONCEPTS AND METHODOLOGY I**

3 units: 2 hours lecture, 3 hours lab.  
Prerequisite: MATH C. Advisories: CPSC-01; ENGL-A.

2329	W	05:30p-07:20p	Kanemoto K & Yanagi C	VOC-113
<b>CONTACT</b>	kanemoto.k@mccd.edu or yanagi.c@mccd.edu			
<b>IN-CLASS SESSIONS</b>	Lecture: Wednesdays; 05:30-07:20p; VOC-113			
<b>COMMENTS</b>	Lab hours will be online.			

**CPSC-30 COMPUTER APPLICATIONS**

[CILC areas A,B,C,D,E,F]  
3 units: 2 hours lecture, 3 hours lab.  
Advisories: AOM-50A or AOM-50B (keyboard at a minimum of 20 GWAM); ENGL-81, ENGL-84; MATH-80 or MATH-83.

2316	INTERNET	Reinke T	ARR
<b>CONTACT</b>	reinke.t@mccd.edu or www.mccd.edu/faculty/reinkt		
<b>COMMENTS</b>	Microsoft Office 2007 Professional is required (to include ACCESS).		

2342	INTERNET	Reinke T	ARR
<b>CONTACT</b>	reinke.t@mccd.edu OR www.mccd.edu/faculty/reinkt		
<b>COMMENTS</b>	Microsoft Office 2007 Professional is required (to include ACCESS).		

2345	INTERNET	Kline S	ARR
<b>CONTACT</b>	kline.s@mccd.edu; (209) 384-6335; www.mccd.edu/faculty/klines		

**ECON-01A INTRODUCTION TO MACROECONOMICS**

(CSU breadth area D2) (IGETC area 4B)  
3 units: 3 hours lecture.  
Advisories: ENGL-A; MATH-A.

2305	INTERNET	Carter J	ARR
<b>CONTACT</b>	john.carter1767@mccd.edu		

2360	INTERNET	Johnson M	ARR
<b>CONTACT</b>	johnson.mi@mccd.edu		

**ECON-01B INTRODUCTION TO MICROECONOMICS**

(CSU breadth area D2) (IGETC area 4B)  
3 units: 3 hours lecture.  
Advisories: ENGL-A; MATH-A.

2361	INTERNET	Johnson M	ARR
<b>CONTACT</b>	johnson.mi@mccd.edu		

**ENGL-AL Academic Literacy LAB**

1 unit: 3 hours lab.  
Two-way corequisite: ENGL-A. Advisory: AOM-50A.

**Students enrolling in a Merced Campus lab must enroll in a Merced Campus lecture.**

2353	INTERNET	Cabezul-Ortiz D	ARR
<b>CONTACT</b>	cabezul.ortiz.d@mccd.edu		
<b>COMMENTS</b>	Students are to log-in to Blackboard and send an e-mail to the instructor during the first week of the semester.		

2354	INTERNET	Cabezul-Ortiz D	ARR
<b>CONTACT</b>	cabezul.ortiz.d@mccd.edu		
<b>COMMENTS</b>	Students are to log-in to Blackboard and send an e-mail to the instructor during the first week of the semester.		

**ENGL-01A COLLEGE COMPOSITION AND READING**

(CSU breadth area A2) (IGETC area 1A) [CILC area G]  
4 units: 4 hours lecture.  
Prerequisite: ENGL-A. Advisory: LRNR-30.

2304	HYBRID	Piro V	ARR
<b>CONTACT</b>	piro.v@mccd.edu		
<b>ORIENTATION</b>	MANDATORY - January 19, 2010; 08:00p-10:00p; IAC-124.		
<b>IN-CLASS SESSIONS</b>	February 8; March 8; April 12; May 10; May 17 (final exam).		
<b>COMMENTS</b>	Students who do not attend the mandatory orientation will be dropped in favor of waitlisted students.		

2326	HYBRID	Piro V	ARR
<b>CONTACT</b>	piro.v@mccd.edu		
<b>ORIENTATION</b>	MANDATORY - January 20, 2010; 07:00p-09:00p; IAC-124.		
<b>IN-CLASS SESSIONS</b>	February 9; March 9; April 13; May 11, May 18 (final exam); 07:00p-09:00p; IAC-140.		
<b>COMMENTS</b>	Students who do not attend the mandatory orientation will be dropped in favor of the waitlisted students.		

**ENGL-01B INTRODUCTION TO LITERATURE**

(CSU breadth area C2) (IGETC area 3B)  
3 units: 3 hours lecture.  
Prerequisite: ENGL-01A.

2385	INTERNET	Mumford J	ARR
<b>CONTACT</b>	mumford.j@mccd.edu		
<b>ORIENTATION</b>	MANDATORY - January 20, 2010; 05:00p-05:50p; IAC-124		

**AT A GLANCE**

**Attachment 2: Distance Education Courses  
Spring 2010**

<b>WWW.MCCD.EDU</b>		<b>SPRING 2010</b>	
<b>ENGL-31 CHILDREN'S LITERATURE</b> 3 units: 3 hours lecture. Prerequisite: ENGL-01A.			
2324	HYBRID	Pimentel M	ARR
CONTACT	myshe.pimentel@mccd.edu		
ORIENTATION	MANDATORY - January 28, 2010; 05:00p-06:30p; IAC-124.		
IN-CLASS SESSIONS	March 11, 2010 and April 15, 2010; 05:00p-08:00p; IAC-120.		
COMMENTS	Students are to log-in to Blackboard and send an e-mail to the instructor during the first week of the semester.		
<b>GEOG-01 PHYSICAL GEOGRAPHY</b> (CSU breadth area B1) (IGETC area 5A) 3 units: 3 hours lecture. Advisory: ENGL-A.			
2327	INTERNET	Morimoto D	ARR
CONTACT	morimoto.d@mccd.edu		
COMMENTS	Book with code is required at the beginning of the class. You must sign in the first week of classes or you will be dropped.		
<b>GEOG-02 WORLD GEOGRAPHY</b> (CSU breadth area D5) (IGETC area 4E) 3 units: 3 hours lecture. Advisory: ENGL-A.			
2313	INTERNET	Morimoto D	ARR
CONTACT	morimoto.d@mccd.edu		
COMMENTS	You must buy the textbook and the code- Paperback or e-book is fine. You must log in to Blackboard the first week of classes or risk being dropped.		
<b>GUID-30 FOUNDATIONS AND STRATEGIES FOR COLLEGE SUCCESS</b> (CSU breadth area E) 3 units: 3 hours lecture. Advisory: ENGL-A.			
2351	INTERNET	McMillan W	ARR
CONTACT	Wendy McMillan at mcmillan.w@mccd.edu		
2907	INTERNET	Clark S	ARR
Section 2907 is held from 03/22/10 to 05/28/10.			
CONTACT	clark.s@mccd.edu		
<b>GUID-48 LIFE AND CAREER PLANNING</b> 3 units: 3 hours lecture. Advisory: ENGL-A.			
2350	INTERNET	McMillan W	ARR
CONTACT	Wendy McMillan at mcmillan.w@mccd.edu		
<b>GUID-54 FOUNDATIONS AND STRATEGIES FOR ACADEMIC RECOVERY</b> 3 units: 3 hours lecture. Advisories: ENGL-81, ENGL-81L, ENGL-84.			
2352	INTERNET	Soto G	ARR
CONTACT	soto.g@mccd.edu or (209) 384-6218		
COMMENTS	Student MUST contact instructor prior to 03/22/10 by e-mail at soto.g@mccd.edu. Failure to meet this requirement may result in being dropped from course.		
2908	INTERNET	Soto G	ARR
Section 2908 is held from 03/22/10 to 05/28/10.			
CONTACT	soto.g@mccd.edu or (209) 384-6218		
COMMENTS	Student MUST contact instructor prior to 03/22/10 by e-mail at soto.g@mccd.edu. Failure to meet this requirement may result in being dropped from course.		
<b>HIST-04A HISTORY OF CIVILIZATION: PART I</b> (CSU breadth area C2/D6) (IGETC area 3B) 3 units: 3 hours lecture. Advisory: ENGL-A.			
2335	INTERNET	Jones M	ARR
CONTACT	jones.m@mccd.edu		
COMMENTS	There is no orientation meeting. Everything for the course is online.		
<b>HIST-17A UNITED STATES HISTORY AND UNITED STATES CONSTITUTION</b> (CSU breadth area C2/D6) (IGETC area 3B/4F) 3 units: 3 hours lecture. Advisories: ENGL-01A.			
2338	INTERNET	Steeley J	ARR
CONTACT	steeley.j@mccd.edu		
2926	INTERNET	Steeley J	ARR
Section 2926 is held from 01/19/10 to 03/19/10.			
CONTACT	steeley.j@mccd.edu		
<b>HIST-17B UNITED STATES HISTORY AND CALIFORNIA STATE AND LOCAL GOVERNMENT</b> (CSU breadth area C2/D6) (IGETC area 3B/4F) 3 units: 3 hours lecture. Advisories: ENGL-01A.			
This course is a continuation of HIST-17A from the end of the Reconstruction Period in 1877 to the present. It examines our national, state, and local history and government from the late 19th century to the present.			
2927	INTERNET	Steeley J	ARR
Section 2927 is held from 03/22/10 to 05/28/10.			
CONTACT	steeley.j@mccd.edu		
<b>HIST-29 HISTORY OF CALIFORNIA</b> (CSU breadth area D6) 3 units: 3 hours lecture. Advisory: ENGL-A.			
2337	INTERNET	Jones M	ARR
CONTACT	jones.m@mccd.edu		
COMMENTS	There is no orientation meeting. Everything for the course is online.		
<b>MATH-A BEGINNING ALGEBRA</b> 4 units: 4 hours lecture. Prerequisite: MATH-80 or MATH-83. Advisory: ENGL-A.			
2303	HYBRID	Meldinger S	ARR
CONTACT	meldinger.s@mccd.edu and www.mccd.edu/faculty/stevem/		
ORIENTATION	MANDATORY - January 19, 2010; 02:00p-03:50p; SCI-208.		
IN-CLASS	Mid-term - March 15, 2010; 02:00p-03:50p; SCI-204.		
SESSIONS	Final Exam - May 24, 2010; 02:00p-03:50p; SCI-204		
COMMENTS	More information will be sent to your Merced College e-mail account prior to orientation.		
<b>MATH-C INTERMEDIATE ALGEBRA</b> 4 units: 4 hours lecture. Prerequisite: MATH-A or MATH-B. Advisory: ENGL-A.			
2308	HYBRID	Meldinger M	ARR
CONTACT	www.mccd.edu/faculty/meldingerm		
ORIENTATION	MANDATORY - January 20, 2010; 02:00p-04:00p; SCI-204.		
IN-CLASS	Mid-term - March 17, 2010; 02:00p-04:00p; SCI-204		
SESSIONS	Final exam - May 19, 2010; 02:00p-04:00p; SCI-204		
COMMENTS	See instructor's web site before orientation.		

**AT A GLANCE**

**Attachment 2: Distance Education Courses  
Spring 2010**

<b>MERCED COLLEGE</b>		<b>209.384.6000</b>	
<b>NUTR-10 NUTRITION</b> (CSU breadth area E) 3 units: 3 hours lecture. Advisory: ENGL-A.			
2348	INTERNET	Cronk L	ARR
<b>CONTACT</b> cronk.l@mccd.edu			
<b>ORIENTATION</b> MANDATORY - January 19, 2010; 09:00p-07:00p; COM-2			
<b>IN-CLASS SESSIONS</b> March 16; May 25, 2010; 05:00p-07:00p; GYM-2			
2349	INTERNET	Pecchenino M	ARR
<b>CONTACT</b> www.mccd.edu/myhelp/			
<b>ORIENTATION</b> MANDATORY - January 20, 2010; 06:00p-08:00p; COM-2			
<b>PHED-10F FLEXIBILITY AND CARDIOVASCULAR FITNESS</b> 2 units: 6 hours lab. Advisory: Good general health; absence of medical conditions that would prevent planned physical activity.			
2323	INTERNET	Pedretti C	ARR
<b>CONTACT</b> pedretti.c@mccd.edu			
<b>COMMENTS</b> See page 60 for instructions.			
<b>PSYC-01A INTRODUCTION TO PSYCHOLOGY</b> (CSU breadth area D9) (IGETC area 4I) [CILC area E] 3 units: 3 hours lecture. Advisory: ENGL-A.			
2322	INTERNET	Clifford J	ARR
<b>COMMENTS</b> Visit www.mccd.edu/myhelp/ for information about logging into online courses.			
2356	INTERNET	Daniel M	ARR
<b>CONTACT</b> daniel.m@mccd.edu			
<b>PSYC-09 HUMAN DEVELOPMENT (Also: CLDV-09)</b> (CSU breadth area E) 3 units: 3 hours lecture. Advisory: ENGL-A.			
2319	INTERNET	Clifford J	ARR
<b>COMMENTS</b> Visit www.mccd.edu/myhelp/ for information about logging into online courses.			
2336	INTERNET	Roduner S	ARR
<b>CONTACT</b> www.mccd.edu/myhelp/ or (209) 381-6555			
<b>COMMENTS</b> This course is STRICTLY ONLINE. This means there is no orientation. If you have any questions regarding technical requirements, please check out the student hand-book at www.mccd.edu/myhelp/. If you have any questions regarding textbooks, please find that information at the Merced College Bookstore at www.mercedcollegebookstore.com.			
<b>REGN-16 PHARMACOLOGY I</b> 2 units: 2 hours lecture. Limitation on enrollment: Enrollment in the REGN Program. Two-way corequisite: REGN-15. Advisory: VOCN-46A.			
2333	HYBRID	Jensen T	ARR
<b>CONTACT</b> jensen.t@mccd.edu			
<b>ORIENTATION</b> None.			
<b>IN-CLASS SESSIONS</b> January 27, 2010; February 3, 10, 17, 24, 2010; March 3, 10, 17; 11:30a-12:30p; AHC-123			
<b>COMMENTS</b> None.			
<b>REGN-26 PHARMACOLOGY II</b> 2 units: 2 hours lecture. Limitation on enrollment: Enrollment in the REGN program 2nd semester. Prerequisites: REGN-16. Two-way corequisite: REGN-25 Advisory: VOCN-46A			
2330	HYBRID	Cazares K	ARR
<b>CONTACT</b> cazares.k@mccd.edu			
<b>ORIENTATION</b> January 21, 2010; 10:30a-12:20p; AHC-131.			
<b>IN-CLASS SESSIONS</b> January 25; February 1; March 1; April 12, 2010; 10:30a-12:20p; AHC-123			
<b>COMMENTS</b> None.			
<b>REGN-36 PHARMACOLOGY III</b> 1 unit: 1 hour lecture. Limitation on enrollment: Enrollment in the REGN program 3RD semester. Prerequisite: REGN-26. Two-way corequisite: REGN-35.			
2339	HYBRID	Provencio G	ARR
<b>CONTACT</b> provencio.g@mccd.edu			
<b>ORIENTATION</b> None.			
<b>IN-CLASS SESSIONS</b> February 22; March 1; April 12, 19; May 17; 12:00p-12:50p; AHC-128.			
<b>COMMENTS</b> None.			
<b>REGN-46 PHARMACOLOGY IV</b> 1 unit: 1 hour lecture. Limitation on enrollment: Enrollment in the REGN program 4th semester. Prerequisites: REGN-36. Two-way corequisite: REGN-45.			
2341	HYBRID	Grise R	ARR
<b>CONTACT</b> grise.r@mccd.edu			
<b>ORIENTATION</b> January 20, 2010; 01:00p-03:50p; AHC-125.			
<b>IN-CLASS SESSIONS</b> January 28; February 4, 11, 18, 28; March 4, 11, 18, 2010; 01:00p-03:50p; AHC-123.			
<b>REGN-50 NURSING CAREER SEMINAR</b> .25 unit: 4.5 total hours lecture. Prerequisite/Advisory: None.			
2903	INTERNET	Smith D	ARR
<i>Section 2903 is held from 01/19/10 to 01/29/10.</i>			
<b>CONTACT</b> smith.da@mccd.edu			
<b>SPAN-04 INTERMEDIATE SPANISH</b> (CSU breadth area C2) (IGETC area 3B/6) 5 units: 5 hours lecture. Prerequisite: SPAN-03. Advisory: LRNR-30.			
2302	HYBRID	Sobalvarro Butler N	ARR
<b>CONTACT</b> sobalvarro.butler.n@mccd.edu or (209) 381-6536			
<b>ORIENTATION</b> MANDATORY - January 21, 2010; 06:00p-07:00p; IAC-124.			
<b>COMMENTS</b> A reliable personal e-mail and internet web access account is required.			
<b>TUTR-35 TUTORIAL SEMINAR</b> 1 unit: 3 hours lab. Advisories/prerequisites: none			
2902	HYBRID	Flatt S	ARR
<i>Section 2902 is held from 02/17/10 to 05/07/10.</i>			
<b>CONTACT</b> flatt.s@mccd.edu			
<b>ORIENTATION</b> MANDATORY - February 17, 2010; 06:00p-07:00p; IAC-124.			

**AT A GLANCE**

**Attachment 2: Distance Education Courses  
Summer 2010**

WWW.MCCD.EDU				SUMMER 2010			
<b>BIOL-20 MICROBIOLOGY</b> (CSU breadth area B2/B3) (IGETC area 5B) 4 units: 36 total hours lecture, 108 total hours lab. Prerequisite: BIOL-01 or BIOL-02 or BIOL-04A or BIOL-04AH. Advisories: Chem-02A; ENGL-A.							
<b>MERCED</b>							
1615	MTWTh & MTWTh	12:45p-02:00p 08:00a-12:15p	Maclias M (lec) Maclias M (lab)	SCI-208 SCI-114			
1585	MTWTh & MTWTh	12:45p-02:00p 02:15p-06:30p	Maclias M (lec) Bryan H (lab)	SCI-208 SCI-114			
<b>BIOL-50 SURVEY OF ANATOMY AND PHYSIOLOGY</b> 3 units: 54 total hours lecture. Advisory: ENGL-A.							
<b>MERCED</b>							
1001	TWTh	11:00a-01:50p	Richmond J	AHC-129			
<b>BUSINESS (BUS)</b>							
<b>BUS-10 INTRODUCTION TO BUSINESS</b> 3 units: 54 total hours lecture. Advisory: ENGL-A.							
<b>MERCED</b>							
6059	TWTh	05:30p-08:20p	Stocks M	VOC-141			
<b>BUS-49VO VIRTUAL OFFICE</b> 2 units: 36 hours total lecture. Advisory: ENGL-A.							
<b>MERCED</b>							
1261	TTh	11:00a-01:50p	Reinke T	VOC-114			
<b>CHEMISTRY (CHEM)</b>							
<b>CHEM-02A INTRODUCTORY CHEMISTRY</b> (CSU breadth area B1/B3) (IGETC area 5A) 4 units: 54 total hours lecture, 54 total hours lab. Advisories: ENGL-A; MATH-A or MATH-B.							
<b>MERCED</b>							
1010	MTWTh & MTWTh	10:15a-12:20p 08:00a-10:05a	Staff (lec) Staff (lab)	SCI-110 SCI-109			
1011	MTWTh & MTWTh	10:15a-12:20p 12:30p-02:35p	Staff (lec) Staff (lab)	SCI-110 SCI-109			
6008	MTWTh & MTWTh	05:30p-07:35p 02:45p-04:50p	Cool S (lec) Cool S (lab)	SCI-110 SCI-109			
6009	MTWTh & MTWTh	05:30p-07:35p 07:45p-09:50p	Cool S (lec) Cool S (lab)	SCI-110 SCI-109			
<b>CHILD DEVELOPMENT (CLDV)</b>							
<b>CLDV-09 HUMAN DEVELOPMENT (ALSO: PSYC-09)</b> (CSU breadth area E) 3 units: 54 total hours lecture. Advisory: ENGL-A.							
2415	ONLINE		Roduner S				
CONTACT <a href="http://www.mccd.edu/myhelp/">www.mccd.edu/myhelp/</a>							
<b>MERCED</b>							
1046	MTW	11:00a-01:50p	Williamson L	VOC-112			
<b>COMMUNICATION STUDIES (COMM)</b>							
<b>COMM-01 FUNDAMENTALS OF SPEECH</b> (IGETC area 1C) (CSU breadth area A1) 3 units: 54 total hours lecture. Prerequisite: ENGL-A.							
<b>MERCED</b>							
9053	MTWTh	08:00a-12:35p	Bonslein J	IAC-123			
Section 9053 is held from 06/21/10 to 07/08/10.							
<b>COMM-05 INTERPERSONAL COMMUNICATION</b> (CSU breadth area A1) 3 units: 3 hours lecture. Prerequisite: ENGL-A.							
<b>MERCED</b>							
9048	MTWTh	08:00a-12:35p	Young J	VOC-141			
Section 9048 is held from 06/21/10 to 07/08/10.							
<b>COMPUTER STUDIES (CPSC)</b>							
<b>CPSC-30 COMPUTER APPLICATIONS</b> (CILC areas A,B,C,D,E,F) 3 units: 36 total hours lecture, 54 total hours lab. Advisories: AOM-50A or AOM-50B (keyboard at a minimum of 20 GWAM); ENGL-81, ENGL-84; MATH-80.							
<b>MERCED</b>							
1031	MTWTh	11:45a-03:20p	Kekahuna P	VOC-115			
1040	MTWTh	08:00a-11:35a	Ahmadi A	VOC-115			
<b>LOS BAÑOS</b>							
4040	MTWTh	08:00a-11:35a	Snipes R	LB-A-109			
<b>CPSC-31A BEGINNING WORD PROCESSING</b> (CILC areas A,B,C,D) 1 unit: 18 total hours lecture. Advisories: AOM-50B or type at least 25 WPM; ENGL-A.							
<b>MERCED</b>							
1513	MW	09:30a-10:50a	Haugen A	VOC-114			
<b>ECONOMICS (ECON)</b>							
<b>ECON-01A INTRODUCTION TO MACROECONOMICS</b> (CSU breadth area D2) (IGETC area 4B) 3 units: 54 total hours lecture. Advisories: ENGL-A; MATH-A.							
<b>MERCED</b>							
1233	MTWTh	10:15a-12:20p	Kingsley J	VOC-9			
<b>ENGLISH (ENGL)</b>							
<b>ENGL-A FOUNDATIONS IN ACADEMIC LITERACY</b> (CILC area G) 4 units: 72 total hours lecture. Prerequisites: ENGL-81, ENGL-84. Two-way corequisite: ENGL-AL.							
<b>MERCED</b>							
Students enrolling in a Merced Campus lecture must enroll in a Merced Campus lab.							
1021	MTWTh	08:00a-10:50a	Long J	IAC-120			
1022	MTWTh	11:00a-01:50p	Doell E	IAC-120			
1083	MTWTh	08:00a-10:50a	Roona M	VOC-138			
<b>LOS BAÑOS</b>							
Students enrolling in a Los Baños Campus lecture must enroll in a Los Baños Campus lab.							
4053	MTWTh	11:00a-01:50p	Baker W	LB-B-134			
<b>ENGL-AL ACADEMIC LITERACY LAB</b> 1 unit: 54 total hours lab. Two-way corequisite: ENGL-A. Advisory: AOM-50A.							
<b>MERCED</b>							
Students enrolling in a Merced Campus lab must enroll in a Merced Campus lecture.							
1024	MTWTh	08:00a-10:05a	Doell E	IAC-140			
1023	MTWTh	12:30p-02:35p	Smith V	IAC-140			
1084	MTWTh	12:30p-02:35p	Long J	IAC-139			
<b>LOS BAÑOS</b>							
Students enrolling in a Los Baños Campus lab must enroll in a Los Baños Campus lecture.							
4055	MTWTh	02:45p-04:50p	Baker W	LB-A-110			

**SUMMER CLASSES**



**Attachment 2: Distance Education Courses  
Summer 2010**

<b>MERCED COLLEGE</b>		<b>209.384.6000</b>										
<b>ENGL-01A COLLEGE COMPOSITION AND READING</b> (CSU breadth area A2) (IGETC area 1A) [CILC area G] 4 units; 72 total hours lecture. Prerequisite: ENGL-A. Advisory: LRNR-30.												
<b>MERCED</b>												
1025	MTWTh	08:00a-10:50a	Toconis M IAC-122									
1026	MTWTh	11:00a-01:50p	Bowers B IAC-122									
1259	MTWTh	02:00p-04:50p	Chao Y IAC-122									
6014	TWTh	05:30p-09:20p	Temple J IAC-122									
<b>LOS BAÑOS</b>												
4050	TWTh	08:00a-11:50a	Wilson J LB-B-136									
<b>ENGL-01B INTRODUCTION TO LITERATURE</b> (CSU breadth area C2) (IGETC area 3B) 3 units; 54 total hours lecture. Prerequisite: ENGL-01A.												
<b>MERCED</b>												
6033	TTh	05:30p-09:45p	Hundley A IAC-123									
<b>ENGL-13 CRITICAL REASONING AND WRITING (ALSO: PHIL-13)</b> (CSU breadth area A3) (IGETC area 1B) [CILC area G] 3 units; 54 total hours lecture. Prerequisite: ENGL-01A.												
<b>MERCED</b>												
6034	TWTh	05:30p-08:20p	Kahiert S IAC-120									
<b>ENGL-80 BASIC READING TACTICS I</b> 3 units; 54 total hours lecture. Prerequisite: ENGL-90 or ESL-91. Two-way corequisite: ENGL-80L.												
<b>MERCED</b>												
6021	TWTh	05:30p-08:20p	Huntington P ART-2									
<b>ENGL-80L READING TACTICS LABORATORY</b> 1 unit; 54 total hours lab. Prerequisite: ENGL-90 or ESL-91. Two-way corequisite: ENGL-80. Advisory: Concurrent enrollment in ENGL-83.												
<b>MERCED</b>												
1258	TWTh	02:00p-04:50p	Huntington P IAC-139									
<b>ENGL-81 BASIC READING TACTICS II</b> 3 units; 54 total hours lecture. Prerequisite: ENGL-80, 80L. Two-way corequisite: ENGL-81L. Advisory: Concurrent enrollment in ENGL-84.												
<b>MERCED</b>												
1033	MTWTh	10:15a-12:20p	Camp K IAC-121									
1256	MTWTh	12:30p-02:35p	Gonzalez H IAC-121									
<b>LOS BAÑOS</b>												
4402	MTWTh	08:00a-10:05a	Withers M LB-B-135									
<b>ENGL-81L READING TACTICS LABORATORY</b> 1 unit; 54 total hours lab. Prerequisite: ENGL-80, ENGL-80L. Two-way corequisite: ENGL-81. Advisory: Concurrent enrollment in ENGL-84.												
<b>MERCED</b>												
1034	MTWTh	10:15a-12:20p	Gonzalez H IAC-139									
1239	MTWTh	12:30p-02:35p	Ortiz K IAC-139									
<b>LOS BAÑOS</b>												
4404	TWTh	10:30a-01:20p	Kimoto S LB-A-110									
<b>ENGL-83 BASIC WRITING I - SENTENCE TO PARAGRAPH</b> 5 units; 90 total hours lecture. Prerequisite: ENGL-90 or ESL-94. Advisories: Concurrent enrollment in ENGL-80, ENGL-80L; concurrent enrollment in ESL-85 is also recommended for non-native speakers.												
<b>MERCED</b>												
1036	MTWTh	08:00a-11:35a	Thatcher K ART-2									
<b>ENGL-84 BASIC WRITING SKILLS II - PARAGRAPH TO ESSAY</b> 5 units; 90 total hours lecture. Prerequisite: ENGL-83. Advisory: Concurrent enrollment in ENGL-81.												
<b>MERCED</b>												
1038	MTWTh	08:00a-11:35a	Chavez C VOC-110									
1238	MTWTh	11:45a-03:20p	Thatcher D VOC-110									
<b>GEOGRAPHY (GEOG)</b>												
<b>GEOG-01 PHYSICAL GEOGRAPHY</b> (CSU breadth area B1) (IGETC area 5A) 3 units; 54 total hours lecture. Advisory: ENGL-A.												
<b>LOS BAÑOS</b>												
8020	TWTh	05:30p-08:20p	Gaugler C LB-B-134									
<b>GUIDANCE (GUID)</b>												
<b>GUID-30 FOUNDATIONS AND STRATEGIES FOR COLLEGE SUCCESS</b> (CSU breadth area E) 3 units; 54 total hours lecture. Advisory: ENGL-A; Compose essays at the ENGL-01A entrance level; Apply reading strategies and critical reading and thinking skills at ENGL-01A entrance level.												
<table border="1" style="width: 100%;"> <tr> <td>2418</td> <td>ONLINE</td> <td>McMillan W</td> </tr> <tr> <td colspan="3"><b>CONTACT</b> mcmillan.w@mccd.edu</td> </tr> <tr> <td colspan="3"><b>COMMENTS</b> Contact instructor prior to the course start date.</td> </tr> </table>				2418	ONLINE	McMillan W	<b>CONTACT</b> mcmillan.w@mccd.edu			<b>COMMENTS</b> Contact instructor prior to the course start date.		
2418	ONLINE	McMillan W										
<b>CONTACT</b> mcmillan.w@mccd.edu												
<b>COMMENTS</b> Contact instructor prior to the course start date.												
<b>GUID-54 FOUNDATIONS AND STRATEGIES FOR ACADEMIC RECOVERY</b> 3 units; 54 total hours lecture. Advisories: ENGL-61, ENGL-81L, ENGL-84.												
<table border="1" style="width: 100%;"> <tr> <td>2419</td> <td>ONLINE</td> <td>Soto G</td> </tr> <tr> <td colspan="3"><b>CONTACT</b> soto.g@mccd.edu or (209) 384-6218</td> </tr> <tr> <td colspan="3"><b>COMMENTS</b> Registered students must contact instructor prior to June 21, 2010.</td> </tr> </table>				2419	ONLINE	Soto G	<b>CONTACT</b> soto.g@mccd.edu or (209) 384-6218			<b>COMMENTS</b> Registered students must contact instructor prior to June 21, 2010.		
2419	ONLINE	Soto G										
<b>CONTACT</b> soto.g@mccd.edu or (209) 384-6218												
<b>COMMENTS</b> Registered students must contact instructor prior to June 21, 2010.												
<b>MERCED</b>												
1044	MTWTh	08:00a-10:05a	Maples Williams I VOC-10									
<b>HEALTH (HLTH)</b>												
<b>HLTH-10 CONTEMPORARY HEALTH</b> (CSU breadth area E) 3 units; 54 total hours lecture. Advisory: ENGL-A.												
<b>MERCED</b>												
1049	MTWTh	08:00a-10:05a	Huddleston A GYM-2									
1063	MTWTh	10:15a-12:20p	Severo S GYM-2									
1064	TTh	08:00a-12:15p	Casey R AG-11									
<b>HISTORY (HIST)</b>												
<b>HIST-17A UNITED STATES HISTORY AND UNITED STATES CONSTITUTION</b> (CSU breadth area C2/D6) (IGETC area 3B/4F) 3 units; 54 total hours lecture. Advisories: ENGL-01A.												
<table border="1" style="width: 100%;"> <tr> <td>2405</td> <td>ONLINE</td> <td>Harvey E</td> </tr> <tr> <td colspan="3"><b>CONTACT</b> harvey.e@mccd.edu</td> </tr> </table>				2405	ONLINE	Harvey E	<b>CONTACT</b> harvey.e@mccd.edu					
2405	ONLINE	Harvey E										
<b>CONTACT</b> harvey.e@mccd.edu												
<b>MERCED</b>												
1043	MTWTh	08:00a-10:05a	Kocolas T VOC-8									
6024	TWTh	05:30p-08:20p	Purell C VOC-8									
<b>LOS BAÑOS</b>												
4070	TWTh	02:00p-04:50p	Staff LB-B-107									

**SUMMER CLASSES**



**Attachment 2: Distance Education Courses  
Summer 2010**

WWW.MCCD.EDU		SUMMER 2010							
<b>HIST-17B UNITED STATES HISTORY AND CALIFORNIA STATE AND LOCAL GOVERNMENT</b> (CSU breadth area C2/D5) (IGETC area 3B/4F) 3 units: 54 total hours lecture. Advisories: ENGL-01A.		<b>LOS BAÑOS</b> 4085 MTWTh 08:00a-10:50a Bryan J LB-B-110 4087 MTWTh 11:00a-01:50p Bryan J LB-B-110							
2406 ONLINE Steeley J CONTACT <a href="http://www.mccd.edu/faculty/steeleyj">www.mccd.edu/faculty/steeleyj</a>		<b>MATH-02 PRECALCULUS</b> (CSU breadth area B4) (IGETC area 2) 4 units: 72 total hours lecture. Limitation on enrollment: This course is not open to students having credit in MATH-17, MATH -25, or MATH-26. Prerequisite: MATH-C. Advisory: ENGL-A.							
<b>MERCED</b> 1511 MTWTh 08:00a-10:05a Cowell D AHC-123 1560 MTWTh 10:15a-12:20p Lorenz M AHC-123		<b>MERCED</b> 1057 MTWTh 11:00a-01:50p Rieg K IAC-144 6035 MTWTh 05:30p-08:20p Retemeyer J SCI-203							
<b>LEARNING RESOURCES (LRNR)</b> <b>LRNR-30 INFORMATION COMPETENCY IN THE ELECTRONIC AGE</b> (CILC areas A,B,C,D,E,F,G) 3 units: 3 hours lecture. Prerequisite: ENGL-A. Advisories: AOM-50B, keyboard at a minimum rate of 25 wpm at 95% accuracy.		<b>MATH-04A CALCULUS I</b> (CSU breadth area B4) (IGETC area 2) 4 units: 72 total hours lecture. Prerequisite: MATH-02, or MATH-25 and MATH-26. Advisory: ENGL-A.							
1027 MTWTh 08:00a-10:05a Ryan A IAC-124		<b>MERCED</b> 1226 MTWTh 11:00a-01:50p Souza S SCI-204							
<b>MATHEMATICS (MATH)</b> <b>MATH-A BEGINNING ALGEBRA</b> 4 units: 72 total hours lecture. Prerequisite: MATH-80. Advisory: ENGL-A.		<b>MATH-10 ELEMENTARY STATISTICS</b> (CSU breadth area B4) (IGETC area 2) 3 units: 54 total hours lecture. Prerequisite: MATH-C. Advisory: ENGL-A.							
2410 HYBRID Meldinger S CONTACT <a href="mailto:meldinger.s@mccd.edu">meldinger.s@mccd.edu</a> or <a href="http://www.mccd.edu/faculty/stevem/">www.mccd.edu/faculty/stevem/</a>		<b>MERCED</b> 1058 MTWTh 08:00a-10:05a Rieg K SCI-207 1617 MTW 11:00a-01:50p Diaz L SCI-207 6027 TWTh 05:30p-08:20p Clark J SCI-207							
<table border="1"> <tr> <td>ORIENTATION</td> <td>MANDATORY - June 21, 2010; 03:00p-04:50p; SCI-204</td> </tr> <tr> <td>IN-CLASS SESSION</td> <td>MID-TERM - July 8, 2010; 03:00p-04:50p; SCI-204 FINAL EXAM - July 29, 2010; 03:00p-04:50p; SCI-204</td> </tr> <tr> <td>COMMENTS</td> <td>More information will be sent to your Merced College e-mail account prior to orientation. Section 2410 requires online homework. The homework access code is included with purchase of a new text from the college bookstore or purchased separately from the publisher's web site for \$72.</td> </tr> </table>		ORIENTATION	MANDATORY - June 21, 2010; 03:00p-04:50p; SCI-204	IN-CLASS SESSION	MID-TERM - July 8, 2010; 03:00p-04:50p; SCI-204 FINAL EXAM - July 29, 2010; 03:00p-04:50p; SCI-204	COMMENTS	More information will be sent to your Merced College e-mail account prior to orientation. Section 2410 requires online homework. The homework access code is included with purchase of a new text from the college bookstore or purchased separately from the publisher's web site for \$72.	<b>MATH-20A BASIC STRUCTURE OF MATHEMATICS I</b> (CSU breadth area B4) 3 units: 54 total hours lecture. Prerequisite: MATH-C. Advisory: ENGL-A.	
ORIENTATION	MANDATORY - June 21, 2010; 03:00p-04:50p; SCI-204								
IN-CLASS SESSION	MID-TERM - July 8, 2010; 03:00p-04:50p; SCI-204 FINAL EXAM - July 29, 2010; 03:00p-04:50p; SCI-204								
COMMENTS	More information will be sent to your Merced College e-mail account prior to orientation. Section 2410 requires online homework. The homework access code is included with purchase of a new text from the college bookstore or purchased separately from the publisher's web site for \$72.								
<b>MERCED</b> 1051 MTWTh 08:00a-10:50a Retemeyer J IAC-143 1053 MTWTh 11:00a-01:50p Mason C IAC-143 6025 MTWTh 05:30p-08:20p Donaher T IAC-143		<b>MERCED</b> 1020 MTWTh 10:15a-12:20p Brooke B SCI-203							
<b>LOS BAÑOS</b> 4093 MTWTh 02:00p-04:50p Winburn J LB-B-110		<b>MATH-20B BASIC STRUCTURE OF MATHEMATICS II</b> (CSU breadth area B4) 3 units: 54 total hours lecture. Prerequisite: MATH-C. Advisories: ENGL-A; MATH-20A.							
<b>MATH-C INTERMEDIATE ALGEBRA</b> 4 units: 72 total hours lecture. Prerequisite: MATH-A or MATH-B. Advisory: ENGL-A.		<b>MERCED</b> 1059 MTWTh 08:00a-10:05a Brooke B SCI-204							
2408 HYBRID Meldinger M CONTACT <a href="http://www.mccd.edu/faculty/meldingerm">www.mccd.edu/faculty/meldingerm</a>		<b>MATH-80 PREALGEBRA</b> 4 units: 72 total hours lecture. Prerequisite: MATH-91. Advisories: ENGL-81, ENGL-81L.							
<table border="1"> <tr> <td>ORIENTATION</td> <td>MANDATORY - June 21, 2010; 03:00p-04:50p; SCI-207</td> </tr> <tr> <td>IN-CLASS SESSION</td> <td>MID-TERM #1 - July 1, 2010; 03:00p-04:50p; SCI-208 MID-TERM #2 - July 15, 2010; 03:00p-04:50p; SCI-208 FINAL EXAM - July 29, 2010; 03:00p-04:50p; SCI-208</td> </tr> <tr> <td>COMMENTS</td> <td>Bring required class material to the orientation. Section 2408 requires online homework. The homework access code is included with purchase of a new text from the college bookstore or purchased separately from the publisher's web site for \$72.</td> </tr> </table>		ORIENTATION	MANDATORY - June 21, 2010; 03:00p-04:50p; SCI-207	IN-CLASS SESSION	MID-TERM #1 - July 1, 2010; 03:00p-04:50p; SCI-208 MID-TERM #2 - July 15, 2010; 03:00p-04:50p; SCI-208 FINAL EXAM - July 29, 2010; 03:00p-04:50p; SCI-208	COMMENTS	Bring required class material to the orientation. Section 2408 requires online homework. The homework access code is included with purchase of a new text from the college bookstore or purchased separately from the publisher's web site for \$72.	2409 HYBRID Mitchell P CONTACT <a href="http://www.mccd.edu/faculty/mitchellp">www.mccd.edu/faculty/mitchellp</a>	
ORIENTATION	MANDATORY - June 21, 2010; 03:00p-04:50p; SCI-207								
IN-CLASS SESSION	MID-TERM #1 - July 1, 2010; 03:00p-04:50p; SCI-208 MID-TERM #2 - July 15, 2010; 03:00p-04:50p; SCI-208 FINAL EXAM - July 29, 2010; 03:00p-04:50p; SCI-208								
COMMENTS	Bring required class material to the orientation. Section 2408 requires online homework. The homework access code is included with purchase of a new text from the college bookstore or purchased separately from the publisher's web site for \$72.								
<b>MERCED</b> 1054 MTWTh 08:00a-10:50a Gilbert T IAC-144 1055 MTWTh 11:00a-01:50p Retemeyer J VOC-138 6026 MTWTh 05:30p-08:20p Mitchell P IAC-144 Section 6026 requires online homework. The homework access code is included with purchase of a new text from the college bookstore. Access must be purchased separately if buying a used text at a cost of approximately \$40.35.		<b>MERCED</b> 1047 MTWTh 11:00a-01:50p Linebaugh B IT-4A 1051 MTWTh 08:00a-10:50a Souza S IT-4A 6029 MTWTh 05:30p-08:20p Linebaugh B SCI-208							
6031 MTWTh 05:30p-08:20p Mohan R SCI-202		<b>LOS BAÑOS</b> 4080 MTWTh 11:00a-01:50p Winburn J LB-B-111							

**SUMMER CLASSES**

**Attachment 2: Distance Education Courses  
Summer 2010**

<b>MERCED COLLEGE</b>		<b>209.384.6000</b>					
<p><b>MATH-91 FUNDAMENTALS OF DECIMALS AND FRACTIONS</b> 3 units: 54 total hours lecture. Prerequisite: MATH-90. Advisories: ENGL-80, ENGL-80L.</p> <p><b>MERCED</b> 1062 MTWTh 10:15a-12:20p Heng L AG-10</p> <p align="center"><b>MUSIC (MUS)</b></p> <p>Note: Many four-year colleges have a maximum number of acceptable performance course units.</p> <p><b>MUS-14 HISTORY OF AMERICAN POPULAR MUSIC</b> (CSU breadth area C1) (IGETC area 3A) 3 units: 54 total hours lecture. Advisory: ENGL-A.</p> <p><b>MERCED</b> 1270 TWTh 11:00a-01:50p Keane F ART-1</p> <p><b>MUS-27A PIANO I</b> 2 units: 36 total hours lecture. Advisory: ENGL-A.</p> <p><b>MERCED</b> 1065 TTh 08:00a-10:50a Dolel M MUS-1</p> <p><b>MUS-27B PIANO II</b> 2 units: 36 total hours lecture. Prerequisite: MUS-27A. Advisory: ENGL-A.</p> <p><b>MERCED</b> 1066 TTh 08:00a-10:50a Dolel M MUS-1</p> <p align="center"><b>NURSING, VOCATIONAL (VOCN)</b></p> <p><b>VOCN-46A APPLIED MATHEMATICS FOR PHARMACOLOGY</b> 1 unit: 18 total hours lecture. Prerequisites: ENGL-A, MATH-80. Advisory: ALLH-67.</p> <p><b>MERCED</b> 1245 M 08:00a-11:20a Sparks R AHC-125</p> <p align="center"><b>NUTRITION (NUTR)</b></p> <p><b>NUTR-10 NUTRITION</b> (CSU breadth area E) 3 units: 54 total hours lecture. Advisory: ENGL-A.</p> <p>2401 HYBRID Cronk L</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 8px;">CONTACT</td> <td>cronk.l@mood.edu</td> </tr> <tr> <td style="font-size: 8px;">ORIENTATION</td> <td>MANDATORY - June 21, 2010; 05:30p-07:20p; COM-2</td> </tr> <tr> <td style="font-size: 8px;">IN-CLASS SESSION</td> <td>July 12, 29, 2010; 05:30p-07:20p; VOC-139</td> </tr> </table> <p align="center"><b>PHILOSOPHY (PHIL)</b></p> <p><b>PHIL-10 CRITICAL THINKING</b> (CSU breadth area A3) [CILC area G] 3 units: 54 total hours lecture. Prerequisites: ENGL-A. Advisories: ENGL-01A.</p> <p><b>MERCED</b> 1506 MTWTh 10:15a-12:20p Werness G IAC-146</p> <p><b>PHIL-13 CRITICAL REASONING AND WRITING (ALSO: ENGL-13)</b> (CSU breadth area A3) (IGETC area 1B) [CILC area G] 3 units: 54 total hours lecture. Prerequisite: ENGL-01A.</p> <p><b>MERCED</b> 6032 TWTh 05:30p-08:20p Kahiert S IAC-120</p> <p align="center"><b>PHYSICAL EDUCATION (PHED)</b></p> <p><b>PHED-03 VARSITY CONDITIONING</b> 1 unit: 54 total hours lab. Advisories: Good general health; absence of medical conditions that would prevent planned physical activity.</p>	CONTACT	cronk.l@mood.edu	ORIENTATION	MANDATORY - June 21, 2010; 05:30p-07:20p; COM-2	IN-CLASS SESSION	July 12, 29, 2010; 05:30p-07:20p; VOC-139	<p><b>MERCED</b> <b>PHED-03 Water polo for Women</b> 1045 MTWTh 08:00a-10:05a Halpin W FHA</p> <p><b>PHED-03 Volleyball</b> 1232 TWTh 08:00a-10:50a Casey J GYM-1 Section 1232 is Volleyball.</p> <p><b>PHED-03 Football</b> 1268 MTWTh 12:30p-02:35p Kaanapu M STAD</p> <p><b>PHED-10A AEROBICS</b> 1 unit: 54 total hours lab. Advisories: Good general health; absence of medical conditions that would prevent planned physical activity.</p> <p><b>MERCED</b> 1212 MTWTh 08:00a-10:05a Rivero R GYM-4 1213 MTWTh 10:15a-12:20p Cruz O STAD 1216 MTWTh 12:30p-02:35p Weller L GYM-4 1215 MTWTh 02:45p-04:50p Serna R GYM-4 6049 MTWTh 06:30p-07:35p Cruz O GYM-4</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p align="center"><b>FITNESS AND STRENGTH LAB HOURS</b> June 21 - July 29, 2010</p> <p align="center"><u>OPEN LAB TIMES</u> Monday, Tuesday, Wednesday, Thursday 09:00a-01:50p and 05:00p-07:50p</p> <p align="center">Friday, Saturday, Sunday CLOSED</p> </div> <p><b>PHED-10C CIRCUIT WEIGHT TRAINING</b> 0.5 unit: 27 total hours lab. Advisory: Good general health; absence of medical conditions that would prevent physical activity.</p> <p><b>MERCED</b> 1244 27 hours by arrangement Casey J GYM-5</p> <p><b>PHED-10E FITNESS THROUGH ACTIVITY</b> 0.5 - 1 unit: 27-54 total hours lab. Advisory: Good general health; absence of medical conditions that would prevent planned physical activity.</p> <p><b>MERCED</b> <b>PHED-10E Women's Basketball (1.0 unit)</b> 6017 MW 05:30p-10:05p Huddleston A GYM-1 <b>PHED-10E Men's Basketball (1.0 unit)</b> 6015 TTh 05:30p-09:45p Russell W GYM-1 <b>PHED-10E Men's Football (.50 unit)</b> 9180 MTWThFS 04:00p-05:10p Kaanapu M STAD Section 9180 is held from 07/24/10 to 08/14/10.</p> <p><b>PHED-10H WALKING FOR CARDIOVASCULAR CONDITIONING AND FLEXIBILITY</b> 1 unit 54 total hours lab. Advisory: Good general health; absence of medical conditions that would prevent planned physical activity.</p> <p><b>LOS BAÑOS</b> 4093 MTWTh 07:00a-09:05a Gomes A LB-B-106 Section 4093 will meet for an orientation on June 21, 2010 in LB-B-106. All other class sessions will be held off campus at Oliveira Park, corner of Ortigaite and Cardoza; Los Baños.</p> <p><b>PHED-12E VOLLEYBALL</b> 1 unit: 54 total hours lab. Advisory: Good general health; absence of medical conditions that would prevent planned physical activity.</p> <p><b>LOS BAÑOS</b> 4095 MTWTh 09:30a-11:35a Gomes A LB-A-105</p>
CONTACT	cronk.l@mood.edu						
ORIENTATION	MANDATORY - June 21, 2010; 05:30p-07:20p; COM-2						
IN-CLASS SESSION	July 12, 29, 2010; 05:30p-07:20p; VOC-139						

**Attachment 2: Distance Education Courses  
Summer 2010**

WWW.MCCD.EDU		SUMMER 2010	
<b>PHED-13D FITNESS THROUGH AQUATICS</b>		3 units: 54 total hours lecture. Advisory: ENGL-A.	
1 unit: 54 total hours lab. Advisory: PHED-13A.		<b>MERCED</b>	
6016	MTWTh 05:30p-07:35p McCall S POOL	9104	MTWTh 12:45p-05:20p Clifford J IAC-142 Section 9104 is held from 06/21/10 to 07/08/10.
<b>PHED-13F WATER POLO</b>		<b>RADIOLOGIC TECHNOLOGY, DIAGNOSTIC (RADT)</b>	
1 unit: 54 total hours lab. Advisory: PHED-13A.		<b>RADT-44A RADIOLOGIC SCIENCE II</b>	
<b>MERCED</b>		2 units: 27 total hours lecture, 27 total hours lab. Limitation on enrollment: Enrollment in the Radiography Program.	
1257	MTWTh 08:00a-10:05a McCall S POOL	<b>MERCED</b>	
<b>PHED-70L6 SPECIAL TOPICS IN PHYSICAL EDUCATION LAB</b>		9059 T 09:00a-01:35p Rose K AHC-148 Section 9059 is held from 06/01/10 to 08/10/10.	
1 unit: 54 total hours lab. Prerequisite/Advisory: None.		<b>RADT-44B CLINICAL EDUCATION II</b>	
<b>MERCED</b>		[CILC Area B, C, F] 3.5 units: 189 total hours lab. Limitation on enrollment: Enrollment in the Radiography Program.	
1266	54 hours by arrangement Kaanapu M GYM-4	<b>MERCED</b>	
1267	54 hours by arrangement Russell W GYM-1	9053 189 hours by arrangement Rose K HOSP Section 9053 is held from 06/02/10 to 08/12/10. Section 9053 includes a 30 minute lunch break.	
<b>PHYSICAL SCIENCE (PHSC)</b>			
<b>PHSC-01 INTRODUCTION TO PHYSICAL AND EARTH SCIENCE</b>			
(CSU breadth area B1) (IGETC area 5A) 3 units: 54 total hours lecture. Advisories: ENGL-A; MATH-A or MATH-B.			
<b>MERCED</b>			
1616	MTWTh 10:15a-12:20p Davies R SCI-202	<b>RADT-50 CAREER EXPLORATION IN MEDICAL IMAGING</b>	
1. Register for RADT-50. Students are urged to register early. 2. Obtain a current TB screening test (within last 6 months) 3. Purchase the RADT-50 handbook at the Merced College Bookstore prior to the meeting. The handbook should be read thoroughly prior to the orientation. 4. Attend an orientation meeting and bring the following items with you: your RADT-50 handbook, two copies of your TB screening test results (in process documentation is not acceptable) and registration printout (this will verify your enrollment) 5. <b>VERY IMPORTANT:</b> Students that do not bring the paperwork listed above must attend another orientation.			
<b>PHSC-01L INTRODUCTION TO PHYSICAL AND EARTH SCIENCE LABORATORY</b>			
(CSU breadth areas B3) (IGETC area 5A) 1 unit: 54 total hours lab. One-way corequisite: PHSC-01. Advisories: ENGL-A; MATH-A or MATH-B.			
<b>MERCED</b>			
1227	MTWTh 12:30p-02:35p Davies R SCI-105	Clinical placement will be assigned during the mandatory orientation meeting. Students enrolling in RADT-50 must attend one of the following orientations: June 1, 2010 @ 10:00a in AHC-150 June 2, 2010 @ 02:00p in AHC-148 June 3, 2010 @ 02:00p in AHC-148 (for students on the waiting list ONLY)	
<b>POLITICAL SCIENCE (POSC)</b>			
<b>POSC-01 ESSENTIALS OF AMERICAN POLITICAL SYSTEM</b>			
(CSU breadth area D8) (IGETC area 4H) 3 units: 54 total hours lecture. Advisory: ENGL-A.			
<b>MERCED</b>			
1097	MTWTh 10:15a-12:20p Randall R VOC-8	<b>RADT-50 CAREER EXPLORATION IN MEDICAL IMAGING</b>	
1 unit: 54 total hours lab. Limitation on enrollment: Negative TB Screening Test or Chest X-ray within last 6 months.			
<b>MERCED</b>			
9054	54 hours by arrangement Rose K HOSP Section 9054 is held from 06/01/10 to 08/12/10.	<b>RADT-68A RADIOLOGIC SCIENCE III</b>	
2 units: 36 total hours lecture. Limitation on enrollment: Enrollment in the Radiography Program.			
<b>MERCED</b>			
9072	W 09:00a-12:05p Rose K AHC-148 Section 9072 is held from 06/02/10 to 08/11/10.	<b>RADT-68B ADVANCED CLINICAL EDUCATION II</b>	
[CILC Area B, C, F] 7 units: 378 total hours lab. Limitation on enrollment: Enrollment in the Radiography Program.			
<b>MERCED</b>			
9074	378 hours by arrangement Rose K HOSP Section 9074 is held from 06/01/10 to 08/12/10.		
<b>PSYCHOLOGY (PSYC)</b>			
<b>PSYC-01A INTRODUCTION TO PSYCHOLOGY</b>			
(CSU breadth area D9) (IGETC area 4I) [CILC area E] 3 units: 54 total hours lecture. Advisory: ENGL-A.			
<b>MERCED</b>			
1107	MTWTh 12:30p-02:35p Gargano G VOC-9		
6051	TTh 05:30p-09:45p Pleroe T VOC-9		
<b>LOS BAÑOS</b>			
4704	TWTh 08:00a-10:50a Hogue S LB-B-107		
<b>PSYC-09 HUMAN DEVELOPMENT (ALSO: CLDV-09)</b>			
(CSU breadth area E) 3 units: 54 total hours lecture. Advisory: ENGL-A.			
2411	ONLINE Roduner S		
<b>CONTACT</b> <a href="http://www.mccd.edu/myhelp/">www.mccd.edu/myhelp/</a>			
<b>MERCED</b>			
1106	MTW 11:00a-01:50p Williamson L VOC-112		
<b>PSYC-22 HUMAN SEXUALITY</b>			
(CSU breadth area D9/E) (IGETC area 4I)			

**SUMMER CLASSES**

WWW.MCCD.EDU

FALL 2010

## ONLINE AND HYBRID INSTRUCTION

### ONLINE and HYBRID REQUIREMENTS AND EXPECTATIONS

- **Hybrid** courses have some combination of online and face-to-face instruction. Some courses may only require one face-to-face session, while others may require numerous in-class sessions.
- **Online** courses are 100% on line. Face-to-face interaction with the professor is not required.

Merced College Internet-based classes give students an opportunity to complete most of the course work outside the classroom at times they find most convenient.

Currently most of the Internet-based classes require some time on campus in face-to-face contact with the instructor. This requirement will vary from class to class, so read the schedule carefully.

Students must already possess the following technology skills:

- Use of e-mail
- Ability to create and e-mail documents as attachments (Word and RTF)
- Experience with uploading and downloading files
- Experience with posting to discussion boards, on-line chats, and electronic bulletin boards

Students must have reliable personal e-mail and an Internet web access account. Merced College has an open computer lab where students can access the Internet to take these classes, but it is not open around the clock, on holidays, or Sundays.

It is strongly recommended that students have easy and regular access (preferably from home) to the identified types of equipment and software.

You can access faculty web pages through <http://mccd.edu/faculty/>. They may contain valuable information relative to your online course.

All orientations and in-class sessions for Online Instruction take place on the Merced College Main Campus located at 3600 M Street in Merced.

Failure to attend a mandatory orientation or in-class session may result in your being dropped from the class by the instructor. Some of the instructors require that you e-mail them BEFORE THE CLASS BEGINS. It is highly recommended that you e-mail the instructor for instructions several weeks before the class begins.

### ONLINE and HYBRID CLASSES WILL REQUIRE A PC WITH:

800 MHz processor (1.5 GHz or higher recommended)  
Super VGA (800 x 600) resolution video adapter and monitor (1024 x 768 or higher recommended)  
Windows XP or Vista operating system  
256 MB RAM (512 MB or greater recommended)

### OR A MAC WITH:

600 MHz power PC G4 or better (1 GHz or higher recommended)  
800 x 600 resolution video adapter and monitor (1024 x 768 or higher recommended)  
OSX 10.3.9 or later  
128 MB RAM (512 MB or greater recommended)

### ALL USERS REQUIRE INTERNET ACCESS WITH:

56k modem or faster connectivity (Broadband connection such as DSL or cable recommended)  
Macintosh users will need Safari 1.2 or higher  
PC users will need Internet Explorer 6.0 or higher or Firefox 2.0 or higher

ONLINE/HYBRID

## Blackboard

(for logging in to your online classes)

You can access your online courses through Blackboard via the merced College web portal or by going directly to <http://blackboard.mccd.edu>.

Your Blackboard username will be the same as your Merced College web portal username. Your password will be your six-digit birth date.

To find your username or reset your password, go to <http://my.mccd.edu> and click on "Get Login Help".

### NEED TECHNICAL ASSISTANCE?

For technical assistance with Blackboard, the Merced College Portal or WebAdvisor, call the Student Help Desk or visit the website at <http://www.mccd.edu/myhelp/>.

### STUDENT HELP DESK

(209) 381-6565 or [myhelp@mccd.edu](mailto:myhelp@mccd.edu) or [www.mccd.edu/myhelp/](http://www.mccd.edu/myhelp/)

Hours:

Monday, Tuesday, Wednesday, Thursday: 10:00a-07:00p  
Friday: 08:00a-03:00p

• ONLINE AND HYBRID CLASSES • 63

MERCED COLLEGE

209.384.6000

## ONLINE AND HYBRID CLASSES

ONLINE/HYBRID

### ALLIED HEALTH (ALLH)

#### ALLH-67 MEDICAL TERMINOLOGY

3 units: 3 hours lecture.  
Advisory: ENGL-A.

2538 ONLINE Enriquez M

### ADMINISTRATIVE OFFICE MANAGEMENT (AOM)

#### AOM-53 ADVANCED COMPUTER APPLICATIONS

3 units: 2 hours lecture, 3 hours lab.  
Prerequisite: CPSC-30.

2527 ONLINE Reintke T

### BIOLOGY (BIOL)

#### BIOL-50 SURVEY OF ANATOMY AND PHYSIOLOGY

3 units: 3 hours lecture.  
Advisory: ENGL-A.

2531 ONLINE Latham E

### BUSINESS (BUS)

#### BUS-35 MONEY MANAGEMENT

3 units: 3 hours lecture.  
Advisories: CPSC-30; ENGL-A; MATH-80.

2501 ONLINE Freston P

### CHILD DEVELOPMENT (CLDV)

#### CLDV-01 CHILD GROWTH AND DEVELOPMENT

3 units: 3 hours lecture.  
Advisory: ENGL-A.

2529 ONLINE Penney B

#### CLDV-02 CHILD, FAMILY AND COMMUNITY

(CSU breadth area E)  
3 units: 3 hours lecture.  
Advisory: ENGL-01A.

2530 ONLINE Roduner S

#### CLDV-03 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN

3 units: 3 hours lecture.  
One-way corequisite: CLDV-01. Advisory: ENGL-A.

2558 ONLINE Penney B

#### CLDV-05 HEALTH, SAFETY AND NUTRITION

3 units: 3 hours lecture.  
Advisory: ENGL-A.

2525 ONLINE Peochenino M

#### CLDV-06 TEACHING IN A DIVERSE SOCIETY

3 units: 3 hours lecture.  
Advisory: ENGL-A.

2540 ONLINE Chappell S

#### CLDV-07 INTRODUCTION TO CURRICULUM FOR THE YOUNG CHILD

3 units: 3 hours lecture.  
One-way corequisite: CLDV-03. Advisory: ENGL-A.

2559 ONLINE Penney B  
Section 2559 instructor has office hours in Los Baños.

#### CLDV-09 HUMAN DEVELOPMENT (Also: PSYC-09)

(CSU breadth area E)  
3 units: 3 hours lecture.  
Advisory: ENGL-A.

2508 ONLINE Roduner S

#### CLDV-35 INFANT AND TODDLER DEVELOPMENT

2 units: 2 hours lecture.  
Advisory: ENGL-A.

2502 ONLINE Chappell S

#### CLDV-37 SUPERVISING ADULTS IN ECE SETTINGS

2 units: 2 hours lecture.  
Advisory: ENGL-A.

2555 ONLINE Roduner S

### COMPUTER STUDIES (CPSC)

#### CPSC-01 INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS

(CILC areas A,B,C,D,E,F)  
4 units: 3 hours lecture, 3 hours lab.  
Advisories: ENGL-A; MATH-C.

Algorithm design, logic diagrams, coding, and debugging are introduced using a third generation programming language.

2516 ONLINE Yanagi C

2551 MW 08:00a-09:15a Yanagi C VOC-113

2545 W 08:30p-08:20p Kanemoto K VOC-113

#### CPSC-06 PROGRAMMING CONCEPTS AND METHODOLOGY I

3 units: 2 hours lecture, 3 hours lab.  
Prerequisite: MATH C. Advisories: CPSC-01; ENGL-A.

2541 M 08:30p-07:20p Kanemoto K VOC-113

#### CPSC-30 COMPUTER APPLICATIONS

(CILC areas A,B,C,D,E,F)  
3 units: 2 hours lecture, 3 hours lab.  
Advisories: AOM-50A or AOM-50B (keyboard at a minimum of 20 GWAM); ENGL-81, ENGL-84; MATH-80.

2542 ONLINE Reintke T

2543 ONLINE Reintke T

2598 ONLINE Garcia Martinez J

### ECONOMICS (ECON)

#### ECON-01A INTRODUCTION TO MACROECONOMICS

(CSU breadth area D2) (IGETC area 4B)  
3 units: 3 hours lecture.  
Advisories: ENGL-A; MATH-A.

2523 ONLINE Johnson M

#### ECON-01B INTRODUCTION TO MICROECONOMICS

(CSU breadth area D2) (IGETC area 4B)  
3 units: 3 hours lecture.  
Advisories: ENGL-A; MATH-A.

2524 ONLINE Johnson M



**Attachment 2: Distance Education Courses  
Fall 2010**

WWW.MCCD.EDU	FALL 2010
<b>ENGLISH (ENGL)</b>	
<b>ENGL-AL ACADEMIC LITERACY LAB</b> 1 unit: 3 hours lab. Two-way corequisite: ENGL-A. Advisory: AOM-50A.	
2505	ONLINE Cabezut-Ortiz D
2521	ONLINE Cabezut-Ortiz D
<b>ENGL-01A COLLEGE COMPOSITION AND READING</b> (CSU breadth area A2) (IGETC area 1A) [CILC area G] 4 units: 4 hours lecture. Prerequisite: ENGL-A. Advisory: LRNR-30.	
2507	ONLINE Mumford J
2514	HYBRID Piro V
<b>ENGL-31 CHILDREN'S LITERATURE</b> 3 units: 3 hours lecture. Prerequisite: ENGL-01A.	
2519	ONLINE Pimentel M
<b>GEOGRAPHY (GEOG)</b>	
<b>GEOG-01 PHYSICAL GEOGRAPHY</b> (CSU breadth area B1) (IGETC area 5A) 3 units: 3 hours lecture. Advisory: ENGL-A.	
2512	ONLINE Morimoto D
<b>GEOG-02 WORLD GEOGRAPHY</b> (CSU breadth area D5) (IGETC area 4E) 3 units: 3 hours lecture. Advisory: ENGL-A.	
2510	ONLINE Morimoto D
<b>GUIDANCE (GUID)</b>	
<b>GUID-30 FOUNDATIONS AND STRATEGIES FOR COLLEGE SUCCESS</b> (CSU breadth area E) 3 units: 3 hours lecture. Advisory: ENGL-A; Compose essays at the ENGL-01A entrance level; Apply reading strategies and critical reading and thinking skills at ENGL-01A entrance level.	
2511	ONLINE Cambridge I
<b>GUID-48 LIFE AND CAREER PLANNING</b> 3 units: 3 hours lecture. Advisory: ENGL-A.	
2550	ONLINE McMillan W
<b>GUID-54 FOUNDATIONS AND STRATEGIES FOR ACADEMIC RECOVERY</b> 3 units: 3 hours lecture. Advisories: ENGL-81, ENGL-81L, ENGL-84.	
2552	ONLINE Soto G
<b>HEALTH (HLTH)</b>	
<b>HLTH-10 CONTEMPORARY HEALTH</b> (CSU breadth area E) 3 units: 3 hours lecture. Advisory: ENGL-A.	
2554	ONLINE Devine N
<b>HISTORY (HIST)</b>	
<b>HIST-04A HISTORY OF CIVILIZATION: PART I</b> (CSU breadth area C2/D6) (IGETC area 3B) 3 units: 3 hours lecture. Advisory: ENGL-A.	
2535	ONLINE Jones M
<b>HIST-17A UNITED STATES HISTORY AND UNITED STATES CONSTITUTION</b> (CSU breadth area C2/D6) (IGETC area 3B/4F) 3 units: 3 hours lecture. Advisories: ENGL-01A.	
2517	ONLINE Steeley J
2526	ONLINE Steeley J
<b>HIST-17B UNITED STATES HISTORY AND CALIFORNIA STATE AND LOCAL GOVERNMENT</b> (CSU breadth area C2/D6) (IGETC area 3B/4F) 3 units: 3 hours lecture. Advisories: ENGL-01A.	
2518	ONLINE Steeley J
<b>HIST-29 HISTORY OF CALIFORNIA</b> (CSU breadth area D6) 3 units: 3 hours lecture. Advisory: ENGL-A.	
2537	ONLINE Jones M
<b>LIBERAL STUDIES (LBST)</b>	
<b>LBST-10 INTRODUCTION TO EDUCATION I</b> 3 units: 2 hours lecture, 3 hours lab. Limitation on enrollment: Students must obtain a fingerprint clearance and negative TB clearance. Advisories: ENGL-01A; CPSC-30; MATH-A.	
2520	ONLINE Cabezut-Ortiz D
<b>MATHEMATICS (MATH)</b>	
<b>MATH-A BEGINNING ALGEBRA</b> 4 units: 4 hours lecture. Prerequisite: MATH-60. Advisory: ENGL-A. Enrolling in this math course will automatically enroll you in the math laboratory for Merced Campus courses only.	
2503	HYBRID Meldinger S
2544	HYBRID Kehoe J
<b>MATH-C INTERMEDIATE ALGEBRA</b> 4 units: 4 hours lecture. Prerequisite: MATH-A or MATH-B. Advisory: ENGL-A. Enrolling in this math course will automatically enroll you in the math laboratory for Merced Campus courses only.	
2504	HYBRID Meldinger M
2557	HYBRID Monloya J
<b>MATH-02 PRECALCULUS</b> (CSU breadth area B4) (IGETC area 2) 4 units: 4 hours lecture. Limitation on enrollment: This course is not open to students having credit in MATH-17, MATH-25 or MATH-26. Prerequisite: MATH-C or MATH-D. Advisory: ENGL-A. Enrolling in this math course will automatically enroll you in the math laboratory for Merced Campus courses only.	
2532	HYBRID Meldinger M
<b>MATH-80 PREALGEBRA</b> 4 units: 4 hours lecture. Prerequisite: MATH-91. Advisories: ENGL-81, ENGL-81L. Enrolling in this math course will automatically enroll you in the math laboratory for Merced Campus courses only.	
2513	HYBRID Mitchell P

ONLINE/HYBRID

• ONLINE AND HYBRID CLASSES • 65

**Attachment 2: Distance Education Courses  
Fall 2010**

<b>MERCED COLLEGE</b>		<b>209.384.6000</b>					
<b>ONLINE/HYBRID</b>	<b>MANAGEMENT (MGMT)</b>		<b>PSYCHOLOGY (PSYC)</b>				
	<b>MGMT-37 SMALL BUSINESS ENTREPRENEURSHIP</b> 3 units: 3 hours lecture. Advisories: CPSC-30; ENGL-A.		<b>PSYC-01A INTRODUCTION TO PSYCHOLOGY</b> (CSU breadth area D9) (IGETC area 4I) [CILC area E] 3 units: 3 hours lecture. Advisory: ENGL-A.				
	2549	ONLINE	Haugen A	2522	ONLINE	Clifford J	
	<b>NURSING, REGISTERED (REGN)</b>		2907	ONLINE	Daniel M		
	<b>REGN-16 PHARMACOLOGY I</b> 2 units: 2 hours lecture. Limitation on enrollment: Enrollment in the REGN Program. Two-way corequisite: REGN-15. Advisory: VOCN-46A.		Section 2907 is held from 10/18/10 to 12/17/10.				
	2553	HYBRID	Jensen T	<b>PSYC-09 HUMAN DEVELOPMENT (Also: CLDV-09)</b> (CSU breadth area E) 3 units: 3 hours lecture. Advisory: ENGL-A.			
	<b>REGN-26 PHARMACOLOGY II</b> 2 units: 2 hours lecture. Limitation on enrollment: Enrollment in the REGN program 2nd semester. Prerequisites: REGN-16. Two-way corequisite: REGN-25 Advisory: VOCN-46A.		2509	ONLINE	Roduner S		
	2534	HYBRID	Cazares K	<b>PSYC-36 DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE</b> (CSU breadth area D9) (IGETC area 4I) 3 Units: 3 hours lecture. Advisory: ENGL-A.			
	<b>REGN-36 PHARMACOLOGY III</b> 1 unit: 1 hour lecture. Limitation on enrollment: Enrollment in the REGN program 3RD semester. Prerequisite: REGN-26. Two-way corequisite: REGN-35.		2556	ONLINE	Clifford J		
	2539	HYBRID	Provendo G	<b>TUTORIAL (TUTR)</b>			
	<b>REGN-46 PHARMACOLOGY IV</b> 1 unit: 1 hour lecture. Limitation on enrollment: Enrollment in the REGN program 4th semester. Prerequisites: REGN-36. Two-way corequisite: REGN-45.		<b>TUTR-35 TUTORIAL SEMINAR</b> 1 unit: 3 hours lab. Advisories/prerequisites: none				
	2940	Th	01:00p-02:50p	Grise R	AHC-139		
	Section 2940 is held from 08/19/10 to 08/19/10.		2902			ONLINE	Flatt S
			Section 2902 is held from 09/15/10 to 12/03/10.				
	<b>NUTRITION (NUTR)</b>						
<b>NUTR-10 NUTRITION</b> (CSU breadth area E) 3 units: 3 hours lecture. Advisory: ENGL-A.							
2548	ONLINE	Cronk L					
2547	ONLINE	Pecchenino M					
<b>PHYSICAL EDUCATION (PHED)</b>							
<b>PHED-10F FLEXIBILITY AND CARDIOVASCULAR FITNESS</b> 2 units: 6 hours lab. Advisory: Good general health; absence of medical conditions that would prevent planned physical activity.							
2546	ONLINE	Pedretti C					

## Attachment 3: Requirements Met via Distance Education (Previous Submission) Merced College Breadth

MERCED COLLEGE

209.384.6000

# ASSOCIATE DEGREE BREADTH REQUIREMENTS 2009-2010

Breadth requirements are designed to introduce students to the variety of means through which people comprehend the modern world. Those who receive associate degrees must possess in common certain basic principles, concepts and methodologies unique to and shared by the various fields of study. College-educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, this education should lead to a better self understanding.

A student may use the same course to fulfill an AA/AS major requirement and associate degree breadth requirement.

To complete the associate breadth requirement, students must select courses that fulfill the unit requirements of the following areas:

**Area A - Language and Rationality** ..... (6 units total)

Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. (Select one course from each area.)

- (A1) English Composition ..... (3 units)  
ENGL-01A
- (A2) Communication and Analytical Thinking ..... (3 units)  
ACTG-04A  
COMM-01, 01H, 02, 04, 05, 30  
ENGL-13, 13H  
MATH-C, D, E, 02, 04A, 04B, 04C, 05A, 05B, 06, 08, 10, 15, 17,  
20A, 20B, 21, 25, 26  
PHIL-10, 12, 13, 13H  
PSYC-05

**Area B - Natural Sciences** ..... (3-6 units total)

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena.  
(For an A.A. degree, select one course from either area B1 or B2; for an A.S. Degree, select one course from each area.)

- (B1) Physical Science ..... (3 units)  
ARCH-01  
ASTR-01, 01L  
CHEM-02A, 02B, 04A, 04B  
ELCT-30  
GEOG-01  
GEOL-01  
PHSC-01, 01L  
PHYS-02A, 04A, 10  
SOIL-10
- (B2) Life Science ..... (3 units)  
ANSC-10  
ANTH-01  
BIOL-01, 02, 04, 04H, 06, 08, 09, 12, 13, 16, 18, 20, 25  
ENTC-30  
PLSC-10

**Area C - Humanities** ..... (3 units total)

Courses in the humanities are those which concentrate on the study of cultural activities and artistic expressions of human beings.

- ART-01, 02, 05, 12A, 15, 24A  
DRAM-01, 02, 03  
ENGL-01B, 03, 04A, 04B, 05, 06A, 06B, 07, 08, 09, 10, 11, 14, 18  
FREN-01, 02, 03, 04  
GERM-01, 02, 03, 04  
HMNG-01, 02  
HUM-01, 01H, 02, 02H, 15\*, 18, 21  
JPNS-01A, 01B, 02  
MUS-01, 11, 12, 13, 14  
PHIL-01, 01H, 03, 04, 05, 15  
SPAN-01, 02, 03, 04, 10, 11

**Area D - Social and Behavioral Sciences** ..... (6 units total)

Courses in the social and behavioral sciences are those which focus on people as members of society. (Select one course from area D1 and one course from area D2.)

- (D1) ..... (3 units)  
Includes introductory or integrative survey courses in cultural anthropology, cultural geography, economics, psychology, sociology and related disciplines.  
AGBS-11  
AGRI-10  
ANTH-02, 10\*  
CRIM-01  
ECON-01A, 01B  
GEOG-02, 30  
PSYC-01A, 01AH, 15, 20, 25, 51  
SOC-01, 02

(D2) ..... (3 units)

- Includes introductory or integrative survey courses in history and political science.  
HIST-04A, 04B, 06A\*, 06B, 09A, 09B, 17A, 17AH, 17B, 17BH, 21\*, 22\*, 23, 24\*, 29, 39ABC (as a unit),  
POSC-01, 02  
SCSC-01

**Area E - Lifelong Understanding and**

**Self-Development** ..... (5 units total)

Courses in lifelong understanding and self-development are those which equip human beings for lifelong learning by providing them with the skills necessary to function as independent adults in contemporary society and foster an understanding of themselves as integrated physiological and psychological entities. (Select one course from each area.)

- (E1) Integrated Organism ..... (3 units)  
AUTO-04  
BUS-34, 35  
CLDV-02, 09  
CPSC-01  
GUID-30, 48, 52  
HLTH-10, 16  
LAND-11  
NUTR-10  
PSYC-09, 22, 23, 35, 36
- (E2) Activity ..... (2 units)  
DNCE-14  
PHED-01, 02, 03, 10, 11, 12, 13, 14, 15

\*Designates ethnic studies courses which expose students to, develop an understanding of, and examine cultures that are different from the dominant culture of the United States. In addition, these courses teach an appreciation and knowledge of ethnic contributions to the society of the United States.



**Attachment 3: Requirements Met via Distance Education  
Merced College Breadth**

**Associate Degree Breadth Requirements 2009-2010  
(Previously submitted – Updated)**

The following courses listed from the 2009-2010 Catalog are offered online and meet the Associate Degree requirements.

	Units
<b>Area A - Language and Rationality</b>	6 required
(A1) ENGL-01A	3
(A2) Comm-05; CPSC-01; MATH-C; MATH-02	3
<b>Area B – Natural Sciences</b>	3-6 required
(B1) GEOG-01	
(B2) none	
<b>Area C – Humanities</b>	3 required
ENGL-01B; MUS-12; SPAN- 03; SPAN-04	3
<b>Area D - Social and Behavioral Sciences</b>	6 required
(D1) ECON-01A; ECON-01B; GEOG-01; GEOG-02; PSYC-01A	3
(D2) HIST-04A; HIST-17A; HIST-17B; HIST-29; HIST-39ABC	3
<b>Area E - Lifelong Understanding and Self-Development</b>	5 required
(E1) CLDV-02; CLDV-09; GUID-30; GUID-48; NUTR-10	3
(E2) PHED-10F	2

Attachment 3: Requirements Met via Distance Education  
CSU Transfer Breadth

MERCED COLLEGE

209.384.6000

CSU TRANSFER BREADTH REQUIREMENTS  
2009-2010

**AREA A: English Language Communication and Critical Thinking**

A minimum of 9 semester or 12-15 quarter units are required with one course from each of the following three areas:

**A1 Oral Communication**

COMM-01\*, 01H\*, 04, 05

**A2 Written Communication**

ENGL-01A

**A3 Critical Thinking**

ENGL/PHIL-13\*, ENGL/PHIL-13H\*,  
PHIL-10, 12, PHIL/ENGL-13\*, PHIL/ENGL-13H\*

**AREA B: Scientific Inquiry and Quantitative Reasoning**

A minimum of 9 semester or 12-15 quarter units are required with one course each from areas B1, B2, and B4. At least one of the courses must be a lab course from either area B1 or B2. (Lab courses are underlined.)

**B1 Physical Science**

ARCH-01

ASTR-01, 01L

CHEM-02A, 02B, 04A, 04B

GEOG-01, 01L

GEO-01, 02

PHSC-01, 01L

PHYS-02A, 02B, 04A, 04B, 04C, 10

SOIL-10

**B2 Life Science**

ANTH-01

BIOL-01\*, 04\*, 04H\*, 06, 08, 09, 12, 13, 16, 18, 20, 25

PLSC-10

**B3 Laboratory Activity**

A minimum of one lab course (underlined) from area B1 or B2

**B4 Mathematics/Quantitative Reasoning**

MATH-02\*, 04A, 04B, 04C, 05A, 05B, 06, 08, 10, 15, 17, 20A, 20B,  
21, 25, 26\*  
PSYC-05

**AREA C: Arts and Humanities**

A minimum of 9 semester or 12-15 quarter units are required with at least one course from each area:

**C1 Arts (Art, Dance, Music, Theater)**

ART-01, 02, 05, 12A, 15, 24A

DRAM-01, DRAM/ENGL-03\*

ENGL/DRAM-03\*, ENGL-14

MUS-01, 11, 12, 13, 14

**C2 Humanities (Literature, Philosophy, and Foreign Language)**

DRAM-01

ENGL-01B, 04A, 04B, 05, 06A, 06B, 07, 10, 11

ENGL/HUM-18\*

FREN-01, 02, 03, 04+

GERM-01, 02, 03, 04+

HIST-04A, 04B, 08A, 08B, 09A, 09B, HIST-17A\*,

HIST-17AH\*, HIST-17B\*, HIST-17BH\*

HUNG-01, 02

HUM-01\*, 01H\*, 02\*, 02H\*, 15, 21, HUM/ENGL-18\*

JPNS-01A, 01B, 02

PHIL-01\*, 01H\*, 03, 04, 05, 15

SPAN-01\*, 02\*, 03, 04+, 10\*, 11\*

**AREA D: Social Sciences**

A minimum of 9 semester or 12-15 quarter units are required from at least three disciplines:

**D0 Sociology and Criminology**

CRIM-01

SOC-01

**D1 Anthropology and Archaeology**

ANTH-02, 10

**D2 Economics**

AGBS-11

ECON-01A, 01B

**D3 Ethnic Studies**

HIST-08A, 21, 22, 23, 24

HUM-15

**D5 Geography**

GEOG-02

**D6 History**

HIST-04A, 04B, 08A, 08B, 17A\*, 17AH\*, 17B\*, 17BH\*, 21, 22, 23, 24, 29

**D7 Interdisciplinary Social or Behavioral Science**

AGRI-10

COMM-30

SCSC-01

**D8 Political Science, Government, and Legal Institutions**

POSC-01, 02

**D9 Psychology**

PSYC-01A\*, 01AH\*, 15, 20, 22, 23, 25, 35, 36

**AREA E: Lifelong Understanding and Self-Development**

A minimum of 3 semester or 4-5 quarter units are required from the following:

CLDV-02, CLDV/PSYC-09\*

GUID-30

HLTH-10, 16

NUTR-10

PSYC/CLDV-09\*, PSYC-22, 23, 35

**AREA F: Merced College Courses Designated to Meet CSU**

**History and Government Requirements**

All state universities have a U.S. History and a Federal, State, and Local Government requirement. Six units may be counted toward Area D or C2. In addition to Area F. See your counselor. Major requirements at the CSU campus of your choice may affect the ability to double count. You may complete either sequence A or B to meet the CSU History and Government (F1 and F2) requirements:

**Sequence A:**

HIST-17A or HIST-17AH

AND

HIST-17B or HIST-17BH

**Sequence B:**

HIST-17A or HIST-17AH or HIST-17B or

HIST-17BH or HIST-22

AND

POSC-01

\*Transfer credit may be limited – see a counselor.

Note: The Merced College Area D requirement is three disciplines, not two.

May 28, 2008

**Attachment 3: Requirements Met via Distance Education  
CSU Transfer Breadth**

**CSU Transfer Breadth Requirements 2009-2010  
(Effective Fall 2008)**

**Previously Submitted - Updated**

The following courses listed from the 2008-2009 Catalog are offered online and meet the CSU Transfer requirements.

	Units
<b>Area A - Communication in the English Language and Critical Thinking</b>	9 required
A1 Oral Communication: COMM- 05	3 units
A2 Written Communication: ENGL-01A	3 units
A3 Critical Thinking: none	
 <b>Area B – Scientific Inquiry and Quantitative Reasoning</b>	 9 required
B1 Physical Science: GEOG-01	3 units
B2 Life Science: none	
B3 Laboratory Science: none	
B4 Mathematics/Quantitative Reasoning: MATH-02	4 units
 <b>Area C - Arts, Literature, Philosophy and Foreign Language</b>	 9 required
C1 Arts: MUS-12	3 units
C2 Humanities: ENGL-01B; HIST-04A; HIST-17A; HIST-17B; SPAN-03; SPAN-04	6 units
 <b>Area D - Social Sciences</b>	 9 required
D0 Sociology and Criminology: none	
D1 Anthropology and Archaeology: none	
D2 Economics: ECON-01A; ECON-01B	3 units
D3 Ethnic Studies: none	
D5 Geography: GEOG-02	3 units
D6 History: HIST-04A; HIST-17A; HIST-17B; HIST-29	3 units
D7 Interdisciplinary Social or Behavioral Science: none	
D8 Political Science, Government, and Legal Institutions: none	
D9 Psychology: PSYC-01A	3 units
 <b>Area E – Lifelong Understanding and Self Development</b>	 3 required
CLDV-02; CLDV-09/PSYC-09; GUID-30; HLTH-10	3 units
 <b>Area F - Merced College Courses Designated to Meet CSU History and Government Requirements (F1 &amp; F2)</b>	 6 required
Sequence A: HIST-17A; HIST-17B	6 units
Sequence B: HIST-17A; HIST-17B	3 units

**Attachment 3: Requirements Met via Distance Education  
History Associate Degree**

**A.A. - History (22300.AA)**

For an Associate in Arts Degree in History, students must meet the graduation requirements and complete the 18-unit curriculum from the two lists below (3-12 units from the first list, and 6-15 units from the second list). The courses listed below must be in addition to the basic graduation requirements.

Students must select a minimum of three units from the following (depending on the student's choice of four-year institution):

	<b>Units</b>
3-12 units from this list:	
HIST-04A History of Civilization: Part I .....	3
HIST-04B History of Civilization: Part II .....	3
HIST-17A Political and Social History of the United States .....	3
HIST-17B Political and Social History of the United States .....	3
6-15 units from this list:	
HIST-05 History of Europe Since 1901 .....	3
HIST-08A History of the Americas .....	3
HIST-08B History of the Americas .....	3
HIST-09A Introduction to East Asian Civilization: China .....	3
HIST-09B Introduction to East Asian Civilization: Japan .....	3
HIST-21 History of Minorities -- Ethnic Groups, 19th Century to the Present.....	3
HIST-22 History of Minorities - Black Emphasis .....	3
HIST-23 History of Hispanic-Americans in the Southwest U.S . .3	3
HIST-24 History of the Native American .....	3
HIST-29 History of California.....	3
or	
HIST-39ABC Exploring California's Past .....	<u>3</u>
	18

<b>History (AA) Previously submitted (Updated)</b>	<b>18 required</b>
HIST- 04A History of Civilization Part I	3 units
Hist-04B History of Civilization Part II	3 units
HIST-17A US History/US Constitution	3 units
HIST-17B US History & California State & Local Government	3 units
Hist-29 History of California	3 units
Hist-39ABC Exploring California's Past	3 units

**Attachment 4: Requirements Met via Distance Education (NEW)  
General Business Associate Degree**

**A.A. - GENERAL BUSINESS (05150.AA)**

Students must meet the graduation requirements and complete the following major requirements:

	<b>Units</b>
ACTG-51 Applied Accounting.....	4
BUS-10 Introduction to Business.....	3
BUS-18A Business Law.....	4
BUS-35 Money Management.....	3
CPSC-30 Computer Applications.....	3
or	
CPSC-31A Beginning Word Processing.....	1
and	
CPSC-32A Beginning Spreadsheet.....	1
and	
CPSC-33A Beginning Databases.....	1
ECON-01A Introduction to Macroeconomics.....	3
AOM-50B Keyboarding and Document Formatting.....	<u>3</u>
	<b>23</b>

<b>Business, General (AA) – NEW (2009-2010)</b>	23 required
AOM-50B Keyboarding & Document Formatting	
BUS-35 Money Management	3 units
CPSC-01 Introduction to Management Information Systems	4 units
CPSC-30 Computer Applications	3 units
ECON-01A Introduction to Macroeconomics	3 units

**Attachment 4: Requirements Met via Distance Education (NEW)  
General Business Certificate**

**GENERAL BUSINESS (05150.CT)**

A Certificate of Achievement will be awarded upon the satisfactory completion of 30 units of course work in this area of study which includes the core courses indicated for the A.A. Degree in General Business.

	<b>Units</b>
ACTG-51 Applied Accounting.....	4
BUS-10 Introduction to Business.....	3
BUS-18A Business Law.....	4
BUS-35 Money Management.....	3
CPSC-30 Computer Applications.....	3
or	
CPSC-31A Beginning Word Processing.....	1
and	
CPSC-32A Beginning Spreadsheet.....	1
and	
CPSC-33A Beginning Databases.....	1
ECON-01A Introduction to Macroeconomics.....	3
AOM-50B Keyboarding and Document Formatting.....	3
Plus 7 additional units in this area of study.....	<u>7</u>
	30

<b>Business, General (CT) – NEW</b>	30 required
AOM-50B Keyboarding & Document Formatting	3 units
BUS-35 Money Management	3 units
CPSC-01 Introduction to Management Information Systems	4 units
CPSC-30 Computer Applications	3 units
ECON-01A Introduction to Macroeconomics	3 units

**Attachment 4: Requirements Met via Distance Education (NEW)  
Child Development Associate Degree**

**Child Development (13010.AA)**

For an Associate in Arts in Early Childhood Education, students must meet the graduation requirements and complete the following courses:

Core:		<b>Units</b>
CLDV-01	Child Growth and Development .....	3
CLDV-02	Child, Family and Community .....	3
CLDV-03	Principles and Practices of Teaching Young Children .....	3
	.....	3
CLDV-04	Observation and Assessment .....	3
CLDV-05	Health, Safety and Nutrition .....	3
CLDV-06	Teaching in a Diverse Society .....	3
CLDV-07	Introduction to Curriculum for the Young Child.....	3
CLDV-07L	Practicum .....	<u>3</u>
		24

<b>Child Development (AA) – NEW (2009-2010)</b>	<b>24 required</b>
CLDV-01 Child Growth and Development	3 units
CLDV-02 Child, Family and Community	3 units
CLDV-03 Principles and Practices of Teaching Young	3 units
CLDV-05 Health, Safety and Nutrition	3 units
CLDV-06 Teaching in Diverse Society	3 units
CLDV-07 Introduction to Curriculum for the Young Child	3 units

**Attachment 4: Requirements Met via Distance Education (NEW)  
Early Intervention Assistant Certificate**

**Early Intervention Assistant (13490.CT)**

In addition to the 24 unit core of classes, students may choose to enroll in the following 6 units of classes designated below to complete a 30 unit certificate of Achievement.

Core:	<b>Units</b>
CLDV-01 Child Growth and Development .....	3
CLDV-02 Child, Family and Community .....	3
CLDV-03 Principles and Practices of Teaching Young Children .....	3
CLDV-04 Observation and Assessment .....	3
CLDV-05 Health, Safety and Nutrition .....	3
CLDV-06 Teaching in a Diverse Society .....	3
CLDV-07 Introduction to Curriculum for the Young Child.....	3
CLDV-07L Practicum .....	3
plus	
CLDV-11 Introduction to Early Intervention .....	3
CLDV-38 Children with Special Needs .....	<u>3</u>
	30

<b>Early Intervention Assistant (CT) – NEW (2009-2010)</b>	<b>32 required</b>
CLDV-01 Child Growth and Development	3 units
CLDV-02 Child, Family and Community	3 units
CLDV-03 Principles and Practices of Teaching Young	3 units
CLDV-05 Health, Safety and Nutrition	3 units
CLDV-06 Teaching in Diverse Society	3 units
CLDV-07 Introduction to Curriculum for the Young Child	3 units



**Attachment 4: Requirements Met via Distance Education (NEW)  
School Age Care Certificate**

School Age Care Certificate of Achievement

In addition to the 24 unit core of classes, students must complete the following 8 units of classes designated below to complete a 32 unit Certificate of Achievement (24 units core + 8 units = Certificate of Achievement). This Certificate does not include general education requirements.

<b>Core:</b>		
CLDV 01	Child Growth and Development	3
CLDV 02	Child, Family and Community	3
CLDV 03	Principles and Practices of Teaching Young	3
CLDV 04	Observation and Assessment	3
CLDV 05	Health, Safety and Nutrition	3
CLDV 06	Teaching in A Diverse Society	3
CLDV 07	Introduction to Curriculum for the Young Child	3
CLDV 07L	Practicum	3
<b>Plus:</b>		
CLDV 30D	School-Age Curriculum	2
CLDV 37	Supervising Adults in ECE Settings	2
CLDV 56	School-Age Development	2
CLDV 56L	School-Age Development Lab	2
<hr/>		
<b>Total Units</b>		<b>32</b>

<b>School Age Care Certificate of Achievement (CT) – NEW (2010-2011)</b>	<b>32 required</b>
CLDV-01 Child Growth and Development	3 units
CLDV-02 Child, Family and Community	3 units
CLDV-03 Principles and Practices of Teaching Young	3 units
CLDV-05 Health, Safety and Nutrition	3 units
CLDV-06 Teaching in Diverse Society	3 units
CLDV-07 Introduction to Curriculum for the Young Child	3 units

**Attachment 4: Requirements Met via Distance Education (NEW)  
Infant/Toddler Care Certificate**

**Infant/Toddler Care Certificate of Achievement**

In addition to the 24 unit core of classes, students must complete the following 8 units of classes designated below to complete a 32 unit Certificate of Achievement (24 units core + 8 units = Certificate of Achievement). This Certificate does not include general education requirements

<b>Core:</b>		
CLDV 01	Child Growth and Development	3
CLDV 02	Child, Family and Community	3
CLDV 03	Principles and Practices of Teaching Young	3
CLDV 04	Observation and Assessment	3
CLDV 05	Health, Safety and Nutrition	3
CLDV 06	Teaching in A Diverse Society	3
CLDV 07	Introduction to Curriculum for the Young Child	3
CLDV 07L	Practicum	3
<b>Plus:</b>		
CLDV 30C	Infant/Toddler Curriculum	2
CLDV 35	Infant & Toddler Development	2
CLDV 35L	Infant and Toddler Lab	2
CLDV 37	Supervising Adults in ECE Settings	2
<hr/>		
<b>Total Units</b>		<b>32</b>

<b>Infant/Toddler Care Certificate of Achievement (CT) – NEW (2010-2011)</b>	<b>32 required</b>
CLDV-01 Child Growth and Development	3 units
CLDV-02 Child, Family and Community	3 units
CLDV-03 Principles and Practices of Teaching Young	3 units
CLDV-05 Health, Safety and Nutrition	3 units
CLDV-06 Teaching in Diverse Society	3 units
CLDV-07 Introduction to Curriculum for the Young Child	3 units

## Attachment 4: Requirements Met via Distance Education (NEW) Families in Crisis Certificate

### Families in Crisis Certificate of Achievement

In addition to the 24 unit core of classes, students must complete the following 8 units of classes designated below to complete a 32 unit Certificate of Achievement (24 units core + 8 units = Certificate of Achievement). This Certificate does not include general education requirements

**Core:**

CLDV 01	Child Growth and Development	3
CLDV 02	Child, Family and Community	3
CLDV 03	Principles and Practices of Teaching Young	3
CLDV 04	Observation and Assessment	3
CLDV 05	Health, Safety and Nutrition	3
CLDV 06	Teaching in A Diverse Society	3
CLDV 07	Introduction to Curriculum for the Young Child	3
CLDV 07L	Practicum	3

**Plus:**

CLDV 33	Working Effectively with Families	1
CLDV 37	Supervising Adults in ECE Settings	2
CLDV 54	Sexual Development of Young Children	1
CLDV 57	Child Abuse and Neglect	1
CRIM 33	Violence in the Family	3

---

<b>Total Units</b>	<b>32</b>
--------------------	-----------

<b>Families in Crisis Certificate of Achievement (CT) – NEW (2010-2011)</b>	<b>32 required</b>
CLDV-01 Child Growth and Development	3 units
CLDV-02 Child, Family and Community	3 units
CLDV-03 Principles and Practices of Teaching Young	3 units
CLDV-05 Health, Safety and Nutrition	3 units
CLDV-06 Teaching in Diverse Society	3 units
CLDV-07 Introduction to Curriculum for the Young Child	3 units

**Attachment 4: Requirements Met via Distance Education (NEW)  
Foster Care Education Certificate of Specialization**

Foster Care Education Certificate of Specialization (13200.CO) Certificate of Specialization

A Certificate of Specialization in Foster Care Education will be awarded upon the satisfactory completion of 15 units from the following courses:

**Required**

CLDV 02	Child, Family and Community	3
CLDV 09	Human Development	3
	<b>or</b>	
CLDV 01	Child Growth and Development	3
NUTR 10	Nutrition	3
	<b>or</b>	
NUTR 39	Nutrition for Young Children	3
CLDV 82A-Z Foster Care Education		2

**Plus a minimum of four units from the following:**

		<b>Units</b>
COMM 04	Small Group Discussion & Problem Solving	3
	<b>or</b>	
COMM 05	Interpersonal Communication	3
CLDV 35	Infant & Toddler Development	2
CLDV 35L	Infant and Toddler Lab	2
PSYC 01A	Introduction to Psychology	3

---

<b>Total Units</b>		<b>15</b>
--------------------	--	-----------

<b>Foster Care Education Certificate of Specialization (CO) – NEW (2009-2010)</b>	<b>15 required</b>
CLDV-01 Child Growth and Development	3 units
CLDV-02 Child, Family and Community	3 units
CLDV-05 Health, Safety and Nutrition	3 units
CLDV-09/PSCY-09 Human Development	3 units
COMM-05 Interpersonal Communication	3 units
NUTR-10 Nutrition	3 units
PSYC-01A Introduction to Psychology	3 units

Note: This program will be discontinued.

**Attachment 4: Requirements Met via Distance Education (NEW)  
Humanities Associate Degree**

**A.A. - Humanities (49300.AA)**

For an Associate in Arts Degree in Humanities, students must meet the graduation requirements and complete the 20-unit curriculum listed below. These courses must be in addition to those taken to satisfy the basic graduation requirements.

		<b>Units</b>
HUM-01	Studies in Humanities - Ancient to Early Renaissance .....	3
or		
HUM-01H	Honors Studies in Humanities - Ancient to Early Renaissance .....	3
HUM-02	Studies in Humanities - Renaissance to Present.....	3
or		
HUM-02H	Honors Studies in Humanities - Renaissance to Present.....	3
Plus an additional 14 units from the electives below. (Students must take at least three units from each of the four elective areas.)		
<b>Literature</b> .....		3
ENGL-01B, 03, 06A, 06B, 08, 09, 10, 11, 18		
<b>Philosophy and Humanities</b> .....		3
PHIL-03, 04, 05, 15 HUM-15, 21, 47		
<b>Art and Music</b> .....		3
ART-01, 02, 03, 04 MUS-11, 12, 13, 14		
<b>Foreign Language</b> .....		5
FREN-02, 03, 04, 39 GERM-02, 03, 04, 39 HMNG-02 SPAN-02, 03, 04, 39		
		<hr/> 20

**Humanities (AA) NEW (2009-2010)**

Literature: ENGL-01B	20 required
Art and Music: MUS-12	3 units
Foreign Language: SPAN-03; SPAN-04	3 units
	5 units

## Attachment 4: Requirements Met via Distance Education (NEW) IGETC Certificate

WWW.MCCD.EDU

2009-2010 CATALOG

# IGETC 2009-2010

### Intersegmental General Education Transfer Curriculum

Completion of the IGETC permits a student to transfer from Merced College to a campus in either the California State University or the University of California system without the need after transfer to take additional, lower division, general education courses to satisfy the campus GE requirements. IGETC is not recommended for majors that require extensive lower division preparation. Consult with your counselor. Students may also fulfill the general education requirements by completing the specific lower division breadth and general education requirements of the school or college of the campus to which the student intends to transfer. Students intending to transfer to the California State University System may also complete the requirement by fulfilling the CSU's general education requirement.

Both the California State University and the University of California have a specific American Institutions requirement that is separate from their general education requirements. Completion of the IGETC will not satisfy the American Institutions requirement. Courses used to satisfy the American Institutions requirement may not be counted to satisfy either a Humanities or a Social and Behavioral Science requirement.

#### AREA 1: English Communication

(CSU - Three courses, one each from Groups A, B, & C)  
(UC - Two courses, one each from Groups A and B)

#### Group A: English Composition

(One course: three semester units)

ENGL-01A

#### Group B: Critical Thinking

(One course: three semester units)

ENGL/PHIL-13\*

ENGL/PHIL-13H\*

PHIL/ENGL-13\*

PHIL/ENGL-13H\*

#### Group C: Oral Communication (CSU ONLY)

(One course; three semester units)

COMM-01\*, 01H\*, 04

#### AREA 2: Mathematical Concepts and Quantitative Reasoning

(One course: three semester units)

MATH-02, 04A\*, 04B\*, 04C\*, 05A\*, 05B\*, 06, 08, 10, 15, 26

PSYC 05

#### AREA 3: Arts & Humanities

(Three courses: nine semester units, with at least one course each from Group 3A and 3B)

#### 3A. Arts

ART-01, 02,

DRAM/ENGL-03\*

ENGL/DRAM-03\*

ENGL-14

HUM-21

MUS-01, 11, 12, 13, 14

#### 3B. Humanities

DRAM-01

ENGL-01B, 04A, 04B, 05, 06A, 06B, 07, 10, 11, ENGL/HUM-18\*

FREN-03, 04

GERM-02, 03, 04

HIST-04A, 04B, 08A, 08B, 09A, 09B, 17A\*, 17AH\*, 17B\*, 17BH\*

HUM-01\*, 01H\*, 02\*, 02H\*, 15, HUM/ENGL 18\*

PHIL-01\*, 01H\*, 03, 04, 05, 15

SPAN-02, 03, 04, 10\*, 11\*

#### AREA 4: Social & Behavioral Sciences

(Three courses: nine semester units, with courses from at least two disciplines or an interdisciplinary sequence.)

#### 4A. Anthropology and Archaeology

ANTH-02, 10

#### 4B. Economics

AGBS-11

ECON-01A\*, 01B\*

#### 4C. Ethnic Studies

HIST-06A, 21\*, 22\*, 23\*, 24\*

HUM-15

#### 4E. Geography

GEOG-02

#### 4F. History

HIST-8B, 17A\*, 17AH\*, 17B\*, 17BH\*, 21\*, 22\*, 23\*, 24\*

#### 4G. Interdisciplinary, Social & Behavioral Sciences

COMM-30

SCSC-01\*

#### 4H. Political Science & Government & Legal Institutions

POSC-01, 02

#### 4I. Psychology

PSYC-01A\*, 01AH\*, 15, 20, 22, 23, 25, 35, 36

#### 4J. Sociology & Criminology

SOC-01

#### AREA 5: Physical & Biological Sciences

(Two courses required, 7-9 semester units, one each from Group 5A and 5B; at least one must include a lab.)

#### 5A. Physical Science

Underlined courses have a laboratory component.

ARCH-01

ASTR-01, 01L<sup>A</sup>

CHEM-02A\*, 02B\*, 04A\*, 04B\*

GEOG-01, 01L<sup>A</sup>

GEOL-01\*, 02

PHSC-01\*, 01L<sup>A</sup>

PHYS-02A\*, 02B\*, 04A\*, 04B\*, 04C\*, 10\*

SOIL-10

#### 5B. Biological Science

Underlined courses have a laboratory component.

ANTH-01

BIOL-01\*, 04\*, 04H\*, 06, 08, 09, 12, 13, 16, 18, 20, 25

PLSC-10

#### AREA 6: Language Other Than English (UC ONLY)

Proficiency equivalent to two years of high school study in the same language. The following course(s) at this institution fulfill the requirement. Courses above proficiency level (# sign) may also be used to meet this requirement.

FREN-02 (03#, 04#)

GERM-01 (02#, 03#, 04#)

HMNG-01 (02#)

JPNS-01B (02#)

SPAN-01\*, 10\* (02\*#, 03#, 04#, 11\*#)

\*Credit for lab courses only if lecture course is completed.

\*Transfer Credit may be limited by UC or CSU or both. Please consult a counselor.

Revised April 29, 2009



**Attachment 4: Requirements Met via Distance Education (NEW)  
IGETC Certificate**

<b>Intersegmental General Education Transfer Breadth (CT) NEW</b>	34 required
Area 1: English Communication	6-9 units required
Group A: ENGL-01A	3 units
Group B: none	
Group C: none	
Area 2: Mathematical Concepts and Quantitative Reasoning	3 required
MATH-02	3 units
Area 3: Arts & Humanities (at least 3 from each area)	9 required
A: MUS-12	3 units
B: ENGL-01B; HIST-04A; HIST-17A; HIST-17B; SPAN-03; SPAN-04	6 units
Area 4: Social & Behavioral Sciences (3 from each at least 2 areas)	9 required
A: none	
B: ECON-01A; ECON-01B	6 units
C: none	
E: GEOG-02	3 units
F: HIST-17A; HIST-17B	6 units
G: none	
H: none	
I: PSYC-01A	3 units
J: none	
Area 5: Physical & Biological Sciences (one from each)	7-9 required
A: GEOG-01	3 units
B: none	
Area 6: Language other than English (UC only)	3 units
SPAN-03; SPAN-04	3 units

## Attachment 4: Requirements Met via Distance Education (NEW) International Studies Associate Degree

### A.A. - International Studies (22700.AA)

For an Associate in Arts Degree in the area of emphasis in International Studies, students must meet the basic graduation requirements and complete 18 units from the courses listed below.

Select courses from at least two of the following three categories, with at least six units in each of the two categories. Courses listed below may be counted as general education requirements as well as area of emphasis requirements.

#### Category 1: Foreign Languages

	Units
ASLG-01	Beginning American Sign Language..... 3
ASLG-02	Intermediate American Sign Language..... 3
ASLG-03	Advanced American Sign Language..... 3
FREN-01	Elementary French..... 5
FREN-02	Elementary French..... 5
FREN-03	Intermediate French..... 5
FREN-04	Advanced French..... 5
GERM-01	Elementary German..... 5
GERM-02	Elementary German..... 5
GERM-03	Intermediate German..... 5
GERM-04	Intermediate German..... 5
GERM-39	Advanced German..... 1
HMNG-01	Elementary Hmong..... 5
HMNG-02	Elementary Hmong..... 5
JPNS-01A	Elementary Japanese..... 2.5
JPNS-01B	Elementary Japanese..... 2.5
JPNS-02	Elementary Japanese..... 5
SPAN-01	Elementary Spanish..... 5
SPAN-02	Elementary Spanish..... 5
SPAN-03	Intermediate Spanish..... 5
SPAN-04	Intermediate Spanish..... 5
SPAN-10	Spanish for Spanish Speakers..... 5
SPAN-11	Spanish for Spanish Speakers..... 5
SPAN-35	Written Accents..... 1
SPAN-39	Advanced Spanish..... 1

#### Category 2: Global and Cultural Understanding

ANTH-02	Cultural Anthropology..... 3
ANTH-10	Southeast Asian Culture..... 3
ANTH-30	Man, Culture, and Society..... 2
ART-01	Art History – Ancient through Gothic..... 3
ART-02	Art History – Renaissance through Modern..... 3
ART-06	Art of the 20th Century..... 3

COMM-30	Introduction to Intercultural Communication..... 3
DRAM-03	History of Dramatic Literature..... 3
ECON-01A	Introduction to Macroeconomics..... 3
ENGL-01B	Introduction to Literature..... 3
ENGL-04A	Introduction to World Literature: Ancients to 1650..... 3
ENGL-04B	Introduction to World Literature: 1650 to Present..... 3
GEOG-02	World Geography..... 3
HUM-01	Studies in Humanities – Ancient to Early Renaissance..... 3
HUM-01H	Honors Studies in Humanities–Ancient to Early Renaissance..... 3
HUM-02	Studies in Humanities – Renaissance to Present..... 3
HUM-02H	Honors Studies in Humanities – Renaissance to Present..... 3
HUM-15	Comparative Cultures..... 3
MUS-11	History of Classical Music (Early Music through Baroque Era)..... 3
MUS-12	History of Classical Music (Classical Era to the Present Day)..... 3
MUS-13	History and Appreciation of Jazz..... 3
POSC-02	An Introduction to World Political Systems..... 3
SOC-01	Introduction to Sociology..... 3
SOC-02	Contemporary Social Problems..... 3

#### Category 3: History and Philosophy

HIST-04A	History of Civilization: Part I..... 3
HIST-04B	History of Civilization: Part II..... 3
HIST-05	History of Europe from 1901 to the Present..... 3
HIST-08A	History of the Americas: Part I..... 3
HIST-08B	History of the Americas: Part II..... 3
HIST-09A	Introduction to East Asian Civilization: China..... 3
HIST-09B	Introduction to East Asian Civilization: Japan..... 3
HIST-21	The History of Minorities in America – Ethnic Groups, 19th Century to Present..... 3
HIST-22	History of Minorities – Black Emphasis..... 3
HIST-23	U.S. History of Hispanic-Americans in the Southwest..... 3
HIST-24	History of the Native American..... 3
PHIL-01	Introduction to Philosophy..... 3
PHIL-01H	Honors Introduction to Philosophy..... 3
PHIL-03	Ancient Philosophy..... 3
PHIL-04	Modern Philosophy..... 3
PHIL-05	Contemporary Moral and Social Issues..... 3
PHIL-15	Comparative Religions..... 3

**International Studies (AA) NEW (2009-2010)** at least 6 units from 2 categories 18 required

Category 1, Foreign Language: SPAN-35	6 units
Category 2, Global and Cultural Understanding: ECON-01A; ENGL-01B; GEOG-02; MUS-12	6 units
Category 3, History and Philosophy: HIST-04A	6 units

Note: This program will be discontinued.

**Attachment 4: Requirements Met via Distance Education (NEW)  
Real Estate Associate Degree**

**A.A. - Real Estate (05600.AA)**

Students must meet the graduation requirements and complete the major requirements with the following courses:

	<b>Units</b>
ACTG-04A            Fundamentals of Financial Accounting .....	4
or	
ACTG-51            Applied Accounting .....	4
BUS-18A            Business Law .....	4
CPSC-30            Computer Applications .....	3
REAL-42            Real Estate Principles .....	3
REAL-43            Real Estate Practices .....	3
REAL-45            Real Estate Finance .....	3
REAL-46            Real Estate Appraisal .....	3
REAL-48            Real Property Management .....	3
REAL-49            Escrow Procedure .....	<u>3</u>
	29

<b>Real Estate (AA) NEW (2009-2010)</b>	<b>29 required</b>
CPSC-30 Computer Applications	3 units
REAL-42 Real Estate Principles	3 units
REAL-43 Real Estate Practices	3 units
REAL-45 Real Estate Finance	3 units
REAL-46 Real Estate Appraisal	3 units
REAL-48 Real Property Management	3 units
REAL-49 Escrow Procedure	3 units

Note: This program is currently not being offered.

**Attachment 4: Requirements Met via Distance Education (NEW)  
Real Estate Certificate**

Real Estate (05600.CL)

A Certificate of Achievement will be awarded upon the satisfactory completion of the required courses for the A.A. Degree in Real Estate.

	<b>Units</b>
ACTG-04A      Fundamentals of Financial Accounting .....	4
or	
ACTG-51      Applied Accounting.....	4
BUS-18A      Business Law .....	4
CPSC-30      Computer Applications .....	3
REAL-42      Real Estate Principles .....	3
REAL-43      Real Estate Practices.....	3
REAL-45      Real Estate Finance.....	3
REAL-46      Real Estate Appraisal.....	3
REAL-48      Real Property Management .....	3
REAL-49      Escrow Procedure.....	<u>3</u>
	29

<b>Real Estate Certificate (CL) NEW (2009-2010)</b>	<b>29 required</b>
CPSC-30 Computer Applications	3 units
REAL-42 Real Estate Principles	3 units
REAL-43 Real Estate Practices	3 units
REAL-45 Real Estate Finance	3 units
REAL-46 Real Estate Appraisal	3 units
REAL-48 Real Property Management	3 units
REAL-49 Escrow Procedure	3 units

Note: This program is currently not being offered.

**Attachment 4: Requirements Met via Distance Education (NEW)  
Social and Behavioral Sciences Associate Degree**

**A.A. - Social and Behavioral Sciences  
(22600.AA)**

For an Associate in Science Degree with an area of emphasis in Social and Behavioral Science, students must meet the basic graduation requirements and complete 18 units from the courses listed below.

Select nine units from each of the following two categories. Courses listed below may be counted as general education requirements as well as area of emphasis requirements.

**Category 1**

AGBS-11	Agricultural Economics.....	3
AGRI-10	Agriculture, Environment, and Society.....	3
ANTH-01	Physical Anthropology.....	3
ANTH-02	Cultural Anthropology.....	3
ANTH-10	Southeast Asian Culture: Emphasis Hmong Culture	3
CLDV-08	Families and Society.....	3
CLDV-09	Human Development.....	3
COMM-30	Introduction to Intercultural Communication.....	3
CRIM-01	Criminology.....	3
CRIM-02	Introduction to Criminal Justice.....	3
ECON-01A	Introduction to Macroeconomics.....	3
ECON-01B	Introduction to Microeconomics.....	3
GEOG-02	World Geography.....	3
PSYC-01A	Introduction to Psychology.....	3
PSYC-01AH	Honors Introduction to Psychology.....	3
PSYC-15	Biological Psychology.....	3
PSYC-20	Social Psychology.....	3
PSYC-22	Human Sexuality.....	3
PSYC-23	Personal and Social Adjustment.....	3
PSYC-25	Abnormal Psychology.....	3
PSYC-51	Applied Psychology.....	3
SOC-01	Introduction to Sociology.....	3
SOC-02	Contemporary Social Problems.....	3

**Category 2**

HIST-04A	History of Civilization: Part I.....	3
HIST-04B	History of Civilization: Part II.....	3
HIST-08A	History of the Americas: Part I.....	3
HIST-08B	History of the Americas: Part II.....	3
HIST-09A	Introduction to East Asian Civilization: China.....	3
HIST-09B	Introduction to East Asian Civilization: Japan.....	3
HIST-17A	United States History and United States Constitution.....	3
HIST-17AH	Honors United States History and United States Constitution.....	3
HIST-17B	U.S. History and California State & Local Government.....	3
HIST-17BH	Honors U.S. History and California State & Local Government.....	3
HIST-21	The History of Minorities in America – Ethnic Groups, 19th Century to Present.....	3
HIST-22	History of Minorities – Black Emphasis.....	3
HIST-23	U.S. History of Hispanic-Americans in the Southwest.....	3
HIST-24	History of the Native American.....	3
HIST-29	History of California.....	3
HIST-39ABC	Exploring California's Past: Pre-European Contact to the 20th Century.....	3
HUM-15	Comparative Cultures.....	3
POSC-01	Essentials of the American Political System.....	3
POSC-02	An Introduction to World Political Systems.....	3
SCSC-01	Introduction to Social Science.....	3

**Social and Behavioral Sciences (AA) NEW (2009-2010)** 9 units from each category 18 required

Category 1: CLDV-09/PSYC-09; ECON-01A; ECON-01B; GEOG-02; PSYC-01A 9 units

Category 2: HIST-04A; HIST-17A; HIST-17B; HIST-39ABC 9 units

Note: Degree replaces International Studies Associate Degree in upcoming catalog.

**Attachment 4: Requirements Met via Distance Education (NEW)  
Spanish Associate Degree**

**A.A. - Spanish (11600.AA)**

For an Associate in Arts Degree in Spanish, students should meet the graduation requirements and complete the 26-unit curriculum as listed below. The courses listed below must be in addition to the basic graduation requirements:

		<b>Units</b>
SPAN-01	Elementary Spanish .....	5
or		
SPAN-10	Spanish for Spanish Speakers.....	5
SPAN-02	Elementary Spanish .....	5
or		
SPAN-11	Spanish for Spanish Speakers.....	5
SPAN-03	Intermediate Spanish .....	5
SPAN-04	Intermediate Spanish .....	5
HIST-04A	History of Civilization: Part I .....	3
HIST-04B	History of Civilization: Part II .....	<u>3</u>
		26

**Spanish (AA) NEW (2009-2010)**

	26 required
SPAN-03 Intermediate Spanish	5 units
SPAN-04 Intermediate Spanish	5 units
HIST-04A History of Civilization: Part 1	3 units



## **Merced College**

### **Philosophy**

A democratic society functions best when its members are educated and active participants. To encourage this participation, Merced College provides educational opportunity for all who qualify and can benefit. This education involves having a respect for, and awareness of, all cultures, as well as the dignity and worth of all individuals. Merced College is dedicated to the pursuit of excellence. The leadership and educational services provided by the College reflect and enhance the cultural, economic, and social life of the community and respond to its changing needs and interests. Recognizing that learning is a life-long process, the College provides preparation for a complex and changing society while maintaining high academic standards. The College also fosters individual learning and critical thinking to enhance awareness of the inter-relationship and inter-dependence of all persons.

### **Mission**

Students are our focus and we are known by their success.

### **Vision Statement**

Students are our focus at Merced College. We set high standards to encourage students to reach their highest potential in a supportive environment. Diversity is a strength of our institution. Merced College is a leader in instruction and cultural activities. We value and respect all members of our community. We are known by the success of our students.

### **Core Values and Beliefs**

- Students –past, present, and future– are the focus of Merced College.
- Fostering diversity is a strength of the institution.
- Merced College establishes high standards and provides a challenging education to encourage students to reach their highest potential.
- Merced College respects and values all members of its community.
- Merced College serves the community by responding to cultural, educational, economic development, and technological needs.
- Merced College provides a supportive and fulfilling environment.

## Attachment 6: Excerpts from Educational/Facilities Master Plan

### Vision 2020

#### Commitments

To Students...

Provide quality instructional resources and services to students in all areas of the District.

#### Responses

Meeting Student Needs...

Make distance learning readily available to numerous off-campus sites

Institute a curriculum which has an interdisciplinary focus and emphasizes increased multi-cultural, global awareness

Meeting Community Needs...

Schedule classes so they are accessible to all members of area communities

### Enrollment Demand

Increases in “other” participation rates in outlying communities will improve the access of these isolated populations to the College program.

### Future Delivery System Considerations

Merced College represents a “District-wide” commitment to the obligation to provide needed, required and responsive programs and services throughout the entire service area.

It is apparent that instructional services must be delivered throughout the entire District.

### Enrollment Demand

#### The Participation Rate Approach.

Definition of the Service Area. A map of the service area provided by the College set the inside boundary of the *official service area*. In general, it is defined by the metes and bounds of the following school districts:

Merced Union High School District Ten elementary school feeder districts: Atwater, Ballico-Cressey, El Nido, Livingston, Merced City Elementary, Merced River, McSwain, Snelling-Merced River, Weaver, and Winton.

Delhi Unified School District Encompasses the Delhi Elementary Schools and High School.

Los Banos Unified School District Consists of Charleston, Los Banos, R.M. Miano, Henry Miller, and Volta Elementary Schools, Los Banos Junior High School, Los Banos and San Luis High Schools.

Dos Palos School Districts Consists of George Christian School, Dos Palos School, Dos Palos High School, West Side High School.

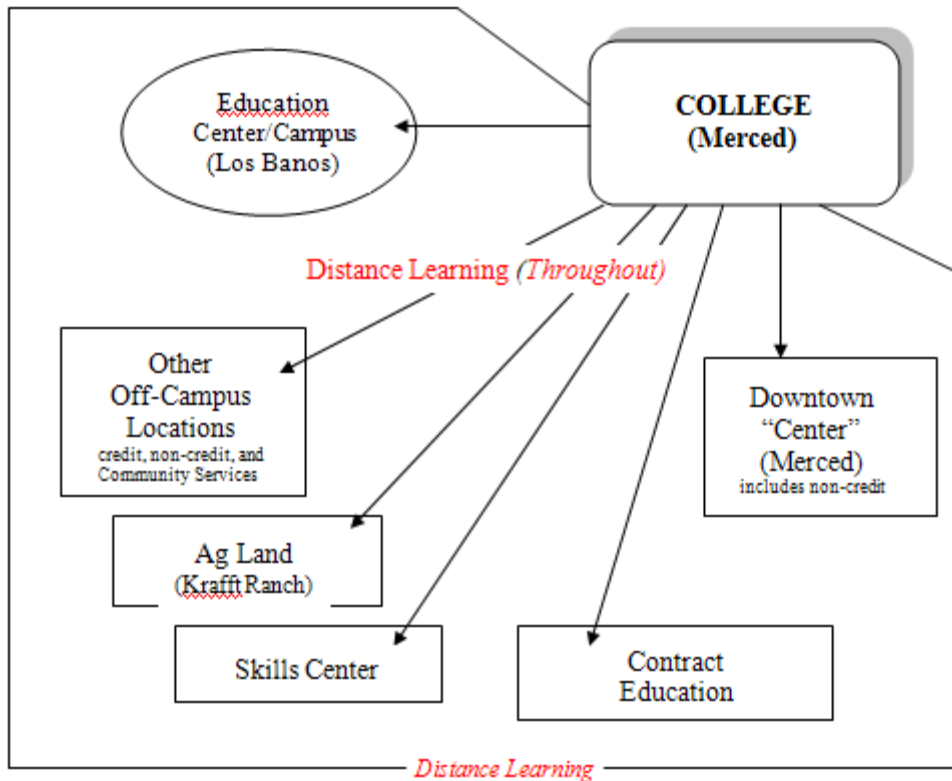
Chowchilla Union High School District  
located within the Chowchilla City limits.

Three elementary schools and one middle school

Le Grand High School

Includes Le Grand Elementary School.

### Delivery Plan Scenario 2020



### Participation Rates Population Centers in Service Area Merced College

	<b>Fall</b>	<b>Spring</b>
<b>City</b>	<b>1993</b>	<b>2000</b>
Merced	6.35%	7.4%
Atwater	6.27%	6.4%
Los Banos	4.65%	6.0%
Dos Palos	3.23%	4.4%
Livingston	3.14%	5.7%
District Average	5.15%	6.2%
Statewide Average	4.00%	

## Attachment 7: Instructional Program Review Peer Review Rubric

IPRC Peer Review Rubric					
<b>PROGRAM:</b>			<b>DATE:</b>		
SECTION	Has Program Met Objective?			Meets Requirements Criteria	Recommendations & Commendations
	Yes	No	N/A		
Main				<ul style="list-style-type: none"> <li>Identifies program type (annual or complete)</li> <li>Areas covered by the review</li> <li>Year selected</li> </ul>	
Program Mission & Goals				<ul style="list-style-type: none"> <li>Has a mission statement that defines its purpose and scope.</li> <li>Has written goals that outline what the program is designed to achieve.</li> <li>Makes its mission statement and goals readily available to students, faculty, administrators, and the general public.</li> </ul>	
Program History				<ul style="list-style-type: none"> <li>Describes history of program development and evolution including: reasons for growth/decline, changes in direction, etc.</li> </ul>	

1

IPRC Peer Review Rubric					
SECTION	Has Program Met Objective?			Meets Requirements Criteria	Recommendations & Commendations
	Yes	No	N/A		
Program Student Learning Outcomes, Assessment, & Program Improvement				<ul style="list-style-type: none"> <li>Develops and implements an assessment plan that identifies benchmarks for the measurement of its outcomes, may include:                             <ul style="list-style-type: none"> <li>Program completion rate;</li> <li>Clinical performance &amp; competence</li> <li>Problem solving skills and critical thinking;</li> <li>Communication skills;</li> <li>Graduate/student satisfaction; and</li> <li>Employer satisfaction.</li> </ul> </li> <li>Each outcome is assessed using at least two measures.</li> <li>At least one measure uses direct assessment.</li> <li>Analyzes and uses feedback from communities of interest and outcome data for continuous improvement of its policies, procedures, and educational offerings.</li> </ul>	
Program Student Learning Outcomes Grid				<ul style="list-style-type: none"> <li>All courses within the program are mapped to the program SLOs which are mapped to the Institutional SLOs.</li> </ul>	

2

**IPRC Peer Review Rubric**

SECTION	Has Program Met Objective?			Meets Requirements Criteria	Recommendations & Commendations
	Yes	No	N/A		
Indirect Measures <b>Student Surveys</b>				<ul style="list-style-type: none"> <li>• Informs action plans in a concise, current, relevant manner;</li> <li>• Follows sound research practices;</li> <li>• Thorough analysis is available; and,</li> <li>• Matches and supports Program SLOs, Mission and Goals</li> </ul>	
Indirect Measures <b>Employer Surveys</b>				<ul style="list-style-type: none"> <li>• Addresses real-life demands, needs of service area</li> <li>• Accurately assesses the economic environment vis-à-vis Program outcomes/goals</li> <li>• Sound projections made and developed</li> </ul>	
External Review/Oversight: <b>Advisory Committees or Equivalent</b>				<ul style="list-style-type: none"> <li>• Describes the role of the committee or its equivalent.</li> <li>• Describes the makeup of the advisory committee or its equivalent</li> <li>• Describes how the committee's or its equivalent's recommendations are implemented.</li> </ul>	

3

**IPRC Peer Review Rubric**

SECTION	Has Program Met Objective?			Meets Requirements Criteria	Recommendations & Commendations
	Yes	No	N/A		
External Review/Oversight: <b>External Review Bodies</b>				<ul style="list-style-type: none"> <li>• Describes the function of each external reviewer.</li> <li>• Describes the most recent findings of each external reviewer.</li> <li>• Describes how each external reviewer's findings affect the program.</li> </ul>	
<b>Grant Data</b>				<ul style="list-style-type: none"> <li>• Identifies grant(s)</li> <li>• Lists grant goals</li> <li>• Summarizes how the program has achieved or is working on grant's goals</li> </ul>	
<b>Responses to Previous Year Requests</b>				<ul style="list-style-type: none"> <li>• Indicates the outcome for each funded and/or unfunded request made in the previous year</li> </ul>	

4

**IPRC Peer Review Rubric**

<b>New Resource Requests:</b>	<b>Documentation Supports</b>			<b>Recommendations</b>
	Yes	No	N/A	
Faculty/Classified				
Software Instructional or General				
Faculty Development				
Program Certification				
Equipment				
Facilities				



**Attachment 8: Curriculum CurricUNET Forms for Distance Education**

Course Distance Education	
<b>Delivery Methods</b> Check all that apply	<input type="checkbox"/> Online Hybrid (51% or more of course is held on-campus) <input type="checkbox"/> Online/Web-based <input type="checkbox"/> Videoconferencing <input type="checkbox"/> Telecourse (Cable/Broadcast) <input type="checkbox"/> Other (explain)
<b>If Other Methods select, describe here</b>	<div style="border: 1px solid black; height: 80px;"></div>
<b>Need/Justification</b> Check all that apply	<input type="checkbox"/> Satisfies General Education requirements through distance ed <input type="checkbox"/> Satisfies major/occupational requirements through distance ed <input type="checkbox"/> Programmatic needs
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	

Distance Ed - Contact Types	
<i>You have no defined contact types.</i>	
<b>Contact Type</b>	<input type="text" value="Orientation at start of course"/>
<b>Frequency</b>	<div style="border: 1px solid black; height: 100px;"></div>
<input type="button" value="Add"/>	
<input type="button" value="Finish"/>	

**Attachment 8**  
**Curriculum CurricUNET Forms for Distance Education**

Experimental Online Instruction Classes	
Name of Class	Medical Terminology
What method of online instruction are you proposing for your class (Internet, a combination of modes, etc.)?	
What is your rationale for teaching this course via online instruction (75 words or less)?	
What are the benefits to teaching this course via online instruction? (Consider pedagogical, practical, and technical benefits)	
What are the anticipated challenges with teaching this course via online instruction? (Consider pedagogical, practical, and technical challenges)	
What experience do you have with the technology needed to support your method of distance education? If you have little or none, what training do you anticipate undertaking to facilitate the delivery of your class?	
In which semester do you wish to begin offering this online instruction class?	
How do you propose to establish and maintain regular and effective contact with students as required by Title V, Section 55211?	
Specifically check any of the following that you will use and indicate how you will measure or document the contact. Documentation may be mostly numerical (i.e. number of emails, number of telephone calls, number of chat room conversations, etc.)	
Group Meetings	<input type="checkbox"/>
Individual Meetings	<input type="checkbox"/>
Orientation Session	<input type="checkbox"/>
Review Session	<input type="checkbox"/>
Supplemental Seminar	<input type="checkbox"/>
Study Sessions	<input type="checkbox"/>
Library Workshop	<input type="checkbox"/>
Telephone Contact	<input type="checkbox"/>
Correspondence	<input type="checkbox"/>
Voice Mail	<input type="checkbox"/>
Field Trips	<input type="checkbox"/>
Email	<input type="checkbox"/>
Other	<input type="checkbox"/>
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	

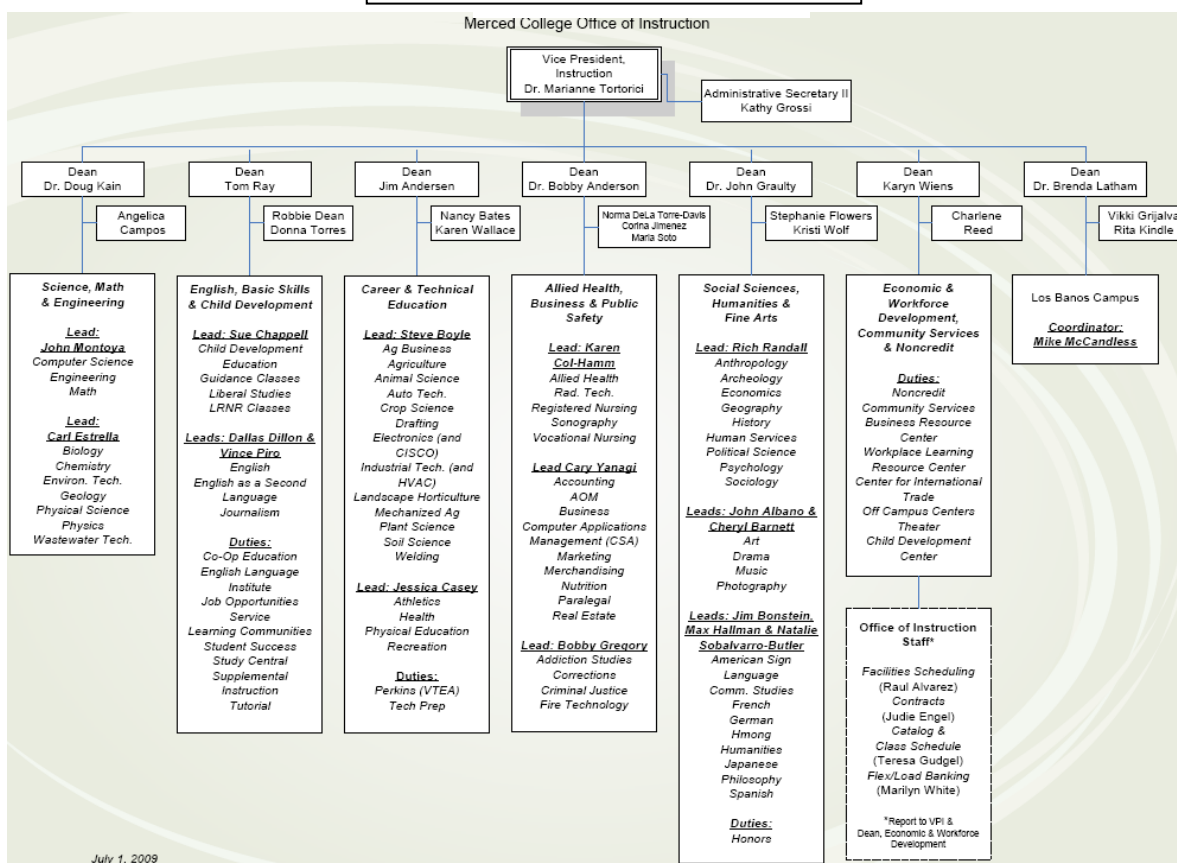
Attachment 8  
Curriculum CurricUNET Forms for Distance Education

Permanent Online Instruction Class		
<b>Course taught in both traditional and online instruction modes: Online Instruction course maintains rigor by meeting the following categories, as stated on the official course outline:</b>		
	YES	NO
Course objectives	<input type="radio"/>	<input checked="" type="radio"/>
Course content	<input type="radio"/>	<input checked="" type="radio"/>
Method of Instruction	<input type="radio"/>	<input checked="" type="radio"/>
Outside assignments	<input type="radio"/>	<input checked="" type="radio"/>
Required texts	<input type="radio"/>	<input checked="" type="radio"/>
Serving comparable number of students per section as a traditional course in the same department	<input type="radio"/>	<input checked="" type="radio"/>
<b>Course taught exclusively in online instruction mode: Meets Title 5 rigor in distance education mode in:</b>		
	YES	NO
Course objectives	<input type="radio"/>	<input checked="" type="radio"/>
Course content	<input type="radio"/>	<input checked="" type="radio"/>
Method of Instruction	<input type="radio"/>	<input checked="" type="radio"/>
Outside assignments	<input type="radio"/>	<input checked="" type="radio"/>
Required texts	<input type="radio"/>	<input checked="" type="radio"/>
Serving comparable number of students per section	<input type="radio"/>	<input checked="" type="radio"/>
Expected enrollment	<input style="width: 50px; height: 20px;" type="text"/>	
<b>Additional considerations for all online instruction courses:</b>		
	YES	NO
Adequate resources exist to support this course/section	<input type="radio"/>	<input checked="" type="radio"/>
Adequately fulfills effective contact between faculty member and student required by Title 5	<input type="radio"/>	<input checked="" type="radio"/>
Will not affect existing or potential articulation with other colleges	<input type="radio"/>	<input checked="" type="radio"/>
Special needs (i.e., texts, materials, etc.) are reasonable	<input type="radio"/>	<input checked="" type="radio"/>
<input style="margin-right: 10px;" type="button" value="Save"/> <input style="margin-right: 10px;" type="button" value="Finish"/> <input type="button" value="Cancel"/>		

## Attachment 9: Instruction Organization Chart

# Merced College Office of Instruction

### Board of Trustees



**Attachment 10: Budget Sheets**

**DE Staffing – Non Instructional**

<b>Name</b>	<b>Months</b>	<b>Hours</b>	<b>Salary</b>
Online Education Manager	12	40	75,787
<b>Name</b>	<b>Months</b>	<b>Hours</b>	<b>Salary</b>
Student Help Desk	12	40	62,510
Faculty Trainer	12	40	62,027
<b>Total Non-Instructional Salary</b>			<b>\$200,324</b>

**Blackboard – Hosting, Licensing, Training, Conferences**

2007-08	Hosting	\$	28,400	
	Licensing	\$	43,100	
	Training	\$	6,400	
	BB Conference	\$	7,500	
	<b>Total</b>			<b>\$ 85,400</b>
2008-09	Hosting	\$	28,400	
	Licensing	\$	44,433	
	Training	\$	2,500	
	BB Conference	\$	7,500	
	<b>Total</b>			<b>\$ 82,833</b>
2009-10	Hosting	\$	29,252	
	Licensing	\$	45,766	
	Training	\$	3,411	
	BB Conference	\$	7,500	
	<b>Total</b>			<b>\$ 85,929</b>
<i>Forecasted</i>				
2010-11	Hosting	\$	29,252	
	Licensing	\$	45,766	
	Training		Unknown at this time	
	BB Conference	\$	7,500	
	<b>Total</b>			<b>\$ 82,518</b>

## Attachment 11: Distance Education Learning Experience Survey

### Copy of Merced College Distance Education Student Survey

**1.**

**1. In which type of distance learning classes are you presently enrolled?**

- Telecourse (Cable/Broadcast)  
  Videotape-DVD  
  On-Line/Web Based  
  Audioconferencing  
  Correspondence  
  Satellite  
  Other

**2. How did you hear about this distance education course? (You may select more than one response)**

- Class scheduling or instructor or catalog  
  Counselor or instructor  
  Friend or relative  
  Employer referral  
  Web site  
  Newspaper  
  Radio ad  
  Television ad  
  Other

**3. Please indicate if and where you have access to the following:**

	Home	Work	College	Other access	No access
Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VCR-DVD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cable TV service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-Mail access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satellite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Attachment 11: Distance Education Learning Experience Survey (continued)**

**Copy of Merced College Distance Education Student Survey**

**4. Please indicate the extent to which each of the following was a reason that you took this distance education course:**

	Very Important	Important	Somewhat Important	Does not matter at all	Do not know
To fulfill requirements for associate degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To fulfill requirements for transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To fulfill requirements for vocational certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve job skills/expand job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor has a good reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course not offered on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On campus sections were full	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thought Distance Education would be easier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course was not available to me in a classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had success with a previous distance education class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to come to campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like computer technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. How far is your home from the nearest community college campus?**

1-5 miles     
  6-10 miles     
  11-15 miles     
  16-20 miles     
  more than 20 miles

**6. Compared to other on-campus based courses how much time do you spend on the Distance Education course?**

a lot more     
  a little more     
  same amount of time     
  a little less     
  a lot less

**Attachment 11: Distance Education Learning Experience Survey (continued)**

<b>Copy of Merced College Distance Education Student Survey</b>					
<b>7. Please indicate your level of satisfaction with each of the following aspects of your distance education course:</b>					
	Very Satisfied	Satisfied	Somewhat satisfied	test	N/A
Reliability of the technology used for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction/instructional presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of course materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessibility of course materials for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of student to faculty interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of student to faculty interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty availability/responsiveness to questions/concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of student to student interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of student to student interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall course quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your own access to the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of self-assessments and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of discussion to analyze and comprehend course material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent to which course helped you achieve your academic/vocational goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of sufficient self-assessment practices and information processors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Attachment 11: Distance Education Learning Experience Survey (continued)**

**Copy of Merced College Distance Education Student Survey**

**8. Please indicate the level of availability of each of the following support services in relationship to your distance education class.**

	Very satisfied	Satisfied	Somewhat satisfied	Very unsatisfied	N/A
Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtaining textbooks and other course materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutorial services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job placement services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help Desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Attachment 11: Distance Education Learning Experience Survey (continued)**

<b>Copy of Merced College Distance Education Student Survey</b>						
<b>9. Please indicate the extent to which you agree or disagree with each of the following statements about your distance education course.</b>						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know	N/A
The distance education course was more academically demanding than a typical on-campus class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The distance education course demanded more time for lessons, activities, and homework than a typical on-campus class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The method of instruction for my distance education course made the course more interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The method of instruction for my distance education course made the course material easier to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The method of instruction for my distance education course interfered with my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did as well academically in this course as I would have in a typical on-campus class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My satisfaction or success was limited because of technical or equipment difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had more interaction with my distance education instructor than I normally would have with a classroom instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had more course-related interaction with other students in my distance education class than I normally would have in a classroom-based course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would take another distance education course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would not take a distance education course if the same course was available on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community colleges should offer more distance education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Attachment 11: Distance Education Learning Experience Survey (continued)**

<b>Copy of Merced College Distance Education Student Survey</b>						
The course material stimulated my interest in the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I possessed all the technical and time management skills necessary to succeed in a distance education course prior to enrolling in the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I needed the instructor to keep me on track and help me manage my time to succeed in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was difficult for me to turn in all assignments on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in online discussion was more of a joy than a chore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Please indicate the frequency with which you use each of the following methods to communicate with your distance education instructor (not including non-interactive class lectures):</b>						
	Never	Seldom	Occasionally	Somewhat often	Very often	
Phone (private)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Audioconferencing (telephone conference calls)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E-Mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List-Serve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
On-line bulletin board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Off-line reader/modem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chat room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In person during office hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In person at a mid-term or final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Videoconferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Attachment 12: District Agenda, August 2010

MERCED COLLEGE  
Office of the President

### BOARD AGENDA BACKUP

PRESENTED TO THE BOARD OF TRUSTEES OF THE  
MERCED COMMUNITY COLLEGE DISTRICT  
AT THE AUGUST 3, 2010 MEETING OF THE BOARD

Item: Substantive Change Proposals to be Submitted to the Accrediting  
Commission

Presented by: Anne Newins

For Information  For Action

#### Background Information

The Accrediting Commission for Community and Junior Colleges requires approval of proposed changes in the mode of instructional delivery, including location and style of delivery. These documents are titled "Substantive Change Proposals." The approvals are required whenever fifty percent or more of a degree or certificate may be completed in the new mode. The Commission's primary purpose for requiring the proposals is to ensure that the new methods of delivery meet their standards in all areas, including supportive services and access to library materials.

Due to the expansion of the Los Banos Campus, the number of programs where students can complete more than fifty percent has increased markedly. The programs are listed in the attachment.

The number of online classes also has increased. Not all online classes are being offered, but because they have been approved by the Curriculum Committee, the Accrediting Commission should also be informed. These courses also are listed in the second attachment.

Because of the difference in delivery method (Los Banos Campus and online), two proposals must be submitted.

#### Recommended Action

It is recommended that the Board of Trustees approved the Substantive Change Proposals for online courses and for additional programs/certificate classes now available at the Los Banos Campus.

#### Attachments

Substantive Change Proposal for New Online Classes  
Substantive Change Proposal for Additional Courses at the Los Banos Campus

### Attachment 13: Student Achievement Data, Distance Education Classes

Spring 2004-Spring 2010 Degree Attainment			Spring 2004	AY 04-05	AY 05-06	AY 06-07	AY 07-08	AY 08-09	AY 09-10	TOTAL -DE	TOTAL-MC
Child Development/FCS	A A	N	0	0	1	1	4	11	11	28	51
		%	0.00%	0.00%	50.00%	50.00%	36.36%	61.11%	61.11%	54.90%	
CSU General Education Breadth	C T	N	0	0	0	0	0	0	6	6	19
		%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	31.58%	31.58%	
Early Intervention Assistant	C T	N	0	0	0	0	0	0	0	0	1
		%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
General Business	A A	N	0	0	0	0	0	3	3	6	15
		%	0.00%	0.00%	0.00%	0.00%	0.00%	37.50%	42.86%	40.00%	
General Business	C T	N	0	0	0	0	0	0	0	0	1
		%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
History	A A	N	0	0	1	0	1	1	2	5	21
		%	0.00%	0.00%	33.33%	0.00%	100.00%	25.00%	25.00%	23.81%	
IGETC	C T	N	0	0	0	0	0	0	0	0	3
		%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
International Studies	A A	N	0	0	0	0	0	0	3	3	4
		%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	75.00%	
Real Estate	A A	N	0	0	1	0	0	0	0	1	8
		%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	12.50%	
Real Estate	C C	N	0	0	0	0	0	0	0	0	1
		%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Social & Behavioral Science	A A	N	0	0	0	0	0	10	23	33	68
		%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	47.92%	48.53%	
Spanish	A A	N	0	0	2	1	3	1	2	9	16
		%	0.00%	0.00%	66.67%	100.00%	100.00%	20.00%	100.00%	56.25%	
TOTAL DEGREES (N)										91	208
TOTAL DEGREES (%)										43.75%	100.00%

From the list of programs (Page 03-04), from the Substantive Change Proposal- Distance Learning document, the ones that had any degree/certificates earned for the past six years (totaling 12). The numbers in the table (left of the green column) are those students who successfully PASSED a DE course; the percentage below is of the TOTAL award/certificate number for MC.



## Attachment 14: SLO Assessment – CPSC-30, Fall 2008

Program/Department	Computer Studies		
Course No. and Title	CPSC-30 Computer Applications		
Section(s) Assessed	All (19)		
SLO(s) Assessed	All		
Date Completed	February 8, 2009		
<b>Section 1: SLO Assessment Plan</b>			
Contact Person	<b>Name</b>	Susan Kline, Computer Applications Coordinator Fall '08 & Spring '09	<b>Extension</b> 384-6335 <b>E-mail</b> Kline.s@mccd.edu
Assessment Method(s)	Student surveys, evaluation of student results of seven assessment tools, and faculty grades		
Assessment Timeframe	Fall 2008		
Resources Used	Institutional Research of faculty grades and issuing the in-class student surveys, and compiling of each sections results on Excel spreadsheet with review of and a January 16, 2009 meeting with 9 of the 12 professors for spring CPSC 30 Assessment tools.		
Benchmark	70% of the students are to pass with 70% or better on each assessment tool		
Additional Comments	This is our first semester with all Merced College District Computer Applications sections using the same assessment tools, new software, and textbook. As each section (19) complete, professors are submitting their results to an Excel compilation spreadsheet—with notes. Currently we have seven tools (tests): Computer Concepts, Operating System, Literacy & the Internet, Word, Excel, Access, and PowerPoint. We expect to make adjustments with our Assessment Tools.		

### Section 2: SLO Assessment Analysis

<b>Data Description</b>	January 16, 2009-Meeting with 9 of the 12 Computer Applications professors: Merced Campus, V115, 3-5 p.m. (a FLEX day—just before Spring semester begins)
<b>Data Analysis</b>	Throughout the Fall 2008 semester an <b>Excel spreadsheet</b> was passed to all Computer Applications professors, encouraging them to fill-in each <b>assessment tool results</b> (with notes) as they finished each. After the semester, (January 5) a 1-page Excel spreadsheet (attached) was sent and several participated in completing it. At the end of the semester, a <b>Student Survey</b> was sent by Tracey Jensen, SLO Coordinator. Students were to fill this out in class anonymously indicating whether they felt they had learned the stated SLOs. CPSC 30 professors were to administer and return these student surveys. After the spring 2009 semester began, we received the data with the <b>grades students earned</b> in each section of Computer Applications.
<b>Gaps in Research</b>	On the <b>Excel spreadsheet</b> we had five professors on the Merced Campus who either didn't give any data or provided only the first <b>assessment tool results</b> ; we also didn't receive all the data from the Mariposa professor. On January 16, when we held our meeting, we had the results of only 72 <b>Student Surveys</b> . An instructor turned these in after the spring 2009

**Attachment 14: SLO Assessment – CPSC-30, Fall 2008 (continued)**

	<p>semester began, and now we have 86 responses (of the 312 grades that were issued Fall 2008). The Fall 2008 grades arrived after our meeting, so there was no group discussion.</p>
--	---

**Section 3: SLO Assessment Reflection and Improvement Plan**

<b>Date of Reflection/List of Individuals Present</b>
<p>Friday, January 19, 2009 3-5 p.m. in V115 on the Merced College campus. Present: from Merced: Toni Reintke, Hal Mendoza, Kathy Kanemoto, Susan Kline, Lisa Hoover, and "Annie" Fei Kuo (a certificated lab assistant and classroom substitute); from Los Banos: Sheila Langley and Louis Banks and from Delhi: George Somers. Maria Soto took minutes; however, she had an accident and broke her ankle; therefore, we are still waiting for the minutes.</p>
<b>What are the most significant findings in the data?</b>
<p>Our assessment tools were successful—except for the 67% of student success for Computer Concepts. The student surveys were favorable, too: the lowest score was 3.4 on Library Literacy and the Internet.</p>
<b>What changes will be made to address these findings (e.g. program changes, curriculum changes, teaching methods, etc.)?</b>
<p>We decided to change the fill-in theory questions to multiple choice questions on the Computer Concepts SLO Assessment tool. (Our recent information indicates that this caused the percentage of successful students to flourish.) We also decided to have the students write paragraphs (and avoid the term research paper) in determining their library literacy and Internet capabilities. Hal Mendoza volunteered to create both of these new assessment tools, and they have been sent to professors via e-mail to use Spring 2009.</p>
<b>What resources are needed to make these changes?</b>
<p>Luckily we had volunteers at both our Spring 2008 and January 16, 2009 meetings! We didn't require any additional resources. Time was and is being used by volunteers and the coordinator—at no additional cost to the college.</p>
<b>What changes are needed in the SLO statement, assessment method, or rubric to improve results?</b>
<p>Squishing our seven assessment tools to five statements on the Student Survey didn't give us the results we desired. We need at least six questions in our Student Survey.</p>
<b>How is this (these) SLO(s) connected to:</b>
<b>A. Program level SLO(s)?</b>
<b>B. Institution level SLO(s)?</b>
<b>When will this (these) SLO(s) be assessed again?</b>
Spring 2009.
<b>Additional Comments:</b>

**Attachment 14: SLO Assessment – CPSC-30, Fall 2008 (continued)**

<b>Agenda</b>	<h2 style="margin: 0;">CPSC 30/Computer Applications Student Learning Outcomes (SLOs) Evaluation and Future Plan</h2> <p style="margin: 0;">Merced College, 3600 M St., Merced, CA 95348 Friday, January 16, 2009, 3-5 p.m. Room V115, Vocational Bldg.</p>																		
<b>Meeting called by:</b>	Susan Kline, CPSC 30 Coordinator																		
<b>Type of meeting:</b>	Student Learning Outcomes (SLOs) Evaluation and Plan																		
<b>Note taker:</b>	Maria Soto																		
<b>Attendees:</b>	Louis Bank (LB), Lisa Hoover, Juan Garcia-Martinez (LB), Walter Hebern (Mariposa), Sheela Iyer (LB), Kathy Kanemoto*, Paul Kekahuna, Susan Kline*, Annie Kuo, Sheila Langley (LB), Harold Mendoza, Toni Reintke*, John Scott*, George Somers (Delhi), and Mike Zdandowski <small>*Full-time Faculty, (LB) = Los Banos (and any new CPSC 30 instructors for Spring &amp; Summer '09)</small>																		
<b>Please read:</b>	Compilation Results (spreadsheet to be e-mailed prior to meeting)																		
<b>Please bring:</b>	Ideas and suggested SLO Assessment Tools with Rubrics for Spring 2009 Semester																		
<b>Agenda topics</b>																			
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Results of Compilation of Our SLO Assessment Tools</td> <td style="width: 40%; text-align: right;">Susan Kline</td> </tr> <tr> <td>    1. Computer Concepts</td> <td style="text-align: right;">15 min.</td> </tr> <tr> <td>    2. Operating System</td> <td style="text-align: right;">15 min.</td> </tr> <tr> <td>    3. Literacy &amp; the Internet</td> <td style="text-align: right;">15 min.</td> </tr> <tr> <td>    4. Word</td> <td style="text-align: right;">15 min.</td> </tr> <tr> <td>    5. Excel</td> <td style="text-align: right;">15 min.</td> </tr> <tr> <td>    6. Access</td> <td style="text-align: right;">15 min.</td> </tr> <tr> <td>    7. PowerPoint</td> <td style="text-align: right;">15 min.</td> </tr> <tr> <td>Recommendations for Spring 2009?</td> <td style="text-align: right;">15 min.</td> </tr> </table>	Results of Compilation of Our SLO Assessment Tools	Susan Kline	1. Computer Concepts	15 min.	2. Operating System	15 min.	3. Literacy & the Internet	15 min.	4. Word	15 min.	5. Excel	15 min.	6. Access	15 min.	7. PowerPoint	15 min.	Recommendations for Spring 2009?	15 min.
Results of Compilation of Our SLO Assessment Tools	Susan Kline																		
1. Computer Concepts	15 min.																		
2. Operating System	15 min.																		
3. Literacy & the Internet	15 min.																		
4. Word	15 min.																		
5. Excel	15 min.																		
6. Access	15 min.																		
7. PowerPoint	15 min.																		
Recommendations for Spring 2009?	15 min.																		
<b>Special notes:</b>	Textbook?																		

**Attachment 14: SLO Assessment – CPSC-30, Fall 2008 (continued)**

**Merced College  
Course Level Student Learning Outcomes Assessment Report**

**SLO ASSESSMENT TOOL RESULTS - FALL 2008**

				# Attempted		70% OR BETTER		# Attempted		70% OR BETTER		# Attempted		70% OR BETTER		# Attempted		70% OR BETTER		# Attempted		70% OR BETTER	
Section #	Instructor	Campus	ES0:	B	A	C & D	E	F	G	H													
1960	Kline	Merced		24	12	22	22	16	12	20	18	19	14	18	16	15	14						
1946	Kline	Merced		19	14	16	16	13	10	14	14	13	13	13	12	11	9						
1057	Mendoza	Merced		20	16	14	14	7	6	17	17	18	17	14	14	15	15						
1946	Scott	Merced																					
1133	Hoover	Merced																					
1923	Reinke	Merced		15	15	15	15	14	14	16	16	17	16	16	15	15	15						
1197	Kanamoto	Merced		14	21	24	23	22	19	22	22	20	17	22	17	21	21						
1922	Kekahuna	Merced																					
2543	Reinke	Merced		33	25	33	25	26	26	26	26	17	15	10	10	22	22						
2543	Reinke	Merced		21	18	21	18	14	14	20	20	16	15	17	16	15	15						
6151	Kekahuna	Merced																					
6016	Zdanowski	Merced		18	9																		
6018	Zdanowski	Merced		15	10																		
TOTAL		13	Reported Results	9	7	7	7	7	7	7	7	7	7	7	7	7	7						
			% STUDENT SUCCESS:	198	140	152	138	119	101	142	138	127	107	120	109	121	111						
					71%		88%		85%		94%		84%		87%		92%						
4215	Kanamoto	Los Banos		24	14	22	19	17	15	17	17	17	16	14	11	15	15						
4253	Garcia	Los Banos		25	13	24	14	20	18	26	25	25	18	24	24	24	24						
8288	Iyer	Los Banos		28	14	28	17	16	16	17	17	18	18	18	18	12	12						
8255	Garcia	Los Banos		22	8	22	20	11	9	21	19	16	14	15	14	16	16						
TOTAL		4	Reported Results	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
			% STUDENT SUCCESS:	94	49	91	80	63	57	81	76	71	63	66	62	67	67						
					52%		88%		90%		94%		89%		94%		100%						
7901	Gilbert	Delhi		16	16	16	16	16	16	16	16	16	15	16	15	16	16						
7852	Hebern	Meriposa		12	10					9	9												
TOTAL		2	Reported Results	2	1	1	1	2	2	1	1	1	1	1	1	1	1						
			% STUDENT SUCCESS:	28	26	16	16	16	16	25	25	16	15	16	15	16	16						
					93%		100%		100%		100%		94%		94%		100%						
			Reported Results Sections	15	12	12	12	13	12	12	12	12	12	12	12	12	12						
			Students	320	259	198	148	214	208	204													
<b>TOTAL</b>	<b>MCCD</b>	<b>19</b>	<b>% STUDENT SUCCESS:</b>	<b>67%</b>	<b>88%</b>	<b>88%</b>	<b>94%</b>	<b>86%</b>	<b>89%</b>	<b>95%</b>													

## Attachment 14: SLO Assessment – CPSC-30, Fall 2008 (continued)

<p><b>SLO-F08Course Assessment</b>                  CPSC-30 ()                  No. of responses = 88</p>	
---	--

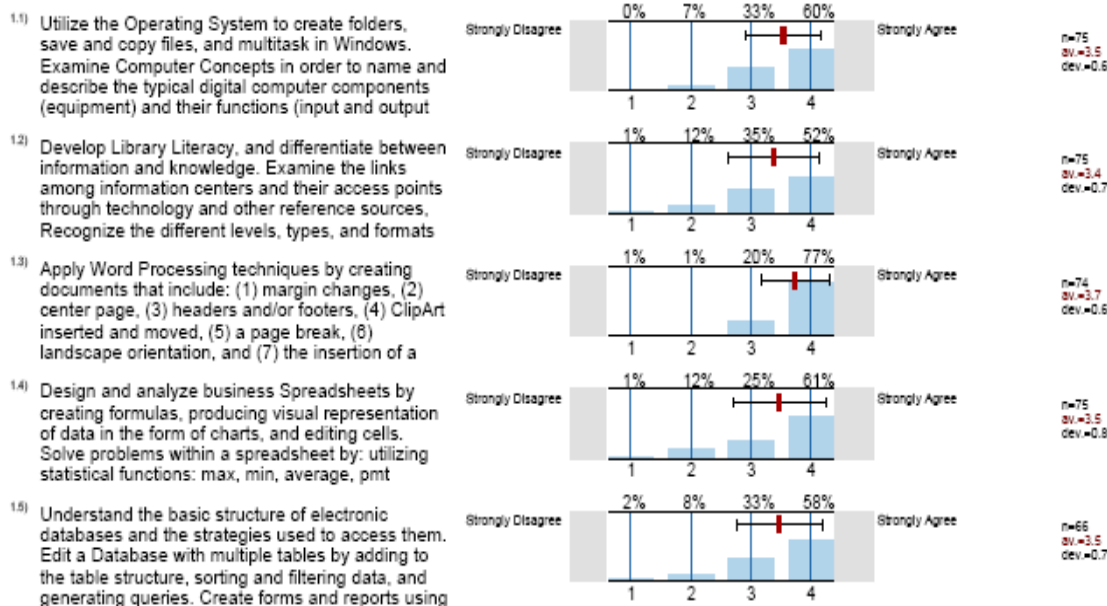
### Overall indicators



### Survey Results

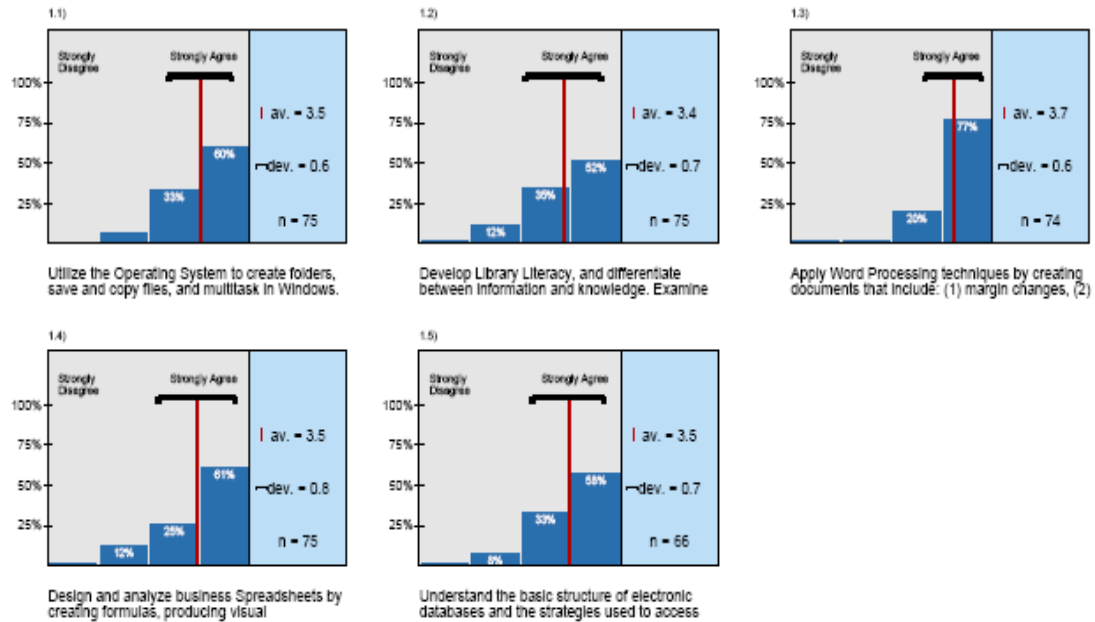


This information is being collected for use by the instructors in assessing the course. It is not tied in any way to the specific instructor, student, or instruction methods but will be used by the instructors to discuss potential changes in the course itself. Thank you for your participation. This is a survey to determine how well you believe you have met the stat...



## Attachment 14: SLO Assessment – CPSC-30, Fall 2008 (continued)

Histogram for scaled questions



## Attachment 14: SLO Assessment – CPSC-30, Fall 2008 (continued)

SLO-F08 Course Assessment, CPSC-30

### Profile

Subunit: SLO Assessments  
 Name of the instructor: SLO-F08 Course Assessment  
 Name of the course: CPSC-30  
 (Name of the survey)

<p>1.1) Utilize the Operating System to create folders, save and copy files, and multitask in Windows. Examine Computer Concepts in order to name and describe the typical digital computer components</p>	Strongly Disagree		Strongly Agree av.=3.5
<p>1.2) Develop Library Literacy, and differentiate between information and knowledge. Examine the links among information centers and their access points through technology and other reference</p>	Strongly Disagree		Strongly Agree av.=3.4
<p>1.3) Apply Word Processing techniques by creating documents that include: (1) margin changes, (2) center page, (3) headers and/or footers, (4) ClipArt inserted and moved, (5) a page break, (6)</p>	Strongly Disagree		Strongly Agree av.=3.7
<p>1.4) Design and analyze business Spreadsheets by creating formulas, producing visual representation of data in the form of charts, and editing cells. Solve problems within a spreadsheet by utilizing</p>	Strongly Disagree		Strongly Agree av.=3.5
<p>1.5) Understand the basic structure of electronic databases and the strategies used to access them. Edit a Database with multiple tables by adding to the table structure, sorting and filtering data,</p>	Strongly Disagree		Strongly Agree av.=3.5



## Attachment 15: Merced College Board Policy 2750



### BOARD POLICY 2750 CONSULTING COLLEGIALLY ON ACADEMIC AND PROFESSIONAL MATTERS

---

The Merced College Board of Trustees will operate according to the Provisions of Title V, Section 53200-53204 in "consulting collegially" with the Faculty Senate for Merced College.

"Consult Collegially" means that the District Governing Board shall develop policies on academic and professional matters through either or both of the following methods according to its own discretion:

1. Relying primarily upon the advice and judgment of the Faculty Senate; or
2. That the District Governing Board, or its representative(s) as it may designate, and the representatives of the Faculty Senate shall have an obligation to reach mutual agreement.

For the following items, the Board of Trustees will rely primarily upon the advice of the Faculty Senate:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
5. Standard or policies regarding student preparation and success;
8. Policies for faculty professional development activities.

For the following items, the Board of Trustees will come to mutual agreement with the Faculty Senate:

4. Educational program development;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as mutually agreed upon between the governing board and the Faculty Senate.

NOTE: These items are numbered to be consistent with Title V, Section 53200.

Revised 1/11/10  
Adopted 6/7/94

## Attachment 16: Merced College Board Policy/Procedure 4020



BOARD POLICY 4020 Program and Curriculum Development

Reference: *Education Code Section 70902(b); Title 5, Sections 51022(a), 53200, 53203*

---

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent-President, relying primarily on the advice of the Faculty Senate, shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.

All new programs and program deletions as well as all new courses and course deletions shall be approved by the Board.

New courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

**See Administrative Procedure 4020**

Adopted 8/6/02

Page 1 of 2

## Attachment 16: Merced College Board Policy/Procedure 4020 (continued)

### ADMINISTRATIVE PROCEDURE 4020 - Program and Curriculum Development

*Reference: Title 5, Sections 51021, 55000 et seq., 55100 et seq.; Accreditation Standards 4.A and D*

---

Recommendations for additions, changes, and deletions to the curriculum are developed by the Curriculum Committee and forwarded through the Office of Instruction to the Superintendent-President and then to the Board of Trustees for approval.

The Curriculum Committee is a standing committee of the Faculty Senate of Merced College and represents the varied and diverse views of both faculty and students. The Curriculum Committee has primary responsibility for implementing, through a collaborative effort, the philosophy and mission of the College in the development, review and renewal of all Merced College instructional programs and courses.

The Curriculum Committee's responsibilities include the following:

- To approve new and revised curriculum including all credit and non-credit courses and programs.
- To establish and maintain AA/AS general education, graduation, program, and certificate requirements.
- To scrutinize course outlines including prerequisites, corequisites, and advisories and to articulate transfer courses, especially California State University (CSU) breadth and Inter-segmental General Education Transfer Curriculum (IGETC).
- To communicate/coordinate with the curricular activities of the Faculty Senate, Instructional Council, the Honors Committee, and such sub-committees and task forces are formed by the Curriculum Committee.

Adopted 8/6/02