Curriculum

ACRT-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

The focus of the Auto Collision Repair program is career technical education resulting in job placement. It is designed to prepare students for entry level positions in the Auto Collision Repair industry. We also offer update training for those technicians wishing to improve their skills so they can advance in the industry.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

The Automotive Industry is continuously changing and becoming more and more technical. All auto manufacturers are exploring the use of light weight and composite materials for constructing automobiles. They are also incorporating hybrid technology, zero emissions or full electric vehicles. College of Marin Auto Collision Repair program meets with their Advisory committee annually to review the curriculum and implement recommendations. Recently we added hybrid and electric technology to all of our courses in Auto Collision Repair.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

Not at this time

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

No

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

The main goal for Career Education is stay current with technology and become a leader in the community. The Auto Collision Repair program participates in community activities showing it's leadership in evolving technologies. Recently, the ACRT program participated in alternative energy forum displaying our newly completed,
fully electric vehicle. Presentations were also made.

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

All of the classes in the program have been updated in the last 5 years. We make changes to our curriculum as necessary.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

Not at this time

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

We have collaborated with the ELEC program to create a class for conversion to electrical vehicles. We have also included a section on Hybrid Maintenance and the electrical safety issues involved. In the next five years this class may grow with the current changes in both the state Emission laws and the Federal Emission laws.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

No

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.
11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

Yes
Curriculum
COUR-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

Career Technical Education.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

*The Court Reporters Board of California recently (September of 2011) promulgated changes in school regulations. We are in the process of implementing those changes, which require minor curriculum/course outline adjustments.

*Court reporting technology improves and innovates constantly. We are focused on keeping our technology courses current.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

We are submitting a revised degree to the curriculum committee. The AS/Certificate of Achievement in Machine Shorthand has been revised and renamed Legal Transcription Technology. COUR 169C, a component of this AS/CoA, has been revised to emphasize computer-assisted editing and proofreading. Students may earn this certificate or degree after 5 semesters (including one summer session) regardless of shorthand speed. The primary purpose of this certificate/degree is to prepare students to work as scopists and proofreaders for licensed court reporters, but it is also excellent preparation for medical and legal transcription jobs, administrative assistant/clerical jobs in law offices and freelance deposition firms, and employment as communication access providers. It can be considered the “half-way point” on students' way to being certified to take the state exam.

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

We offer an AS in Court Reporting, Certified Shorthand Reporter, and an AS in Legal Transcription Technology (formerly Machine Shorthand).

5. Have you prioritized your courses according to department goals? (Please attach blueprint)
Yes, to the best of my knowledge. Our courses are being offered in the same sequence they have been offered for many years.

Semester I, Fall
COUR 110: Theory of Machine Shorthand 8 units
COUR 166: Law Library Skills 1.5 units
COUR 167: Procedures and Ethics 1 unit
ENGL 95*: Advanced Spelling 1 unit
ENGL 96*: Advanced Vocabulary 1 unit
Semester II, Spring
COUR 112: Beginning Machine Shorthand Level I 4 units
COUR 115J: Beginning Machine Shorthand Jury Charge 2 units
Level IIJ
COUR 115T: Beginning Machine Shorthand Two-Voice 2 units
Level IIIT
COUR 169A: Computer Aided Transcription 2 units
COUR 170: Microtranscription 1 unit
ENGL 98A*: Grammar & Usage 1 unit
ENGL 98B*: Sentence Structure & Punctuation 1 unit
Semester III, Summer
COUR 115F: Beginning Machine Shorthand Four-Voice 2 units
Level IIIF
COUR 115S: Beginning Machine Shorthand Literary 2 units
Level IIIS
Semester IV, Fall
COUR 125F: Intermediate Machine Shorthand Four-Voice 2 units
Level IIIF
COUR 125J: Intermediate Machine Shorthand Jury Charge 2 units
Level IIIJ
COUR 125S: Intermediate Machine Shorthand Literary 2 units
Level IIIS
COUR 125T: Intermediate Machine Shorthand Two-Voice 2 units
Level IIIT
COUR 169B: Transcript Preparation 1 unit
COUR 169C: Computer Assisted Proofreading and Editing 0.5 unit
COUR 170: Microtranscription 1 unit
MEDA 120: Medical Terminology I 3 units
Semester V, Spring
COUR 165: Legal Terminology 3 units
COUR 150J: Intermediate Machine Shorthand Jury Charge 2 units
Level IVJ
COUR 150T: Intermediate Machine Shorthand Jury Charge 2 units
Level IVT
COUR 150F: Intermediate Machine Shorthand Four-Voice 2 units
Level IVF
COUR 150S: Intermediate Machine Shorthand Literary 2 units
Level IVS
Semester VI, Summer
COUR 175F: Intermediate Machine Shorthand Four-Voice 2 units
Level VF
COUR 175: Intermediate Machine Shorthand Literary 2 units
Level VS
Semester VII, Fall
COUR 210A: Advanced Machine Shorthand 5 min Four-Voice 8 units
Voice Level VIIA
COUR 175T: Intermediate Machine Shorthand Two-Voice 2 units
Level VT
BUS 141: Intermediate Business English 2 units
WE 298B: Occupational Work Experience   2 units
Semester VIII, Spring
COUR 210B: Advanced Machine Shorthand 7/5 min Four- 8 units
Voice Level VIIB
COUR 282A: Certified Shorthand Reporter Exam Prep:  1 unit
Specialty Vocabulary & Test
COUR 175J: Intermediate Machine Shorthand Jury Charge 2 units
Level VJ
Semester IX, Fall
COUR 210C: Advanced Machine Shorthand 10 min Four- 8 units
Voice Level VIIC
COUR 282B: Certified Shorthand Reporter Exam Prep:  1 unit
Legal

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

Yes. The majority of our courses were updated in 2010. We have a few courses that will be due to be updated in 2013, and we are in the process of reviewing and revising them. Our curriculum is regulated by the Court Reporters Board of California.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

We do not plan to develop any new courses or degrees. As stated above, we are revising existing courses and degrees.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

Court Reporting students take advantage of course offerings in Business (BUS 141), English (ENGL 95, 96, 98A and 98B), and Medical Assisting (MEDA 120 and 121). We do not collaborate on the curriculum. These courses meet Court Reporters Board of California requirements.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

In general, distance education is not considered to be the best format for skill-based learning. We plan to add supplemental practice and homework resources online through Moodle.
10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

No increases or additions are planned.

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

We are in the process of reviewing pre- and co-requisites. We have found typographical errors in the course outline database that need to be corrected. Some of the current pre- and co-requisites were found to have unintended consequences once Banner began to enforce them at enrollment this Spring. We also would like to study the feasibility and effect of implementing program entry prerequisites.
Curriculum
ECE-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

ECE is primarily a career technical education discipline. Some students enter the program intending to go beyond the career certification requirements and pursue Associate degrees and/or transfer. ECE faculty consistently encourage students to go beyond the minimal education requirements currently in place for ECE professionals, in preparation for a future with higher standards.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

The national Head Start Program has a mandate that 1/2 of the teachers have a BA degree by 2013 and that 1/2 of the Associate Teachers have an Associate degree by 2013. Historically, as Head Start goes, so eventually go quality standards in the field. This can result in more students pursuing Associate degrees and transfer eligibility.

New requirements for documentation of career and technical program outcomes due to reporting requirements related to Gainful Employment legislation have necessitated our converting skills certificates to certificates of achievement so that they can be tracked and counted as achievements that meet Gainful Employment requirements.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

AS degree and Certificate of Achievement requirements were revised effective 2009. Our 12 unit certificate, previously known as a Core Skills Certificate, is being revised and submitted to the Chancellor's office as a Certificate of Achievement in Core Skills:Teacher. We are proposing a new Certificate of Achievement in Core Skills: Director that will be a 15 unit certificate.

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

A transfer model curriculum for ECE has been approved by the state. Because COM courses align with other courses in the state that participate in the Curriculum Alignment Project, our courses need only minor revision in order to be submitted as a degree for transfer.
5. Have you prioritized your courses according to department goals? (Please attach blueprint)

ECE developed a blueprint for 2010-12 that concluded with the Spring 2012 semester. A draft one year blueprint for 2012-13 has been developed to continue course offering patterns that students have come to expect and to facilitate planning. Both blueprints will be attached.

Course offerings have been prioritized so that students can achieve professional benchmarks as well as certificates, degrees and transfer in a timely fashion. Core courses needed for the professional benchmark of Fully Qualified teacher for Community Care licensing are available every semester. The sequence of courses that both meet the above mentioned professional benchmark and earn students a COM Core skills certificate is available over the course of the Fall and Spring semester each year. All courses required for the Certificate of Achievement and Associate degree are offered every year, in either the Fall or Spring semester. Sufficient elective offerings are also available across Fall, Spring and Summer so students can access courses meeting the elective requirements for their degree.

With a primary focus in career education, ECE schedules the classes required to meet the ECE teacher qualifications as outline by Community Care Licensing in a sequence and frequency that an individual could complete those requirements within a single academic year.

Given that our students have a wide range of goals (please see attachment with Program Overview that includes data on student goals), ECE carefully constructs schedules that ensure that courses needed to attain the AS degree are offered in a sequence and with frequency to enable a full time student to complete degree requirements within 2 years. We are also attentive to the offering of electives in a sequence and frequency to allow students with an AS goal to achieve it and to allow our many other students with goals to advance in the field, upgrade skills, educational development or to maintain certificates to attain their goals.

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

ECE does have a significant number of elective courses that have not been updated in the last 5 years. Individual faculty members have taken responsibility to revise specific courses. Some have been submitted to Curriculum Committee and returned for revision; some have successfully been revised and some are still in the hands of faculty for revision.

Frankly, it is difficult to find a clear delineation of all the ECE courses in the catalog and where each of them is in terms of updates.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

A new Certificate of Achievement, Core Skills: Director is being developed. The requirements for Core Skills: Director represent a significant milestone in terms of
Gainful Employment. Anyone earning this certificate has met the educational requirements to be a Director in a Preschool Program as per the requirements of Community Care Licensing.

8. **Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.**

Extensive conversations have taken place between ECE faculty and ESL/Basic skills faculty. ESL and Basic skills faculty have helped us to think about what joint curriculum might be appropriate for the various levels of our students. ESL Bridge classes have been developed for ECE and Marin Community Foundation funding has supported implementation of those classes. The bridge classes represent the combined expertise of ECE and ESL faculty. Enrollment numbers have been disappointing and outreach strategies continue to need further development.

It may be possible to develop linked classes for students at some of the higher ESL levels or some developmental English classes. At this point we do not have sufficient numbers (based on the data that we have) to support a linked class section but we continue to collaborate and gather data in support of that direction.

With support from an EEIF Grant, significant strides were taken to identify the math achievement of ECE students and strategies for contextualized Math classes (95A and 95B level) that the data indicates could improve Math success for ECE students. Divisions within the Math department regarding allocation of units to support offering classes as indicated has prevented implementation of the specialized Math classes indicated from the research supported by the initial EEIF grant.

9. **Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.**

A purely Distance Education (online) version of ECE100 was offered in Fall 2010. The significant number of students who did not successfully complete the course and review of the course evaluations of the student who did complete the class, indicates obstacles both in terms of faculty proficiency and student access and expectations.

Faculty are pursuing professional development opportunities regarding on line teaching and the use of the newly adopted Moodle platform. Most ECE faculty maintain websites to enhance face to face classes, but developing and offering fully Distance Education based ECE classes is not a priority at this time.

10. **Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.**
Not at this time.

11. **Have you reviewed your pre-requisites and co-requisites in the last 5 years?**

Yes. Several courses that were updated through Curriculum Committee had pre-requisites added. As we continue with updating our older courses, consideration of pre- and co-requisites that might be needed is an integral part of the update.
Curriculum

ELEC-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

The focus of the Electronics Program is career technical education. It is designed for students entering the field and students wishing to improve and advance in their field.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

Unfortunately, all of the classes in the program are impacted with changes in the field. Both the Solar classes and Electrical Vehicle classes content need to be updated on a yearly basis.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

There is no degree or certificates at this time.

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

No

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

Not at this time with the number of course available.

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

All of the classes in the program have been updated in the last 5 years. On an
ongoing (monthly) basis the class content changes due to changes in the industry.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

New courses in Solar PV, Solar Thermal and Alternative Energy are being developed. The State of California has created a new rebate program for Solar Thermal installations. Our Solar Thermal course will assist those in this field. Our Solar PV class will address the needs of the residential consumer and small commercial owners.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

We have collaborated with the ACRT program to create a class for conversion to electrical vehicles. We have also included a section on Hybrid Maintenance and the electrical safety issues involved. In the next five years this class may grow with the current changes in both the State Emission laws and the Federal Emission laws.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

No

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

No

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

Yes
Curriculum
ELND-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

The program focuses on career technical education. We also address other areas such as life long learning and transfer.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

Because of strong interest in efficient energy use and environmental concerns, I believe we need to consider offers classes that address resource efficient construction and machinery in gardens, landscapes and farms.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

I plan to propose to the Dean and chairman a review of our current degree, certificates and classes to determine if we still feel we have the proper offerings and if not, to make modifications in light of the College' Mission

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

N / A

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

Yes. Blueprint attached.

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.
Yes, the courses have been updated. I believe that two of the recent updated classes, on plant Identification, selection and propagation need revision because the revised class lost its transferability to the University of Californiasystem. The previous Outlines for these classes were accepted by the UC system. The loss of the transferability is a major loss for the program and detracts from attracting students who want and need a transferable class. I belive we can have the proper blend of transferable and practical non-transferable classes.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

I plan to discuss with the Dean and Chair of the Department the possibility of new courses. I am aware that unit allocation is an important matter and that we revised curriculum recently. However, curriculum evolves and needs to be discussed based on current trends in technology and economic conditions. These are two potential new classes that could be developed.

A. Life in gardens, landscapes and Farm: This class is needed to complement the Integrated Pest Management class we currently offer. Students who take IPM classes show a strong desire to know more about the biology of insects and other life forms founds on plants. The IPM classes does not address those aspects. The class I propose addresses them from the point of view of identification of the various life forms which occur in gardens, landscapes and farrms. I believe we would have a good enrollment in this class.

B. Sustainable Gardening, landscaping and Farming Structures and Machinery

Because current interests in efficient use of energy and sustainability, for example living retaining walls, water capture systems, animal, people or solar powered equipment, sustainable buildings, I believe the class I propose would be welcome in the community. Our program does not have a construction class and or machinary class and skills in those fields are necessary in the gardening, landscaping and farming fields.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

I want to explore the possibility to:

A. Collaborate with Machine and metals technology and or Automotive Technology to determine if we can offer a class in construction of structures or vehicles for gardening, landscaping or farming.

B. Collaborate with the Architecture Department to teach Landscaping Design classes.
C. Collaborate with the Biology Department to teach classes to assess the use of vegetation management for climate regulation. This would include the use of grazing and composting.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

I want to explore the possibility of having hybrid classes. Students would not have to come to campus for all the classes. I may apply for an R and D grant or EEIf to explore this matter.

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

No

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

Yes.
1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

Basic skills, Career Technical Education, Lifelong Learning.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

No

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

No.

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

NA

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

NA

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

The welding/machine courses will be updated as needed to reflect changes in workplace requirements, industry standards and will include new reference materials, course outlines and SLO’s.
7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

No

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

No

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

NA

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

No

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

Yes
Curriculum

MMST-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

Focus of the course offerings in MMST is three-fold:

1. Career technical education
2. Transfer
3. Lifelong learning

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

The field of multimedia is undergoing dramatic changes brought upon by mobile technology. New and emerging devices are changing the digital landscape of devices...smart phones, tablets and internet TV have become the norm. The applications taking advantage of this mobile technology growth are also expanding the publishing, education, entertainment, and media industries. Whereas, eBooks used to be PDF versions of printed documents, these limited formats are quickly being replaced with actual interactive material. Books, magazines and textbooks incorporate video, audio, and animation to immerse the user in a broad range of experience(s). Interactive textbooks are in the forefront of these recent changes. They will replace most traditional textbooks that are costly, with editions that quickly become obsolete.

As a result of these changes, the MMST specialties must update the curricula to address these changes: web courses must address responsive (scalable) web sites, Content Management System (CMS) software, and mobile Apps; design and layout courses must address publication development for tablets; video and animation courses must address developing content for the smart phone and tablet formats.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

In 2010, MMST changed its specialties from Authoring, Audio & Video, and Visual Design to Authoring, Entertainment and Design. In Fall 2011, two new courses were brought forward to replace the outdated MMST Intro to Game Design. MMST 146 and MMST 156 update the topics previously covered as well offer two levels concurrently to allow students to increase their skills. By running concurrent courses, there are no additional teaching units required, nor are students attempting to repeat a course.

The recent directive from the CCCCO (11/2011), to provide data that cites job/employment success for colleges, may require changing local certificates to 12 or more for validation and approval from adjacent CCC regions.
4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

N/A

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

Courses are prioritized in the Program Blueprint so students can earn a certificate in the shortest time possible. Since Full-time faculty must be given courses first to fulfill contractual obligations, certificate core courses are always taught by full-time faculty. Mini-certificates based on program specialties are also offered and given priority in staffing and scheduling. The As Degree and Certificate of Achievement require a total of 27 units: 12 units of MMST core classes and 15 units from the specialty of their choice (this does not include required GE units for the degree).

A PDF of the current MMST blueprint has been attached.

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

All courses have been updated and approved by the curriculum committee within the last 1-3 years, including MMST 114 (deleted) which had not been updated since its creation in 2005.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

In addition to the recently approved Games courses (MMST 146 and 1567), faculty plan to bring forward a new course to teach AutoCAD (D. Wilson is preparing during his sabbatical), a specialty Multimedia Project class that would be designed for summer sessions, and revisions to incorporate Mobile Web and App content and development (MMST 134a and MMST
134b). These two courses were substantially revised and updated for 2011/2012:

MMST134a

MMST134b

Both classes had been centered on teaching Adobe Flash but have been completely revised to meet the growing demand and need for workers skilled in creating or adapting media for the growing list of popular mobile devices such as iPhones, iPads, Android phones and tablets.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

Discussions for the development and creation of an Industrial Design program that would incorporate existing Multimedia, Machine Metals, and Engineering courses. Discussions with Erik Dunmire and Arthur Lutz are planned for this semester (Sp 2012).

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.
DE
development for the following courses is being considered:

MMST
122

MMST
151

MMST
161

MMST
183

MMST
193

ART/MMST
213

Currently,
web-based Moodle course shells have been established for each of the following
courses making it possible to teach each either entirely online or both online
and in-class in a blended-learning format:

MMST101

MMST110

MMST111
MMST131a

MMST131b

MMST131c

MMST134a

MMST134b

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

Not for the 2012-13 catalog, but perhaps for the 2013-14 catalog.

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?
MMST courses have Advisories. The following multi-level (concurrent) course sequences have been established with defined prerequisites (as denoted by the >). These courses are usually taught at the same time, in the same classroom to ensure full course enrollments:

**MMST131a**
- MMST131b > MMST131c

**MMST134a**
- MMST134b > MMST134c

**MMST**
- 150 > MMST 160

**MMST151**
- MMST161

**MMST163**
- MMST173

**MMST166**
- MMST176

**MMST183**
- MMST193

Other than the multi-level sequential prerequisite listed above, the following are
sequential prerequisites for non-concurrent courses.

MMST
112 > MMST 122

ART
200 > ART 213

MMST 200
> MMST 213