



ACADEMIC SENATE

Agenda for February 7th, 2013, 3:00 pm to 5:00 pm, room 119

- A. Confirmation of the Agenda for February 7th, 2013**
- B. Approval of the minutes for January 17th, 2013 p.4**
- C. Audience comments.** *This section of the agenda is reserved for senate guests who wish to speak on items not on the agenda. Comments are limited to a total of three minutes for each person giving comments.*
- D. Consent Agenda:** *The following items on the consent agenda will not be discussed. If any senator wishes to remove an item from the consent agenda, the motion should be made during agenda confirmation, item A above.*
 - a. Approve Course Outlines of Record p.10
 - i. N-001A *Nursing Foundations*
 - ii. N-001B *Concepts of Nursing Practice I*
 - iii. N-002B *Concepts of Nursing Practice II and Gerontological Nursing I*
 - iv. ECON-001 *Principles of Macroeconomics*
 - b. Approve revisions to CD-012 *Child, Family and Community* p.13 and p.62
 - c. Approve TMC Compliant Degrees p.14
 - i. AS-T Business Administration
 - ii. AA-T Economics
 - iii. AA-T History
 - iv. AA-T Anthropology
 - d. Accept CTRAC Minutes from December 14th, 2012 p.15
 - e. Accept Curriculum Minutes from December 13th, 2012 p.16
 - f. Accept PSEC Minutes from October 14th 2012 p.18
- E. Action Items:** *Action items require a proposed senate resolution or completed ASAP to discuss.*
 - a. Sabbatical Leave proposal results p.19
 - b. Academic Calendar for 2013-2014 p.20
 - c. Academic Calendar for 2014-2015 p.21
 - d. Credit by exam policy change clarification p.22
 - e. Units for advanced work in a subject area policy clarification p.26
 - f. District repeatability policy development p.27

CMC Academic Senate 10 +1 Title 5 responsibilities delineated in CMC Board Policy

Academic and Professional matters refer to the following:

- 1) Curriculum, including establishing prerequisites and placing courses within disciplines;
- 2) Degree and certificate requirements;
- 3) Grading policies;
- 4) Educational program development;
- 5) Standards or policies regarding student preparation and success;

- 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;
- 8) Policies for faculty professional development activities;
- 9) Processes for program review;
- 10) Processes for institutional planning and budget development; and

Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate.

- g. Full-time faculty hire recommendation p.28
- h. ISLO Assessment Recommendation p.29

F. Information and Discussion:

- a. TMC degree compliance directive and “similar” list p.31 and p.32
- b. Important Curriculum dates notification p.54
- c. Learning Resource Center p.55
- d. Faculty Resource Center
- e. Program Learning Outcome Assessment p.58
 - i. Mapping of course to program SLOs
- f. Flex planning for March p.60
- g. Grant opportunity notification p.61
- h. Student Showcase plan
 - i. February – Programming
 - ii. March – Physics
 - iii. April –
 - iv. May –
 - v. June –

G. Committee Reports:

- a. Senate committees:
 - i. Curriculum – Allen, Berger, Powell, Blauwkamp, Wahl, Norton, Friedt, Panto, Thacker, Xanthos, Armstrong, Case, DeSantis, Schiel, Hopkins, Compton, **Llort**
 - ii. Library – Allen, DeSantis, Friedt, Norton, Steenberg, **Hopkins**
 - iii. Professional Standards and Ethics – Baird, Chesterman, Hanselman, Itnyre, **Llort**, Thacker
 - iv. Educational Technology – Danza, Dorner, Haig, **Holley**, Powell
 - v. Cultural Education Enhancement - **Allen**, Baird, Danza, Downer, Panto, Pieper
 - vi. FLEX – Baird, **Berger**, Danza, Hanselman, Holley, Maclaughlin
 - vii. Recognition – Berger, Holley, Xanthos
 - viii. Distance Education – Danza, Dorner, Haig, Holley, Muchenje
 - ix. Equivalency – Armstrong, Haig, Hopkins, Itnyre, Llort, Parkin, Thacker, Walker
- b. District committees:
 - i. Academic Calendar – Norton, (Alternate: Chesterman)
 - ii. Academic Integrity – Chesterman, Danza, Parkin, Walker
 - iii. Basic skills – Alstadt, Baird, Chesterman, Hanselman, Norton, Gallagher, Holley, Thacker
 - iv. Budget Advisory – DeSantis (Alternate: Hanselman)
 - v. Equal Employment Opportunity - Case
 - vi. Facilities Planning – Berger, Dorner, Downer, Friedt, Hanselman, Powell
 - vii. Graduation – Baird, Itnyre
 - viii. Matriculation – Alstadt, Baird, Chesterman, Muchenje, Norton
 - ix. Scholarship – Alstadt, Chesterman, Gallagher, Hopkins, Llort

- x. Desert Studies – Berger, Bridenbecker, Case, Compton, Delaney, Dorner, Pieper
- xi. Technology – Powell (Alternate: Hanselman)
- xii. Employee Development Fund - Armstrong
- xiii. Professional Development - Hanselman
- xiv. Perkins – Blauwkamp, Dorner, Friedt, Gallagher, Haig, Powell, Schiel, Steenberg, Wahl

H. Senate Reports

- a. Officers
- b. SLOA Coordinator
- c. Part-time faculty representative
- d. Senators

I. Associated Students

J. Administration

K. Board of Trustees

L. Items for next meeting (these items are on hold [but not forgotten] due to time constraints and pressing time-sensitive matters)

- a. **Discussion:** *The Senate as a venue for continuous improvement in the classroom*
 - i. *Update on common course standards*
 - ii. *Development of standardized writing assessment criteria for voluntary (but encouraged) use*
 - iii. *Follow up on request for real-world and discipline related math questions*

CULTURAL THEMES CALENDAR FOR 12-13

February – Black History Month
 March – Women in History – 3/14
 April - Earth Day (coordinate with Desert Studies Committee) 4/20
 May – Space or Astronomy

Thursday January 17, 2013

**Copper Mountain College
Academic Senate
Minutes**

Present (bold denotes those not in attendance): Cathy Allen, **Carey Alstadt**, Andrea Armstrong, **Ellen Baird**, Brad Berger, **Christi Blauwkamp**, Bruce Bridenbecker, Glenda Case, Gregg Chesterman, Robert Compton, Mike Danza, Paul Delaney, Joseph DeSantis, **Meredith Dorner**, **Spelman Downer**, Paul Friedt, **Marla Gallagher**, Jeffrey Haig, Jackie Hanselman, **John Holley**, Carolyn Hopkins, Cathy Itnyre, Yadira Llort, **Colin Maclaughlin**, **Leann Matlin**, **Lonnie Mills**, Kylee Muchenje, David Norton, **Dawn Page**, **Danielle Panto**, **Steven Parkin**, Dean Pieper, Jim Powell, Melynie Schiel, **Clayton Steenberg**, Tony Thacker, Kathleen Wahl, Michel Walker, **Heidi Wilcox-Steins**, and Grace Xanthos.

Also in attendance: Vice President for Academic Affairs, Wei Zhou, Chief Human Resources Officer, Andrea Riesgo, Foundation Director, Sandy Smith, ASCMC President, Chad Purtell, Phi Beta Kappa Vice-President, Kei Bjork.

A. Confirmation of the Agenda for January 17, 2013

A motion was made (Tony Thacker), and seconded (Jim Powell) to confirm the agenda as presented. Yadira Llort asked to remove **Action item f**, Sabbatical leave-PSEC results and subsequent senate recommendation. Melynie Schiel asked to add an emergency item: a request for Senators to serve on a hiring committee for a temporary full-time faculty assignment in History. For clarity of the minutes, the senate secretary requested the item be added to agenda in item F. Action items, b. Hiring Committee appointments, i. Temporary Full-time History Instructor. Andrea Riesgo provided background information regarding the District's need to fill this position. The motion to approve the Agenda with amendments carried.

(At this point in the meeting Melynie Schiel was temporarily called away and Mike Danza began presiding over the meeting.)

B. Approval of the minutes for December 6, 2012

Robert Compton made a motion to approve the minutes of December 6, 2012. Grace Xanthos seconded. The motion to approve the minutes carried without discussion.

C. Approval of the minutes for January 10, 2013

A motion was made (Joe Desantis), and seconded (Kylee Muchenje) to approve the minutes from the previous Academic Senate meeting held on January 10, 2013. The motion to approve the minutes carried with one abstention (Carolyn Hopkins).

D. Comments from the Audience and Non-Senators

No audience comments were presented.

E. Consent Agenda

A motion was made (Joe Desantis), and seconded (Cathy Itnyre) to approve the Consent Agenda.

- a. CTRAC minutes from November 9, 2012
- b. Desert Studies Committee meeting minutes from September 14, 2012
- c. Desert Studies Committee meeting minutes from November 30, 2012

The motion carried with no discussion.

F. Action Items

- a. Update BP 4260 to address comments made at November 2012 BOT meeting

A motion was made (Jackie Hanselman) and seconded (Dean Pieper) to postpone this item until Melynie returned to the meeting. The motion carried. Later in the meeting, upon Melynie's return as presiding officer, the item was revisited. Melynie provided an overview of the changes to the document, and upon further questioning from other senators, furnished additional clarification. She then asked for a motion to approve. Jackie Hanselman made a motion to approve BP 4260 as presented and Joe Desantis seconded. The motion carried with one abstention (Grace Xanthos).

- b. Hiring Committee appointments
 - i. Temporary full-time History Instructor
 - ii. Fiscal Services Technician-Accounting
 - iii. Coordinator of ACCESS and EOPS/CARE
 - iv. Nursing Instructor

Cathy Itnyre, Mike Danza, and Joe Desantis volunteered to serve on the hiring committee for the temporary full-time History Instructor. Kylee Muchenje volunteered to serve as alternate.

Jeff Haig volunteered to serve on the hiring committee for the Fiscal Services Technician-Accounting. Jim Powell volunteered to serve as alternate.

Jackie Hanselman and Greg Chesterman volunteered to serve on the hiring committee for Coordinator of ACCESS and EOPS/CARE. Grace Xanthos volunteered to serve as alternate.

Andrea Riesgo reminded the Senate the standing hiring committee in Nursing is for selecting adjunct faculty candidates. The purpose of this hiring committee request is to select a candidate for hire to a full-time tenure tract instructor position. Kathleen Wahl and Glenda Case volunteered to serve on the hiring committee for the Nursing Instructor. Carolyn Hopkins nominated Christi Blauwkamp. Leann Matlin was nominated to serve as alternate.

A motion was made (Robert Compton) and seconded (Cathy Itnyre) for the Senate to accept the hiring committee volunteers and nominations. The motion carried.

- c. New COR template

A motion was made (Yadira Llord) and seconded (Carolyn Hopkins) to approve the COR template as presented in the AS packet. Yadira provided background information on the proposed changes to the template and identified the changes as the highlighted verbiage in the document. Yadira provided

further clarification upon senate member questioning during discussion. The question was called and the motion carried unanimously.

d. CTRAC and Curriculum Approval Process

A motion was made (Cathy Itnyre) and seconded (Grace Xanthos) to approve the document, CTRAC and Curriculum Approval Process. Yadira Llort provided background information on development of the document provided in the AS packet. Cathy Itnyre provided additional information regarding the document as it related to accreditation. The motion to approve the document carried.

e. Editorial Corrections on approved CORs

Yadira Llort discussed the ASAP and provided additional clarification about the types of editorial corrections that CTRAC/Curriculum Committee could make to CORs without having to send them back through the entire approval process. Melynie explained a motion and vote of approval was made on an item not on the agenda at the last meeting and it would be appropriate to vote on it again to provide a formal record of approval of the item now that it is on the agenda. Joe Desantis moved to ratify the motion to approve editorial corrections of CORs from the previous meeting. Carolyn Hopkins seconded. Melynie Schiel asked to modify the motion to include the following verbiage: "All corrections to CORs shall be reviewed by discipline faculty, the articulation officer, CTRAC and Office of Academic Affairs." Joe Desantis accepted the amendment to his ratification. The ratification/motion carried unanimously.

f. Sabbatical Leave- PSEC results, and subsequent senate recommendations.

This item was removed from the agenda by a previous motion.

g. Response to ACCJC for the 2007 Comprehensive Visit Recommendation (31:00)

Cathy Itnyre provided background information on the document addressing the 2007 ACCJC eight standards recommendations. She explained the District was placed on warning in 2008 for not making enough progress toward fulfilling these 2007 recommendations. In 2009 the District remained on warning for the same reason. In 2010 the District showed enough progress on the recommendations to be taken off warning. The ACCJC is scheduled to return Spring 2013 to evaluate the District on meeting accreditation standards. Joe Desantis motioned the Senate accept the Response to ACCJC 2007 Comprehensive Visit Recommendations document. Carolyn Hopkins seconded. The motion carried.

h. Senate approve special study session with BOT to discuss CMC Mission Statement January 31, 2013 at 3:00 p.m.

Jackie Hanselman motioned to approve the special study session with the BOT on 1/31/2013. David Norton seconded. The motion carried unanimously after a short discussion. (41:45)

G. Information and Discussion

a. Actions taken by senate officers over the winter break

Melynie explained, over the winter break, the senate officers took action to add the eligible discipline of Health to the Pharmacology course HS-065. Joe Desantis moved to retroactively approve the senate officers' decision. Dean Pieper seconded. The motion carried.

b. TMC degree compliance directive

Melynie led a discussion on the urgency of completing and submitting TMCs to the Chancellor's office by Fall 2013 to meet an 80% compliance mandate and a 100% compliance requirement by Fall 2014. During this discussion, Cathy Allen and other senators expressed concerns regarding the additional work required to revise the CORs they are currently working on to fit the recently approved new COR template. Carolyn Hopkins suggested, in a motion, "Those people working on a TMC and have a new course outline, that they can submit it on either the current form as of yesterday or the form as of today, whatever works for them." The motion was seconded by Tony Thacker. Joe Desantis asked for an amendment such that "not just new CORs but new and revisions to existing CORs for TMC compliance be exempted from the new form policy for the remainder of the semester." Carolyn accepted the amendment to her motion. Additional discussion ensued and Melynie suggested that the requirement to use the new form be postponed. A vote was taken on the motion to use either form for TMC development until the end of the semester. The motion did not pass. Robert Compton made a motion to suspend the use of the new form for all faculty until the end of the current semester. Tony Thacker seconded the motion. Brad Berger expressed disappointment in postponing the use of the newly approved COR template for another six months. Joe Desantis offered a friendly amendment to the motion. "That faculty, whether working on TMC's or not, may choose to use the new form prior to its implementation date." Robert Compton accepted the amendment and suggested "faculty be encouraged" to use the new COR form. The motion carried with two nays (Brad Berger, Carolyn Hopkins), and one abstention (Grace Xanthos).

Melynie proceeded to work down a list of CMC programs and identified those with required TMCs being worked on and those already completed.

Administration of Justice – "unknown"
Anthropology – yes
Art History – yes
Business Administration – yes
Communication Studies – done
Computer Science – yes
Early Childhood Education – done
Elementary Teacher Education (Liberal Studies) – open
English – yes
History – yes
Mathematics – yes
Political Science – "not sure about right now"
Psychology – yes
Sociology – done
Studio Arts – yes

After the discussion of the list, Carolyn Hopkins suggested working backward with the timeline for 80% submission by Fall 2013. In order to meet the deadline, it was determined faculty need to have course updates completed within the next 3-4 weeks and to include the proposed TMC when submitting COR documents to CTRAC. Melynie offered to provide another workshop on TMC development for interested faculty. She stated she would send out an email to coordinate and schedule a time for the additional training.

c. Credit by exam policy change and clarification.

Melynie led a discussion on the credit by exam policy and suggested proposed changes that would provide consistency between the credit by exam policy and the credit by articulation policy. Several senators posed questions regarding the changes and Melynie address those questions by providing additional clarification. Suggestions were made to include the following wording to the policy: *Payment of an amount equal the tuition for the course at the time of registration(sic)*. More discussion followed and senators expressed concerns regarding the payment amount. It was suggested this specific topic be brought back for further discussion. The addition of another sentence was also suggested. *Payment is waived for students who do credit by exam according to an existing articulation agreement with K-12 students*. Kei Bjork asked whether course recency should be considered in the credit by articulation policy. It was generally agreed that courses accepted under this policy need to have been completed within the past two years. Lastly, Andrea Armstrong inquired about the availability of MUSD articulation agreements. Melynie offered to provide copies to anyone interested in viewing them. Melynie stated she would bring this agenda item back to the next meeting for further discussion.

d. Units for advanced work in a subject area policy clarification

Melynie led a lengthy discussion on this item and had several senators provide input. No action was taken at this time and the item was identified as one that would be brought back for action at a future meeting.

e. Corequisites clarification

Melynie identified an email from Michelle L. Pilati, Ph.D., President, Academic Senate for California Community Colleges, that provided clarification of the meanings of prerequisites and corequisites. A short discussion regarding the definitions followed. PCAH, p. 109 draft ed. 5 or p. 54 ed. 4: "A course may be established as a prerequisite or a corequisite. If established as a prerequisite, a student must enroll in the course prior to enrollment in the target course. If established as a corequisite, the student may enroll in the corequisite prior to enrolling in the target course or simultaneously with the target course."

f. Announcement of ASCCC Academic Academy

Melynie provided a handout with information and dates for the Academy. She encouraged faculty to submit requests for Employee Development Funds to cover register costs and attend the Academy in San Diego, CA. February 22-23, 2013.

g. 2013 Accreditation Standard Membership

Melynie pointed out the list of members on the different accreditation standards on page 63 of the senate packet. She mentioned it was for information only and suggested any corrections be forwarded to Cathy Itnyre.

h. Student Showcase plan

Melynie reviewed the student showcase plan and encouraged faculty to enlist their students to participate.

- i. February – Programming, Jim Powell
- ii. March – Physics
- iii. April –
- iv. May –

v. June -

H. Committee Reports

a. Senate Committees

i. Cultural Education Enhancement

Cathy Allen referred to two handouts provided that identified events scheduled for March and April, Women's History Month (dress as your favorite female historical figure) and Steve Edgar, motivational speaker, respectively.

ii. Educational Technology

Mike Danza shared information about the committee changing its mission to include teaching pedagogy/andragogy. Several senators expressed interested in participating on the committee.

b. District Committeess

i. Academic Integrity

Mike Danza reminded everyone that the Copper Penny was accepting submissions.

Melynie Schiel asked if Mike Danza could provide a document pertaining to the Academic Integrity Committee process(?).

ii. Basic Skills

Tony Thacker expressed his appreciation to everyone who participated in the On Course activities provided during the previous FLEX training. Tony also announced copies of the tutoring schedule were placed in everyone's mailbox. He also provided an overview of the schedule, including instructor assignments and supported courses, and encouraged faculty to make copies available to students.

I. Senate Reports

Melynie Schiel provided copies of a newspaper article she received from Dr. Wagner regarding the expansion of online education in the near future. She mentioned she was sharing the information to make everyone aware of the efforts being put forth by the governor and UC regents in this regard and that these efforts could impact community colleges in the long term.

Joe Desantis thanked Andrea Armstrong for her efforts in getting Speech 007 and STV 065 (Kylee added) IGETC qualified (?).

Melynie thanked Jeff Haig for providing food and refreshments for the meeting. Dean Pieper agreed to provide food for the next meeting.

J. Administration

Sandy Smith announced the foundation just received \$5000.00 in scholarship money for veterans from the Barker (?) Foundation.

Dr. Zhou announced the availability of the Faculty Resource Center in the library and also encouraged faculty to promote the student tutoring services available in the newly established Learning Center located in the Bagley room.

David Norton motioned to adjourn and Robert Compton seconded. The motion carried.



Copper Mountain College
Academic Senate Agenda Packet
(ASAP)

Date of Senate Meeting: February 7, 2013

Requested by: Curriculum

Subject: Approval of these CORs:

- N-001A
- N-001B
- N-002B
- ECON-001

Type of Consideration: Consent agenda

Desired Outcome: Academic Senate to approve these revised CORs, their prerequisites, co-requisites, Distance Education modality, and CSU Transferability. Each COR specifies its implementation semester.

Background: These were approved by Curriculum Committee members on 24 January 2013.

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A. N-001A *Nursing Foundations* (Blauwkamp) **REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)**

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____
- Change/update course outline
 - Entrance Skills
 - Student Learning Outcomes (formerly objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element CB-09, CB-12
- Other (specify) Lecture and lab hours

B. N-001A *Nursing Foundations* (Blauwkamp) Prerequisite or Co-requisite Courses or Advisories:

- Advisory:
- Prerequisite: Admission to the Associate Degree Nursing Program
- Co-requisite:

C. N-001B *Concepts of Nursing Practice I* (Blauwkamp) **REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)**

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____

- Change/update course outline
 - Entrance Skills
 - Student Learning Outcomes (formerly objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element CB-12_____
- Other (specify) _____

D. N-001B *Concepts of Nursing Practice I* (Blauwkamp) Prerequisite or Co-requisite Courses or Advisories:

- Advisory:
- Prerequisite: N-001A with a grade of "C" or better
- Co-requisite:

E. N-002B *Concepts of Nursing Practice II and Gerontological Nursing I* (Blauwkamp) **REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)**

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____
- Change/update course outline
 - Entrance Skills
 - Student Learning Outcomes (formerly objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element CB-12_____
- Other (specify) _____

F. N-002B *Concepts of Nursing Practice II and Gerontological Nursing I* (Blauwkamp) Prerequisite or Co-requisite Courses or Advisories:

- Advisory:
- Prerequisite: N-001B with a grade of "C" or better.
- Co-requisite:

G. ECON-001 *Principles of Macroeconomics* (Schiel) **REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)**

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____

- Change/update course outline
 - Entrance Skills
 - Student Learning Outcomes (formerly objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element _____
- Other (specify) Change prerequisite to Math 50 from ENG 051 and Math 40. Remove RDG-051 advisory.

H. ECON-001 *Principles of Macroeconomics* (Schiel) Prerequisite or Co-requisite Courses or Advisories:

- Advisory:
- Prerequisite: MATH 050
- Co-requisite:

I. ECON-001 *Principles of Macroeconomics* (Schiel) -- **D.E. modality.**



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 7 February 2013

Requested by: Curriculum Committee

Subject: Content changes to CD-012 (attached).

Type of Consideration: Consent Agenda

Desired Outcome: New BoT approval date is needed.

Background: This course content was revised to better fit the C-ID descriptor. The revisions were reviewed and accepted by Curriculum Committee on 13 December 2012. These content changes must go through entire review/approval process.



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting:-February 7, 2013

Requested by: Curriculum

Subject: Transfer Model Curriculum

Type of Consideration: Action

Desired Outcome: Approve Curriculum's decision to move forward with these:

- AST for Business Administration
- AAT for Economics
- AAT for History
- AAT for Anthropology

Background: Per Chancellor's Office mandate and deadline (31 January 2013) to have TMC compliance.

Program documents may be sent in a separate email.



Curriculum Technical Review Advisory Committee (CTRAC)
MINUTES

Date/Time: December 14, 2012

Time: 8:30am – 12:00 noon

Location: **Room 217**

Chair/Secretary: **Yadira Llort**

ATTENDEES: David Norton, Andrea Armstrong, Melynie Schiel, Yadira Llort, Jason Hotch

GUESTS: Christi Blauwkamp

I. Approval of Agenda: MSU/Armstrong, Llort

II. Approval of Minutes: MSU/Armstrong, Llort

III. Chair's Report: None.

IV. ACTION ITEMS, COURSE OUTLINES OF RECORD TO BE REVIEWED: **PLEASE NOTE THAT ORDER MAY CHANGE TO ACCOMMODATE SCHEDULING ISSUES.**

1. MATH-014 (Berger) -- *Tabled until 25 January 2013 per faculty initiator request.*
2. N-001A (Blauwkamp) – MSU/Hopkins, Armstrong
3. N-001B (Blauwkamp) – MSU/Hopkins, Norton
4. N-002B (Blauwkamp) – MSU/Norton, Armstrong
5. ECON-001 (Schiel) MSU/Armstrong, Norton
6. ECON-002 (Schiel) – *Tabled due to lack of time.*
7. ENG-010B (Baird) – *Tabled due to lack of time.*
8. ART-05A (Allen) – *Tabled due to lack of time.*
9. ART-05B (Allen) – *Tabled due to lack of time.*
10. ART-040(Allen) – *Tabled due to lack of time.*
11. ART-03A (Allen) – *Tabled due to lack of time.*
12. CJ-001(Steenberg) – *Tabled due to lack of time.*
13. CJ-005 (Steenberg) – *Tabled due to lack of time.*

V. Discussion, action or information items:

VI. Motion to adjourn:

CTRAC meeting dates for AY 2012-2013 are: 25 January 2013, 8 February 2013, 22 February 2013 *extra session*, 8 March 2012, 22 March 2013 *extra session*, 12 April 2013, 26 April 2013 *extra session*, 10 May 2013.

Please submit all course outlines electronically to Yadira Llort yllort@cmccd.edu and Greg Yarbrough gyarbrough@cmccd.edu



ACADEMIC SENATE SUBCOMMITTEE: CURRICULUM COMMITTEE
MINUTES

Date: December 13, 2012 **Time:** 3:00-5:00pm **LOCATION:** Room 119

CHAIR: Yadira Llort **Minutes By:** Jason Hotch

Members in Attendance: Yadira Llort, James Powell, Tony Thacker, Joe DeSantis, Andrea Armstrong, Carolyn Hopkins, Paul Friedt and Jason Hotch

- I.** **Approval of Agenda:** Meeting commenced at 3:25pm with a motion from Yadira Llort to accept the agenda as amended. A motion was made and seconded to accept the minutes as amended. The motion was approved unanimously.

- II.** **Approval of Minutes:** A motion was made by Tony Thacker and seconded by Andrea Armstrong to accept the minutes of the November 29, 2012 meeting as published. The motion was approved unanimously.

- III.** **Chair report:** None

- IV.** **Course Outlines for Approval:**
 - a. COR's ANTH-003, AUTO-078, FIRE-061, FIRE-004, CIS-070A, CIS-076B, CIS-078B, CS-073, CS-089, AND CS-089A all approved for editorial corrections by ASAP item allowing Curriculum Chair and Curriculum assistant to make editorial changes as noted in agenda.

V. DISCUSSION/ACTION ITEMS:

1. **Correction of CORs that have completed the review and approval process-** All approved
2. **COR template** – Draft corrections and changes approved, motion made by Joe DeSantis and seconded by Carolyn Hopkins. All approved.
3. **Curriculum Approval Process document** – Changes and corrections discussed and approved, motion made by Carolyn Hopkins and seconded by Tony Thacker.
4. **Multiple Measures** – Item was tabled for next meeting.

5. **Course Families** – Item was discussed by committee and agreed it hinged upon repeatable course list. Carolyn Hopkins made a motion for OAA to provide a repeatable course listing, seconded by Tony Thacker, one Abstention by Joe DeSantis
6. **Repeatability** – Discussed and agreed to wait for repeatability listing, motion to approve made by Tony Thacker, seconded by James Powell.
7. **Discontinuance** – Motion to discuss approved by Joe DeSantis and seconded by Tony Thacker. Motion to recommend discontinuance was voted by three for and four against, motion does not pass. Motion to bring up at next curriculum meeting all approved.
8. **Removal of local P.E. requirements-** Motion to discuss made by Tony Thacker and seconded by Joe DeSantis. Motion to approve was voted on with two yes, four no's and two abstention, motion does not pass.
9. **Business Program Update** – Motion to discuss item made by Joe DeSantis and seconded by Tony Thacker. No approval given, item will be revisited.
10. **Art Program, Updated Proposal** – Motion to discuss made by Melynie Schiel and seconded by Tony Thacker. No vote taken, item will be revisited.

VII. Subcommittee Reports:

VIII. Articulation Report:

IX. Adjournment: A motion to adjourn was made at 5:07 by Tony Thacker, and seconded by James Powell; and passed unanimously. The next meeting is scheduled for January 24th, 2012.

X. SUGGESTIONS FOR FUTURE AGENDAS:

Professional Standards and Ethics Committee

AGENDA

October 4, 2012

Chair/Secretary: Yadira Llort

Room: 119

Time: 2:30pm-3:00pm

- **PSEC members in attendance:** Ellen Baird, Gregg Chesterman, Cathy Itnyre, Yadira Llort, Tony Thacker, and Terry Tucker.
- **PSEC members not in attendance:** Jackie Hanselman (?)

I. A. Minutes from AY 2011-2012: All have been submitted to Academic Senate. None to review at this meeting.

II. Action/Discussion:

1. Signing of Confidentiality Forms.

2. **Sabbatical for AY 2013-2014** – Llort presented a draft for a flyer to announce Sabbatical Leave for 2013-2014. Committee members like the idea of using previous Sabbatical Recipient's photo within the announcement. Llort will also remind Academic Senate of the Sabbatical Leave application deadline. Llort to distribute the same information to All Subscribers via email at regular intervals until the application deadline (Nov. 1st, by 5:00pm) has passed.

3. Reference materials for Sabbatical (sent separately by email on Oct. 1, 2012) – A reminder by Llort to please refer to these documents. They are the same as posted on the CMC website and Intranet. These documents are available from Human Resources Office and are contained within the CBA (appendices).

4. Other? – Llort answered questions regarding past Sabbatical Leave processes.

5. Motion to adjourn: 2:55pm.

III. Next meeting: TBD, depending on the need or continuance of Sabbatical Leave process.



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting:-February 7, 2013

Requested by: Professional Standards & Ethics Committee

Subject: PSEC decision regarding Sabbatical Leave 2013-2014

Type of Consideration: Action

Desired Outcome: Academic Senate to accept the following Sabbatical Recipient-Elect per CBA and PSEC process and guidelines.

PSEC recommends Sabbatical Leave applicant # 1300, now known as Carolyn Hopkins, for Sabbatical Leave 2013-2014.

Below is the Sabbatical Leave applicant's required self-written summary statement (to be provided at Academic Senate for approval consideration):

“This sabbatical proposal will provide information competency instruction to students regardless of the modality or location of courses they are enrolled in at CMC. Online library workshops would be developed to provide students access to information competency instruction, supplementing the current face-to-face workshop format.”

Background:

- The Sabbatical Leave Applicant-Elect announcement was delayed per MOU, essentially to permit sufficient time to complete the entire process with public information (Brown Act).
- Per the CBA, finalization of any recommendation by PSEC and Academic Senate is subject to Board of Trustees approval.

ACADEMIC CALENDAR 2013-14









FALL SESSION 2013						
August 2013						
N	M	T	W	R	F	S
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September 2013						
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SPRING SESSION 2014						
January 2014						
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SUMMER SESSION 2014						
June 2014						
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27	28	29	30	31		



Copper Mountain College
 6162 Rotary Way
 P.O. Box 1398
 Joshua Tree, CA 92252
 (760) 366-3791
 www.cmccd.edu

-  Flex / All Staff Development Day (College opens at 1:00pm)
-  Flex / All Staff Development Day (College closed)
-  College closed
-  First and last day of semester
-  Class meeting day
-  Spring Break, no classes (College open)
-  Flex Day, faculty only, no classes (College open)
-  Full-Time Faculty Day Assigned, no classes (College open)

Fall Semester 2013

- AUGUST**
 August 12-14 Flex Day, college open
 August 15 Flex / All Staff Development Day, college opens at 1:00pm
 August 16 Flex Day, college open
August 19 Fall semester begins
 August 30 Last day to add a full semester class
 August 30 Last day to drop with refund
- SEPTEMBER**
 September 02 Holiday, no classes, college closed
 September 09 Census
 September 24 Flex Day, no classes, college open
- OCTOBER**
 October 01 Last day to file "Intent to Graduate" for Fall 2013
 October 30 Flex / All Staff Development Day, no classes, college closed
- NOVEMBER**
 November 11 Holiday, no classes, college closed
 November 18 Last day to drop classes with a grade of a "W"
 November 28-30 Holiday, no classes, college closed
- DECEMBER**
December 18 Last day of Fall 2013 semester
 December 25-31 College closed

Spring Semester 2014

- JANUARY**
 January 01 Holiday, college closed
 January 09 Flex / All Staff Development Day, college opens at 1:00pm
 January 10 Flex Day, college open
January 13 Spring semester begins
 January 20 Holiday, no classes, college closed
 January 24 Last day to add a full semester class
 January 24 Last day to drop with refund
- FEBRUARY**
 February 03 Census
 February 03 Last day to drop and avoid transcript grade record
 February 14-17 Holiday, no classes, college closed
- MARCH**
 March 01 Last day to file "Intent to Graduate" for Spring or Summer 2014
 March 18 Flex / All Staff Development Day, no classes, college closed
- APRIL**
 April 14-17 Spring Break, no classes, college open
 April 18 Holiday, no classes, college closed
 April 19 Spring Break, no classes, college closed
 April 24 Last day to drop classes with a grade of a "W"
- MAY**
May 21 Last day of Spring 2014 semester
 May 22 Graduation ceremonies
 May 26 Holiday, college closed



Summer Session 2014

- JUNE**
June 16 Summer Session begins
 June 17 Last day to drop with refund
 June 19 Census
 June 19 Last day to drop and avoid transcript grade record
- JULY**
 July 04 Holiday, no classes, college closed
 July 08 Last day to drop classes with a grade of a "W"
July 15 Last day of Summer 2014 Regular Session

Board approved: Draft for constituency group approval









ACADEMIC CALENDAR 2014-15

FALL SESSION 2014						
August 2014						
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September 2014						
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SPRING SESSION 2015						
January 2015						
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February 2015						
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SUMMER SESSION 2015						
June 2015						
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July 2015						
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- NOVEMBER**
 November 10 Holiday, no classes, college closed
 November 17 Last day to drop classes with a grade of a "W"
 November 27-29 Holiday, no classes, college closed

- DECEMBER**
December 17 Last day of Fall 2014 semester
 December 25-31 College closed


Spring Semester 2015

- JANUARY**
 January 01 Holiday, college closed
 January 08 Flex / All Staff Development Day, college opens at 1:00pm
 January 09 Flex Day, college open
January 12 Spring semester begins
 January 19 Holiday, no classes, college closed
 January 23 Last day to add a full semester class
 January 23 Last day to drop with refund

- FEBRUARY**
 February 02 Census
 February 02 Last day to drop and avoid transcript grade record
 February 13-16 Holiday, no classes, college closed

- MARCH**
 March 01 Last day to file "Intent to Graduate" for Spring or Summer 2015
 March 30-31 Spring Break, no classes, college open

- APRIL**
 April 01-02 Spring Break, no classes, college open
 April 03 Holiday, no classes, college closed
 April 04 Spring Break, no classes, college closed
 April 14 Flex / All Staff Development Day, no classes, college closed
 April 21 Last day to drop classes with a grade of a "W"

- MAY**
May 20 Last day of Spring 2015 semester
 May 21 Graduation ceremonies
 May 25 Holiday, college closed 

Summer Session 2015

- JUNE**
June 15 Summer Session begins
 June 16 Last day to drop with refund
 June 18 Census
 June 18 Last day to drop and avoid transcript grade record

- JULY**
 July 03 Holiday, no classes, college closed
 July 07 Last day to drop classes with a grade of a "W"
July 14 Last day of Summer 2015 Regular Session

Board approved: draft for constituency approval.



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: ~~4/2/6/12~~4/22/7/2013

Requested by: Melynie Schiel

Subject: Credit By Exam Policy Change and Clarification

Type of Consideration:
 Action Item
 Information/Discussion

Desired Outcome:

The senate vote to change and clarify our policy on Credit by Exam.

Background:

The following proposal was initially submitted to the Academic Senate and tabled on November 1, 2012:

Some of our vocational funding has been earmarked for “Transitions.” The purpose of the money is to enhance/strengthen/smooth the transition of high school students to college and college students to the workforce. One of the key areas of focus for the grant is developing ways high school students can begin their progress toward a CMC CTE goal while still in high school. To that end, many CMC CTE and MUSD CTE faculty have met to discuss how our courses align to provide the students with these opportunities. We are excited with what we have found so far and will be working with the faculty toward various articulation options. HOWEVER, current CMC policy states:

EXAMINATIONS

Credit by Examination/Course Challenge

Board Policy 6530.1

Credit is not allowed if coursework (or credit by exam given) in the subject area has been completed or Advanced Placement credit has previously been granted.

Credit by examination may be granted for a course based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the college.

If an examination shows that the student possesses adequate equivalency and mastery of the subject, credit is granted.

A student seeking credit by examination will receive a letter grade (A, B, C, D, F, NC, CR) and grade points in the same way as if enrolled in a regular course. A student may challenge a course only once. Credit earned according to this policy shall not count toward determination of eligibility for veteran's benefits. Credit by examination is possible in selected courses only. Contact the Vice President for Academic Affairs for additional information.

Exceptions to the above may be made when necessary to meet provisions of California state law or the rules and regulations of state agencies governing programs of the California Community Colleges.

Credit by examination may be granted only to a student who

- (1) is currently enrolled in at least one course in the college,
- (2) has completed at least 12 units in residence,
- (3) is not on academic probation,
- (4) has submitted transcripts of all previous coursework,
- (5) has not earned college credit in more advanced subject matter, and
- (6) has not received a grade (A, B, C, D, F, CR, NC), or equivalent, in the course for which he or she is seeking credit by examination at this or any other educational institution.

Under the Credit by Examination policy, a student may challenge no more than 10 units towards an Associate Degree or a Certificate of Achievement. Unit credit granted by examination to a student shall not count towards the minimum of 12 units required for residency. Students interested in Credit by Examination should select a specific course for which they believe they have sufficient knowledge, then contact the Vice President for Academic Affairs to determine the possibility of challenging the course and to obtain information regarding the requirements for successful challenge. The Credit by Examination form to initiate the formal approval process may then be obtained from the Office of Student Services. Payment of a nonrefundable fee of \$25.00 is required at that time. The request must be approved by the midpoint of the semester, and the examination must be given prior to the last day of the final examination period.

ALSO, the CMC Catalog states:

CREDIT BY ARTICULATION

The College maintains course articulation agreements in cooperation with high schools and Regional Occupational Programs (ROP) within the Morongo Unified School District (MUSD) and San Bernardino County Regional Occupational Program. College credit by examination or prerequisite course waiver may be earned by high school and ROP students, thereby allowing students with demonstrated competencies to avoid duplicating coursework in college and resulting in a smooth transition from course to course, from high school to college.

The requirements for K-12 students are thus unclear. Does the Credit by Articulation *override* the requirements for Credit by Exam if an articulation agreement is in place?

To clarify the policy and to enhance the K-12 student pathway to CMC, the following modifications to existing policy are proposed:

EXAMINATIONS

Credit by Examination/Course Challenge

Board Policy 6530.1

Credit ~~by Examination is only~~~~is not~~ allowed if coursework (or credit by exam given) in the subject area has ~~not~~ been completed or Advanced Placement credit has ~~not~~ previously been granted.

Credit by examination may be granted for a course based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the college.

If an examination shows that the student possesses adequate equivalency and mastery of the subject, credit is granted. A student seeking credit by examination will receive a letter grade (A, B, C, D, F, NC, CR) and grade points in the same way as if enrolled in a regular course. A student may challenge a course only once. Credit earned according to this policy shall not count toward determination of eligibility for veteran's benefits. Credit by examination is possible in selected courses only. Contact the ~~Vice President for~~ Office of Academic Affairs for additional information.

Exceptions to the above may be made when necessary to meet provisions of California state law or the rules and regulations of state agencies governing programs of the California Community Colleges.

Credit by examination may be granted only to a student who*
(1) is currently enrolled in at least one course in the college,
(2) has completed at least 12 units in residence,
(3) is not on academic probation,
(4) has submitted transcripts of all previous college coursework,
(5) has not earned college credit in more advanced subject matter, and
(6) has not received a grade (A, B, C, D, F, CR, NC), or equivalent, in the course for which he or she is seeking credit by examination at this or any other educational institution.

* A K-12 Student who seeks Credit by Examination based on an existing articulation agreement must meet criterion (4), (5) and (6) and pending a successful outcome on the Examination will receive credit upon enrolling at Copper Mountain College.

Under the Credit by Examination policy, a student may challenge no more than 10 units towards an Associate Degree or a Certificate of Achievement (this does not apply to credit earned in accordance with an existing articulation agreement). Unit credit granted by examination to a student shall not count towards the minimum of 12 units required for residency. Students interested in Credit by Examination should select a specific course for which they believe they have sufficient knowledge, then contact the ~~Vice President for~~ office of Academic Affairs to determine the possibility of challenging the course and to obtain information regarding the requirements for successful challenge. The Credit by Examination form to initiate the formal approval process may then be obtained from the Office of Student Services. Payment of an amount equal to the tuition for the course and a

nonrefundable fee of \$25.00 is required at that time. ~~The request must be approved by the midpoint of the semester, and the examination must be given prior to the last day of the final examination period.~~

Formatted

ALSO, the CMC Catalog states:

CREDIT BY ARTICULATION

The College maintains course articulation agreements in cooperation with high schools and Regional Occupational Programs (ROP) within the Morongo Unified School District (MUSD) and San Bernardino County Regional Occupational Program. College credit by examination or prerequisite course waiver may be earned by high school and ROP students, thereby allowing students with demonstrated competencies to avoid duplicating coursework in college and resulting in a smooth transition from course to course, from high school to college.



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 2/7/2013

Requested by: Melynie Schiel

Subject: Policy Clarification on advanced Units Completed

Type of Consideration:

Action Item
 Information/Discussion

Desired Outcome:

The senate makes a recommendation on granting of units for coursework at a higher level than what we offer here.

Background:

In a recent transaction a few faculty began discussing past practice of NOT granting CMC credit to students for “advanced” work. Andrea Armstrong shared a series of emails where counselors on the CIAC listserv shared their own interpretation of what Title 5 has to say on the matter. The Title 5 section quoted, § 55805.5, which couldn’t be concretely related to this issue, was repealed.

Here is a proposal given that the student follows all protocol with getting us appropriate transcripts:

If any course meets or exceeds the requirements of a course at CMC, students will be permitted to use the course to meet the appropriate degree or certificate requirements and the course will count toward the unit requirements of said degree or certificate.



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: February 7, 2013

Requested by: Curriculum

Subject: District to develop policy for the following types of repetition.

Type of Consideration: Discussion/Action

Desired Outcome: *Title 5 information:*

- **Title 5 55040(b)(8):** Districts may permit students to repeat a course for legally mandated training even though the course is not designated as repeatable.
- **Title 55040 (b)(9):** Districts may permit students to repeat a course for a change in industry or licensure.

Background: Title 5 repeatability issues the district needs to establish.



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 2/7/2013

Requested by: Melynie Schiel

Subject: Discussion of Full-Time faculty hire

Type of Consideration:

Action Item
 Information/Discussion

Desired Outcome:

The senate makes a recommendation for FTF hire to replace Paul Cook, pending his formal resignation

Background:

Paul Cook, Professor of History and Political Science, was recently elected to serve in the US House of Representatives. Prior to the election, Paul was serving in the California Legislature and had his faculty position held here at CMC.

The senate is asked to discuss the need for faculty in various areas and make a recommendation on the disciplines most in need of full-time-faculty.



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 2/7/2013

Requested by: Melynie Schiel

Subject: Outcome of ISLO Assessment Discussion at FLEX

Type of Consideration:

Action Item
 Information/Discussion

Desired Outcome:

The Senate discuss the outcome of the ISLO assessment session at FLEX and recommend improvements and modifications for the next cycle.

Background:

In addition to the analysis of ISLO questions on the student survey by units attained (indirect), the senate recommended an analysis of course SLO assessments (direct) mapped to the ISLOs. Dr. Brad Berger and Dr. Robert Compton analyzed the results of course assessments by taking a random sample from the dataset and assigning a score for achievement using a 5-point Likert scale.

The results of the analysis were presented at flex. Session attendees were asked to work in groups to answer the following questions (restated):

1. Is this bottom-up approach a good idea?
2. If yes, should our current process be modified to get better data?
3. If not, what approach would be best.

After significant discussion, the groups reported out.

Most groups thought that the bottom-up assessment is a good start.

Concerns and recommendations:

- Variability in types of assessment
- Need for larger Likert scale, say 1-10
- Build scale into Assessment report and create rubric for assigning values
- Enter assessments into survey monkey and create forced choice
- Need a matrix to analyze gaps from course to institutional SLOs

Commendations:

Bottom-up approach doesn't duplicate work.

One group felt that both a top-down and bottom-up assessment should be used. This would ensure coverage of all ISLOs.

A third group was in favor of a top-down assessment method, such as a 20 question assessment, included in the course grade, administered in capstone courses.



CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
AA-T AND AS-T CERTIFICATION FORM
100% GOAL WORKSHEET
Due January 31, 2013

District: Copper Mountain CCD College: Copper Mountain College

No.	TMC	TMC Code	Program Award	TOP Code	Column A Active AA/ AS TMC Aligned	Column B Active AA-T/AS-T	Column C Planned AA-T/AS-T
1	Administration of Justice	2002	AS-T	2105.00			x
2	Anthropology	1015	AA-T	2202.00			x
3	Art History	1006	AA-T	1001.00			x
4	Business Administration	2006	AA-T	0505.00			x
5	Communication Studies	1001	AA-T	1506.00		x	
6	Computer Science	2007	AS-T	0706.00			x
7	Early Childhood Education	2003	AS-T	1305.00			x
8	Elementary Teacher Education	1012	AA-T	4901.20			x
9	English	1007	AA-T	1501.00			x
10	Geography	1013	AA-T	2206.00	No such AA/AS in place at CMC		
11	Geology	2004	AS-T	1914.00	No such AA/AS in place at CMC		
12	History	1004	AA-T	2205.00			x
13	Journalism	1014	AA-T	0602.00	No such AA/AS in place at CMC		
14	Kinesiology	1008	AA-T	1270.00	No such AA/AS in place at CMC		
15	Mathematics	2001	AS-T	1701.00			x
16	Music	1011	AA-T	1004.00	No such AA/AS in place at CMC		
17	Physics	2005	AS-T	1902.00	No such AA/AS in place at CMC		
18	Political Science	1009	AA-T	2207.00			x
19	Psychology	1002	AA-T	2001.00			x
20	Sociology	1003	AA-T	2208.00		x	
21	Studio Arts	1010	AA-T	1002.00			x
22	Theatre Arts	1005	AA-T	1007.00	No such AA/AS in place at CMC		
TOTAL					0	2	13
Number of AA-T and AS-T Degrees to be Offered by Fall 2014					15		

Required Signatures:

	<u>Melynie Schiel</u>	
Date	Name	Signature: President, Academic Senate
	<u>Wei Zhou, Ph.D.</u>	
Date	Name	Signature: Chief Instructional Officer
	<u>Roger Wagner, Ph.D.</u>	
Date	Name	Signature: President/Superintendent

Associate Degrees for Transfer
Sociology

TMC #1003 published 1/20/2011

TMC matches at CCC and CSU
institutional combinations: 1,562

California Community Colleges (71)

American River College
Barstow Community College
Cabrillo College
Cerritos College
Chaffey College
Coastline Community College
College of San Mateo
College of the Desert
Columbia College
Cosumnes River College
Cuesta College
Cypress College
El Camino College
Fresno City College
Glendale Community College
Grossmont College
Irvine Valley College
Las Positas College
Long Beach City College
Los Medanos College
Mission College
Moreno Valley College
Norco College
Orange Coast College
Palo Verde College
Pasadena City College
Riverside City College
Saddleback College
San Diego Mesa College
Santa Ana College
Santa Rosa Junior College
Shasta College
Solano Community College
Ventura College
West Valley College
Yuba College

Bakersfield College
Berkeley City College
Cañada College
Chabot College
Citrus College
College of Marin
College of the Canyons
College of the Sequoias
Copper Mountain College
Crafton Hills College
Cuyamaca College
Diablo Valley College
Foothill College
Fullerton College
Golden West College
Imperial Valley College
Lake Tahoe Community College
Lassen Community College
Los Angeles Valley College
Mendocino College
Moorpark College
Napa Valley College
Ohlone College
Oxnard College
Palomar College
Rio Hondo College
Sacramento City College
San Bernardino Valley College
San Diego Miramar College
Santa Barbara City College
Santiago Canyon College
Sierra College
Taft College
Victor Valley College
Woodland Community College

California State Universities (22)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego
San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

*designated similar at
22 of 22 CSU campuses*

Associate Degrees for Transfer
Communication Studies

TMC #1001 published 1/25/2011

TMC matches at CCC and CSU
institutional combinations: 1,560

California Community Colleges (78)

Allan Hancock College
Antelope Valley College
Butte College
Cerritos College
Chaffey College
City College of San Francisco
College of Marin
College of the Desert
College of the Siskiyous
Contra Costa College
Cosumnes River College
Cuyamaca College
De Anza College
El Camino College
Fresno City College
Gavilan College
Golden West College
Imperial Valley College
Laney College
Los Angeles City College
Los Angeles Valley College
Mendocino College
Merritt College
Mission College
Monterey Peninsula College
Moreno Valley College
Napa Valley College
Ohlone College
Oxnard College
Porterville College
Rio Hondo College
Sacramento City College
San Diego City College
San Joaquin Delta College
Santa Barbara City College
Santiago Canyon College
Sierra College
Ventura College
West Valley College

American River College
Bakersfield College
Cañada College
Chabot College
Citrus College
College of Alameda
College of San Mateo
College of the Sequoias
Columbia College
Copper Mountain College
Crafton Hills College
Cypress College
Diablo Valley College
Folsom Lake College
Fullerton College
Glendale Community College
Hartnell College
Irvine Valley College
Long Beach City College
Los Angeles Mission College
Los Medanos College
Merced College
MiraCosta College
Modesto Junior College
Moorpark College
Mount San Antonio College
Norco College
Orange Coast College
Pasadena City College
Reedley College
Riverside City College
Saddleback College
San Diego Miramar College
Santa Ana College
Santa Rosa Junior College
Shasta College
Southwestern College
Victor Valley College
Woodland Community College

California State Universities (20)

Bakersfield
Channel Islands
Chico
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Diego
San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

*designated similar at
20 of 22 CSU campuses*

Associate Degrees for Transfer
Mathematics

TMC #2001 published 3/24/2011

TMC matches at CCC and CSU
institutional combinations: 1,428

California Community Colleges (68)

Allan Hancock College
Antelope Valley College
Cabrillo College
Cerro Coso Community College
Chaffey College
College of Alameda
College of the Canyons
College of the Redwoods
Cosumnes River College
Cuesta College
Diablo Valley College
Folsom Lake College
Gavilan College
Golden West College
Imperial Valley College
Lake Tahoe Community College
Las Positas College
Los Angeles Mission College
Los Angeles Trade Technical College
Mendocino College
MiraCosta College
Modesto Junior College
Moorpark College
Napa Valley College
Palomar College
Porterville College
Rio Hondo College
San Bernardino Valley College
San José City College
Santiago Canyon College
Skyline College
Southwestern College
West Hills College Coalinga
West Los Angeles College

American River College
Berkeley City College
Cañada College
Chabot College
Citrus College
College of San Mateo
College of the Desert
College of the Siskiyous
Crafton Hills College
De Anza College
Evergreen Valley College
Fullerton College
Glendale Community College
Hartnell College
Irvine Valley College
Laney College
Long Beach City College
Los Angeles Pierce College
Los Angeles Valley College
Merced College
Mission College
Monterey Peninsula College
Mt. San Jacinto College
Ohlone College
Pasadena City College
Reedley College
Sacramento City College
San Diego City College
Santa Monica College
Sierra College
Solano Community College
Victor Valley College
West Hills College Lemoore
Yuba College

California State Universities (21)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Sacramento
San Bernardino
San Diego
San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

*designated similar at
21 of 22 CSU campuses*

Associate Degrees for Transfer
Psychology

TMC #1002 published 1/10/2011

California Community Colleges (61)

American River College
Barstow Community College
Butte College
Chaffey College
City College of San Francisco
College of Marin
College of the Canyons
College of the Redwoods
Cosumnes River College
Cuyamaca College
Diablo Valley College
El Camino College
Foothill College
Fullerton College
Grossmont College
Lake Tahoe Community College
Los Medanos College
Mission College
Mount San Antonio College
Orange Coast College
Palo Verde College
Pasadena City College
Rio Hondo College
Saddleback College
San Diego Mesa College
Santa Ana College
Santa Rosa Junior College
Sierra College
Taft College
West Los Angeles College
Woodland Community College

Bakersfield College
Berkeley City College
Cañada College
Citrus College
Coastline Community College
College of San Mateo
College of the Desert
College of the Sequoias
Crafton Hills College
Cypress College
East Los Angeles College
Folsom Lake College
Fresno City College
Golden West College
Irvine Valley College
Long Beach City College
Merced College
Moorpark College
Ohlone College
Oxnard College
Palomar College
Reedley College
Sacramento City College
San Diego City College
San Joaquin Delta College
Santa Barbara City College
Santiago Canyon College
Skyline College
Ventura College
West Valley College

TMC matches at CCC and CSU
institutional combinations: 1,220

California State Universities (20)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Francisco
San José
San Marcos
Sonoma
Stanislaus

*designated similar at
20 of 22 CSU campuses*

Associate Degrees for Transfer
Early Childhood Education

TMC #2003 published 5/17/2011

TMC matches at CCC and CSU
institutional combinations: 544

California Community Colleges (34)

American River College
Cañada College
Citrus College
Feather River College
Fullerton College
Imperial Valley College
Lassen Community College
Los Angeles City College
Los Angeles Trade Technical College
Mission College
Moorpark College
Napa Valley College
Orange Coast College
Saddleback College
Santa Rosa Junior College
Sierra College
Taft College

Cabrillo College
Chabot College
College of the Siskiyous
Fresno City College
Hartnell College
Las Positas College
Long Beach City College
Los Angeles Southwest College
Los Medanos College
Monterey Peninsula College
Moreno Valley College
Norco College
Riverside City College
Santa Monica College
Shasta College
Skyline College
Ventura College

California State Universities (16)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Sacramento
San Francisco
San José
San Luis Obispo
Sonoma
Stanislaus

*designated similar at
16 of 19 CSU campuses*

Associate Degrees for Transfer
Business

TMC #2006 published 6/25/2011

TMC matches at CCC and CSU
institutional combinations: 540

California Community Colleges (27)

Chabot College
College of Marin
College of the Siskiyous
Cypress College
Diablo Valley College
Golden West College
Lake Tahoe Community College
Long Beach City College
Mendocino College
Mt. San Jacinto College
Santa Barbara City College
Santa Rosa Junior College
Shasta College
Ventura College

Citrus College
College of San Mateo
Crafton Hills College
De Anza College
Fullerton College
Imperial Valley College
Lassen Community College
Los Angeles Pierce College
Moorpark College
Pasadena City College
Santa Monica College
Santiago Canyon College
Skyline College

California State Universities (20)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime
Northridge
Pomona
Sacramento
San Bernardino
San Francisco
San José
San Luis Obispo
Sonoma
Stanislaus

*designated similar at
20 of 23 CSU campuses*

Associate Degrees for Transfer
Administration of Justice

TMC #2002 published 5/17/2011

California Community Colleges (33)

American River College
Cerritos College
Chaffey College
College of San Mateo
College of the Siskiyous
Evergreen Valley College
Gavilan College
Lake Tahoe Community College
Los Angeles Southwest College
Merced College
Moorpark College
Riverside City College
San Diego Miramar College
Santa Barbara City College
Ventura College
West Hills College Coalinga
West Los Angeles College

Butte College
Cerro Coso Community College
Citrus College
College of the Desert
Contra Costa College
Fullerton College
Imperial Valley College
Lassen Community College
Mendocino College
Merritt College
Pasadena City College
Sacramento City College
San José City College
Santa Rosa Junior College
Victor Valley College
West Hills College Lemoore

TMC matches at CCC and CSU
institutional combinations: 495

California State Universities (15)

Bakersfield
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Long Beach
Los Angeles
Sacramento
San Bernardino
San Diego
San Francisco
San José
Sonoma
Stanislaus

*designated similar at
15 of 17 CSU campuses*

Associate Degrees for Transfer
History

TMC #1004 published 5/17/2011

California Community Colleges (21)

American River College
Cabrillo College
Coastline Community College
Crafton Hills College
Evergreen Valley College
Golden West College
Los Angeles Harbor College
Moorpark College
Porterville College
Sierra College
Ventura College

Butte College
Citrus College
College of San Mateo
Cypress College
Fullerton College
Lassen Community College
Mission College
Pasadena City College
Santa Monica College
Taft College

TMC matches at CCC and CSU
institutional combinations: 462

California State Universities (22)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego
San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

*designated similar at
22 of 22 CSU campuses*

Associate Degrees for Transfer
English

TMC #1007 published 5/23/2012

TMC matches at CCC and CSU
institutional combinations: 440

California Community Colleges (22)

American River College
Butte College
Citrus College
Coastline Community College
Crafton Hills College
Fullerton College
Hartnell College
Long Beach City College
Mission College
Pasadena City College
Santiago Canyon College

Berkeley City College
Cerritos College
City College of San Francisco
College of the Siskiyous
East Los Angeles College
Golden West College
Imperial Valley College
Mendocino College
Mount San Antonio College
Riverside City College
Sierra College

California State Universities (20)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

*designated similar at
20 of 22 CSU campuses*

Associate Degrees for Transfer

Political Science

TMC #1009 published 6/19/2011

California Community Colleges (15)

Chabot College
College of Marin
Fullerton College
Hartnell College
Mendocino College
Moorpark College
Santa Rosa Junior College
Ventura College

Chaffey College
Crafton Hills College
Golden West College
Imperial Valley College
Mission College
Orange Coast College
Sierra College

TMC matches at CCC and CSU

institutional combinations: 330

California State Universities (22)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego
San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

*designated similar at
22 of 22 CSU campuses*

Associate Degrees for Transfer
Kinesiology

TMC #1008 published 6/15/2011

TMC matches at CCC and CSU
institutional combinations: 288

California Community Colleges (18)

American River College
College of San Mateo
East Los Angeles College
Folsom Lake College
Gavilan College
Irvine Valley College
Mission College
Orange Coast College
Santa Barbara City College

Cañada College
De Anza College
Feather River College
Fullerton College
Golden West College
Los Angeles Harbor College
Moorpark College
Sacramento City College
Skyline College

California State Universities (16)

Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Francisco
San José
Stanislaus

*designated similar at
16 of 21 CSU campuses*

Associate Degrees for Transfer

Physics

TMC #2005 published 5/13/2011

TMC matches at CCC and CSU
institutional combinations: 280

California Community Colleges (14)

American River College
Citrus College
College of the Canyons
Cosumnes River College
Pasadena City College
San Diego Miramar College
Skyline College

Cañada College
College of San Mateo
College of the Siskiyous
Fullerton College
San Diego City College
Santiago Canyon College
West Hills College Lemoore

California State Universities (20)

Bakersfield
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Northridge
Pomona
Sacramento
San Bernardino
San Diego
San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

*designated similar at
20 of 21 CSU campuses*

Associate Degrees for Transfer
Studio Arts

TMC #1010 published 6/20/2011

TMC matches at CCC and CSU
institutional combinations: 260

California Community Colleges (13)

American River College
College of San Mateo
Fullerton College
Lassen Community College
Mission College
Porterville College
Ventura College

Cerro Coso Community College
College of the Desert
Golden West College
Los Angeles Harbor College
Pasadena City College
Taft College

California State Universities (20)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Sacramento
San Bernardino
San Diego
San Francisco
San José
San Marcos
Sonoma
Stanislaus

*designated similar at
20 of 21 CSU campuses*

Associate Degrees for Transfer
Art History

TMC #1006 published 6/19/2011

TMC matches at CCC and CSU
institutional combinations: 252

California Community Colleges (12)

Cerritos College
Fullerton College
Golden West College
Mount San Antonio College
Santa Monica College
Taft College

East Los Angeles College
Gavilan College
Lassen Community College
Pasadena City College
Sierra College
Ventura College

California State Universities (21)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego
San Francisco
San José
San Marcos
Sonoma
Stanislaus

*designated similar at
21 of 21 CSU campuses*

Associate Degrees for Transfer

Theater Arts

TMC #1005 published 5/16/2011

California Community Colleges (13)

Chaffey College
College of the Canyons
College of the Siskiyous
Fresno City College
Irvine Valley College
Riverside City College
Ventura College

Citrus College
College of the Desert
Crafton Hills College
Golden West College
Pasadena City College
Santa Ana College

TMC matches at CCC and CSU

institutional combinations: 234

California State Universities (18)

Bakersfield
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Long Beach
Los Angeles
Northridge
Pomona
Sacramento
San Diego
San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

*designated similar at
18 of 20 CSU campuses*

Associate Degrees for Transfer
Geology

TMC #2004 published 5/13/2011

TMC matches at CCC and CSU
institutional combinations: 156

California Community Colleges (12)

American River College
College of San Mateo
El Camino College
Lassen Community College
Mendocino College
Sierra College

Chaffey College
Crafton Hills College
Fullerton College
Long Beach City College
Pasadena City College
Woodland Community College

California State Universities (13)

Bakersfield
Chico
East Bay
Fullerton
Humboldt
Long Beach
Los Angeles
Northridge
Sacramento
San Francisco
San José
Sonoma
Stanislaus

*designated similar at
13 of 20 CSU campuses*

Associate Degrees for Transfer
Elementary Teacher Education

TMC #1012 published 3/10/2012

California Community Colleges (1)

Fullerton College

TMC matches at CCC and CSU
institutional combinations: 20

California State Universities (20)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Francisco
San José
San Marcos
Sonoma
Stanislaus

*designated similar at
20 of 21 CSU campuses*

Associate Degrees for Transfer
Music

TMC #1011 published 2/22/2012

California Community Colleges (1)

Fullerton College

TMC matches at CCC and CSU
institutional combinations: 18

California State Universities (18)

Bakersfield
Chico
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Northridge
Pomona
Sacramento
San Bernardino
San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

*designated similar at
18 of 21 CSU campuses*

Associate Degrees for Transfer

Journalism

TMC #1014 published 6/7/2012

California Community Colleges (0)

TMC matches at CCC and CSU
institutional combinations:

California State Universities (9)

Chico
Dominguez Hills
East Bay
Fullerton
Humboldt
Long Beach
Monterey Bay
Pomona
Sacramento

*designated similar at 9
of 17 CSU campuses*

Associate Degrees for Transfer
Geography

TMC #1013 published 5/10/2012

California Community Colleges (0)

TMC matches at CCC and CSU
institutional combinations:

California State Universities (17)

Chico
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Francisco
San José
San Luis Obispo
Sonoma
Stanislaus

*designated similar at
17 of 20 CSU campuses*

Associate Degrees for Transfer
Computer Science

TMC #2007 published 7/19/2012

California Community Colleges (0)

TMC matches at CCC and CSU
institutional combinations:

California State Universities (10)

Channel Islands
East Bay
Fresno
Humboldt
Long Beach
Monterey Bay
San Francisco
San José
San Marcos
Stanislaus

*designated similar at
10 of 22 CSU campuses*

Associate Degrees for Transfer
Anthropology

TMC #1015 published 9/20/2012

California Community Colleges (0)

TMC matches at CCC and CSU
institutional combinations:

California State Universities (18)

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay
Fullerton
Humboldt
Long Beach
Los Angeles
Northridge
Pomona
Sacramento
San Bernardino
San Francisco
San José
San Luis Obispo
San Marcos
Stanislaus

*designated similar at
18 of 21 CSU campuses*



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 7 February 2013

Requested by: Curriculum Chair, Yadira Llort

Subject: TMC Compliance “need by” dates for CTRAC & Curriculum process.

Type of Consideration: Information.

Desired Outcome: Information.

Since the last Academic Senate session, a number of TMC-compliant CORs have been received and due notice is now being given that they are being processed, but will take time. The goal of CTRAC and Curriculum is to complete as many TMC-compliant documents as possible during Spring 2013.

- ➔ Note that CORs received for CTRAC after April 4th likely will not complete the established review/approval process in time for AY 2013-2014.
- ➔ At this time, TMC program forms need to be forwarded to Curriculum Committee as soon as possible, but no later than April 19th so that it may complete the established review/approval process in time for AY 2013-2014. Faculty and departments are encouraged to submit their TMC program forms as soon as possible to ensure sufficient review and feedback time.

Spring 2013 Learning Resource Center Master Schedule By Subject

TIME	MON.	TUES.	WED.	THURS.	FRIDAY
8 - 9	Math CIS, CS Physics	Reading Math CIS, CS Physics	Math English, Reading	Reading Math CIS, CS Physics	
9 - 10	Math CIS, CS Physics	CS, Math, Physics English, reading	Reading English	CS, Math, Physics	Math, Spanish, English, History
10 - 11	Math CIS, CS Physics	CS, Math, Physics English, Reading	Reading English	CS, Math, Physics	
11 - 12	Math CIS, CS	Math Reading English	English	English CS, Math Physics	
12 - 1	Math English CIS, CS, Spanish History	Reading	Math English CIS, CS, Spanish History	Math English, Reading	Math, Spanish, English, History CS, Physics
1 - 2	Math English CIS, CS, Spanish History	Reading Math CS	English Reading	English, reading CS, math	Math, Spanish, English, History CS, Physics
2 - 3	Math Spanish English History	Math CS Reading	Math CS Reading	English, reading CS, math	Math, Spanish, English, History CS, Physics
3 - 4	Reading English History Math, CS Acctng, Econ	Reading English History Math, CS	Reading English History CIS, CS Math	Reading English History Math, CS	CS, Physics Math English Reading
4 - 5	Reading English History Math, CS Acctng, Econ	Math CS	Reading English History CIS, CS Math	Reading English History Math, CS	CS, Physics Math English Reading
5 - 6	Reading English History Math, CS Acctng, Econ	English Math, CS CIS	Reading English History	Reading English History Math, CS	
6 - 7	Math CS	English CIS, CS Math	CS Math Physics		
7 - 7:30	Math CS	English CIS, CS Math	CS Math Physics		

Spring 2013 Learning Resource Center Master Schedule
The Center is located in the Bagley Room in the CMC Greenleaf Library

TIME	MON.	TUES.	WED.	THURS.	FRIDAY
8 - 9	Prof. Holley James Griffin Jeremiah Griffin	Prof. Compton James Griffin Jeremiah Griffin	Prof. Compton Arwen Jordan- Zimmerman	Prof. Muchenje James Griffin Jeremiah Griffin	
9 - 10	James Griffin Jeremiah Griffin	Jeremiah Griffin Arwen Jordan- Zimmerman	Prof. M. Gallagher Arwen Jordan- Zimmerman	Jeremiah Griffin	Blaze Thorpe
10 - 11	James Griffin Jeremiah Griffin	Jeremiah Griffin Arwen Jordan- Zimmerman	Prof. M. Gallagher Arwen Jordan- Zimmerman	Jeremiah Griffin	
11 - 12	Prof. MacLaughlin Aaron Allar	Prof. Compton Arwen Jordan- Zimmerman	Prof. Walker	Prof. Baird Jeremiah Griffin	
12 - 1	Prof. MacLaughlin 12:30 Prof. Baird 12:30 Aaron Allar Blaze Thorpe	Prof. Muchenje	Prof. Walker Blaze Thorpe Aaron Allar	Prof. Holley Arwen Jordan- Zimmerman	Blaze Thorpe Jeremiah Griffin
1 - 2	Aaron Allar Blaze Thorpe	Prof. Muchenje Dakota Ainsworth	Prof. Walker – 1:15 Gary Longshore	Dakota Ainsworth Arwen Jordan- Zimmerman	Blaze Thorpe Jeremiah Griffin
2 - 3	Prof. MacLaughlin Blaze Thorpe	Dakota Ainsworth Gary Longshore	Gary Longshore Aaron Allar	Dakota Ainsworth Arwen Jordan- Zimmerman	Jeremiah Griffin Blaze Thorpe
3 - 4	Gary Longshore Dakota Ainsworth Kyle Jixing	Dakota Ainsworth Gary Longshore	Gary Longshore Aaron Allar	Prof. M. Gallagher Gary Longshore Dakota Ainsworth	Jeremiah Griffin Arwen Jordan- Zimmerman
4 - 5	Gary Longshore Kyle Jixing Dakota Ainsworth	Dakota Ainsworth	Gary Longshore Aaron Allar	Prof. M. Gallagher Gary Longshore Dakota Ainsworth	Jeremiah Griffin Arwen Jordan- Zimmerman
5 - 6	Gary Longshore Dakota Ainsworth Kyle Jixing	Prof. Norton Dakota Ainsworth Aaron Allar	Gary Longshore	Prof. M. Gallagher - 5:30 Gary Longshore Dakota Ainsworth	
6 - 7	Dakota Ainsworth	Prof. Norton Aaron Allar	Jeremiah Griffin		
7 – 7:30	Dakota Ainsworth	Prof. Norton Aaron Allar	Jeremiah Griffin		

Faculty Members (Discipline)

Holley (mathematics)
Compton (mathematics)
MacLaughlin (mathematics)
Muchenje (reading)
Walker (English)
Norton (English)
M. Gallagher (reading)
Baird (English)

Student Tutors and their subjects:

Blaze Thorpe: Math (through calculus), Spanish, English, History
Dakota Ainsworth: Math(thru Calculus) and computer programming
Aaron Allar: CIS, CS, Math 57, 50, 40, 10
James Griffin: CIS, Word, Excel, Access, Adobe, Photoshop, Web Design, Dreamweaver, Eng 3A
Arwen Jordan-Zimmerman: English, Reading, Sociology, Government, Criminal Justice
Jeremiah Griffin: CS 86/89/89A, Math (through 2A), Physics through 4B
Gary Longshore: Reading, English, History
Kyle Jixing: Accounting, Economics

Spring 2013

Learning Resource Center Master Schedule

Students: If you are enrolled in either MA 97/98 or ASC 97/98, you can receive credit only when an instructor is present.

MA 97/98 – credit only when Compton, Holley or MacLaughlin are present. (Grey areas)
 ASC 97/98 – credit when any instructor is present, but preferably when a subject related tutor is available. (i.e., if you are working on reading, then try to find a time that either a reading instructor or a reading student tutor is available).

TIME	MON.	TUES.	WED.	THURS.	FRIDAY
8 - 9	Prof. Holley	Prof. Compton	Prof. Compton	Prof. Muchenje reading	
9 - 10			Prof. M. Gallagher reading		
10 - 11			Prof. M. Gallagher reading		
11 - 12	Prof. MacLaughlin 11:00 - 12:30	Prof. Compton	Prof. Walker English	Prof. Baird English	
12 - 1	Prof. MacLaughlin Until 12:30 Prof. Baird 12:30 – 1:00 English	Prof. Muchenje reading	Prof. Walker English	Prof. Holley	
1 - 2			Prof. Walker 1:15		
2 - 3	Prof. MacLaughlin				
3 - 4				Prof. M. Gallagher reading	
4 - 5				Prof. M. Gallagher reading	
5 - 6		Prof. Norton English		Prof. M. Gallagher reading - 5:30	
6 - 7		Prof. Norton English			
7 - 7:30		Prof. Norton English			

<p>Faculty Members (Discipline) Holley (mathematics) Compton (mathematics) MacLaughlin (mathematics) Muchenje (reading) Gallagher (reading) Walker (English) Norton (English) Baird (English)</p>
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**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting:	Feb. 7, 2013
Requested by:	Carolyn Hopkins, SLOA
Subject:	Program SLO Assessment
Type of Consideration:	Information/Discussion

Below are various methodologies for program student learning outcome assessment; along with examples of assessments several programs conducted last year. We conducted an indirect assessment last year, surveying graduating students, and I would suggest that we continue to do this. But all programs should also conduct a direct assessment.

Direct Assessments:

- ▶ **Capstone course** – if there is a capstone course for the program the SLO assessment in that course can be used to also assess the PLOs. A small sequence of courses could also be identified to measure the PLOs.
- ▶ **Pre-test/Post-test** – assessment exams/questions/tests can be conducted in the beginning courses of a program and then at the end of the program. Probably most feasible for programs with more discreet student populations than programs in the gen eds.
- ▶ **Embedded questions** – can be used for courses toward the end of the program sequence to assess PLOs
- ▶ **Licensure / Certification** – when there is a license/certification examination (e.g. NCLEX, EMT) that data can be used to assess the PLOs.
- ▶ **Nationalized or standardized exams** – if such exists for the program student achievement can be compared with national data to assess PLOs.
- ▶ **Common final exam** – can be useful in programs with multiple course sections.
- ▶ **Collective portfolios** – faculty gather student work from multiple classes and use the collective to assess PLOs; recommend scoring rubric.
- ▶ **Student presentations** – projects, artwork, performances can be evaluated; recommend rubrics.
- ▶ **Video or Audio evaluations** – can be implemented as type of pre/post text.

Indirect Assessments:

- ▶ Survey of graduating students
- ▶ Alumni surveys
- ▶ Employer surveys

Examples of 2011-2012 Program Assessments:

Child Development: Instrument used is same as CD 14 -- the first of 2 practicum courses that mark the culminating year of program. Final average score on selected items on rubric measuring student's performance in classroom (lab) setting assigned by mentor teacher.

Environmental Studies: A research seminar was offered during the summer 2012 where students completed six collections of insects using a malaise trap from three separate locations in Joshua Tree National Park and Big Morongo Canyon Preserve. This was used to assess program SLOs. (This is a good example of "authentic assessment").

History: During the Fall 2011 and Spring 2012 semesters, instructors focused primarily on the History Program student learning outcome to "analyze and evaluate primary and secondary historical sources". Each course section selected the course SLO related to this particular program SLO for assessment. The courses assessed included the sections taught in World, United States, and California History.

Mathematics: Students were assessed by questions on the final in the appropriate capstone classes depending on the level of mathematics needed. The four levels were:

- 1) Developmental Studies (Math 40)
- 2) Transfer (Math 10,13, 14)
- 3) Science Transfer (Math 1B)
- 4) Math Transfer (Math 2B,2C)



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 2/7/13

Requested by: B. Berger/FLEX Committee

Subject: 3/13/13 FLEX Schedule

Type of Consideration:

- Action Item
- Information/Discussion

Desired Outcome:

Give the FLEX Committee guidance for scheduling the March 13 FLEX.

Background:

March 13 is an All Staff Day and will likely allow the afternoon to have faculty FLEX activities.

Suggestions for future FLEX activities from the January FLEX were:

More classes with the updated Microsoft office.
More technology centered training.
More Blackboard, more "On Course". The 1/10-1/11 were particularly good.
Natural Light.
It still is a struggle when there are competing topics; all are important, but not all are available because of overlap.
Schedule comes out earlier so I can schedule my time.

Schiel, Melynie

From: Zhou, Wei
Sent: Thursday, January 24, 2013 5:23 PM
To: Hopkins, Carolyn; Schiel, Melynie; Case, Glenda; DeSantis, Joseph; Blauwkamp, Christi; Wahl, Kathleen A.; Norton, David; Itnyre, Cathy
Subject: FW: Grant Opportunities

Is the first grant below of our interest?

The second grant doesn't matter to us because I am not aware we have significant Native American population in the area.

From: Chief Instructional Officers [<mailto:CIO-ALL@LISTSERV.CCCCO.EDU>] **On Behalf Of** Russell, Barry
Sent: Thursday, January 24, 2013 3:58 PM
To: CIO-ALL@LISTSERV.CCCCO.EDU
Subject: Grant Opportunities

Some important information on possible grants...

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Support for Statewide and Regional Quality of Life Programs

[Walmart Foundation State Giving Program](#)

<http://foundation.walmart.com/apply-for-grants/state-giving>

The Walmart Foundation State Giving Program awards grants to nonprofit organizations at the state and regional level throughout the U.S. and Puerto Rico for programs that give individuals access to a better life. The program provides grants of \$25,000 to \$250,000 in the following categories: Career Opportunity grants support initiatives that offer job training and placement, career advice, and greater access to the resources that help people become self-sufficient. Hunger Relief and Nutrition grants promote access to nutrition education and healthy eating programs. Sustainability grants focus on using fewer natural resources, as well as growing healthy food in a more sustainable way. Women's Economic Empowerment grants are aimed at empowering women through workforce development and/or higher education opportunities. The upcoming application deadline is March 1, 2013. Visit the Foundation's website to submit an online application.

Native American Youth Programs Funded

[First Nations Development Institute: Native Youth and Culture Fund](#)

<http://www.firstnations.org/node/218>

First Nations Development Institute invests in innovative institutions that strengthen asset control and support economic development for American Indian people and their communities. The First Nations' Native Youth and Culture Fund provides grants of \$5,000 to \$20,000 for projects that focus on youth and incorporate Native culture and tradition to address issues such as drug and alcohol abuse, teen pregnancy, mental health, and other social issues. Funded projects should address one or more of the following priority areas: preserving cultural and/or spiritual practices, beliefs, and values; engaging both youth and elders in activities that demonstrate methods for documenting traditional knowledge, practices, and/or beliefs; increasing youth's capacity to lead through integrated educational or mentoring programs; and increasing access to cultural customs and beliefs through the use of appropriate technologies as a means of preserving tribal language, arts, history, etc. Online proposals must be submitted by March 1, 2013. Visit the First Nations' website to review the funding guidelines.

COPPER MOUNTAIN COLLEGE

Course Outline of Record

Course Number: CD-012

New
 Revised
 Program Review
 Distance Education (NEW)

Discipline (s): Child Development/Early Childhood Education
 Semester/Year Changes are Effective: SPRING 2013

1. Course Number: CD-012
2. Course Title: Child, Family, and Community
3. Catalog Description: Students study the developing child in a societal context that focuses on the interrelationships of family, school, and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted. An emphasis is placed on the influence of contemporary family and cultural patterns on children from birth through adolescence and how to establish effective school-family relationships. Students examine community resources and agencies that strengthen families. This course is required by the California State Department of Social Services for teachers and directors of preschool programs, for all Child Development majors, and for licensing in private and publicly funded centers. **Formerly known as ECE 012.**
4.

Total Units:	3.0	Total Weekly Hours:	3.0	SIUs:	3.0
Lecture Units:	3.0	Weekly Lecture Hours:	3.0	Total Semester Lecture Hours:	54.0
Lab Units:	0.0	Weekly Lab Hours:	0.0	Total Semester Lab Hours:	0.0

BASED ON AN 18 WEEK SEMESTER

5. Prerequisite or Co-requisite Courses or Advisories:
 - Advisory: ENG-051 and RDG-051
 - Prerequisite: None
 - Co-requisite: None
 - a. Content review: (Based on outcomes of the listed advisory, prerequisite, or co-requisite -- *Before entering the course students must be able to demonstrate the following in order to effectively complete the required assignments of this course*):
 - i. Communicate ideas clearly in writing, using complete sentences.
 - ii. Apply standard rules of grammar, punctuation, and mechanics in written responses.
 - iii. Compose simple, organized responses to readings.
 - iv. Employ fundamental study skills and learning habits.
 - v. Read text at the college level.
 - b. Additional Validation Method: (*required only if a prerequisite or co-requisite is listed*)
 - Matrix (Create for sequential courses **within discipline** and attach).
 - Content Review (for course **outside of discipline** – See “b” above)
 - CSU/UC equivalents – documentation attached.
 - Statistical analysis – request District conduct. Date conducted: _____

6. Student Learning Outcomes (SLOs): *(Upon completion of this course, students will be able to)*
- a. Demonstrate knowledge of socialization theories addressing the interrelationship of child, family, and community.
 - b. Assess the impact of educational, political, and socioeconomic factors on children and families.
 - c. Demonstrate a basic understanding of the social issues, changes, and transitions that affect children, families, schools, and communities.
 - d. Describe effective strategies that empower families and encourage family involvement in children's development.
 - e. Demonstrate knowledge of community support services and agencies that serve families.
 - f. Articulate one's own values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
 - g. Analyze changing family patterns, child-rearing practices, and cultural values to determine their influence on the development of children.
 - h. Identify and discuss factors that influence family functions, such as cultural diversity and atypically developing children, to determine appropriate strategies to assist families experiencing stress.
7. Course Content: *(Detailed list of all topics taught in course, arranged by topic with subheadings)*
- a. Bronfenbrenner's bioecological model.
 - i. Microsystem.
 - ii. Mesosystem.
 - iii. Exosystem.
 - iv. Macrosystem.
 - v. Chronosystem.
 - b. Socialization processes.
 - i. Goals.
 - 1) Self-concept development.
 - 2) Self-regulation.
 - 3) Achievement.
 - 4) Social roles.
 - 5) Developmental skills.
 - ii. Methods.
 - 1) Affective.
 - 2) Operant.
 - 3) Observational.
 - 4) Cognitive.
 - 5) Sociocultural.
 - 6) Apprenticeship.
 - iii. Agents.
 - 1) Family.
 - a) History and function of the family.
 - b) Contemporary family patterns.
 - c) Contemporary family stresses.
 - d) Influence of culture on family patterns and child rearing practices, **including effects of stereotypes, biases, and assumptions on child development and family functioning.**
 - e) Life stresses that influence the family.
 - f) Parenting.
 - i) Developmental tasks of families.
 - ii) Parent roles: nurturer, partner, individual, worker, consumer, community member, educator.
 - iii) Common parental emotional responses.
 - iv) Researched-based parenting styles and child outcomes.
 - (1) Authoritarian.

- (2) Permissive.
 - (3) Authoritative.
 - (4) **Effective practices in** guidance and discipline.
 - (5) Developmental appropriateness.
 - (6) **Factors contributing to the development of resilience.**
 - (7) Child maltreatment.
 - (8) Abuse.
 - (9) Neglect.
 - (10) Correlates and consequences of mistreatment.
- g) Developmental considerations.
- i) Infancy.
 - ii) Early childhood.
 - iii) Middle childhood.
 - iv) Adolescence.
- 2) School and child care.
- a) Parent-teacher partnership model in child-care and education.
 - b) Parent choice and involvement in children’s educational activities.
 - c) History of family involvement in education: intervention programs, deficit models, empowerment models.
 - d) Research bases for parental involvement in education.
 - e) Legislation and mandated parental involvement programs.
 - f) Role of the teacher in cases of abuse and neglect.
 - g) **Legal requirements and ethical responsibilities of professionals working with children and families.**
 - h) Communication strategies with families.
 - i) Developmental considerations.
 - i) Infancy.
 - ii) Early childhood.
 - iii) Middle childhood.
 - iv) Adolescence.
- 3) Peer group.
- a) Significance as a socializing influence.
 - b) Developmental tasks.
 - c) Peer group interaction.
 - d) Dynamics and social hierarchies
 - e) Interaction with adults.
 - f) Developmental considerations.
 - i) Infancy.
 - ii) Early childhood.
 - iii) Middle childhood.
 - iv) Adolescence.
- 4) Mass media.
- a) Significance as socializing agents.
 - b) Television and movies.
 - c) Books and magazines.
 - d) Popular music.
 - e) Computers.
 - f) Developmental considerations.
 - i) Infancy.
 - ii) Early childhood.
 - iii) Middle childhood.
 - iv) Adolescence.
- 5) Community.
- a) Structure and functions.

- b) Influences on socialization.
 - c) Role, philosophy, and services of community child and family agencies.
 - i) Local resources for economic and child-care support.
 - ii) Local mental and physical health agencies.
 - iii) Special needs programs.
 - iv) Criteria for referral.
 - d) Advocacy groups and child protection.
- iv. Socialization outcomes.
- 1) Values and attitudes.
 - 2) Motives and attributions.
 - 3) Self-esteem.
 - 4) Self-regulation/Behavior.
 - 5) Morals.
 - 6) Gender roles.
 - 7) Developmental considerations.
 - a) Infancy.
 - b) Early childhood.
 - c) Middle childhood.
 - d) Adolescence.
8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Lecture.
 - b. Demonstrations.
 - c. Discussions.
 - d. Individual and group reports and activities.
 - e. Multimedia presentations.
 - f. Guest speakers.
 - g. Student presentations.
9. Assignments: *(List samples of activities students are expected to complete.)*
- a. Readings: text, research articles, and supplementary literature.
 - b. Reflection papers.
 - c. Student projects.
 - d. Journals.
 - e. Role plays.
 - f. Case studies.
10. Methods of Evaluating Student Progress: *(Describe how you will evaluate students, the basis for grading and how this is tied to the student learning outcomes. You must show that the grade is partially based on either proficiency in the form of writing or problem solving ability.)*
- a. Non-computational problem-solving.
 - b. Multiple-choice, short-answer, matching, fill-in-the-blank, and true-false exams.
 - c. Essays.
 - d. Skill demonstrations.
 - e. In-class projects.
 - f. Reflection papers.
 - g. Journals.
 - h. Peer review.
 - i. Active class contribution.

11. List of Textbooks, Required Reading or Software: *(List in APA or MLA format.)*

Berns, R. (2010). *Child, family, school, community: Socialization and support* (8th ed.). New York: Wadsworth/Cengage.

Couchenour, D. (2008). *Families, schools, and community* (3rd ed.). New York: Thomson Delmar.

Gestwicki, C. (2010). *Home, school, and community relations* (7th ed.). New York: Thomson Delmar.

Gonzalez-Mena, J. (2009). *Child, family, and community: Family-centered early care and education* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

12. Textbook Reading Level:

College Level:

Yes No

13. Are any special materials and/or equipment required of students?

If YES, explain (including any materials fees)

Yes No

Faculty Initiator: Marla Gallagher

Date: November 30, 2011

14. ONLINE MODALITY: N/A No Distance Learning Modality has been approved for this course.

a. REVISIONS to existing distance education course

Yes No

i. Modality:

Online Hybrid

ii. Special instructions for students for hybrid modality to be printed in the schedule:

Special instructions for students for online modality to be printed in the schedule:

iii. Special Instructions to Academic Affairs Office:

Contact faculty initiator regarding meeting dates to be printed (for hybrid).

Create Blackboard shell.

Other: _____

iv. Indicate additional instructional materials and resources necessary for distance education.

Virtual textbook or instructional materials: *explain* _____

Link to Greenleaf Library electronic resources site.

Other: _____

b. NEW Distance Education Course:

Yes No

i. What is the intent in offering the course as distance education?

ii. How will student learning outcomes be consistent with the F2F course? Please explain and provide examples.

iii. Specify how the design of this course will meet the requirements of CMC's regular and effective contact policy. The policy information is available on the CMC Internet.

iv. Will this Distance Education class comply with federal laws regarding accommodations for students with disabilities?

Yes No *If "no" this course cannot be approved for Distance Education.*

COURSE CHARACTERISTICS

15. Is this course cross-listed with another course? Yes No
If the answer is YES, list the course number: _____
16. Is this a replacement Course? Yes No
If the answer is YES, list the original course number: _____
17. GRADING METHOD (*choose one:*) Letter Grade Credit/No Credit Student Option
18. MIS COURSE DATA ELEMENTS
- a. [G101] College I.D.: 971
- b. [CB00] CCCCO Control I.D.: CCC000412520
- c. [CB01] Course I.D.: CD-012
- d. [CB02] Course Title: Child, Family, and Community
- e. [CB03] T.O.P Code : 1305.60
- f. [CB04] Credit Status: D = Degree Credit C = Non Degree Credit N = Non Credit
- g. [CB05] Transfer Status: A = Transferable to UC and CSU
 B = Transferable to CSU only
 C = Not Transferable
 SEE QUESTION #20 FOR ADDITIONAL INFORMATION
- h. [CB06] MAX Credit: 3.0
- i. [CB07] MIN Credit: 3.0
- j. [CB08] Basic Skills Status: B = Basic Skills N = Not Basic Skills
- k. [CB09] Vocational Status: A = Apprenticeship B = Advanced Occupational C = Clearly Occupational
 D = Possibly Occupational E = Non-Occupational
- l. [CB10] Co-op Ed: N = Not Co-op Ed/Work Experience C = is Co-op/Work Experience
- m. [CB11] Course Classification: I= Career Technical Education
- n. [CB12] Repeatability: May be repeated zero (other than for unsatisfactory grade)
State reason why course may be repeated:
- o. [CB 13] Course Special Status: S = Course is designated as an "approved special class" for students with disabilities
 N = Course is not a special class
- p. [CB 14] Course CAN Code: Y=Course Not Qualified for a C.A.N. Code
- q. [CB15] Course CAN/SEQ Code: Y=Course Not Qualified for a C.A.N. Code
- r. [CB16, 17, 18] Course Same as Dept No.: DELETED ELEMENTS
- s. [CB 19] Course Crosswalk Dept. (CSU): CD
- t. [CB20] Course Crosswalk No. (CSU): 012
- u. [CB 21] Course Prior to College Level: Y=Not Applicable (ESL, writing, reading, or mathematics courses only)
- v. [CB22] Course Noncredit Category: Y=Not Applicable (for non-credit courses only)
- w. [CB 23] Funding Agency Category: A = This course was primarily developed using Economic Development Funds
 B = This course was partially developed using Economic Development Funds (EDF exceeds 40% of total development costs)
 Y = Not Applicable
- x. [CB 24] Program Status: 1 = Program Applicable 2 = Stand Alone Not Applicable (Only credit courses are subject to stand-alone regulations)

19. Are you requesting the CMC Articulation Officer submit the course for:
 ARTICULATED PRIOR TO SEPARATION FROM COLLEGE OF THE DESERT IN 2001
- CSU Area/# _____ Date Applied: _____ Date Approved: _____ Effective _____
- If YES, List 3 Similar Courses in this CSU area– documentation attached*
1. _____
 2. _____
 3. _____
- IGETC Area/# _____ Date Applied: _____ Date Approved: _____ Effective _____
- If YES, List 3 Similar Courses from this IGETC area – documentation attached*
1. _____
 2. _____
 3. _____
- UC Transfer Yes No *If YES, List 3 Similar Courses from UC area – documentation attached.*
1. _____
 2. _____
 3. _____

19. Are you requesting the course be designated as TRANSFERABLE to CSU[CB05]: Yes No

Effective date APPROVED PRIOR TO SEPARATION FROM COLLEGE OF THE DESERT IN 2001
 (CMC Curriculum Committee determines CSU transferability)

20. Are you requesting GENERAL EDUCATION status for CMC GE? Yes No

Area/# _____ Date Approved: _____ Effective _____

21. Recommend course for credit by examination: Yes No

22. Program Impact:
- a. Are you requesting that this course be added to an existing Program (major)? Yes No
- If you answered yes then see Program Assistant for Curriculum to revise Program Documents
 If you answered no then answer section "b"
- b. Does this course revision require that changes are made to the program(s) in which it is a part? Yes No
- If you answered yes then see Program Assistant for Curriculum to revise Program Documents

23. Stand Alone Course Approval (Credit courses only)

a. Is the course part of a Chancellor’s office approved program, recommended for inclusion in any general education pattern, or part of a program pending submission to the Chancellor’s Office? Yes No

What is the program name/GE pattern? Certificate of Achievement: Associate Teacher
Certificate of Achievement: Teacher
Certificate of Achievement: Master Teacher
Associate in Arts: Child Development

If the answer to a is yes, the course is **not** a stand alone and does not require any special approval.

- b. If no, are there more than 18 units in the same 4 digit TOP code linked together by prerequisites or co-requisites?

Yes No

(If yes, this course cannot be approved.)

IF YOU ANSWERED "NO" TO ALL OF THESE QUESTIONS THIS IS A STAND ALONE COURSE AND REQUIRES STAND ALONE COURSE APPROVAL BY THE CURRICULUM COMMITTEE.

Stand Alone Approval Received on N/A – Not a stand alone course

ROUTING/SIGNATURE PAGE

Faculty Initiator Signature: Marla Gallagher Date

A signature above indicates that all full-time faculty members in the discipline have had the opportunity to read and discuss this curriculum change.

Articulation Officer Signature: Andrea Armstrong Date

CTRAC Signature: Yadira Llort Date

Curriculum Chair Signature: Yadira Llort Date

Academic Senate Signature: Bradford W. Berger Date

Vice President for Academic Affairs Signature: Wei Zhou Date

Superintendent/President Signature: Roger Wagner Date

I. REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____
- Change/update course outline
 - Content Review (formerly Entrance Skills)
 - Student Learning Outcomes (formerly Objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element
- Other (specify) Change advisory from ENG-050 to ENG-051

Are Library resources sufficient to meet the needs of the students enrolled in the course? Yes No
 If **NO**, describe what is needed:

I certify that the above is valid.

Librarian: _____ Date: _____

II. NEW COURSE FEASIBILITY (Cannot answer if you are revising existing course):

- What is/are the reason(s) for modifying this course outline or creating a new course?
- Is this course was recommended by (check all that apply and provide documentation; if documentation is not attached, specify where on file):

- Advisory Committee: _____
- Survey of Employers: _____
- Articulation requirement of transfer institution: _____
- Accreditation/licensing requirements: _____
- Name of Agency: _____
- Other: _____

3. Estimate total enrollment for all sections: First Year: _____ Third Year: _____

4. Are any additional supplies and/or equipment needed?

If **YES**, explain:

5. Is it necessary to modify existing classroom space or construct new classroom space now or in the future? Yes No

If **YES**, explain:

6. Are additional faculty needed? Yes No

If **YES**, explain:

7. Are additional staff needed? Yes No

If **YES**, explain:

Are Library resources sufficient to meet the needs of the students enrolled in the course? Yes No

If **NO**, describe what is needed:

I certify that the above is valid.

Librarian: _____ Date: _____