



## ACADEMIC SENATE

**Agenda** for February 21st, 2013, 3:00 pm to 5:00 pm, room 119

**A. Confirmation of the Agenda for February 21<sup>st</sup>, 2013**

**B. Approval of the minutes for February 7<sup>th</sup>, 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. Accept CTRAC Minutes from January 25<sup>th</sup>, 2013 p.9

**E. Action Items:** *Action items require a proposed senate resolution or completed ASAP to discuss.*

a. Credit by exam policy change clarification p.10

b. Units for advanced work in a subject area policy clarification p.16

**F. Information and Discussion:**

a. Mission statement revision p.20

b. District committee representation – being the voice of the senate p.22

c. Multiple measures p.23

d. Update on common course standards

e. Development of standardized writing assessment criteria for voluntary (but encouraged) use

f. Follow up on request for real-world and discipline related math questions

g. Student Showcase Plan

i. March – Physics

ii. April –

iii. May –

iv. June –

**G. Committee Reports:**

**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.**

- 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)**

**Remaining Senate Meetings: March 7<sup>th</sup>, March 21<sup>st</sup>, April 4<sup>th</sup>, April 18<sup>th</sup>, May 2<sup>nd</sup>, May 16<sup>th</sup>**

**CULTURAL THEMES CALENDAR FOR 12-13**

**March 14<sup>th</sup>** - Favorite women from history. Costumes, parade & speeches in “character”.  
Phase III Outdoor Amphitheater, 12-1pm.

**April 11<sup>th</sup>** - Earth Day awareness with Stephanie Dashiell, Defenders of Wildlife Org.  
Presented by Desert Studies Club and Committee. Room 401, ART/AUTO area 12-1pm.

**May 10<sup>th</sup>** - 3rd Annual Student Art Show reception and 2nd Annual Alumni BBQ.  
Bell Center foyer 3-6pm. and Phase III courtyard 5-8pm.

**Thursday February 7, 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 Llord, **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:** Foundation Director, Sandy Smith, Part –time Faculty Representative, Vala Stults, Academic Affairs Curriculum Assistant, Jason Hotch, ASCMC President, Randy Smith, ASCMC Student Trustee, Adam Falossi, ASCMC Secretary, Melissa McPheeters.

**A. Confirmation of the Agenda for February 7, 2013**

A motion was made (Joe Desantis), and second provided (Tony Thacker) to confirm the agenda as presented. The motion carried without discussion.

**B. Approval of the minutes for January 17, 2013**

Brad Berger motioned to approve the minutes of January 17, 2013. Kylee Muchenje provided a second. Andrea Armstrong asked to correct a statement in the Senator Reports. The statement should read: Joe Desantis thanked Andrea Armstrong for her efforts in getting Speech 007 IGETC approved and STDV 065 approved (Kylee added) for CSU GE area E. The motion to approve the minutes with corrections carried.

**C. Comments from the Audience and Non-Senators**

Melissa McPheeters explained to the senate body the circumstances that prevented her from being able to transfer to Sonoma in June 2103. She stated she did not possess the Transfer Model Curriculum (TMC) AA degree in Psychology in her transcripts and consequently was not accepted by Sonoma State University. She expressed concern for other students who may experience the same situation when attempting to transfer without a TMC. Melynie thanked her for sharing her experience with the senate and assured her that the faculty was diligently working on developing and completing all required TMC's as quickly as possible.

**D. Consent Agenda**

A motion was made (Brad Berger), and second provided (David Norton) to approve the Consent Agenda. Carolyn Hopkins asked to pull item **c. Approve TMC Compliant Degrees** for discussion and place it under **E. Action Items (a)**. The motion to approve the Consent Agenda as amended carried unanimously.

**a. Approve Course Outlines of Record**

- 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
- c.** Accept CTRAC minutes from December 14, 2012
- d.** Accept Curriculum Committee minutes from December 13, 2012
- e.** Accept PSEC minutes from October 14, 2012

**E. Action Items**

**a.** Approve TMC Compliant Degrees

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

Carolyn Hopkins brought up a concern regarding courses needing updates in areas where no full-time faculty exist. Carolyn Hopkins motioned to request Academic Affairs, where necessary, contract with part-time faculty to update COR's that are in the TMC's. Tony Thacker provided the second. The motion carried unanimously. Melynie stated she would take the request forward to Dr. Zhou.

Also during discussion of the motion, Andrea Armstrong stated that she needs a clear mechanism to know when courses would need to be submitted to C-ID. Melynie stated that the mapping of our courses to the C-ID descriptors is delineated on the template required by the Chancellor's office and that we need to make sure sharing that template with Andrea is part of our regular process.

Joe Desantis motioned to approve the TMC degrees. Brad Berger provided a second. The motion carried unanimously.

**b.** Sabbatical leave proposal results

Carolyn Hopkins provided background information on her sabbatical leave proposal. She explained her sabbatical request is only for a semester-not a year, and she is only asking for release time to develop on-line library workshops. The request is for partial release time and would entail the District hiring a part-time librarian to allow Carolyn enough free time to develop the on-line workshops. Brad Berger motioned to approve the proposed request for the Spring of 2014 and Andrea Armstrong seconded. Yadira Llort provided clarification on Kylee's question regarding the number of sabbaticals that can be permitted in a school year as per the collective bargaining agreement. The motion to approve the proposed request carried with one abstention (Ellen Baird). Melynie agreed to take it forward to the administration.

**c.** Academic Calendar for 2013-2014

Robert Compton moved to approve the Academic Calendar for 2013-2014 and Tony Thacker provided the second. Questions were raised and addressed about the number of scheduled FLEX days and the scheduling of Spring break. Andrea Armstrong asked the senate body to endorse

the closing of the College on Christmas Eve, December 24, as it was not identified as such on the calendar. There was also a discussion on the disparity of the number of days part-timers work when classes are scheduled on Mondays as opposed to other days of the week with fewer holidays. It was explained that all part-time faculty get paid for 18 weeks. Another question arose regarding the placement of FLEX and All Staff Days on the calendar. It was explained that the unusual scheduling was due to the committee's efforts to maintain parity on days met throughout the semester due to the requirement that at least one day of the week had to meet a minimum of eighteen weeks during the academic year. The motion to approve the calendar with the senate's endorsement of closing the college on Christmas Eve, or the day before the college goes on winter recess, carried unanimously.

**d. Academic Calendar for 2014-2015**

Robert Compton moved to approve the Academic Calendar for 2014-2015 with the same endorsement for closing the college on Christmas Eve. Brad Berger provided a second. The motion carried unanimously.

**e. Credit by exam policy change clarification**

Melynie explained the documents in the ASAP had not been updated with corrections or changes and suggested Action items "e" and "f" be tabled and brought back for action at the next senate meeting. Brad Berger so motioned and Jim Powell provided a second. The motion to table items "e" and "f" carried.

**f. Units for advanced work in a subject area policy clarification**

Tabled. (See above).

**g. District repeatability policy development**

Yadira provided some background information regarding this ASAP on course repeatability.

Carolyn Hopkins motioned to request management bring draft language to the senate that addresses course repeatability as it pertains to legally mandated training and/or industry licensure. Yadira Llort provided a second. The motion carried.

**h. Full-time faculty hire recommendations**

After a lengthy discussion and several straw poll votes, Joe Desantis moved and Robert Compton provided a second to send forward to the administration a recommendation to hire in History with a preference for a candidate qualified in either Political Science or Anthropology. The motion carried with one abstention (Joe Desantis).

**i. ISLO Assessment Recommendation**

Melynie led a discussion of the outcomes of the ISLO assessment session at the previous FLEX. During the discussion it was decided that an additional column, with a Likert scale from one to ten, would be added to the Course SLO assessment document so that faculty could rate their success in meeting their course SLOs'. This information would then be aggregated for analysis and mapped to the ISLO's. Brad Berger agreed to work with Carolyn Hopkins to develop and add this change to the SLO assessment document.

## **G. Information and Discussion**

### **a. TMC degree compliance directive and “similar” list**

Melynie led a discussion on the TMC program list developed by the District for the Chancellor’s Office as well as the institutional list with accepted TMC’s as provided by Michelle Pilati of the State Academic Senate. Melynie also provided a website address that provided similar information for individuals looking for information about TMC’s- <a degree with a guarantee.com>.

### **b. Important Curriculum dates notification**

Yadira Llorc provided an overview of the information contained in the ASAP for this item. She encouraged faculty to submit their TMC program forms as soon as possible to ensure sufficient review and feed back time.

### **c. Learning Resource Center**

Tony Thacker provided an overview of the learning resource center and highlighted the services it provides students. He encouraged faculty to refer students in need of tutoring to the center.

### **d. Faculty Resource Center**

Melynie provided background information on the Faculty Resource Center. She identified resources in the center available to faculty and mentioned plans for adding more resources in the future.

### **e. Program Learning Outcome Assessment**

Carolyn Hopkins discussed the information presented in the document included in the ASAP for this item. Carolyn emphasized the need for faculty to complete a direct assessment for their programs. She reviewed the different assessments perform by several programs and provided some ideas for faculty to use when performing their program assessments.

### **f. FLEX planning for March**

Brad Berger and Melynie Schiel led a discussion on FLEX planning for March 13, 2013. Several suggestions were submitted by various senators during the discussion. Topics offered for consideration included the following: multiple measures, On-Course, symposium, program review, Power Point, Excel, and Outlook calendar, or Outlook in general. Tony Thacker suggested training on advising students for a later FLEX session. Melynie Schiel requested that the multiple measures topic, and the work being done by our counseling colleagues, be brought to the senate as it falls under the 10 +1 and it is important for the senate body to be informed and to provide input on the use of multiple measures to assess student preparation.

### **g. Grant opportunity notification**

In an effort to keep the Senate abreast of grants that may be pursued in the future, Melynie shared an email she received from Dr. Zhou regarding a grant opportunity from Walmart- Walmart Foundation State Giving Program.

### **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

b. District Committees

## **I. Senate Reports**

a. Officers

Tony Thacker reminded the senate that the State Plenary would be coming up in April and encouraged faculty to bring forth any major issues they felt should be considered by that body.

On a side note, Andrea Armstrong mentioned she would not be available for the Employee Development Fund Committee February meeting and confirmed that Melynie would serve as her alternate.

## **J. Associated Students**

Andy Smith introduced himself as the new ASCMC President. He announced some ASCMC students will be travelling to Washington, D.C. to do some student advocacy for Pell grants, student loans, and federal work study. Randy also reminded everyone about the upcoming ASCMC election and encouraged faculty to remind their students.

## **I. Administration**

Sandy Smith announced the Foundation was sponsoring eight Phi Theta Kappa (PTK) Honor Society students to attend that organization's combined regional and international convention in San Jose, CA. in April. The Foundation will also be hosting the ribbon cutting for the library and McDonald Hall on March 20<sup>th</sup>. "It's going to be a multi chamber event". "Three Chambers of Commerce will be here". There will be food and display tables set up in the courtyard of phase III.

Brad Berger asked about the special meeting held with the BoT regarding the District mission statement. Melynie announced that she would be taking the information to the College Council first and then bringing it back to the Senate afterwards.

A motion to adjourn was made and carried.



**Curriculum Technical Review Advisory Committee (CTRAC)**  
**MINUTES**

Date/Time: January 25, 2013      Time: 8:30am – 12:00 noon      Location: **Room 112**  
Chair/Secretary: **Yadira Llort / acting chair Carolyn Hopkins**

**ATTENDEES: Andrea Armstrong, Jason Hotch, David Norton, Melynie Schiel, Carolyn Hopkins**  
**GUESTS: Cathy Allen, Brad Berger, Joe DeSantis,**

**I.** Approval of Agenda: Motion by Andrea Armstrong, second by Melynie Schiel - approved

**II.** Approval of Minutes: Motion by Andrea Armstrong, second by David Norton - approved

**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) – motion AA / second MS – COR was approved
2. ECON-002 (Schiel) - motion by DN / second AA - COR was approved
3. BUAC-001 (Schiel) – motion by JD / second by MS - COR was approved
4. BUAC-066 (Schiel) – motion by JD / second by DN - COR was approved
5. ENG-010B (Baird) – tabled
6. ART-05A (Allen) - motion by AA / second by DN - COR was approved
7. ART-05B (Allen) - tabled
8. ART-040(Allen) – tabled
9. ART-03A (Allen) – tabled
10. CJ-001(Steenberg) – tabled
11. CJ-005 (Steenberg) – tabled
12. ART-2A (Allen) – tabled
13. ART-2B (Allen) – tabled
14. ART-2C (Allen) – tabled
15. ART-2D (Allen) – tabled

**V.** Discussion, action or information items:

**VI.** Motion to adjourn:

**CTRAC meeting dates for AY 2012-2013 are:** 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](mailto:yllort@cmccd.edu) and Jason Hotch [jhotch@cmccd.edu](mailto:jhotch@cmccd.edu)



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

**Date of Senate Meeting:** 2/21/2013

**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

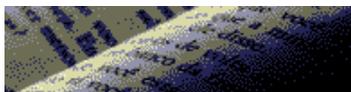
nonrefundable administrative fee of \$2550.00 is required at that time. The request must be approved by the midpoint of the semester, and the examination must be given prior to the last day of the final examination period. *Payment is waived for students who do credit by exam according to an existing articulation agreement with K-12 students.*

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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.



## Welcome to the online source for the California Code of Regulations

### 5 CA ADC § 55051

§ 55051. Articulation of High School Courses.



Term

5 CCR § 55051

Cal. Admin. Code tit. 5, § 55051

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

Article 5. Alternative Methods for Awarding Credit

➔ § 55051. Articulation of High School Courses.

(a) For purposes of this section, the term "articulated high school course" means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section 55002, have determined to be comparable to a specific community college course.

(b) The governing board of a community college district may adopt policies to permit articulated high school courses to be applied to community college requirements in accordance with this section. Articulated high school courses may be accepted in lieu of comparable community college courses to partially satisfy:

(1) requirements for a certificate program, including the total number of units required for the certificate; or,

(2) The major or area of emphasis requirements in a degree program.

(c) Articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements shall be clearly noted as such on the student's academic record. Notations of community college course credit shall be made only if community college courses are successfully completed or if credit is earned via credit by examination.

(d) Except through credit by examination, as defined in section 55753, high school courses may not be used to satisfy:

(1) The requirement of section 55063 that students complete at least 60 semester or 90 quarter units in order to receive an associate degree; or,

(2) Any general education requirement for the associate degree established by the district.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700, 70901 and 70902, Education Code.

#### HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

5 CCR § 55051, 5 CA ADC § 55051

This database is current through 2/8/13 Register 2013, No. 6

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

**Date of Senate Meeting:** 2/21/2013

**Requested by:** Melynie Schiel

**Subject:** Policy Clarification on advanced Units Completed

**Type of Consideration:**

**Action Item**  
 **Information/Discussion**

**Desired Outcome:**

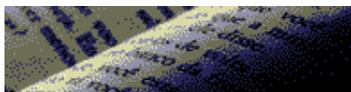
The senate makes a recommendation on granting of units for coursework at a higher level than what we offer here.

**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.



## Welcome to the online source for the California Code of Regulations

### 5 CA ADC § 55062 Article 6. The Associate Degree

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

➔ Article 6. The Associate Degree

#### **§ 55060. District Policy.**

The governing board of each community college district shall adopt policy consistent with the provisions of this article. The policy shall be published in the college catalog under appropriate headings, and filed with the Chancellor's Office as required by section 51004.

#### **§ 55061. Philosophy and Criteria for Associate Degree and General Education.**

(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subdivisions (a) and (b) of this section.

#### **§ 55062. Types of Courses Appropriate to the Associate Degree.**

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in section 55002(a) and that fall into the following categories to be offered as degree-applicable credit courses:

(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.

(b) Courses that apply to the major or area of emphasis in non-baccalaureate career technical fields.

(c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.

(d) All mathematics courses above and including Elementary Algebra.

(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.

### § 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed

to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

#### **§ 55064. Acceptance of Noncredit Courses.**

The governing board of each community college district shall establish procedures by which a student may petition to have completion of a noncredit course counted toward satisfaction of the requirements for an associate degree. The petition shall be granted if the instructor of the noncredit course certifies that the student has achieved competence in the subject matter at a level and with academic rigor equivalent to that required for a degree-applicable credit course.

This section shall become inoperative on July 1, 2009. After that date, a student may nevertheless seek to receive credit for knowledge or skills acquired through completion of a noncredit course in accord with section 55050.

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# Copper Mountain Community College District Board of Trustees Meeting Minutes

## BOARD OF TRUSTEES' STUDY SESSION

DATE: Thursday, January 31, 2013  
TIME: 3:30 p.m.  
LOCATION: The Bell Center – North Entrance – Community Room  
COPPER MOUNTAIN COLLEGE  
6162 Rotary Way, Joshua Tree, CA 92252

### MISSION STATEMENT

**Our mission is to provide access to educational opportunities for diverse desert communities through a comprehensive curriculum and a passion for the success of every individual student.**

#### 1. Opening Items

##### A. Call to Order - Pledge of Allegiance

Board President Meyer called the meeting to order at 3:00 p.m. and asked Dean Pieper to lead the Pledge of Allegiance.

##### B. Roll Call

Trustee Kinsman was absent.

##### C. Confirmation of Agenda

Trustee Rogers moved to confirm the agenda, seconded by Trustee Lombardo. Motion carried.

##### D. Public Comments

Introductions:	Cathy Allen	Greg Gilbert	Andrea Riesgo
	Tracy Bentley	Cathy Itnyre	Dick Rogers
	Brad Berger	Mary Lombardo	Melynie Schiel
	Greg Brown	Liz Meyer	Randy Smith
	Dan Cain	Diana Morris	Sandy Smith
	Karen Coghil	David Norton	Tony Thacker
	Joe DeSantis	Dean Pieper	Roger Wagner
	Adam Falossi	Meredith Plummer	Wei Zhou
	Paul Friedt	Jim Powell	

#### 2. Board Study Session

##### A. Mission Statement

After considerable discussion regarding the current and proposed Mission Statements and whether or not we are in fact meeting our mission, the group came to consensus on the following:

## CMC Mission Statement

### Proposed

Copper Mountain College's mission is to ~~provide access to~~ **promote** educational opportunities for diverse desert communities through a comprehensive curriculum and a passion for the success of every individual student.

This Mission affirms the District's responsibility to provide the following:

- transfer programs
- career and technical education programs
- **basic skills services instruction**
- student and academic support services

This information will be sent out to the constituent groups for additional discussion.

### 3. Adjournment

The meeting adjourned at 4:27 p.m.



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

**Date of Senate Meeting:** 2/21/2013

**Requested by:** Paul Friedt

**Subject:** Representative Committee Membership Obligation

**Type of Consideration:**

Action Item

Information/Discussion

**Desired Outcome:**

The senate discuss role of district committee representatives.

**Background:**

It has been a while since the senate discussed, in broad terms, a committee member's role as a representative of a larger body.



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

**Date of Senate Meeting:** 2/21/2013

**Requested by:** Melynie Schiel

**Subject:** Multiple Measures Report Request

**Type of Consideration:**

**Action Item**

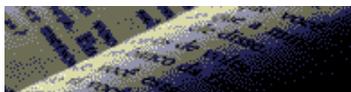
**X Information/Discussion**

**Desired Outcome:**

The senate discuss whether multiple measures falls within the purview of the Academic Senate.

**Background:**

Item 5 of the 10+1 is “Standards or policies relating to student preparation and success.” Our counseling faculty typically work most with multiple measures (see attached regulation). At the last senate meeting, a recommendation was made to share multiple measures information during FLEX and a counterproposal was made to bring the information to the senate. It would be appropriate for the senate to discuss whether such an item falls under its purview.



## Welcome to the online source for the California Code of Regulations

### 5 CA ADC § 55521 § 55521. Prohibited Practices.

Term   
5 CCR § 55521

Cal. Admin. Code tit. 5, § 55521

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 6. Matriculation Programs

Article 3. Matriculation Services

➡ **§ 55521. Prohibited Practices.**

(a) In implementing matriculation services, community college districts shall not, except as provided in subdivision (b), do any of the following:

(1) use an assessment instrument which has not been approved by the Chancellor pursuant to section 55524, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment instruments, where such instruments are not used for placement and are evaluated only in order to determine whether they should be added to the list of approved instruments;

(2) use any assessment instrument in a manner or for a purpose other than that for which it was developed or has been otherwise validated;

(3) use any single assessment instrument, method or procedure, by itself, for placement, required referral to appropriate services, or subsequent evaluation of any student; provided however that, in the case of assessment instruments, the use of two or more highly correlated instruments does not satisfy the requirement for use of multiple measures;

(4) use any assessment instrument, method or procedure to exclude any person from admission to a community college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter;

(5) use any assessment instrument, method or procedure for mandatory placement of a student in or exclusion from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003; or

(6) use any matriculation practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

(b) Notwithstanding the provisions of subdivisions (a)(1) and (2), assessment instruments approved by the Secretary of the United States Department of Education may be used to determine "ability to benefit" in the process of establishing a student's eligibility for federal financial aid pursuant to subdivision (d) of section 1091 of title 20 of the United States Code.

(c) Notwithstanding paragraphs (1), (2), (3) or (5) of subdivision (a) or the provisions of sections 55003 or 55524, a community college district may use an assessment test to select students for its nursing program, provided that:

(1) the district complies with all other provisions of this subchapter;

(2) the assessment instrument is used in conjunction with other assessment instruments, methods or procedures to select students for enrollment in the nursing program; and

(3) the Chancellor has determined that the assessment instrument predicts likelihood of success in nursing programs, has approved use of the assessment instrument for that purpose and has established statewide proficiency cut-off scores for that instrument pursuant to Education Code section 78261.

Note: Authority cited: Section 11138, Government Code; and Sections 66700 and 70901, Education Code. Reference: Section 11135, Government Code; and Sections 72011, 76002, 78211, 78213 and 78261, Education Code.

## HISTORY

1. Amendment of subsections (d), (e) and (f) filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-6-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of subsection (a) and redesignating following subsections (1)-(6), adoption of subsection (b) and amendment of Note filed 4-3-92; operative 5-4-92 (Register 92, No. 15).
3. Amendment of subsections (a)(1) and (a)(5)-(b), new subsections (c)-(c)(3) and amendment of Note filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
4. Amendment of subsection (a)(4) and Note filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).
- 5 CCR § 55521, [← 5 CA ADC § 55521 →](#)

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# Proposed FLEX Schedule

## Wednesday, March 13, 2013

The morning will be spent on All Staff Day Activities. This leaves 2 hrs. in the afternoon to complete 6 hrs. of FLEX for the day.

1:00-3:00 Program Meetings for: Program Review TMC SLO Assessment and other program-related activities like: ConnectMath for math	1:00-1:50 Multiple-Measures (Gregg Chesterman)	Outlook/Calendar (Melynie Schiel)
	2:00-3:00 Faculty Advising Training (Tony Thacker and counselors)	Power Point/Excel (Jim Powell)

Is a part-time faculty meeting needed?

In August, sessions for Symposium, Blackboard use, and a Blackboard update (from Lisa Larson) are proposed.