



# ACADEMIC SENATE

Agenda for January 16<sup>th</sup> 2014, 3:00 pm to 5:00 pm, room 225

- A. Confirmation of the Agenda for January 16<sup>th</sup>, 2014
- B. Approval of the Minutes for December 5<sup>th</sup>, 2013
- 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 the following course outline(s) of record
    - i. PSY 005 Behavioral and Social Science Research Methods
  - b. Deactivate the following courses
    - i. CJ 022 Police Supervision
    - ii. ART 025A Beginning Acrylic Painting
    - iii. ART 025B Intermediate Acrylic Painting
  - c. Accept Curriculum Minutes for November 14<sup>th</sup> 2013
  - d. Accept CTRAC Minutes from October 11<sup>th</sup> 2013
  - e. Accept PSEC Minutes from September 4<sup>th</sup> 2013

E. Discussion/Action Items:

- a. Necessary lifesaving equipment and training on campus
- b. Sabbatical Applications for 2014-2015
- c. Change to Sabbatical Work-plan

F. Information/Discussion

- a. Continue discussion of Program Review and SLO dialogue flowchart
- b. Student Showcase
  - i. December - Pieper
  - ii. January – Schiel?
  - iii. February -

G. Committee Reports:

a. Senate Committees

- i. **Curriculum** - Allen, Armstrong, Berger, Blauwkamp, Brakebill, Case, Compton, Delaney, Hopkins, **Llort**, Norton, Powell, Thacker, Schiel, Wahl
- ii. **Library** - Allen, Dorner, Friedt, Norton, Steenberg, Norton, **Hopkins**, Pieper

**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.**

- iii. **Professional Standards and ethics** - Chesterman, Itnyre, **Llort**, Thacker
- iv. **Educational Technology** - **Danza**, Haig, Holley, Powell, Llort, Muchenje, Friedt, Norton, Compton, Stults, Dorner
- v. **Cultural Education Enhancement** - **Allen**, Baird, Downer, Pieper, Norton
- vi. **FLEX** - **Berger**, McLaughlin, Brakebill, Blauwkamp
- vii. **Minimum Qualifications and Equivalency** - Armstrong, Haig, **Hopkins**, Itnyre, Llort, Wahl, Thacker, Walker, McLaughlin, Friedt
- viii. **Academic Integrity** - Chesterman, Danza, Parkin, Walker, Downer

**b. District Committees:**

- i. **Academic Calendar** – Norton (Alternate: Blauwkamp)
- ii. **Student Success and Support Committee** - Baird, Chesterman, Muchenje, Norton, Schiel, Compton, Thacker, Berger, McLaughlin
- iii. **Basic Skills** - Baird, Norton, **Thacker**, Muchenje, Hopkins, Gallagher
- iv. **Budget Advisory** - Norton
- v. **Equal Employment Opportunity** - Case
- vi. **Graduation** - Baird, Itnyre
- vii. **Scholarship** – Chesterman, Hopkins, Llort
- viii. **Desert Studies** - Bridenbecker, Case, Compton, **Delaney**, Dorner, Pieper, Allen, Norton, McLaughlin
- ix. **Technology** - Powell (Alternate: Danza)
- x. **Employee Development Fund** - Friedt (Alternate: Armstrong)
- xi. **Professional Development** – Berger (Alternate:)
- xii. **Perkins** – Blauwkamp, Dorner, Friedt, Gallagher, Haig, Powell, Schiel, Steenberg, Wahl, Brakebill
- xiii. **Salary Advancement** – Muchenje, Compton

**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)**

**Thursday December 5, 2013**

**Copper Mountain College  
Academic Senate  
Minutes**

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

**Also in attendance:** Tyler Long, ASCMC Representative; Greg Brown, VP of E; Jason Hotch, Curriculum; Vala Stultz, Part-time Representative; Joe DeSantis, Dean of Instruction

**Agenda** for December 5<sup>th</sup>, 2013, 3:00 pm to 5:00 pm, room 119

**A. Confirmation of the Agenda for December 5<sup>th</sup>, 2013**

Danza motioned to approve, second by Compton, approved.

**B. Approval of the Minutes for November 21<sup>st</sup>, 2013**

Danza motioned to approve, second by Allen, approved.

**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.*

Laura Fernandez of Institute for Public Strategies requested faculty administer drug counselling surveys to students. Laura can be contacted @ (760) 843-7003 x149 or by email [lfernandez@publicstrategies.org](mailto:lfernandez@publicstrategies.org).

**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.*

**E. Discussion/Action Items:**

**a. Emergency Item: Administration of Justice TMC**

Stenberg requested emergency addition to Discussion/Action Items in order to move TMC for Administration of Justice to BoT and Chancellor's Office in a timely manner. Hopkins motioned to approve after changes to List A made to make CJ 03 and CJ 06 required (and make changes in coordination with discipline faculty as Chancellor's directs), second by Compton, approved. Senate discussion made recommendation to add "or" between CJ 07 and CJ 32.

**b. TMC Commitment List Changes**

Joe DeSantis stated that the TMC Commitment list could be revised. The revision would allow us to meet our commitments without getting “dinged” for the four programs that have run into problems due to course revision difficulties. Schiel will check on parameters for deactivation of programs where TMC exists at state level but not adopted at local level. Changing the list does not change faculty commitment (or the need to activate TMC to avoid program de-activation) to completing TMCs for the above mentioned programs but is a record keeping revision being allowed by the state. Norton motioned to remove four programs: Computer Science, Elementary Teaching Education, English, and Political Science, second by Compton, voted to approve with five nays (Hopkins, Allen, Schiel, Danza, and Friedt) and one abstention (Stultz).

**c. Census Drop Recommendations from Ad Hoc Committee**

Berger presented recommendations made by ad-hoc committee. Friedt suggested the number of student absences be changed to contact hours, some courses have as many as eight hours and missing one day is substantially more than missing a three or four hour class meeting. Friedt suggested use class sessions or six contact hours. Danza suggested using a percentage. Compton suggested we adopt a financial aid reporting date for consistent reporting to Financial Aid of the students no longer attending class. “No show” reporting still required after first class meeting. Suggested making census reporting a “rolling census” rather than a hard date. Hopkins emphasized the difficulty in getting reporting data from faculty. Joe DeSantis stated institutional researcher, Jacob Kavari is currently collecting data on student success rates with regard to census related issues. Compton motioned to approve recommendations one through four and that after review by relevant district groups the required elements of syllabi would be amended accordingly (with Senate approval), second by Danza, voted to approve with two nays (Powell and Schiel), and three abstentions (Norton, Hopkins, and Armstrong).

**d. Employee Development Fund maximum funds and availability to PT Faculty**

Berger stated that requests for classified over \$800 often get funding for excess costs by their department. He suggested the entire amount be funded by departments and monies not used for classified be distributed to faculty to reduce faculty out-of-pocket expenses. Question arose to travel budget for Academic Affairs. Schiel stated that travel budget in Academic Affairs traditionally used by management. Hopkins suggested EDF committee decide funding based on availability of department funds. Berger stated part-time faculty currently not eligible for EDF but suggested Ed Code requires all faculty be treated the same and policy could be a violation. Schiel stated we should invest in part-time faculty perhaps setting rate based on load hours.

**F. Information/Discussion** Remaining agenda items were tabled.



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

**Date of Senate Meeting:** January 16, 2014

**Requested by:** Curriculum

**Subject:** Approval of this corrected/modified COR per C-ID descriptors:

- **PSY-005** (Danza) *Behavioral and Social Science Research Methods*  
Previously approved by Curric and AcSen in May 2013. See attached COR.

**Type of Consideration:** Consent agenda

**Desired Outcome:** Academic Senate to approve this revised and previously-approved COR (from May 2013).

**Background:** These were approved by Curriculum Committee members on 12 December 2013.

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New

Revised

Program Review

Distance Education (NEW)

Discipline (s): Psychology, Sociology

Semester/Year Changes are Effective: 2014FA

1. Course Number: PSY-005
2. Course Title: Behavioral and Social Science Research Methods
3. Catalog Description: This course surveys various social science research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the sub-disciplines of psychology and the social sciences. In laboratory sessions students will conduct experimental and non-experimental research in a variety of areas of social and behavioral science. Actual data collected from research conducted during laboratory sessions will be analyzed with statistical software.

4.	Total Units:	4.0	Total Weekly Hours:	4.0	SIUs:	5.0
	Lecture Units:	3.0	Weekly Lecture Hours:	3.0	Semester Lecture Hours:	54.0
	Lab Units:	1.0	Weekly Lab Hours:	3.0	Semester Lab Hours:	54.0

BASED ON AN 18 WEEK SEMESTER

5. Prerequisite or Co-requisite Courses or Advisories:
  - a.  Advisory:
  - Prerequisite: PSY-001 and SOC-003 or MATH-014
  - Co-requisite:
- b. 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. Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology.
  - ii. Demonstrate critical thinking skills and information competence as applied to psychological topics.
  - iii. Recognize and articulate the impact of diversity on psychological research, theory, and application.
  - iv. Describe and compute the principal measures of central tendency (mean, median, and mode) and explain when it is appropriate to use each.
  - v. Exhibit skill and the construction of selected types of graphs (e.g., histogram, polygons, ogives, pie graphs, and frequency distributions).
  - vi. Articulate the distinction between descriptive and inferential statistics.
  - vii. Identify and define the basic concepts of probability theory (e.g., combinations, permutations, independent events, and chance).
  - viii. Exhibit computational skill in applying the related mathematical principles to hypothesis testing with the use of the binomial and normal probability distributions.
  - ix. Identify, define, and apply the basic concepts and principles of hypothesis testing (e.g., the role of null and alternative hypotheses, when to accept or reject a hypothesis, type I and type II errors, probability, level of significance, sample, and population).
  - x. Distinguish parametric from nonparametric tests of significance and explain when each may be appropriately used.

- xi. Articulate the scientific method and demonstrate its application to real problems through appropriate experimental design.
- xii. Compute correlation measures between two variables and predict outcomes within confidence intervals using linear regression.
- xiii. Distinguish between valid and invalid uses of statistical data/methods in argumentation/reports.

c. 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. Explain the basic principles of the scientific method.
- b. Critically evaluate research reports.
- c. Synthesize a body of research findings.
- d. Develop testable hypotheses.
- e. Demonstrate knowledge of general research designs, experimental methods, and standard research practices.
- f. Select appropriate research designs to test hypotheses.
- g. Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.
- h. Assess the generalizability of study results.
- i. Demonstrate proficiency in APA style

7. Course Content: *(Detailed list of all topics taught in course, arranged by topic with subheadings)*

- a. Lecture.
  - i. Scientific method and experiments.
    - 1) Scientific and nonscientific approaches to knowledge.
    - 2) Scientific method and its goals.
    - 3) Dependent and independent variables.
    - 4) Validity and reliability.
    - 5) Non-experimental research.
    - 6) Value of non-experimental research.
    - 7) Limitations of non-experimental research.
  - ii. Experiments.
    - 1) Value of experiments.
    - 2) Limitation of experiments.
    - 3) Counterbalancing and practice effects.
    - 4) Main effects and interaction effects using both table and graph methods.
  - iii. Experimental design.
    - 1) Between-subjects designs.
    - 2) Matched-subjects designs.
    - 3) Within-subjects designs.
    - 4) Quasi-experimental designs.
  - iv. Experimental ethics.
    - 1) The history of experimental ethics in psychology and/or social sciences.
    - 2) Human subjects and animals care committees.
    - 3) The Human Subjects Committee.
  - v. Descriptive research methods.
    - 1) Observational techniques and rationale.
    - 2) Levels of measurement.

- 3) Theories, research questions, hypotheses.
- 4) Field observation.
- 5) Case studies and community studies.
- 6) Survey research.
- 7) Archival research.
- 8) Psychological tests.
- 9) Longitudinal research methods.
- 10) Program Review.
- vi. Subject sampling.
  - 1) Questions to ask before you begin sampling.
  - 2) Random sampling.
  - 3) Subject assignment.
- vii. Bias and control.
  - 1) Consequences of experimental error.
  - 2) Major sources of bias.
  - 3) Handling bias.
  - 4) The problem of balance, ecological validity, and experimental control.
  - 5) Reactivity, demand characteristics, observer bias, expectancy effects, and other biases.
- viii. Review of statistics.
  - 1) Measures of central tendency.
  - 2) Measures of variation.
  - 3) Selection of appropriate statistical tests (chi-square, correlation, t-tests, ANOVA).
- ix. Statistical significance.
  - 1)  $\alpha$ .
  - 2)  $\beta$ .
  - 3) Type I error.
  - 4) Type II error.
  - 5) Power.
  - 6) Statistical vs. practical significance.
- x. APA editorial style.
  - 1) General typing instructions.
  - 2) Title page.
  - 3) Abstract.
  - 4) Introduction.
  - 5) Method.
  - 6) Results.
  - 7) Discussion.
  - 8) References.
  - 9) Figures, tables and footnotes.
- xi. Library and literature research in psychology and/or social sciences.
  - 1) Relevant journals.
  - 2) Reviews and summaries.
  - 3) Abstracts and on-line electronic databases.
  - 4) Conferences.
  - 5) Letters to researchers.
- b. Lab.
  1. Bi-level experiment.
  2. Multi-level experiment.
  3. Individual meetings for student experimental projects.
  4. Pilot studies for student experiments.
  5. Student experiments.
  6. Poster session.



8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Lecture.
  - b. Multimedia presentations.
  - c. Group discussion.
  - d. Guest lecturers.
  - e. Use of the Internet to gather information related to theories presented in class.
9. Assignments: *(List samples of activities students are expected to complete.)*
- a. Readings in the textbook and in recommended supplementary literature.
  - b. Use of the Internet to gather information related to theories presented in class.
  - c. Student reports and research papers.
  - d. Participation in class research projects involving the collection, compilation and interpretation of data, including the composition of written or oral reports.
  - e. Information competency exercises.
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. Research papers and reports.
  - b. Critical analysis of social science research.
  - c. Exams and quizzes.
  - d. Student poster presentations.

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

Babbie, E. (2008). *The basics of social research* (4<sup>th</sup> ed). Belmont, CA: Wadsworth.

Cozby, P. (2009). *Methods in behavioral research* (10th ed.). New York: McGraw Hill.

Smith, R.A., & Davis, S. (2012). *The psychologist as detective: An introduction to conducting research in psychology* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Textbook Reading Level:

College Level:

Yes  No

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

Yes  No

*If YES, explain (including any materials fees):*

Faculty Initiator: Mike Danza

Date: 12-6-13

13. ONLINE MODALITY:

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).

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

14. 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] CCCC Control I.D.: CCC000544825
- c. [CB01] Course I.D.: PSY-005
- d. [CB02] Course Title: Behavioral and Social Science Research Methods
- e. [CB03] T.O.P Code : 2003.00
- 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: 4.0
- i. [CB07] MIN Credit: 4.0
- 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: **Y- Credit Course**
- n. [CB12] Repeatability: May be repeated 0 (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- N/A**
- q. [CB15] Course CAN/SEQ Code: **Y- N/A**
- r. [CB16, 17, 18] Course Same as Dept No.: **Y- N/A**
- s. [CB 19] Course Crosswalk Dept. (CSU): **Y- N/A**
- t. [CB20] Course Crosswalk No. (CSU): **Y- N/A**
- u. [CB 21] Course Prior to College Level: **Y- N/A** (ESL, writing, reading, or mathematics courses only)
- v. [CB22] Course Noncredit Category: **Y- N/A** (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 subject to stand-alone regulations)

19. Are you requesting the CMC Articulation Officer submit the course for:  
 CSU Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_ Date Approved: \_\_\_\_\_ Effective \_\_\_\_\_

If YES, List 3 Similar Courses in this CSU area– documentation attached

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# COPPER MOUNTAIN COLLEGE

## Course Outline of Record

Course Number: PSY-005

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. \_\_\_\_\_

20. Are you requesting the course be designated as TRANSFERABLE to CSU [CB05]:    Yes  No   
 Effective date \_\_\_\_\_ (CMC Curriculum Committee determines CSU transferability)

21. Are you requesting GENERAL EDUCATION status for CMC GE?    Yes  No   
 Area/# \_\_\_\_\_    Date Approved: \_\_\_\_\_    Effective \_\_\_\_\_

22. Recommend course for credit by examination:    Yes  No

23. 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

24. 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?    A.A.-T Psychology \_\_\_\_\_

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

**ROUTING/SIGNATURE PAGE**

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

Mike Danza

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CTRAC Signature	Date
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Yadira Llord

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Articulation Officer Signature	Date
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Andrea Armstrong

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<b>Curriculum Signature</b> here indicates that separate actions were taken for prerequisites, co-requisites, and Distance Education modalities, if applicable.	Date
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Yadira Llord

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Academic Senate Signature	Date
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Melynie Schiel

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Dean for Instruction, CIO	Date
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Joseph DeSantis, Interim

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Superintendent/President Signature	Date
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Roger Wagner, Ph.D.

**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
  - 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) \_\_\_\_\_

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):**

1. What is/are the reason(s) for modifying this course outline or creating a new course?
2. 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:

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

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

9. I certify that the above is valid.

Librarian: \_\_\_\_\_ Date: \_\_\_\_\_



Copper Mountain College  
Academic Senate Agenda Packet  
(ASAP)

**Date of Senate Meeting:** January 16, 2014

**Requested by:** Curriculum

**Subject:** Course deactivations, faculty initiated.

**Type of Consideration:** Consent agenda

**Desired Outcome:** Approval by Academic Senate.

**Background:** Faculty initiated deactivations (below), with their reasons and effective dates indicated. These were approved by Curriculum Committee on December 12, 2013.

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**Deactivations:**

1. Course Number: CJ-022 Course Name: Police Supervision  
Faculty Initiator : Clayton Steenberg Effective Date of Deactivation **Fall 2014**  
**Reason for Deactivation:** The course is not used by the state’s Model Transfer Degree. It really serves no real academic value for Criminal Justice students.
2. **Course Number:** ART-025A Course Name: Beginning Acrylic Painting  
**Reason for Deactivation:** Course not necessary for the AA-T Studio Arts degree. This course has been homogenized into a general painting course that follows the C-ID descriptor and TMC.  
**Proposed date of deactivation:** Spring 2014
3. **Course Number:** ART-025B Course Name: Intermediate Acrylic Painting  
**Reason for Deactivation:** Course not necessary for the AA-T Studio Arts degree. This course has been homogenized into a general painting course that follows the C-ID descriptor and TMC.  
**Proposed date of deactivation:** Spring 2014



ACADEMIC SENATE SUBCOMMITTEE: CURRICULUM COMMITTEE  
MINUTES

**Date:** November 14, 2013

**Time:** 3:00-5:00pm

**LOCATION:** Room 119

**CHAIR:** Yadira Llord

**Minutes By:** Jason Hotch

**Members in Attendance** (bold denotes not in attendance) **Cathy Allen**, Andrea Armstrong, Brad Berger, Christi Blauwkamp, **Glenda Case**, Bobby Compton, Paul Delaney, Carolyn Hopkins, Jason Hotch, Yadira Llord, David Norton, James Powell, Melynie Schiel, Tony Thacker, **Kathleen Wahl**, Jim Brakebill, Tyler Long, Randy Smith .

**I. Approval of Agenda:** Meeting commenced at 3:02pm with a motion from David Norton, to accept the agenda, seconded by Paul Delaney. Jim Powell Motioned to amend the agenda by moving the discussion item “Computer Science AD-T” to follow COR item #6,

**II. Approval of Minutes:** A motion was made by Paul Delany and seconded by Tyler Long to approve the October 24th Curriculum meeting minutes.

**III. Chair report:**

1. Editorial corrections on CORs (that have completed the entire approval process): None.

**IV. Course Outlines for Approval:**

1. **ENG-051** (Walker) *Introduction to Expository Writing* REVISIONS  
Motion to approve made by Andrea Armstrong, seconded by Carolyn Hopkins. No discussion, all approved.
2. **ENG-051** (Walker) *Introduction to Expository* Prerequisite or Co-requisite Courses or Advisories  
Motion to approve made by Andrea Armstrong, seconded by David Norton. No discussion, all approved.
3. **PE-043** (Rauch) *Badminton* REVISIONS  
Motion to approve made by Paul Delaney, seconded by Andrea Armstrong.
4. **PE-043** (Rauch) *Badminton* Prerequisite or Co-requisite Courses or Advisories  
Motion to approve made by David Norton, seconded by Brad Berger. No discussion, all approved.
5. **PE-045** (Begbie) *Basketball* REVISIONS  
Motion to approve made by Andrea Armstrong, seconded by David Norton. No discussion, all approved.
6. **PE-045** (Begbie) *Basketball* Prerequisite or Co-requisite Courses or Advisories  
Motion to approve made by Paul Delaney, seconded by Brad Berger. No discussion, all approved.
7. **Computer Science AD-T.** Jim Powell explained the problem facing the CS AD-T which is that the unit count is over by three units, and the solution that is needed is that we need to drop three of four courses (MATH-001A, MATH-001B, PH-004A, PH-004B) to a four credit course and not a five credit course to make the degree possible. Brad Berger and Bobby Compton voiced concern about trying to shoehorn the same amount of instruction of a 5 unit course into a 4 unit course. Tony Thacker voiced concern over adjusting the Calculus courses and the potential effects to the other programs that include Calculus in their degree. It was agreed that more information gathering from other colleges that have the CS AD-T, and to have



Steve Parkin in the room to speak to lowering both PH courses to 4 unit courses. Item will be placed on the December Curriculum agenda for further discussion.

8. **MATH-001A** (Compton) *Calculus* REVISIONS  
Motion to approve by Bobby Compton, seconded by Carolyn Hopkins. No discussion, all approved.
9. **MATH-001A** (Compton) *Calculus* Prerequisite or Co-requisite Courses or Advisories  
Motion to approve by Bobby Compton, seconded by Paul Delaney. No discussion, all approved.
10. **MATH-001B** (Compton) *Calculus* REVISIONS  
Motion to approve made by Andrea Armstrong, seconded by Carolyn Hopkins. No discussion, all approved.
11. **MATH-001B** (Compton) *Calculus* Prerequisite or Co-requisite Courses or Advisories  
Motion to approve made by Andrea Armstrong, seconded by Carolyn Hopkins. No discussion, all approved.
12. **MATH-002A** (Compton) *Multivariate Calculus* REVISIONS  
Motion to approve made by Andrea Armstrong, seconded by Paul Delaney. No discussion, all approved.
13. **MATH-002A** (Compton) *Multivariate Calculus* Prerequisite or Co-requisite Courses or Advisories  
Motion to approve made by Brad Berger, seconded by Carolyn Hopkins. No discussion, all approved.
14. **MATH-002B** (Compton) *Linear Algebra* REVISIONS  
Motion to approve made by Andrea Armstrong, seconded by Brad Berger. No discussion, all approved.
15. **MATH-002B** (Compton) *Linear Algebra* Prerequisite or Co-requisite Courses or Advisories  
Motion to approve made by Andrea Armstrong, seconded by Carolyn Hopkins. No discussion, all approved.

## **V. DISCUSSION/ACTION ITEMS:**

1. **Deactivations: None**
2. **Contingency Plan** - Llort, DeSantis  
Proposed plan (renamed?)  
Yadira Llort pointed out that the by-laws covered things like a contingency plan. By-laws were discussed and discussion was held in regards to Curriculum challenging each other, COR's, Programs etc. Discussion also was held to emphasize and clarify the extent of primacy of the by-laws.
3. **TMC for ENG, latest developments -- Llort, Armstrong, Walker, Baird, DeSantis**  
*Results regarding SOC-4 and SP-7 (C-ID).*  
No new news on this.
4. **Reactivation request for ENG-01C** – Baird, Walker  
Motion to table by Paul Delaney, seconded by Carolyn Hopkins.
5. **Update request re: Deactivations for out-of-date CMC courses**—Curriculum  
*Please refer to attached “List of CORs.”*  
Motion by Christi Blaukamp to have this as a Senate item, with the color coding system of RED being out of date courses, ORANGE having upcoming review, or imminent review dates, GREEN being COR's that are OK. Any course in RED will be seven years or older and noted for deactivation. Seconded by David Norton.

6. **SLO revisions and alignment to PLOs**, suggested changes to COR template – Hopkins  
*Please review attached SLO matrix examples.*  
Bobby Compton motioned to V.N. template for all programs available on the SAN. Tyler Long seconds.
7. **Deactivation form** (new) – Llord, Hotch  
Motion to approve made by Cathy Allen, seconded by Tony Thacker.
8. **Updated AP chart** – Armstrong, Llord  
Motion to approve made by David Norton, seconded by Bobby Compton.
9. **New course proposals** – Blauwkamp
  - a. N-027 *Concepts of Gerontological Nursing*
  - b. N-035 *Concepts of Obstetrical Nursing with Family Health*
  - c. N-036 *Concepts of Pediatric Nursing*

Motion to approve made by Carolyn Hopkins, seconded by David Norton. Courses are approved to allow Nursing program to update their program to align with state standards.

**VI. Adjournment:** A motion to adjourn was made at 4:54pm by Randy Smith, seconded by Tony Thacker. The next meeting is scheduled for November 14th, 2013.



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

Date/Time: October 11, 2013      Time: 8:30am – 12:00 noon      Location: **Library Meeting Room**  
Chair/Secretary: **Yadira Llort**

CTRAC MEMBERS (bold font denotes not in attendance): **Andrea Armstrong, Christi Blauwkamp, Jim Brakebill**, Carolyn Hopkins, Yadira Llort, David Norton.

GUESTS: Melynie Schiel, Clayton Steenberg, Michel Walker

I. Approval of Agenda: MSU/Hopkins, Llort

II. Approval of Minutes: From September 13, 2013.

II. Chair's Report: The September 27, 2013 CTRAC session was cancelled.

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

1. BUMA-001 (Schiel) MSU/Hopkins, Norton
2. ~~BURE-081 (Schiel/Burge)~~ *Tabled from last 13 Sept 2013 CTRAC session. No new version has been submitted since then.*
3. ENG-001B *Tabled, tentative agenda placement, this may have TMC-deadline compliance issue. None received for October 11, 2013.*
4. ENG-003A (Walker) MSU/Hopkins, Norton
5. ENG-005A (Walker) MSU/Hopkins, Norton
6. ENG-005B (Walker) MSU/Hopkins, Llort
7. ENG-050 (Walker) MSU/Hopkins, Norton
8. CJ-002 (Steenberg) MSU/Hopkins, Norton
9. CJ-003 (Steenberg) **Tentatively approved pending more content on this COR. Steenberg states he can send it by Monday, 14 October 2013.** MSU/Hopkins, Llort
10. CJ-006 (Steenberg) **Tentatively approved pending more content on this COR. Steenberg states he can send it by Monday, 14 October 2013.** MSU/Hopkins, Llort
11. CJ-007 (Steenberg) MSU/Llort, Hopkins
12. CJ-010 (Steenberg) **Tentatively approved pending more content on this COR. Steenberg states he can send it by Monday, 14 October 2013.** MSU/Hopkins, Llort
13. CJ-032 (Steenberg) **Tentatively approved pending more content on this COR. Steenberg states he can send it by Monday, 14 October 2013.** MSU/Llort, Hopkins
14. MATH-01A (Compton) *Tabled due to lack of time.*
15. MATH-01B (Compton) *Tabled due to lack of time.*
16. MATH-02A (Holley) *Tabled due to lack of time.*
17. MATH-02B (Compton) *Tabled due to lack of time.*

V. Motion to adjourn: 11:45am

**CTRAC meeting dates for AY 2013-2014 are:** 25 Oct 2013 *extra session*, 8 Nov 2013, 13 Dec 2013, 24 Jan 2014, 7 Feb 2014, 21 Feb 2014 *extra session*, 7 Mar 2014, 21 Mar 2014 *extra session*, 11 Apr 2014, 25 Apr 2014 *extra session*, 9 May 2014.

Please submit all course outlines electronically to [Curriculum@cmccd.edu](mailto:Curriculum@cmccd.edu). This will send to Yadira Llort (Chair, CTRAC & Curriculum) and Jason Hotch (Curriculum Program Assistant).

## Professional Standards & Ethics

### MINUTES

**DATE/TIME:** SEPT. 4, 2013, 3:00-5:00PM    **LOCATION:** STUDENT SERVICES MEETING ROOM

**MEMBERS** (bold font denotes not in attendance): **Cathy Itnyre**, Gregg Chesterman, **Tony Thacker**, Yadira Llorc (Chair & Secretary).

I. Approval of today's agenda: MSU/Chesterman, Llorc

II. Approval of minutes: None, all have been submitted to Academic Senate. Only one meeting was held in March 22, 2013. Those minutes were later e-approved by PSEC members.

III. **Action/Discussion:**

- A.        **Confidentiality documents** -- PSEC members in attendance signed. Absent members will be requested to sign at the next meeting.
  
- B.        **Sabbatical recipient for Spring 2014, Request for changes** – Carolyn Hopkins requested this to be on the agenda, but could not attend today. Tabled.
- C.        **Sabbatical Applications for AY 2014-2015** – Review of flyer and to be sent to All Subscribers. Flyer to be included in next available Academic Senate packet.
- D.        **Meeting dates & times for Spring 2014** – per Bylaws, every 2<sup>nd</sup> Thursday of the month. However, Chair points out that the November and December 2<sup>nd</sup> Thursdays are taken up by Curriculum Committee. Therefore, dates for those months may have to change pending committee agreement.

IV. **Motion to adjourn:** 3:45pm.



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

**Date of Senate Meeting:-January 16, 2014**

**Requested by:** Attendees of Flex presentation for CPR

**Subject:** Life-saving equipment and training on campus

**Type of Consideration:** Discussion/Action

**Desired Outcome:** 1. Necessary life-saving equipment on campus.  
2. Necessary training for all employees.

**Background:** Previously, this issue had several legal questions. However, laws of legal liability have changed; and grants are available for making life-saving equipment available throughout CMC campus.



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

**Date of Senate Meeting:-January 16, 2014**

**Requested by:** Professional Standards & Ethics Committee

**Subject:** PSEC decision regarding Sabbatical Leave 2014-2015.

**Type of Consideration:** Action

**Desired Outcome:** PSEC does not recommend any Sabbatical Leave application(s) or applicant(s) for AY 2014-2015.

**Background:** The PSEC sabbatical leave process is per established CBA and approved processes (2007-2010 updates). Per the CBA, recommendations from PSEC and Academic Senate are subject to Board of Trustees approval.



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

**Date of Senate Meeting:-January 16, 2014**

**Requested by:** Professional Standards & Ethics Committee

**Subject:** Accept PSEC recommendation to accept changes regarding number of data bases for Carolyn Hopkins' sabbatical project for Spring 2014.

**Type of Consideration:** Action

**Desired Outcome:** The original sabbatical project proposed implementing and using five data bases. Carolyn Hopkins states that two data bases are more realistic, perhaps three data bases may be used.

**Background:** Changes in technology, cost, projected timeline expectations of this project are an issue and has resulted in the proposed change.

# EDUCATIONAL TECHNOLOGY & ANDRAGOGY NEWSLETTER

"There is no difference between living and learning... it is impossible and misleading and harmful to think of them as being separate." ~ John Holt

Copper Mountain College, Rotary Way, Joshua Tree, CA  
www.cmccd.edu

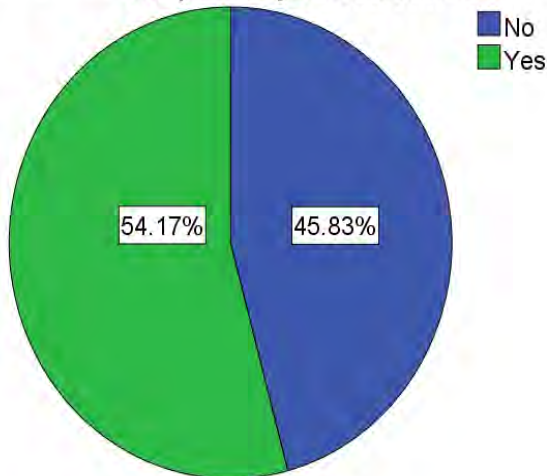
Fall 2013  
Issue 1

## Educational Technology Survey: Equipment

During the Academic Senate meeting on October 3, 2013 the faculty in attendance were asked to answer a survey. 24 faculty members responded to the survey.

As we all know our computers are getting old therefore it is no surprise that many faculty members are having issues/problems.

Are you currently having any issues/problems with the computer in your office? N= 24



When faculty members were asked to specify the type of issue/problem the most frequently reported answer was: "the computer runs slowly and freezes." A few faculty members stated that "the computer cannot run needed software," "the computer crashes," "broken," and "sounds like it is going to explode."

The Good News: 87.5% of the faculty report that they know how to create a ticket with the I.S. department!

## Inside This Issue

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## Summary: Distance Ed Coordinator Meeting

This is a very brief synopsis of the DE Coordinators e-meeting held in September. There were many things on the agenda; however there were a few items that appeared to be of greater relevance to CMC than others. To that point, below are a few bullet points:

- The CCC has formed an online education initiative called the California Virtual Campus [CVC]
- The CCC recognizes that only 10% of community college courses are held online, which is seen as an opportunity for growth.
- The CVC initiative, through a recently released RFA aims to:
  - o Expand the current CVC to include a broader consortium of colleges offering distance education, where students could seek out virtual classes offered at other colleges that would transfer directly to the students "home" college (FTEs would go to the "teaching" college)
  - o Use a common technology platform for all participating colleges

**Continued on the next page**



**Ed Tech Survey: Distance Education & Experience**

The second major topic of the survey was teaching and training in a distance modality.

50% of the faculty members reported that they have taught a distance modality. Among the 12 faculty members the amount of experience ranged from a minimum of 1 year to a maximum of 10 years; with an average of 5 years.

Faculty members who have taught a distance modality commonly report that their favorite thing about teaching online is flexibility, convenience, and accessibility for the students and instructor. Other responses were less common: two faculty members said they do not like anything about distance modalities or they do not have a favorite thing; two faculty reported that their favorite thing was the discussion board and the ability to teach using multiple modalities.

Faculty were also asked what was most challenging about teaching a distance course. No one answer was common across responses. Faculty reported the following challenges:

- A skewed sense of time
- Motivating students
- Contact and staying on task
- Technological glitches
- Time management
- Creating community
- Students are not computer literate
- Student preparation
- Lacking full range of communication
- Being able to explain things

Last, given the interest from the District and the Academic Senate in creating requirements to teach online the Educational Technology committee thought it would be useful to gather information about how CMC's faculty have already trained in delivering quality distance education. The responses were diverse. Two instructors reported training with @One, two reported training with Sirius's Project Delta, two reported training at a CSU, two reported some type of professional development/previous employment training, one reported training at SBVC, one reported training at East Los Angeles College, and one reported training at USC.

**Continued Summary: Distance Ed Coordinator Meeting**

- The RFA has closed with 16 colleges submitting interest statements
- New funding is available to have course materials captioned through the DETC grant.
  - o This grant was awarded to College of the Canyons, who will perform the captioning (see the PowerPoint presentation for more information)
- 2013 Bi-annual Distance Education Report was released (see PowerPoint presentation for more info.)
- The PowerPoint presentation from this e-meeting and RFA are available upon request; ask a member of the Ed Tech committee if you want a copy.

**Upcoming California Conferences**

Here is some information on the two best conferences in the state.

1. Online Teaching Conference; (OTC @ONE conference) in San Diego.
2. Computer-Using Educators (CUE) in Palm Springs

\*ADEC (Alliance for Distance Education in California) will have their summit during CUE therefore I have included the information about ADEC too.

Online Teaching Conference (OTC) 2014  
Sail in to Online Student Success

This conference focuses on Community College faculty, staff, and administrators engaged (or interested) in online education including delivery of online services such as student, faculty, library, and technical support.

June 20-21, 2014

Town and Country Resort & Convention Center  
500 Hotel Circle North, San Diego, CA 92108  
<http://www.onlineteachingconference.org/>

Continued on the next page

Continued, Upcoming California Conferences

Computer-Using Educators, Inc. is a professional organization of educators that supports the use of technology in education. For 30 years, technology-using educators have been meeting at the CUE Conferences to advance student achievement at all levels of education and to address the use of Education Technology in instruction, administration, curriculum and management. Annual CUE 2014, March 20-22, Palm Springs, CA

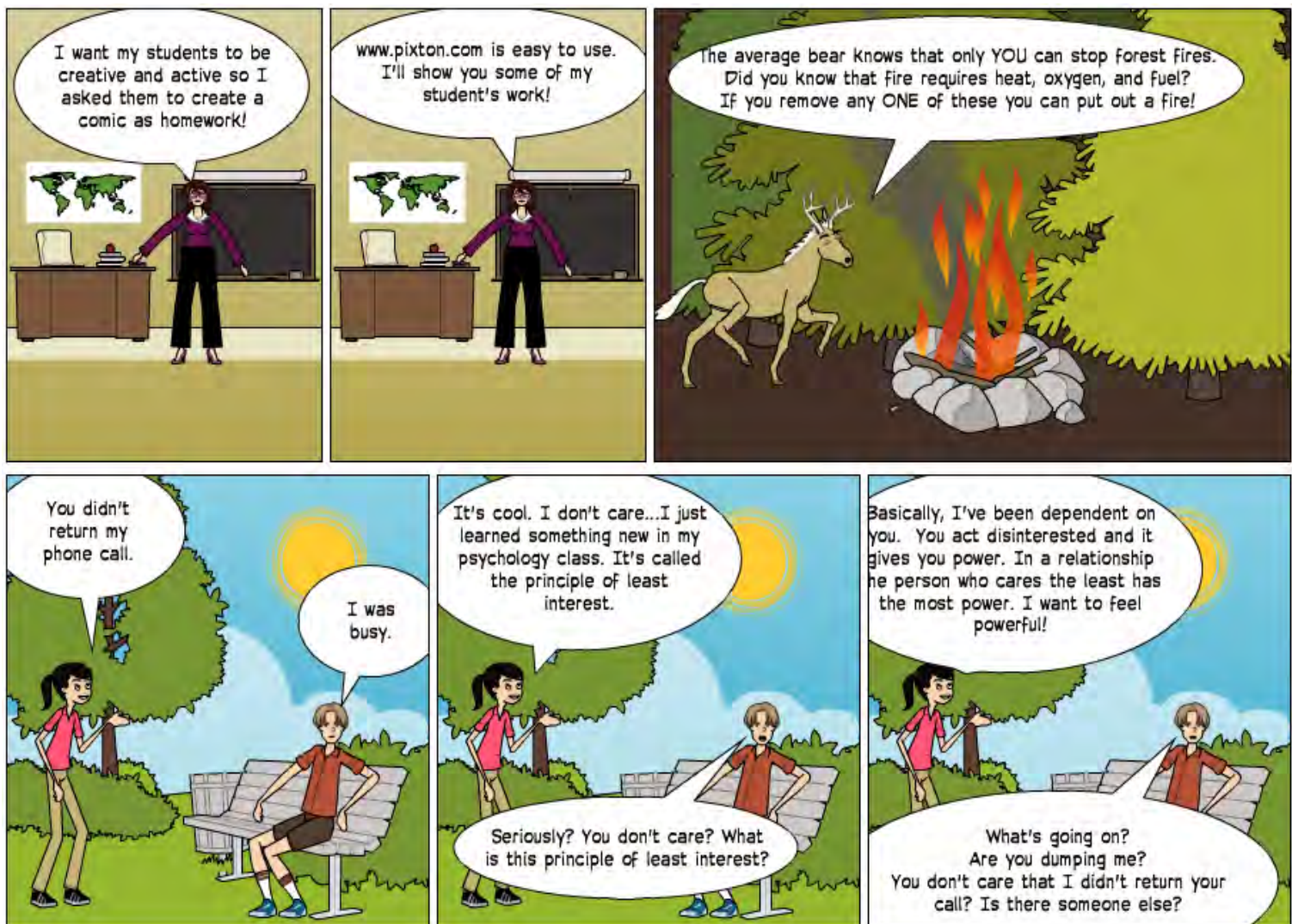
<http://www.cue.org/annual>

ADEC Digital Learning Summit, *Celebrating 25 Years!* Thursday, March 20, 2014, 9:30 a.m. - 4:00 p.m.

The Alliance for Distance Education in California (ADEC) is conducting its 25<sup>th</sup> Anniversary Summit at the Annual CUE 2014 Conference. <http://www.adec-ca.org/>

Topics include: Digital Technologies: Impacting Learning And Teaching; Emerging Technologies in the Delivery of Professional Development; Common Core and the Dysfunctional College Student; and Instructional Design for the Digital Student

Active Learning Assignment: Ask your students to create a comic that demonstrates a concept!



## Institutional Dialogue Process - Draft revision

