



ACADEMIC SENATE

Agenda for May 15th 2014, 3:00 pm to 5:00 pm, room 225

- A. Confirmation of the Agenda for May 15th, 2014
- B. Approval of the Minutes for May 1st, 2014 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. Deactivate the following Course Outlines of Record p.9
 - i. J-003A
 - ii. CS-088
 - iii. ART-002A
 - iv. ART-002B
 - v. ART-002C
 - vi. N-076B
- b. Accept the following Minutes
 - i. CTRAC March 7th p. 11
 - ii. CTRAC April 11th p. 12

E. Discussion/Action Items:

- a. Appoint senators to serve on the following hiring committee
 - i. Full-Time Tenure Track Biology/Human Anatomy Instructor (3 Faculty, 2 Alternates)
- b. Elections for 14-15 CMC Academic Senate Officers
 - i. President – Joe Desantis nominated
 - ii. Vice-President – Dean Pieper nominated
 - iii. Secretary – Melynie Schiel nominated
 - iv. State Academic Senate Representative – David Norton nominated
 - v. Curriculum Chair – Yadira Llord nominated
 - vi. Ed Tech Chair – Zachary Ginder nominated
 - vii. Professional Standards and Ethics Chair – Gregg Chesterman and Melynie Schiel nominated
- c. Invitations to participate as Pilot College p.13
 - i. Online Education Initiative

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.

- d. Deactivation of AA Degree in Child Development p.20
- e. Deactivation of AA Degree in General Art and Emphases of Drawing, Painting and Three-Dimensional Designs p.22
- f. Minimum Faculty Readiness Criteria for Teaching Online p.24
- g. August FLEX Schedule Draft p.26

F. Information/Discussion:

- a. Technology Changes at CMC
- b. College Council Meeting Minutes April 25, 2014 p.29
- c. Student Showcase, President Wagner request
 - i. May – Schiel student presented
 - ii. June –

G. Committee Reports:

a. Senate Committees

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

b. District Committees:

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

- xi. **Professional Development** – Berger (Alternate: DeSantis)
- xii. **Perkins** – Blauwkamp, Brakebill, Dorner, Friedt, Gallagher, Haig, Powell, Schiel, Steenberg, Wahl
- 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 May 1, 2014

**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, Katrina Chlebik, **Robert Compton**, Mike Danza, Paul Delaney, Joe DeSantis, Meredith Dorner, **Spelman Downer**, Paul Friedt, **Marla Gallagher**, Zachary Ginder, **Jeffrey Haig**, John Holley, Carolyn Hopkins, Cathy Itnyre, **Damaris Lizarraga**, **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: Pamela Kersey, Dean of Instruction; Greg Brown, VP of E; Jason Hotch, Curriculum/Program Assistant

Agenda for May 1st 2014, 3:00 pm to 5:00 pm, room 225

A. Confirmation of the Agenda for May 1st, 2014

Itnyre motioned to approve, second by DeSantis. Armstrong requested item Deactivate the following Course Outline of Record: NR-001L *Conservation of Natural Resources Lab* moved to Discussion/Action Items from Consent Agenda. Motion approved.

B. Approval of the Minutes for April 3rd, 2014

DeSantis motioned to approve, second by Ginder. Motion 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.*

Jason Hotch announced the Chancellor's office approval of the Anthropology AA-T degree and congratulated faculty for reaching the 100% of the TMC commitment.

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.*

Berger motioned to approve, second by Danza. Motion approved.

- a. Approve the following Course Outlines of Record
 - i. CIS-078B *Windows and Internet*
 - ii. ENG-01C *Argumentation and Critical Thinking*
 - iii. FIRE-081 *Fire Apparatus Driver/Operator (Emergency Vehicle Operations)*
 - iv. FIRE-084 *Driver/Operator (Pump Operations)*
 - v. FIRE-010 *Paid-Call Firefighter Academy*

- vi. FIRE-058 *Fire Protection Hydraulics and Water Supply*
- vii. FIRE-061 *Fire Apparatus and Equipment*
- b. Approve Revised Fire Technology Program
- c. Accept Curriculum Minutes February 27, 2014

E. Discussion/Action Items:

- a. Deactivate the following Course Outline of Record
 - i. NR-001L *Conservation of Natural Resources Lab*
DeSantis motioned to approve, second by Bridenbecker. Armstrong requested the deactivation be denied because it is the only “biology” lab without dissection allowing students who object to dissection a lab option. DeSantis asked if there is an online biology lab that does not require dissection. Armstrong replied that CSUs often do not accept online labs. Bridenbecker stated that filling the lab has had difficulty historically. It is offered every two years but the last time it ran it only had ten students. Motion approved, Armstrong and Nankervis opposed, Itnyre and Friedt abstained.
- b. Appoint senators to serve on the following hiring committees
 - i. Adjunct EOPS and ACCESS Counselor - 3 Senators and 2 Alternates (1st interview end of May) Nankervis, Chesterman and Ginder nominated, Muchenje and Case alternates, Danza third alternate.
 - ii. Part-Time A&R Technician - 1 Senator and 1 Alternate, DC or Counselor requested (1st interview end of May) Nankervis nominated, alternate Muchenje.
 - iii. Part-Time A&R Technician II AKA Transcript Evaluator - 1 Senator and 1 Alternate, DC or Counselor requested (1st interview end of May or beginning of June) Ginder nominated, alternate Itnyre.
Dorner motioned to approve, second by DeSantis. Motion approved.
- c. DE Modality Request for English 001-C Argumentation and Critical Thinking
DeSantis motioned to approve, second by Itnyre. Motion approved.
- d. Nominations for 14-15 CMC Academic Senate Officers
 - i. President - DeSantis nominated.
 - ii. Vice-President - Pieper nominated
 - iii. Secretary – Baird, Steenberg, and Schiel nominated.
 - iv. State Academic Senate Representative - Norton nominated.
 - v. Curriculum Chair - Llord nominated.
 - vi. Ed Tech Chair - Ginder nominated.
 - vii. Professional Standards and Ethics Chair - Chesterman and Schiel nominated.
Part-time faculty nominee/election via email.
Berger motioned to approve nominees, second by Powell. Motion approved.

- e. Invitations to participate as Pilot College
 - i. Common Assessment Initiative
 - ii. Education Planning Initiative / Degree Audit Initiative

Greg Brown stated the Student Support and Success Act is prompting statewide actions and funding will be tied to assessment participation. CMC will not be required to participate in developing the Common Assessment but it would be in our interest to contribute to the development process. The CMC commitment would involve the Senate President, Superintendent/President, and researcher as well as affected program faculty members. DeSantis stated that past experience in these statewide projects can be time consuming. DeSantis asked if the district would be providing time and travel compensation. Greg Brown stated compensation is not part of any program plan. Pam Kersey stated there is not monthly meeting requirement. Schiel suggested we address this as support for the pilot or no support for the pilot and that CMC should be the voice of small colleges. DeSantis stated meetings are proposed for once every two months both face-to-face and virtual. The general sense of the Senate supportive. Schiel requested Greg Brown take forward CMC participation in the pilot.

F. Information/Discussion:

- a. 14-15 Curriculum Calendar
- b. Academic Calendar – placed here for a vote if necessary
No calendar available in packet, no action taken.
- c. Determine August FLEX Schedule

Berger stated the packet contains last year’s FLEX schedule as a working document. Suggested ideas for FLEX included: Excel, business writing, intro to departments, retirement planning, emergency drill, new technology training, new student cheating techniques, coping with constant change, relaxation techniques, dealing with difficult people, reading across the curriculum, social media, nature walk, Marine Base visit, defibrillator training, part-time evaluation process, part-time orientation, chemical hygiene planning, Academic Affairs update. Berger stated he will put together a tentative schedule for the next senate meeting.
- d. Draft Senate Recommendation for Minimum Faculty Readiness Criteria for Online Instruction

Ginder presented the proposed faculty eligibility requirements or online instruction. Berger stated a grandfather clause should be included. Ginder asked how we would define “success”? Schiel stated that there a rubrics available. Berger asked who

would be completing the evaluations. DeSantis stated there should be more time to complete requirements. Hopkins stated that “success” should be determined in the evaluation process. Danza suggested that the evaluation process should be reevaluated. The senate previously approved plan which current online instructors would be required to take one @One course within two years. The enforcement would be through assignment by the Dean of Instruction.

- e. Ed. Tech and Andragogy Meeting Minutes for 3/18/2014 & 4/04/2014
- f. Transcript Evaluator Job Description – now A&R Specialist II
Greg Brown discussed the job description for the Transcript Evaluator position in relation to the A&R hierarchy. The position will be data entry of the decisions made by counselling.
- g. Learning Resource Center Report
Hopkins stated the LRC has had increased use. Holley stated the numbers do not reflect his tutoring on the Marine Base.
- h. AP 6750 Parking and Traffic Regulations
Hopkins stated the “Reasons not Accepted” seemed childish. DeSantis suggested no permit requirement for handicapped parking. Schiel stated permits necessary to record student vehicles. Chlebik requested direction arrows be used to control traffic in parking areas. Schiel stated the traffic regulations are the prevue of the Safety Committee.
- i. College Council Meeting Minutes March 14, 2014
- j. Student Showcase
 - i. May – Parkin
 - ii. June – Schiel

G. Committee Reports:

- a. **Senate Committees**
 - i. **Curriculum** - Allen, Armstrong, Berger, Blauwkamp, Brakebill, Case, Chlebik, Compton, Delaney, Hopkins, **Llort**, Norton, Powell, Thacker, Schiel, Wahl
 - ii. **Library** - Allen, Chlebik, Dorner, Friedt, Norton, Steenberg, **Hopkins**, Itnyre, Pieper
 - iii. **Professional Standards and Ethics** - Chesterman, Itnyre, **Llort**, Thacker
 - iv. **Educational Technology** - Compton, **Danza**, Dorner, Friedt, Haig, Holley, Llort, Muchenje, Norton, Powell, Stults

Powell announced Steve Kemp will be presenting new technologies to Senate.

- v. **Cultural Education Enhancement** - Allen, Baird, Downer, Norton, Pieper
- vi. **FLEX** - Berger, Blauwkamp, Brakebill, McLaughlin,
- vii. **Minimum Qualifications and Equivalency** - Armstrong, Friedt, Haig, Hopkins, Itnyre, Llort, McLaughlin, Thacker, Wahl, Walker
- viii. **Academic Integrity** - Chesterman, Danza, Downer, Parkin, Walker

b. **District Committees:**

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

H. Senate Reports

a. **Officers**

Schiel announced the date for the tenure party (newly tenured faculty Pieper and Steenberg) will be on May 16th.

DeSantis announced the Spring 2015 schedule is in development.

Ginder there will be a faculty survey form the Chancellor's Office.

Danza stated it is the last chance to submit to the Copper Penny.

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)



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

Date of Senate Meeting: May 15, 2014

Requested by: Curriculum

Subject: Course deactivations, faculty initiated:

- o J-03A
- o CS-088
- o ART-02A
- o ART-02B
- o ART-02C
- o N-76B

Type of Consideration: Consent agenda

Desired Outcome: Approval by Academic Senate. Effective date of deactivation: As stated below.

Background: Faculty initiated deactivations (below), with their reasons indicated. These were approved by Curriculum Committee on 8 May 2014.

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- | | | |
|----|---|---|
| a. | Course Number: <u>J-03A</u> | Course Name: <u>News Reporting and Writing</u> |
| | Faculty initiator: <u>Joe DeSantis</u> | Proposed date of deactivation: <u>July 1, 2014</u> |
| | Reason for Deactivation: 1. Not required as part of any degree or certificate; 2. Lack of student need and interest with low enrollments in single digits for recent few years; 3. Lack of qualified faculty in area; 4. Out-of-date COR. | |
| b. | Course Number: <u>CS-088</u> | Course Name: <u>Java Programming</u> |
| | Faculty initiator: <u>Jim Powell</u> | Proposed date of deactivation: <u>Fall 2014</u> |
| | Reason for Deactivation: This course is no longer needed for current degrees and certificates. This class has not been offered for many years. | |
| c. | Course Number: <u>ART-02A</u> | Course Name: <u>History of Art</u> |
| | Faculty initiator: <u>Cathy Allen</u> | Proposed date of deactivation: <u>Fall 2014</u> |
| | Reason for Deactivation: The Art History sequence is no longer compliant with C-ID Descriptors, and therefore does not fit with the TMC related programs for visual arts. They are contained within an antiquated art program currently being deactivated. The art histories have been replaced with art history sequence of ART 50, 51, 52 & 53. These new ART 50 series of courses are approved by the Chancellors Office and in CMC catalog and Fall 2014 schedule. | |
| d. | Course Number: <u>ART-02B</u> | Course Name: <u>History of Art</u> |
| | Faculty initiator: <u>Cathy Allen</u> | Proposed date of deactivation: <u>Fall 2014</u> |
| | Reason for Deactivation: The Art History sequence is no longer compliant with C-ID Descriptors, and therefore does not fit with the TMC related programs for visual arts. They are contained within an antiquated art program currently being deactivated. The art histories have been replaced with art history sequence of ART 50, 51, 52 & 53. These new ART 50 series of courses are approved by the Chancellors Office and in CMC catalog and Fall 2014 schedule. | |
| e. | Course Number: <u>ART-02C</u> | Course Name: <u>History of Modern Art</u> |
| | Faculty initiator: <u>Cathy Allen</u> | Proposed date of deactivation: <u>Fall 2014</u> |
| | Reason for Deactivation: The Art History sequence is no longer compliant with C-ID Descriptors, and therefore does not fit with the TMC related programs for visual arts. They are contained within an antiquated | |

art program currently being deactivated. The art histories have been replaced with art history sequence of ART 50, 51, 52 & 53. These new ART 50 series of courses are approved by the Chancellors Office and in CMC catalog and Fall 2014 schedule.

- f. **Course Number:** ART-02D **Course Name:** History of Postmodern Art
Faculty initiator: Cathy Allen **Proposed date of deactivation:** Fall 2014
Reason for Deactivation: The Art History sequence is no longer compliant with C-ID Descriptors, and therefore does not fit with the TMC related programs for visual arts. They are contained within an antiquated art program currently being deactivated. The art histories have been replaced with art history sequence of ART 50, 51, 52 & 53. These new ART 50 series of courses are approved by the Chancellors Office and in CMC catalog and Fall 2014 schedule.
- g. **Course Number:** N-076B **Course Name:** Nursing Transition II
Faculty initiator: Christi Blauwkamp **Proposed date of deactivation:** Fall 2014
Reason for Deactivation: Course is no longer required in any program or certificate.



Curriculum Technical Review Advisory Committee (CTRAC)
MINUTES

Date/Time: March 7, 2014 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, **Cathy Itnyre**, Yadira Llort, David Norton.
GUESTS: Clayton Steenberg

I. Approval of Agenda: MSU/Armstrong, Llort

II. Approval of Minutes: MSU/Hopkins, Norton

III. Chair's Report: None.

IV. Action items, Course Outlines of Record to be reviewed and approved. Please note that order may change to accommodate scheduling, availability, deadline or other issues.

1. ENG-001C (faculty initiator?) – Awaiting faculty initiator, to be given priority CTRAC agenda placement.
2. CJ-030 (Steenberg) MSU/Hopkins, Armstrong
3. N-030 (Blauwkamp) MSU/Norton, Hopkins
4. N-035 (Blauwkamp) MSU/Armstrong, Brakebill
5. N-036 (Blauwkamp) *Tabled due to lack of time.*
6. N-040 (Blauwkamp) *Tabled due to lack of time.*
7. N-045 (Blauwkamp) *Tabled due to lack of time.*

V. Motion to adjourn

CTRAC meeting dates for AY 2013-2014 are: 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. This will send to Yadira Llort (Chair, CTRAC & Curriculum) and Jason Hotch (Curriculum Program Assistant).



Curriculum Technical Review Advisory Committee (CTRAC)
MINUTES

Date/Time: April 11, 2014
Chair/Secretary: Yadira Llort

Time: 8:30am – 12:00 noon

Location: **Library Meeting Room**

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

GUESTS: Katrina Chlebig, Jim Powell

I. Approval of Agenda: MSU/Hopkins, Llort

II. Approval of Minutes: MSU/Hopkins, Llort

III. Chair's Report:

A. Draft of 2014-2015 CTRAC meetings included. Sessions scheduled per the proposed Academic Calendar (not yet BoT approved). Accommodations to reflect expected holiday dates.

IV. Action items, Course Outlines of Record to be reviewed and approved. Please note that order may change to accommodate scheduling, availability, deadline or other issues.

1. CIS-70B (Chlebig) MSU/Hopkins, Itnyre
2. ENG-001C (Norton) MSU/Hopkins, Itnyre
3. EDUC-200 (Gallagher) *Tabled per faculty initiator request.*
4. FIRE-01A (Brakebill) **Retitled to FIRE-081.** This should be a Discussion/Action item at AcSen, because this is no longer a stand-alone course (it was previously approved as a reactivation based on stand-alone status). MSU/Itnyre, Hopkins
5. FIRE-01B (Brakebill) **Retitled to FIRE-082, but may be FIRE-084 (Jason to check on this).** This should be a Discussion/Action item at AcSen, because this is no longer a stand-alone course (it was previously approved as a reactivation based on stand-alone status). MSU/Itnyre, Hopkins
6. FIRE-010 (Brakebill) MSU/Llort, Hopkins
7. FIRE-058 (Brakebill) MSU/Llort, Itnyre
8. FIRE-061 (Brakebill)
9. N-036 (Blauwkamp)
10. N-040 (Blauwkamp)
11. N-045 (Blauwkamp)

V. Motion to adjourn:

CTRAC meeting dates for AY 2013-2014 are: 25 Apr 2014 *extra session*, 9 May 2014.

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



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

Date of Senate Meeting: May 15, 2014

Requested by: Z. Ginder

Subject: Online Education Initiative Request for Pilot Colleges

Type of Consideration:

- Action Item**
- Information/Discussion**

Desired Outcome:

Senate recommendation to either pursue further information relating to the OEI by completing the interest survey, thereby expressing interest in participating, or decline participation in OEI.

Background:

The California Community Colleges Chancellor's Office seeks a group of colleges to participate in the Online Education Initiative pilot program and to help form the California Community College Online Education Consortium.

Please see the following pages for the specifics as described by the Chancellor's office, as well as the interest survey.

Online Education Initiative Online Education Consortium Pilot Colleges

Background

The California Community Colleges Chancellor's Office seeks a group of colleges to participate in the Online Education Initiative pilot program and to help form the California Community College Online Education Consortium.

The overall goals for the Online Education Initiative are:

- Increase the number of associate degree graduates and transfers to four-year colleges;
- Improve retention and success of students enrolled in online courses with particular attention to student equity;
- Increase online educational opportunities for underserved and underrepresented students including veterans, individuals with disabilities and those with basic skills needs;
- Increase ease of use and convenience of the online education experience;
- Respond to the projected significant increase in demand for online course delivery;

Additional information including the original RFA and the response from Foothill-De Anza and Butte (the grantees) can be found on the project web site at CCCOOnlineEd.org.

Opportunities to Participate

Colleges may participate as a Teaching College, a Home College, or both. Teaching Colleges are those colleges that offer and promote online classes to students throughout the state through the Online Education Consortium. Home Colleges are those colleges whose students are encouraged to take classes offered through the Online Education Consortium in order to expedite the completion of an Associate Degree for Transfer at the Home College.

Teaching colleges will commit to offering at least one course that maximally benefits students, including but not limited to ADT courses that fill quickly and critical prerequisite courses.

Online Education Consortium (OE Consortium)

The OE Consortium will be an organization comprised of representatives of the colleges that have committed to active participation in promoting the goals of the Online Education Initiative and have signed a memorandum of understanding to that effect. It is anticipated that all California Community Colleges will eventually join the OE Consortium.

Objectives for OE Consortium Colleges

The OE Consortium will collectively guide the development of fully articulated online Associate Degree Transfer programs and courses that include transfers of credit, shared credentialing, and reciprocity among OE Consortium colleges. It will also identify best practices for degree completion via online means. Implementation efforts will meaningfully engage stakeholders, specifically faculty, to address a set of critical issues, including:

- Developing policies for governing the responsibilities of “Home” and “Teaching” colleges;
- Ensuring that curricular responsibilities remain with the respective academic senates of each OE Consortium member college;
- Using a web portal as a clearinghouse for courses and degrees;
- Coordinating purchases and ensuring accessibility and usability of shared resources;
- Providing centralized, online student support services;
- Coordinating professional development activities and standards;
- Creating a seamless process for managing student transcripts and displaying course credits;
- Establishing course design standards;
- Exploring and implementing innovative technology;

Benefits to the OE Consortium Pilot Colleges

The following services will be reviewed and evaluated for implementation by the OE Consortium pilot colleges and funded by the Online Education Initiative:

- Professional development for faculty certification and course design;
- An advanced common course management system;
- Support for creation of accessible instructional materials and provision of accommodations;
- Online tutoring and proctoring;
- Online advising and counseling;
- Support for basic skills instruction;
- Online library services;
- Instructional design support;
- Support for administering credit by exam/assessment of prior learning;
- Student orientation to and preparation for online learning;

Timeline

- **Pilot college interest surveys due June 3rd, 2014, at 5:00 PM.**
- Pilot Colleges identified by June 11th, 2014

Pilot Selection Process

- Submit the Interest Survey: <https://www.surveymonkey.com/s/HQ9ZT5B>
- Pilots will be selected based upon a variety of factors, including but not limited to, college size, location, student demographics, online program offerings, and a mix of home and teaching colleges.

An informational Webinar will be held May 12, 2014, at 1:30 PM via CCCConfer. This session will be recorded and questions and answers from interested colleges will be posted to the project website: www.cconlineed.org.

Submission of this survey is only intended to communicate a college's interest in participating as a pilot college in the Online Education Consortium and is not binding in any way. All colleges submitting an interest survey are encouraged to engage with the appropriate stakeholders on their campus regarding this expression of interest.



Online Education Initiative

Online Education Consortium Pilot College Interest Survey – Due June 3rd, 5:00 PM

*** 1. College:**

*** 2. District:**

*** 3. Individual Completing This Survey:**

Name:

Title:

Phone:

Email:

For the next two questions, please indicate the level of interest for participating in the OE Consortium (Teaching Colleges will originate instruction; Home Colleges will accept credits and grant degrees. A single college can apply to act as both a Teaching and Home college):

*** 4. Participate in the OE Consortium as a Teaching College?**

- Yes
 No

*** 5. Participate in the OE Consortium as a Home College?**

- Yes

No

***6. Why does your college wish to become an OEI pilot college? Your response should include a) how your college's participation would benefit the OE Consortium; and b) how participation in the OE Consortium will benefit your college. (Brief Narration)**

The following questions are for colleges Interested in becoming OE Consortium Teaching Colleges:

7. What online programs or courses are currently offered by your college? (Brief Narration)

8. Please list the number of online courses your college has scheduled for the fall 2014 semester or quarter:

Online Associate Degree for

Transfer (ADT) courses:

Other online degree applicable

courses:

9. Do you believe that faculty at your college would be willing to develop new online courses in conjunction with your college's participation in the OE Consortium? In what disciplines do you expect new course would be developed?

10. Please describe your current strategies and efforts for promoting online programs and courses at your college. (Brief Narration)

Done

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Copper Mountain College
ASAP

Date of Academic Senate Meeting: May 15, 2014

Requested by: Marla Gallagher & Curriculum Committee

Subject: Request for Program Deactivation: Associate of Arts Child Development degree

Type of Consideration: Discussion/Action agenda

Desired Outcome: Approval of Deactivation

Background: Associate of Arts Child Development degree (AA-CD) is outdated and has been replaced with an active TMC compliant AS-T in Early Childhood Education (AS-T ECE), which has all courses updated and accepted by UC and CSU systems, aligned with C-ID descriptors, , and approved by Chancellors office. This was reviewed and approved by Curriculum Committee on May 8, 2014.

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Qualitative indicators

1. Effects on students in program – Some students will graduate this semester with the AA-CD. Some will continue with catalog rights. Others plan to transfer or already have transferred to the new AS-T in Early Childhood Education (AS-T ECE). The replacement program of AS-T in Early Childhood Education is already in place and similar to the AA program that is being requested for deactivation, although the new program has all courses updated, aligned with C-ID descriptors and state TMC, transfers to CSU and UC systems, and approved by the Chancellors Office. The most significant change is the addition of one course – CD 044, Child Health, Nutrition, and Safety – which was already in the catalog and which is being offered this semester. Most students currently enrolled in the Child Development AA are either taking CD 44 for transfer to the AS-T ECE or desire catalog rights to the AA-CD.
2. Catalog rights of students – Students will maintain catalog rights.
3. Alternative programs available –Associates in Science for Transfer (AA-T) in Early Childhood Education (ECE). Another alternative program will be available next year as an AA-T in Child and Adolescent Psychology degree will be available next year for those Child Development students wishing to enter another field than classroom teaching in ECE. This item is also on the CC agenda for blessing to be created when that template is officially available in Fall 2014..
4. Proximity of similar programs – The new AS-T in ECE will narrow and the focus of the old AA-CD and the also-proposed AA-T in Child and Adolescent Development will fill the need for students who would have wanted the AA-CD for other than an ECE purposes.

Quantitative indicators

1. Current demand for program - no demand for this outdated program. It is being replaced with AA-T degree that is current, approved by the Chancellors office, in place and active.
2. Projected demand for program - None. Is outdated and replaced with revised program - AA-T degree that is current, approved by the Chancellors office, in place and active.
3. Student persistence in program - Not applicable. Outdated degree is being replaced with AA-T degree that is current, accepted by UC and CSU systems, and approved by the Chancellors office.
4. Frequency of course offerings – Pattern of course offerings will not be affected
5. Retention/success rates of students - Not Available.

6. Number of program completers- Not applicable. The program is being replaced by a similar program with all courses updated, aligned with C-ID and state TMC, accepted by UC and CSU systems, and approved by Chancellors office and will not have a negative effect on the number of program completers. Since the program is being replaced with an updated TMC aligned program, positive development is projected in the numbers of program completion.
5. FTES - will not be impacted since most courses are replaced with similar, updated and approved courses in new AA-T.

Plan and timeline for phasing out the program:

1. Approval of deactivation by Curriculum Committee, Academic Senate and finally Board of Trustees approval.
2. Student notification- New AA-T in Early Childhood Education program is approved by the Chancellors office, and is in catalog, schedule, and two-year rotation. Currently enrolled students have been notified about new program availability.
3. New AA-T in Early Childhood Education is already underway. Students are already enrolled in many of the courses.
4. Deactivate ASAP.



Copper Mountain College
ASAP

Date of Academic Senate Meeting: May 15, 2014

Requested by: Cathy Allen & Curriculum Committee

Subject: Request for Program Deactivation: General Art and Emphases of Drawing, Painting and Three-Dimensional Designs.

Type of Consideration: Discussion/Action agenda

Desired Outcome: Approval of Deactivation

Background: General Art with emphases of Drawing, Painting, and Three-dimensional Designs outdated and has been replaced with an active TMC compliant AA-T in Studio Arts, which has all courses updated and accepted by UC and CSU systems, aligned with C-ID descriptors, , and approved by Chancellors office.

=====

Qualitative indicators

1. Effects on students in program – No effects for these students as long as they maintain their catalog rights. The replacement program of AA-T in Studio Arts is already in place and similar to the art program that is being requested for deactivation, although the new program has all courses updated, aligned with C-ID descriptors and state TMC, transfers to CSU and UC systems, and approved by Chancellors office. Particularly, the art history courses in the General Art Program are no longer accepted by the Chancellors office. The program is requested for deactivation because it is outdated, not aligned with C-ID descriptors or the TMC for Studio Arts. The separation of program emphases is antiquated and inefficient in providing a foundation for student success in studio arts. Leaving this degree active would have a negative effect on students who wish to transfer to upper division for continuing degrees in the visual arts.
2. Catalog rights of students – Students will maintain catalog rights.
3. Alternative programs available – Associates in Arts for Transfer (AA-T) in Studio Arts.
4. Proximity of similar programs – AA-T in Studio Arts is similar with all courses updated, aligned with C-ID and state TMC, accepted by UC and CSU systems, and approved by Chancellors office. The courses for the new program are active, listed in catalog and course schedules. Students are currently enrolled in new AA-T in Studio Arts program courses.

Quantitative indicators

1. Current demand for program - no demand for this outdated program. It is being replaced with AA-T degree that is current, approved by the Chancellors office, in place and active.
2. Projected demand for program - None. Is outdated and replaced with revised program - AA-T degree that is current, approved by the Chancellors office, in place and active.
3. Student persistence in program - Not applicable. Out dated degree is being replaced with AA-T degree that is current, accepted by UC and CSU systems, and approved by the Chancellors office.
4. Frequency of course offerings – AA-T degree in Studio Arts continues a two year rotation same as the outdated program but contains a more efficient pattern of updated courses.
5. Retention/success rates of students - Not Available. These numbers are difficult to factor due to the separation of degree emphases. In retention rate statistics created by OAA, the listings have been as follows; Art, General Art, Drawing, Painting, and Three Dimensional Designs. It is unclear to the faculty in the area (and the writer of this

document) as to why there are two listings such as Art and General Art that contain varied numbers. Replacing this antiquated program will allow for more efficient statistical record keeping in the program area.

5. Number of program completers- Not applicable. The program is being replaced by a similar program with all courses updated, aligned with C-ID and state TMC, accepted by UC and CSU systems, and approved by Chancellors office and will not have a negative effect on the number of program completers. Since the program is being replaced with an updated TMC aligned program, positive development is projected in the numbers of program completion.
6. FTES - will not be impacted since most courses are replaced with similar, updated and approved courses in new AA-T in Studio Arts program.

Plan and timeline for phasing out the program:

1. Approval of deactivation by Curriculum Committee, Academic Senate and finally Board of Trustees approval.
2. Student notification- not necessary since new AA-T in Studio Arts program is approved by the Chancellors office, and is in catalog, schedule and two year rotation.
3. New AA-T in Studio Arts already in place with students currently enrolled.
4. Deactivate at any time – the sooner the better.



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

Date of Senate Meeting: May 15, 2014

Requested by: Z. Ginder

Subject: 2nd Draft Minimum Faculty Readiness Criteria

Type of Consideration:

- Action Item**
- Information/Discussion**

Desired Outcome:

Senate to adopt the proposed Minimum Faculty Readiness Criteria for Online Instruction as a recommendation for faculty wishing to teach online or hybrid coursework.

Background:

As a distance education best practice, numerous CCC Academic Senates or Senate subcommittees have established formal and informal policies regarding minimum criteria for faculty who wish to teach online or hybrid courses. Through the combination of a review of other CCC distance education program handbooks and previous CMC Academic Senate discussions this second draft has been put forward for adoption as a senate recommendation for faculty wishing to teach in online or hybrid modalities.

COPPER MOUNTAIN COLLEGE
ACADEMIC SENATE
SUBCOMMITTEE
EDUCATIONAL TECHNOLOGY AND ANDRAGOGY

Minimum Faculty Readiness Criteria for Online Instruction

The Educational Technology and Andragogy Committee, an established subcommittee of the Copper Mountain College Academic Senate, has made the following recommendations regarding minimum faculty readiness for those utilizing distance education instructional modalities. Distance Education modalities include online and hybrid course formats, as defined by Title V, Chapter 6, Curriculum and Instruction Standards and Criteria for Courses 55200. Definition and Application.

Recommendation:

Faculty members who intend to deliver instruction through online and/or hybrid courses must meet criteria one (1), two (2), **or** three (3) within four (4) years of employment with the District. All faculty teaching in a distance education modality must also remain current in online delivery methods by completing a minimum of one hour of professional development training related to distance education every academic year.

1. Successfully complete a series of four selected courses from the @One Teacher Training Certification Program; **or**
2. Provide evidence of completion of an established equivalent online teacher training program; **or**
3. Demonstrate a minimum of two semesters (consecutive or nonconsecutive) of prior successful teaching experience delivering coursework in an online or hybrid modality within the last four (4) years and complete one (1) @One Teacher Training Certification course or the equivalent;



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

Date of Senate Meeting: 5/15/14

Requested by: FLEX Committee

Subject: August FLEX

Type of Consideration:

Action Item
 Information/Discussion

Desired Outcome: Finalize August FLEX schedule.

Background: A draft August FLEX schedule is attached.

Any final changes?

August 11 – 15, 2014 Flex Schedule

Full-time Faculty shall participate in designated six (6) hour-per-day flex days each semester which includes mandatory hours during *All Staff events* scheduled during *All Staff/Flex days*. Part-time Faculty may elect to attend up to a maximum of 10 hours per semester selected from any of the events held during All Staff/Flex days. (There will be two additional Flex/All Staff days during the fall semester)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00 a.m.				All Staff Day 8:00a – 11:30p		
9:00–10:00	Academic Affairs Update & Faculty Orientation Overview of week's activities, and welcome/orientation for new faculty. <i>P. Kersey, J. DeSantis</i>	Curriculum Overview of day's activities. Program and course modifications <i>Y. Llort</i> Rm. 104	Program Review Overview of day's activities. Review and training on program review with data to be included this year. <i>M. Schiel</i> Rm. 104		Evaluation Portfolio Writing <i>R. Wanless</i>	Utilizing Social Media in the Classroom <i>M. Schiel</i>
10:00 – 12:00	SLO Assessment Overview of day's activities. Review and training on assessment, reporting and analysis. <i>C. Hopkins</i> Rm. 104	Program Meetings <ul style="list-style-type: none"> Updating of CORs Program modifications Discussion/proposals on AAT compliant degrees. 	Program Meetings <ul style="list-style-type: none"> Discussion and production of draft program review (final draft due at the end of Sept.) 		New Technologies Students Use to Cheat (with Student Panel?)	
12:00-1:00	Part-time Faculty Appreciation Lunch (Courtesy of CMCFa – cafeteria)	Part-time Faculty Appreciation Lunch (Courtesy of CMCFa – cafeteria)	Lunch on your own	\$5 Lunch Cafeteria	Diversity Potluck Luncheon <i>Rm. 112</i>	Lunch on your own

Program Meeting Rooms:

CTE – 119

Humanities – 104

Math – 221

RN – 224

Science – 110

VN, EMT, NA, HHA - 225

Additional program meetings:

Tuesday, PE 10:00a - 4:00p in room 111

Wednesday, Psychology 10:00 – 4:00p in room 103

August 11 – 15, 2014 Flex Schedule

Full-time Faculty shall participate in designated six (6) hour-per-day flex days each semester which includes mandatory hours during *All Staff events* scheduled during *All Staff/Flex days*. Part-time Faculty may elect to attend up to a maximum of 10 hours per semester selected from any of the events held during All Staff/Flex days. (There will be two additional Flex/All Staff days during the fall semester)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	
1:00-2:00	Program Meetings <ul style="list-style-type: none"> Review & analyze SLO assessment reports for fall 2013 & spring 2014. Review & analyze PLO assessment reports (direct & indirect) for 2013-2014. 	Program Meetings <ul style="list-style-type: none"> Updating of CORs Program modifications Discussion/proposals on AAT compliant degrees. 	Program Meetings <ul style="list-style-type: none"> Discussion and production of draft program review (final draft due at the end of September) 	Reading Across the Curriculum K. Muchenje Rm. 112	Chemical Safety Training	Excel Intro <i>J. Powell</i> Rm. 218
2:00-3:00	<ul style="list-style-type: none"> Recommendations on improvement or curriculum changes (to be included in program review) 	AND/OR Scheduled interdepartmental meetings.	<ul style="list-style-type: none"> Program review and SLO assessment 		New Technology on Campus <i>S. Kemp</i>	Excel Intermediate <i>J. Powell</i> Rm. 218
3:00-4:00	<ul style="list-style-type: none"> Development of common SLO assessments for course selections. <p style="text-align: center;">AND/OR Scheduled interdepartmental meetings.</p>	<hr/> Part-time Faculty meeting 3:00 – 4:00 Rm. 101	Power Session (looking for consistency)		Defibulator Training	Excel Advanced <i>J. Powell</i> Rm. 218

Program Meeting Rooms:

CTE – 119

Humanities – 104

Math – 221

RN – 224

Science – 110

VN, EMT, NA, HHA - 225

Additional program meetings:

Tuesday, PE 10:00a – 4:00p in room 111

Wednesday, Psychology 10:00 – 4:00p in room 103

College Council Meeting Minutes
April 25, 2014 - 1:00 p.m.
Library Meeting Room



J. Alpin, G. Brown, K. Coghill, D. Gast, C. Hopkins, P. Kersey,
J. Kevari, M. Plummer, M. Schiel, S. Smith, Z. Ginder,

Ms. Schiel corrected the minutes regarding Credit by Exam as follows:

Credit by Exam (M. Schiel)

Ms. Schiel indicated that Credit by Exam is an existing policy. There are two items in the catalog and we need to put it into a policy (credit by articulation). It must be reflective of special conditions that have already been worked out with MUSD. Question was asked if we could have this type of arrangement with Joshua Springs. Ms. Schiel noted that our region is purchasing a software package to manage articulation between the college and the school district. Discussion was held regarding articulation agreements that have been completed. Special circumstance for K-12 students. As time moves along there will be more and we will figure out the nuances. Information will be shared through the shared governance process. It was requested that this item be moved to Old Business for the next meeting.

I. New Business

a. AP 6750 – Parking and Traffic Regulations (M. Plummer)

Ms. Plummer requested that to ensure this procedure is in line with what we are actually doing individuals please take it to constituent groups for review.

b. Printing in the Library (M. Schiel)

Ms. Schiel mentioned a number of reasons for students to be allowed to continue printing in the library without charge. Considerable discussion was held regarding this topic as well as the comment that there are a number of more complicated issues. A multitude of reasons were given for this request including; it is the same amount of print, it is a significant impact on printing, resources and we are nickel and diming students, it is a workload issue, it is an operations issue, it is not a policy issue, if there is to be a change, implementation of the change needs to take place, and we need to make students aware. Ms. Schiel added that the Academic Senate does not agree, nor do the students. Logistics are not easy, students have financial issues, we would be making library staff responsible, possibly student workers, we are losing our sense of community, and collecting resources in the library is another issue.

c. Institutional Prioritization Based on Assessment Results
(C. Hopkins)

d. A&R Specialist II – The following note was provided by A. Riesgo:

Attached is the job description for the A&R Specialist II. This job description is replacing the Transcript Evaluator job description, and the District will hire a PT A&R Specialist II to input transcript data. Please distribute to your constituency groups and provide feedback to me. Thank you.

e. DE Updates (Z. Ginder)

Mr. Ginder reported that there are a number of items on the horizon for Distance Education. Surveys will be forthcoming to include faculty and student satisfaction for distance education. The other survey is more official – the Chancellor’s Office annual DE survey. We need to address how we will go about student authentication. Blackboard is presently being used. We need to establish a board policy for this purpose. Mr. Ginder mentioned a number of options that need to be reviewed. There has been no progress relating to state authorization. Legislation needs to be determined at the state level, but it will take time to take effect. The survey says we need to make good faith effort to identify determine students and the states from which they come; however, we will need to get authorization. Mr. Brown mentioned the need to get permission to teach students from other states, and that we may need to pay other states for the right to do that. This is part of the financial aid process enforced recently and posing some issues that are under negotiations as to how this will be accomplished. Student authentication board policy is under review. Discussion was held regarding the options for charging and the manner in which this might be accomplished.

II. Old Business

a. ACCJC 2013 Recommendations (R. Wagner)

Mr. Brown reported we are continuing to work on the accreditation recommendations. Establishment of committees and areas of responsibility are still areas of concern.

b. Participatory Governance Document (R. Wagner)

c. Credit by exam (M. Schiel)

Ms. Schiel has received no feedback in reference to the wording changes. Work is in progress on the document to articulate with Morongo Unified School District (MUSD). Some discussion was held regarding the difference

between credit by exam and independent study. Ms. Schiel provided clarification regarding credit by articulation and mentioned the point is to bring MUSD students credit by exam opportunities. Classified Senate and CSEA deferred on this issue. It was noted that MUSD is excited about this opportunity and it does not create a lot of work; however, the work may increase over time. Transitions funding is a result of some of these items. Organization procedures between CMC and MUSD relating to this item are under review.

Ms. Schiel distributed a copy of credit by exam information. She mentioned that SB 70 funding is going away and is now SB 1070. There is a regional effort to streamline the process for students earning credit by exam. Database will house information for us related to all relationships with the schools. Instructors can login and put in the information. Ms. Schiel added that funding of career academy is will be different if we are able to continue. CATEMA is the acronym for this program.

III. Other/Discussion

a. Common Assessment Initiative Pilot Program (G. Brown)

Mr. Brown reported that there are state initiatives to do pilot programs associated with common assessment. Some discussion was held regarding details of participation and requirements. If we wish to make a commitment, the academic senate, president, institutional researcher and people on campus need to volunteer and hold meetings, and be diligent about tracking. This would be built into student support and success act. We can choose not to participate, but if not, we will not receive funds for the Student Success Act. Ms. Schiel will take this topic back to the Academic Senate.

Mr. Brown mentioned that a second program came out this afternoon. It is an education planning initiative/degree audit initiative for the statewide system. A number of individuals would need to be involved presenting as it is coming down. He asked if anyone is interested in this type of program adding that we are small and it may be difficult but we still want to have this discussion. Dr. Kersey noted the deadline to apply is May 15 and a partner is the State Academic Senate. Mr. Brown will send the information to Ms. Schiel. If we choose to participation it was recommended that the programmer be involved.

b. CC League 2014 Annual Convention Participation (G. Brown)

Mr. Brown mentioned that since we are in the area of this convention, a request has been made for students to assist with directions. Some of our students may wish to participate.

c. Institutional Effectiveness Enterprise System (G. Brown)
Mr. Brown reported that the President is starting to look at Institutional Effectiveness Enterprise Systems that are institution-wide. We need planning outcomes with full integration that would include budget linkages and will be reviewing models for this purpose. Ms. Schiel requested that the Senate be involved in this process.

Mr. Brown reported he sent out an all subscriber email this morning regarding the portal and registration process. He wants to be sure information is going out. He requested that everyone review the email to ensure they are acquainted with the process to be sure they are giving students accurate information. He further noted the time and day for registration is being given to students to avoid camping out. We continue to work our way through registration to determine what will work best.

Next Meeting: May 9, 2014

kc
CCMM – 4-25-14

"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

2014
Issue 2

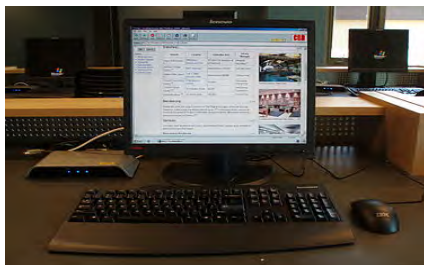
Switching to Thin Client and BYOD: What is thin client? What is BYOD?

Copper Mountain College will switch a few computers to thin client and offer BYOD (Bring Your Own Device). This article is intended to explain thin client and BYOD in layman's terms. Please note that I borrowed information and images from Wikipedia!

Thin Client is uses a server to deliver processes that heretofore were delivered by the CPU sitting right next to you. Notice in the picture below that the server is connected to the images of the monitors.



Please note in the picture below that "the large black box" we associate with a computer is missing!



Thin client has offers some great advantages. It should reduce costs! In addition, IT will no need to physically work with individual machines. Instead, a lot of the work for IT is on the "back end" (i.e. they fix problems on the server rather than your large black box). (Continued...)

Inside This Issue

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Using Discussion to Engage Your Students	2-3
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Educational Technology: Changes, Changes, Changes

Copper Mountain College will be experiencing a large number of technological changes! As a faculty we need to ask good questions and plan for the future.

Zach Ginder, Jim Powell, and Mike Danza attended the Technology Committee on 4/24. This article will summarize the major changes occurring on campus and raise questions we need to discuss as instructors:

- Thin client will be deployed in rooms 217 and 218, the Student Success Center, and the military base. Will all of your course's software work with thin client? How will this impact your teaching in these rooms?
- BYOD will allow students to access software from their home. How many students will be using BYOD?
- Students have started receiving CMC email addresses. Will instructors only email students at their CMC address? When will all students have CMC email addresses? (Continued...)

(continued...) What is thin client? What is BYOD?

BYOD= Bring Your Own Device

BYOD will allow students to access course required software from their home. For example, Sociology 3 is currently taught in a computer lab and students use statistical software package for assignments and projects. Without BYOD these students would only be able to do their work in the classroom but with BYOD they should be able to do their homework anywhere with Internet access. Does your course require expensive software that your students do not own? This change might help your students!

(continued...)

Educational Technology:
Changes, Changes, Changes

- We have great wi-fi coverage on campus. In the future, should we stop designating rooms as “computer labs”? Do we, as a faculty, want to request laptops or tablets so that any classroom can be easily transformed into a “computer lab” based on the needs of that day’s assignment?

Using Discussion to Engage Your Students By Kylee Muchenje

Class discussions are useful tools that provide students with an opportunity to practice thinking, evaluating positions, and applying the new principles they are learning in the classroom. Discussions are also a means for formative assessment. If a student argues that they are sure that 50% of 19 is 7, then you have the opportunity to provide them with immediate feedback that better guides their learning. With all of these benefits, many instructors still shy away from discussion as a teaching tool because it is, well, a bit scary. There are a lot of unknowns. Learning how to begin discussions, how to deal with student non- or over-participation, and how to guide the discussion will hopefully relieve some of the anxiety about leading discussions and make them a viable option to supplement or even replace part of the next lecture.

Beginning Discussions

At the beginning of a discussion, create an “expectation that something interesting and valuable will occur” (McKeachie & Svinicki, 2006, p. 37). Adult learners need to find what they are learning personally and immediately relevant if you want to hold their attention (Knowles, Holton, & Swanson, 2012). There are a variety of methods for beginning discussions including introducing a problem or case study, presenting a controversy, or referring to a common experience. Regardless of the prompt, the goal of the discussion should be clearly outlined so that students have some general direction. Even if your objective is just to let the students talk about whatever they need to explore, be cognizant of that from the beginning and communicate it to students. Once they understand what they will be doing and why it is worthwhile, they will be more prepared to participate.

Student Participation

Even if you have clearly outlined the values and goals of a discussion, it is sometimes difficult to motivate students to participate. This has to be addressed at the beginning of the semester by establishing a safe, authentic environment in the classroom. Students must feel safe to offer their opinions and ideas without fear of rejection by the instructor or their classmates. It should be established that all ideas are worth considering, at least for a moment. (Continued...)

(continued...) Using Discussion

Next, some students have the tendency to dominate the discussion, while others sit with their lips and minds super-glued together. In an online environment, this problem can be greatly mitigated by requiring substantive posts to a discussion. In the traditional classroom, however, this can be more challenging. Many students avoid participating because they fear being embarrassed. Providing many opportunities for students to get to know each other in advance can go a long way toward mitigating this fear. Students are more comfortable speaking in front of people they are familiar with. Subgrouping also helps; start the discussion by having groups of two or three students discuss a question before bringing it to the larger group. Another option is to have them write their responses first. This gives them time to articulate their response and can eliminate fear. As McKeachie and Svinicki (2006) point out, "even a shy person will respond when asked, 'What did you write?'" (p. 46). Another strategy to induce participation is to seat students in formations that encourage equality and participation, like a circle.

Dealing with the group monopolizers presents another challenge. There are several ways to attend to this issue. First, you can bring it out into the open and discuss with the class the value of having everyone contribute. Another option is to assign the monopolizer to the observer role so that he or she must reserve comments until after the discussion. A third option is to tape a portion of the discussion, then play it back to the class and ask what would improve the discussion. Sometimes the best option is to speak with the monopolizer outside of class and ask them to help you by encouraging others in the group to speak.

Guiding Discussions

Another problem that arises in discussions is that students have a tendency to take the discussion off track. Since the goal of the discussion was clearly defined at the beginning, a gentle redirection and refocusing on the goal is often required. At the same time, it is important to allow the discussion to flow freely if the result is productive. An aware instructor will relish an occasional sidetrack that turns into a great learning opportunity. However, time and the scope of the learning outcome are limited, so a gentle redirection is often necessary. When redirecting, it is important not to alienate any student's ideas. If possible, present a link from the off-track idea to the learning objective. If not, simply acknowledge the value of the off-track idea and gently remind students of the goal.

The best way to become adept at facilitating discussions is to practice. Start with something small and manageable to build your confidence in the process and as a facilitator, then move on to more challenging and controversial discussion topics. The creation of knowledge is a collaborative process and a good discussion is an excellent opportunity for everyone involved to learn, become more engaged with each other and the college experience, and safely experiment with the new ideas they are learning in class.

References

- Knowles, M. S., Holton, E. F., Swanson, R. A. (2012). *The adult learner*. Elsevier: Burlington, MA.
- McKeachie, W. J. & Svinicki, M. (2006). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth: Belmont, CA.

Making Writing Easier for your students

By Nathan Palmer

<http://www.sociologysource.org/home/2014/2/17/make-writing-easier-for-your-students.html> (Reprinted with permission)

Writing is hard. Actually [pushing the keys on the keyboard is easy](#), but getting your butt in the chair is hard. For most people writing is second only to public speaking on their list of things they'd rather not do.

The secret to writing is starting. If you start writing early enough and thus give yourself plenty of time to work through your writing process, you are way more likely to write something you can be proud of. However, despite imparting this wisdom on my students I can tell that they wait until the absolute last minute to write my papers.

Before we lament "students these days!", let's think about why students procrastinate on writing papers. For many, they are just simply too busy with a full class schedule, work/family obligations, and their campus clubs/activities. There is little we can do about this first issue.

Even students with ample free time procrastinate on writing papers and this I blame on fear. They are afraid that they will bomb the paper. They are afraid they won't know what to do and they'll have to stare into the abyss of the blank white Word document screen. Their fear tells them that anything they write will probably suck, so what's the point? Yes, they are afraid and that's why they wait until the last minute.

They wait until something they are more afraid of shows up. The big fear is that they have waited too long and now they are certain to fail this paper which certainly means they will fail the class or worse (!) fail out of school all together. Gripped with the big fear their former anxiety seems small and they sprint as fast as they can to complete the paper at hand. As my friend says, no one thinks of their sprained ankle while they're running for their lives.

How To Get Your students to Start Writing Earlier?

Make them start right now. Hand out the directions to your class paper and then give them 10 minutes to free write their ideas or draft an outline.

Last week I gave my students [directions for their first paper in my Social Change class](#). After handing out the directions, I asked them to draft a three bullet outline right on the back of their directions. Then I asked them to circle on the directions the aspect of the paper they felt they were least prepared to write about. This week in class the first 10 minutes of class my students will do a free writing activity for each of the main components of the paper. The paper isn't due until 2/28, but after this week they will have drafted notes, outlines, and scraps of writing that can be used in their paper. No one will have to start with a blank page.

Social Media, Faculty, and the Small College by Mike Danza

I recently took a survey administered by the American Sociological Association (ASA). The ASA is examining declining membership. I have not renewed my membership. As I took the survey I came to realize that many of the services offered by the ASA have been supplanted by social media. Many of us are members of professional organizations to stay current in the discipline, network with people in our field, and discuss research and teaching. Within the field of sociology, we have created groups within social media. We exchange best practices, post research articles and government reports, videos, and discuss issues from popular culture that are relevant to sociology. In addition, instructors will ask questions about textbooks. Copper Mountain College is a small college and I am the only full-time sociology instructor. Through social media I do not feel alone. When I have trouble teaching a concept like globalization or the sampling distribution I can post a question to my social media groups. When I need a new textbook for Research methods I can get recommendations or creative assignments. Does your discipline have a social media group that might help you feel less isolated? If you can find an online community then I highly recommend joining one.