



## ACADEMIC SENATE

Agenda for February 5<sup>th</sup>, 2015, 3:00 pm to 5:00 pm, room 104

**A. Confirmation of the Agenda (2/05/15)**

**B. Approval of the Minutes**

**a. 1/15/15 minutes**

**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. Approval of CORs**

- i. Approval of these CORs:
- ii. ASC-100
- iii. BI-048A
- iv. BI-048B
- v. BI-048C
- vi. DE-320A
- vii. DE-320B
- viii. DE-321A
- ix. DE-321B
- x. GEOG-007

**E. Presentation by Park University (3:30pm)**

**F. Discussion/Action Items:**

- a. Updated Program Form for Environmental Studies Program
- b. Updated Program Form for Early Teacher Education Program
- c. Academic Calendars, 2015-16 and 2016-17
- d. Committee membership review and updates
- e.

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

Academic and Professional matters refer to the following:

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

- 6) District and College governance structures, as related to faculty roles;
- 7) Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- 8) Policies for faculty professional development activities;
- 9) Processes for program review;
- 10) Processes for institutional planning and budget development; and

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

## G. Information/Discussion:

- a. Student Progress Reports for students on probation
- b. Equity Plan follow up
- c. Continued review of remaining Out-of-Compliance CORs for AY 2014-2015
- d. Update on tobacco and other substance use on campus taskforce
- e. Schedule for Ed. Tech. and Andragogy Meetings
- f. College Council materials
- g. Accreditation midterm report progress
- h. Flex
- i. Hiring process and planning discussion continued from past meetings

## H. Committee Reports:

### a. Senate Committees

- i. **Curriculum** – Allen, Armstrong, Berger, Blauwkamp, Brakebill, Case, Chesterman, Chlebig, Delaney, DeSantis, Hopkins, **Llort**, Maclaughlin Norton, Powell, Steenberg, Wahl, (Dean Kersey, Curriculum Asst. Hotch)
- ii. **Library** - Allen, Baird, Chlebig, Friedt, Norton, Steenberg, **Hopkins**, Itnyre, Parkin, Pieper, Schiel
- iii. **Professional Standards and Ethics** - **Chesterman**, Compton, Danza, Itnyre, Thacker, Steenberg
- iv. **Educational Technology** - Compton, Danza, Friedt, **Ginder**, Haig, Holley, Llort, Muchenje, Norton, Parkin, Powell, Wanless
- v. **Cultural Education Enhancement** - **Allen**, Baird, Danza, Norton, Pieper, Schiel
- vi. **FLEX** - **Berger**, Brakebill, McLaughlin, Schiel, Friedt
- vii. **Minimum Qualifications and Equivalency** - Armstrong, DeSantis, Friedt, Haig, **Hopkins**, Itnyre, Llort, McLaughlin, Parkin, Powell, Thacker, Wahl, Walker
- viii. **Academic Integrity** - Chesterman, **Danza**, Parkin, Walker
- ix. **Marketing (ad hoc)** David Norton, Christi Blauwkamp, Jim Brakebill, Cathy Itnyre, Steve Parkin, Melynie Schiel, Zachary Ginder
- x. **Website (ad hoc)** Carolyn Hopkins, John Holley, Robert Compton, Paul Friedt, Jim Powell, Heidi Pieper
- xi. **Hospitality** - Brakebill, Parkin, Chlebig, Bridenbecker, DeSantis
- xii.

### b. District Committees:

- i. **Academic Calendar** – Norton (Alternate: Chlebig)
- ii. **Student Success and Support Committee** – Armstrong, Baird, Chesterman, Compton, DeSantis, Haig, Muchenje, Nankervis, Norton, Thacker (**Chair: Greg Brown**)
- iii. **Basic Skills** - Baird, Chesterman, Gallagher, Holly, Hopkins, **Muchenje**, Norton, H. Pieper, Cutler, Samsam
- iv. **Budget Advisory** – Schiel (Alternate: Norton)
- v. **Equal Employment Opportunity** - Case

- vi. **Graduation** - Baird, Ginder, Hopkins, Itnyre, Nankervis, Pieper, Schiel
- vii. **Scholarship** –Chlebig , Gallagher, Hopkins, Le, Llord, Wanless
- viii. **Desert Studies** - Allen, Bridenbecker, Case, Compton, **Delaney**, Norton, Pieper
- ix. **Technology** - Powell (Alternates: Parkin, Ginder)
- x. **Employee Development Fund** - Pieper (Alternate: Friedt)
- xi. **Professional Development** – Berger (Alternate: Brakebill)
- xii. **Perkins** – Baird, Blauwkamp, Brakebill, Chlebig, Friedt, Gallagher, Haig, Le, Powell, **Schiel**, Steenberg, Wahl
- xiii. **Salary Advancement** – Muchenje, Compton
- xiv. **Foundation Board** – D. Pieper
- xv. **Cultural Education Enhancement Committee (CEEC)** – **Cathy Allen**
- xvi. **Accreditation Committees**
  - 1. **Steering:**
  - 2. **Standard One:** DeSantis
  - 3. **Standard Two:** **Carolyn Hopkins**, Paul Delaney, Zachary Ginder, Jeff Haig, David Norton, and Kylee Muchenje. (**Greg Brown co-chair**)
  - 4. **Standard Three:**
  - 5. **Standard Four:** DeSantis

## I. Reports

### a. Senate

- i. **Officers (President, VP, Secretary, State Senate Rep., Edu. Tech, Curriculum, PSE, Part Time faculty Rep.)**
- ii. **SLOA Coordinator**
- iii. **Senators**

### b. Associated Students

### c. Administration

### d. Board of Trustees

- J. **Future agenda items and items to be carried over to the next meeting (these items are on hold [but not forgotten] due to time constraints and pressing time-sensitive matters)**



## ACADEMIC SENATE

Minutes for January 15<sup>th</sup>, 2015, 3:00 pm to 5:00 pm, room 104

- A. **Confirmation of the Agenda (12/04/14) Delaney Motions, Berger seconds. Wanless request to move PT faculty report to C2, making Audience comments C1.**
- B. **Approval of the Minutes**
  - a. **12/4/14 minutes Steenberg Motions, Compton Seconds. Comment thanking Dean for doing the minutes. Unanimous approval of the minutes with abstentions by Schiel and Compton.**
- 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.*
  - i. **None**
  - ii. **PT Faculty Report: Robert Wanless shared PT faculty concerns and requests with faculty. Some were directed to management as working conditions issues. Additional training requirements were asked to be presented to the flex committee.**
- 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.* **Motion Pieper, Second Norton. Unanimous approval.**
  - a. CORs to approve ANTH2, AUTO18, AUTO36, CIS64, CS80, CS86A, MC1, MUS10
  - b. Program deactivations
    - i. History
    - ii. Mathematics
    - iii. Psychology
- E. **Discussion/Action Items:**
  - a. Academic Calendar

A long discussion took place regarding the academic calendar. A general concern was raised regarding the timing of the senate receiving the calendar. It was brought forward reducing the number of flex days and increasing the number of instructional days. This was highlighted as a reversal of the requests made to through program review several years ago. Faculty had differing opinions as to the value of FLEX time and whether it should be scheduled trainings or more of an open work period to complete tasks that are approved for FLEX based on current regulation. Faculty wanted to keep spring break closer to the midpoint of the

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

semester regardless of what MUSD does. There was a request to move flex time to the day(s) before Thanksgiving but the majority of the senate did not support the request based on a straw poll. The senate did vote to request the first day of the semester for fall 15 and 16 (Wednesday) be all staff day with two days of flex to follow. The calendar would and recommended changes would be taken back to the calendar committee.

**b. Ed Tech**

Zachary Ginder shared with the senate that one requirement of the ACCJC for online education is that the program aligns with the institutional mission. He shared that the ED Tech committee reviewed the college mission to ensure compliance. He stated that the committee believes this is the case and asked for feedback from the senate. The senate concurred with the committee's recommendation. Motion Ginder, Second Powell. **Unanimous approval.**

**c. Committee meeting calendars and membership this item was tabled.**

**d. Equity Plan**

Joe DeSantis explained that the Equity Plan (as required by the state) was brought to him for a signature over the winter break. He felt that he should sign the document because a deadline was in place that, if unmet, would cause the college to miss out on available money. Joe requested the senate retroactively endorse his signature. Several senators expressed concern that the Senate President was put in a position to sign a document that had not gone through the appropriate process. The understanding in the room (as no management was present for this particular meeting since it conflicted with the CMC Board of Trustees meeting) was that the plan was completed with no time remaining for review by the senate. Further, many senators were concerned about the quality of the plan in general. The data revealed interesting opportunities to help certain student segments however the plan to do so did not seem satisfactory. Some senators expressed a sincere desire to have been involved in the planning as they have past experience with student equity programs and services. The senate did not approve the signature of the President on the document nor did the senate endorse the plan itself.

**F. Information/Discussion:**

**a. AB 86**

David Norton addressed the AB 86 report included in the senate packet. One item that was discussed was the desire to leverage grant resources to offer short-term, non-credit CTE certificates that could lead to student enrollment in certificate programs.

**b. COR - Out of Compliance list**

**The list is much shorter.**

**c. Hiring process and planning priorities continued from 12/4 meeting this item was tabled.**

**d. Flex**

**e. PSE minutes**

**These were submitted to the senate as information only.**

**f. PSE progress report change**

**This items should have said "progress report change" as it wasn't from the PSE committee. Students who are on academic probation will now be required to follow the process below for progress reports:**

- 1. Bring the progress report to their teacher.**
- 2. Bring the report back to their counselor with completion of a workshop.**
- 3. The counselor will discuss the level of progress with the student and will determine if the registration hold will be removed for the student.**

4. **If it is not removed, the student and counselor will develop a contract or discuss dismissal.**

One concern that was raised was how this would work for online classes. Ginder stated he would bring the question back to the counseling faculty group.

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## **H. Reports**

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    - ii. **SLOA Coordinator**
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  - b. **Associated Students**
  - c. **Administration**
  - d. **Board of Trustees**
- I. **Future agenda items and items to be carried over to the 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:** February 5, 2015

**Requested by:** Curriculum

**Subject:** Approval of these CORs:

- ASC-100
- BI-048A
- BI-048B
- BI-048C
- DE-320A
- DE-320B
- DE-321A
- DE-321B
- GEOG-007

**Type of Consideration:** Consent agenda

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

**Background:** These were approved by Curriculum Committee members on January 22, 2015.

1. **ASC-100 Supervised Tutoring** (Muchenje) **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) \_\_\_\_\_

3. **ASC-100 Supervised Tutoring** (Muchenje) **Submit for Distance Education modality.**

4. **BI-048 A-B-C Directed Research Seminar** (Delaney) **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) \_\_\_\_\_

5. **BI-048 A-B-C** *Directed Research Seminar* (Delaney) Prerequisite or Co-requisite Courses or Advisories:

- Advisory:
- Prerequisite: Consent of instructor.
- Co-requisite:

6. **BI-048 A-B-C** *Directed Research Seminar* (Delaney) **Submit for Distance Education modality.**

7. **BI-048 A-B-C** *Directed Research Seminar* (Delaney) **Submit for CSU transferability.**

8. **BI-048 A-B-C** *Directed Research Seminar* (Delaney) **Submit for UC transferability.**

9. **DE 320-A** *American Literature—A* (Norton) **(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) \_\_\_\_\_

10. **DE 320-B** *American Literature—B* (Norton) **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) \_\_\_\_\_

11. **DE 321-A** *World Literature* (Norton) **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) \_\_\_\_\_

12. **DE 321-B** *World Literature* (Norton) **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) \_\_\_\_\_

13. **GEOG-007** *World Regional Geography* (Bridenbecker)

- Title Change
- Course Number Change
- Catalog Description
- Change in units from \_\_\_\_\_ to \_\_\_\_\_
- Change/update course outline
  - Entrance Skills
  - Student Learning Outcomes (formerly objectives)

- Course Content and Scope
- Instructional Methodology
- Assignments
- Methods of Evaluating Student Progress
- Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element \_\_\_\_\_
- Other (specify) Change advisory from ENG-050 to ENG-051 and RDG-051\_\_\_\_\_

14. **GEOG-007** *World Regional Geography* (Bridenbecker) **Submit for CSU transferability.**

15. **GEOG-007** *World Regional Geography* (Bridenbecker) **Submit for UC transferability.**

16. **GEOG-007** *World Regional Geography* (Bridenbecker) **Submit for IGETC.**

# COPPER MOUNTAIN COLLEGE

## Course Outline of Record

Course Number: ASC-100

New   
 Revised   
 Program Review   
 Distance Education (NEW)   
 Discipline (s): Title 5, 53415

Semester/Year Changes are Effective: 2016SP

Date of last Faculty and Curriculum review (6 yrs. for transfer courses; 2 yrs. for CTE courses): 2009FA

Are students required to purchase materials additional to the text? Y\*  N   
*\*Specify additional materials in #12*

1. Course Number: ASC-100
2. Course Title: Supervised Tutoring
3. Catalog Description: This course is an open entry/open exit environment where college students receive tutoring in a variety of subjects through one-on-one and small group instruction. A counselor or instructor must refer all students seeking tutoring on the basis of an identified learning need. *(Chancellor's Office Guidelines for Title 5, Section 58170).*
4.
 

Total Units:	0.0	Total Weekly Hours:	4.0	SIUs:	0.0
Lecture Units:	0.0	Weekly Lecture Hours:	0.0	Semester Lecture Hours:	0.0
Lab Units:	0.0	Weekly Lab Hours:	4.0	Semester Lab Hours	72.0

**BASED ON AN 18 WEEK SEMESTER**

5. Prerequisite or Co-requisite Courses or Advisories:
  - a.
 

<input type="checkbox"/>	Advisory: None
<input type="checkbox"/>	Prerequisite: None
<input type="checkbox"/>	Co-requisite: None
  - 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*): N/A
  - c. Additional Validation Method: *(required only if a prerequisite or co-requisite is listed)*

<input type="checkbox"/>	Content Review (for course <b>outside of discipline</b> – See “b” above)
<input type="checkbox"/>	CSU/UC equivalents – documentation attached.
<input type="checkbox"/>	Statistical analysis – request District conduct. Date conducted: _____
6. Course Student Learning Outcomes (SLOs): *(Upon completion of this course, students will be able to)*
  - a. Evaluate areas of individual tutorial needs.
  - b. Employ improved study skills and techniques.
  - c. Show progress toward becoming an independent learner.
  - d. Demonstrate an increase in discipline-specific knowledge.
7. Course Content: *(Detailed list of all topics taught in course, arranged by topic with subheadings)*
  - a. Course content will vary for each student based on the student's area(s) of academic need.

8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- Modeling of relevant skills.
  - Collaborative problem solving.
  - Socratic instruction.
  - One-on-one and/or small interactive study groups.
9. Assignments: *(List samples of activities students are expected to complete outside of class time. (Writing assignment examples should include expected length, typed or hand-written specifications, expected minimum no. of cited sources, MLA or APA. Reading assignment examples should include number of such assignments per semester and length; include follow-up information. Laboratory assignment examples should include types of activities, assessment questions, or other relevant to the course.)*
- Skills demonstration.
  - Written essays, paragraphs, and research papers.
  - Problem solving.
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.*
- Tutor evaluation of concept comprehension.
  - Survey of tutees.
  - Supervisor assessment of participation hours correlated with corresponding course grades and completion.
11. Examples of Textbooks, Required Reading or Software: *(List in APA or MLA format. (Please list more than one, if possible, in each applicable section. Materials should be current, i.e., published not more than seven years. However, some disciplines may require text content currency, e.g. Computer Science, Criminal Justice, Fire, etc. If a textbook is not within the currency guidelines, a brief explanation should be included.)*
- Designated textbooks for the course being tutored.
12. ADDITIONAL MATERIALS -- If student is **required** to purchase materials additional to the text, list the materials and their respective fee here. *This information must also be included in the course syllabus.*

Item a. Textbook, syllabus, and assignments for the course being tutored.

Faculty Initiator: Kylee Muchenje

Date: November 20, 2014

13. ONLINE MODALITY:

- a. Is this course approved for-online modality? Yes  No
- b. REVISIONS to existing distance education course Yes  No
- i. Modality: Online  Hybrid
- ii. Special instructions for faculty (*E.g. Specify in the Syllabus the length of time students will have access to the purchased online materials.*)

\_\_\_\_\_

- iii. Special instructions for students for online modality to be printed in the schedule (*E.g. Students must purchase current edition's online access code in order to access the correct e-coursework.*):

\_\_\_\_\_

- iv. Special Instructions to Academic Affairs Office:

- Contact faculty initiator regarding meeting dates to be printed (for hybrid).  
 Create Blackboard shell.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- v. Indicate additional instructional materials and resources necessary for distance education.

- Virtual textbook or instructional materials: *explain* \_\_\_\_\_  
 Link to Greenleaf Library electronic resources site.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- c. NEW Distance Education Course:

Yes  No

- i. What is the intent in offering the course as distance education?  
 To provide flexibility for students.
- ii. How will student learning outcomes be consistent with the F2F course? Please explain and provide examples.  
 Student learning outcomes will be identical to the face to face course.
- 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.  
 Through the Learning Resource Center (LRC), tutor and tutees will use synchronous/ asynchronous technology (web text, audio, and whiteboard interfaces) to communicate directly. The sessions will be monitored by qualified LRC faculty.
- iv. Will this Distance Education class comply with federal laws regarding accommodation 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: \_\_\_\_\_

15. Is this a replacement Course? Yes  No   
 If the answer is YES, list the original course number: \_\_\_\_\_

16. GRADING METHOD (choose one:)  Letter Grade  Credit/No Credit  Student Option

17. MIS COURSE DATA ELEMENTS

- a. [G101] College I.D.: 971
- b. [CB00] CCCC Control I.D.: CCC000403674
- c. [CB01] Course I.D.: ASC-100
- d. [CB02] Course Title: Supervised Tutoring
- e. [CB03] T.O.P Code : 4930.09
- 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: 0.0
- i. [CB07] MIN Credit: 0.0
- 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: **L-Non Enhanced Funding**
- n. [CB12] Repeatability: May be repeated an unlimited number of times.  
 State reason why course may be repeated: Course may be repeated whenever a faculty member or counselor identifies an academic need.
- 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. [CB16, 17, 18] Course Same as Dept #: **Deleted Elements**
- q. [CB 19] Course Crosswalk Dept. (CSU): **Y=Not an articulated transfer course**
- r. [CB20] Course Crosswalk No. (CSU): **Y=Not an articulated transfer course**
- s. [CB 21] Course Prior to College Level: **Y-Not applicable** (ESL, writing, reading, or mathematics courses only.)
- t. [CB22] Course Noncredit Category: **C-Elementary and secondary basic skills** (For non-credit courses only.)
- u. [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
- v. [CB 24] Program Status:  1 = Program Applicable  2 = Stand-Alone  
 Not Applicable (Only credit courses are subject to stand-alone regulations)

18. General Education Status:

- a. Course has been approved for CSU GE : Area/# \_\_\_\_\_ Date Approved: Effective: \_\_\_\_\_
- b. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

CSU Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

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

- 1.
- 2.
- 3.

- c. Course has been approved for IGETC: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_  
 d. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

IGETC Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

*If YES, List 3 Similar Courses from this IGETC area – documentation attached.*

- 1.
- 2.
- 3.

- e. Course approved for CMC GE: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_  
 f. Request that course be approved for CMC GE: Area/# \_\_\_\_\_ Yes  No

19. Course Transfer Status:

- a. Course has been approved for CSU transfer: (CB05): Effective date \_\_\_\_\_  
 b. Request that course be designated as TRANSFERABLE to CSU [CB05]: Yes  No   
 (CMC Curriculum Committee determines CSU transferability)  
 c. Course has been approved for UC transfer (CB05): Effective date \_\_\_\_\_  
 d. Request that CMC Articulation offer submit the course for UC Transfer: Yes  No

*If YES, List 3 Similar Courses from UC area – documentation attached.*

- 1.
- 2.
- 3.

20. Recommend course for credit by examination: Yes  No

21. 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," see Program Assistant for Curriculum to revise Program Documents.

22. 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? \_\_\_\_\_

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 \_\_\_\_\_



**ROUTING/SIGNATURE PAGE**

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Faculty Initiator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Kylee Muchenje

---

CTRAC Signature \_\_\_\_\_ Date \_\_\_\_\_

Yadira Llord

---

Articulation Officer Signature \_\_\_\_\_ Date \_\_\_\_\_

Andrea Armstrong

---

**Curriculum Signature** here indicates that separate actions \_\_\_\_\_ Date \_\_\_\_\_

were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable.

Yadira Llord

---

Academic Senate Signature \_\_\_\_\_ Date \_\_\_\_\_

Joseph DeSantis

---

Dean for Instruction, CIO Signature \_\_\_\_\_ Date \_\_\_\_\_

Pamela Kersey, Ed.D.

---

Superintendent/President Signature \_\_\_\_\_ Date \_\_\_\_\_

Jeff Cummings, Interim

**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 an existing course):**

- What is/are the reason(s) for modifying this course outline or creating a new course?
- 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: \_\_\_\_\_

- Estimate total enrollment for all sections: First Year: \_\_\_\_\_ Third Year: \_\_\_\_\_
- Are any additional supplies and/or equipment needed or specified? Yes  No   
*If YES, explain:*
- Is it necessary to modify existing classroom space or construct new classroom space now or in the future? Yes  No   
*If YES, explain:*
- Are additional faculty needed? Yes  No   
*If YES, explain:*
- Are additional staff needed? Yes  No   
*If YES, explain:*
- Are Library resources sufficient to meet the needs of the students enrolled in the course? Yes  No   
*If NO, describe what is needed:*

9. I certify that the above is valid.

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

# COPPER MOUNTAIN COLLEGE

## Course Outline of Record

Course Number: BI-048A-C

New   
 Revised   
 Program Review   
 Distance Education (NEW)

Discipline (s): Biology  
 Semester/Year Changes are Effective: 2015FA

Date of last Faculty and Curriculum review (6 yrs. for transfer courses; 2 yrs. for CTE courses): \_\_\_\_\_

Are students required to purchase materials additional to the text? Y\*  N   
*\*Specify additional materials in #12*

1. Course Number: BI-048 A-C

2. Course Title: Directed Research Seminar

3. Catalog Description: The course provides students an opportunity to extend their knowledge and understanding of selected topics in biology within the general scope of departmental offerings that are not contained in scheduled courses. Courses 48A, 48B and 48C may be taken for 1, 2 and 3 units, respectively, with a maximum of six (6) seminar units may be accepted for the A.A. or A.S. degree. Course content and unit credit to be determined by discipline faculty in consultation with the Dean of Academic Affairs, and in relation to community/student needs and available staff. At the discretion of the instructor, this course may include lectures, directed study, small group discussions, conferences, special laboratory projects, or field research projects.

Total Units:	1.0-3.0	Total Weekly Hours:	3.0-9.0	SIUs:	1.0-3.0
Lecture Units:	0.0-3.0	Weekly Lecture Hours:	0.0-3.0	Semester Lecture Hours:	0.0-54.0
Lab Units:	0.0-3.0	Weekly Lab Hours:	0.0-3.0	Semester Lab Hours	0.0-54.0

**BASED ON AN 18 WEEK SEMESTER**

4. Prerequisite or Co-requisite Courses or Advisories:

- a.  Advisory:
- Prerequisite: Consent of instructor.
- 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*):

- c. Additional Validation Method: (required only if a prerequisite or co-requisite is listed)
  - Content Review (for course **outside of discipline** – See “b” above)
  - CSU/UC equivalents – documentation attached.
  - Statistical analysis – request District conduct. Date conducted \_\_\_\_\_

5. Course Student Learning Outcomes (SLOs): (Upon completion of this course, students will be able to)

- a. Specific course SLOs depend upon the seminar topic, and these will be determined by the instructor in consultation with the Student Learning Outcome Assessment Coordinator(s) (SLOAC).

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

- a. Specific Objectives (formerly known as Course Objectives):
  - 1. The specific objectives of the course will be determined by the instructor depending on the seminar topic.
- b. Lecture
  - 1. The specific objectives of the lectures depend upon the seminar topic.

- c. Laboratory-- *list laboratory activities, noting linkage to SLOs. Provide detail regarding what the student is expected to do in the lab, not just the topics covered.*
1. The specific objectives of the laboratories depend upon the seminar topic.
7. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Lectures.
  - b. Guided class discussions.
  - c. Multimedia.
  - d. Inquiry-based laboratory experiments.
  - e. Inquiry-based field experiments.
  - f. Problem-based field surveys.
  - g. Readings (textbooks and scientific journals).
8. Assignments: *(List samples of activities students are expected to complete outside of class time. (Writing assignment examples should include expected length, typed or hand-written specifications, expected minimum no. of cited sources, MLA or APA. Reading assignment examples should include number of such assignments per semester and length; include follow-up information. Laboratory assignment examples should include types of activities, assessment questions, or other relevant to the course.)*
- a. Lecture: The exact nature of the individual assignments depends upon the seminar topic, but all seminar students are expected to complete at least one of the following. All written assignments should be typed double-spaced in MLA format, with assignment length and number of literature citations appropriate to the topic.
    1. Project reports.
    2. Laboratory reports.
    3. Field survey reports.
    4. Term papers.
    5. Research for class presentations and/or reports.
  - b. Laboratory: The exact nature of the individual assignments depends upon the seminar topic involved, but all seminar students are expected to complete at least one of the following. All written assignments should be typed double-spaced in MLA format, with assignment length and number of literature citations appropriate to the topic.
    1. Project reports.
    2. Laboratory reports.
    3. Field survey reports.
    4. Term papers.
    5. Research for class presentations and/or reports.
9. 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. Depending on the nature of the study and topic involved these may involve one or more of the following at the discretion of the instructor.*
- a. Exams.
  - b. Term papers.
  - c. Field survey reports.
  - d. Laboratory reports.
  - e. Oral presentations.

11. Examples of Textbooks, Required Reading or Software: *(List in APA or MLA format. (Please list more than one, if possible, in each applicable section. Materials should be current, i.e., published not more than seven years. However, some disciplines may require text content currency, e.g. Computer Science, Criminal Justice, Fire, etc. If a textbook is not within the currency guidelines, a brief explanation should be included.)*

a. Specify the material/s (reading level must be 13 or above, except for basic skills courses):

Knisely, K., (2013). *A student handbook for writing in biology* (4<sup>th</sup> ed.). New York: W.H. Freeman.

Pechenik, J.A., (2012). *A short guide to writing about biology* (8<sup>th</sup> ed.). Boston: Pearson.

b. Required for Science courses: Specify the lab manual (reading level must be 13 or above, except for basic skills courses):

Dolphin, W., & Vleck, D. (2014). *Biological investigations lab manual* (10<sup>th</sup> ed.). New York: McGraw-Hill.

Hartvigsen, G. (2014). *A primer in biological data analysis and visualization using R*. New York: Columbia University Press.

12. ADDITIONAL MATERIALS -- If student is **required** to purchase materials additional to the text, list the materials and their respective fee here. *This information must also be included in the course syllabus.* None.

Faculty Initiator: Paul Delaney Ph.D.

Date: October 6, 2014

13. ONLINE MODALITY:

- a. Is this course approved for-online modality? Yes  No
- b. REVISIONS to existing distance education course Yes  No
- i. Modality: Online  Hybrid
- ii. Special instructions for faculty (*E.g. Specify in the Syllabus the length of time students will have access to the purchased online materials.*)

\_\_\_\_\_

- iii. Special instructions for students for online modality to be printed in the schedule (*E.g. Students must purchase current edition's online access code in order to access the correct e-coursework.*):

\_\_\_\_\_

- iv. Special Instructions to Academic Affairs Office:
- Contact faculty initiator regarding meeting dates to be printed (for hybrid).
  - Create Blackboard shell.
  - Other: \_\_\_\_\_

\_\_\_\_\_

- v. Indicate additional instructional materials and resources necessary for distance education.

- Virtual textbook or instructional materials: *explain* \_\_\_\_\_
- Link to Greenleaf Library electronic resources site.
- Other: \_\_\_\_\_

\_\_\_\_\_

- c. NEW Distance Education Course: Yes  No

- i. What is the intent in offering the course as distance education?  
 Many students are unable to attend the regular campus classes for various reasons, such as inability to attend the scheduled class times, work schedule conflicts, child care needs, and transportation issues. Adding the Distance Education modality will make the course available to students who are unable to meet the fixed class schedules while, at the same time, maintaining the academic integrity of the course.
- ii. How will student learning outcomes be consistent with the F2F course? Please explain and provide examples.  
 In BI 048A-C, the course content, SLO and evaluation methods are identical in hybrid and face-to-face class sections. For example, students in both online and face-to-face sections receive the same type of assessment.
- 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.  
 In BI 048A-C regular and effective contact is achieved and maintained through a variety of methods including Blackboard announcements, email notifications, weekly assignments, discussion boards, and telephone contacts as needed.
- iv. Will this Distance Education class comply with federal laws regarding accommodation 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: \_\_\_\_\_

15. Is this a replacement Course? Yes  No   
 If the answer is YES, list the original course number: \_\_\_\_\_

16. GRADING METHOD (choose one:)  Letter Grade  Credit/No Credit  Student Option

17. MIS COURSE DATA ELEMENTS

- a. [G101] College I.D.: 971
  - b. [CB00] CCCC Control I.D.: \_\_\_\_\_
  - c. [CB01] Course I.D.: BI-048 A-C
  - d. [CB02] Course Title: Directed Research Seminar
  - e. [CB03] T.O.P Code : 0499.00
  - f. [CB04] Credit Status:  D = Degree Credit  C = Non Degree Credit  N = Non Credit
  - g. [CB05] Transfer Status:  A = Transferable to UC and CSU **PENDING**  
 B = Transferable to CSU only  
 C = Not Transferable
- SEE QUESTION #20 FOR ADDITIONAL INFORMATION**
- h. [CB06] MAX Credit: 3.0
  - i. [CB07] MIN Credit: 1.0
  - 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. [CB16, 17, 18] Course Same as Dept #: **Y- N/A**
  - q. [CB 19] Course Crosswalk Dept. (CSU): **Y- N/A**
  - r. [CB20] Course Crosswalk No. (CSU): **Y- N/A**
  - s. [CB 21] Course Prior to College Level: **Y- N/A**(ESL, writing, reading, or mathematics courses only.)
  - t. [CB22] Course Noncredit Category: **Y- N/A**(For non-credit courses only.)
  - u. [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
  - v. [CB 24] Program Status:  1 = Program Applicable  2 = Stand-Alone **PENDING**  
 Not Applicable (Only credit courses are subject to stand-alone regulations)

18. General Education Status:

- a. Course has been approved for CSU GE : Area/# \_\_\_\_\_ Date Approved: Effective: \_\_\_\_\_
- b. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No   
 CSU Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

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

- 1.
- 2.
- 3.

c. Course has been approved for IGETC: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_

- d. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No
- IGETC Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

*If YES, List 3 Similar Courses from this IGETC area – documentation attached.*

- 1.
- 2.
- 3.

- e. Course approved for CMC GE: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_
- f. Request that course be approved for CMC GE: Area/# \_\_\_\_\_ Yes  No

19. Course Transfer Status:

- a. Course has been approved for CSU transfer: (CB05): Effective date \_\_\_\_\_
- b. Request that course be designated as TRANSFERABLE to CSU [CB05]: Yes  No   
 (CMC Curriculum Committee determines CSU transferability)
- c. Course has been approved for UC transfer (CB05): Effective date \_\_\_\_\_
- d. Request that CMC Articulation offer submit the course for UC Transfer: Yes  No

*If YES, List 3 Similar Courses from UC area – documentation attached.*

- 1.
- 2.
- 3.

20. Recommend course for credit by examination: Yes  No

21. 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," see Program Assistant for Curriculum to revise Program Documents.

22. 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.S. Environmental Studies **PENDING**

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.)**



**ROUTING/SIGNATURE PAGE**

---

Faculty Initiator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Paul Delaney, Ph.D.

---

CTRAC Signature \_\_\_\_\_ Date \_\_\_\_\_

Yadira Llorc

---

Articulation Officer Signature \_\_\_\_\_ Date \_\_\_\_\_

Andrea Armstrong

---

**Curriculum Signature** here indicates that separate actions \_\_\_\_\_ Date \_\_\_\_\_

were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable.

Yadira Llorc

---

Academic Senate Signature \_\_\_\_\_ Date \_\_\_\_\_

Joseph DeSantis

---

Dean for Instruction, CIO Signature \_\_\_\_\_ Date \_\_\_\_\_

Pamela Kersey, Ed.D.

---

Superintendent/President Signature \_\_\_\_\_ Date \_\_\_\_\_

Jeff Cummings

**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 an existing course):**

- What is/are the reason(s) for modifying this course outline or creating a new course? The proposed course will provide opportunities for citizen science, and integrate inquiry-based experiences into the curriculum at CMC. The course is designed to improve students' research and technological skills, and enhance successful transfer into university programs.
- 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: Dean of Academic Affairs (email record).

- Estimate total enrollment for all sections: First Year: 1-12, \_\_ Second Year: 1-12, Third Year: 1-12.
- Are any additional supplies and/or equipment needed or specified? Yes  No   
 If **YES**, explain:
- Is it necessary to modify existing classroom space or construct new classroom space now or in the future? Yes  No   
 If **YES**, explain:
- Are additional faculty needed? Yes  No   
 If **YES**, explain:
- Are additional staff needed? Yes  No   
 If **YES**, explain:
- Are Library resources sufficient to meet the needs of the students enrolled in the course? Yes  No   
 If **NO**, describe what is needed:

9. I certify that the above is valid.

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

New

Revised

Program Review

Distance Education (NEW)

Discipline (s): Title 5 Section 53412 (c)

Semester/Year Changes are Effective: 2016SP

Date of last Faculty and Curriculum review (6 yrs. for transfer courses; 2 yrs. for CTE courses): 2007

Are students required to purchase materials additional to the text? Y\*  N

*\*Specify additional materials in #12*

1. Course Number: DE 320-A

2. Course Title: American Literature—A

3. Catalog Description: This first semester high school introduction to American literature course is a chronological examination of the United States' literary history from 1620 through the post-Civil War period. Selections included are by William Bradford, Emerson, Thoreau, Melville, Dickinson, Twain, Crane, London, and others with the emphasis on how historical events shaped the literature of the time. This course meets the Common Core State Standards for English Language Arts, satisfies the first semester of American Literature in the High School Completion Program, and provides five high school credits upon successful completion of the course.

4. Total Units:	0.0	Total Weekly Hours:	4.0	SIUs:	0.0
Lecture Units:	0.0	Weekly Lecture Hours:	0.0	Semester Lecture Hours:	0.0
Lab Units:	0.0	Weekly Lab Hours:	4.0	Semester Lab Hours	72.0

**BASED ON AN 18 WEEK SEMESTER**

5. Prerequisite or Co-requisite Courses or Advisories:

- a.  Advisory: 8th grade reading level, successful completion of Basic English Grammar, or equivalent, per high school transcript or department English diagnostic test.  
 Prerequisite:  
 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*):
- c. Additional Validation Method: *(required only if a prerequisite or co-requisite is listed)*  
 Content Review (for course **outside of discipline** – See “b” above)  
 CSU/UC equivalents – documentation attached.  
 Statistical analysis – request District conduct. Date conducted: \_\_\_\_\_

6. Course Student Learning Outcomes (SLOs): *(Upon completion of this course, students will be able to)*

Based on the Common Core State Standards (CCSS):

- a. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing to support conclusions drawn from the text. (CCSS.ELA-Literature.RL.9-10.1—Key Ideas and Details).
- b. Assess how point-of-view or purpose shapes the content and style of a text. (CCSS.ELA-Literature.RL.9-10.6—Craft and Structure).

- c. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (CCSS.ELA-Literature.RL.9-10.9).
7. Course Content: *(Detailed list of all topics taught in course, arranged by topic with subheadings)*
- a. Specific Objectives *(formerly known as Course Objectives)*.
  - b. Lecture.
    - I. America's literary tradition.
      - A. Historical background.
      - B. Vocabulary.
      - C. Literary selections.
        - 1. William Bradford.
        - 2. Anne Bradstreet.
        - 3. Benjamin Franklin.
        - 4. Thomas Paine.
        - 5. Washington Irving.
        - 6. Native American poetry.
        - 7. Edgar Allan Poe.
      - D. Metaphors.
    - II. Golden Age of New England literature.
      - A. Historical background.
      - B. Vocabulary.
      - C. Literary selections.
        - 1. Ralph Waldo Emerson.
        - 2. Henry David Thoreau.
        - 3. Nathaniel Hawthorne
        - 4. Herman Melville.
        - 5. Emily Dickinson.
      - D. Similes.
    - III. American local color.
      - A. Historical background.
      - B. Vocabulary.
      - C. Literary selections.
        - 1. Sarah Josepha Hale.
        - 2. Spirituals.
        - 3. James W. C. Pennington.
        - 4. Walt Whitman.
        - 5. Abraham Lincoln.
        - 6. Frederick Douglas.
        - 7. Mark Twain.
        - 8. Chief Seattle.
        - 9. Zuni and Makah lullabies.
      - D. Dialects.
    - IV. Realism and naturalism.
      - A. Historical background.
      - B. Vocabulary.
      - C. Literary selections.
        - 1. Stephen Crane.
        - 2. Jack London.
      - D. Personification.
  - c. Lab -- *list laboratory activities, noting linkage to SLOs. Provide detail regarding what the student is expected to do in the lab, not just the topics covered.*

N/A

8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
  - a. Computer-assisted instruction.
  - b. Tutorial assistance.
  - c. Multimedia.
  - d. Students work at their own pace, with assistance from the Student Success Center instructors and instructional assistants, to complete their assigned work.
  
9. Assignments: *(List samples of activities students are expected to complete outside of class time. (Writing assignment examples should include expected length, typed or hand-written specifications, expected minimum no. of cited sources, MLA or APA. Reading assignment examples should include number of such assignments per semester and length; include follow-up information. Laboratory assignment examples should include types of activities, assessment questions, or other relevant to the course.)*
  - a. Read the textbook.
  - b. Complete worksheets that correlate to the textbook or lessons from the virtual textbook.
  - c. Chapter review questions.
  - d. Develop an informative or explanatory written assignment to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  
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. Quizzes.
  - b. Chapter or module exams.
  - c. Essays and essay exams.
  
11. Examples of Textbooks, Required Reading or Software: *(List in APA or MLA format. (Please list more than one, if possible, in each applicable section. Materials should be current, i.e., published not more than seven years. However, some disciplines may require text content currency, e.g. Computer Science, Criminal Justice, Fire, etc. If a textbook is not within the currency guidelines, a brief explanation should be included.)*

- a. Specify the material/s (reading level must be 13 or above, except for basic skills courses):

*Glencoe Literature Common Core.* New York: Glencoe, 2010. Print.

*Prentice Hall Literature: Language and Literacy.* Upper Saddle River, NJ: Prentice Hall, 2014. Print.

- b. Required for Science courses: Specify the lab manual (reading level must be 13 or above, except for basic skills courses):

12. ADDITIONAL MATERIALS -- If student is **required** to purchase materials additional to the text, list the materials and their respective fee here. *This information must also be included in the course syllabus.*

Item a.  
N/A

Faculty Initiator: David W. Norton, Ph.D. \_\_\_\_\_

Date: 12/12/14 \_\_\_\_\_

13. ONLINE MODALITY:

- a. Is this course approved for-online modality? Yes  No
- b. REVISIONS to existing distance education course Yes  No
- i. Modality: Online  Hybrid
- ii. Special instructions for faculty (*E.g. Specify in the Syllabus the length of time students will have access to the purchased online materials.*)

\_\_\_\_\_

- iii. Special instructions for students for online modality to be printed in the schedule (*E.g. Students must purchase current edition's online access code in order to access the correct e-coursework.*):

\_\_\_\_\_

- iv. Special Instructions to Academic Affairs Office:

- Contact faculty initiator regarding meeting dates to be printed (for hybrid).  
 Create Blackboard shell.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- v. Indicate additional instructional materials and resources necessary for distance education.

- Virtual textbook or instructional materials: *explain* \_\_\_\_\_  
 Link to Greenleaf Library electronic resources site.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- c. 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 accommodation 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: \_\_\_\_\_

15. Is this a replacement Course? Yes  No   
 If the answer is YES, list the original course number: \_\_\_\_\_

16. GRADING METHOD (choose one:)  Letter Grade  Credit/No Credit  Student Option

17. MIS COURSE DATA ELEMENTS

- a. [G101] College I.D.: 971
- b. [CB00] CCCC Control I.D.: PENDING
- c. [CB01] Course I.D.: DE-320A
- d. [CB02] Course Title: American Literature—A
- e. [CB03] T.O.P Code : 4930.62
- 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: 0.0
- i. [CB07] MIN Credit: 0.0
- 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: **L- Non enhanced funding**
- 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. [CB16, 17, 18] Course Same as Dept #: **Y-N/A**
- q. [CB 19] Course Crosswalk Dept. (CSU): **Y-N/A**
- r. [CB20] Course Crosswalk No. (CSU): **Y-N/A**
- s. [CB 21] Course Prior to College Level: **Y-N/A** (ESL, writing, reading, or mathematics courses only.)
- t. [CB22] Course Noncredit Category: **C- Elementary and Secondary Basic Skill** (For non-credit courses only.)
- u. [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
- v. [CB 24] Program Status:  1 = Program Applicable  2 = Stand-Alone  
 Not Applicable (Only credit courses are subject to stand-alone regulations)

18. General Education Status:

- a. Course has been approved for CSU GE : Area/# \_\_\_\_\_ Date Approved: Effective: \_\_\_\_\_
- b. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

CSU Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

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

- 1.
- 2.
- 3.

# COPPER MOUNTAIN COLLEGE

## Course Outline of Record

Course Number: DE-320-A

- c. Course has been approved for IGETC: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_
- d. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

IGETC Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

*If YES, List 3 Similar Courses from this IGETC area – documentation attached.*

- 1.
- 2.
- 3.

- e. Course approved for CMC GE: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_
- f. Request that course be approved for CMC GE: Area/# \_\_\_\_\_ Yes  No

19. Course Transfer Status:

- a. Course has been approved for CSU transfer: (CB05): Effective date \_\_\_\_\_
- b. Request that course be designated as TRANSFERABLE to CSU [CB05]: Yes  No   
(CMC Curriculum Committee determines CSU transferability)
- c. Course has been approved for UC transfer (CB05): Effective date \_\_\_\_\_
- d. Request that CMC Articulation offer submit the course for UC Transfer: Yes  No

*If YES, List 3 Similar Courses from UC area – documentation attached.*

- 1.
- 2.
- 3.

20. Recommend course for credit by examination: Yes  No

21. 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," see Program Assistant for Curriculum to revise Program Documents.

22. 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? Developmental Education: Adult High School Diploma

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 \_\_\_\_\_**



**ROUTING/SIGNATURE PAGE**

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Faculty Initiator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

David W. Norton, Ph.D.

---

CTRAC Signature \_\_\_\_\_ Date \_\_\_\_\_

Yadira Llorc

---

Articulation Officer Signature \_\_\_\_\_ Date \_\_\_\_\_

Andrea Armstrong

---

**Curriculum Signature** here indicates that separate actions \_\_\_\_\_ Date \_\_\_\_\_

were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable.

Yadira Llorc

---

Academic Senate Signature \_\_\_\_\_ Date \_\_\_\_\_

Joseph DeSantis

---

Dean for Instruction, CIO Signature \_\_\_\_\_ Date \_\_\_\_\_

Pamela Kersey, Ed.D.

---

Interim Superintendent/President Signature \_\_\_\_\_ Date \_\_\_\_\_

Jeff Cummings

**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: \_\_\_\_\_  
 Carolyn Hopkins

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

- What is/are the reason(s) for modifying this course outline or creating a new course? Common Core State Standards.
- 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: U.S. Department of Education and California Department of Education.

- Estimate total enrollment for all sections: First Year: 30 Third Year: 30
- Are any additional supplies and/or equipment needed or specified? Yes  No   
*If YES, explain:*
- Is it necessary to modify existing classroom space or construct new classroom space now or in the future? Yes  No   
*If YES, explain:*
- Are additional faculty needed? Yes  No   
*If YES, explain:*
- Are additional staff needed? Yes  No   
*If YES, explain:*
- Are Library resources sufficient to meet the needs of the students enrolled in the course? Yes  No   
*If NO, describe what is needed:*

9. I certify that the above is valid.

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

New

Revised

Program Review

Distance Education (NEW)

Discipline (s): Title 5 Section 53412 (c)

Semester/Year Changes are Effective: 2016SP

Date of last Faculty and Curriculum review (6 yrs. for transfer courses; 2 yrs. for CTE courses): 2007

Are students required to purchase materials additional to the text? Y\*  N

*\*Specify additional materials in #12*

1. Course Number: DE 320-B

2. Course Title: American Literature—B

3. Catalog Description: This second semester high school introduction to American literature course is a chronological examination of the United States' literary history from the early twentieth century to the contemporary period. Selections included are by Thomas Wolfe, Fitzgerald, Langston Hughes, Carl Sandburg, Lorraine Hansberry, Hemingway, Steinbeck, James Baldwin, Richard Rodriguez, Maya Angelou, Amy Tan, Louise Erdrich, and others with the emphasis on how historical events shaped the literature of the time. This course meets the Common Core State Standards for English Language Arts, satisfies the second semester of American Literature in the High School Completion Program, and provides five high school credits upon successful completion of the course.

4. Total Units:	0.0	Total Weekly Hours:	4.0	SIUs:	0.0
Lecture Units:	0.0	Weekly Lecture Hours:	0.0	Semester Lecture Hours:	0.0
Lab Units:	0.0	Weekly Lab Hours:	4.0	Semester Lab Hours	72.0

**BASED ON AN 18 WEEK SEMESTER**

5. Prerequisite or Co-requisite Courses or Advisories:

- a.  Advisory: 8th grade reading level, successful completion of Basic English Grammar, or equivalent, per high school transcript or department English diagnostic test.  
 Prerequisite:  
 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*):
- c. Additional Validation Method: (*required only if a prerequisite or co-requisite is listed*)  
 Content Review (for course **outside of discipline** – See “b” above)  
 CSU/UC equivalents – documentation attached.  
 Statistical analysis – request District conduct. Date conducted: \_\_\_\_\_

6. Course Student Learning Outcomes (SLOs): (*Upon completion of this course, students will be able to*)

Based on the Common Core State Standards (CCSS):

- a. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing to support conclusions drawn from the text. (CCSS. ELA-Literature.RL.9-10.1—Key Ideas and Details).

- b. Assess how point-of-view or purpose shapes the content and style of a text. (CCSS.ELA-Literature.RL.9-10.6—Craft and Structure).
  - c. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (CCSS.ELA-Literature.RL.9-10.9).
7. Course Content: *(Detailed list of all topics taught in course, arranged by topic with subheadings)*
- a. Specific Objectives *(formerly known as Course Objectives)*.
  - b. Lecture.
    - I. Modernism.
      - A. Historical background.
      - B. Vocabulary.
      - C. Literary selections.
        - 1. Thomas Wolfe.
        - 2. Willa Cather.
        - 3. F. Scott Fitzgerald.
        - 4. Conrad Aiken.
        - 5. Carl Sandburg.
      - D. Onomatopoeia.
    - II. Harlem Renaissance.
      - A. Historical background.
      - B. Vocabulary.
      - C. Literary Selections.
        - 1. Langston Hughes.
        - 2. Lorraine Hansberry.
        - 3. Gwendolyn Brooks.
      - D. Jazz influence.
    - III. Mid-Twentieth Century literature.
      - A. Historical background.
      - B. Vocabulary.
      - C. Literary selections.
        - 1. Ernest Hemingway. John Steinbeck.
        - 2. John Hersey.
        - 3. Martin Luther King, Jr.
        - 4. Robert Hayden.
      - D. Dialogue.
    - IV. Contemporary American literature.
      - A. Historical background.
      - B. Vocabulary.
      - C. Literary selections.
        - 1. Richard Rodriguez.
        - 2. Lucille Clifton.
        - 3. Lawson Fusao Inada.
        - 4. Maya Angelou.
        - 5. Amy Tan.
        - 6. Julia Alvarez.
        - 7. Louise Erdrich.
        - 8. Toni Morrison.
      - D. Imagery.
  - V. Lab -- *list laboratory activities, noting linkage to SLOs. Provide detail regarding what the student is expected to do in the lab, not just the topics covered.*

N/A

8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
  - a. Computer-assisted instruction.
  - b. Tutorial assistance.
  - c. Multimedia.
  - d. Students work at their own pace, with assistance from the Student Success Center instructors and instructional assistants, to complete their assigned work.
  
9. Assignments: *(List samples of activities students are expected to complete outside of class time. (Writing assignment examples should include expected length, typed or hand-written specifications, expected minimum no. of cited sources, MLA or APA. Reading assignment examples should include number of such assignments per semester and length; include follow-up information. Laboratory assignment examples should include types of activities, assessment questions, or other relevant to the course.)*
  - a. Read the textbook.
  - b. Complete worksheets that correlate to the textbook or lessons from the virtual textbook.
  - c. Chapter review questions.
  - d. Develop an informative or explanatory written assignment to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - e. Write a research-based argument essay, supporting the claim with valid reasoning, using relevant and sufficient evidence, avoiding plagiarism, and utilizing correct MLA or APA format.
  
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. Quizzes.
  - b. Chapter or module exams.
  - c. Essays and essay exams.
  
11. Examples of Textbooks, Required Reading or Software: *(List in APA or MLA format. (Please list more than one, if possible, in each applicable section. Materials should be current, i.e., published not more than seven years. However, some disciplines may require text content currency, e.g. Computer Science, Criminal Justice, Fire, etc. If a textbook is not within the currency guidelines, a brief explanation should be included.)*

- a. Specify the material/s (reading level must be 13 or above, except for basic skills courses):

*Glencoe Literature Common Core.* New York: Glencoe, 2010. Print.

*Prentice Hall Literature: Language and Literacy.* Upper Saddle River, NJ: Prentice Hall, 2014. Print.

- b. Required for Science courses: Specify the lab manual (reading level must be 13 or above, except for basic skills courses):

N/A

12. ADDITIONAL MATERIALS -- If student is **required** to purchase materials additional to the text, list the materials and their respective fee here. *This information must also be included in the course syllabus.*

Item a.

N/A



**COPPER MOUNTAIN COLLEGE**  
**Course Outline of Record**

Course Number: DE-320-B

Faculty Initiator: David W. Norton, Ph.D. \_\_\_\_\_

Date: 12/12/14 \_\_\_\_\_

13. ONLINE MODALITY:

- a. Is this course approved for-online modality? Yes  No
- b. REVISIONS to existing distance education course Yes  No
- i. Modality: Online  Hybrid
- ii. Special instructions for faculty (*E.g. Specify in the Syllabus the length of time students will have access to the purchased online materials.*)

\_\_\_\_\_

- iii. Special instructions for students for online modality to be printed in the schedule (*E.g. Students must purchase current edition's online access code in order to access the correct e-coursework.*):

\_\_\_\_\_

- iv. Special Instructions to Academic Affairs Office:

- Contact faculty initiator regarding meeting dates to be printed (for hybrid).  
 Create Blackboard shell.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- v. Indicate additional instructional materials and resources necessary for distance education.

- Virtual textbook or instructional materials: *explain* \_\_\_\_\_  
 Link to Greenleaf Library electronic resources site.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- c. 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 accommodation 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: \_\_\_\_\_

15. Is this a replacement Course? Yes  No   
 If the answer is YES, list the original course number: \_\_\_\_\_

16. GRADING METHOD (choose one):  Letter Grade  Credit/No Credit  Student Option

17. MIS COURSE DATA ELEMENTS

- a. [G101] College I.D.: 971
- b. [CB00] CCCC Control I.D.: PENDING
- c. [CB01] Course I.D.: DE-320B
- d. [CB02] Course Title: American Literature-B
- e. [CB03] T.O.P Code : 4930.62
- 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: 0.0
- i. [CB07] MIN Credit: 0.0
- 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: **L- Non enhanced funding**
- 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. [CB16, 17, 18] Course Same as Dept #: **Y-N/A**
- q. [CB 19] Course Crosswalk Dept. (CSU): **Y-N/A**
- r. [CB20] Course Crosswalk No. (CSU): **Y-N/A**
- s. [CB 21] Course Prior to College Level: **Y-N/A** (ESL, writing, reading, or mathematics courses only.)
- t. [CB22] Course Noncredit Category: **C- Elementary and Secondary Basic Skill** (For non-credit courses only.)
- u. [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
- v. [CB 24] Program Status:  1 = Program Applicable  2 = Stand-Alone  
 Not Applicable (Only credit courses are subject to stand-alone regulations)

18. General Education Status:

- a. Course has been approved for CSU GE : Area/# \_\_\_\_\_ Date Approved: Effective: \_\_\_\_\_
- b. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

CSU Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

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

- 1.
- 2.
- 3.



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## Course Outline of Record

Course Number: DE-320-B

- c. Course has been approved for IGETC: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_
- d. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

IGETC Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

*If YES, List 3 Similar Courses from this IGETC area – documentation attached.*

- 1.
- 2.
- 3.

- e. Course approved for CMC GE: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_
- f. Request that course be approved for CMC GE: Area/# \_\_\_\_\_ Yes  No

19. Course Transfer Status:

- a. Course has been approved for CSU transfer: (CB05): Effective date \_\_\_\_\_
- b. Request that course be designated as TRANSFERABLE to CSU [CB05]: Yes  No   
(CMC Curriculum Committee determines CSU transferability)
- c. Course has been approved for UC transfer (CB05): Effective date \_\_\_\_\_
- d. Request that CMC Articulation offer submit the course for UC Transfer: Yes  No

*If YES, List 3 Similar Courses from UC area – documentation attached.*

- 1.
- 2.
- 3.

20. Recommend course for credit by examination: Yes  No

21. 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," see Program Assistant for Curriculum to revise Program Documents.

22. 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? Developmental Education: Adult High School Diploma

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**

**ROUTING/SIGNATURE PAGE**

---

Faculty Initiator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

David W. Norton, Ph.D.

---

CTRAC Signature \_\_\_\_\_ Date \_\_\_\_\_

Yadira Llord

---

Articulation Officer Signature \_\_\_\_\_ Date \_\_\_\_\_

Andrea Armstrong

---

**Curriculum Signature** here indicates that separate actions \_\_\_\_\_ Date \_\_\_\_\_

were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable.

Yadira Llord

---

Academic Senate Signature \_\_\_\_\_ Date \_\_\_\_\_

Joseph DeSantis

---

Dean for Instruction, CIO Signature \_\_\_\_\_ Date \_\_\_\_\_

Pamela Kersey, Ed.D.

---

Interim Superintendent/President Signature \_\_\_\_\_ Date \_\_\_\_\_

Jeff Cummings

**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: \_\_\_\_\_  
 Carolyn Hopkins

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

1. What is/are the reason(s) for modifying this course outline or creating a new course? Common Core State Standards.  
 2. 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: U.S. Department of Education and California Department of Education.

3. Estimate total enrollment for all sections: First Year: 30 Third Year: 30
4. Are any additional supplies and/or equipment needed or specified? Yes  No   
*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

## Course Outline of Record

Course Number: DE-321-A

New

Revised

Program Review

Distance Education (NEW)

Discipline (s): Title 5, section 53412(c)

Semester/Year Changes are Effective: 2016SP

Date of last Faculty and Curriculum review (6 yrs. for transfer courses; 2 yrs. for CTE courses): 2007

Are students required to purchase materials additional to the text? Y\*  N

*\*Specify additional materials in #12*

1. Course Number: DE 321-A
2. Course Title: World Literature
3. Catalog Description: This first semester high school introduction to World Literature is a culturally diverse collection of fiction, nonfiction, drama, poetry, comedy, and persuasive literature. Complete works and excerpts introduce the student to great works of literature from around the world and stimulate an interest and comprehension of different cultures. This course meets the Common Core State Standards for English Language Arts, satisfies the first semester of World Literature in the High School Completion Program, and provides five high school credits upon successful completion of the course.

4.	Total Units:	0.0	Total Weekly Hours:	4.0	SIUs:	0.0
	Lecture Units:	0.0	Weekly Lecture Hours:	0.0	Semester Lecture Hours:	0.0
	Lab Units:	0.0	Weekly Lab Hours:	4.0	Semester Lab Hours	72.0

**BASED ON AN 18 WEEK SEMESTER**

5. Prerequisite or Co-requisite Courses or Advisories:
  - a.  Advisory: 8th grade reading level, successful completion of Basic English Grammar, or equivalent, per high school transcript or department English diagnostic test.  
 Prerequisite:  
 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*):
  - c. Additional Validation Method: *(required only if a prerequisite or co-requisite is listed)*  
 Content Review (for course **outside of discipline** – See “b” above)  
 CSU/UC equivalents – documentation attached.  
 Statistical analysis – request District conduct. Date conducted: \_\_\_\_\_

6. Course Student Learning Outcomes (SLOs): *(Upon completion of this course, students will be able to)*

Based on the Common Core State Standards (CCSS):

- a. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing to support conclusions drawn from the text. (CCSS.ELA-Literature.RL.9-10.1—Key Ideas and Details).
- b. Assess how point-of-view or purpose shapes the content and style of a text. (CCSS.ELA-Literature.RL.9-10.6—Craft and Structure).

- c. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (CCSS.ELA-Literature.RL.9-10.9).
7. Course Content: *(Detailed list of all topics taught in course, arranged by topic with subheadings)*
- a. Specific Objectives *(formerly known as Course Objectives)*.
  - b. Lecture.
  - I. Fiction.
    - A. Detective stories.
      - 1. Arthur Conan Doyle or another British writer.
      - 2. Hansjorg Martin or another German writer.
    - B. Science fiction.
      - 1. Isaac Asimov or another American writer.
      - 2. Rudolf Lorenzen or another European writer.
    - C. Adventure.
      - 1. Leo Tolstoy or another Russian writer.
      - 2. Chinua Achebe or another African writer.
      - 3. Ernest Hemingway or another American writer.
    - D. Plot.
  - II. Nonfiction.
    - A. Journals and letters.
      - 1. Anne Frank or another writer affected by World War II.
      - 2. Rabindranath Tagore or another Indian writer.
      - 3. Mark Twain or another American writer.
    - B. Autobiography.
      - 1. Le Ly Hayslip or another Vietnamese writer.
      - 2. Mark Mathabane or another South African writer.
    - C. Biography.
      - 1. Maxine Hong Kingston or another American Person of Color.
      - 2. Willy Lindwer or another Jewish writer.
    - D. Journalism.
      - 1. *The New York Times*.
      - 2. *BBC Online Network*.
      - 3. *The Times of India*.
      - 4. *Al Jazeera*.
  - III. Drama.
    - A. Classical drama: William Shakespeare or Sophocles.
    - B. Realistic drama: Athol Fugard or Henrik Ibsen.
    - C. Expressionistic drama: August Strindberg, Samuel Beckett, or Eugene O'Neill.
  - IV. Vocabulary.
- c. Lab -- *list laboratory activities, noting linkage to SLOs. Provide detail regarding what the student is expected to do in the lab, not just the topics covered.*  
N/A
8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Computer-assisted instruction.
  - b. Tutorial assistance.
  - c. Multimedia.
  - d. Students work at their own pace, with assistance from the Student Success Center instructors and instructional assistants, to complete their assigned work.

9. Assignments: *(List samples of activities students are expected to complete outside of class time. (Writing assignment examples should include expected length, typed or hand-written specifications, expected minimum no. of cited sources, MLA or APA. Reading assignment examples should include number of such assignments per semester and length; include follow-up information. Laboratory assignment examples should include types of activities, assessment questions, or other relevant to the course.)*
- Read the textbook.
  - Complete worksheets that correlate to the textbook or lessons from the virtual textbook.
  - Chapter review questions.
  - Develop an informative or explanatory written assignment to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Write a research-based argument essay, supporting the claim with valid reasoning, using relevant and sufficient evidence, avoiding plagiarism, and utilizing correct MLA or APA format.
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.*
- Quizzes.
  - Chapter or module exams.
  - Essays and essay exams.
11. Examples of Textbooks, Required Reading or Software: *(List in APA or MLA format. (Please list more than one, if possible, in each applicable section. Materials should be current, i.e., published not more than seven years. However, some disciplines may require text content currency, e.g. Computer Science, Criminal Justice, Fire, etc. If a textbook is not within the currency guidelines, a brief explanation should be included.)*

- Specify the material/s (reading level must be 13 or above, except for basic skills courses):

*Glencoe Literature: World Literature.* New York: Glencoe, 2010. Print.

*Prentice Hall Literature.* Upper Saddle River, NJ: Prentice Hall, 2014. Print.

- Required for Science courses: Specify the lab manual (reading level must be 13 or above, except for basic skills courses):

12. ADDITIONAL MATERIALS -- If student is **required** to purchase materials additional to the text, list the materials and their respective fee here. *This information must also be included in the course syllabus.*

Item a.

Faculty Initiator: David W. Norton, Ph.D.

Date: 12/12/14

13. ONLINE MODALITY:

- a. Is this course approved for-online modality? Yes  No
- b. REVISIONS to existing distance education course Yes  No
- i. Modality: Online  Hybrid
- ii. Special instructions for faculty (*E.g. Specify in the Syllabus the length of time students will have access to the purchased online materials.*)

\_\_\_\_\_

- iii. Special instructions for students for online modality to be printed in the schedule (*E.g. Students must purchase current edition's online access code in order to access the correct e-coursework.*):

\_\_\_\_\_

- iv. Special Instructions to Academic Affairs Office:

- Contact faculty initiator regarding meeting dates to be printed (for hybrid).  
 Create Blackboard shell.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- v. Indicate additional instructional materials and resources necessary for distance education.

- Virtual textbook or instructional materials: *explain* \_\_\_\_\_  
 Link to Greenleaf Library electronic resources site.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- c. 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 accommodation 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: \_\_\_\_\_

15. Is this a replacement Course? Yes  No   
 If the answer is YES, list the original course number: \_\_\_\_\_

16. GRADING METHOD (choose one):  Letter Grade  Credit/No Credit  Student Option

17. MIS COURSE DATA ELEMENTS

- a. [G101] College I.D.: 971
- b. [CB00] CCCC Control I.D.: PENDING
- c. [CB01] Course I.D.: DE-321
- d. [CB02] Course Title: World Literature
- e. [CB03] T.O.P Code : 4930.62
- 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: 0.0
- i. [CB07] MIN Credit: 0.0
- 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: **L- Non enhanced funding**
- 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. [CB16, 17, 18] Course Same as Dept #: **Y-N/A**
- q. [CB 19] Course Crosswalk Dept. (CSU): **Y-N/A**
- r. [CB20] Course Crosswalk No. (CSU): **Y-N/A**
- s. [CB 21] Course Prior to College Level: **Y-N/A** (ESL, writing, reading, or mathematics courses only.)
- t. [CB22] Course Noncredit Category: **C- Elementary and Secondary Basic Skill** (For non-credit courses only.)
- u. [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
- v. [CB 24] Program Status:  1 = Program Applicable  2 = Stand-Alone  
 Not Applicable (Only credit courses are subject to stand-alone regulations)

18. General Education Status:

- a. Course has been approved for CSU GE : Area/# \_\_\_\_\_ Date Approved: Effective: \_\_\_\_\_
- b. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

CSU Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

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

- 1.
- 2.
- 3.



# COPPER MOUNTAIN COLLEGE

## Course Outline of Record

Course Number: DE-321-A

- c. Course has been approved for IGETC: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_
- d. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

IGETC Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

*If YES, List 3 Similar Courses from this IGETC area – documentation attached.*

- 1.
- 2.
- 3.

- e. Course approved for CMC GE: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_
- f. Request that course be approved for CMC GE: Area/# \_\_\_\_\_ Yes  No

19. Course Transfer Status:

- a. Course has been approved for CSU transfer: (CB05): Effective date \_\_\_\_\_
- b. Request that course be designated as TRANSFERABLE to CSU [CB05]: Yes  No   
(CMC Curriculum Committee determines CSU transferability)
- c. Course has been approved for UC transfer (CB05): Effective date \_\_\_\_\_
- d. Request that CMC Articulation offer submit the course for UC Transfer: Yes  No

*If YES, List 3 Similar Courses from UC area – documentation attached.*

- 1.
- 2.
- 3.

20. Recommend course for credit by examination: Yes  No

21. 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," see Program Assistant for Curriculum to revise Program Documents.

22. 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? Developmental Education: Adult High School Diploma

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 \_\_\_\_\_**

**ROUTING/SIGNATURE PAGE**

---

Faculty Initiator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

David W. Norton, Ph.D.

---

CTRAC Signature \_\_\_\_\_ Date \_\_\_\_\_

Yadira Llorc

---

Articulation Officer Signature \_\_\_\_\_ Date \_\_\_\_\_

Andrea Armstrong

---

**Curriculum Signature** here indicates that separate actions \_\_\_\_\_ Date \_\_\_\_\_

were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable.

Yadira Llorc

---

Academic Senate Signature \_\_\_\_\_ Date \_\_\_\_\_

Joseph DeSantis

---

Dean for Instruction, CIO Signature \_\_\_\_\_ Date \_\_\_\_\_

Pamela Kersey, Ed.D.

---

Interim Superintendent/President Signature \_\_\_\_\_ Date \_\_\_\_\_

Jeff Cummings

**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: \_\_\_\_\_  
 Carolyn Hopkins

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

- What is/are the reason(s) for modifying this course outline or creating a new course? Common Core State Standards.
- 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: U.S. Department of Education and California Department of Education.

- Estimate total enrollment for all sections: First Year: 30 Third Year: 30
- Are any additional supplies and/or equipment needed or specified? Yes  No   
 If **YES**, explain:
- Is it necessary to modify existing classroom space or construct new classroom space now or in the future? Yes  No   
 If **YES**, explain:
- Are additional faculty needed? Yes  No   
 If **YES**, explain:
- Are additional staff needed? Yes  No   
 If **YES**, explain:
- Are Library resources sufficient to meet the needs of the students enrolled in the course? Yes  No   
 If **NO**, describe what is needed:

9. I certify that the above is valid.

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

New

Revised

Program Review

Distance Education (NEW)

Discipline (s): Title 5, section 53412(c)

Semester/Year Changes are Effective: 2016SP

Date of last Faculty and Curriculum review (6 yrs. for transfer courses; 2 yrs. for CTE courses): 2007

Are students required to purchase materials additional to the text? Y\*  N

*\*Specify additional materials in #12*

1. Course Number: DE 321-B

2. Course Title: World Literature

3. Catalog Description: This second semester high school introduction to World Literature is a culturally diverse collection of poetry as well as persuasive and humorous literature. Students will study speeches, essays, satire, newspaper columns, and short stories. Complete works and excerpts introduce the student to great works of literature from around the world and stimulate an interest and comprehension of different cultures. This course meets the Common Core State Standards for English Language Arts, satisfies the second semester of World Literature in the High School Completion Program, and provides five high school credits upon successful completion of the course.

4. Total Units:	0.0	Total Weekly Hours:	4.0	SIUs:	0.0
Lecture Units:	0.0	Weekly Lecture Hours:	0.0	Semester Lecture Hours:	0.0
Lab Units:	0.0	Weekly Lab Hours:	4.0	Semester Lab Hours	72.0

**BASED ON AN 18 WEEK SEMESTER**

5. Prerequisite or Co-requisite Courses or Advisories:

a.  Advisory: 8th grade reading level, successful completion of Basic English Grammar, or equivalent, per high school transcript or department English diagnostic test.

Prerequisite:

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*):

c. Additional Validation Method: *(required only if a prerequisite or co-requisite is listed)*

Content Review (for course **outside of discipline** – See “b” above)

CSU/UC equivalents – documentation attached.

Statistical analysis – request District conduct. Date conducted: \_\_\_\_\_

6. Course Student Learning Outcomes (SLOs): *(Upon completion of this course, students will be able to)*

Based on the Common Core State Standards (CCSS):

a. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing to support conclusions drawn from the text. (CCSS. ELA-Literature.RL.9-10.1—Key Ideas and Details).

- b. Assess how point-of-view or purpose shapes the content and style of a text. (CCSS.ELA-Literature.RL.9-10.6—Craft and Structure).
  - c. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (CCSS.ELA-Literature.RL.9-10.9).
7. Course Content: *(Detailed list of all topics taught in course, arranged by topic with subheadings)*
- a. Specific Objectives *(formerly known as Course Objectives)*.
  - b. Lecture.
- I. Poetry.
    - A. Yehuda Amichai or another Israeli poet.
    - B. Li Po or another Chinese poet.
    - C. Nguyen Thi Vinh or another Vietnamese poet.
    - D. Pablo Neruda or another South American poet.
    - E. Dylan Thomas or another British poet.
    - F. T. S. Eliot or another American poet.
    - G. Haiku.
  - II. Persuasive literature.
    - A. Speeches.
      - 1. Joan of Arc or another historical leader’s proclamation.
      - 2. Alexander Solzhenitsyn or another persuasive speech by a Nobel Laureate.
      - 3. Abraham Lincoln’s “Gettysburg Address,” Martin Luther King, Jr’s “I Have a Dream,” or another speech having a lasting impact on its society.
      - 4. John F. Kennedy, Bill Clinton, or another Presidential “Inaugural Address.”
    - B. Essays.
      - 1. Michel de Montaigne or other writers who reflected upon their society.
      - 2. Jamaica Kincaid or another writer who uses irony.
    - C. Setting.
  - III. Humorous literature.
    - A. Satire.
      - 1. Jonathan Swift or another satirist such as Chaucer, Dickens, or Twain.
    - B. Columns.
      - 1. Journalist(s) that use culture as a basis for humor, such as:
        - a. Dave Barry.
        - b. Erma Bombeck.
        - c. Rick Bragg.
    - C. Stories that use humor—some examples:
      - 1. “Lohengrin” by Leo Slezak or another example using parody.
      - 2. “A Wedding without Musicians” by Sholom Aleichem or another story using ironic humor.
    - D. Dialogue.
  - IV. Vocabulary.
- c. Lab -- *list laboratory activities, noting linkage to SLOs. Provide detail regarding what the student is expected to do in the lab, not just the topics covered.*  
N/A
8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Computer-assisted instruction.
  - b. Tutorial assistance.
  - c. Multimedia.
  - d. Students work at their own pace, with assistance from the Student Success Center instructors and instructional assistants, to complete their assigned work.

9. Assignments: *(List samples of activities students are expected to complete outside of class time. (Writing assignment examples should include expected length, typed or hand-written specifications, expected minimum no. of cited sources, MLA or APA. Reading assignment examples should include number of such assignments per semester and length; include follow-up information. Laboratory assignment examples should include types of activities, assessment questions, or other relevant to the course.)*
- Read the textbook.
  - Complete worksheets that correlate to the textbook or lessons from the virtual textbook.
  - Chapter review questions.
  - Develop an informative or explanatory written assignment to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Write a research-based argument essay, supporting the claim with valid reasoning, using relevant and sufficient evidence, avoiding plagiarism, and utilizing correct MLA or APA format.
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.*
- Quizzes.
  - Chapter or module exams.
  - Essays and essay exams.
11. Examples of Textbooks, Required Reading or Software: *(List in APA or MLA format. (Please list more than one, if possible, in each applicable section. Materials should be current, i.e., published not more than seven years. However, some disciplines may require text content currency, e.g. Computer Science, Criminal Justice, Fire, etc. If a textbook is not within the currency guidelines, a brief explanation should be included.)*

- Specify the material/s (reading level must be 13 or above, except for basic skills courses):

*Glencoe Literature: World Literature.* New York: Glencoe, 2010. Print.

*Prentice Hall Literature.* Upper Saddle River, NJ: Prentice Hall, 2014. Print.

- Required for Science courses: Specify the lab manual (reading level must be 13 or above, except for basic skills courses):

12. ADDITIONAL MATERIALS -- If student is **required** to purchase materials additional to the text, list the materials and their respective fee here. *This information must also be included in the course syllabus.*

Item a.

Faculty Initiator: David W. Norton, Ph.D. \_\_\_\_\_

Date: 12/12/14 \_\_\_\_\_

13. ONLINE MODALITY:

- a. Is this course approved for-online modality? Yes  No
- b. REVISIONS to existing distance education course Yes  No
- i. Modality: Online  Hybrid
- ii. Special instructions for faculty (*E.g. Specify in the Syllabus the length of time students will have access to the purchased online materials.*)

\_\_\_\_\_

- iii. Special instructions for students for online modality to be printed in the schedule (*E.g. Students must purchase current edition's online access code in order to access the correct e-coursework.*):

\_\_\_\_\_

- iv. Special Instructions to Academic Affairs Office:

- Contact faculty initiator regarding meeting dates to be printed (for hybrid).  
 Create Blackboard shell.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- v. Indicate additional instructional materials and resources necessary for distance education.

- Virtual textbook or instructional materials: *explain* \_\_\_\_\_  
 Link to Greenleaf Library electronic resources site.  
 Other: \_\_\_\_\_

\_\_\_\_\_

- c. 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 accommodation 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: \_\_\_\_\_

15. Is this a replacement Course? Yes  No   
 If the answer is YES, list the original course number: \_\_\_\_\_

16. GRADING METHOD (choose one):  Letter Grade  Credit/No Credit  Student Option

17. MIS COURSE DATA ELEMENTS

- a. [G101] College I.D.: 971
- b. [CB00] CCCC Control I.D.: PENDING
- c. [CB01] Course I.D.: DE-321B
- d. [CB02] Course Title: World Literature
- e. [CB03] T.O.P Code : 4930.62
- 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: 0.0
- i. [CB07] MIN Credit: 0.0
- 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: **L- Non enhanced funding**
- 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. [CB16, 17, 18] Course Same as Dept #: **Y-N/A**
- q. [CB 19] Course Crosswalk Dept. (CSU): **Y-N/A**
- r. [CB20] Course Crosswalk No. (CSU): **Y-N/A**
- s. [CB 21] Course Prior to College Level: **Y-N/A** (ESL, writing, reading, or mathematics courses only.)
- t. [CB22] Course Noncredit Category: **C- Elementary and Secondary Basic Skill** (For non-credit courses only.)
- u. [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
- v. [CB 24] Program Status:  1 = Program Applicable  2 = Stand-Alone  
 Not Applicable (Only credit courses are subject to stand-alone regulations)

18. General Education Status:

- a. Course has been approved for CSU GE : Area/# \_\_\_\_\_ Date Approved: Effective: \_\_\_\_\_
- b. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

CSU Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

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

- 1.
- 2.
- 3.



# COPPER MOUNTAIN COLLEGE

## Course Outline of Record

Course Number: DE-321-B

- c. Course has been approved for IGETC: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_
- d. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ Yes  No

IGETC Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

*If YES, List 3 Similar Courses from this IGETC area – documentation attached.*

- 1.
- 2.
- 3.

- e. Course approved for CMC GE: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_
- f. Request that course be approved for CMC GE: Area/# \_\_\_\_\_ Yes  No

19. Course Transfer Status:

- a. Course has been approved for CSU transfer: (CB05): Effective date \_\_\_\_\_
- b. Request that course be designated as TRANSFERABLE to CSU [CB05]: Yes  No   
(CMC Curriculum Committee determines CSU transferability)
- c. Course has been approved for UC transfer (CB05): Effective date \_\_\_\_\_
- d. Request that CMC Articulation offer submit the course for UC Transfer: Yes  No

*If YES, List 3 Similar Courses from UC area – documentation attached.*

- 1.
- 2.
- 3.

20. Recommend course for credit by examination: Yes  No

21. 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," see Program Assistant for Curriculum to revise Program Documents.

22. 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? Developmental Education: Adult High School Diploma

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**

**ROUTING/SIGNATURE PAGE**

---

Faculty Initiator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

David W. Norton, Ph.D.

---

CTRAC Signature \_\_\_\_\_ Date \_\_\_\_\_

Yadira Llord

---

Articulation Officer Signature \_\_\_\_\_ Date \_\_\_\_\_

Andrea Armstrong

---

**Curriculum Signature** here indicates that separate actions \_\_\_\_\_ Date \_\_\_\_\_

were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable.

Yadira Llord

---

Academic Senate Signature \_\_\_\_\_ Date \_\_\_\_\_

Joseph DeSantis

---

Dean for Instruction, CIO Signature \_\_\_\_\_ Date \_\_\_\_\_

Pamela Kersey, Ed.D.

---

Interim Superintendent/President Signature \_\_\_\_\_ Date \_\_\_\_\_

Jeff Cummings

**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: \_\_\_\_\_  
 Carolyn Hopkins

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

1. What is/are the reason(s) for modifying this course outline or creating a new course? Common Core State Standards.  
 2. 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: U.S. Department of Education and California Department of Education.

3. Estimate total enrollment for all sections: First Year: 30 Third Year: 30
4. Are any additional supplies and/or equipment needed or specified? Yes  No   
*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

## Course Outline of Record

Course Number: GEOG-007

- New
- Revised
- Re-activated
- Program Review
- Distance Education (NEW)

Discipline (s): Anthropology, Geography, History  
Semester/Year Changes are Effective: 2016SP

Date of last Faculty and Curriculum review (6 yrs. for transfer courses; 2 yrs. for CTE courses): \_\_\_\_\_

Are students required to purchase materials additional to the text? Y\*  N   
\*Specify additional materials in #12

1. Course Number: GEOG-007
2. Course Title: World Regional Geography
3. Catalog Description: This course is a survey of the world's culture regions and nations as interpreted by geographers, including physical, cultural, and economic features. Emphasis is placed on spatial and historical influences on population growth, transportation networks, and natural environments. Identification and importance of the significant features of regions is studied.
4.
 

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

**BASED ON AN 18 WEEK SEMESTER**

5. Prerequisite or Co-requisite Courses or Advisories:
  - a.
    - Advisory: ENG-051 and RDG-051
    - Prerequisite:
    - 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*):
    - a. Ability to read and comprehend college-level text.
    - b. Ability to compose college level essay.
  - c. Additional Validation Method: (*required only if a prerequisite or co-requisite is listed*)
    - Content Review (for course **outside of discipline** – See “b” above)
    - CSU/UC equivalents – documentation attached.
    - Statistical analysis – request District conduct. Date conducted: \_\_\_\_\_
6. Course Student Learning Outcomes (SLOs): (*Upon completion of this course, students will be able to*)
  - a. Interpret information about spatial features and relationships revealed through maps.
  - b. Explain origins, spread, and development of major nations and regions using major geographic concepts.
  - c. Compare and contrast the major regions of the world with respect to their relative locations, natural environments, peoples, resources, economies, and contemporary problems.
  - d. Describe and analyze the relationships between cultures and the environment in creating landscapes and changing our environment.

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

- a. Introduction.
  - i. Regional concepts and classification.
  - ii. Changing natural environments.
  - iii. Geographic realms of the world.
  - iv. World population patterns.
  - v. Map reading and interpretation.
  - vi. Geographic terminology.
- b. Europe.
  - i. Population and population patterns.
  - ii. Culture.
  - iii. Physical geography.
  - iv. Significant issues.
- c. Russia and Central Eurasia.
  - i. Population and population patterns.
  - ii. Culture.
  - iii. Physical geography.
  - iv. Significant issues.
- d. North America.
  - i. Population and population patterns.
  - ii. Culture.
  - iii. Physical geography.
  - iv. Significant issues.
- e. Central America.
  - i. Population and population patterns.
  - ii. Culture.
  - iii. Physical geography.
  - iv. Significant issues.
- f. South America.
  - i. Population and population patterns.
  - ii. Culture.
  - iii. Physical geography.
  - iv. Significant issues.
- g. The Middle East.
  - i. Population and population patterns.
  - ii. Culture.
  - iii. Physical geography.
  - iv. Significant issues.
- h. Africa.

- i. Population and population patterns.
    - ii. Culture.
    - iii. Physical geography.
    - iv. Significant issues.
  - i. Southwest Asia - India and the Indian perimeter.
    - i. Population and population patterns.
    - ii. Culture.
    - iii. Physical geography.
    - iv. Significant issues.
  - j. East/Southeast Asia.
    - i. Population and population patterns.
    - ii. Culture.
    - iii. Physical geography.
    - iv. Significant issues.
  - k. Oceania.
    - i. Population and population patterns.
    - ii. Culture.
    - iii. Physical geography.
    - iv. Significant issues.
8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Lectures and guest lectures.
  - b. Multi-media.
  - c. Group discussions.
  - d. Student papers and reports.
  - e. Library workshops.
  - f. View films or other visual learning aids, and take notes.
9. Assignments: *(List samples of activities students are expected to complete outside of class time. (Writing assignment examples should include expected length, typed or hand-written specifications, expected minimum no. of cited sources, MLA or APA. Reading assignment examples should include number of such assignments per semester and length; include follow-up information. Laboratory assignment examples should include types of activities, assessment questions, or other relevant to the course.)*
- a. Prepare an analysis of theoretical reading assignments for classroom presentation and discussion.
  - b. Research a class-related topic involving the collection, compilation, and interpretation of data for written composition or oral presentation.
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. Essay portion of tests evaluates students' ability to articulate and critically evaluate concepts and ideas proposed (for example, "What environmental problems do the Central Asian countries face, especially with water resources?").
  - b. Short answer portion of tests measures students' ability to succinctly explain the geographical significance of key ideas, persons, and institutions (for example, "What considerations went into the construction of the Panama Canal?")
  - c. Multiple choice question portion of tests measures student's general knowledge of world geography.

- d. Evaluation of student papers on critical thinking, content, grammar, and organization. The student demonstrates the ability to present logical analysis of the basic problems as presented in the cultural situations of the course.
  - e. Classroom participation (asking or answering questions and/or viewpoints during class periods). The student demonstrates the ability to question and to critique the main issues presented in the readings and documents of this course.
11. Examples of Textbooks, Required Reading or Software: *(List in APA or MLA format. (Please list more than one, if possible, in each applicable section. Materials should be current, i.e., published not more than seven years. However, some disciplines may require text content currency, e.g. Computer Science, Criminal Justice, Fire, etc. If a textbook is not within the currency guidelines, a brief explanation should be included.)*

Pulsipher, L. M., & Pulsipher, A. (2013). *World regional geography: Global patterns, local lives* (6<sup>th</sup> ed.). New York: W. H. Freeman.

Johnson, D. L., Haarmann, V., Johnson, M. L., & Clawson, D. L. (2009). *World regional geography* (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Hobbs, J. J. (2012). *Fundamentals of world regional geography* (3<sup>rd</sup> ed.). Belmont, CA: Cengage.

12. ADDITIONAL MATERIALS -- If student is **required** to purchase materials additional to the text, list the materials and their respective fee here. *This information must also be included in the course syllabus.*

None

Faculty Initiator: Dean Pieper

Date: 12/12/14

13. ONLINE MODALITY:

- a. Is this course approved for-online modality? Yes  No
- b. REVISIONS to existing distance education course Yes  No
- i. Modality: Online  Hybrid
- ii. Special instructions for faculty (*E.g. Specify in the Syllabus the length of time students will have access to the purchased online materials.*)  
 \_\_\_\_\_
- iii. Special instructions for students for online modality to be printed in the schedule (*E.g. Students must purchase current edition's online access code in order to access the correct e-coursework.*):  
 \_\_\_\_\_
- iv. Special Instructions to Academic Affairs Office:  
 Contact faculty initiator regarding meeting dates to be printed (for hybrid).  
 Create Blackboard shell.  
 Other: \_\_\_\_\_  
 \_\_\_\_\_
- v. Indicate additional instructional materials and resources necessary for distance education.  
 Virtual textbook or instructional materials: *explain* \_\_\_\_\_  
 Link to Greenleaf Library electronic resources site.  
 Other: \_\_\_\_\_  
 \_\_\_\_\_
- c. 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 accommodation 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: \_\_\_\_\_

15. Is this a replacement Course? Yes  No   
 If the answer is YES, list the original course number: \_\_\_\_\_

16. GRADING METHOD (choose one:)  Letter Grade  Credit/No Credit  Student Option

17. MIS COURSE DATA ELEMENTS

- a. [G101] College I.D.: 971
- b. [CB00] CCCCO Control I.D.: CCC000518377
- c. [CB01] Course I.D.: GEOG-007
- d. [CB02] Course Title: Regional Geography
- e. [CB03] T.O.P Code : 2206.00
- f. [CB04] Credit Status:  D = Degree Credit  C = Non Degree Credit  N = Non Credit
- g. [CB05] Transfer Status:  A = Transferable to UC and CSU **PENDING**  
 B = Transferable to CSU only  
 C = Not Transferable  
**SEE QUESTION #20 FOR ADDITIONAL INFORMATION**
- h. [CB06] MAX Credit: 3.0
- i. [CB07] MIN Credit: 3.0
- j. [CB08] Basic Skills Status:  B = Basic Skills  N = Not Basic Skills
- k. [CB09] Vocational Status:  A = Apprenticeship  B = Advanced Occupational  C = Clearly Occupational  
 D = Possibly Occupational  E = Non-Occupational
- l. [CB10] Co-op Ed:  N = Not Co-op Ed/Work Experience  C = is Co-op/Work Experience
- m. [CB11] Course Classification: **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. [CB16, 17, 18] Course Same as Dept #: **Y- N/A**
- q. [CB 19] Course Crosswalk Dept. (CSU): **Y- N/A**
- r. [CB20] Course Crosswalk No. (CSU): **Y- N/A**
- s. [CB 21] Course Prior to College Level: **Y- N/A** (ESL, writing, reading, or mathematics courses only.)
- t. [CB22] Course Noncredit Category: **Y- N/A** (For non-credit courses only.)
- u. [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
- v. [CB 24] Program Status:  1 = Program Applicable  2 = Stand-Alone **Pending**  
 Not Applicable (Only credit courses are subject to stand-alone regulations)

18. General Education Status:

- a. Course has been approved for CSU GE : Area/# \_\_\_\_\_ Date Approved: Effective: \_\_\_\_\_
- b. Request that the CMC Articulation Officer submit the course for \_\_D5\_\_\_\_\_ Yes  No

CSU Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

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

- 1.
- 2.
- 3.

# COPPER MOUNTAIN COLLEGE

## Course Outline of Record

Course Number: GEOG-007

- c. Course has been approved for IGETC: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_  
 d. Request that the CMC Articulation Officer submit the course for \_\_\_\_\_ 4E \_\_\_\_\_ Yes  No

IGETC Area/# \_\_\_\_\_ Date Applied: \_\_\_\_\_

*If YES, List 3 Similar Courses from this IGETC area – documentation attached.*

- 1.
- 2.
- 3.

- e. Course approved for CMC GE: Area/# \_\_\_\_\_ Date Approved: Effective \_\_\_\_\_  
 f. Request that course be approved for CMC GE: Area/# \_\_\_\_\_ C2 \_\_\_\_\_ Yes  No

19. Course Transfer Status:

- a. Course has been approved for CSU transfer: (CB05): Effective date \_\_\_\_\_  
 b. Request that course be designated as TRANSFERABLE to CSU [CB05]: Yes  No   
     (CMC Curriculum Committee determines CSU transferability)  
 c. Course has been approved for UC transfer (CB05): Effective date \_\_\_\_\_  
 d. Request that CMC Articulation offer submit the course for UC Transfer: Yes  No

*If YES, List 3 Similar Courses from UC area – documentation attached.*

- 1.
- 2.
- 3.

21. Recommend course for credit by examination: Yes  No

22. Program Impact:

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

23. Stand-Alone Course Approval (Credit courses only)

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

What is the program name/GE pattern? A.A.-T. Elementary Teacher Education – Pending, A.A. Liberal Arts- Social Behavior Sciences- PENDING, CSU G.E. and IGETC-PENDING

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**

**ROUTING/SIGNATURE PAGE**

---

Faculty Initiator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Dean Piper

---

CTRAC Signature \_\_\_\_\_ Date \_\_\_\_\_

Yadira Llorc

---

Articulation Officer Signature \_\_\_\_\_ Date \_\_\_\_\_

Andrea Armstrong

---

**Curriculum Signature** here indicates that separate actions \_\_\_\_\_ Date \_\_\_\_\_

were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable.

Yadira Llorc

---

Academic Senate Signature \_\_\_\_\_ Date \_\_\_\_\_

Joseph DeSantis

---

Dean for Instruction, CIO \_\_\_\_\_ Date \_\_\_\_\_

Pamela Kersey, Ed.D.

---

Superintendent/President Signature \_\_\_\_\_ Date \_\_\_\_\_

Jeff Cummings, Interim

**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) Change advisory from ENG-050 to ENG-051 and RDG-051

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

I certify that the above is valid.

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

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

1. What is/are the reason(s) for modifying this course outline or creating a new course? **Course revised to include in ADT**
2. 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: Transfer Model Curriculum for Elementary Teacher Education ADT

3. Estimate total enrollment for all sections: First Year: \_\_\_\_\_ Third Year: \_\_\_\_\_
4. Are any additional supplies and/or equipment needed or specified? Yes  No   
 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:** February 5, 2015

**Requested by:** Curriculum

**Subject:** Updated Program Form for Environmental Studies Program (document attached).

**Type of Consideration:** Discussion/Action agenda.

**Desired Outcome:** Review and approval of updates.

**Background:** Reviewed by Curriculum Committee on January 22, 2015.



PROGRAM FORM

**PROGRAM DESCRIPTION:** The Environmental Studies Program is designed to prepare students for transfer into an environmental science/studies program at either a California State University (CSU) or the University of California (UC) system. Students who complete the required courses will have the basic foundation necessary to be successful in established programs. Please note that if you choose an Environmental Science option at either CSU or UC, that most programs require one year of General Biology, General Chemistry, and calculus-based Physics. The restricted electives should be carefully chosen with the advice of a counselor or academic advisor in order to ensure that you are adequately prepared for the transfer institution of choice.

**Program Learning Outcomes:**

*Upon successful completion of the Environmental Studies program, students will be able to:*

1. Compare and contrast best practices in environmental studies including ethical behavior and peer-reviewed research. (Institutional SLOs: Ethics, Personal Development, and Information Competency)
2. Utilize scientific methods to empirically test hypotheses and apply findings within the context of the sciences. (Institutional SLOs: Communication, Critical Thinking, Personal Development, and Information Competency)
3. Collaboratively analyze collected data using problem-based learning and communicate findings in written and oral forms. (Institutional SLOs: Communication, Critical Thinking, Personal Development, and Information Competency)

**REQUIRED COURSES:**

DEPARTMENT	NO.	TITLE	UNITS
<b>REQUIRED COURSES</b>			
BI or BI	005  006	Molecular and Cellular Biology  Biology of Organisms	
BI BI	004 004L	Elements of Biology with Elements of Biology Lab	4-5
CH or CH	001A  003	General Chemistry  Introductory General Chemistry	  4-5
G or G or G	001  005  010	Physical Geology  Environmental Geology  The Earth Sciences	   4
MATH	001A	Calculus	5
PH or PH	004A  001	Engineering Physics  Introductory Physics	  4-5

**Restricted Electives - choose twenty-six to twenty-seven (26-27) units from the following:**  
 (Select courses as required by the transfer university. Check with [www.assit.org](http://www.assit.org) and your advisor for more details as you begin the program.)

**ANTH-001, BI-005, BI-006, BI-048A-C, CH-001A, CH-001B, GEOG-001, MATH-001B, NR-001, PH-004A, PH004B.**

**Required Courses.....21-24**

**Restricted Electives.....26-27**

**CSU or IGETC General Ed. Requirements (confer with advisor).....16-18**

**DEGREE TOTAL.....63-69**

**Advisor: B. Bridenbecker**



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

**Date of Senate Meeting:** February 5, 2015

**Requested by:** Curriculum

**Subject:** Updated Program Form for Early Teacher Education Program (document attached or hard copies brought to meeting).

**Type of Consideration:** Discussion/Action agenda.

**Desired Outcome:** Review and approval of updates.

**Background:** Reviewed by Curriculum Committee on January 22, 2015.



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

**Date of Senate Meeting: February 05, 2015**

**Requested by:** David W. Norton

**Subject: Academic Calendars, 2015-16 and 2016-17**

**Type of Consideration:**

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

**Desired Outcome:**

The Academic Calendar for the upcoming two-year cycle has been adjusted to include Academic Senate suggestions from the last meeting. I will have copies to distribute at the meeting. Outcome: adopt the two year calendar.

**Background:**



FALL SEMESTER 2015

SPRING SEMESTER 2016

SUMMER SESSION 2016

# ACADEMIC CALENDAR 2015-16

**August**

N	M	T	W	R	F	S
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2	3	4	5	6	7	8
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**January**

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**June**

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## Fall Semester 2015

08/17/15 - 12/19/15

### AUGUST

August	12	Flex / All Staff Development Day, college opens at 1:00pm
August	13	Flex Day, college open
August	14	Flex Day, college open
<b>August</b>	<b>17</b>	<b>Classes begin</b>
August	28	Last day to add a full semester class
August	28	Last day to drop with refund

### SEPTEMBER

September	07	Holiday, no classes, college closed
September	08	Census
September	08	Last day to drop and avoid transcript grade record

### OCTOBER

October	01	Last day to file "Intent to Graduate" for Fall 2015
October	13	Flex / All Staff Development Day, no classes, college closed

### NOVEMBER

November	11	Holiday, no classes, college closed
November	16	Last day to drop classes with a grade of "W"
November	26-28	Holiday, no classes, college closed

### DECEMBER

December	19	Last day of Fall semester
December	25-31	College closed

**September**

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**October**

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Copper Mountain College

6162 Rotary Way  
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Joshua Tree, CA 92252  
(760) 366-3791  
www.cmccd.edu

**November**

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**December**

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

## Spring Semester 2016

01/18\*/16 - 05/25/16

\*Monday is a holiday. Classes begin Tuesday 01/19/16.

### JANUARY

January	01	Holiday, college closed
January	04	Fall grades due from faculty
January	14	Flex / All Staff Development Day, college opens at 1:00pm
January	15	Flex Day, college open
January	18	Holiday, no classes, college closed
<b>January</b>	<b>19</b>	<b>Classes begin</b>

### FEBRUARY

February	01	Last day to add a full semester class
February	01	Last day to drop with refund
February	08	Census
February	08	Last day to drop and avoid transcript grade record

February	12-15	Holiday, no classes, college closed
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### MARCH

March	01	Last day to file "Intent to Graduate" for Spring or Summer 2016
March	21-26	Spring Break, no classes
March	25	Holiday, no classes, college closed

### APRIL

April	19	Flex / All Staff Development Day, no classes, college closed
April	26	Last day to drop classes with a grade of "W"

### MAY

May	25	Last day of Spring semester
May	26	Graduation ceremonies, Full-Time Faculty Day Assigned, no classes
May	30	Holiday, college closed

### JUNE

June	02	Spring grades due from faculty
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## Summer Session 2016

### JUNE

June	13	Classes begin
June	14	Last day to drop with refund
June	16	Census
June	16	Last day to drop and avoid transcript grade record

### JULY

July	04	Holiday, no classes, college closed
July	06	Last day to drop classes with a grade of a "W"
July	13	Last day of regular session

### AUGUST

August	04	Last day of extended session
August	09	Summer grades due from faculty

Board approved:

FALL SEMESTER 2016

SPRING SEMESTER 2017

SUMMER SESSION 2017

# ACADEMIC CALENDAR 2016-17

**August**

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**June**

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**September**

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**February**

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**July**

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**October**

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**March**

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**November**

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**April**

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**December**

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**May**

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- Class meeting day
- Spring Break, no classes (College open)
- ★ Flex Day, faculty only, no classes (College open)
- Full-Time Faculty Day Assigned, no classes (College open)

## Fall Semester 2016

08/15/16 - 12/17/16

### AUGUST

- August 10 Flex / All Staff Development Day, college opens at 1:00pm
- August 11 Flex Day, college open
- August 12 Flex Day, college open
- August 15 **Classes begin**
- August 26 Last day to add a full semester class
- August 26 Last day to drop with refund

### SEPTEMBER

- September 09 Holiday, no classes, college closed
- September 06 Census
- September 06 Last day to drop and avoid transcript grade record

### OCTOBER

- October 01 Last day to file "Intent to Graduate" for Fall 2015
- October 18 Flex / All Staff Development Day, no classes, college closed

### NOVEMBER

- November 11 Holiday, no classes, college closed
- November 15 Last day to drop classes with a grade of "W"
- November 24-26 Holiday, no classes, college closed

### DECEMBER

- December 17 Last day of Fall semester
- December 23-31 College closed

## Spring Semester 2017

01/16\*/17 - 05/24/17

\*Monday is a holiday. Classes begin Tuesday 01/17/17.

### JANUARY

- January 02 Holiday, college closed
- January 03 Fall grades due from faculty
- January 12 Flex / All Staff Development Day, college opens at 1:00pm
- January 13 Flex Day, college open
- January 16 Holiday, college closed
- January 17 **Classes begin**

### FEBRUARY

- February 01 Last day to add a full semester class
- February 01 Last day to drop with refund
- February 06 Census
- February 06 Last day to drop and avoid transcript grade record
- February 17-20 Holiday, no classes, college closed

### MARCH

- March 01 Last day to file "Intent to Graduate" for Spring or Summer 2016
- March 20-25 Spring Break, no classes,
- March 24 Holiday, no classes, college closed

### APRIL

- April 18 Flex / All Staff Development Day, no classes, college closed
- April 25 Last day to drop classes with a grade of "W"

### MAY

- May 24 Last day of Spring semester
- May 25 Graduation ceremonies, Full-Time Faculty Day Assigned, no classes
- May 29 Holiday, college closed

### JUNE

- June 01 Spring grades due from faculty

## Summer Session 2016

### JUNE

- June 12 **Classes begin**
- June 13 Last day to drop with refund
- June 15 Census
- June 15 Last day to drop and avoid transcript grade record

### JULY

- July 04 Holiday, no classes, college closed
- July 05 Last day to drop classes with a grade of a "W"
- July 12 Last day of regular session

### AUGUST

- August 03 Last day of extended session
- August 10 Summer grades due from faculty

Board approved:



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

**Date of Senate Meeting:** February 5, 2015

**Requested by:** Gregg Chesterman

**Subject:** Progress Reports

**Type of Consideration:**

- Action Item
- Information/Discussion

**Desired Outcome:**

Beginning Spring 2015, students on probation will be required to have each instructor fill out a progress report and complete a Mid Semester Follow-up Workshop before meeting with a counselor. The counselor will review the workshop worksheet and the progress reports with the student helping with appropriate interventions as needed. The student will not be able to register for classes until he/she meets with a counselor will all progress reports and the completed worksheet.

**Background:**

Prior to this, blank progress reports were sent to the instructors via email. We had asked them to fill them out and send them back to us before we met with the student. Responsibility is now on the student to do this. This change will also give the instructor opportunity to discuss student progress with the student and also suggest appropriate interventions as needed.



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

**Date of Senate Meeting:** February 5, 2015

**Requested by:** Curriculum

**Subject:** Review.

**Type of Consideration:** Information.

**Desired Outcome:** Continued review of remaining Out-of-Compliance CORs for AY 2014-2015.

**Background:** Last updated January 9, 2015.

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<b>Due:</b>	<b>Last reviewed:</b>		
2003	2001	AUTO-029	Engine Performance II
2006	2000	CH-001B	General Chemistry
2009	2003	CH-001A	General Chemistry
2009	2003	PH-005	Computer Programming I: C++
2004	2002	AUTO-065	Manual Transmissions & Transaxles
2013	2007	PH-001	Introductory Physics
2014	2008	ASC-005A	Tutor Training
2014	2008	ASC-005B	Tutor Training

## Tobacco Task Force

The goal of the tobacco task force was to review the concerns of tobacco use on campus, explore the option of making CMC a tobacco free campus, and provide recommendations.

Based on our meeting discussions, and the results of a campus-wide survey, the Tobacco Task Force is making the following recommendations:

1. Revise CMC's Board Policy and Administrative Procedure to include varied tobacco uses (chewing tobacco, e-cigarettes) and citation structure.
  - a. Clearly state that any tobacco uses, including e-cigarettes and chewing tobacco is prohibited, outside of the designated area (no classroom use).
  - b. Look into resources to use to help with the enforcement of the policies and citation structure.
2. Change the locations of the smoking area to not interfere with paths to buildings, and reduce the number of smoking designated areas.
3. Increase signage on campus to include "no tobacco use" and "tobacco area", and publicize the designated smoking area map.
4. Purchase benches and tables, and place in non-smoking areas.
5. Provide educational sessions:
  - a. Dangers of tobacco and e-cigarette use, and available support services
  - b. Positive effects of a tobacco free campus
  - c. Dispel misconceptions of a tobacco free campus.
6. Resurvey the campus community and analyze the results.
  - a. Include a tobacco free campus question on the student survey
7. If the survey results support a tobacco free campus, create and implement a plan for CMC is become a tobacco free campus.



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

**Date of Senate Meeting:** 02/05/2015

**Requested by:** Z. Ginder

**Subject:** Schedule for Ed. Tech. and Andragogy Meetings

**Type of Consideration:**

**Action Item**

**X Information/Discussion**

**Desired Outcome:**

- January 29<sup>th</sup> 1-3:00pm LMR
- February 12<sup>th</sup> 3-4:30pm LMR
- March 12<sup>th</sup> 3-4:30pm LMR
- April 9<sup>th</sup> 3-4:30pm Rm 111
- April 30<sup>th</sup> 3-4:30pm LMR

**Background:**

## ACCJC Midterm Report Timeline Copper Mountain College

September-October 2014	Recruiting committees and first meetings. Items were identified that need to be initiated from reviewing recommendations.
November 24, 2014	Work by committee members due to their chair. This work is about identifying where we are and what we need. It is the early stage. Chair will turn in to Lisa H. and Pam K.
December 01, 2014	Pam to present work to Title 13
December 05, 2014	College Council to review findings of committee members and begin planning and distributing work to the appropriate constituency groups to work on putting policies, procedures and processes into place.
January 2015	Committees meet with ALO to review progress and plans
January 2015	College Council review progress on putting policies, procedures or processes into place.
February and March 2015	Constituency groups review and comment on work that is being done.

April and May 2015	Standard committees revise their work reflecting changes since November 2014.
September 2015	Reconvene committees to review first draft of the midterm report
October 2015	Address any items that have not been completed
November and December 2015	Editing and formatting of midterm report
December – January 2016	Constituency groups review and comment, final stamp of approval
January 2016	Board of Trustee first reading
February 2016	Board of Trustee second reading
March 2016	Celebrate turning in the report!



College Council Agenda  
January 23, 2015 - 1:00 p.m.  
Library Meeting Room

- I. Agenda Items
  - a. Taskforce Updates
    - i. Marketing and Advertising (J. Alpin)
    - ii. Smoking Policy (A. Riesgo)
    - iii. AP 4410 – Field Trips and Excursions and Form (P. Kersey)
  - b. BP 4105 – Distance Education (Z. Ginder)
  - c. Accreditation Midterm Report (P. Kersey)
  - d. Integrated Planning Model (J. Cummings)
  - e. Hiring Priority Process (J. Cummings)
  - f. ACCJC: Mission Statement & Distance Education (Z. Ginder)
  - g. State Authorization Language (Z. Ginder)
  - h. Creation/Implementation of an Annual Student Survey (Z. Ginder)
  - i. Deactivation of Local Degrees – replaced with SB 1440 Compliant ADT Degrees (J. DeSantis)
    - i. History
    - ii. Mathematics
    - iii. Psychology
  - j. Policy Update (J. Cummings)
- II. Other
- III. Tracking Chart Review

Next Meeting: February 6, 2015

College Council Meeting Minutes  
December 5, 2014 - 1:00 p.m.  
Library Meeting Room

J. Alpin, G. Brown, K. Coghill, B. Compton, J. Cummings,  
J. DeSantis, D. Gast, Z. Ginder, P. Kersey, J. Kevari, T. Long,  
M. Plummer, and S. Smith,

I. Agenda Items

a. Status Updates (J. Cummings)

i. Marketing and Advertising

Ms. Alpin reported that she had planned to bring this policy back today. She will set up doodles for next semester to determine a convenient meeting time. Mr. DeSantis mentioned that it had been taken to Senate twice and the Senate was directed to go through the task force. No comments have been received thus far. Mr. Cummings requested funds from the Foundation to bring a person in to facilitate a basin wide educational summit. Diane Strachan is the name of the facilitator. We will have a brown bag meeting on what we should all do to promote the image of the institution. The next day Dr. Strachan will work with the Marketing and Website Taskforce to help develop an identity for the institution. Friday, January 23 – 12:30 – 4:00 is the time scheduled for the Basin Wide Educational Summit. Mr. Cummings plans to initiate some discussion regarding collaboration and the San Bernardino County Cradle to Career initiative. Anyone with influence on education from all areas of the basin will be invited. This will be an opportunity to come together to collaborate with CMC being the logical choice for education in our basin. Any suggestions for individuals that should be invited to this event please send suggestions to Ms. Alpin.

ii. Smoking Policy

Meeting took place on November 19. There was discussion regarding pros and cons. The group is presently taking information back and working toward another December meeting date. Mr. Cummings reported on behalf of Ms. Riesgo the group met November 19. Discussion was held regarding the possibility of making CMC a smoke free campus, the process to accomplish this task and the pros and cons. The committee is working on revising the board policy and smoking maps to submit to College Council for consideration. The next meeting is scheduled December 16. Ms. Gast remarked that the committee is moving along with discussion and ideas. Mr. DeSantis reported they are working toward a short term solution to do a better job as well as looking in depth at the actual smoking areas.

iii. AP 4410 – Field Trips and Excursions and Form

Dr. Kersey reported her committee had a really productive meeting today

and will meet again January 30.

b. BP 4105 – Distance Education (Z. Ginder)

Mr. Ginder reported the Distance Education Committee is conducting a sixty day review process. The Senate approved a draft with some minor corrections from the last meeting. Mr. DeSantis mentioned that the Senate has concluded its review. Ms. Alpin reported the review is also complete from Classified Senate. Mr. Long will take to the document to ASCMC for review. The January board agenda will be the projected information date with February the projected date for board approval. Mr. Ginder will work with Dr. Kersey to ensure that the information is accurate.

c. Accreditation Midterm Report (P. Kersey)

Dr. Kersey reported that a good deal of information has been received in her office for the Accreditation Midterm Report. She is pleased with the progress and plans to have the report at the January 16 College Council Meeting. Dr. Kersey mentioned that she has been invited to be on an accreditation team. Mr. Cummings requested that anyone who wishes to be on a team let him know. Some discussion was held regarding classifications of employees and if classified employees are allowed to serve on accreditation teams.

d. Deactivation of Anthropology Program (J. DeSantis)

Mr. DeSantis mentioned this item was brought up some time ago and the Senate has approved it. The local degree is the one that is under consideration for deactivation. It needs to go to the Board. Dr. Compton noted that there will be quite a few items of this nature coming forward.

e. Institutional Planning (J. Cummings)

Mr. Cummings noted this is the end of fall semester, and we are anticipating a busy spring. The Education Master Plan and Facilities Master Plan, Midterm Accreditation Report, Program Reviews, Taskstream are all occurring at the same time. A great deal is going on that will fall in with the Educational Summit. He wants to ensure now that the work that has happened thus far is not dropped. He reviewed meetings and priorities thus far as follows:

Budget development session for the board, improving the budget development process as well as challenges, there may be funds coming to the district in the coming years including additional obligations. We need to be proactive about projections going forward to ensure long term strategic planning is appropriately accomplished.

f. Hiring Priority Process (J. Cummings)

Mr. Cummings mentioned he has had several people talk about concerns regarding hiring and if we are prioritizing properly. If revenue is not

improving through increased enrollment and since personnel is 80% of the budget – what do we do to protect our most valuable human resources and look at ways to solve labor needs as time moves along? Discussion, scrutiny, and planning need to be included in the decision each time. Effect on 50% is also a primary consideration. We need to place these items on the radar to think as an institution, address the issues and be as creative as we possibly can regarding positions and where technology can help supplement, use it. Possibly prioritize as directly related, indirectly related, or not related to students at all. Discussions need to take place relative to these matters in order to function as an institution and be as creative as possible. We cannot continue replacing positions this way and address budget issues appropriately.

g. Promoting Good Ideas (J. Cummings)

Mr. Cummings commented that anyone in the institution should be able to have a good idea and have it considered. We may not be able to do it, but the ideas should be considered. Fostering an innovative atmosphere should be part of our culture and how do great ideas come about, and what do we do to capitalize on them. Anyone in the organization needs to feel comfortable to come forward with good ideas. We need to encourage people to make suggestions. Ms. Gast suggested making this type of discussion part of a Staff Day. It could be included during work on Program Review and brainstorm Program Reviews for departments and areas. Help classified staff feel that they are a part of the process. Two things along that line, Mr. Cummings would like to see a revision of the Program Review and process so items are threaded in. Mr. Kevari is presently working on accomplishing this task. What are programs and do we need individual programs rather than one overarching program? Ways to refine the Program Review process most effectively and efficiently. Dr. Kersey reported there was a meeting yesterday with Taskstream regarding merging things as we move forward, making it more visible and part of what is happening. We will have the ability to identify inefficiencies that we can correct. We have to seriously address student success rate and how we focus as an institution to ensure the students accomplish their educational goals. Mr. Cummings commented that this is a tremendous opportunity we can do things others cannot. If we can have the conversations and work things out as a team, it is a tremendous opportunity. Today's meeting is an example of more of what is coming as we think through these items. We must determine how to survive and thrive as an institution. Mr. Cummings added he takes full responsibility for making this happen. We have an April timeframe to check on Program Review. Culturally/institutionally – not just Program Review Review, a broad range of things, as we work together priorities that bubble up will result. We must figure ways to come together with some additional energy.

Mr. Cummings asked about the program initiation process and if there is anything new? Dr. Kersey has requested suggestions, but nothing is coming through. Mr. DeSantis commented that phlebotomy and solar/alternative energy were most recently discussed. Dr. Kersey reviewed the process to consider new programs; however, these two were found not to have enough jobs that would result. Speaking regionally is very important. There has been more progress and dialogue as a result of the Deputy Sector Navigator visit and CTE programs. What can we do to better inform the community and how to capture the retirees leaving the base? Possible air conditioning or lineman type programs were mentioned. Mr. Cummings will be speaking with a representative from SCE. The Innkeepers Association suggested the hospitality industry. Associate Degree in Foundation Service was another. There are many non-profit service type groups in the basin. Institutionalize into our annual function. Mr. Cummings noted that everyone has worked really hard and he appreciates everyone's efforts. There is a great deal of potential here.

II. Constituency Group Review including agreed upon timeline – First Reading, Second Reading, Action

III. Other

Ms. Gast mentioned the Academic Calendar date of July 4 and no classes on Saturday should be addressed. Mr. Brown clarified that this is an item that needs to be addressed due to the addition of a holiday during the 4/40 schedule. Discussion was held about the possibility of adding a day at the end. Mr. Brown will write up item to be forwarded to the Board of Trustees to revise the academic calendar.

Mr. Ginder introduced proposed catalog language for military service credit. This item went through Curriculum and Senate. It was approved in Senate yesterday and is considered a curricular acceptance item.

Mr. Ginder mentioned the state authorization issue. We have no set policy that we don't accept out of state credit. The problem is that we don't accept out of state students until we have the state credit. Mr. Brown clarified that we are alright with military and active duty personnel. Out of state authorization may be necessary if a student takes on line classes exclusively. Would prefer to be proactive; however, it does not appear to be an issue at this time. Timeline to enroll on line has the potential of making this a larger issue than it is presently. Consensus was that a statement regarding state authorization language will be crafted.

Mr. DeSantis mentioned that the Senate created a Hospitality Committee of their own for the purpose of cards, flowers, and miscellaneous needs in the event of various events.

Mr. Brown reported that a sexual misconduct policy is continuing in progress. He is building content for a procedure to include federal reporting. He is also working with Human Resources regarding a plan for training and other issues. The separate processes need to be concluded and referenced.

Ms. Plummer reported relating to the Student Activity Center we are waiting for the architect to get back. Once the walls are complete, we will see final plans for inside. Regarding faculty offices, furniture is projected to be received by the end of January. We are in the process of working on the Faculty Resources Center. May is the tentative projection for opening the Student Activity Center. Offices working under IS will be completed in house. The 1<sup>st</sup> part of the lighting project is 80% complete. 2<sup>nd</sup> will be to replace the lights in the gym. RFP will go out in January for completion and is projected in April. Mr. Cummings requested student input for the Student Activity Center. Dr. Kersey noted that concern was expressed regarding a distiller.

Mr. Brown mentioned the Student Equity Plan is under review. The Budget Committee met regarding helping students to be successful. There will be training in early January and a plan for early alert. Software for faculty to assist them in summarizing student progress toward success is coming. Faculty mentorship program with students as well as training and resources are under consideration. Broader budgetary items are under review to ensure student success. We are running out of time to have a full process. Ms. Plummer suggested use of the Budget Advisory Committee for this committee and mentioned there is a meeting scheduled next week.

Mr. DeSantis asked about facilities and vehicles belonging to former employees. He asked what the plan is for removal as it is an obstruction.

#### IV. Closing/Meeting Summary

Scorecard will go back to board as a question. It is required that it be agendaized.

Anthropology – January

Reviewed chart as presented.

Next Meeting: January 16, 2014

kc  
CCMM 12-5-14

**College Council Actionable Items Tracking Chart 12/5/14**

<b>College Council Agenda Item</b>	<b>Date Introduced</b>	<b>Responsible Manager</b>	<b>Report/Information/ Discussion/ Constituent Group Review/Action 1<sup>st</sup> Reading/ 2<sup>nd</sup> Reading</b>	<b>Status</b>	<b>Completion Date</b>
Accreditation Midterm Report	12/5/14	P. Kersey	Information	Committees have been meeting – report will be coming to CC.	
Academic Calendar	12/5/14	G. Brown	Information	July 4 holiday issue to BOT 12/5/14.	BOT 1/15/15
Military Service Credit	12/5/14	Z. Ginder	Draft was received	Proposed language reviewed 12/5/14.	
State Authorization Issue	12/5/14	Z. Ginder	Information/Discussion	Language will be crafted 12/5/14.	
2014-2015 Institutional Priorities	11/7/14	J. Cummings	Information	Reviewed 11/7/14 – will return to CC – info to BOT 12/11/14.	BOT 12/11/14
BP 4105 Distance Education	10/24/14	Z. Ginder	Draft will be forthcoming	Reviewed 11/7/14 – will return to CC. Sixty day review process – in progress . Reviewed 12/5/14 draft.	
BP 3755 Advertising Marketing Media	10/24/14	J. Alpin	Draft will be vetted in task force and go back and forth with changes	Reviewed 11/7/14 – will return to CC.	
AP 3540 Sexual Assaults on Campus	10/24/14	A. Riesgo	Constituent Group Review Send to BOT with BP 2 <sup>nd</sup> Reading for Information	Reviewed 11/7/14 – will return to CC.	
BP 3540 Sexual Assaults on Campus	10/24/14	A. Riesgo	Constituent Group Review Send to BOT for 1 <sup>st</sup> Reading	Reviewed 11/7/14 – will return CC.	
CMC Scorecard	10/10/14	J. Cummings/ J. Kevari	Discussion	Reported to CC – BOT 12/11/14.	BOT 12/11/14
ASAP for Deactivation of Anthropology	10/10/14	J. DeSantis	Information	Forward to BOT for information.	

**College Council Actionable Items Tracking Chart 12/5/14**

Program					
Institutional Dialogue Process	10/10/14	A. Riesgo	Discussion	Continue discussion through All Staff Day events.	
Chemical Hygiene Plan	10/10/14	P. Kersey	Discussion	Forward to BOT for information.	BOT 11/13/14
Smoking Policy Ad Hoc Committee	10/10/14	J. Cummings	Discussion	Committee will be formed to discuss, change, and bring back to CC. Discussed 11/7/14 – will return to CC.	
Marketing and Advertising Task Force	10/10/14	J. Cummings	Discussion	Committee will be formed to discuss, change, and bring back to CC. Discussed 11/7/14 – will return to CC. Education Summit scheduled in March.	
AP 4410 Field Trips, Excursions, and Form	10/10/14	P. Kersey	Discussion	Committee will be formed to discuss, change, and bring back to CC.	
Ed. Technology and Andragogy in Minimum Qualifications including AP 4105.	9/12/14	P. Kersey	Discussion	Return to committee to establish BP. Include AP in Faculty Handbook.	
Participating Effectively in Shared Governance Document	9/12/14	J. Cummings	Discussion	Continue to make changes and bring back to CC.	



State Authorization Language (Proposed):

Students residing in a State other than California and intending to take only distance education courses must notify Copper Mountain College prior to enrolling in coursework. Institutions offering post-secondary education to students in a State in which the institution is not physically located are subject to the jurisdiction and legal requirements of offering education in that State. Special requirements may apply for active duty service members and military dependent family members. Copper Mountain College reserves the right to restrict access to distance education courses for students who reside in a State in which CMC is unable to obtain state authorization.

DRAFT