



ACADEMIC SENATE

Agenda for March 6th 2014, 3:00 pm to 5:00 pm, room 225

- A. Confirmation of the Agenda for March 6th, 2014**
- B. Approval of the Minutes for Feb 6th, 2014**
- C. Audience comments.** *This section of the agenda is reserved for senate guests who wish to speak on items not on the agenda. Comments are limited to a total of three minutes for each person giving comments.*
- D. Consent Agenda:** *The following items on the consent agenda will not be discussed. If any senator wishes to remove an item from the consent agenda, the motion should be made during agenda confirmation, item A above.*

- a. Approve the following Course Outlines of Record p. 9
 - i. MATH-060 Mathematics for Elementary School Teachers
 - ii. PE-052 Dance, Aerobic, Low Impact
 - iii. PE-062 Golf
 - iv. PE-091 Volleyball
 - v. PE-096 Weight Training
 - vi. PE-098 Yoga
 - vii. CIS-050 Computer Keyboarding
 - viii. CIS-082F Adobe Illustrator for Print and Web Design I
 - ix. CIS-082G Adobe InDesign I
 - x. CIS-083G Adobe InDesign II
- b. Approve changes to the Liberal Studies Degree p.14
- c. Accept CTRAC Minutes from Feb 7 2014 p.19
- d. Accept Curriculum Minutes from Dec 12 2013 p. 20

E. Discussion/Action Items:

- a. Select Senators to serve and part-time faculty hiring committees (3 faculty – including division chair- needed for each)
 - i. Economics
 - ii. Spanish
 - iii. Sociology
- b. CMC Student Code of Academic Integrity - revised p. 23
- c. Published information in class descriptions re: courses with title or number changes p. 28
- d. PSEC recommendation regarding Sabbatical Leave 2014-2015, follow-up p. 29

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.

- e. Faculty Rebuttal to PSEC Sabbatical Leave determination p.33
- f. Accreditation follow-up report p.34
- g. Status of SLO assessment improvement plans p.42

F. Information/Discussion

- a. Review "Semester at a Glance" Document p.45
- b. ACCJC Standards/Benchmarks relating to student retention and success p.47
- c. PLO Assessment p.48
- d. Transcript Evaluator Job Description
- e. Transcript Evaluation Process p.49
- f. Five-year update on CMC Tortoise Preserve p.50
- g. Non-budget priorities p. 51
- h. Student Showcase
 - i. February – Itnyre
 - ii. March – Baird
 - iii. April – Powell
- i. College Council Meeting Minutes p.52

G. Committee Reports:

a. Senate Committees

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

b. District Committees:

- i. **Academic Calendar** – Norton (Alternate: Blauwkamp)
- ii. **Student Success and Support Committee** - Baird, Chesterman, Muchenje, Norton, Schiel, Compton, Thacker, Berger, McLaughlin
- iii. **Basic Skills** - Baird, Norton, **Thacker**, Muchenje, Hopkins, Gallagher
- iv. **Budget Advisory** - Norton
- v. **Equal Employment Opportunity** - Case
- vi. **Graduation** - Baird, Itnyre

- vii. **Scholarship** – Chesterman, Hopkins, Llord
- viii. **Desert Studies** - Bridenbecker, Case, Compton, **Delaney**, Dorner, Pieper, Allen, Norton, McLaughlin
- ix. **Technology** - Powell (Alternate: Danza)
- x. **Employee Development Fund** - Friedt (Alternate: Armstrong)
- xi. **Professional Development** – Berger (Alternate:)
- xii. **Perkins** – Blauwkamp, Dorner, Friedt, Gallager, Haig, Powell, Schiel, Steenberg, Wahl, Brakebill
- xiii. **Salary Advancement** – Muchenje, Compton

H. Senate Reports

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

I. Associated Students

J. Administration

K. Board of Trustees

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

Thursday February 6, 2014

**Copper Mountain College
Academic Senate
Minutes**

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

Also in attendance: Pamela Kersey, Dean for Instruction; Tyler Long, ASCMC Representative; Randy Smith, ASCMC President; Greg Brown, VP of E; Vala Stults, Part-Time Representative; Sandy Smith, Executive Director, CMC Foundation; Andrea Riesgo, Human Resources Director

Agenda for Feb 6th 2014, 3:00 pm to 5:00 pm, room 225

A. Confirmation of the Agenda for Feb 6th, 2014

Danza motioned to approve, second by Norton, approved. A request was made by Melynie Schiel to add the business program changes to the senate agenda. The request was granted with the mover and seconder agreeing to the change.

B. Approval of the Minutes for January 16th, 2014

Itnyre motioned to approve, second by Norton, approved.

C. Audience comments. *This section of the agenda is reserved for senate guests who wish to speak on items not on the agenda. Comments are limited to a total of three minutes for each person giving comments.*

Andrea Riesgo introduced Pamela Kersey, the new Dean for Instruction.

D. Consent Agenda: *The following items on the consent agenda will not be discussed. If any senator wishes to remove an item from the consent agenda, the motion should be made during agenda confirmation, item A above.*

Berger motioned to approve, second by Armstrong, approved (Item a. ART 031 Approval of Credit by Exam designation moved to Discussion Action Items)

a. Approve the following updated CORs

i. N-010

- ii. N-015
 - iii. N-020
 - iv. N-025
 - v. N-027
 - vi. RDG-051
 - b. Deactivate the following courses
 - i. AUTO 087 A-C
 - ii. AUTO 088 A-C
 - c. CTRAC Minutes from October 11th and December 13th 2013
- E. Item J. **Administration** moved to allow management to make reports early. Sandy Smith reported on scholarships, the golf tournament in May, and “paint the campus purple” for Roberta Wuerth (Relay for Life). Pam Kersey Discussed the Economic and Workforce Development Scholarship.

F. Discussion/Action Items:

- a. ART 031 Approval of Credit by Exam designation
Hopkins motioned to approve, second by Norton, approved. Credit by examination will be administered by Downer, rather than Allen. Schiel will contact Jason Hotch to ensure designation implemented.
- b. Hiring Committee Members
 - i. Nursing, 1 FT Tenure Track, 1 FT Non-Tenure Track (3 faculty and 2 alternates needed) First interviews tentatively April/May
Hopkins motioned to nominate the “standing committee:” Blauwkamp, Wahl, and Matlin, with Case and Schiel as alternates, second by Delaney, approved.
 - ii. General Counselor, Part-time (3 faculty and 2 alternates needed) First interview week of March 17th
Itnyre motioned to nominate Armstrong, Chesterman, and Grinder, with Norton and Muchenje as alternates, second by Chlebik, approved.
- c. CMC Student Code of Academic Integrity
Chlebik suggested changing the alignment. Danza stated “great job” and asked if they borrowed it? Norton stated they students researched other schools but this is their own work. Haig asked if everyone is earning a degree suggesting that the wording be generalized for certificate earners, transfer students, etc. Berger asked what the purpose of the document will be and where will it be used. Danza suggested he would use it with Blue Book exams and Chesterman suggested it would be adopted into orientations. Schiel stated the implementation has yet to be decided. Eddie Carter, Associated Student representative expressed willingness to work with Academic Senate suggestions. Itnyre recommended individual suggestions be submitted. Danza recommended Academic Integrity Committee play a

role in editorial process perhaps Walker as lead editor. Honor pledge tabled for editorial revision.

- d.** Business Program changes added as an emergency item for publication Delaney motioned to approve as emergency item , second by Powell, approved.

Business degree/Program to offer small unit certificates to get students through quickly and ready for employment or “small wins” toward a larger goal. Certificates under 18 units, not on transcript. Chesterman asked how long Real Estate emphasis would take. Schiel stated it would take a student two years and students would need to start first semester to complete on time. Armstrong asked if work experience would apply. Schiel stated instructor assistance will be available for guidance. Chlebik motioned to approve document, second by Norton, approved.

G. Information/Discussion

- a.** Determine faculty needs at March All Staff Day/FLEX
Suggestions: SLO Assessment session, Degree Qualification Profile Project, Base FLEX day, Louis Rodriguez presentation, inviting other institutions, part-time faculty session. Schiel suggested MUSD “meeting the prerequisites discussion with faculty and MUSD curriculum – credit by exam for our courses. Riesgo stated August FLEX might be a good time to have Base FLEX program. Muchenje suggested Reading Across the Curriculum, Danza asked for a working session for program websites.
- b.** Transcript Evaluator Job Description
Armstrong asked about the minimum qualification of an AA degree. Chesterman stated at other institutions BA is minimum. Hopkins asked if evaluator will have final say in transcript evaluation. Riesgo suggested the position will be more data entry. Itnyre suggested job title change. Norton concerned that an AA requirement would preclude a two year university student form position. Armstrong suggested minimum qualification wold apply. Danza stated he has graduates with Sociology degrees he has never heard of would like faculty advisors to be included in process. Compton stated the job description sounds very clerical. Hopkins stated the first bullet point gives employee authority. Schiel asked if it should be a classified position. Straw poll indicated BA degree should be a requirement if evaluator has final authority. Schiel recommended district to collaborate/audit. Riesgo interjected that evaluator is matching courses and asking counselors for assistance when courses do not match. The position is more classified/clerical than counseling. Need Greg Brown to clarify role.

- c. Student Showcase
 - i. February – Itnyre
 - ii. March – Schiel volunteered if Baird not able to present
 - iii. April – Powell
- d. College Council Meeting Minutes
- e. Budget and non-budget priorities
Danza, Faculty Association representative, and Norton Academic Senate representative at next meeting.

H. Committee Reports:

a. Senate Committees

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

b. District Committees:

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

- ix. **Technology** - Powell (Alternate: Danza)
- x. **Employee Development Fund** - Friedt (Alternate: Armstrong)
- xi. **Professional Development** – Berger (Alternate: DeSantis)
- xii. **Perkins** – Blauwkamp, Dorner, Friedt, Gallagher, Haig, Powell, Schiel, Steenberg, Wahl, Brakebill
- xiii. **Salary Advancement** – Muchenje, Compton

I. Senate Reports

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

J. Associated Students

K. Administration

L. Board of Trustees

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



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

Date of Senate Meeting: March 6, 2014

Requested by: Curriculum

Subject: Approval of these CORs:

- MATH-060 *Mathematics for Elementary School Teachers*
- PE-052 *Dance, Aerobic, Low Impact*
- PE-062 *Golf*
- PE-091 *Volleyball*
- PE-096 *Weight Training*
- PE-098 *Yoga*
- CIS-050 *Computer Keyboarding*
- CIS-082F *Adobe Illustrator for Print and Web Design I*
- CIS-082G *Adobe InDesign I*
- CIS-083G *Adobe InDesign II*

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 23 January 2014.

1. **MATH-060** (Maclaughin) *Mathematics for Elementary School Teachers* (need to renumber to anything between MATH-060 through 095) **NEW COURSE**

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) _____

2. **MATH-060** (Maclaughin) *Mathematics for Elementary School Teachers*
Prerequisite or Co-requisite Courses or Advisories:
- Advisory:

- Prerequisite: MATH-040 with a grade of "C" or better; or successful completion of three years of high school math including two years of Algebra and one year of Geometry within the last five years; or the equivalent.
- Co-requisite:

3. **MATH-060** (Maclaughin) *Mathematics for Elementary School Teachers* **General Education request for B4**

4. **PE-052** (Rauch) *Dance, Aerobic, Low Impact* **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) Removed from CMC local requirement as of Fall 2014._____

5. **PE-052** (Rauch) *Dance, Aerobic, Low Impact* Prerequisite or Co-requisite Courses or Advisories: none.

- Advisory:
- Prerequisite:
- Co-requisite:

6. **PE-062** (Elliott) *Golf* **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) Removed from CMC local requirement as of Fall 2014._____

7. **PE-062** (Elliott) *Golf* Prerequisite or Co-requisite Courses or Advisories: None

- Advisory:
- Prerequisite:
- Co-requisite:

8. **PE-091** (Begbie) *Volleyball* **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) _____ Removed from CMC local requirement as of Fall 2014. _____

9. **PE-091** (Begbie) *Volleyball* Prerequisite or Co-requisite Courses or Advisories:

- Advisory:
- Prerequisite:
- Co-requisite:

10. **PE-096** (Rauch) *Weight Training* **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) _____ Removed from CMC local requirement as of Fall 2014. _____

11. **PE-098** (Begbie) *Yoga* **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) Removed from CMC local requirement as of Fall 2014 _____

12. **PE-098** (Begbie) *Yoga* Prerequisite or Co-requisite Courses or Advisories: None.

- Advisory:
- Prerequisite:
- Co-requisite:

13. **CIS-050** (Powell) *Computer Keyboarding* **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) _____

14. **CIS-050** (Powell) *Computer Keyboarding* Prerequisite or Co-requisite Courses or Advisories:

- Advisory:
- Prerequisite:
- Co-requisite:

15. **CIS-082F** (Powell) *Adobe Illustrator for Print and Web Design 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) Changed advisory from ENG 003A to ENG 051

16. **CIS-082F** (Powell) *Adobe Illustrator for Print and Web Design I* Prerequisite or Co-requisite Courses or Advisories:

- Advisory: CIS-070A and ENG-051
- Prerequisite:
- Co-requisite:

17. **CIS-082G** (Powell) *Adobe InDesign 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 Change to CB 09
- Other (specify) _____

18. **CIS-082G** (Powell) *Adobe InDesign I* Prerequisite or Co-requisite Courses or Advisories:

- Advisory: CIS-070A and ENG-051
- Prerequisite:
- Co-requisite:

19. **CIS-083G** (Powell) *Adobe InDesign II* **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) _____

20. **CIS-083G** (Powell) *Adobe InDesign II* Prerequisite or Co-requisite Courses or Advisories:

- Advisory:
- Prerequisite: CIS-082G
- Co-requisite:



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

Date of Senate Meeting:- March 6, 2014

Requested by: Curriculum Committee

Subject: Changes to Liberal Studies for CSUSB

Type of Consideration: Discussion/Action

Desired Outcome: To accept the indicated changes.

Background: To reflect changes that have taken place. Reviewed and approved by Curriculum Committee on February 27, 2014.



LIBERAL STUDIES FOR CSUSB 2013-2014

Liberal Studies Degree for Elementary School Preparation at California State University San Bernardino

CATALOG DESCRIPTION: The Associate of Arts Degree in Liberal Studies for Elementary School Preparation is designed for students who want to become elementary school teachers (Multiple Subject Teaching Credential) in the state of California. The Liberal Studies degree is specifically designed for students who transfer to California State University San Bernardino (CSUSB) and pursue the **Liberal Studies, General Track**. Those students who plan to **transfer to a university other than CSUSB and follow a Liberal Studies degree or program for elementary school teaching, please consult with a counselor or access ASSIST for more detailed requirements at www.assist.org, and consult the catalog of the transfer institution.** The Liberal Studies requirements for this degree are specifically for CSUSB.

- Complete all requirements listed below for the Copper Mountain College Liberal Studies degree.
- Complete necessary Copper Mountain College Graduation and Proficiency requirements: ~~two (2) units of physical education or the health education course,~~ meet the reading proficiency degree requirement, at least twelve (12) units must be earned at Copper Mountain College, effective Fall, 2009, students will be required to earn a "C" or better in all of the necessary courses for their area of emphasis. Refer to the college's catalog for more details about the graduation requirements.
- All classes listed below transfer to the CSU system. Please refer to the ASSIST website: www.assist.org for current information regarding articulation agreements and transfer details for each course. The Liberal Studies major preparation for CSUSB can change – access ASSIST on a regular basis and check for any changes to these requirements.
- CSU San Bernardino offers four Liberal Studies Tracks. The General Track below is only **one of the four available Liberal Studies Tracks**. If you are interested in one of the other tracks (Integrated Track or Spanish Studies Track or Arts and Letters Track-**Non Credential**), refer to the ASSIST website above.

LIBERAL STUDIES FOR CSUSB (Continued)

ASSOCIATE DEGREE IN LIBERAL STUDIES CSU San Bernardino General Track Pattern:

- A. **General Education - CSU GE Certification pattern can be fulfilled by completing the Liberal Studies requirements (refer to the CSU GE Certification pattern requirements- select your courses wisely – see a counselor for more details):**

UNITS

CSU General Education Requirements

34-43

Some of the CSUSB Liberal Studies major preparation requirements can be used for both major prep at CSUSB and general education requirements for CMC's Liberal Studies Degree as long as there are enough units to graduate. A maximum of three courses can be double-counted; however, since the area of emphasis adheres to the CSU GE requirements, the double counting rule may not apply.

- B. **CSUSB Liberal Studies requirements from ASSIST** 24
Area of Emphasis

- C. **Physical Education Requirement:** 2-3

Two units are required for the degree and can be fulfilled by a Physical Education activity course (PE) or a Health Education course (HE).

Total Transferable Units required = 60

This pattern (the articulation agreement in ASSIST – www.assist.org) must be followed to meet the major preparation requirements for the Liberal Studies - General Track at CSU San Bernardino. The Freshman Composition, Oral Communication, Math, and Critical Thinking courses must be completed with grades of “C” or better. In addition, thirty (30) units of the general education pattern must be completed with grades of “C” or better.

The following courses must be completed to meet the lower division Liberal Studies requirements for CSUSB and to earn a Liberal Studies Degree at CMC. The pattern is formatted for CSU General Education Certification completion.

A- Communication in the English Language and Critical Thinking

Nine (9) units minimum; select 1 course from each of the following 3 groups:

A1- Oral Communication – grade of “C” or better is required

(select ONE course Note: Sp 4 is preferred - underlined):

SP 4 Public Speaking (3), SP 1 Interpersonal Communication (3),
SP 15 Intercultural Communication (3)

A2- Written Communication – grade of “C” or better is required:

ENG 3A College Composition (3)

A3- Critical Thinking – grade of “C” or better is required

(select ONE course):

PHIL 10 General Logic (3), SOC 4 Sociological Analysis and Critical Thinking (3)

LIBERAL STUDIES FOR CSUSB (Continued)

or SP 7 Decision-Making and Advocacy (3)

B- Physical Universe & Its Life Forms – one course from area B1 Physical Science and one course from B2 Life Science are required. The laboratory requirement (1 unit of a corresponding science course) is fulfilled by any of the science courses listed below. The science requirements are fulfilled by taking the following science courses:

B1 - Physical Science (select ONE Chemistry course AND ONE Physics course):

CH 3 Introductory Gen. Chemistry (**preferred course - underlined**) (4) OR CH 4 Fundamentals of Chemistry (4) AND PH 1 Introductory Physics (4)

Please note: only one Physical science course is required to fulfill the general education requirement, but CSUSB requires both Chemistry and Physics courses.

B2 - Life Sciences

BI 4 Elements of Biology (3) AND BI 4L Elements of Biology Laboratory (1)

B3 - Laboratory Activity – fulfilled in area B1 or B2

B4- Mathematics/Quantitative Reasoning grade of “C” or better is required

MATH 13 Liberal Arts Mathematics (4)

C- Arts, Literature, Philosophy, and Foreign Language

Nine (9) units minimum; one course must be in the Arts and one in the Humanities

C1 - Arts (Art, Dance, Music, Theater)

Art Appreciation (select ONE course):

ART 2A History of Art (3), ART 2B History of Art (3), ART 2C History of Modern Art (3)
ART 10 Introduction to Art (3), ART 50 History of Western Art: Prehistory through the Middle Ages, ART 51 Western Art History: Renaissance to Contemporary, MUS 10 Introduction to Music (3), or TA 1 Introduction to Theatre (3)

C2 - Humanities (Literature, Philosophy, Foreign Language)

Lower Division Literature (select ONE course):

ENG 1B Composition & Literature (3), ENG 12A World Literature I: Beginnings Through 1650 (3), ENG 12B World Literature II: The Modern World (1650-Present) (3), SP2 Oral Interpretation of Literature (3)

Foreign Language (select ONE course):

ASL 2 Intermediate American Sign Language (5), OR SPAN 2 Elementary Spanish (5) OR SPAN 3 Intermediate Spanish (4) OR SPAN 4 Intermediate Spanish (4)

Philosophy (select ONE course):

PHIL 6 Introduction to Philosophy (3), PHIL 8 Philosophy from Ancient Times to Renaissance (3), PHIL 13 Perspectives on Death & Dying (3), or PHIL 14 Introduction to Ethics (3)

LIBERAL STUDIES FOR CSUSB (Continued)

D - Social, Political and Economic Institutions and Behavior, Historical Background

Nine (9) units minimum, with courses taken in at least two disciplines. Note: The “American Institutions” CSU bachelor’s degree requirement is satisfied by taking either HIST 17 AND PS 1 (Intro to Govt.)

ALL courses listed below **must** be completed. The courses fulfill Area D (9 units minimum):

World Civilization I & II

HIST 3 History of World Civilizations I (3)

American Civilization

HIST 17 U.S. History Through Reconstruction (3)

American Government

PS 1 Introduction to Government (3)

California History

HIST 19 California History (3)

E- Lifelong Understanding and Self-Development

Three (3) units minimum:

Child Development (Effective Fall 2010, this course can meet either Area E OR Area D)

CD 10 Child Development (3)

This is a required course and it is recommended it be used to meet Area E. CSUSB requires this course to be completed with a “C-“ or better. CD 10 may be taken instead as an upper-division course after transfer.

Physical Fitness and Health

The following course requires a “C” or better for this major at CSUSB

HE1 Personal and Community Health (3)

The following categories/courses of the CSUSB Liberal Studies major preparation courses are required and do not fall into any of the 4 Areas of Emphasis listed above:

Technology (Select one course)

CIS 70A Computer Business Applications for Windows (3) **OR**

CS 73 Introduction to Computer Science (3)

Physical Education

Any PE Activity course numbered from PE 43 to 98 – **one course is required by CSUSB**
(two units of *PE or the HE 1 course are required for the CMC associate’s degree)

The following CSUSB major preparation categories/courses are not articulated with a Copper Mountain College course. These courses may be completed at CSUSB or at another California Community College where these courses are articulated with the CSUSB courses below.

Assessment

HUM 197 Assessment Preparation I in Liberal Studies (1 quarter unit)

Classroom Experience

EELB 230 Introduction to Education (4 quarter units)

Revised 12-16-13



Curriculum Technical Review Advisory Committee (CTRAC)
MINUTES

Date/Time: February 21, 2014
Chair/Secretary: **Yadira Llort**

Time: 8:30am – 12:00 noon

Location: **Library Meeting Room**

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

I. Approval of Agenda: MSU/Hopkins, Brakebill

II. Approval of Minutes: From January 24, 2014. MSU/Hopkins, Itnyre

III. Chair's Report: None.

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

1. ENG-001C (faculty initiator?) – Awaiting faculty initiator, to be given priority CTRAC agenda placement.
2. CIS-083G (Powell) *Tabled due to lack of time.*
3. CIS-82I (Powell) *Tabled due to lack of time.*
4. CIS-82F (Powell) –MSU/Norton, Itnyre
5. CIS-86 (Powell) *Tabled due to lack of time.*
6. CIS-82H (Powell) *Tabled due to lack of time.*
7. CIS-82G (Powell) – Per committee questions CIS-083F was deactivated effective Spr 2014.
MSU/Hopkins, Norton
8. CIS-83E (Powell) *Tabled due to lack of time.*
9. CIS-050 (Powell) – MSU/Hopkins, Armstrong
9. CJ-030 (Steenberg) *Tabled -- Faculty initiator requested a March 2014 CTRAC session.*
10. MATH-012 (Berger) *Tabled due to lack of time.*

V. Motion to adjourn

CTRAC meeting dates for AY 2013-2014 are: 21 Feb 2014 *extra session*, 7 Mar 2014, 21 Mar 2014 *extra session*, 11 Apr 2014, 25 Apr 2014 *extra session*, 9 May 2014.

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



ACADEMIC SENATE SUBCOMMITTEE: CURRICULUM COMMITTEE
MINUTES

Date: December 12, 2013

Time: 3:00-5:00pm

LOCATION: Room 119

CHAIR: Yadira Llort

Minutes By: Jason Hotch

Members in Attendance (bold denotes not in attendance) Allen, Armstrong, Berger, **Blauwkamp**, Brakebill, Case, **Compton**, Delaney, Hopkins, Hotch, Llort, Norton, Powell, **Thacker**, **Schiel**, **Wahl**.

Guests in Attendance Mike Danza, Lisa Larson,

I. Approval of Agenda: Meeting commenced at 3:04pm with a motion from Paul Delaney, to accept the agenda, seconded by Carolyn Hopkins.

II. Approval of Minutes: A motion was made by Carolyn Hopkins and seconded by Paul Delaney to approve the November 14th Curriculum meeting minutes with the addition of the primacy of the Curriculum committee by-laws, new course blessings include a short statement as to why they are approved, and adjust next meeting date stated in November meetings.

III. Chair report:

1. Editorial corrections on CORs (that have completed the entire approval process):
 1. Course title abbreviations corrections in BUS courses.
 2. GEOG-002 was moved from being a BCt course to a GECC course on the template.

IV. Course Outlines for Approval:

1. **PSY-005** (Danza) *Behavioral and Social Science Research Methods* Previously approved by Curric and AcSen in May 2013. Corrections made per C-ID descriptors.

Motion to approve made by Carolyn Hopkins, seconded by David Norton. All approved.

V. DISCUSSION/ACTION ITEMS:

DISCUSSION:

Lisa Larson addressed the committee in regards to program top codes and the need to correct the CIS department top codes to better reflect the degree. The committee noted that it does not set or vote on program top codes, but Jim Powell and Carolyn agreed to update the top code for CIS.

1. **Deactivations:**

- a. Course Number: CJ-022 Course Name: Police Supervision
Faculty Initiator : Clayton Steenberg Effective Date of Deactivation Fall 2014

Reason for Deactivation: The course is not used by the state’s Model Transfer Degree. It really serves no real academic value for Criminal Justice students.

Motion to approve deactivation made by Carolyn Hopkins, seconded by David Norton, all approved.

b. Course Number: ART-025A Course Name: Beginning Acrylic Painting
Faculty Initiator : Cathy Allen Effective Date of Deactivation Spring 2014

Reason for Deactivation: Course not necessary for the AA-T Studio Arts Degree. This course has been homogenized into a general painting course that follows the C-ID descriptor and TMC.

Motion to approve deactivation made by Carolyn Hopkins, seconded by Glenda Case, all approved.

c. Course Number: ART-025B Course Name: Intermediate Acrylic Painting
Faculty Initiator : Cathy Allen Effective Date of Deactivation Spring 2014

Reason for Deactivation: Course not necessary for the AA-T Studio Arts Degree. This course has been homogenized into a general painting course that follows the C-ID descriptor and TMC.

Motion to approve deactivation made by Carolyn Hopkins, seconded by Glenda Case, all approved.

2. Computer Science AD-T – Powell

Adjustments to these courses:

- a. MATH-001A and/or MATH-001B *to a four credit course from their current five credits.*
- b. PH-004A and PH-004B *to four credit courses from their current five credits.*

This arrangement allows for the AD-T in Computer Science to meet the 60 credit requirement out by SB 1440. The current situation at CMC with the above mentioned COR’s being five credit courses leaves us over the 60 unit maximum by three credits.

Tabled by committee until next meeting due to no new developments.

3. TMC for ENG, latest developments -- Llort, Armstrong, Walker, Baird, DeSantis
Results regarding SOC-4 and SP-7 (C-ID).

Tabled by committee due to no new developments.

4. Reactivation request for ENG-01C – Baird, Walker

Tabled by committee.

5. Outdated CORs – Per Nov. 2013 Curriculum directive, outdated CORs are to be included in future Curriculum agendas; and are subject to deactivation & district right of assignment. The following is a list of CORs on “red status,” meaning they are severely outdated. The highlighted column indicates the year the COR *was due* for review.

6. Proposed changes to the organization of main COR Deactivation List (to be published within SANs) – Case, Delaney

Recommended changes to published list to include items that are in process to be highlighted yellow and remove the COR's that are in good standing.

Committee gave verbal acceptance of new working document with included changes.

- 7. Nursing program changes:** Carolyn Hopkins motioned to approve, Jim Powell seconded. Group held a discussion in regards to labeling the courses as “new/revision” and that the approval was conditional depending on the discussions to be held in CTRAC in regards to the COR's going forward. Motion to give conditional approval with the stipulation that any changes made to the COR's that if they affected the program, those changes would be brought up and discussed in Academic Senate. Motion was made by Paul Delaney, seconded by Glenda Case, all approved.
- 8. Liberal Studies degree changes-** Andrea Armstrong brought forward changes to the Liberal studies degree to mimic Cal State San Bernardino. Changes included addition of ART-050, ART-051 to Art appreciation, and adjusted hours for Foreign Language to read “select one” and included a list of foreign languages. Motion to approve made by Carolyn Hopkins, seconded by Jim Brakebill, all approved.

VI. Subcommittee Reports:

1. Textbook Review Committee -- Michel Walker. Anyone else?

No reports.

VII. Adjournment: A motion to adjourn was made at 4:11pm by David Norton, seconded by Carolyn Hopkins. The next meeting is scheduled for January 23, 2014.

Copper Mountain College

Student Code of Academic Integrity

<http://www.cmccd.edu/Student-Code-of-Academic-Integrity-including-PLAGIARISM>

Honor Code

In accordance with the Honor Code,
I will not engage in dishonesty in my
academic activities, and I will not tolerate such
dishonesty by other students.

Created by: the Associated Students of Copper Mountain College

Copper Mountain Community College District officials and faculty members have an obligation to the academic community and to their students to foster honesty in academic work by their students. The most effective way to promote academic integrity is to enhance the quality of intellectual life on campus. By encouraging critical thinking and actively engaging students in dialogue and discussion, faculty and staff members will create a climate in which academic dishonesty is unlikely to flourish. Student academic dishonesty is a serious offense at Copper Mountain College because it undermines the bonds of trust and honesty between members of the college community and defrauds those students who eventually depend upon our knowledge and integrity. Student academic dishonesty consists of the following:

1. **Cheating.** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. **Fabrication.** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another student to violate any provision of this code.
4. **Plagiarism.** Intentionally or knowingly representing the words or ideas of another person as one's own in any academic exercise. Plagiarism, from the Latin *plagiarius* (kidnapper), refers to the “unacknowledged” use of another person’s words, ideas, or information. Rewriting, paraphrasing, summarizing, putting a passage into one’s own words without recognizing the original source are still plagiarism: credit must be given to the author or creator.

Plagiarism can carry serious consequences, resulting in course failure and/or expulsion. Please refer to the “Student Rights and Responsibilities” section of the Copper Mountain College Catalog.

The following are examples of plagiarism:

1. Copying and pasting text from CD ROMS.
2. Copying and pasting text from web sites.
3. Transcribing text from printed material, such as books, magazines, encyclopedias or newspapers without permission.
4. Modifying or scanning any text.
5. Replacing words in a text using a thesaurus while maintaining the content of the original text.
6. Using copyrights, trademarks, patents, speeches, and artistic creations without permission or acknowledgment.
7. Using photographs, images, video, or audio without permission or acknowledgment.
8. Using another student’s work and claiming it as your own (even with permission).

Why Is Academic Integrity Important?

Why am I here?

You are here to learn. A college education is more than just earning a degree. A degree represents the completion of the learning process. In addition to a degree, this learning process is intended to develop the ability for students to think for themselves, because it is necessary for professionals to think for themselves in the work place in the development of personal growth and success.

I will strive to become a better person and a more valuable contributor to society.

A part of the learning process is accepting individual responsibility for individual actions. In order to become a better person, I need to become ever more responsible as a decision maker both professionally and personally. Professionally, the enhancement of knowledge and the development of critical thinking skills will help someone to become a better employee and leader. Personally, the process of learning leads to reliability in all my daily relationships. The learning that occurs in college is also vitally important for society as a whole.

I understand that dishonesty in the classroom, through cheating, plagiarism or other dishonest acts, defeats this purpose and disgraces the mission and quality of a Copper Mountain College education.

Because academic dishonesty prevents adequate learning, dishonest students don't learn as readily as other students and won't be able to provide their employers with the best service available because they won't have access to the required knowledge and will be less likely to learn new skills in the workplace. In addition, such individuals do a disservice to society, since a well-functioning society depends on honesty, knowledge and understanding. Academic dishonesty undermines the support of employers, friends, family and society as well as disgraces the mission and purpose of Copper Mountain College, which is to produce responsible graduates who will make valuable contributions to society.

In support of Copper Mountain College, I make the following pledge: in accordance with the Honor Code, I will not engage in dishonesty in my academic activities, and I will not tolerate such dishonesty by other students.

By agreeing to this pledge, I make the explicit promise to engage in learning, not to undermine it. This pledge is a promise to refrain from committing dishonest acts, either by receiving, using, or providing unauthorized information or allowing other students to do the same by promising to report to an instructor, or appropriate authority, any dishonest activity I should witness or be aware of. When I honor this pledge, I will better myself, better society, and promote an important goal of Copper Mountain College.

Comment Card

Use the space below for any questions, comments, concerns, criticism, suggestions, and/or recommendations. It is not necessary to provide your information, but if you would like to be contacted regarding your statements, please provide your preferred contact information. Please write legibly. Please return to an ASCMC member, the ASCMC Advisor, or the ASCMC office in Bruce's Café.

Contact info

(optional): _____



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

Date of Senate Meeting:- February 20, 2014

Requested by: Curriculum Committee

Subject: Published information in class descriptions re: courses with title or number changes.

Type of Consideration: Discussion/Action

Desired Outcome: To publish for ten (10) years the course descriptions containing “formerly known as_____”.

Background: Currently, publication is only for one (1) year, but this critical piece of information is relevant for students, Student Services, and CMC record-keeping.



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

Date of Senate Meeting:- February 20, 2014

Requested by: Professional Standards & Ethics Committee

Subject: PSEC recommendation regarding Sabbatical Leave 2014-2015, follow-up.

Type of Consideration: Discussion/Action

Desired Outcome: This is a follow-up from the January 26, 2014 Academic Senate session in which, the following information was requested:

1. Name of Sabbatical Leave Applicant: Spelman Downer.
2. Abstract of Sabbatical Leave (submitted as part of the application):

I propose to produce a body of artwork in several mediums that addresses the environmental, geographical and historical changes that have occurred over 100 years on the landscape of Southern California: contemporary paintings derived from referencing aerial photography and satellite imagery, historical, geologic and web-based information; a book with illustrations of all the completed paintings/drawings; a short documentary film/video about the making and meaning of this work; and to share this process and work with my students, the school and the community through exhibitions, a lecture and “The Art of Mapping Places” workshop. My goal is to show our state and the impact we, as humans, have made on the land, so that in this time of expanding environmental consciousness, viewers, our community and our students will look closer at the impact they make, individually and as a society, on the land that we call home.
3. PSEC does not recommend Sabbatical Leave for 2014-2015.
4. The committee evaluates each application with reference to student success, improvement of instructional programs, and currency of candidate’s area. Each of these areas is assessed according to subject, purpose, and plan. **Please see attached Sabbatical paperwork rating form.**
5. **Attached: Confidentiality form for PSEC members.** This district confidentiality document is a requirement to sign since 2001.
6. The Sabbatical Leave Applicant was notified of the reasons for non-recommendation by PSEC.

Background: The information placed here is per agreement with CBA, HR Director, named Sabbatical Leave applicant(s), and PSEC members.

Sabbatical Leave Rating Form: Documentation

Candidate # _____

Date: _____

Points: _____

Rater: _____

INSTRUCTIONS

Step One: Is the application complete? Refer to Checklist for Sabbatical Applicants, steps 1-7.

Step Two: Sabbatical applications are reviewed *only if Step One has been completed and the application deemed complete*. Incomplete or late applications will not be reviewed. In each of the six categories below, please rate the candidate's application and supporting documentation on a scale of 4-0 referencing the descriptors. Fraction points, plus or minus marks will not be used.

THESIS OF PROPOSAL is...

- 4 = ...distinct and unique.
- 3 = ...distinct.
- 2 = ...clearly stated.
- 1 = ...stated, but vague.
- 0 = ...not clearly stated.

LETTER OF RECOMMENDATION: What is the stated academic value of the proposed sabbatical?

- 4 = Very strong and enthusiastic support of the academic value for this proposal.
- 3 = Strong support of the academic value for this proposal.
- 2 = Good or average support of the academic value for this proposal.
- 1 = Poor or weak support of the academic value for this proposal.
- 0 = No academic value stated; or no support is stated.

LETTER OF RECOMMENDATION: What is the stated information on the ability of the applicant to successfully complete the sabbatical?

- 4 = Very strong statement and confidence in the applicant's ability to complete the sabbatical.
- 3 = Strong statement and confidence in the applicant's ability to complete the sabbatical.
- 2 = Below average statement and confidence in the applicant's ability to complete the sabbatical. .
- 1 = Poor or weak statement and confidence in the applicant's ability to complete the sabbatical. . .
- 0 = Not stated.

SUBJECT AREA is...

- 4 = ...clearly linked to all of these: student success, improvement of instructional programs, and currency of candidate's area.
- 3 = ...clearly linked to two of these: student success, improvement of instructional programs, and/or currency of candidate's area.
- 2 = ...clearly linked to one of these: student success, improvement of instructional programs, and/or currency of candidate's area.
- 1 = ...vaguely linked to one or more of these: student success, improvement of instructional programs, or currency of candidate's area.
- 0 = ...not linked to student success, improvement of instructional programs, or currency of candidate's area.

PURPOSE is...

- 4 = ...clearly linked to all of these: student success, improvement of instructional programs, and currency of candidate's area.
- 3 = ...clearly linked to two of these: student success, improvement of instructional programs, and currency of candidate's area.
- 2 = ...linked to one of these: student success, improvement of instructional programs, and/or currency of candidate's area.
- 1 = ...vaguely linked to one or more of these: student success, improvement of instructional programs, and/or currency of candidate's area.
- 0 = ...not linked to student success, improvement of instructional programs, and/or currency of candidate's area.

PLAN is...

- 4 = ... organized and clearly linked to all of these: student success; improvement of instructional programs; currency of candidate's area.
- 3 = ... organized and clearly linked to two of these: student success; improvement of instructional programs; currency of candidate's area.
- 2 = ... organized and clearly linked to one of these: student success; improvement of instructional programs; currency of candidate's area.
- 1 = ... organized, but lacks clear linkage to one or more of these: student success; improvement of instructional programs; currency of candidate's area.
- 0 = ...disorganized or vague and lacks linkage to student success; improvement of instructional programs; currency of candidate's area.

STATEMENT OF NEED

- 4 = Clearly explains how this sabbatical will meet all of these: student, individual department/discipline, college, and/or community needs.
- 3 = Clearly explains how this sabbatical will meet three of these: student, individual department/discipline, college, and/or community needs.
- 2 = Clearly explains how this sabbatical will meet two of these: student, individual department/discipline, college, and/or community needs.
- 1 = Vaguely explains how this sabbatical will meet one or more of these: student, individual department/discipline, college, and/or community needs.
- 0 = Does not explain or poorly explains how this sabbatical will meet one or more of these: student, individual department/discipline, college, and/or community needs.

EVIDENCE OF PREPARATION & COMMITMENT (Re: professional background -- How will it help your approach to your profession?)

- 4 = Clearly describes all of these: professional background, interest in the topic of the sabbatical, and goals.
- 3 = Clearly describes two of these: professional background, interest in the topic of the sabbatical, and/or goals.
- 2 = Clearly describes one of these: professional background, interest in the topic of the sabbatical, or goals.
- 1 = Vaguely describes one or more of these: professional background, interest in the topic of the sabbatical, or goals.
- 0 = Does not describe one or more of these: professional background, interest in the topic of the sabbatical, or goals.

SABBATICAL GOALS & OBJECTIVES

- 4 Comprehensive and distinct outline of: how the sabbatical would enable the faculty member(s); and of the benefit to the institution of the study, research or travel.
- 3 Mostly comprehensive or distinct outline of: how the sabbatical would enable the faculty member(s); and of the benefit to the institution of the study, research or travel.
- 2 Satisfactory outline of: how the sabbatical would enable the faculty member(s); and of the benefit to the institution of the study, research or travel.
- 1 Vague outline of: how the sabbatical would enable the faculty member(s); and/or of the benefit to the institution of the study, research or travel.
- 0 Incomplete or no outline of: how the sabbatical would enable the faculty member(s); and/or of the benefit to the institution of the study, research or travel.



COPPER MOUNTAIN COMMUNITY COLLEGE DISTRICT

Professional Standards & Ethics Committee

SABBATICAL COMMITTEE

As a member of a Sabbatical Committee, I am acting as an agent of the Copper Mountain Community College District, and I understand that I am participating in a confidential process. All of my actions related to this process are subject to the laws and regulations relating to equal and fair employment practices. Failure to maintain confidentiality could result in violation of Federal or State regulations and incur liability on behalf of the District.

Specifically, I agree not to release information to any non-committee member regarding:

1. List of applicants.
2. Written materials turned in by the applicant or evaluations made by the committee members about applicants.
3. Oral discussions by or about applicants or committee members during or following the interview process, and
4. Any other information that relates to the selection process.

I understand that I may be held personally responsible for any unauthorized disclosure of information. If I am asked questions about the process, I will refer them to the District Human Resources Office.

Print Name of Sabbatical Committee Member

(Signature)

(Date)

Members of the Copper Mountain College Senate,

I am pleased to be able to put in writing a statement to our membership with my opinion or perhaps rebuttal of the Evaluation Committee's decision not to recommend my sabbatical proposal. I find myself very perplexed to think a museum quality exhibition of my award winning work that would present an aerial map like history of Southern California development over the last 100 years, a theme based on facts, science, geography, social history, and urban planning, a concept, by the way that was deemed important enough to earn me a solo museum show in uber competitive New York City (*One Hundred Years of New York City History, Museum of the City of New York, 1999*), would be somehow inadequate for the committee. I proposed that my exhibition of all new work, done just for this sabbatical, would be held at Copper Mountain College first. Then I would do everything in my power to have it travel across Southern California; targeting the region's smaller museums, information about which I would be able to pass on to my students, all the while having a faculty member at our institution showing on a regional basis. Since I am now returning to teaching drawing and soon painting at the college, subjects I have not taught for about a decade, making 25 to 30 new painting/drawings would invigorate my own work and my ability to teach compellingly these traditional art skills again in the classroom. In addition, I proposed to have a public lecture in conjunction with the show at CMC, teach mapping workshops to high school students in the MBUSD (thereby having a chance to recruit new students to the school), script, shoot and edit with the full assistance of my best digital photography students a *one hour* documentary film, and publish a book, thereby preserving in the library the accomplishments of the sabbatical. Going through the process of self-publishing, something I have never done, would also allow me to be able to teach this increasingly important skill to my digital design student. In conclusion, I am asking the Senate to consider discourse on the merits of my sabbatical proposal.

Collegially, Spelman Evans Downer



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

Date of Senate Meeting: February 20, 2014

Requested by: Cathy Itnyre

Subject: Accreditation Follow-Up Report

Type of Consideration:

- Action Item**
- Information/Discussion**

Desired Outcome:

ACCJC has asked CMC to complete a Follow-Up Report to report on the status of one Recommendation. The report is submitted to the Academic Senate for approval.

Background:

Copper Mountain College

Accreditation Follow-Up Report

Submitted by:

Copper Mountain Community College District

6162 Rotary Way

P.O. Box 1398

Joshua Tree, CA 92252

To:

Accrediting Commission for Community and Junior Colleges

March 15, 2014

Accreditation Follow-Up Report Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Roger Wagner
Superintendent/President
Copper Mountain College
P.O. Box 1398
Joshua Tree, CA 92252

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signed:

Roger Wagner, Superintendent/President

Eva Kinsman, President, Board of Trustees

Melynie Schiel, President, Academic Senate

Dena Gast, President, CSEA

Cathy Itnyre, Accreditation Liaison Officer

Statement on Report Preparation

The Follow-Up Report summarizes Copper Mountain College's progress toward fulfilling the recommendation made by the Accrediting Commission for Community and Junior Colleges (ACCJC) during the June 2013 meeting.

The single recommendation included the need to provide counseling services at the Copper Mountain College office aboard the Marine Corps Air Ground Combat Center in Twenty-nine Palms. The recommendation also recommended that Student Services should include assessments on Student Learning Outcomes in addition to those outcomes connected to student satisfaction.

The report will demonstrate that steps were taken by faculty, staff, and administrators to respond to the Commission's recommendation.

This report was developed and prepared by the Accreditation Liaison Officer, Executive Vice President of Student and Academic Services, Human Resource Manager and the Superintendent/President. The report was reviewed by the Academic Senate and College Council, the primary decision-making committee at the college with representatives from all campus constituencies. It was officially approved by the Board of Trustees on March 13, 2014.

Roger Wagner, Superintendent/President

Accrediting Commission's Follow-Up Report Request

The Commission requires that the Follow-Up Report be submitted by **March 15, 2014**. The Follow-Up Report should demonstrate that the institution has addressed the recommendation noted below, resolved the deficiencies, and now meets Eligibility Requirements and Accreditation Standards.

Recommendation 4:

In order to meet the Standard for the college's ability to assure the quality of student support services and demonstrate that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the college, the team recommends that counseling services be provided at the Marine Corps Air Ground Combat Center and for Student Services to include assessments on Student Learning Outcomes in addition to those outcomes connected to student satisfaction. (II.B, II.B.1)

Response to Team and Commission Recommendation

RECOMMENDATION # 4

In order to meet the Standard for the college's ability to assure the quality of student support services and demonstrate that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the college, the team recommends that counseling services be provided at the Marine Corps Air Ground Combat Center and for Student Services to include assessments on Student Learning Outcomes in addition to those outcomes connected to student satisfaction. (II.B, II.B.1)

A. Overview of Progress on Recommendation

At the time of the ACCJC visit in March 2013, an interim Coordinator of Base Programs was in place at the Marine Corps Air Ground Combat Center. In order to ensure that counseling services will be provided at the MCAGCC, Human Resources published a vacancy announcement for Coordinator of Base Programs (Ref. Document 1). The position was announced as a Faculty Association position with the requirement for a Master's degree in one or more counseling disciplines.

The vacancy was published and filled in accordance with existing policies and procedures. The successful candidate's employment was approved by the Board of Trustees during the September 12th, 2013 meeting and was made effective on September 9, 2013 (Ref. Document 2). The recommendation of the ACCJC team regarding provision of counseling services on the Marine Base has thus been fulfilled.

Regarding the section of the recommendation concerning Student Learning Outcomes assessment, counselors in Student Services developed an assessment tool based on Student Education Plans. The Student Learning Outcome (locally referred to as Administrative Unit Outcome or AUO) states:

Students take personal initiative in assessing, planning, and implementing his/her immediate and/or long range educational goals by creating a Student Education Plan (SEP).

Counselors and administrative staff analyzed the SEP status of 2013 Spring graduates to determine if SEPs played a role in attainment of the degrees, since completed SEPs indicate that significant planning went into students' courses of study. Approximately 84% of the Spring 2013 graduates utilized SEPs, and the overwhelming majority of these students (97%) had SEPs matching or similar to their majors. Counselors and staff concluded that students who complete their programs design and follow their SEPS to program completion. The SEP appears to be a valuable and easy-to-understand tool for

Copper Mountain College students, and Student Services plans to continue to track and analyze results in the coming semesters. (Ref. Document 3, pp. 11-16)

Student Services personnel continue to employ a satisfaction survey to gauge students' assessment of the orientation process, as familiarity with college policies, procedures, and requirements helps students adjust to the academic environment. The specific AUO is:

New Student Orientations gives students the necessary baseline of information to begin college and know the resources available to be successful.

An online orientation survey was completely revised in the summer and fall of 2013.

A third Student Services AUO is related to counselor contact with students:

Counselors meet in a timely manner with students individually to help them with academic advising and planning, goal-setting, probation counseling, and transfer planning.

To assess whether this goal is met, the number of contacts between students and counselors is noted and compared by semester. (Ref. document 3, p. 17) The number of contacts declined in the Spring 2013 semester due to the absence of a counselor at the Base Programs Office. However, a full-time counselor was hired as Coordinator of Base Services in September 2013, so the number of contacts is expected to improve for the 2013-14 academic year.

REFERENCE DOCUMENTS

Ref. Document 1: Coordinator of Base Programs Job Announcement.

Ref. Document 2: Board of Trustees Agenda Item Details of 9/12/13.

Ref. Document 3: Counseling Program Review of August 2013.



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

Date of Senate Meeting: March 6, 2014

Requested by: Carolyn Hopkins, SLOAC

Subject: Status of SLO assessment improvement plans

Type of Consideration: Discussion

Desired Outcome: Senate review improvement plan developed spring 2012 to determine which plans are still in development or if some plans are no longer feasible.

Background: This item was discussed at the Nov. 7, 2013 Senate and the Senate recommended a flex activity. The flex activity took place in Jan. 2014, but there was not any definitive result.

SLO Assessment Review Form

This form is used to identify common themes in the SLO assessment results

Semester: Fall Year: 2011

The full-time faculty met on Jan. 12, 2012 to review SLO Assessments submitted for the fall semester. Faculty met in discipline groups, reviewed the assessments for courses in their discipline and determined common themes/issues. The completed review form from each discipline group is attached later in this document. The entire faculty group then met together, reviewed the common themes/issues identified, and distilled those down to the four themes listed below, with recommendations on improvement.

<p style="text-align: center;">Common Themes Identified from SLO Assessment Reports</p>	<p style="text-align: center;">Associated Institutional SLO</p> <p style="text-align: center;">Communication Skills</p> <p style="text-align: center;">Critical Thinking Skills</p> <p style="text-align: center;">Ethics</p> <p style="text-align: center;">Personal Development</p> <p style="text-align: center;">Information Competency</p>	<p style="text-align: center;">Ideas for Improvement – Faculty</p> <p style="text-align: center;">Based on the SLO assessment results and common themes identified, list ideas on how the program or institution might improve and what resources might be necessary.</p>	<p style="text-align: center;">Ideas for Improvement – District</p> <p style="text-align: center;">Based on the SLO assessment results and common themes identified, list ideas on how the program or institution might improve and what resources might be necessary.</p>
<p>Critical thinking/Problem solving: Faculty identified need to enhance student ability to use theoretical knowledge in a practical application as a common theme. Students struggled with applying their knowledge to real life scenarios; particularly students in vocational programs. Students in math courses had difficulty with word problems.</p>	<p style="text-align: center;">Critical Thinking</p>	<p>Develop course assignments which require higher level of active learning on Bloom’s taxonomy</p> <p>Have students participate in undergraduate research</p> <p>Mentorship: faculty to faculty and faculty to student</p> <p>Allocate time in Academic Senate for sharing ideas</p> <p>Math program requesting other discipline faculty to submit “real life” word problems to include on math exams – making math word problems more relevant to students’ lives.</p>	<p>Centralized learning center/tutoring location: one location, open all day and evening hours; preference for location is the Greenleaf Library</p> <p>Additional professional development</p> <p>Mathlab: additional software and training</p> <p>More time to meet with part-time faculty to coordinate and improve courses/programs</p> <p>Substitutes for courses to allow faculty more time for professional development</p>

<p>Basic Communication Skills: SLO assessments in nearly every discipline suggested that students frequently lacked the reading and writing skills necessary for college coursework. Students struggled with English grammar, vocabulary, proper citation, language usage and structure.</p>	<p>Communication Skills</p>	<p>Implement additional prerequisites and develop content review policy</p> <p>Develop standardized writing assignment criteria – voluntary for faculty to use</p> <p>Flex presentations from English faculty</p> <p>Implement “writing-across-the-curriculum”</p>	<p>Class size caps on basic skills courses</p> <p>Centralized learning center/tutoring location: one location, open all day and evening hours; preference for location is the Greenleaf Library</p> <p>Access to research and student data to track courses students have completed, their success in prior courses, and evaluate their progress.</p> <p>Create online materials for faculty to utilize – e.g. YouTube</p> <p>Designate hour during week where no courses are offered to allow time for collaboration and meetings</p>
<p>Life Skills / Personal Development: In many courses, faculty identified issues of students needing to improve classroom behavior, understand class expectations, fully follow instructions, and take personal responsibility.</p>	<p>Personal Development</p>	<p>Develop college-wide standards regarding class expectations of students</p> <p>Develop course assignments that are more personalized, meaningful to students everyday life</p> <p>Test-taking workshops and other workshops to give students necessary skills for college</p> <p>Utilize peer pressure and faculty success teams to assist students</p>	<p>Train all faculty in On Course</p> <p>Hire additional faculty or provide funding for more student orientation and workshops</p> <p>Additional time for faculty, both full-time and part-time to meet – explore additional flex time or 16-week semester to provide more time</p>
<p>Course Parity / Consistency: In reviewing assessments faculty raised concerns about the parity of courses, regardless of instructor. The need for standardization among course sections and, in some cases, need for increased rigor.</p>		<p>Ensure that all faculty adhere to the course outline of record and that each faculty member is given a copy of the COR, not just copy of prior syllabi for the course</p> <p>Develop common grading rubrics for courses – voluntary for faculty to use</p> <p>More frequent peer observation of courses</p> <p>Share ideas across the curriculum</p>	<p>Additional funding so that part-time faculty can attend meetings; also substitutes to allow for more frequent meetings</p> <p>Access to research and student data to track student success in subsequent courses</p> <p>Additional time for faculty, both full-time and part-time to meet – explore additional flex time or 16-week semester to provide more time</p>

Before semester starts:

1. Be sure to schedule office hours & print off class rosters
2. Get originals to copy center ASAP
3. Contact division chair (ask in Academic Affairs for name O& number) for information on SLO assignment for each class
4. If you have time read through the Faculty Handbook on the web site

When – 2014	What	Comments
1-13	1 st day of classes	Need syllabi, course schedule, printed roster to turn in after each class with no shows and drops identified
1-20	Holiday college closed	
1-24	Last day students can add Last day students can drop for full refund	
1-27	Census rosters due & marked with no shows & drops, for each class	
2-3	Last day students can drop to keep class off of grade record & transcript	
2-14 to 17	Holiday college closed	
3-18	Flex, watch email for schedule	
4-14 to 19	Spring Break	
4-24	Last day for students to drop with W	
5-21	Last day of semester	
	Grades & rosters due	

Full Semester Schedule

First 9 week Session

1-13	First day of classes	
1-14	Last day to add a Monday class	
1-15	Last day to add a Tuesday class	
1-17	Census rosters due with no shows and drops	
1-21	Last day to drop to keep	

	class off grade record and transcripts	
1-25	Last day to drop with a W	
3-15	Last day of classes	

Second 9 week Session

3-17	First day of classes	
3-19	Last day to add a Monday class	
3-20	Last day to drop with a refund in Monday classes	
3-21	Last day to add a Tuesday class	
3-25	Last day to drop with a refund in Tuesday classes	
3-24	Census roster due with no shows and drops marked	
4-4	Last day to drop & avoid transcripts & grade record	
4-5	Last day to drop with a W	
5-21	Last day of class	



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

Date of Senate Meeting: March 6th 2014

Requested by: Melynie Schiel

Subject: ACCJC Standards/Benchmarks relating to student retention and success

Type of Consideration:

- Action Item**
- Information/Discussion**

Desired Outcome: The senate review metrics on the ACCJC annual report and determine method to select standards in the following categories:

1. Student course completion percentage
2. Student retention percentage (semester to semester)
3. Student degree completion (count or percentage)
4. Student transfer to 4-year institutions (count or percentage)
5. Student certificate completion (count or percentage)

Background: These goals are requested by the ACCJC in our annual reports.



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

Date of Senate Meeting: Mar. 6, 2014
Requested by: Carolyn Hopkins, SLOAC
Subject: PLO Assessment
Type of Consideration: Information/Discussion

Background: Kudos - faculty have done a marvelous job of assessing course SLOs and developing/implementing improvement plans.

WASC and the ACCJC are increasingly emphasizing PLO assessments. So would like to explore with the Senate methods of focusing on our PLO assessment methodology and analysis.

Assessment methodologies used by programs in 2012-2013:

Direct Assessments:

Capstone course(s) – Accounting, Business Admin, CIS, Economics, EMT, English, General Business, Mathematics, Nurse Assistant

Nationalized or standardized exams – Registered Nursing, Vocational Nursing

Using assessments from multiple courses to assess same PLO – Anthropology, Art, Automotive Technology, Communication Studies, Environmental Studies, History, Philosophy, Psychology, Spanish

Assessing PLO in specific course – Child Development, CS, Fire Technology,

Indirect Assessments:

Survey of students or graduates – Criminal Justice, IGETC & CSU GE Certificates, Liberal Arts, Liberal Studies, Sociology

Discussion ideas:

- Recommend that PLO assessments should not exclusively be indirect.
- Institutional dialogue flowchart Senate would review program review analysis/priorities with AAC/Curio. Would the Senate like a more active role? This might facilitate a more robust dialogue.



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

Date of Senate Meeting: March 6, 2014

Requested by: Counseling Faculty – Ginder, Chesterman, Armstrong

Subject: Transcript Evaluation Process

Type of Consideration:

- Action Item
- Information/Discussion

Desired Outcome:

To discuss the current transcript evaluation process and ideal process going forward. This includes logging Counseling and Instructional faculty equivalency decisions into Datatel for future reference and access by all counselors.

Background:



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

Date of Senate Meeting: March 6 2014
Requested by: Paul Delaney
Subject: Five Year Update on CMC Tortoise Preserve
Type of Consideration: Information

**THIRTY-NINTH ANNUAL MEETING AND SYMPOSIUM
THE DESERT TORTOISE COUNCIL**

DoubleTree by Hilton Hotel, Ontario, CA
February 21–23, 2014

Issues Facing Tortoise Translocation in an Urbanizing Area

Paul Delaney¹ and Edward LaRue, Jr.²

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Copper Mountain College (CMC) established an 85-acre tortoise preserve in 2008 to serve as a translocation area (TA) for tortoises displaced from the adjacent 55 acres by campus expansion. Sixty monthly surveys along TA fencelines, and five annual 100% coverage surveys from 2009-2013, documented management concerns and generally bimodal (spring and fall) variance in tortoise activity. There was no statistically significant difference in tortoise abundance (*1-way ANOVA*, $p = 0.26$) or mortality ($p = 0.50$) after five years, suggesting successful translocation thus far. There was significant seasonal variance ($p < 0.05$) in tortoise activity between months and years, along fencelines, and near roads. Tortoise activity was strongly correlated with environmental temperature and prior winter precipitation (*Spearman's* $r = 0.80$). Subadult tortoises, scat and burrows were significantly less detectable than adults ($p < 0.01$). Subadult tortoises experienced significantly higher mortality than adults, primarily due to predation ($p = 0.04$). During the study period tortoise activity increased significantly along fences, except along the southern fence bordering Highway 62, indicating that road proximity affected tortoise behavior ($p = 0.0008$). Management successes included no mortality of adult translocated tortoises, good compliance by construction personnel and vehicles, removal of invasive mustard species, educational efforts, and opportunities for citizen science. Persisting management issues included predation by ravens and canids, presence of *Mycoplasma*, ectoparasitic tick vectors, shell disease, recurrent litter, and storm or vehicle damage to fences. More effective population monitoring could be implemented using radiotelemetry, rigorous health testing, and durable identification markers. This translocation scenario is likely to be repeated when tortoises are displaced from other urban areas.

Institutional (Program Review/SLO/AUO) Non-Budget Initiatives Fall 2013

Functional Area	Initiative	Identified In/As	External Coordination Required	Required Partners	Notes
Student Services	Restructure Orientation	Program Review/AUO	No		In-Process
Student Services	Additional SEP's	Program Review/AUO	No		In-Process
Student Services	New FA Debit Card	Externally Influenced	Yes	Information Services	Implemented
Student Services	On-Line Orientation	Program Review/AUO	Yes	Information Services	In-Process
Student Services	SS Act Requirements	Externally Influenced	Yes	Information Services Institutional Research	Ongoing
Student Services	EOPS Awareness	Program Review/AUO	No		
Academic Affairs	Access to Researcher	Program Review(S)	Yes	President's Office	Implemented
Academic Affairs	BB Shells Populated	Program Review(s)	Yes	Student Services Information Services Institutional Research	Completed
Academic Affairs	Grants <i>(need more)</i>	Program Review	Yes	President's Office Institutional Research	
Academic Affairs	Faculty Advisors	Program Review	Yes	Student Services (Possible Taskforce)	May have financial resource requirements
Academic Affairs	Community Partnerships	Program Review	Yes	Morongo Unified WIB Chancellor's Office (Deputy Sector Navigator's)	

College Council Meeting Minutes
January 24, 2014 - 1:00 p.m.
Library Meeting Room

J. Alpin, G. Brown, K. Coghill, Z. Ginder, C. Hopkins, C. Itnyre, M. Plummer, A. Riesgo, M. Schiel, R. Smith, and R. Wagner.

I. New Business

a. Transcript Evaluator Job Description (A. Riesgo)

Ms. Riesgo reported that this job description is in process and she will be sending it out shortly. She received feedback and needs to incorporate it into the job description.

b. Budget and non-budget priorities (R. Wagner)

Dr. Wagner distributed non-budget initiatives for fall 2013. Ms. Hopkins expressed concern that library items were not on the list. Dr. Wagner suggested those items may have been internal. Placing library workshops on line is one item of concern. Ms. Hopkins will send the list to Dr. Wagner and he will add them. The need to acquire grants and sector navigators was discussed. Dr. Wagner distributed the reoccurring budget priority worksheet. He mentioned that security has been moved to the level of significant student impact. The transcript evaluator position will be budgeted through the Student Success and Support Act funds that are categorical in nature. Concern was expressed that the Instructional Aid position in automotive was moved to priority 7 when it was up to a 2 formerly. Dr. Wagner distributed the one-time budget priority worksheet for fall 2013 and considerable discussion took place regarding justification of the items and what may be necessary in order to make as many of these items happen as possible.

c. Faculty Senate ASAP – Social Science AA Deactivation
(M. Schiel)

Ms. Schiel reported that this is the first program deactivation; therefore, she brought it to College Council today. This item has been approved by the Academic Senate but broad based campus buy-in is something that is necessary prior to taking it for board approval.

II. Old Business

a. Institutional Dialogue Flowchart (C. Hopkins)

Ms. Hopkins introduced this item with the change from Analysis and Identification of Gaps to Student Support Program Reviews. Ms. Schiel suggested that there may be items in the program reviews that can drive non-budgetary decisions in the non-instructional program reviews.

III. Other/Discussion

Dr. Wagner brought up the topic of board policies. He requested feedback regarding the travel policy in order that we can move these policies forward.

Mr. Ginder reported that Base Programs is doing well. A good number of students have come through the office. The MASP program is full for January and February and they are working toward a full group in March. There has been a good deal of positive public relations with the base and promotion of both programs is proving helpful. Marine and sailor college success will be on campus February 5 in the portable with 25 participants expected. Mr. Ginder added that the new building is wonderful.

Ms. Hopkins commented that she is glad to see budget dialogue start and confirmed that it will go through the Budget Advisory Committee (BAC). She is looking forward to wrapping up in March. Ms. Hopkins added that Student Learning Outcomes (SLO) assessments are coming from faculty.

Ms. Itnyre reported that the Ides of March Roman Banquet (Toga Party) is going to occur. She cannot attend the meetings that are scheduled on Friday evenings at 5:00 p.m. Eva Chavez and Randy Smith are doing a fantastic job of meeting regularly and taking care of arranging details. Dr. Wagner expressed his concern about the lengthy timeline. Ms. Alpin will be working with the students regarding this topic. Important events will lead up to the banquet and we hope for a successful event for the community.

Ms. Hopkins asked about the report due to ACCJC, and if it will be available for constituent group review? Dr. Wagner responded this will probably be a two page report and it will be available. He and Mr. Brown have met regarding information relative to this report.

Mr. Smith reported that ASCMC will be hosting the Region IX meeting on campus in the Community Room on February 7 from 1:00 – 6:00.

Ms. Plummer reported that the District has contracted with a third party organization for parking tickets so folks can be tracked down. Visitor parking was discussed and something under consideration is a machine that will give students and visitors a parking pass for \$1. This would be an occasional use arrangement. Ms. Plummer reviewed highlights of the Governor's proposed budget, new revenue, the possibility of completely paying down deferrals, no increase in tuition, budget stabilization and establishment of an account with an additional reserve. They are not proposing to extend Prop 30 as it is time to live within our means; a COLA of .86% with enrollment restoration of 3% for community colleges is part of

the proposal. We are presently down in numbers of students so we will not receive any growth resources if this does not change. Ms. Plummer added that this information will be reviewed at the BAC and BOT meetings.

Mr. Brown reviewed enrollment statistics to date. We are presently 8-9% below last year and census is due next week. We will be looking at a Summer Bridge Program for adults to help ensure student success. On-line registration has been tested and we will continue with breaks in between to fix any issues that may come up. Student Services is planning to work through problems as they arise rather than continuing with the registration process and exacerbating issues. This process will start for the summer session as a robust summer session is planned for this year.

Ms. Schiel asked how over cap we were last year. The number is approximately 9.3%. She suggested running the Summer Bridge Program as non-credit classes in order to generate additional revenue.

Next Meeting: February 28, 2014

kc
CCMM – 1-24-14