



ACADEMIC SENATE

Agenda for October 2nd 2014, 3:00 pm to 5:00 pm, room 119

A. Confirmation of the Agenda (for date)

B. Approval of the Minutes (for date)

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. CORs to approve:

- i. CIS-074 Excel II
- ii. HS-061 Medical Terminology
- iii. HS-081
- iv. EDUC-### Introduction to Classroom Teaching (**### to be replaced with a number by the meeting**)
- v. MUS-005 History of Rock'n' Roll

b. Curric minutes from Aug. 28, 2014.

c. CTRAC minutes from Sept. 26, 2014

E. Committee Reports:

a. Senate Committees

- i. **Curriculum** – Allen, Armstrong, Berger, Blauwkamp, Brakebill, Case, Chesterman, Chlebik, Delaney, DeSantis, Hopkins, **Llort**, Maclaughlin Norton, Powell, Steenberg, Wahl, (Dean Kersey, Curriculum Asst. Hotch)
- ii. **Library** - Allen, Baird, Chlebik, 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

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.

- 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

b. District Committees:

- i. **Academic Calendar** – Norton (Alternate: Chlebik)
- ii. **Student Success and Support Committee** – Armstrong, Baird, Chesterman, Compton, DeSantis, Haig, Muchenje, Nankervis, Norton, Thacker
- 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** –Chlebik , Gallagher, Hopkins, Le, Llort, 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, Chlebik, 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:** Parkin
 - 3. **Standard Two:**
 - 4. **Standard Three:** Hopkins, Norton
 - 5. **Standard Four:**

F. 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

G. Discussion/Action Items:

- a. Ed Tech survey
- b. Liberal Arts Degree update
- c. Program deactivation: Anthropology

- d. CORs out of compliance
- e. Create standing committees: College website and Marketing

H. Information/Discussion:

- a. Desert Studies report
- b. Scorecard discussion
- c. General discussion of Accreditation Standard 3

- 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: October 2, 2014

Requested by: Curriculum

Subject: Approval of these CORs:

- CIS-074 *Excel II*
- HS-061 *Medical Terminology*
- EDUC-### *Introduction to Classroom Teaching*
- MUS-005 *History of Rock'n' Roll*

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 25 September 2014.

1. CIS-074 (Powell) *Excel 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) Change in lab lecture ratio and SIU's.

2. CIS-074 (Powell) *Excel II* Prerequisite or Co-requisite Courses or Advisories:

- Advisory:
- Prerequisite: CIS-072D
- Co-requisite:

3. CIS-074 (Powell) *Excel II* Distance Education modality.

4. HS-061 (Wahl) *Medical Terminology* 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. **HS-061** (Wahl) *Medical Terminology* Prerequisite or Co-requisite Courses or Advisories:

- Advisory: RDG-051
- Prerequisite: ENG-050 with a grade "C" or better
- Co-requisite:

6. **HS-081** (Wahl) *Basic Arrhythmias* **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) Added MATH-057 advisory, changed RDG-050 to RDG-051

7. **HS-081** (Wahl) *Basic Arrhythmias* **Distance Education modality.**

8. **EDUC-###** (Gallagher) *Introduction to Elementary Classroom Teaching* **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. **EDUC-200** (Gallagher) *Introduction to Elementary Classroom Teaching* **CSU transferability.**

14. **EDUC-200** (Gallagher) *Introduction to Elementary Classroom Teaching* **UC transferability.**

15. **MUS-005** (Will) *History of Rock "N" Roll* **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) Advisory from ENG-050 to ENG-051 _____

COPPER MOUNTAIN COLLEGE

Course Outline of Record

Course Number: CIS-074

New

Revised

Program Review

Distance Education (NEW)

Discipline (s): Computer Science

Semester/Year Changes are Effective: 2015SP

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: CIS-074

2. Course Title: Excel II

3. Catalog Description: This is an advanced Excel for Windows course. Students create comprehensive business and technical spreadsheet systems using advanced Excel techniques. Topics covered include working with multiple worksheets and workbooks, creating templates, importing data, smartart, images, screen shots, trendlines, pivottable reports, pivotchart reports, slicers, formula auditing, data validation, complex problem solving, macros, Visual Basic for Applications (VBA) with Excel, and collaboration features for workbooks.

4. Total Units:	3.0	Total Weekly Hours:	4.0	SIUs:	3.5
Lecture Units:	2.5	Weekly Lecture Hours:	2.5	Semester Lecture Hours:	45.0
Lab Units:	0.5	Weekly Lab Hours:	1.5	Semester Lab Hours:	27.0

BASED ON AN 18 WEEK SEMESTER

5. Prerequisite or Co-requisite Courses or Advisories:

- a. Advisory:
 Prerequisite: CIS-072D
 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. Define and describe basic Office and Windows essential concepts and skills.
- b. Define and describe basic spreadsheet concepts, terms, and definitions.
- c. Create a simple spreadsheets using common formatting and editing commands with embedded charts.
- d. Create spreadsheets using formulas, functions, and formatting.
- e. Create spreadsheets using what-if analysis, charting, and tools used when working with large worksheets.
- f. Create spreadsheets using financial functions, data tables, and amortization schedules.
- g. Create spreadsheets by creating, sorting, and querying tables.

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. Utilize multiple worksheets, workbooks, and collaboration features.
 - b. Apply formula auditing, data validation, and complex problem solving.
 - c. Create worksheets with macros and visual basic code for applications (VBA) with Excel.
 - d. Create templates and worksheets utilizing advanced Excel features including pivottable reports, pivotchart reports, and slicers.
7. Course Content: *(Detailed list of all topics taught in course, arranged by topic with subheadings)*
- a. Specific Objectives of this class is to:
 - a. Work with multiple worksheets and workbooks.
 - b. Create templates, importing data, and working with smartart, images, and screen shots working with trendlines, pivottable reports, pivotchart reports, and slicers.
 - c. Demonstrate an understanding of formula auditing, data validation, and complex problem solving.
 - d. Use Macros and Visual Basic for Applications (VBA) with Excel.
 - e. Demonstrate an understanding of collaboration features for workbooks.
 - b. Lecture.
 - a. Review and update from previous versions of Excel.
 - (i) Office and Windows essential concepts and skills.
 - (ii) Basic spreadsheet concepts, terms, and definitions.
 - (iii) Common formatting and editing commands with embedded charts.
 - (iv) Formulas, functions, and formatting.
 - (v) What-if analysis, charting, and tools used when working with large worksheets.
 - (vi) Financial functions, data tables, and amortization schedules.
 - (vii) Sorting, and querying tables.
 - b. Work with multiple worksheets and workbooks.
 - (i) Create the consolidated worksheet.
 - (ii) Format the consolidated worksheet.
 - (iii) Work with multiple worksheets.
 - (iv) Add a header and footer, changing the labels when printed.
 - (v) Consolidate data by linking workbooks.
 - c. Create templates, import data, and work with smartart, images, and screen shots.
 - (i) Create templates.
 - (ii) Use templates.
 - (iii) Import data.
 - (iv) Use the find and replace commands.
 - (v) Insert a clustered cone chart.
 - (vi) Work with smartart graphics.
 - (vii) Use images on a worksheet.
 - (viii) Use screen shots on a worksheet.
 - d. Workwith trendlines, pivottable reports, pivotchart reports, and slicers.
 - (i) Add trendlines to a chart.
 - (ii) Create and formatting pivot tables and pivot charts.
 - (iii) Work with slicers.

- e. Formula auditing, data validation, and complex problem solving.
 - (i) Formula auditing.
 - (ii) Data validation.
 - (iii) Solve complex problems.
 - (iv) Use solver to solve complex problems.
 - (v) Use scenarios and scenario manager to solve complex problems.
 - (vi) Summarize scenarios.
 - (vii) Prepare a workbook for distribution.

- f. Use macros and visual basic for applications (VBA) with Excel.
 - (i) Learn about workbook created by others.
 - (ii) Record and assigning macros.
 - (iii) Create a procedure to automate data entry.
 - (iv) Create a procedure to automate screen data entry.
 - (v) Write code for command buttons.
 - (vi) Digital signatures.

- g. Collaboration features for workbooks.
 - (i) Gather feedback using comments.
 - (ii) Collaborate and track changes on worksheets.
 - (iii) Review tracked changes.
 - (iv) Compare and merge workbooks.
 - (v) Save custom views and format a workspace.

- 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.*
 - a. Review and update from previous versions of Excel.
 - (i) Online practice exercises.
 - (ii) Guided Excel project, designed and reviewed as a group.
 - (iii) Review knowledge exercise; to be worked on individually.
 - (iv) Extend knowledge exercise; to be worked on individually.
 - (v) Two lab exercises.
 - (vi) These exercises, assignments, and projects will demonstrate the ability to use the following skills in real world applications:
 1. Office and Windows essential concepts and skills.
 2. Basic spreadsheet concepts, terms, and definitions.
 3. Common formatting and editing commands with embedded charts.
 4. Formulas, functions, and formatting.
 5. What-if analysis, charting, and tools used when working with large worksheets.
 6. Financial functions, data tables, and amortization schedules.
 7. Sort and query tables.

 - b. Work with multiple worksheets and workbooks.
 - (i) Online practice exercises.
 - (ii) Guided Excel project, designed and reviewed as a group.
 - (iii) Review knowledge exercise; to be worked on individually.
 - (iv) Extend knowledge exercise; to be worked on individually.
 - (v) Three lab exercises.
 - (vi) These exercises, assignments, and projects will demonstrate the ability to use the following skills in real world applications:
 1. Create the consolidated worksheet.

2. Format the consolidated worksheet.
 3. Work with multiple worksheets.
 4. Add a header and footer, changing the labels when printed.
 5. Consolidate data by linking workbooks.
- c. Create templates, import data, and work with smartart, images, and screen shots.
- (i) Online practice exercises.
 - (ii) Guided Excel project, designed and reviewed as a group.
 - (iii) Review knowledge exercise; to be worked on individually.
 - (iv) Extend knowledge exercise; to be worked on individually.
 - (v) Three lab exercises.
 - (vi) These exercises, assignments, and projects will demonstrate the ability to use the following skills in real world applications:
 1. Create templates.
 2. Use templates.
 3. Import data.
 4. Use the find and replace commands.
 5. Insert a clustered cone chart.
 6. Work with smartart graphics.
 7. Use images on a worksheet.
 8. Use screen shots on a worksheet.
- d. Work with trendlines, pivottable reports, pivotchart reports, and slicers.
- (i) Online practice exercises.
 - (ii) Guided Excel project, designed and reviewed as a group.
 - (iii) Review knowledge exercise; to be worked on individually.
 - (iv) Extend knowledge exercise; to be worked on individually.
 - (v) Three lab exercises.
 - (vi) These exercises, assignments, and projects will demonstrate the ability to use the following skills in real world applications:
 1. Add trendlines to a chart.
 2. Create and format pivot tables and pivot charts.
 3. Work with slicers.
- e. Formula auditing, data validation, and complex problem solving.
- (i) Online practice exercises.
 - (ii) Guided Excel project, designed and reviewed as a group.
 - (iii) Review knowledge exercise; to be worked on individually.
 - (iv) Extend knowledge exercise; to be worked on individually.
 - (v) Three lab exercises.
 - (vi) These exercises, assignments, and projects will demonstrate the ability to use the following skills in real world applications:
 1. Formula auditing.
 2. Data validation.
 3. Solve complex problems.
 4. Use solver to solve complex problems.
 5. Use scenarios and scenario manager to solve complex problems.
 6. Summarize scenarios.
 7. Prepare a workbook for distribution.

- f. Use Macros and Visual Basic for Applications (VBA) with Excel.
 - (i) Online practice exercises.
 - (ii) Guided Excel project, designed and reviewed as a group.
 - (iii) Review knowledge exercise; to be worked on individually.
 - (iv) Extend knowledge exercise; to be worked on individually.
 - (v) Three lab exercises.
 - (vi) These exercises, assignments, and projects will demonstrate the ability to use the following skills in real world applications:
 - 1. Learn about workbook created by others.
 - 2. Record and assign macros.
 - 3. Create a procedure to automate data entry.
 - 4. Create a procedure to automate screen data entry.
 - 5. Write code for command buttons.
 - 6. Digital signatures.
 - g. Collaboration features for workbooks.
 - (i) Online practice exercises.
 - (ii) Guided Excel project, designed and reviewed as a group.
 - (iii) Review knowledge exercise; to be worked on individually.
 - (iv) Extend knowledge exercise; to be worked on individually.
 - (v) Three lab exercises.
 - (vi) These exercises, assignments, and projects will demonstrate the ability to use the following skills in real world applications:
 - 1. Gather feedback using comments.
 - 2. Collaborate and track changes on worksheets.
 - 3. Review tracked changes.
 - 4. Compare and merge workbooks.
 - 5. Save custom views and format a workspace.
8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Lecture with PowerPoint.
 - b. Lab: Return demonstration with instructor feedback.
 - c. Classroom discussions.
 - d. Individual presentation.
 - e. Online practice exercises.
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. Online practice exercises for each chapter.
 - b. Guided projects assigned to reinforce skills.
 - c. Lab assignments.
 - d. Lab projects.
 - e. Read assigned text.
 - f. Final project.
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 and exams.
 - b. Non-computational and computational problem-solving.

- c. Excel projects and labs.
- d. Pre-tests and games.
- e. Final project.

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):

Shelly, G. B., & Quasney, J. J. (2011). *Microsoft Excel 2010: Comprehensive*. Stamford, CT: Cengage.

Freund, S. M., Jones, M., & Starks, J. L. (2013). *Microsoft Excel 2013: Complete*. Stamford, CT: Cengage.

a. 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.*

- a. 1 USB Drive

Faculty Initiator: James Powell

Date: June 12, 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?
 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.: CCC000414224
- c. [CB01] Course I.D.: CIS-074
- d. [CB02] Course Title: Excel II
- e. [CB03] T.O.P Code : 0702.10
- 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: 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
 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: CIS-074

- 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. General Business, A.S. Computer Programming, Computer Programming Certificate, A.S. computer Information System, CIS Certificate.

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.

CTRAC Signature _____ Date _____

Articulation Officer Signature _____ Date _____

Curriculum Signature here indicates that separate actions were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable. _____ Date _____

Academic Senate Signature _____ Date _____

Dean for Instruction, CIO Signature _____ Date _____

Superintendent/President Signature _____ Date _____

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 in lab lecture ratio and SIU's.

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: HS-061

New
 Revised
 Program Review
 Distance Education (NEW)

Discipline (s): Health Care Ancillaries, Health
 Semester/Year Changes are Effective: 2015SP

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

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

1. Course Number: HS-061
2. Course Title: Medical Terminology
3. Catalog Description: Medical terminology is used by all health service personnel, including medical doctors, dentists, nurses, respiratory therapists, physical therapists, EMTs, medical coders, and doctor's office assistants. In this course, students investigate medical terminology origins, meanings, and applications. This course is valuable for any student considering future enrollment in health science courses and programs.
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: RDG-051
 - Prerequisite: ENG-050 with a grade "C" or better
 - Co-requisite:
 - b. Content review: (Based on outcomes of the listed advisory, prerequisite, or co-requisite -- *Before entering the course students must be able to demonstrate the following in order to effectively complete the required assignments of this course*):
 - i. Employ fundamental study skills, learning habits, and critical thinking to solve word problems.
 - ii. Demonstrate knowledge of the standard rules of grammar, syntax, mechanics, and basic vocabulary in written compositions and responses to assigned multicultural reading and viewing materials and recognize and address basic mechanical deficiencies in their own writing and in the work of others.
 - iii. Exhibit proficiency using the dictionary and other reference materials, including electronic library resources.
 - iv. Demonstrate independent study skills and learning habits.
 - 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. Differentiate among the basic structural components of medical words: word roots, prefixes, and suffixes.
 - b. Employ knowledge of the word building process to interpret the meaning of medical terms.
 - c. Demonstrate the ability to pronounce and spell medical terminology pertinent to each body system.
 - d. Apply the proper medical terminology and abbreviations to describe basic physiological functions of a body system.
 - e. Demonstrate the ability to evaluate and discuss medical information.

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. Structural organization of the body.
 1. Digestive system.
 2. Urinary system.
 3. Male and female reproductive systems.
 4. Nervous system.
 5. Cardiovascular system.
 6. Respiratory system.
 7. Blood, immune, and lymphatic systems.
 8. Musculoskeletal system.
 9. Integumentary system.
 10. Sense organs.
 11. Endocrine system.
 - ii. Body cavities.
 1. Oral.
 2. Anal.
 3. Nasal.
 4. Aural.
 5. Vaginal.
 - iii. Regions and quadrants of the abdomen.
 1. Upper left.
 2. Upper right.
 3. Lower left.
 4. Lower right.
 5. Epigastric.
 - iv. Planes of the body directional and positional terms.
 1. Anterior.
 2. Posterior.
 3. Frontal.
 4. Dorsal.
 5. Lateral.
 6. Medial.
 7. Superior.
 8. Inferior.
 9. Standing.
 10. Sitting.
 11. Prone.
 12. Supine.
 - v. Basic word structure including prefixes, suffixes, and root words.
 - vi. Terminology related to the anatomy, physiology, pathophysiology, medical diagnostic testing, and medical/surgical interventions for each of the body systems:
 1. Digestive system.
 2. Urinary system.

3. Male and female reproductive systems.
 4. Nervous systems.
 5. Cardiovascular system.
 6. Respiratory system.
 7. Blood, immune, and lymphatic systems.
 8. Musculoskeletal.
 9. Integumentary.
 10. Sense organs.
 11. Endocrine system.
- 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.
8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Classroom lecture and discussion.
 - b. Multimedia presentations.
 - c. Demonstration utilizing anatomical models and charts.
 - d. In-class exercises and games to emphasize pronunciation and spelling of terminology.
 - e. Medical case studies.
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. Reading in required text. Reading to be completed prior to class. 1-2 chapters are covered per class meeting. Chapters are approximately 30-50 pages in length.
 - b. Select end of chapter exercises consisting of matching column, short answer, and recognition of correctly spelled terms.
 - c. Participation in online activities.
 - d. Essay.
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. Short answer quizzes.
 - b. Examinations consisting of multiple choices questions, multiple response, true/false, and matching.
 - c. Participation in individual and group presentations.
 - d. Essay report on medical terminology used in media (television show, magazine, or newspaper reports).
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):

Chabner, D. (2014). *The language of medicine* (10th ed.). St. Louis: Elsevier.

Medical dictionary of student's choice. (Tabers, Mosby, Saunders)

- 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.

Faculty Initiator: Kathleen Wahl

Date: 04/23/2014

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?
- 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.: CCCC000401764
- c. [CB01] Course I.D.: HS-061
- d. [CB02] Course Title: Medical Terminology
- e. [CB03] T.O.P Code : 1201.00
- f. [CB04] Credit Status: D = Degree Credit C = Non Degree Credit N = Non Credit
- g. [CB05] Transfer Status: A = Transferable to UC and CSU
 B = Transferable to CSU only
 C = Not Transferable
SEE QUESTION #20 FOR ADDITIONAL INFORMATION
- h. [CB06] MAX Credit: 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
 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: HS-061

- 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

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.

Kathleen Wahl

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 _____

Melynie Schiel

Dean for Instruction, CIO Signature _____ Date _____

Pamela Kersey, Ed.D.

Superintendent/President Signature _____ Date _____

Roger Wagner, Ph.D.

I. REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____
- Change/update course outline
 - Entrance Skills
 - Student Learning Outcomes (formerly objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element _____
- Other (specify) _____

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

I certify that the above is valid.

Librarian: _____ Date: _____

II. NEW COURSE FEASIBILITY (Cannot answer if you are revising 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: HS-081

New
 Revised
 Program Review
 Distance Education (NEW)

Discipline (s): Health, Health Care Ancillaries, Emergency Medical Technologies
 Semester/Year Changes are Effective: 2015SP

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

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

1. Course Number: HS-081
2. Course Title: Basic Arrhythmias
3. Catalog Description: This course, designed for persons working with patients who require cardiac monitoring. Provides a review of the anatomy and physiology of the heart. Students learn about the normal and abnormal rhythms of the heart, including signs and symptoms related to the rhythm, and current recommended treatments. This course is applicable for Licensed Vocational Nurse (LVN) and Certified Nursing Assistant (CNA) license renewal.
4.

Total Units:	2.0	Total Weekly Hours:	2.0	SIUs:	2.0
Lecture Units:	2.0	Weekly Lecture Hours:	2.0	Semester Lecture Hours:	36.0
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.

<input checked="" type="checkbox"/>	Advisory:	ENG-050, RDG-051, and MATH-057
<input type="checkbox"/>	Prerequisite:	
<input type="checkbox"/>	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. Demonstrate the ability to read and comprehend college-level textbooks.
 - b. Exhibit proficiency in correct usage of grammar and punctuation.
 - c. Demonstrate an awareness of critical thinking skills in oral and written communication.
 - d. Exhibit proficiency using dictionaries and other reference materials including electronic resources.
 - e. Demonstrate independent study skills and learning habits.
 - f. Add, subtract, and divide whole numbers, fractions, and decimals.
 - c. Additional Validation Method: *(required only if a prerequisite or co-requisite is listed)*

<input type="checkbox"/>	Content Review (for course outside of discipline – 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. Articulate the anatomy and physiology of the heart.
 - b. Discuss normal Electrocardiogram (ECG) measurement and calculate heart rate on a rhythm strip.
 - c. Identify normal and abnormal heart rhythms.
 - d. Evaluate current treatments utilized in the treatment of arrhythmias.
 - e. Identify basic principles of implanted device therapy.

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.
 1. Cardiac anatomy and physiology.
 - i. Anatomy of the heart.
 - a. Size, location.
 - b. Cardiac muscle layers.
 - c. Valves.
 - d. Blood supply.
 - ii. Physiology of the heart.
 - a. Coronary circulation.
 - b. Baroreceptors and chemoreceptors.
 - c. Autonomic nervous system influence.
 - d. Cardiac output.
 2. Electrophysiology.
 - i. Cardiac conduction.
 - a. Action potential.
 - b. Conduction system.
 - ii. Electrocardiogram.
 - a. Application of monitor.
 - b. Waveform configuration.
 - c. Analysis of waveforms.
 3. Rhythm analysis.
 - i. Parameters of rhythm analysis.
 - ii. Assessment of timing cycle.
 4. Sinus rhythm.
 - i. ECG characteristics.
 5. Atrial rhythms.
 - i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic management.
 - 2) Cardioversion.
 - 3) Device therapy.
 - 4) Ablation.
 6. Junctional rhythms.
 - i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 7. Ventricular rhythms.
 - i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic (acute, chronic).
 - 2) Defibrillation.
 - 3) Device therapy.
 8. Pulseless electrical activity.

- i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic.
 - 2) Electrical (pacing).
 - 3) CPR.
 - 9. Asystole.
 - i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic.
 - 2) Electrical (pacing).
 - 3) CPR.
 - 10. Atrioventricular blocks.
 - i. ECG characteristics.
 - 1) First-degree Atrioventricular (AV) block.
 - 2) Second –degree Atrioventricular (AV) blocks.
 - 3) Third –degree Atrioventricular (AV) blocks.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic.
 - 2) Electrical (pacing).
 - 11. Implanted devices (pacemakers, implanted cardioverter defibrillators).
 - i. Indications.
 - ii. Location of insertion.
 - iii. Patient precautions.
 - 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.
8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Lecture.
 - b. Multimedia presentations.
 - c. Group work: analyze ECG rhythm strips.
 - d. Simulation using cardiac simulator and patient scenarios.
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 assigned chapter in text. (Assigned reading is expected to be completed prior to the class. The student will utilize a study guide to focus on key details).
 - b. Completion of ECG exercises.
 - c. Prepare for class presentation: Given a patient scenario with accompanying rhythm strips, students must analyze and suggest treatment plan.
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: multiple choice questions and rhythm strip identification.
 - b. Class presentation: demonstrating analysis and critical thinking.
 - c. Final exam.

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):

Aehlert, B. J. (2013). *ECG's made easy* (5th ed.). St. Louis: Elsevier.

Considered standard in the field.

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. ECG calipers (approximate cost \$7.95)

Faculty Initiator: Kathleen Wahl

Date: 04-11-2014

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 to students.
- ii. How will student learning outcomes be consistent with the F2F course? Please explain and provide examples.
 The SLOs are the same for both modalities.
- 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 website.
 Contact requirement is the same in person as this is a hybrid course offering.
- 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.: CCC000398314
- c. [CB01] Course I.D.: HS-081
- d. [CB02] Course Title: Basic Arrhythmias
- e. [CB03] T.O.P Code : 1299.00
- f. [CB04] Credit Status: D = Degree Credit C = Non Degree Credit N = Non Credit
- g. [CB05] Transfer Status: A = Transferable to UC and CSU
 B = Transferable to CSU only
 C = Not Transferable
SEE QUESTION #20 FOR ADDITIONAL INFORMATION
- h. [CB06] MAX Credit: 2.0
- i. [CB07] MIN Credit: 2.0
- 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
 N = Not Co-op Ed/Work Experience C = is Co-op/Work Experience
- l. [CB10] Co-op Ed:
- 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
 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: HS-081

- 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

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.

Kathleen Wahl

CTRAC Signature	Date
-----------------	------

Yadira Llord

Articulation Officer Signature	Date
--------------------------------	------

Andrea Armstrong

Curriculum Signature here indicates that separate actions were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable.	Date
--	------

Yadira Llord

Academic Senate Signature	Date
---------------------------	------

Melynie Schiel

Dean for Instruction, CIO Signature	Date
-------------------------------------	------

Pamela Kersey, Ed.D.

Superintendent/President Signature	Date
------------------------------------	------

Roger Wagner, Ph.D.

I. REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____
- Change/update course outline
 - Entrance Skills
 - Student Learning Outcomes (formerly objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element _____
- Other (specify) Added MATH-057 advisory, changed RDG-050 to 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 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: _____

New
 Revised
 Program Review
 Distance Education (NEW)

Discipline (s): Education
 Semester/Year Changes are Effective: 2015SP

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: EDUC ###

2. Course Title: Introduction to Elementary Classroom Teaching

3. Catalog Description: This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools. Topics include teaching as a profession and career; historical and philosophical foundations of the American education system; classroom management; professional and ethical considerations; contemporary educational issues; California's content standards and frameworks; and teacher performance standards. In addition to class time, the course requires 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. Students must complete fingerprinting and tuberculosis testing to take this course.

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: CD-012, RDG-051, and ENG-003A or the equivalent with a grade of "C" or better
 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*):

- i. Employ fundamental study skills and learning habits.
- ii. Demonstrate critical thinking skills.
- iii. Read text at the college level.
- iv. Communicate ideas clearly in writing, using complete sentences.
- v. Apply standard rules of grammar, punctuation, and mechanics in written responses.
- vi. Compose organized essays typed in MLA format.
- vii. Read, analyze, and respond critically to assigned reading and viewing material.
- viii. Support families' importance in the lives of children.

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)*
 1. Formulate a personal philosophy of education and develop professional goals.
 2. Describe the process of becoming a teacher.
 3. Interpret best and promising teaching practices and ethical standards.
 4. Recognize educational theories and principles.

7. Course Content: *(Detailed list of all topics taught in course, arranged by topic with subheadings)*
 - a. Specific Objectives *(formerly known as Course Objectives)*.
 1. Articulate basic purposes of schooling and trace the history of their development.
 2. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
 3. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.
 4. Demonstrate an understanding of educational issues in a global, national, community, and family context.
 5. Demonstrate knowledge of the impact of cultural contexts on learning.
 6. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges.
 7. Demonstrate skill in implementing established protocols for visiting schools and classrooms.
 8. Demonstrate skill in implementing observation protocols.
 9. Relate course content to real classrooms through satisfactory completion of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to:
 - a. Recognize and describe examples of teaching events that implement some elements of the California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPEs).
 - b. Observe the use of state-adopted academic content and performance standards.
 - c. Compare and contrast classroom environments.
 - d. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.
 10. Critically assess personal experiences to inform and guide future teaching and collaborative practices.
 11. Identify personal meanings related to teaching, reflecting upon whether and why they want to become teachers, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher.

 - b. Lecture.
 - 1) Historical overview of teaching in America.
 - a) Relationship to democracy.
 - i. Significant events.
 - ii. Financing.
 - iii. Governance.
 - b) Americanization of immigration.
 - 2) Introduction to teaching.
 - a) Requirements.
 - b) Positive and negative aspects.
 - c) Multiple roles and functions.
 - d) Teaching in a diverse and pluralistic society.
 - 3) Teaching standards and expectations.
 - a) California Standards for the Teaching Profession (CSTP).
 - b) California Academic Content and Performance Standards.
 - c) State Teaching Performance Expectations (TPEs).
 - 4) Survey of perspectives and theories of learning and teaching.
 - i. Epistemology.

- ii. Behaviorism.
- i. Cognitivism.
- ii. Constructivism.
- iii. Design-based.
- iv. Humanism.
- a) Theories of teaching and learning.
 - i. Socratic method.
 - ii. Student-centered.
 - iii. Bruner's cognitive developmental theory.
 - iv. Molding theory.
 - v. Communication theory.
 - vi. Critical pedagogy.
 - vii. Anti-oppressive teaching.
 - viii. Nel Nodding's theory of caring.
 - ix. Cultural impacts on learning.
- 5) Social and cultural context of schools.
 - a) Purposes and roles.
 - b) Outside challenges.
 - i. Socioeconomic conditions.
 - ii. Home environment.
 - iii. Family relationships.
 - iv. Health, safety, and nutrition.
 - v. School and community resources.
 - c) Community partnering.
 - d) Diversity issues.
- 6) Teaching in a diverse school environment.
 - a) Social groups: race, class, sexuality, gender, and ability.
 - b) Cultural diversity.
 - c) Diversity within curriculum.
 - d) Diversity in the extracurricular aspects of schools.
 - e) Diversity of learning styles.
- 7) Working with a diverse student population.
 - a) Social justice and multicultural approach.
 - b) Infusion vs. an additive approach.
 - c) Basic strategies for accommodating diverse learning needs.
- 8) Introduction to planning, delivering, and assessing instruction.
 - a) Curriculum development and controversial issues.
 - b) Pedagogical methods.
 - c) Assessment at micro and macro levels.
- 9) Introduction to effective pedagogical methods.
 - a) Lecture.
 - b) Use of media.
 - c) Classroom discussions.
 - d) Small group discussions and activities.
 - e) The project method.
 - f) Writing prompts.
- 10) Technology and teaching.
 - a) Overview.
 - b) Uses of technology in the classroom.
 - c) Student use of technology.
- 11) Standardized testing.
 - a) Purpose.
 - b) Local, statewide, and national standardized testing requirements.

- c) Controversies.
- d) Alternative (authentic) forms of assessment.
- 12) Professional standards, ethics, and professionalism.
 - a) Trust.
 - b) Codes of conduct for teachers: National Education Association (NEA) and American Federation of Teachers (AFT).
- 13) Classroom management.
 - a) Respect.
 - b) Meaningful structure.
 - c) Democratic principles.
 - d) Progressive management and discipline.
 - e) Discipline policies.
 - f) Classroom family structure.
- c. Field Work.
 - a. Protocols for visiting schools and entering classrooms.
 - b. Methods and ethics of conducting and reporting classroom observations.
 - c. Observations and reflections on various teaching methods.
 - d. Observations of scaffolding of student learning.
 - e. Conferring with teachers about their planning and assessment methodologies.
 - f. Conferring with teachers and reflecting on various classroom management and organization approaches.
 - g. Reflections on teacher-student interactions as they reflect various theoretical learning and discipline approaches.
 - h. Observations of teacher interactions with children regarding problem-solving and behavior management
 - i. Reflections on observations.
- 8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
 - a. Lecture.
 - b. Multi-media presentations.
 - c. Class and group discussions.
 - d. Guest presentations.
 - e. Field observations and reflections.
 - f. Critical reading.
- 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. Reading assignments.
 - i. Study of standard text on teaching and California Standards for the Teaching Profession: For example 16 assignments of 40-50 pages per week.
 - b. Writing assignments.
 - i. Weekly reflective journal of 600 words minimum applying course content to personal and fieldwork experiences.
 - ii. Philosophy of teaching paper: Four-page minimum, MLA format, typed, 12 font, 1" margins, sources cited as appropriate.
 - c. Fieldwork component: Completion of 45-hours total of structured, scheduled three-hour weekly fieldwork in an appropriate school environment with practicing teachers selected by course instructor.

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.*
- Class participation and performance.
 - In-class assignments.
 - Weekly quizzes on text assignments.
 - Multiple choice and short-answer exams.
 - Rubric for weekly journal.
 - Rubric for philosophy of teaching paper.
 - Field experience.
 - Group presentations.
 - Portfolio development.

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.)*

Parkay, R. W. (2013). *Becoming a teacher* (9th ed.). Boston: Pearson.

Kauchak, D., & Eggen, P. (2013). *Introduction to teaching: Becoming a professional* (5th ed.). Boston: Pearson.

Sadker, D. M., & Zittleman, K. (2011). *Teachers, schools, and society: A brief introduction to education* (3rd ed.)
New York: McGraw-Hill.

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. Federally authorized finger-printing clearance
TB test.

Faculty Initiator: Marla Gallagher

Date: March 1, 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?
- 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.: TBA
 - c. [CB01] Course I.D.: TBA
 - d. [CB02] Course Title: Introduction to Elementary Classroom Teaching
 - e. [CB03] T.O.P Code : 0801.00
 - 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
 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: EDUC-###

- 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? AA-T Elementary Teacher Education *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.

Marla Gallagher

CTRAC Signature _____ Date _____

Yadira Llort

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 Llort

Academic Senate Signature _____ Date _____

Melynie Schiel

Dean for Instruction, CIO Signature _____ Date _____

Pamela Kersey, Ed.D.

Superintendent/President Signature _____ Date _____

Roger Wagner, Ph.D.

I. REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____
- Change/update course outline
 - Entrance Skills
 - Student Learning Outcomes (formerly objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element _____
- Other (specify) _____

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

I certify that the above is valid.

Librarian: _____ Date: _____

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

- What is/are the reason(s) for modifying this course outline or creating a new course? Needed for A.A.-T Elementary Teacher Education.
- 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: AD-T _____

3. Estimate total enrollment for all sections: First Year: 20 Third Year: 20

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: MUS-005

- New
 Revised
 Program Review
 Distance Education (NEW)
 Discipline (s): Music

Semester/Year Changes are Effective: 2015SP

Date of last Faculty and Curriculum review (6 yrs. for transfer courses; 2 yrs. for CTE courses): 2001

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

*Specify additional materials in #12

1. Course Number: MUS-005
2. Course Title: History of Rock "N" Roll
3. Catalog Description: This class is a survey of rock music from 20th century evolution of Black American musical heritage through the first years of rock history. Students watch historical footage and listen to musical examples of each musical period. Historical biographies on some of the more important figures in rock history are studied. The focus is on the rock music, the musician, and the manner in which sociological, political, and economic conditions merged in the evolution of this musical art form. Lectures will be divided into video presentations, music listening, and oral lecture presentations.
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.

<input checked="" type="checkbox"/>	Advisory: ENG-051
<input type="checkbox"/>	Prerequisite:
<input type="checkbox"/>	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. Employ basic vocabulary and style.
 - b. Organize and express ideas in paragraph and essay form.
 - c. Read texts and respond in writing at a comprehensive literate level.
 - d. Apply standard rules of grammar, punctuation, and mechanics in written responses.
 - e. Compose simple, organized responses to readings.
 - f. Demonstrate the ability to participate in class discussions and assigned group projects.
 - g. Use reference materials in and outside the library.
 - h. Be able to use MLA formats for assigned papers/projects.
 - c. Additional Validation Method: (*required only if a prerequisite or co-requisite is listed*)

<input checked="" type="checkbox"/>	Content Review (for course outside of discipline – 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. Analyze the structural form components and styles of rock music.

- b. Explain the effect of sociological, political, and economic elements on the creation of rock music, particularly in the 1950s and 1960s.
- c. Distinguish historical styles and characteristics of all documented periods (decades) of rock n' roll musical history.
- d. Identify political and social reaction to rock music utilizing their knowledge of the rock music elements.
- e. Compare and describe the transformation and evolvement of rock 'n roll through the tertiary development of rhythm & blues, country & western and pop.
- f. Identify and discern the cultural differences found rock and hip-hop in the various genres and styles in the 60+ years of rock history (1947 to present).

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.

- 1. Musical elements (relevant to rock music).
 - i. Rhythm.
 - ii. Pitch.
 - iii. Dynamics.
 - iv. Structure.
 - v. Form and style.
- 2. Root of rock music (up to 1950).
 - i. Wynonnie Harris.
 - ii. Louis Jordan.
 - iii. Muddy Waters.
 - iv. Rhythm & Blues.
 - v. Gospel.
 - vi. Pop.
 - vii. Country & Western.
- 3. Birth of Rock "N" Roll (1950s) - The Big Six.
 - i. Elvis Presley.
 - ii. Little Richard.
 - iii. Chuck Berry.
 - iv. Jerry Lee Lewis.
 - v. Fats Domino.
 - vi. Buddy Holly.
- 4. Early 60s, the British Invasion, Late 60s, Woodstock.
 - i. The Beach Boys.
 - ii. Bob Dylan.
 - iii. Fabian.
 - iv. The Beatles.
 - v. The Rolling Stones.
 - vi. Jimi Hendrix.
 - vii. Janis Joplin.
 - viii. Woodstock & Altamont.
- 5. Rock, Punk, Soul, Disco (1970s).
 - i. Splintering of forms and styles.
 - ii. Reflection of social changes.
 - 1) The Vietnam War.
 - 2) Kent State.
 - 3) The Beatles breakup.
 - iii. Introduction of synthesizers.
 - 1) Santana.
 - 2) Pink Floyd.
 - 3) The Sex Pistols.

- 4) James Brown.
 - 5) The Jackson Five.
 - 6) James Brown.
 - 7) Donna Summer.
 - 8) Van Halen.
 - 9) Metallica.
6. Technology/Craft (1980s).
 - i. DEVO.
 - ii. Elton John.
 - iii. Bob Marley.
 - iv. New Wave.
 - v. Music Television Videos (MTV).
 - vi. Electronic.
 - vii. Rap/Hip Hop.
 - viii. Compact discs.
 7. Eclecticism (1990s).
 - i. Alternative
 - 1) Nirvana.
 - 2) Green Day.
 - 3) Blink 182.
 - ii. Rap.
 - 1) Melly Mel.
 - 2) Public Enemy.
 - 3) DJ Master Flash.
 8. The New Style (2000s).
 - i. American Idol.
 - ii. Auto tuning.
 - iii. MP3s – downloading music (legal and illegal).
 - iv. Kelly Clarkson.
 - v. Katy Perry.
 - vi. Jason Mraz.
 9. Computer Advancements (2010s and beyond).
 - i. MP3s – downloading music & video court cases.
 - ii. Increase in live concerts.
 - iii. Record company/recording industry decline.
 - iv. World Music access.
 - v. Artists/band comebacks.
 - vi. Adele.
 - vii. Justin Bieber.
- 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.*
8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
 - a. Lectures introducing and expounding upon musical concepts and historical information.
 - b. MS PowerPoint presentations with embedded videos and other examples.
 - c. Audio recordings introducing the sound of rock music.
 - d. DVD and video recordings introducing the visual aspect of rock music.
 - e. Live performances and demonstrations making the musical experience real for the students.
 - f. Online demonstrations, research tools, rock 'n' roll websites, YouTube examples.
 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. Artist profile: written profile of a rock and roll artist or group.
 - b. Song profile: written profile of a rock n roll song and why it was chosen (subjective) OR Concert report: written evaluation of a rock and roll concert (live venue).
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, exams, both written and listening (midterm, final).
 - b. Class participation, written class assignments, and quizzes.
 - c. Homework including essays and/or live concert performance attendance.

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):

Covach, J., & Flory, A. (2012). *What's that sound?* (3rd ed.). New York: W.W. Norton.

Lipscomb, S., & Stuessy J. (2012). *Rock and roll: Its history and stylistic development* (7th ed.). Upper Saddle River, NJ: Simon & Schuster.

DeCurtis, A., & Henke, J. (Eds.). (1992). *The Rolling Stone illustrated history of rock and roll: The definitive history of the most important artists and their music* (3rd ed.). New York: Straight Arrow Publishers.

History of Rock and Roll – the boxed set DVD: this definitive 5 DVD, 10-part, 10 hour documentary covers rock 'n' roll history from its humble beginnings in the 50s to Lollapalooza in the 90s.

Videos: "This is Elvis," "Woodstock (edited)," "The Complete Beatles."

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:

Online class: Live streaming or DVD access.

Faculty Initiator: Ed Will

Date: 4/26/14

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.: CCCC000409438
 - c. [CB01] Course I.D.: MUS-005
 - d. [CB02] Course Title: History of Rock "N" Roll
 - e. [CB03] T.O.P Code : 1004.00
 - f. [CB04] Credit Status: D = Degree Credit C = Non Degree Credit N = Non Credit
 - g. [CB05] Transfer Status: A = Transferable to UC and CSU
 B = Transferable to CSU only
 C = Not Transferable
- SEE QUESTION #20 FOR ADDITIONAL INFORMATION**
- h. [CB06] MAX Credit: 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
 Not Applicable (Only credit courses are subject to stand-alone regulations)

18. General Education Status:

- a. Course has been approved for CSU GE : Area/# C1 Date Approved: Effective: Prior to separation from COD
- 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/# 3A Date Approved: Effective: Prior to separation from COD
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/# C3, C5 Date Approved: Effective Prior to separation from COD
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 Prior to separation from COD
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 Prior to separation from COD
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? CSU and IGETC G.E. Certificate of Achievement. A.A. Liberal Arts, Arts and Humanities emphasis.

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

J Edward Williford

April 26, 2014

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.

CTRAC Signature

Date

Yadira Llort

Articulation Officer Signature

Date

Andrea Armstrong

Curriculum Signature here indicates that separate actions were taken for prerequisites, co-requisites, Distance Education modalities, and CSU transferability, if applicable.
Yadira Llort

Date

Academic Senate Signature

Date

Melynie Schiel

Dean for Instruction, CIO Signature

Date

Pamela Kersey, Ed.D.

Superintendent/President Signature

Date

Roger Wagner, Ph.D.

I. REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____
- Change/update course outline
 - Entrance Skills
 - Student Learning Outcomes (formerly objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element _____
- Other (specify) Advisory from ENG-050 to ENG-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 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:
- I certify that the above is valid.

Librarian: _____ Date: _____



ACADEMIC SENATE SUBCOMMITTEE: CURRICULUM COMMITTEE
MINUTES

Date: August 28, 2014

Time: 3:00-5:00pm

LOCATION: RM 119

CHAIR: Yadira Llord

Minutes By: Jason Hotch

Members: Allen, Armstrong, Berger, Blauwkamp, Brakebill, Case, Chesterman, Chlebig, Compton, Delaney, DeSantis, Hopkins, Hotch, Llord, **Maclaughlin**, Norton, **Powell**, Steenberg, **Thacker**, Wahl.

Bold indicates absent.

I. Approval of Agenda: Motion to approve made by Steenberg, seconded by DeSantis.

II. Approval of Minutes:

- Mar 27, 2014 Motion to approve all at one made by Steenberg, seconded by Chlebig.
- April 24, 2014
- May 8, 2014

III. Chair report:

- Editorial corrections on CORs (that have completed the entire approval process): **None**.
- Calendar of meetings for 2014-2015 (attached).

IV. Course Outlines for Approval –

1. **N-076A Nursing Transition** (Blauwkamp) **Please note this is a Stand-Alone course.**

REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)

Motion to approve made by Norton, seconded by Allen. All approved.

2. **N-076A Nursing Transition** (Blauwkamp) Prerequisite or Co-requisite Courses or Advisories:

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

3. **N-036 Concepts of Pediatric Nursing** (Blauwkamp) **REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)**

Motion to approve made by Allen, seconded by Wahl. All approved.

4. **N-036 Concepts of Pediatric Nursing** (Blauwkamp) Prerequisite or Co-requisite Courses or Advisories:

Motion to approve made by Norton, seconded by Wahl. All approved.

5. **N-036 Concepts of Pediatric Nursing** (Blauwkamp) **CSU transferability.**

Motion to approve made by Allen, seconded by Case. All approved.

6. **N-040 Concepts of Nursing Practice IV** (Blauwkamp) **REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)**

Motion to approve made by Norton, seconded by Wahl. All approved

7. **N-040 Concepts of Nursing Practice IV** (Blauwkamp) Prerequisite or Co-requisite Courses or Advisories:

Motion to approve made by Norton, seconded by Allen. All approved

8. **N-045 Nursing Management, Leadership and Preceptorship** (Blauwkamp) **REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)**

Motion to approve made by Norton, seconded by Allen. All approved

9. **N-045 Nursing Management, Leadership and Preceptorship** (Blauwkamp) Prerequisite or Co-requisite Courses or Advisories: Motion to approve made by Chlebik, seconded by Norton. All approved.

10. **N-045 Nursing Management, Leadership and Preceptorship** (Blauwkamp) **CSU transferability.** Motion to approve made by Chlebik, seconded by Norton. All approved.

11. **AUTO-020 Automotive Electrical Systems I** (Friedt) **REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)** Motion to approve made by Norton, seconded by Berger. All approved.

12. **AUTO-020 Automotive Electrical Systems I** (Friedt) Prerequisite or Co-requisite Courses or Advisories: Motion to approve made by Berger, seconded by Steenberg. One nay from DeSantis. Approved.

13. **SP-007 Decision-Making and Advocacy** (DeSantis) **REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)** Motion to approve made by Armstrong, seconded by DeSantis. Abstain by Norton. Approved.

During discussion committee made changes to the COR within the areas of SLO's, Instructional methodology, and assignments.

14. **SP-007 Decision-Making and Advocacy** (DeSantis) Prerequisite or Co-requisite Courses or Advisories: Motion to approve made by DeSantis, seconded by Chlebik. All approved.

V. DISCUSSION/ACTION ITEMS:

1. **Stand-Alone training** -- Llort *No longer required.*

2. **Deactivations: None received for this agenda.**

3. **TMC for Elementary Education (status, information)** – Gallagher
See attached relevant documents for review.

Curriculum committee discussed and gave advice to Gallagher in regards on crafting the TMC, and what course would/ could fit the needed CI-D descriptors. Gallagher took information and will continue to update and work with committee as she moves forward with the creation of this TMC.

4. **Updating CTE Course Outlines of Record documents** – Llort

Curriculum committee was provided a quick update on the “2 year update requirement for CTE COR’s” which through follow up by Dean Kersey, Curriculum assistant Hotch, it was discovered that there is no requirement to update CTE COR’s every two years, rather the only two year requirement is for the CTE Program review. After discussion all agreed that CTE COR’s can be adjusted to the six year cycle as all other COR’s are on.

5. **C-ID Status** -- Armstrong

Update was provided by Armstrong as to the status for CMC and the courses submitted to CI-D. It was also noted about the back log at the CI-D reviewers level, so the group was encouraged to submit any courses as soon as possible and to follow up.

6. **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.

7. **Non-publication of “Special instructions for students for online modality to be printed in the schedule” per Course Outline of Record document** -- Curriculum

Curriculum committee reiterated the want for the special instruction for online modality to be printed in the schedules. Dean Kersey agreed to speak with L. Larson in regards to this.

8. **Status of a reference/guidance document on COR process** – Allen

Curriculum committee discussed this with Allen, but it was encouraged to wait for a potential new system to come into place before creating a new document that may not be relevant in short time.

9. **Curriculum Institute 2014 summaries.**

Presentation materials are available: <http://asccc.org/events/2014/07/2014-curriculum-institute>

Committee discussed and reviewed a couple slides together, and was encouraged to review the other slideshows at the above posted web address.

10. **Outdated CORs List** -- The list is to be reviewed and updated for inclusion in future Curriculum agendas.

Committee was updated on the new list that resides on the Forms folder of SANS that is the most current listing which also includes the adjusted update cycle for CTE courses.

VII. Subcommittee Reports:

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

VIII. Articulation Report:

IX. SUGGESTIONS FOR FUTURE AGENDAS

X. Adjournment:

XI. Future Curriculum sessions for AY 2014-2015: 25 Sept 2014, 23 Oct 2014, 13 Nov 2014, 11 Dec 2014, 22 Jan 2015, 26 Feb 2015, 26 Mar 2015, 23 April 2015, 14 May 2015



Curriculum Technical Review Advisory Committee (CTRAC)
MINUTES

Date/Time: Sept 26, 2014

Time: 8:30am – 12:00 noon

Location: **Library Meeting Room**

Chair/Secretary: **Yadira Llort**

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

GUESTS: Jim Powell, Katrina Chlebik

I. Approval of Agenda: MSU/Itnyre, Hopkins

II. Approval of Minutes: MSU/Norton, 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. CIS-072D (Powell) *Incomplete review from 12 Sept 2014.* MSU/Hopkins, Armstrong
2. CS-001 (Powell) MSU/Itnyre, Llort
3. CS-086 (Powell) MSU/Hopkins, Armstrong
4. CIS-030 (Chlebik) MSU/Hopkins, Llort
5. CIS-73C (Chlebik) MSU/Itnyre, Hopkins
6. BURE-084 (Schiel) *Tabled due to lack of time.*
7. BURE-085 (Schiel) *Tabled due to lack of time.*
8. BURE-086 (Schiel) *Tabled due to lack of time.*
9. MC-001 (Gladych) *Tabled due to lack of time.*

V. Motion to adjourn:

CTRAC meetings for to AY 2014-2015: 10 Oct 2014, 24 Oct 2014 (extra session), 14 Nov 2014, 12 Dec 2014, 23 Jan 2015, 27 Feb 2015 (extra session), 13 Mar 2015, 10 Apr 2015, 24 Apr 2015 (extra session), 8 May 2015.

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



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

Date of Senate Meeting: 10.2.14

Requested by: Danza

Subject: Edu Tech survey

Type of Consideration:

- Action Item**
- Information/Discussion**

Desired Outcome:

Ed Tech would like to survey the faculty. Mike Danza will bring the survey to the meeting. It is only 12 questions.

Background:



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

Date of Senate Meeting: October 2, 2014

Requested by: Curriculum

Subject: Liberal Arts degree 14-15 08 01 (attached)

Type of Consideration: Discussion/action agenda

Desired Outcome: Update and informational.

Background: Updated for currency.

=====



LIBERAL ARTS DEGREE 2014-2015

The Associate of Arts degree in Liberal Arts is designed for students who wish to have a broad knowledge of liberal arts and sciences or plan to pursue a bachelor's degree that CMC does not offer. Such knowledge can assist a student in determining an "Area of Emphasis". This area of emphasis would be an ideal choice for students who plan on transferring to California State University (CSU) or University of California (UC). Students can satisfy general education requirements, and focus on transferable course work that relates to majors at these institutions. Please consult with a counselor for information regarding your intended major at the specific college or university of your choice.

- Choose either the **CSU General Education Breadth** or the **IGETC (Intersegmental General Education Transfer Curriculum)** for the general education pattern which relates to your educational goal.
- Complete 18 units in **one** of the three "Areas of Emphasis" from those outlined below. **Two or more courses in one discipline/subject must be completed within the emphasis.** For example, completing ART 2A and ART 2B would satisfy this requirement. (Note: where appropriate, up to three courses in the "Area of Emphasis" may also apply towards General Education areas on the General Education pattern – **only** if there are enough units to graduate).
- For **ALL DEGREE OPTIONS (see the Copper Mountain College catalog for more details)**, complete the necessary Copper Mountain College Graduation and Proficiency requirements:
 - ❖ meet the reading proficiency requirement;
 - ❖ at least twelve (12) units must be earned at Copper Mountain College (residency requirement); and
 - ❖ effective Fall 2009, students will be required to earn a "C" or better in ALL of the required courses for their major or area of emphasis. The overall GPA must be 2.0 or better.
- **All classes listed below transfer to the CSU system** and **courses in BOLD also transfer to the University of California (UC) system.** Please refer to www.assist.org for community college articulation agreements with the CSU and UC systems and transfer details for each course. Students planning to transfer out-of-state, check that institution's major preparation courses and general education requirements.
- Check the CSU & IGETC general education patterns when determining which courses will apply to the general education pattern. For example, some of the speech courses listed in the Arts & Humanities Emphasis meet a different general education category.

PLEASE NOTE: The following requirements (beginning on the reverse of this page) are for **new students** as of Fall 2014. If you are a **continuously enrolled student (have not missed two consecutive semesters, not including summer session) as of Summer 2014**, these new requirements do not apply to you unless you decide to follow the new requirements. Please contact a counselor if you have questions.

ASSOCIATE DEGREE IN LIBERAL ARTS REQUIREMENTS:

UNITS

A. **General Education (GE) CSU-GE Breadth or IGETC:**

34-43

B. **Areas of Emphasis:**

18

- A minimum of 18 units are required in one of the three Areas of Emphasis listed below. For depth of study, **2 or more courses in one discipline (subject) are required** (for example: completing two art courses).
- Selected courses may also be used to fulfill GE areas - refer to each transfer institution's policy. However, a minimum of 60 transferable units must be completed. If courses are used in the Area of Emphasis and to meet the general education requirements, the units are calculated only once.

C. **Transferable Electives:**

8

Transferable elective units may be necessary to total 60 transferable units required for the Associate Degree. These units must be transferable to the CSU and/or UC for appropriate credit.

Total transferable units required = 60

COPPER MOUNTAIN COLLEGE

LIBERAL ARTS DEGREE

3 Areas of Emphasis

AREAS OF EMPHASIS:

A minimum of 18 units are required in **ONE** of the three Areas of Emphasis listed below. In addition, as part of the 18 units, two courses in one subject (e.g., ART 1A and ART 1B) must be completed for the depth of study requirement.

1. ARTS & HUMANITIES:

These courses emphasize the study of the cultural, literary, humanistic activities and artistic expression of human beings. Students evaluate and interpret the ways in which people, through the ages and in different cultures, have responded to themselves and the world around them through artistic and cultural creation. Students also learn to value aesthetic understanding and to incorporate these concepts when constructing value judgments. **Examples of 4-year institution majors in this emphasis are: American Studies, English, History, Philosophy, and Spanish.**

American Sign Language

ASL 1 Elem. American Sign Lang.(5), ASL 2 Inter. American Sign Lang. (5)

Art/Art History

~~*ART 1A Drawing and Composition (3), ART 1B Intermediate Drawing and Composition (effective Fall 2014), ART 2A History of Art (3), ART 2B History of Art (3), ART 2C History of Modern Art (3), ART 2D History of Postmodern Art (3), ART 3A Introduction to Two-Dimensional Design (3), *ART 4 Three-Dimensional Design (3), *ART 5A Introduction to Figure Drawing (3), ART 5B Intermediate Figure Drawing (effective Fall 2014) *ART 7A Beginning Ceramics (3), *ART 7B Intermediate Ceramics (3), *ART 9A Printmaking (3), *ART 9B Printmaking (3), ART 10 Introduction to Art (3), *ART 11A Beginning Sculpture (3), *ART 11B Intermediate Sculpture (3), *ART 23A Beginning Painting (3), ART 23B Intermediate Painting (effective Fall 2014), ART 33 History of Photography (3), *ART 40 Introduction to Digital Graphic Design (3) ART 50 History of Western Art: Prehistory through the Middle Ages, ART 51 Western Art History: Renaissance to Contemporary, ART 52 History of Art: Modern to Contemporary Art with a Global Perspective, ART 53 Introduction to the Visual Arts of Non-western Cultures~~

*Effective Spring 2012 added to the emphasis.

Communications

SP 1 Interpersonal Communication (3), SP 2 Oral Interpretation of Literature (effective Fall 2014), SP 4 Public Speaking (3), SP 7 Decision-Making & Advocacy (3), SP 15 Intercultural Communication (3)

Music

MUS 5 History of Rock 'N' Roll (3), MUS 10 Introduction to Music (3) ~~MUS 12 Fundamentals of Music (3)~~

English

ENG 1B Composition & Literature (3), ENG 1C Argumentation and Critical Thinking (3),
ENG 5A Creative Writing, ENG 5B Advanced Creative Writing, ENG 10A American Literature I (3), ENG 10B American Literature II (3) ENG 11A Survey of English Literature: Old English to Eighteenth Century (3), ENG 11B Survey of English Literature: Romantic Through Postmodernism (3), ENG 12A World Literature I: Beginnings Through 1650 (3), ENG 12B World Literature II: The Modern World (1650-Present) (3), ~~ENG 14 Shakespeare (3), ENG 35 Myth and Legend (3)~~

History

HIST 3 History of World Civilizations I (3), HIST 4 History of World Civilizations II (3), HIST 17 U.S. History through Reconstruction (3), HIST 18 U.S. History from Reconstruction to Present (3)

Philosophy

PHIL 6 Introduction to Philosophy (3), PHIL 8 Philosophy from Ancient Times to Renaissance (3),
~~PHIL 9 Philosophy from Renaissance to Present (3)~~, PHIL 10 General Logic (3), PHIL 12 Religions of the World (3) PHIL 13 Perspectives on Death & Dying (3), PHIL 14 Introduction to Ethics (3)

Spanish

SPAN 1 Elementary Spanish (5), SPAN 2 Elementary Spanish (5), SPAN 3 Intermediate Spanish (4), SPAN 4 Intermediate Spanish (4)

Theater Arts

TA 1 Introduction to Theater (3), TA 2A Acting I (3), TA 2B Acting I (3)

COPPER MOUNTAIN COLLEGE

LIBERAL ARTS DEGREE

2. SOCIAL & BEHAVIORAL SCIENCES:

These courses emphasize the perspective, concepts, theories, and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students study about themselves and others as members of a larger society. Students evaluate how societies and social subgroups operate through topics and discussion intended to stimulate critical thinking about ways people have acted in response to their societies. **Examples of 4-year institution majors in this emphasis are: Anthropology, Human Development, Economics, Geography, History, Political Science, Psychology, and Sociology.**

Anthropology (excluding Physical Anthropology)

ANTH 2 Cultural Anthropology (3), ANTH 3 Archaeology, An Introduction to Prehistory (3)

Child Development

CD 10 Child Development (3) (UC transferable Effective Fall 2010), CD 12 Child, Family, Community (3), CD 15 Child Development Practicum (3), CD 19 Language and Literature for Young Children (3), CD 20 Infant/Toddler Growth and Development (3), ~~CD 21 Infant/Toddler Practicum and Curriculum (3), CD 30 Introduction to Curriculum (3), CD 74 Living and Teaching in a Diverse Society (3)~~

Criminal Justice

CJ 1 Introduction to Criminal Justice (3), CJ 2 Criminal Law (3), CJ 3 Criminal Evidence and Procedure (3), CJ 5A Community and the Justice System (UC transferable), CJ 6 Principles of Criminal Investigations (3), CJ 32 Introduction to Criminology (3) (UC transferable effective Spring 2011)

Economics

ECON 1 Principles of Macroeconomics (3), ECON 2 Principles of Microeconomics (3)

Geography (excluding Physical Geography)

GEOG 2 Cultural Geography (3)

History

HIST 3 History of World Civilizations I (3), HIST 4 History of World Civilizations II (3), HIST 17 U.S. History through Reconstruction (3), HIST 18 U.S. History from Reconstruction to Present (3) HIST 19 California History (3)

Mass Communication- MC 1 Mass Media in American Culture

Political Science

**PS 1 Introduction to Government (3), PS 2 Introduction to Comparative Governments (3)
PS 4 Introduction to International Relations (3)**

Psychology

PSY 1 General Psychology (3), PSY 3 Developmental Psychology (3), PSY 5 Behavioral and Social Science Research Methods (4), PSY 10 Introduction to Marriage and Family (3) (cross listed with SOC 10 credit given once), PSY 12 Human Sexuality (3), PSY 20 Adolescent Psychology (3) (UC transferable effective Fall 2013), PSY 23 Psychology of Women (3), PSY 33 Personal and Social Adjustment (3)

Sociology

SOC 1 Introduction to Sociology (3), SOC 2 Social Problems (3), SOC 4 Sociological Analysis and Critical Thinking (3), SOC 10 Introduction to Marriage and Family (cross listed with PSY 10 credit given once) (3), SOC 14 Introduction to Race and Ethnicity (3)

3. MATHEMATICS & SCIENCE:

These courses emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in Math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students demonstrate an understanding of the methodologies of science as investigative tools. Students also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

Students following the CSU GE or IGETC must complete two science courses with at least 1 lab AND at least 1 transferable math for certification. If a student is transferring with a science or math major, more math and science courses must be completed. Examples of 4-year institution majors in this emphasis are: Biology, Chemistry, Environmental Studies, Geology, and Physics.

Mathematics (beyond the Intermediate Algebra level)

MATH 1A Calculus (5), MATH 1B Calculus (5), MATH 2A Multivariate Calculus (5), MATH 2B Linear Algebra (4), MATH 2C Ordinary Differential Equations (4), MATH 4 Discrete Structures, MATH 5 Trigonometry (3), MATH 10 College Algebra (4), MATH 12 Pre-Calculus (5), MATH 13 Liberal Arts Mathematics (UC transferable Effective Fall 2008) (4), MATH 14 Statistical Methods (4), MATH 16 Mathematics for Elementary School Teachers (3), SOC 3 Fundamentals of Statistics (4)

Anthropology (excluding Cultural & Archaeology)

ANTH 1 Intro to Physical Anthropology (3)

COPPER MOUNTAIN COLLEGE

LIBERAL ARTS DEGREE

MATHEMATICS AND SCIENCE EMPHASIS continued:

Astronomy

A 1 Descriptive Astronomy (3), A 1L Descriptive Astronomy Lab (1)

Biology

~~BI 1A General Biology – Principles (5), BI 1B General Biology – Zoology (5), BI 1C General Biology – Botany (5),~~ BI 4 Elements of Biology (3), BI 4L Elements of Biology Lab (1), BI 5 Molecular and Cellular Biology (5), BI 6 Biology of Organisms (5), BI 15 General Microbiology (5) BI 22 Human Anatomy (4), BI 23 Human Physiology (5)

Chemistry

CH 1A General Chemistry (5), CH 1B General Chemistry (5), CH 3 Introductory General Chemistry (4)
~~CH 4 Fundamentals of Chemistry (4),~~ CH 5 Bio-Organic Chemistry (4), CH 10A Organic Chemistry (5),
CH 10B Organic Chemistry (5)

Geology

G 1 Physical Geology (4), ~~G 2 Historical Geology (4),~~ G 5 Environmental Geology (4)
~~G 6 Geology of California (3),~~ G 10 The Earth Sciences (4)

Physical Geography (excluding Cultural Studies)

GEOG 1 Physical Geography (3), ~~GEOG 1L Physical Geography Lab (1)~~

Natural Resources

NR 1 Conservation of Natural Resources (3), ~~NR 1 Conservation of Natural Resources Lab (1)~~

Physics

PH 1 Introductory Physics (4), PH 2A College Physics (4), PH 2B College Physics (4), PH 4A Engineering Physics (5), PH 4B Engineering Physics (5)

For the CSU GE Pattern, the golden 4 (speech, English, critical thinking, and math) must have a “C” grade or better. The overall GPA must be 2.0 or better. Thirty (30) units of the general education pattern must have grades of “C” or better.

For the IGETC Pattern, all courses on this pattern must have a grade of “C” or better.

New legislation requires all students to complete a Student Education Plan (SEP). This plan will list all the classes you must complete (both general education classes and major classes as shown on this sheet) to earn the associates degree. For students completing transfer degrees, it will also include any major preparation classes needed for transfer. These courses will be listed by semester so you will know what classes you should take each semester, the order you should take these classes, and how long it will take you to graduate.

Students transferring to CMC who have not yet developed a Student Education Plan with a counselor should complete a "Request for Evaluation of Credit" form after earning at least 30 credits. This form will be processed by a counselor and will determine what classes will transfer to CMC. The Student Education Plan determines the remaining requirements for earning a degree. Please see a counselor to develop your Student Education Plan.

Prior to your last semester, complete an "Intent to Graduate" form for your major and an "Intent to Earn Certificate" form for the completion of your General Education pattern (CSU GE or IGETC). Intents are due by the first Monday in October for Fall Graduates and by the first Monday in March for Spring & Summer Graduates.

See a counselor about the benefits of General Education Certification. However, General Education Certification is not automatic; it must be requested when official transcripts are sent to the 4 year institution.

For more information on this and other careers, please go to <http://www.bls.gov/ooh/> and type in a career title in the search box.

Advisors: Joseph DeSantis ext. 0217
John Holley ext. 0516
Dean Pieper ext. 0468
(760) 366-3791
Revised August 11, 2014



**Copper Mountain College
Curriculum Committee**

Date of Curriculum Meeting: October 2, 2014

Requested by: Dean Pieper

Subject: Request for Program Deactivation: Anthropology

Type of Consideration: Discussion/Action agenda

Desired Outcome: Approval of Deactivation

Background: To be replaced with TMC compliant AA-T in this program. Reviewed by Curriculum Committee on September 25, 2014.

=====
Program Deactivation: Anthropology.

Qualitative indicators

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

Quantitative indicators

1. Current demand for program - no demand for this outdated program. It is being replaced with AA-T degree that is current, approved by the Chancellors office, in place and active.
2. Projected demand for program - None. Is outdated and replaced with revised program - AA-T degree that is current, approved by the Chancellors office, in place and active.
3. Student persistence in program - Not applicable. Out dated degree is being replaced with AA-T degree that is current, accepted by CSU systems, and approved by the Chancellors office.
4. Frequency of course offerings – AA-T degree in Anthropology continues a two year rotation same as the outdated program but contains a more efficient pattern of updated courses.
5. Retention/success rates of students – No affect.
6. Number of program completers- Not applicable. The program is being replaced by a similar program with all courses updated, aligned with C-ID and state TMC, accepted by CSU systems, and approved by Chancellors office and will not have a negative effect on the number of program completers. Since the program is being replaced with an updated TMC aligned program, positive development is projected in the numbers of program completion.
5. FTES - will not be impacted since most courses are replaced with similar, updated and approved courses in new AA-T in Anthropology program.

Plan and timeline for phasing out the program:

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



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

Date of Senate Meeting: October 2, 2014

Requested by: Curriculum

Subject: List of Out-of-Compliance Course Outlines of Record (attached)

Type of Consideration: Discussion agenda

Desired Outcome: Informational.

Background: Dean Pamela Kersey for OAA has contacted affected faculty members to follow up with their outdated CORs. This list was last updated September 18, 2014.

Due:	Last reviewed:		
2002	2000	BURE-082	Real Estate Economics
2003	2001	AUTO-018	Engine Performance I
2003	2001	AUTO-029	Engine Performance II
2004	2002	AUTO-036	Automotive Brake Systems
2006	2000	CH-001B	General Chemistry
2008	2002	CH-004	Fundamentals of Chemistry
2009	2003	CH-001A	General Chemistry
2009	2003	CH-010A	Organic Chemistry
2009	2003	CH-010B	Organic Chemistry
2009	2007	CIS-064	Web Database Design With Dreamweaver
2009	2003	PH-005	Computer Programming I: C++
2009	2003	PS-004	Introduction to International Relations
2010	2008	CIS-062	Beginning Dreamweaver
2010	2008	CIS-063	Intermediate Dreamweaver
2004	2002	AUTO-065	Manual Transmissions & Transaxles
2012	2006	DE-330	Math Skills
2012	2006	DE-352	American Government
2012	2006	DE-370	Health Science I
2012	2006	DE-371	Health Science II
2013	2007	DE-320	American Literature
2013	2007	DE-321	World Literature
2013	2007	DE-332	Pre-Algebra
2013	2007	DE-334	Algebra
2013	2007	DE-350	World History

2013	2007	DE-351	United States History
2013	2007	DE-353	Economics
2013	2007	DE-360	Biology
2013	2007	DE-365	Physical Science
2013	2007	PH-001	Introductory Physics
2014	2008	ASC-005A	Tutor Training
2014	2008	ASC-005B	Tutor Training
2014	2008	ASC-100	Supervised Tutoring
2014	2008	DE-390	GED Preparation - Science
2014	2008	DE-392	GED Preparation - Social Studies
2014	2008	DE-394	GED Preparation - Language Arts, Reading
2014	2008	DE-396	Ged Preparation - Mathematics
2014	2008	DE-398	GED Preparation - Language Arts, Writing



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

Date of Senate Meeting: 10.2.14

Requested by: DeSantis (behalf of group from flex marketing/website meeting)

Subject: taskforces and committees

Type of Consideration:

- Action Item**
- Information/Discussion**

Desired Outcome:

1. Create committees for issues related to updating the college's website and for issues related to marketing.
2. Authorize the committees to select chairpersons who will act as the Senate's representatives for the Superintendent/President's taskforce.

Background:



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

Date of Senate Meeting: October 2 2014

Requested by: Paul Delaney

Subject: Desert Studies Committee Meeting Minutes

Type of Consideration: Information



Desert Studies Committee Meeting

September 26, 2014 from 1-2 pm in Room 104

Minutes by P. Delaney

Attendance: Cambon, Delaney, Pieper

1. Treasurer's Report: Fawn Cambon reported that the committee has \$160.12 in its account.
2. Desert Studies shirts and mugs are available for sale during AY 2014-2015.
3. Collaborative projects between CMC and Joshua Tree National Park:
 - a. Monthly Black Rock Seminar Series at the Bell Center
 - i. The group discussed linking these seminars to visits by high school students, partnered with current CMC students, and potentially attached to academic preparation for college offered by the BSI Committee.
 - b. Internships (with stipend or scholarship) are available for projects involving Joshua Tree National Park. Currently these exist in biology and chemistry.
 - i. JTNP staff met with CMC faculty (Bridenbecker, Delaney, Parkin, D. Pieper) and Vice President Greg Brown this past week to develop and institutionalize the internship process.
 - ii. JTNP requested interns in science areas as well as disciplines such as Education, Criminal Justice, Communication, Sociology, and others.
 - iii. Park personnel will address an upcoming Academic Senate meeting about faculty sponsoring internships.
4. The student club "Desert Avengers" will participate various activities this semester:
 - a. Bridenbecker's fieldtrips in Geology and Earth Science
 - b. Cleanup of Highway 62 side of campus Tortoise Preserve
 - c. Field trip to San Diego Natural History Museum
 - d. Delaney's Tortoise Surveying and Monitoring Class in March 2015 at the Bell Center
5. Proposals for activities during CMC "Earth Week", April 2015 included linking activities such as guest speakers sponsored by the CEE Committee, to the CMC-sponsored Black Rock Seminar at the Bell Center in April.
6. The meeting adjourned at 2 pm.



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

Date of Senate Meeting: 10.2.14

Requested by: DeSantis and Kevari

Subject: Standard setting and the scorecard

Type of Consideration:

Action Item
x Information/Discussion

Desired Outcome:

Review and discuss the subject.

Background:

Jacob would like to present at Academic Senate on standard setting and the scorecard. He would like to present our possibilities, and then make a decision of what is best for our institution. The goal is to present the standards and scorecard to the board in November.

COPPER MOUNTAIN COLLEGE

Course Outline of Record

Course Number: HS-081

New
 Revised
 Program Review
 Distance Education (NEW)

Discipline (s): Health, Health Care Ancillaries, Emergency Medical Technologies
 Semester/Year Changes are Effective: 2015SP

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

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

1. Course Number: HS-081
2. Course Title: Basic Arrhythmias
3. Catalog Description: This course, designed for persons working with patients who require cardiac monitoring. Provides a review of the anatomy and physiology of the heart. Students learn about the normal and abnormal rhythms of the heart, including signs and symptoms related to the rhythm, and current recommended treatments. This course is applicable for Licensed Vocational Nurse (LVN) and Certified Nursing Assistant (CNA) license renewal.
4.

Total Units:	2.0	Total Weekly Hours:	2.0	SIUs:	2.0
Lecture Units:	2.0	Weekly Lecture Hours:	2.0	Semester Lecture Hours:	36.0
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.

<input checked="" type="checkbox"/>	Advisory:	ENG-050, RDG-051, and MATH-057
<input type="checkbox"/>	Prerequisite:	
<input type="checkbox"/>	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. Demonstrate the ability to read and comprehend college-level textbooks.
 - b. Exhibit proficiency in correct usage of grammar and punctuation.
 - c. Demonstrate an awareness of critical thinking skills in oral and written communication.
 - d. Exhibit proficiency using dictionaries and other reference materials including electronic resources.
 - e. Demonstrate independent study skills and learning habits.
 - f. Add, subtract, and divide whole numbers, fractions, and decimals.
 - c. Additional Validation Method: *(required only if a prerequisite or co-requisite is listed)*

<input type="checkbox"/>	Content Review (for course outside of discipline – 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. Articulate the anatomy and physiology of the heart.
 - b. Discuss normal Electrocardiogram (ECG) measurement and calculate heart rate on a rhythm strip.
 - c. Identify normal and abnormal heart rhythms.
 - d. Evaluate current treatments utilized in the treatment of arrhythmias.
 - e. Identify basic principles of implanted device therapy.

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.
 1. Cardiac anatomy and physiology.
 - i. Anatomy of the heart.
 - a. Size, location.
 - b. Cardiac muscle layers.
 - c. Valves.
 - d. Blood supply.
 - ii. Physiology of the heart.
 - a. Coronary circulation.
 - b. Baroreceptors and chemoreceptors.
 - c. Autonomic nervous system influence.
 - d. Cardiac output.
 2. Electrophysiology.
 - i. Cardiac conduction.
 - a. Action potential.
 - b. Conduction system.
 - ii. Electrocardiogram.
 - a. Application of monitor.
 - b. Waveform configuration.
 - c. Analysis of waveforms.
 3. Rhythm analysis.
 - i. Parameters of rhythm analysis.
 - ii. Assessment of timing cycle.
 4. Sinus rhythm.
 - i. ECG characteristics.
 5. Atrial rhythms.
 - i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic management.
 - 2) Cardioversion.
 - 3) Device therapy.
 - 4) Ablation.
 6. Junctional rhythms.
 - i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 7. Ventricular rhythms.
 - i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic (acute, chronic).
 - 2) Defibrillation.
 - 3) Device therapy.
 8. Pulseless electrical activity.

- i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic.
 - 2) Electrical (pacing).
 - 3) CPR.
 - 9. Asystole.
 - i. ECG characteristics.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic.
 - 2) Electrical (pacing).
 - 3) CPR.
 - 10. Atrioventricular blocks.
 - i. ECG characteristics.
 - 1) First-degree Atrioventricular (AV) block.
 - 2) Second –degree Atrioventricular (AV) blocks.
 - 3) Third –degree Atrioventricular (AV) blocks.
 - ii. Patient signs, symptoms, and management.
 - 1) Pharmacologic.
 - 2) Electrical (pacing).
 - 11. Implanted devices (pacemakers, implanted cardioverter defibrillators).
 - i. Indications.
 - ii. Location of insertion.
 - iii. Patient precautions.
 - 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.
8. Instructional Methodology: *(Relate instructional methods to student learning outcomes.)*
- a. Lecture.
 - b. Multimedia presentations.
 - c. Group work: analyze ECG rhythm strips.
 - d. Simulation using cardiac simulator and patient scenarios.
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 assigned chapter in text. (Assigned reading is expected to be completed prior to the class. The student will utilize a study guide to focus on key details).
 - b. Completion of ECG exercises.
 - c. Prepare for class presentation: Given a patient scenario with accompanying rhythm strips, students must analyze and suggest treatment plan.
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: multiple choice questions and rhythm strip identification.
 - b. Class presentation: demonstrating analysis and critical thinking.
 - c. Final exam.

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):

Aehlert, B. J. (2013). *ECG's made easy* (5th ed.). St. Louis: Elsevier.

Considered standard in the field.

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. ECG calipers (approximate cost \$7.95)

Faculty Initiator: Kathleen Wahl

Date: 04-11-2014

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 to students.
- ii. How will student learning outcomes be consistent with the F2F course? Please explain and provide examples.
 The SLOs are the same for both modalities.
- 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 website.
 Contact requirement is the same in person as this is a hybrid course offering.
- 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.: CCC000398314
- c. [CB01] Course I.D.: HS-081
- d. [CB02] Course Title: Basic Arrhythmias
- e. [CB03] T.O.P Code : 1299.00
- f. [CB04] Credit Status: D = Degree Credit C = Non Degree Credit N = Non Credit
- g. [CB05] Transfer Status: A = Transferable to UC and CSU
 B = Transferable to CSU only
 C = Not Transferable
SEE QUESTION #20 FOR ADDITIONAL INFORMATION
- h. [CB06] MAX Credit: 2.0
- i. [CB07] MIN Credit: 2.0
- 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
 N = Not Co-op Ed/Work Experience C = is Co-op/Work Experience
- l. [CB10] Co-op Ed:
- 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
 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: HS-081

- 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

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.

Kathleen Wahl

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 _____

Melynie Schiel

Dean for Instruction, CIO Signature _____ Date _____

Pamela Kersey, Ed.D.

Superintendent/President Signature _____ Date _____

Roger Wagner, Ph.D.

I. REVISIONS: (DO NOT ANSWER IF THIS IS A NEW COURSE)

- Title Change
- Course Number Change
- Catalog Description
- Change in units from _____ to _____
- Change/update course outline
 - Entrance Skills
 - Student Learning Outcomes (formerly objectives)
 - Course Content and Scope
 - Instructional Methodology
 - Assignments
 - Methods of Evaluating Student Progress
 - Textbook
- Create new distance education addendum
- Revise/update distance education addendum
- Change in MIS data element _____
- Other (specify) Added MATH-057 advisory, changed RDG-050 to 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 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: _____