

INTERNSHIP TASK FORCE MEETING MINUTES OF APRIL 21, 2000

Members present: Shirley Eittreim, Jan Mathis, Diane Miller, Chuck Kermes (chair)

Members absent: Due to teaching commitments, Claude Endfield, Ann Zufelt

The group discussed and clarified its' charge from the Academic Standards and Curriculum Committee. The task is to make recommendations on staffing related to the NPC internship program: *centralized* versus *decentralized* staffing.

After review and discussion of the current and past practices in managing internships (coop ed.) the following conclusions and recommendations were agreed upon.

1. Centralize the database of business and employers/locations and requirements along with departmental internship requirements and specifics for paperwork as NUR, LAS, MDA and others have specific time and certification requirements.
2. Centralize student tracking/completion/grades. This would include student and employer satisfaction survey results for dissemination to students, faculty, administration and the public.
3. Centralize in-service training of faculty, which could be accomplished at the convocations/forums perhaps once or twice per year.
4. Centralize marketing of internships. **A)** Employer information packets (their responsibilities, how many hours students can work, etc.) **B)** Student information packets including updated and condensed handbook. Also, handle scheduling of 198 internships which should be in the class schedule every semester.
5. Strengthen/formalize coordination and communication of related programs within the college. These would include Tech-Prep, School-to-Work, Small Business Development Center, Community Education, Career Placement and Workforce Development. This will help convey a consistent message and information to the community and to faculty and staff. The programs mentioned above all play some part in internships, and by networking more closely, we will enhance student, faculty, staff and community understanding and participation.
6. Decentralize the definition of specific departmental requirements, but have them based loosely on college-wide guidelines. Examples include NUR, MDA and LAS specific hour requirements, and online internships.

The members of the task force present today have offered to revise/pare down the current internship handbook. Other general recommendations discussed by the group follow on the back of this page.

Members approved items # 1-7 @ ASCC mtg of 4/25/00
dc

include a 7th # 7.
dc

- 1. The co-registration requirement was discussed, whereby students registering for BUS 198 must also register for another BUS course in order to assure a background in BUS and to also identify the 198 faculty. It was felt that exclusions to this requirement might be necessary for summer sessions, if a student has already taken courses in the department or hardship cases.**
- 2. The group felt strongly that centralized/standardized processes needed to be developed such as the handbook and database for managing student and business information. It was also agreed that programs like LAS, NUR, MDA and HVAC should consider, where possible, using the 198 prefix so that tracking participant numbers would be easier.**
- 3. We should look into a software program or database that Ben Carr was using for tracking students.**
- 4. The registrar may be able to track internships if all programs use the 198 prefix.**
- 5. Consider offering internships in the academic areas such as ENL internships for students interested in journalism. This could be done through links to the School-to-Work program, which has a large number of shadowing and intern opportunities.**
- 6. Use one level (level 3) for faculty payment in order to simplify the process of reimbursement of faculty. This would also make internships more desirable for faculty.**

Letters&stuffll- intership taskforce

**ACADEMIC STANDARDS & CURRICULUM COMMITTEE MEETING
MINUTES OF APRIL 28, 2000**

I. Roll: Members present: Pat Wolf, Beulah Bob, Nancy Kolakowsky, Mark Workman, Carol Maddin, Brenda Manthei, Jeff Dawson, Randy Porch, Dan Simper, Judith Doerr (chair), Liz Cloud (secretary)

Absent Members: Steve Dygert, Jan Kraai, Ron Goulet, Bob Shaw, Rochelle Wade, Charalie Perkins (student)

Guests: Rich Balsley, Heidi Fulcher, Chuck Kermes, Jane Hobart, Claude Endfield, Suzanne O'Hop, Lois Coltrin, Grace Pooley

II. Approve minutes of:

March 17, 2000

Action: Pat Wolf moved to approve the minutes; Jeff Dawson seconded the motion. The motion carried unanimously.

III. Request for Course Deletion and Substitution

Jane Hobart requested that the following course be **deleted** from the course bank:

CSC 150 - Basic Maintaining and Upgrading the PC (3 credits)

She also requested that the following course be **substituted** for CSC 150 in all degree and certificate programs affected by the deletion:

CTP 150 - Computer Diagnosis and Repair I (3 credits)

Jane's rationale was that CSC 150 is a duplication of CTP 150 and that the CSC prefix-- meaning Computer Science-- is both outdated and not reflective of the program coursework offered by NPC. Dan Simper asked what degree programs might be affected by the substitution, noting that the change would require District Governing Board approval. Jane agreed to conduct the investigation and submit all necessary paperwork to the Board for approval.

Action: Pat moved to:

- delete CSC 150 from the course bank
- substitute CTP 150 in place of the deleted course in all degree and certificate programs
- permit Jane to complete documentation necessary to secure Board approval

Jeff seconded the motion. The motion carried unanimously.

IV. New Courses

POS 112 - Navajo Tribal Government (3 credits)

HIS 115 - Navajo History (3 credits) (originally Navajo History to Present)

Grace Pooley requested approval of POS 112 and HIS 115, noting that the Manuelito Scholarship that funds some of our Navajo students requires a certain number of credits in Navajo Studies. Pat mentioned that the classes were viewed as a starting point for a Navajo Studies Program, an area of need and one that is being addressed by other colleges and universities. Judith Doerr asked that the words "to Present" in the original title for HIS115 be stricken, noting that they were redundant. Grace agreed to the change. Pat asked about textbooks and transfer of credits; Grace replied that the textbooks proposed for the course were used at Dine College and agreed to research the latter.

Action: Nancy Kolakowsky moved to approve POS 112 and HIS 115; Mark Workman seconded the motion. The motion carried unanimously.

ECD 233 - Developing Policies & Procedures in Early Childhood Programs (2 credits)

Claude Endfield discussed ECD 233, a course that was developed for delivery on the Internet system. Its purpose is to facilitate the development and/or revision of written policies and procedures for an early childhood setting based upon applicable state, local and/or federal regulations. ECD 233 will be a required course in the Early Childhood Management Program. The course should be ready for fall 2000 enrollment.

Action: Mark moved to approve the course and Carol Maddin seconded the motion. The motion carried unanimously.

EDU 202 - Occupational/Physical Therapy Educational Assistant (3 credits)

Claude requested approval of EDU 202, designed as an orientation to the prospective technical assistant to a physical or occupational therapist in the school setting. It is also intended for inclusion in the Special Needs Educational Assistant Certificate of Proficiency program discussed later in these minutes.

Action: Jane Hobart moved to approve EDU 202; Mark seconded the motion. The motion carried unanimously.

EDU 203 - Speech Therapy Educational Assistant

Claude requested approval of EDU 203, an orientation to the future technical assistant to a speech therapist in the school setting. It is also intended for inclusion in the Special Needs Educational Assistant Certificate of Proficiency program discussed later in these minutes.

Action: Jeff Dawson moved to approve the course; Mark seconded the motion. The motion carried unanimously.

ECD 222 - Young Children with Special Needs (3 credits)

Claude presented ECD 222, described as a holistic view of early childhood special education, including assessment, range of services, intervention, and prevention against emergence of future problems or disabilities. It is also intended for inclusion in the Special Needs Educational Assistant Certificate of Proficiency program discussed later in these minutes.

Action: Dan Simper made a motion to approve ECD 222; Carol seconded the motion. The motion carried unanimously.

CSC 217 - Java Programming, Introductory (3 credits)

Jane Hobart requested that this course, currently being offered as a 199 course, be approved to meet student demand for new and different programming languages. Carol Maddin noted that Java Programming is a transfer course to some universities. Slight modifications were made on the course outline in the "Check all that apply" section, in which the applications *Elective*, *Transfer*, and *Vocational* were added as a complement to *New Course*, already checked. Jane will make the suggested changes and provide a modified list of degrees affected. Jane noted, however, that the addition of the elective course would not alter any degree requirements but would enhance student choice.

Action: Pat Wolf made a motion to approve CSC 217; Mark Workman seconded the motion. The motion carried unanimously.

V. New Certificate Programs

Certificate of Proficiency - Special Needs Educational Assistant (16 credits)

Certificate of Applied Science - Special Needs Educational Assistant (32 credits)

Claude Endfield presented the certificate programs, noting that the Navajo County Consortium had requested that NPC furnish programs to train personnel to provide for students with special needs. Mandated program requirements have created a need for

trained personnel within school districts and other educational settings. The program includes the three new courses approved earlier in the meeting:

- EDU 202 - Occupational/Physical Therapy Educational Assistant (3 credits)
- EDU 203 - Speech Therapy Educational Assistant (3 credits)
- ECD 222 - Young Children with Special Needs (3 credits)

Discussion about the certificate programs ensued. It was noted that the certificate of proficiency program would not meet eligibility for Title IV funding because it would not lead to a degree. But, because of local area needs, it was decided to approve the certificate of proficiency program. Members were also reminded that the CAS degree would require state approval. Dan Simper suggested that it might be better to offer the Occupational/Physical Therapy Educational Assistant component as an emphasis--for example, in special needs--in the Education or Early Childhood degree program already in place. Judith commended the choice of program expansion rather than creation of a new program, adding that aligning the entire program with financial aid criteria would be preferable.

Action: Brenda moved to approve the **16-credit Certificate of Proficiency** program; Randy Porch seconded the motion. The motion carried unanimously.

Action: A request for a motion to **table the 32-credit Certificate of Applied Science** was made. Carol moved to table the issue and Pat Wolf seconded the motion. The motion carried unanimously.

VI. Change in Course Number and Credit Hours

MAT 122 - Intermediate Algebra (3 credits)

Nancy Kolakowsky submitted a request that MAT 122, Intermediate Algebra, be changed to a 4-credit course and that the course be renumbered from MAT 122 to MAT 121. The renumbering is necessary to maintain the uniform numbering system for Arizona community college mathematics courses. The rationale for the modification is to improve retention/completion rates. Nancy noted that the fall 1999 retention rate (grade A, B, or C) for MAT 122, Intermediate Algebra, was 16.3% in contrast to the overall departmental average of nearly 60%. More instructional time is needed to cover course objectives. She added that the ArizMATYC uniform numbering system reserves MAT 122 for Intermediate Algebra- Intensive (3 credits) and MAT 121 for Intermediate- Standard (4 credits). The new course outline for MAT 121 is attached to the draft of these minutes.

Action: Jeff moved to approve the **credit change from 3 credits to 4 credits** and the **name/number change from MAT 122 to MAT 121**. Mark seconded the motion. The motion carried unanimously.

VII. Change in Course Prerequisites

INA 286 - Auto and Marine Upholstery (3 credits)

The proposed modification was to require that INA 185-Upholstery be taken as a prerequisite. The rationale was that basic upholstery skills that are taught in INA 185 are necessary to student success in INA 286.

Action: Pat moved to approve the change in prerequisite; Nancy seconded the motion. The motion carried unanimously.

CSC 120 -Introduction to Data Bases (3 credits)

Jane Hobart asked that the prerequisite for CSC 120 be changed to read: CSC 103, CSC 161 or instructor's permission to meet individual student needs and course standards and competencies.

Action: Pat moved to approve the change in prerequisite; Nancy seconded the motion. The motion carried unanimously.

CSC 183 - Introduction to the Internet (3 credits)

Jane Hobart asked that the prerequisite for CSC 183 be changed to read: CSC 103 or instructor's permission.

Action: Pat moved to approve the change in prerequisite; Jeff seconded the motion. The motion carried unanimously.

VII. Change in Course Titles

CSC 102 - Corel Suite Computer Applications (3 credits)

Jane Hobart asked that the title of CSC 102- Corel Suite Computer Applications be changed to CSC 102 - Computer Literacy and Applications. The rationale for change to a more generic title is to afford more leeway in instructional material. The current appellation limits the department to use of Corel Integrated software for this course. Some members expressed concern about the elimination of a Corel offering

Action: Jeff moved to approve the title change; Randy Porch seconded the motion. **The motion failed**, with two votes in favor and five opposed.

CSC 122 - Graphics: Microsoft PowerPoint (1-3 credits)

Jane asked that the title of CSC 122 - Graphics: Microsoft PowerPoint to CSC 122: Introduction to Computer Graphics. Her desire for a more generic title is fueled by concerns over what might occur as a result of the Microsoft software split. Some discussion ensued. Although no change in content was suggested, members expressed a desire for a slight modification in the new title. The consensus was to add the word

Presentation so that the new title would read **CSC 122: Introduction to Computer Presentation Graphics**.

CSC 160 - Introduction to MS Works (3 credits)

Jane requested that the title of CSC 160 - Introduction to MS Works be changed to CSC 160 - Introduction to Integrated Software. The rationale for change was the same as in the foregoing requests for title change. Some discussion followed; the general consensus was that because MS Works software is installed on many home computers, an ongoing need for the course exists.

Action: The proposal was **withdrawn**.

CSC 280 - Systems Development (3 credits)

Jane asked that the title for CSC 280 - Systems Development be changed to **CSC 280 - Systems Analysis and Design**. Her rationale for change was that the existing title is too vague and does not fit course objectives and the catalog course description.

Action: Pat moved to approve the change; Jeff seconded the motion. The motion carried unanimously.

VIII. Change in Catalog Description

CSC 170 - Operating Systems (3 credits)

Jane asked that the catalog description be changed to reflect rapidly changing operating systems, requiring a broader description both to reflect those changes and to meet student and instructor needs.

Action: Pat moved to approve the change; Randy seconded the motion. The motion carried unanimously.

CSC 230 - Introduction to Microsoft Office (3 credits)

CSC 235 - Advanced Microsoft Office (3 credits)

Jane advised that catalog entries concerning certifications available within this program are incorrect. She requested that the incorrect acronym MSOUC be changed to **MOUS**, the correct acronym. She noted that the incorrect acronym is misleading to students and to those who know the different kinds of certification available.

Action: Brenda moved to approve the catalog changes for CSC 230 and CSC 235; Nancy seconded the motion. The motion carried unanimously.

IX. Change in Departmental Prefixes

OED - Office Education to AIS - Administrative Information Services

Janet Hunter noted that currently all AIS - Administrative Information Services --classes are listed under OED - Office Education. She asked that the course prefix for all courses offered by the AIS department be changed **from OED to AIS** for all courses offered by the department. The rationale is to gain consistency and enable students to find the full spectrum of AIS courses in the catalog and on schedules.

CSC - Computer Science to CIS - Computer Information Systems

Jane Hobart noted that many courses offered under the auspices of the Computer Information Systems department are listed with CSC prefixes. She proposed a change in departmental prefixes **from CSC - Computer Science to CIS - Computer Information Systems**. CIS is a designation that implies business applications within the field of computers. CSC represents a different area of computers, the science side. She noted that the change would make our course offerings and the catalog more user-friendly for students, advisors and instructors and would promote departmental consistency.

Action: Brenda moved to approve departmental prefix changes for AIS and CIS as noted above. Nancy seconded the motion. The motion carried with one negative vote.

X. Student Evaluation of Instructional Effectiveness

Nancy submitted for approval the latest draft (#5) of the Student Evaluation of Instructional Effectiveness form, created by the task force comprised of the following members: Ginnie Arthur (chair); Donna Ashcraft; Lois Coltrin; Nancy Kolakowsky; Brenda Manthei; Pat Wolf; and Mark Workman. The simplified, user-friendly evaluation form was designed to replace the cumbersome, awkwardly formatted, commercially produced form that is currently in use at NPC. Judith said she would bring the new form to the Management Council on Monday, May 1st and that it would then be distributed to faculty for a final review. Faculty members who want to give input will be asked to contact any of the committee members. Following final approval, Pat and Chuck Kermes will put the new form on SCANTRON. Implementation of the new form is expected for the beginning the 2000 academic year.

Action: Pat moved to approve use of the new Student Evaluation Form for Instructional Effectiveness beginning fall 2000. Randy seconded the motion. The motion carried unanimously.

X. Proposal for the Application of Transfer Credits to Transfer Degrees

Carol proposed changes in application of transfer credits, in line with practices of other academic institutions, to facilitate transfer of credits and to encourage student completion of transfer degrees at NPC. The changes would affect both AGEC applicable and elective courses, allowing transfer from the source institution back to NPC even if NPC has no direct equivalency to the course.

XI. Internship Task Force Recommendations

Chuck Kermes presented recommendations of the Internship task force (minutes of the Internship Task Force meeting of 4/21/00 are attached). The recommendations focused on centralization and/or decentralization of certain aspects of the internship programs. Judith asked for a motion to approve items 1 through 6 as well as the last paragraph on the first page of the attached Internship Task Force minutes that refers to the revision of the current internship handbook.

Action: Nancy moved to accept these recommendations; Randy seconded the motion. The motion carried unanimously.

XIII. ASSET Placement Testing

Rich Balsley briefly summarized the data contained in his March 23, 2000 report. He recommended gathering additional past data as well as engaging in ongoing data collection. Heidi Fulcher, Carol Maddin, Nancy Kolakowsky, and Suzanne O'Hop, all representing the College Placement Committee, shared their views. Carol expressed concern that samplings were too small and exclusionary to establish validity. Heidi noted the strengthened scoring rubric and the fact that there had not been enough time to establish a good database. Suzanne and Nancy noted that the "soft truncation approach" recommended by Rich in his report was already in place. Nancy added that placement testing has resulted in fewer "algebra lifers" and less repetition of courses by students. Judith asked ASCC committee members if they were comfortable with the recommendations to continue ASSET testing but also to continue gathering and analyzing data. The general consensus was that they favored that position.

XIV. Faculty Handbook for the Assessment of Student Academic Achievement

Chuck presented a draft of the new streamlined version of the Faculty Handbook for the Assessment of Student Academic Achievement, compiled by CASAA, the Committee for the Assessment of Student Academic Achievement. He noted that the document was reduced in size and simplified to facilitate usage. The handbook contains examples of assessment at different levels as well as guidelines for general and departmental assessment, best practices, and descriptions and samples of grading rubrics and formative and summative assessment. Another section discusses validity and reliability.

It was decided that copies of the handbook would be duplicated and distributed to ASCC members for review and approval by ballot. ASCC committee recommendations will be submitted to faculty and the entire assessment committee. Judith asked that ASCC members get feedback to Chuck by Wednesday, May 3, 2000.

XV. Other Matters

Mark Workman said that he would have everything online for proposing a CAS in E-commerce by fall 2000. He said he would seek market analysis and advisory committee input.

XVI. Other Meetings?

The next meeting is expected to take place in the **fall of 2000. Have a great summer!**

Thanks so much for serving on the ASCC team. Your hard work and input are greatly appreciated!

**ACADEMIC STANDARDS & CURRICULUM COMMITTEE MEETING
MINUTES OF MARCH 17, 2000**

- I. **Roll:** **Members present:** Steve Dygert, Jan Kraai, Nancy Kolakowsky, Mark Workman, Carol Maddin, Brenda Manthei, Bob Shaw, Jeff Dawson, Dan Simper, Rochelle Wade, Judith Doerr (chair), Liz Cloud (secretary)

Absent Members: Pat Wolf, Ron Goulet, Randy Porch, Beulah Bob, Charalie Perkins (student)

Guests: Heidi Fulcher, Lonnie Moore

Approve minutes of:

- A. February 25, 2000

- **Action:** The motion to approve the minutes carried unanimously.

II. **Request for Agriculture Program Pathways and Certificates**

Brenda Manthei gave a brief history of the NPC Agriculture Program, noting its past instability in a multi-course learning lab format and the lack of availability of course offerings in degree programs such as Turfgrass Management. Interest and participation in area high school agricultural programs has not waned, however. They have been the impetus for NPC's continued sponsorship of FFA and Rodeo Booster Club activities. Instructor Hollis Merrill also serves as a link to other high school teachers and local FFA chapters. Brenda requested that the program be revived and that the following pathways and certificate programs be established. (Please refer to attachments for specific details)

- A. **Associate of Applied Science Degree in General Agriculture**
- B. **Certificate of Applied Science in General Agriculture (36 credits)**
- C. **Certificate of Applied Science in Turfgrass Management (42 credits)**
- D. **Certificate of Proficiency in Animal Science [Ranch and Livestock Aide]**
(9 credits)
- E. **Certificate of Proficiency in Horticulture [Landscaping or Nursery Aide]**
(9 credits)
- F. **Certificate of Proficiency in Range Management (9 credits)**

Discussion about foregoing items A-F ensued. Concerns were expressed about Turfgrass Management Certificate of Applied Science as it is currently represented in the catalog; there was some discussion of eliminating the certificate program as written and changing it to an area of emphasis instead. A motion was entertained to approve the Agriculture Program package as presented.

Action: Jeff Dawson moved to approve the package; Steve Dygert seconded the motion. The motion carried unanimously.

Committee members were subsequently reminded of the general agreement to eliminate the Turfgrass Management Certificate of Applied Science. It was suggested that an "after the fact" motion be made to delete the certificate program from the catalog and change Turfgrass Management to an emphasis area within the degree program.

Action: Rochelle Wade moved to delete the certificate program from the catalog and change Turfgrass Management to a degree emphasis. Carol Maddin seconded the motion. The motion carried unanimously.

III. **Approval of New Music Courses**

Steve Dygert presented proposals for two new music courses:

- A. MUS 282 - Symphony Orchestra (2 credits)
- B. MUS 284 - Symphonic Band (.5 credit)

Steve requested approval of the two new courses and also the assignment of a permanent course number --MUS 282-- to replace the current MUS 199 designation for Symphony Orchestra. His rationale for the proposed modification was to recognize the supportive role of MUS 282 for the Silver Creek Symphony Orchestra and lend validity to the work done in the ensemble. The intent of MUS 284 (Symphonic Band) was to create an intensive short-term performance opportunity. Some discussion over the transfer capability of a half-credit course and the stated number of lab hours followed; Steve addressed both issues, evidently to the satisfaction of committee members because members subsequently entertained a motion to approve the requested actions.

Action: Brenda Manthei moved to approve the courses and; Bob Shaw seconded the motion. The motion carried unanimously.

IV. **Department of Corrections Occupational Programs**

Ron Troutman introduced the DOC package, remarking that NPC's contract with the Department of Correction requires that NPC provide certificate programs in the areas listed below. Accordingly, the following proposed Certificate of Proficiency programs were submitted for approval (please see attachments for details):

Upholstery	(18 credits)
Custodial Maintenance	(15 credits)
Building Maintenance	(22 credits)
Building Trades	(12 credits)

Dan Simper recommended that the program be offered and awarded only through DOC and not be offered in the NPC catalog. Ron and guest Lonnie Moore, also representing DOC, agreed to the stipulation. The value of offering specific components of the program--such as the programs in Upholstery and Building Maintenance--to NPC students was briefly discussed.

A **suggested name change**--from Building Maintenance to Facility Maintenance--was entertained and approved.

Ron also sought approval of **assignment of a permanent course numbers for the following courses that had been offered as 199s**--including Painting I that had been inadvertently omitted from the agenda listing:

INA 150 - Introduction to Upholstery (3 credits)
INA 151 - Upholstery Tools and Safety (3 credits)
INA 152 - Measurements & Calculations for Upholsterers (3 credits)
INA 153 - Upholstery Materials (3 credits)
INA 154 - Upholstery Sewing (3 credits)
INA 156 - Upholstery Projects (3 credits)
BOC 191 - Custodial Cleaning
BOC 192 - Floors and Floorcare Equipment (3 credits)
BOC 193 - Restroom Care (3 credits)
BOC 194 - Maintaining Floor Surfaces (3 credits)
BOC 195 - Carpet and Upholstery Care (3 credits)
BOC 109 - Painting I

Action: Approval of Certificate of Proficiency Programs

Dan Simper moved to approve the new programs and the program change of title to Facilities Management; Rochelle Wade seconded the motion. The motion to approve the following carried unanimously:

Upholstery	(18 credits)
Custodial Maintenance	(15 credits)
Facilities Maintenance	(22 credits)
Building Trades	(12 credits)

Action: Approval of the packet as a DOC offering only, without a listing in the NPC catalog

Rochelle so moved; Steve Dygert seconded the motion. The motion carried unanimously.

Action: Approval of assignment of permanent course numbers

Carol Maddin moved to approve the assignment as listed above; Bob Shaw seconded the motion. The motion carried unanimously.

V. **Welding Program Revision and New Courses**

Mark Workman presented the Welding Program Revision and New Course proposal on behalf of Ben Carr and Curt Casey. All of the new courses and the overall program are based on accredited requirements for the American Welding Society (AWS) and the National Center for Construction Education and Research (NCCER). Competencies are direct requirements from the State of Arizona Apprenticeship program, the AWS, and the NCCER. The proposers also requested retirement of certain avocational welding courses in correlation with approval of the new Welding Program. It was noted, however, that retirement of some of those courses would adversely affect the Agriculture Program that had just been approved by the ASCC committee, because some of the components were on the list of courses that were proposed for retirement.

The general consensus of committee members was that the programs could coexist for the time being, and that Brenda Manthei, sponsor of the Agriculture Program, and Mark Workman should meet to study a possible phasing out or restructuring of avocational welding courses.

Proposed revisions included:

- A. Associate of Applied Science Degree in Welding (64 credits)
- B. *Certificate of Applied Science in Welding
- C. Certificate of Proficiency Requirements in Welding (Level 1 - 19credits; Level 2II- 35 credits; Level III - 38 credits)

*Please note that documentation was not available for the CAS at the ASCC meeting time; documentation is forthcoming and will be distributed to or submitted for review by ASCC members.

New Course proposals included:

- A. WLD 100 - Safety & Math (2 credits)
- B. WLD 150 - Symbols, Drawings/Metal Preparation (2 credits)
- C. WLD 152 - Cutting Process & Welding Quality (3 credits)
- D. WLD 152 - SMAW Plate I (3 credits)
- E. WLD 153 - SMAW Plate II (3 credits)
- F. WLD 154 - GMAW Plate (3 credits)
- G. WLD 155 - GTAW Plate (3 credits)

- H. WLD 260 - Weld Fit Up/Inspection/Metallurgy (2 credits)
- I. WLD 261 - SMAW Open V Butts/Plate I (3 credits)
- J. WLD 262 - SMAW Open V Butts/Plate II (3 credits)
- K. WLD 263 - SMAW Open Root/Pipe I (3 credits)
- L. WLD 264 - SMAW Open Root/Pipe II (3 credits)
- M. WLD 265 - GMAW Pipe (3 credits)
- N. WLD 266 - FCAW Pipe (3 credits)
- O. WLD 267 - GTAW Pipe I (3 credits)
- P. WLD 268 - GTAW Pipe II (3 credits)
- Q. WLD 270 - Level 3-6G Pipe Welding (3 credits)

Recommendations for approval of the new Welding Program-- without retirement of the avocational courses in welding-- resulted in the following actions:

Action: Steve Dygert moved to approve the new program without retiring old welding courses. Bob seconded the motion. The motion carried unanimously.

Note: Committee members advised that they would recommend the modification of an existing degree--not a new degree--to the District Governing Board.

VI. **Guidelines and Procedures for Processing Learning Contracts**

Carol Maddix presented a handout of the guidelines that were developed to gain consistency and facilitate tracking at different campus and center locations.

Discussion ensued and recommendations for changes in verbiage were made. Carol will make the changes and Liz Cloud will distribute modified guidelines when they are received by VPIS's office. (See attached)

Action: A motion was made to approve the guidelines with recommended modifications. Nancy Kolakowsky so moved and Jeff Dawson seconded the motion. The motion carried unanimously.

VII. **Testing Services Update**

Heidi Fulcher distributed a memorandum detailing final recommendations by the Task Force on Testing Services. The plan contained three proposals and designated a Best Solution and two alternative plans, A and B. The "best solution" would use Student Writing Center Aides and use a video camera and monitor at each testing center. Alternative A would extend Student Writing Center services and would not use cameras but would require some remodeling. Alternative B would rely on cameras to monitor students and the testing area, which would be in the library conference room. Alternative B was the option of choice by the ITAG committee members who were presented the options in an earlier meeting; they cited better test security in campuses and centers and less distraction by human proctors.

Judith asked for a recommendation from the ASCC committee to take to the President's Staff. It would then go to the Management Council. **The consensus was that the solution cited by the task force as the Best Solution was still the best solution and a modified version of Alternative B, using a second camera at each site, was the next choice.**

Action: A motion was entertained to approve the foregoing consensus. Steve so moved and Bob seconded the motion. The motion carried unanimously.

VII. Student Evaluation of Instructional Effectiveness

Draft #4 of the Student Evaluation of Instructional Effectiveness form was presented to ASCC members. Brenda asked for review, reflection, and feedback to be directed to members of the taskforce by **April 1, 2000**. Members of the taskforce are Ginnie Arthur (chair), Donna Ashcraft, Lois Coltrin, Nancy Kolakowsky, Brenda Manthei, Pat Wolf, and Mark Workman.

VIII. Confidentiality of Student Records

A 3/15/00 draft of a document intended for inclusion in faculty handbooks was presented to the ASCC committee. The document addresses safeguarding student confidentiality in the handling of academic documents, in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and students' rights to privacy. Discussion followed, during which some changes in verbiage were recommended. It had also been discussed earlier in the ITAG meeting (see attached).

Action: A motion was entertained to approve the modified document, the procedure detailed therein, and its inclusion in faculty handbooks. Jeff moved to approve the foregoing; Rochelle seconded the motion. The motion carried unanimously.

IX. Policy for Computer and Electronic Access and Usage

Members submitted a proposal by Shirley Eittreim and Trudy Bender--that had been reviewed earlier by the ITAG committee-- to ASCC for review. Discussion about the proposal led to some modifications in verbiage. A revision of the procedure will be forwarded to Management Council for consideration. If approved, it will be shared at an All-College Forum.

X. Other Matters - Web Page Guidelines

Mark Workman presented his memorandum outlining Web Page standards that had been reviewed earlier in the day by the ITAG committee. Discussion followed and changes in verbiage were recommended by committee members. A revised copy will be forwarded upon receipt by the VPIS office.

XI. Future Meeting

The next ASCC meeting will be held **on Friday, April 28, 2000 at the White Mountain Campus at 1:00 p.m. following the All-College Forum.**

XII. Jeff moved to adjourn the meeting; Rochelle seconded the motion. The motion carried unanimously and the meeting was adjourned at 4:00 p.m.

March 10, 2000

TO: Academic Standards and Curriculum Committee
 FROM: Heidi Fulcher, Taskforce on Testing Services
 RE: Final Recommendations

Taskforce members maintain that the proposal submitted November 19, 1999 is the best plan for student service and academic integrity. Given Northland's 2000-2001 budget outlook, Taskforce members developed alternate plans A and B for ASCC's consideration.

Best Solution

The most economical version of that plan, would have increased the current student Writing Center Aides from 18-hour positions to 30-hour positions and also utilized the hours of the part-time (18 hours per week) Learning Assistance Aides.

Campus Testing, Writing, Learning Assistance Centers						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
9-7	9-7	9-7	9-7	9-1	8-12	
10 hrs	10 hrs	10 hrs	10 hrs	4 hrs	4 hrs	48 hrs

Per campus staffing:

<u>Position:</u>	<u>hours per week:</u>	<u>status</u>	<u>additional cost</u>
1 Testing/Writing Aide	30 hrs per week	modified position	\$8890
1 Learning Assistance Aide	18 hrs per week	existing CPIII position	0

other expense:

video camera & monitor	1200.
remodel writing center (create a separate glass room for testing)	_____?
cost per campus	10,090
4-campus cost = \$40,360	

The above plan requires either additional hours for one aide to be Lead Aide or the supervision of an overall coordinator. This person would supervise aides, coordinate training, develop/guide the overall processes for receiving and returning tests, and serve as the point-of-contact for outside testing.

Advantages:

- ¾ time positions could be staffed by non-student help, thus improving test security.
- 48 hours of proctored testing available each week.
- Video cameras provide backup for suspected cheating incidents.
- Learning Assistance Aides support Testing, but Testing/Writing Aides have lead responsibility for testing.

Disadvantages:

- Cost.
- This pilot is for campuses only, not centers.

Alternative B

The plan would rely on cameras to monitor students. It requires a dedicated test area in the library. This area would be equipped with a video camera to tape students as they test. A monitor would be placed on the library desk so students could be observed as they test. The best test area at I.CC, SCC, WMC would probably be the small conference rooms; these rooms are in direct line of vision from the library desk.

Hours: Library hours 8 a.m. – 10 p.m.

Staffing: Library staff

Costs:

Cameras and monitors @ approximately \$1200 per site including installation

Per 4 campuses	\$4800
Per 6 centers	\$7200
	\$12,000

Advantages:

- No additional staff costs.
- Testing available during all library hours.
- Enclosed space. Separate from library traffic and distractions.

Disadvantages:

- Cameras may not be as effective as a human monitors.
- Loading, changing, rotating video tapes will present an additional task for library staff.
- Library small conference rooms would not be available for other functions.
- Library would continue to have primary responsibility for testing.
- Unlike human monitors, cameras will be fixed. There will be no flexibility to move to a larger room if several students need to test at one time.
- There is no library small conference room at PDC, Heber, St. Johns, Springerville, and Kayenta.

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Alternative A

This plan extends Student Writing Center services to include testing. We can pilot this model without any remodeling, except at PDC, where the TLC tutor room or conference room will need to have a window and/or glass door installed for visibility. Testing will be provided by Student Writing Aides (18 hrs/wk) and Learning Assistance Aides (18 hrs/wk).

Schedule:

Campus Testing, Writing, Learning Assistance Centers						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
9-3	1-7	9-3	1-7	8-2	8-2	
6 hrs	6 hrs	6 hrs	6 hrs	6 hrs	6 hrs	36 hours

Costs:

No additional staff.

PDC remodeling. (materials & labor)

??

0

2,000.

Advantages:

- No additional staff costs.
- 36 hours of proctored testing available each week.
- Aides proctor testing in same room with students, or from adjacent classroom with clear line of vision through window.
- Enclosed environment separate from library traffic and other distractions.
- Efficient space utilization: During busy test times, testing or writing center can overflow or relocate into adjacent TLC classroom and/or tutor room.

Disadvantages:

- Staffing with 2 18-hour positions will probably include student help. (Writing Center and Learning Assistance Aide positions are hard to fill. Applicants are usually NPC students)
- 36-hour schedule is fewer hours than the current schedule. Possibly libraries could continue to provide testing for situations that cannot be handled during the proctored hours.
- Test schedule might vary depending on when part-time aides are available.
- Simultaneous Writing Center operations may produce noise conflicts. These can probably be resolved by utilizing TLC classroom and tutor room when necessary.

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Additional Considerations:

To provide the best service to students, there should be overall coordination of testing services. The following tasks need to be addressed:

Coordinator Tasks:	Responsible Coordinator		
	Alternative A	Alternative B	Current Situation
Develop an overall process for test intake and return to instructors.	Head Librarian and Director of Developmental Services	Head Librarian	Library staff follows a process developed by Head Librarian.
Supervise test staff (timesheets, subs, scheduling, etc.)	Director of Developmental Services (already supervises SWC and LA aides)	Head Librarian	Head Librarian
Train new test staff in process.	Library Staff	Library Staff	Library Staff
Develop a process to provide test services for outside agencies	? Advising ? Ron Troutman	? Advising ? Ron Troutman	No process exists. Inquiries are directed to Advising, Libraries, Ron Troutman
Coordinate test services for outside agencies. (receive, disburse, schedule, return tests, bill for services)	? Advising ? Ron Troutman	? Advising ? Ron Troutman	Advisors, Libraries, and Ron have provided services on an as-needed basis.

Existing personnel can coordinate testing services for either Alternative A or B with minor changes in processes. The area needing a designated coordinator is *testing for external agencies*. Taskforce members have discussed assigning this task to Advising or Ron Troutman.

Advising already coordinates with other institutions to share student records and information.

Ron Troutman's office already has a system for fee collection for the GRE test and a network of proctors. The proctor network could be expanded to include the Aides in Alternative A, while Ron's office would handle the scheduling, return mailing, and fees.

**ACADEMIC STANDARDS & CURRICULUM COMMITTEE MEETING
MINUTES OF FEBRUARY 25, 2000**

- I. **Roll:** **Members present:** Jan Kraai, Pat Wolf, Nancy Kolakowsky, Mark Workman, Carol Maddin, Brenda Manthei, Bob Shaw, Jeff Dawson, Dan Simper, Rochelle Wade, Judith Doerr (chair), Liz Cloud (secretary)

Absent Members: Steve Dygert, Ron Goulet, Randy Porch, Beulah Bob, Charalie Perkins (student)

Guests: Janet Hunter

Approve minutes of :

A. January 28, 2000

- **Action:** Pat Wolf moved to approve the minutes; Dan Simper seconded. The motion carried unanimously.

II. **Request for Approval of Certificates of Proficiency in Administrative Information Services [Janet Hunter]:**

- A. **Legal Office Fundamentals** (16 credits)
- B. **Modern Office Fundamentals** (16 credits)
- C. **Medical Office Fundamentals** (16 credits)
- D. **Records Management/Data Processing Fundamentals** (17 credits)
- E. **Word Processing Basics** (7 credits)

Discussion about foregoing items A-E ensued. Judith Doerr expressed concerns about a 7-credit course being called a Certificate of Proficiency, thus implying attainment of proficiency with so few credits. She suggested instead that the designation Certificate of Completion would be more apt. The certificate could be issued and signed off by departmental or divisional personnel. Dan Simper questioned the need for Introduction to Windows as a prerequisite, stating that most students entering the program would already have those skills. Janet Hunter and Bob Shaw, however, defended the requirement, commenting that the Windows program was so comprehensive that their experience had frequently shown student knowledge gaps that could hinder progress in coursework. It was also noted that the program cover sheets still lacked department chair signatures and advisory board approval.

**ACADEMIC STANDARDS & CURRICULUM COMMITTEE MEETING
MINUTES OF JANUARY 28, 2000**

- I. **Roll:** Members present: Jan Kraai, Steve Dygert, Pat Wolf, Nancy Kolakowsky, Mark Workman, Carol Maddin, Brenda Manthei, Bob Shaw, Jeff Dawson, Dan Simper, Rochelle Wade, Judith Doerr (chair), Liz Cloud (secretary)

Absent Members: Ron Goulet, Randy Porch, Beulah Bob, Charalie Perkins (student)

Guests: Jane Hobart, Janet Hunter, Mark Engle, Tom Nagle

II. **Approve minutes of:**

A. December 3, 1999 (Revised draft)

- **Action:** Pat Wolf moved to approve the minutes; Jeff Dawson seconded. The motion carried unanimously.

III. **Request for Approval of Course Revisions:**

A. **Requested Modification in TLC 086-General Education Lecture/Lab:** Jan Kraai presented a proposed modification to the lecture and lab components of TLC 086-General Education, on behalf of Heidi Fulcher. Heidi had requested that lecture and lab hours be changed from the current 3.0 and 1.0, respectively, to 2.0 and 2.0, respectively, to (1) reflect the current ratio of lecture to lab and (2) align with lecture/lab components of the other ABE/GED type courses

- **Action:** Carol Maddin moved to accept the modification to TLC 086. Rochelle Wade seconded the motion. The motion was approved and carried unanimously.

B. **Proposed Catalog Description Change for PSY 101-Introduction to Psychology:** Pat Wolf presented a request from Jim Boblett to modify the current catalog description to match updated course outline description. Carol Maddin advised that the change in the course description would be forwarded to ASU, UofA, and NAU for rearticulation.

- **Action:** Nancy Kolakowsky moved to approve the change and Bob Shaw seconded the motion. The motion was carried unanimously.

C. Proposed Modifications to SPT 130 - Introduction to Theater: Pat presented a request on behalf of Fred Ebert to add Intensive Writing/Critical Inquiry and Race Gender/Ethnic Awareness components as requirements to conform to AGEC specifications. It is proposed that Introduction to Theater be included in the Arts and Humanities area of the AGEC block in the AA, AS and Abus and also that it be added to the AAS and AGS degrees. Pat distributed a report discussing rationales and objectives for the Arts and Humanities.

- Action: Rochelle Wade moved to approve the modifications; Jan Kraai seconded the motion. The motion carried unanimously.

IV. Request for Approval of Change in AGEC Block:

Pat presented a proposed change in a current AGEC block statement defining discipline requirements to a statement recommended by GEATF and approved by APASC, encouraging, rather than requiring, students to choose course work from more than one discipline. She commented that some other community colleges are adopting the recommended statement. The original change was to be made to the AGEC block in the AA, AS, and ABUS; interest in including the AAS and AGS degrees under the proposed guideline was expressed. Given the importance of this proposed change and some members' reservations about it, the issue was tabled until fall of 2000, when the catalog will be revised.

- Action: Dan Simper moved to table the issue until fall 2000. Bob seconded the motion. The motion carried unanimously.

V. Request for Approval of New Certificates of Proficiency: Administrative Information Services [Janet Hunter]:

Janet submitted proposals for new Certificates of Proficiency in eleven program areas. Janet had been requested to design certificate programs that would meet student and employer demands for short-term, content-specific programs. Requested changes in verbiage and structure of some programs, however, required that the proposals be tabled until the next meeting, when Janet will resubmit the proposals with revisions.

VI. Request for Approval of New Certificates of Proficiency: Computer Information Svstems [Jane Hobart-Kahler]:

Jane also submitted proposals for five new Certificates of Proficiency programs. Some discussion concerning the one-credit prerequisite course-- CSC103-Basic Keyboarding--followed. Suggestions were made to offer the prerequisite course in another time frame, such as a weekend or the week prior to the program start date. Another suggestion was to eliminate the prerequisite, an action that would require a catalog change. Other program-specific changes were as follows:

Microsoft Office (Item #1): Discuss with colleagues ways to restructure the program to eliminate unnecessary prerequisite classes.

Data Base Management (Item #2): Drop CSC 240 and CSC 280.

Spreadsheets (Item #3): Jane and Bob should discuss what a nine-credit spreadsheet application series should offer.

Computer Graphics (Item #4): Design the graphic program without the need for Internet or html. Application is to be more like desktop publishing.

Web Page Design (Item #5): Change program title to Web Page Master. Drop Java Script. Think about adding Front Page.

Action: It was moved to table AIS and CIS proposals until the next meeting, when the program proposals would be brought back with suggested changes. The motion was seconded and approved unanimously.

VII. Request for Approval of New Certificate of Proficiency: Hospitality
[Mark Engle]

Mark introduced his proposed 18-credit Restaurant Operations Certificate program, that was designed primarily for use with the Department of Corrections-Winslow program, but with possible future application to local programs.

Action: Pat moved to approve the program and Carol seconded the motion. The motion was carried unanimously.

VIII. Request for Approval of New Certificate of Proficiency: Business [Tom Nagle]

Tom presented his proposal for an 18-credit Certificate of Proficiency in Accounting program to meet demands from local employers for personnel trained in accounting procedures. The program specified an optional 1-6 credit internship; Judith suggested that the internship be eliminated for the Certificate of Proficiency program, but be used instead for the Certificate of Applied Science program. Tom agreed to the deletion. Judith asked that Tom submit a cover sheet formatted for inclusion in the forthcoming catalog.

Action: Rochelle moved to approve the program without an internship. Jeff Dawson seconded the motion. The motion carried with one "nay."

**IX. Request for Approval of Pathways and Certificates in Agriculture
[Brenda Manthei]**

Brenda requested that certificates and degree pathways be implemented for agriculture, noting that the catalog lists only individual courses in agriculture. She commented that an untapped market exists, particularly in the fourteen college district high schools, in which agricultural programs are quite popular and college credit can be earned through concurrent credit. Brenda would also like the program to tie in to FFA chapters, noting NPC is sponsoring FFA Field Day in Snowflake. Brenda will modify and resubmit documentation.

Action: Carol requested a motion to table the issue to revisit at a later date. Judith moved; Pat seconded. The motion carried unanimously.

X. Academic Probation/Satisfactory Academic Progress Policy [Dan Simper]

Dan commented that NPC has had SAP requirements for financial aid students for years, but emphasized the need for SAP requirements for all students. He urged that SAP requirements be in place before the end of the current semester. Dan presented guidelines for Academic Probation; a few minor changes in verbiage were suggested. The revised guidelines are attached for your review; please destroy the old one.

Action: Jeff moved to approve the policy; Rochelle seconded the motion. The motion carried unanimously.

XI. Revision of Learning Contracts [Carol Maddin]

Because of time constraints, the issue was tabled until the next meeting.

XII. WIDS License Update [Mark Workman]

Mark noted that NPC owns a license for eight users (8 locations). Bob Shaw will make additional copies to facilitate usage.

XIII. Request for Change in AGS-Public Safety Emphasis

Judith requested that the Public Safety Emphasis of the AGS degree be changed from deletion to retired status.

Action: Bob moved to approve the action; Pat seconded the motion. The motion carried unanimously.

XIV. Discussion Item: College Algebra and the Teacher Education Program

Nancy Kolakowsky brought up the issue of ASU's requirement of College Algebra as a prerequisite for MAT 131/132 - Math for Elementary School Teachers I & II. Carol noted that most Pre-Education students attend NAU and are not affected by the requirement. Judith suggesting surveying other Arizona community colleges to determine how they handle the issue.

Judith asked for a motion to adjourn if there were no other business. Nancy moved to adjourn and Carol seconded. The meeting was adjourned at 4:15 p.m.

The next meeting will be held on February 25, 2000 at 1:30 p.m. at Little Colorado Campus.

**ACADEMIC STANDARDS & CURRICULUM COMMITTEE MEETING
MINUTES OF DECEMBER 3, 1999**

- I. **Roll:** Members present: Jan Kraai, Ron Goulet, Pat Wolf, Nancy Kolakowsky, Mark Workman, Randy Porch, Carol Maddin, Brenda Manthei, Rich Balsley, Jeff Dawson, Judith Doerr (chair), Liz Cloud (secretary)

Absent Members: Bob Shaw, Steve Dygert, Beulah Bob, Charalie Perkins (student)

Guests: Heidi Fulcher, Cindy Hildebrand, Ron Troutman

II. **Approve minutes of :**

A. November 19, 1999

- **Action:** Jeff Dawson moved to approve the minutes; Rich Balsley seconded. The motion carried unanimously.

III. **Curriculum changes:**

A. **Proposed Modifications of NUR 125- Practical Nurse Completion :**
Brenda Manthei presented the following proposed modifications in NUR 125 - Practical Nurse Completion: to delete lab hours, to add an additional hour for the lecture component, and to decrease the load factor from 4.1 to 3. The rationale for the proposed modification was that clinical hours were not necessary for the course. The increased lecture time would be used for additional content in drugs and pharmacology. Healing Community members Yavapai College and Arizona Western have made the same modifications in their programs. A co-requisite of NUR 122, the course is required for LPN Certification and is an elective for all ADN students and the LPN certificate program.

- **Action:** Pat Wolf made a motion to accept the modifications to NUR 125. Carol Maddin seconded the motion. The motion was approved and carried unanimously.

B. **Proposed Articulation: BIO 105 - Environmental Biology:**

Brenda Manthei requested articulation of BIO 105 to all three Arizona universities, mentioning that courses in environmental biology are already being taught but without the home lab component of the on-line course. Carol Maddin stated that the course would be easier to articulate if it were also listed as able to be taught in a traditional classroom setting, rather than only as an on-line course. Brenda will modify verbiage to reflect the

expanded instructional modes, as suggested, so that BIO 105 could also be taught in a traditional classroom setting.

- ***Action:*** By consensus, it was agreed to modify verbiage to facilitate articulation.
- ***Action:*** BIO 105 was recommended for approval in an expanded format and was approved unanimously.

IV. **Revision of Learning Contracts**

Because of time constraints, the discussion on the revision of learning contracts was postponed until the next meeting, when Carol Maddin will present the issue.

V. **Request for Approval of New Emphasis Area in AGS: Hospitality**

The request for the Hospitality emphasis in an Associate of General Studies Degree with an AGECE component met with concerns about the rigidity of the plan and the allowance of only nine credits in the area of Hospitality. Carol suggested that an AGS degree with an AGECE component and a pathway (instead of an emphasis) in Hospitality would allow more flexibility and would allow it to be used as an advising tool.

- ***Action Taken:*** Judith asked for a motion to approve the Hospitality as an AGS degree with a pathway instead of an emphasis. Jeff Dawson so moved; Ron Goulet seconded.
- ***Action Taken:*** Pat moved that the records show approval of the verbiage "pathway in an AGS degree with an AGECE component." Brenda seconded the motion. The motion carried unanimously.

VI. **Guidelines for Awarding Credit for Applied Study Experiences (Practicum, Apprenticeship, Internship, etc)**

Because of the lack of set standards at NPC for the number of hours required for various applied study programs offered by the college, Judith asked if "rule of thumb" guidelines to correlate field hours with credit hours should be established. She mentioned that she had contacted Gordon Hall to determine what state standards, if any, were in effect; she was advised that there are no Arizona standards governing this area of applied study. Some discussion followed; it was thought that hours specified in an earlier internship handbook might be implemented, but no hard guidelines emerged from the discussion.

VII. Report from Task Force on Testing Services

Heidi presented an update of NPC testing services and the recommendations of the task force. Committee suggestions included reserving space in The Learning Cornerstone (TLC) lab for testing services and using writing center labs as test monitors.

Other suggestions offered were:

- Shorter but variable hours that include daytime and evening hours to accommodate more students.
- Pay increase for part-time employees to draw and retain employees who can provide proctoring services as an extension of regular duties. Change of employment status of Student Writing Center Aides from part-time to full-time for the same reason.
- Establishment of guidelines for testing, including make-up testing and testing for distance learning classes.
- Establishment and maintenance of a pool of intermittently scheduled proctors.
- Use of videos to monitor testers.

Other discussion involved suggestions that student proctors not be used to ensure test security, the need to find a suitable testing area at Painted Desert Campus, the use of camera monitors, and CLEP and GED elaboration. Judith suggested also discussing the forthcoming computer-based CLEP testing with Ron Troutman.

VIII. Report on GEATF

Pat Wolf explained that NAU's 4-credit course in English Composition, English 105, is equivalent in content to ENL 101 and 102 offered at NPC, but that the NAU course would not satisfy the AGECE requirement at NPC. GEATF has specified that the requirement for English Composition is two classes, for a total of 6 credits. It was suggested that a memo advising AGECE students of that fact would be useful.

Pat further suggested that the NPC catalog be modified to include a warning, advising AGECE students that the AGECE plan must be completed in its entirety or coursework would be evaluated on a course-by-course basis. The statement should be included in the file of catalog changes to be made a year from now to ensure its inclusion.

IX. General Education in AAS Programs

The discussion of General Education in AAS programs was postponed until the next meeting.

X. Other Matters

Brenda and Carol noted that the ASU had requested that the prerequisite math for MAT 131 and MAT 132 - Mathematics for Elementary School Teachers I & II be changed to MAT 152 - College Algebra. It was agreed that the item be brought back for discussion and possible action at the next meeting.

There was no further discussion. The meeting was adjourned at 3:55 p.m.

XI. The next meeting is scheduled for Friday, January 28, 2000 at 2:00 p.m. at White Mountain Campus in room LC 108. Please note the change in meeting time.

**ACADEMIC STANDARDS & CURRICULUM COMMITTEE MEETING
MINUTES OF NOVEMBER 19, 1999**

- I. **Roll:** Members present: Jan Kraai, Pat Wolf, Nancy Kolakowsky, Mark Workman, Carol Maddin, Bob Shaw, Brenda Manthei, Rich Balsley, Jeff Dawson Kim Crossland (for Beulah Bob), Liz Cloud (secretary)

Absent Members: Judith Doerr, Randy Porch, Steve Dygert, Ron Goulet, Charalie Perkins (student)

Guests: Chuck Kermes (guest chair), Heidi Fulcher, Cindy Hildebrand, Mark Engle, Ben Carr

II. **Approve minutes of :**

A. October 29, 1999

- **Action:** Brenda Manthei moved to approve the minutes; Jeff Dawson seconded. The motion carried unanimously.

III. **Curriculum changes:**

A. **Proposed change in core requirement in Medical Assistant Program :**
Brenda Manthei proposed a change in a core requirement in the Medical Assistant Program from OED 135-Introduction to Medical Transcription to OED 119 -Medical Office Procedures. Brenda pointed out that OED 119 was recommended, but not required, and that a course in medical procedures would be a better choice for the Medical Assistant Program than one in transcription. The change, proposed to take effect for the spring 2000 semester, would not affect the number of credits required.

- **Action:** Bob Shaw made a motion to accept the revision from OED 135 to OED 119. Pat Wolf seconded the motion. The motion was approved and carried unanimously.

B. **Proposed New Course: BIO 105 - Environmental Biology:**
Brenda offered a new course proposal of BIO 105 -Environmental Biology on behalf of Jean Revie, developer of the on-line course and department chair. The 4-credit lab science course requires no textbook and is augmented by a lab kit that will meet all lab requirements.

Members agreed that language in the course proposal regarding transferability needs to be modified or stricken pending articulation. Brenda will also ask that the words "oral communication" be stricken or defined and that outcomes better reflect defined criteria for the

racial gender awareness requirement. Further discussion/action for BIO 105 was tabled until the next ASCC meeting on December 3, 1999, when the item will be presented with proposed modifications.

- Action: None taken

C. Proposed Degree: Associate of General Studies Degree in Hospitality

Mark Engle requested approval for an Associate of General Studies in the Hospitality program. He suggested that the proposed graduation plan would serve as a map for students in pursuit of a 4-year degree in Hospitality. The program would allow 32 credits toward AGECE, especially in the area of liberal arts; the balance of the required credits is already integrated into the NAU curriculum.

Carol Maddin remarked that NAU is the only college in Arizona offering a degree in Hospitality; therefore, an Associate of Arts degree with an emphasis in Hospitality would not transfer to the other two universities. She suggested that the AGS degree: parallel the AA degree, with auxiliary credits taken as elective credits; be stamped AGECE; require the same English and math courses as an AA degree; and include a foreign language. Pat Wolf cautioned that a degree change would require an Early Alert and approval by the state board. She suggested that an AGS degree with an emphasis in Hospitality be offered instead. Mark and Carol will work on the program and bring it back as an AGS degree plan with an emphasis in Hospitality.

- Action: None taken.

D. Proposed New Course: BOC 122:

Ben Carr proposed a new course, BOC 122-Introduction to HVAC/R, as an introductory foundation in heating, air conditioning, and refrigeration systems technology. He cited a trade need for qualified personnel in this technological area and suggested that the course, presently missing from the BOC program, might be a future requirement in Building Maintenance and a future HVAC/R Program.

Proposed Internship: BOC 123

Ben also proposed BOC 123 - Internship for Introduction to HVAC/R as a co-requisite to BOC 122. He commented that NAU strongly encourages internships in vocational education programs. He suggested establishment of a 2-credit, 10-hour weekly internship and asked for college-wide approval of the internship manual he had developed.

The consensus, however, was that the BOC 123 internship manual was at that point a discussion item, rather than an action item, requiring further review before adoption by all departments. Pat suggested that the single-sheet agreement/evaluation form be changed to a multi-sheet format with a

distribution list and that the words "Division Director," extracted from an earlier manual be changed to "Deans." Referring to the word "Understand" in the fourth item under course outcomes in the proposed course outline, Nancy Kolakowsky asked how understanding might be measured. Carol suggested that the word "Understand" be replaced by "Demonstrate." There were also changes in verbiage to the proposed course outline/outcomes for BOC 122. It was suggested that lab hours for the BOC 123 internship be set at **150 hours/15 weeks at 10 hours weekly**. Ben agreed to the proposed modifications.

- **Action:** By consensus, it was agreed that the course outlines for BOC 122/123 be approved with changes in verbiage as noted.
- **Action:** Carol moved to approve the BOC 123 course description with revisions. Rich Balsley seconded the motion. It was agreed that final copies were to go to Judith Doerr for approval and that the revised manual be brought back for discussion.

IV. **Revision of Course Change Form**

Carol presented a revised Course Change Form. Suggested modifications of the revised form were as follows:

- ✓ Cindy Hildebrand asked for the inclusion date and reasons for course drops, to include last date of attendance, to comply with financial aid requirements.
- ✓ Rich Balsley asked that a heading box be shaded to prevent confusion on data entry.

Mark Workman remarked that the foregoing modifications would permit data entry for only one course change, creating unnecessary duplication of work and forms. The suggestion was made to reinstitute the add/drop roster that reflected reasons for course changes. Carol asked for consensus to list date of last attendance and reasons. Discussion included addition of a column and possible landscaping. Cindy agreed to design a form reflecting requested changes to bring to the next meeting, when the item could be reopened for discussion.

- **Action:** By consensus, it was agreed to bring the item and the proposed revision back for discussion at the next meeting.

V. **Discussion Items**

By consensus, it was decided that the following discussion items would be tabled until the next meeting:

- ✓ Conversion of Welding Program (Carr)
- ✓ Task Force on Testing Services Recommendations (previously distributed)
- ✓ Learning Contracts (Maddin)
- ✓ General Education in AAS Programs
 - ☐ Information from Arizona Community College catalogs (previously distributed)
 - ☐ AACC Guidelines (previously distributed)

VI. The meeting was adjourned at 3:40 p.m.

VII. The next meeting is scheduled for **Friday, December 3rd** at in room 109 at Silver Creek Campus. **PLEASE NOTE THAT THE TIME HAS BEEN MOVED FROM 2:00 PM BACK TO THE CUSTOMARY TIME OF 1:30 PM.**

Student Testing Centers

Research and Proposal

November 19, 1999

Members:

Heidi Fulcher

Nancy Kolakowsky

Carol Maddin

Brenda Manthei

Challenge: Improve student testing at NPC.

The following observation was made by the NCA visiting team this October.

At several sites, the practice of testing students in public areas without appropriate supervision may compromise instructional integrity.

Many NPC instructors have long held the same concern. In fact, during the 1998-99 academic year the Taskforce on Testing Services (TOTS) was charged with examining the testing situation and proposing a solution. TOTS proposed hiring proctors to supervise testing. At that time the only funding source available was the College Initiative fund. This source does not fund on-going projects, so the proposal was disqualified. TOTS was charged with finding another solution.

Task Force members surveyed the NPC Library staff and other institutions to gain a better understanding of what the testing needs at NPC are, and how other colleges provide testing for their students.

Research:

Arizona community colleges attending the Academic advisors articulation task force meeting in September 1999, were asked to respond to a testing center survey. Eight campuses representing six institutions responded.

All respondents provide testing services. Five campuses provide instructional testing. The other three provide GED, and/or placement tests, and/or distance learning exams, and/or career assessment. One campus, Cochise at Douglas, provides academic skills and study skills courses at the same center.

Hours vary. Most are open 10 hours daily, predominantly during the day and early evening.

Staffing varies. Three campuses employ a full time staff member. Others rely on part time and student help. Three did not indicate how their centers were staffed.

The locations for testing include: *Testing Center (2), Assessment Center (2), Student Development Center, and Instructional Activities Center.*

Trudy Bender surveyed the NPC library staff to determine the number of students testing and when they tested. At all locations students tested from 8 a.m. through 10 p.m. All campuses had times when no one was testing. The maximum number testing at one time was 6 students.

Four NPC centers responded to a survey. The survey asked where students test, where tests are stored, how tests are logged, what are current problems, and what solutions are proposed. Three of four centers test in the library. All centers keep tests secured and log student testing activity. Problems include: noise distraction, and opportunity to cheat when proctor must leave to perform other job duties. Proposed solutions include: additional staff to monitor tests, a special (sound-proof) testing room, and additional isolation areas to separate test takers from each other.

Conclusions: The current testing situation is undesirable for the following reasons:

1. Libraries and video classrooms do not provide adequate test security. Instructors are unable to monitor all video sites during testing. The Library cannot consistently provide close supervision of testing because NPC libraries are neither adequately staffed, nor, in some locations appropriately configured.
 2. Multi-course labs and the libraries are not quiet enough testing environments for many students.
 3. When students miss class on an exam day, or defer from taking a test because they are behind in their work, they often have to give up an instructional day to make up that exam. This may lead them to fall even further behind.
 4. The demand from other institutions for test proctoring is increasing. There is no centralized resource to receive/handle these requests. The library staff and advisors are providing proctor service haphazardly and without remuneration.
-

Recommendations: It is recommended that Northland pilot campus Testing Centers. These Centers will provide the following improvements for students:

1. Tests will be proctored by an aide who remains in the testing area at all times. This will improve test security.
2. Testing will take place in a small, contained, quiet area. Only students who are testing will be admitted. Conversation and other noisy activity will be prohibited.
3. Students may utilize the Testing Centers to make-up missed exams.

4. Testing Centers will provide a centralized location to proctor outside tests. A fee structure/response process will be established to meet this increasing demand.
5. Placement testing will be available during Testing Center hours. Academic advisors will spend more time *advising* students and less time *proctoring* them.

Description:

Testing will be available on each campus Monday through Thursday 9 a.m. through 8 p.m., and on Friday 9 a.m. through 3 p.m. Saturday testing will be available at LCC and WMC 10 a.m. through 2 p.m. Testing will be available 16 weeks per semester and 8 weeks during summer school. Because Testing Center is merged with Student Writing Center and Learning Assistance, these services too will now be available 50-54 hours per week.

LCC & WMC – Testing, Writing, Learning Assistance Centers						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
9-8	9-8	9-8	9-8	9-3	10-2	
11 hrs	11 hrs	11 hrs	11 hrs	6 hrs	4 hrs	54 hrs

PDC & SCC – Testing, Writing, Learning Assistance Centers						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
9-8	9-8	9-8	9-8	9-3	-	
11 hrs	11 hrs	11 hrs	11 hrs	6 hrs	0 hrs	50 hrs

Each Testing Center will be staffed by three part time aides. Two aide positions are already employed in the TLC's. The Testing Centers can be open 54 hours per week if one additional 18 hr. per week aide position is added. All aides will have duties in the TLC classroom and Student Writing Center in addition to proctoring student testing. This combination of duties will keep the aides sufficiently busy allowing them to perform all job tasks in a contained area within constant sight of the testing area.

At one campus (LCC or WMC) the Writing Center and Testing Aides positions will be combined into one 40 hour per week position. This Lead Testing / Writing Aide will coordinate training and reporting for the other aides. The Lead Aide will coordinate services for outside testing.

The physical location for testing centers will be in the modified Student Writing Center or TLC Tutor Room. If the Student Writing Center is used, the room will be divided into separate areas for Writing Center and Testing Center. If the Tutor Room is used, it will be remodeled with additional windows so that aides can better watch all activities from the TLC classroom and Student Writing Center. Each Testing Center will be equipped with a video camera and remote monitor. This will allow the library staff to monitor the Center when the aide has to step out. It will also provide a tape backup in cases where cheating is suspected.

Instructors will be responsible for ensuring that the appropriate exams are available. Students will need to show a picture ID and have a pass from their instructor to be admitted to the Testing Center. The pass will state which exam they are to sit for and provide other pertinent information (time limit, resources allowed, etc.) Proctors will either return exams to instructors each day via secured mail, or hold exams for instructors to pick up. All tests and testing will be logged. The logs will provide backup information to instructors and will be used to track usage so that the Testing Center hours can be adjusted to best suit student needs.

Budget:

<u>Staff:</u>	Wage:	Benefit @ 13%	insurance	Total:
Testing Center Aides (PDC and SCC)				
2 x 14 hrs x 40 wks x \$6.54 =	7325.	952.	0	8277.
1 Testing Center Aide (LCC or WMC)				
1 x 18 hrs x 40 wks x \$6.54 =	4709.	612	0	5321.
1 Testing Center Lead Aide/ Writing Center Aide (LCC or WMC)				
1 x 40 hrs x 42 wks x \$7.80 =	13,104	1704.	3360	18,168
(less 1 SWC aide)	<u>-4944</u>	<u>-643.</u>	<u>0</u>	<u>-5587</u>
	20,194	2625	3360	26,179

Other:

4 video cameras & monitors \$1000 - \$1500 x 4 sites				6,000
remodeling				

Budget Preferred by Developmental

Services: This provides an on-going single point of contact at each campus for writing center and testing services. We feel one full time Writing Testing Aide plus the continuing part-time Learning Assistance Aide will preserve security and integrity of testing more effectively than 3 part-time positions.

4 36-Hour per week Writing /Testing Center Aides

<u>Staff :</u>	Wage:	Benefit @ 13%	insurance	Total:
Testing Center / Writing Center Aides 4 campuses				
4 x 36 hrs x 42 wks x \$7.80 =	47,174	6133	13440	66,747.
(less 4 SWC aides)	<u>-19776</u>	<u>-2572</u>	<u>0</u>	<u>-22,348</u>
	27,398	3561	13440	44,399

Other:

4 video cameras & monitors \$1000 - \$1500 x 4 sites **6,000**
remodeling

OR

4 30-Hour per week Writing /Testing Center Aides

<u>Staff:</u>	Wage:	Benefit @ 13%	insurance	Total:
Testing Center / Writing Center Aides 4 campuses				
4 x 30 hrs x 42 wks x \$7.80 =	39,312	5112	13440	57,864
(less 4 SWC aides)	<u>-19776</u>	<u>-2572</u>	<u>0</u>	<u>-22,348</u>
	19,536	2540	13440	35,516

Other:

4 video cameras & monitors \$1000 - \$1500 x 4 sites **6,000**
remodeling

The best first stop!™
1-800-558-2110

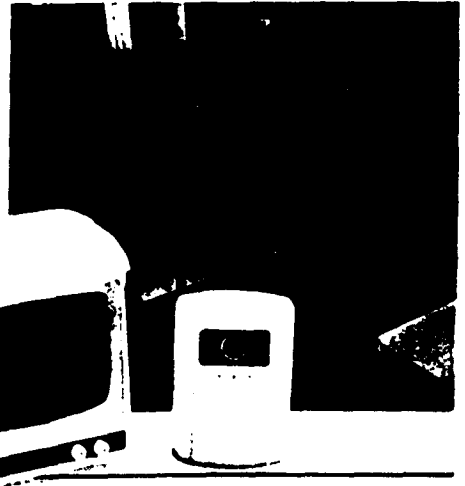
Library Furnishings & Equipment
Library Security Equipment & Supplies

EasyWatch™ Wireless Video Observation System

Monitor entrances, classrooms, hallways and special collection areas with ease. EasyWatch is a compact system that's so unobtrusive, it will most likely go unnoticed. But it's big on the features you need. The CCD camera has a wide-angle lens and a built-in condenser microphone to provide clear images and sound. The 5½" black-and-white monitor provides exceptionally clear images up to 120 feet from the camera. The system works in near total darkness from up to three feet away. Best of all, EasyWatch requires no complicated installation. Simply plug the monitor and camera into standard outlets. Connect the system to any VCR to record all on-screen activity. Add an additional camera, sold separately below, to monitor other areas. One monitor can display images for up to two cameras. The camera measures 5½"H x 3¼"W x 2¼"D. The monitor measures 5½"H x 5¼"W x 8¼"D overall. **FOB TX**

Item #	Style	Wt.	Each
L99-29970	Complete system	9.0 lbs	\$315.00
L99-29981	Additional camera	1.5 lbs	\$255.00

NEW



Garrett Magnascanner Walk-through Metal Detector

Go beyond standard break-in protection with a Garrett walk-through metal detector. This easy-to-operate system accurately detects concealed weapons. The Magnascanner offers uniform protection from head to foot, and meets the most rigorous requirements for all types and sizes of metallic weapons. An LCD touchpad control provides continuous reports of the unit's operating status, while a series of tamper-proof security codes eliminates the need for keys. At the touch of a button, operate the infrared traffic counter, sensitivity level and alarm volume controls.

Set-up is quick and easy. Simply snap together the walk-through frame. Magnascanner requires no cumbersome connector cables, special flooring or tables for auxiliary controls. The sturdy unit is ideal for continuous use, yet can be moved to other locations with the dolly, sold separately below. Placed in a normal traffic flow, the unit can scan up to 50-60 people per minute. Operate the unit from a standard electrical outlet or use the back-up battery, sold separately below, for up to 20 hours. The unit is constructed of mar-resistant laminate with a heavy-duty aluminum control panel and cross pieces. Measures 87"H x 35"W x 23"D overall. UL/CSA approved. **FOB TX**

Item #	Style	Wt.	Each
L99-22831	Magnascanner	99.0 lbs	\$3395.00
L99-22835	Magnascanner dolly	21.0 lbs	\$245.00
L99-22834	Back-up battery	10.0 lbs	\$164.00



Super Scanner

Garrett Hand-held Scanners

When you need a totally portable weapons detector, select the pace-setter in hand-held scanners. The Super Scanner and the Enforcer G2 detect concealed weapons without physical contact. Alarm sounds and a light flashes to indicate the presence of metal. The scanner's tone changes to indicate a low battery. Operates on one 9V battery, included. **FOB TX**

Super Scanner Unique to this unit, a reduced sensitivity button allows you to scan without interference from ambient metal. Grip handle and safety strap means easy handling. Measures 16¼"H x 3¼"W x 1¼"D.

Item #	Wt.	Each
L99-22832	1.0 lbs	\$164.00

Enforcer G2 Features the same sensitivity as the Super Scanner above in a compact, lightweight unit. Measures 6¼"H x 3¼"W x 1¼"D

Item #	Wt.	Each
L99-22833	0.5 lbs	\$97.00

More Information on Garrett Systems

FREE Handbook

School Security Screening provides the kind of information you need when selecting a security system. It explains metal detectors and their school security applications.

Item #	Each
L99-22838	1.0 lbs

Instructional Videos

Before you purchase your scanner, we recommend ordering the following videos. They will be valuable in helping you install and operate both the Magnascanner and Super Scanner metal weapons detectors.

Item #	Title	Wt.	Each
L99-22837	Super Scanner Operation	1.0 lbs	\$10.45
L99-22836	Magnascanner Installation and Operation	1.0 lbs	\$10.45

November 16, 1999

TO: Testing Committee - Brenda Manthei, Carol Madden, Heidi Fulchur, Nancy Kolakowsky
Judith Doerr

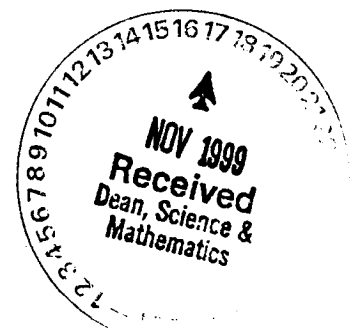
FROM: Trudy Bender

RE: Testing location change

I asked campus library staff to conduct a study for the last two weeks. The results are attached.

From these results, one can conclude that a seating space for 4-6 people will be adequate for a new testing location. The exception may be during midterms and finals.

Also attached are the comments from the centers about testing.



PERSONS TAKING TESTS IN CAMPUS LIBRARIES NOV 1-12, 1999

			Painted Desert Campus							
	Mon 11/1	Tues 11/2	Wed 11/3	Thu 11/4	Fri 11/5	Mon 11/8	Tues 11/9	Wed 11/10	Fri 11/12	
8-9am	His 105 (1)		Mat 221 (1)		Mat 101 (1)		Psy 101 (1)			
9-10am	Mat 103 (2)	Enl 100 (1)	Mat 112 (1)	Spa 101 (1)	Psy 101 (1)		Nat 101 (1)			
	Mat 105 (1)									
10-11am	Mat 103 (1)		Psy 101 (2)						Bus 141 (1)	
	Mat 109 (1)									
	Mat 122 (1)									
11-noon					Mat 105 (1)	Mat 103 (1)				
						His 105 (1)	Spa 101 (1)			
						Psy 101 (3)				
noon-1pm	His 106 (2)						Mat 152 (1)			
							Spa 101 (1)			
1-2pm	His 106 (1)					His 105 (3)	Pos 110 (1)	Psy 101 (1)		
2-3pm	Mat 122 (1)					Soc 120 (1)		Mat 103 (1)	Soc 120 (1)	
	Mat 112 (1)							Mat 105 (1)		
3-4pm	Mat 112 (1)		Mat 122 (1)	Mat 103 (1)				Mat 131 (3)		
4-5pm			Pos 110 (1)			Mat 152 (1)				
			Mat 122 (1)							
			Mat 221 (1)							
			Mat 103 (1)							
5-6pm				Bus 140 (1)			Mat 131 (1)	Las 101 (1)		
6-7pm										
7-8pm	Mat 109 (1)	Psy 101 (1)								
8-9pm		Psy 101 (1)					Psy 101 (2)			
							Spa 101 (1)			
							Soc 120 (2)			
9-10pm							Mat 131 (1)			
NOT audio or video class - Mat 103, Mat 109, Mat 112, Mat 122, Mat 221						Las 101				
Number in parenthesis indicates number of students										

# PERSONS TAKING TESTS IN CAMPUS LIBRARIES NOV 1-12, 1999									
					Little Colorado Campus				
	Mon 11/1	Tues 11/2	Wed 11/3	Thu 11/4	Fri 11/5	Mon 11/8	Tues 11/9	Wed 11/10	Fri 11/12
8-9am					Psy 101 (1)				
9-10am					Nat 101 (1)	Nat 101 (1)			
10-11am					Mat 152 (2)				
11-noon			Psy 101 (1)				Bus 140 (1)	His 105 (1)	
noon-1pm				Mat 152 (2)		His 105 (5)			
1-2pm									Mat 152 (2)
2-3pm	His 105 (5)			Bus 140 (2)	Mat 122 (2)				
3-4pm					Mat 152 (1)			Psy 101 (2)	
					Psy 101 (2)			Bus 140 (1)	
4-5pm				Mat 112 (1)					
5-6pm		ACJ 125 (1)	POS 110 (3)	Pos 110 (3)					
6-7pm			MAT 152 (2)	Mat 152 (2)					
7-8pm		MAT 109 (1)							
8-9pm			MAT 109 (2)	Mat 109 (1)					
				Hes 145 (1)					
				Bus 105 (3)					
9-10pm				Mat 241 (1)					
NOT Audio or Video Class = Mat 109, Bus 105, Mat 241, Mat 112									
Number in parenthesis indicates number of students									

# PERSONS TAKING TESTS IN CAMPUS LIBRARIES NOV 1-12, 1999									
				White Mountain Campus					
	Mon 11/1	Tues 11/2	Wed 11/3	Thu 11/4	Fri 11/5	Mon 11/8	Tues 11/9	Wed 11/10	Fri 11/12
8-9am		Mda 104 (1)			Psy 101 (1)		Psy 240 (1)		Soc 120 (1)
9-10am				Spa 101 (1)		Spa 101 (1)	Soc 120 (2)		
10-11am		Bus 141 (1)	Mat 122 (1)	Soc 120 (1)		Psy 101 (2)			Mda 104 (1)
			Pos 110 (1)						Bus 140 (1)
11-noon				Psy 240 (1)		Psy 101 (1)		Las 101 (1)	Mat 189 (2)
				Spa 101 (2)					
				Psy 101 (1)					
noon-1pm		Mat 122 (1)	Psy 101 (1)					Soc 120 (1)	
								Mus 150 (1)	
1-2pm						His 105 (1)		Psy 101 (1)	
								Bus 140 (1)	
2-3pm	Mat 152 (1)			Bus 140 (3)	Spa 101 (2)		Bus 141 (2)	Psy 101 (1)	
3-4pm			Mat 100 (1)			Spa 101 (1)	Mat 100 (1)	Mat 100 (1)	
			Pos 110 (1)						
4-5pm			Pos 110 (2)	Spa 101 (1)		Mus 150 (1)	Mat 131 (2)	Bus 140 (1)	
			Spa 101 (1)					Las 101 (1)	
5-6pm			Pos 110 (1)	Mat 100 (1)				Mat 131 (1)	
				Hes 170 (1)				Las 101 (1)	
6-7pm			Mat 100 (1)			Psy 240 (1)	Mat 131 (2)	Mus 150 (1)	
						Psy 101 (1)			
7-8pm									
8-9pm				Mus 150 (1)		Psy 101 (1)	Mat 131 (7)	Psy 240 (3)	
9-10pm				Hes 145 (2)					
NOT audio or video class - Las 101, Mda 104, Mat 122, Mus 150, Hes 170, Psy 240									
Number in parenthesis indicates number of students									

# PERSONS TAKING TESTS IN CAMPUS LIBRARIES NOV 1-12, 1999									
				Silver Creek Campus					
	Mon 11/1	Tues 11/2	Wed 11/3	Thu 11/4	Fri 11/5	Mon 11/8	Tues 11/9	Wed 11/10	Fri 11/12
8-9am			Psy 101 (3)		Nat 101 (1)				
9-10am		Pos 110 (1)			Spa 101 (1)				
10-11am				Mat 109 (1)	Psy 101 (1)				
					Mat 100 (1)				
11-noon			Psyy 101 (2)	Psy 101 (1)	Psy 101 (1)			Psy 101 (1)	
noon-1pm	Pos 110 (1)				Mat 100 (2)		Psy 101 (1)	Mat 100 (1)	
1-2pm	Psy 101 (1)	Psy 101 (1)	Spa 101 (1)			Mat 112 (1)	Mat 112 (1)		
		Pos 110 (1)							
2-3pm			Mat 112 (2)			Mat 152 (1)	Psy 101 (2)	Rio Salado	
							Mat 122 (1)		
3-4pm			Mat 100 (1)	Mat 122 (1)			Psy 101 (1)	Mat 109 (1)	
								Mat 100 (1)	
4-5pm			Mat 112 (1)				Las 101 (2)	Csc 100 (3)	
			Pos 110 (1)				Mat 100 (1)	Mat 109 (2)	
5-6pm								Las 101 (1)	
								Csc 100 (1)	
6-7pm	Mat? (1)		Mat 105 (1)				Mat 109 (2)		
			Mat 100 (3)						
7-8pm	Mat 152 (1)	Mat 122 (1)		Mat 122 (3)			Las 101 (1)		
	Mat 142 (1)	Psy 101 (1)		Mat 152 (1)					
8-9pm							Mat 100 (1)		
9-10pm									
Not audio or video class - Csc 100, Las 101, Mat 142, Mat 109, Mat 122, Mat 112, Mat 105									
Number in parenthesis indicates number of students									

October 29, 1999

TO: Center library staff

FROM: Trudy Bender

RE: testing

As you know, the NCA marked our testing services for distance courses as a weakness. The testing subcommittee is looking at alternatives for the campuses. We need information and ideas for the centers.

Please fill this out and return to Trudy by November 5. Thank you very much.

Center/location SPE
Current method

Where is building is testing done?

Library, lobby if quiet, video room (teacher proctors exam)

Where are tests located?

in a locked file cabinet in a room students don't have access to.

Are test logs kept? where?

Yes, in advisor's office; everyone (staff+students) has been informed that I must log in and out every test

Current problems:

That comes into the center.

Our library is very small and it is distracting to students taking exams there when other students come in to look for books. Also, because it is so close to the lobby, even with the door shut, noise carries into the library making it difficult for students to concentrate.

Proposed solution at your site:

We need a full-time ~~library~~ librarian so that tests could be monitored more closely. It would be great if we could get a small room built off the library for the sole purpose of test taking. A sound-proof room would be perfect!

October 29, 1999

TO: Center library staff

FROM: Trudy Bender

RE: testing

As you know, the NCA marked our testing services for distance courses as a weakness. The testing subcommittee is looking at alternatives for the campuses. We need information and ideas for the centers.

Please fill this out and return to Trudy by November 5. Thank you very much.

Center/location KMS
Current method

Where is building is testing done?

LRC

Where are tests located? Center manager file cabinet

Are test logs kept? where?

Yes. Center manager's office

Current problems:

N/A

Proposed solution at your site:

October 29, 1999

TO: Center library staff

FROM: Trudy Bender

RE: testing

As you know, the NCA marked our testing services for distance courses as a weakness. The testing subcommittee is looking at alternatives for the campuses. We need information and ideas for the centers.

Please fill this out and return to Trudy by November 5. Thank you very much.

Center/location St. Johns - Library
Current method

Where is building is testing done?

All one building, but different rooms. Glass windows enable constant viewing of student.

Where are tests located?

In log-in file, in drawer of front office desk.

Are test logs kept? where?

yes. In the file of tests at the front office desk.

Current problems:

When only one person is working (quite often) and there are more than one testing, we have experienced times of unsupervised times. This creates situations where information (answers) could be shared among testers.

Proposed solution at your site:

Use small room off of office (across the hall from library) for additional tester creating an isolated testing area for both testers. If we have more than two testers, we use the library desk for the third isolated area. Have never had more than three testers at a time.

October 29, 1999

TO: Center library staff

FROM: Trudy Bender

RE: testing

As you know, the NCA marked our testing services for distance courses as a weakness. The testing subcommittee is looking at alternatives for the campuses. We need information and ideas for the centers.

Please fill this out and return to Trudy by November 5. Thank you very much.

Center/location Apache
Current method

Where is building is testing done?

The library.

Where are tests located?

In my cabinet / in office.

Are test logs kept? where?

yes, in the cabinet

Current problems:

Proposed solution at your site:

Report of Testing Center Subcommittee

October 28, 1999

The subcommittee met August 27, 1999 to discuss the issues and concerns of testing at the college. At this meeting assignments were accepted by Trudy Bender to conduct a query of community college library listserv, and Brenda Manthei and Carol Maddin agreed to survey other community colleges in the state on how testing concerns were handled.

Results:

Nine institutions responded to the listserv query. Responses attached.

Carol and Brenda conducted a catalog review and developed a survey instrument that Carol took to the state CEG Coordinators' meeting. Table is attached.

Summary of search:

All institutions that responded had for testing services available; some offered more comprehensive services.

1. A specific place: These were identified as the Testing Center, Learning Assistance Center, Assessment Center, Instructional Activity Center, Student Development Center, Learning Skills Center, the library or Student Services office.
2. Specific hours of availability: Some listed hours of operation with hours for testing only to not interfere with other services.
3. Guidelines for students using the testing centers: Picture ID's, registration, issuance of passwords, etc.
4. Services available: Make-up tests, tests for distance learning, GED, Placement, Tutoring, Academic Skill Development, Study Skills development, Computer tutorials, languages, research writing skills
5. Oversight and Staffing: Student services, developmental services, Learning Resources. Full and part-time staff.

Questions:

What space do we have that can be used as a testing site in addition to its current use that is not physically in the library?

Language laboratory, Writing Center, Small Conference Room located in the learning centers and other yet unidentified space.

Who should have oversight of testing centers?

Who will staff the centers?

What will be the responsibilities?

Institution Name	Regularly scheduled testing services	Name of Service Site	Location of service site	Hours	Staffing Qualifications	Full-time Employees	Part-time Employees	Instructional testing	Distance Learning Exams	Tutoring	Computer tutorials	GED	Placement Tests	Career Assessment	Academic Skill Development	Study Skill Development
Glendale CC	Yes	Assessment Center	SPS	8am-7:30pm		2	3	Yes	Yes	No	No	Yes	Yes	No	No	No
Scottsdale CC	Yes	Testing Center	Middle of Campus	8am-5pm	?	?	?	Yes	Yes	Yes	No	Yes	Yes	No	No	No
Cochise CC Douglas Campus	Yes	Student Development Center	Douglas Campus	T-F 8-4:30 M 8-6	M.A.	1	Student Aides	Make-ups	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Cochise CC Sierra Vista Campus	Yes	Testing Center	Student Development Center	8am-6:30pm	MA Preferred	1	2	Yes	No	No	No	Yes	Yes	Yes	No	No
Mohave CC	Yes	Varies by Campus	N/A	N/A	Mature & Responsible		10 at 4 Campuses	No	Yes	No	No	Yes	Yes	Yes		
Pima CC	Yes	Assessment Center	Student Services Area	M-Th 8:15-7 F 8:15-4:45	?	?	?	No	No	No	No	West Campus	Yes	Yes	No	No
Pima	Yes	Instruction Activity Center						Yes								

Testing Center Survey Results - October 26, 1999

**ACADEMIC STANDARDS & CURRICULUM MEETING
MINUTES OF OCTOBER 29, 1999**

- I. **Roll:** Members present: Judith Doerr, Jan Kraai, Pat Wolf, Steve Dygert, Nancy Kolakowsky, Mark Workman, Carol Maddin, Bob Shaw, Brenda Manthei, Cindy Hildebrand (for Rich Balsley), Kim Crossland (for Beulah Bob), Liz Cloud (secretary)

Absent Members: Randy Porch, Jeff Dawson, Ron Goulet, Charalie Perkins (student)

Guests: Trudy Bender, Jeff Thomas

II. **Approve minutes of :**

A. May 7, 1999

- **Action:** Steve Dygert moved to approve the minutes; Pat Wolf seconded. The motion carried unanimously.

B. October 1, 1999

- **Action:** Pat Wolf moved to approve the minutes; Nancy Kolakowsky seconded. The motion carried unanimously.

III. **Curriculum changes:**

A. **New program proposal for Heritage Preservation Program (HPP).** Jeff Thomas presented an overview of the proposed program in which students could earn an AAS degree, a Certificate of Applied Science, or a Certificate of Proficiency (specific details attached). He cited the need for the program to capitalize on statewide interest in this area, noting that Northern Arizona University has a bachelor's program in Navajo and Hopi Studies. A suggestion was made to amend core emphasis requirements to reflect a change from CSC 102 - Computer Literacy and Applications- to CSC 230 - Introduction to Microsoft Office- as more relevant to the program.

- **Action:** Judith Doerr asked for a motion to approve the program, the courses and the various certificates as presented with a change of CSC 102 to CSC 230. The motion was approved and carried unanimously.

- B. New Course Proposal: POS 222 - United States Constitution -1 credit.
Proposed action relating to POS 221 was a change from an independent study currently being offered as POS 199 - U.S. Constitution Workshop - to a permanent course and inclusion in the catalog. Designed to satisfy Arizona's teacher certification requirements, it was not intended to transfer. Judith asked that the course be added to the catalog but that the words "not intended to transfer" be included. Discussion followed over the merits of eliminating transfer restrictions to permit undergraduate students access to the course.
- **Action:** By consensus, it was agreed to strike the wording from the course outline.
 - **Action:** Motion was made to approve the new course. Agreement was unanimous.
- C. Course Revisions: Pat Wolf presented course revision proposals that included the following:
1. LAN 099 - Pat asked that LAN 099 be deleted as the course offering was neither transferable nor consistent with our language programs.
 - **Action:** Jan moved to delete the course. Steve Dygert seconded. The motion carried unanimously.
 2. GER 100 and FRE 100 - Pat asked that the course titles be changed to GER 101 - Introduction to German - and FRE 101 - Introduction to French so that the courses would both transfer and gain consistency.
 - **Action:** Marked Workman moved to change course titles. Steve Dygert seconded. The motion carried unanimously.
 3. FRE 101 - Pat asked for change in prerequisites to "Satisfactory Placement."
 - **Action:** Nancy Kolakowsky moved to change prerequisites. Carol Maddin seconded. The motion carried unanimously.

4. Transfer Information Change - CHM 130 and 151 - Pat asked that transfer restriction on CHM 130 and 151 be amended to read: "Students may transfer either CHM 130 OR CHM 151, but not both; therefore, CHM 130 and CHM 151 cannot be taken to satisfy the 8 cr. requirement."

- Action: Carol moved to add the language; Nancy seconded. The motion carried unanimously.

IV. Other Issues

- A. Testing Center - Brenda Manthei explained the results of the Testing Center Survey Results Table (attached) compiled by Carol Maddin. Topics discussed included the use of closed circuit TV in secured rooms with monitoring capabilities from more than one monitoring station and the use of various facilities as testing centers. Judith concluded the discussion with a request that Brenda Manthei, Heidi Fulcher, Nancy Kolakowsky, Carol Maddin, and Trudy Bender explore possibilities and come back with a recommendation.
- B. Learning Contracts - Carol had planned to discuss procedures for procession learning contracts but because of time constraints, Judith suggested that the issue be addressed during the next ASCC meeting along with Testing Center recommendations.
- C. AACC Guidelines - Judith Doerr stated that AACC guidelines would also be explored in greater depth at the next meeting, pending the gathering of data comparing General Education requirements in the AAS programs of other colleges. The information is to be culled from a variety of college catalogs and disseminated to ASCC members for review prior to the next meeting.
- D. Academic Probation - Judith Doerr suggested that the issue of academic probation also be postponed until the next meeting to allow adequate time for in-depth study of the issue.

V. Other Matters

- A. NCA and Student Evaluations - Pat Wolf asked what action would be needed to address the concern of NCA team members about faculty teaching and student evaluations. Several suggestions were made, that included scheduling changes of classes into shorter blocks. Judith Doerr and Pat both noted, however, that split classes in the mornings were most often the classes first cancelled. Judith called for more interactive learning and increased use of technology. She suggested "fiddling" with scheduling but advocated caution against revolutionary change, concluding that change is always difficult.

VI. The meeting was adjourned at 2:40 p.m.

VII. The next meeting is scheduled for Friday, November 19th at 1:30 p.m. in room 109 at Silver Creek Campus.

Academic Standards and Curriculum Committee
Meeting of October 1, 1999
Minutes

Present: Pat Wolf, Judith Doerr, Nancy Kolakowsky, Mark Workman, Carol Maddin, Brenda Manthei, Cindy Hildebrand (for Richard Balsley), Jeff Dawson
Guest: Jim Wilson

I. Introductions: Judith Doerr called the meeting to order at 1:40 p.m. and requested that members introduce themselves to the group. The approval of the minutes from the meeting of May 7, 1999 was postponed until the next meeting since copies were not available.

II. Action Items

- **Course Revision:** Jim Wilson proposed some revisions to **LAS 205 - Internship/Cooperative Work Education**. These included moving the course from optional to required in the Legal Assistant Program and changing the course credit. During the discussion some modest changes in his proposal were offered and accepted by consensus. Jeff Dawson moved that the revisions to the course be approved. Brenda Manthei seconded this motion. *The motion passed unanimously.*
- **New Course Proposal:** Pat Wolf requested approval for **ANT 210 - Southwest Archaeology**. This course will be part of the proposed Heritage Preservation Program (which will be considered at the next meeting of this committee). The division would like to offer ANT 210 during the spring semester. A question was raised regarding whether the equivalent course at NAU had been listed correctly. Pat will check this out. Carol Maddin made the motion to approve and Jeff Dawson seconded it. *The motion passed unanimously.*
- **Course Number Change:** Brenda Manthei proposed that the course number for MDA 253 be change to **MDA 153 - Law and Ethics for Health Professions**. This will correct an oversight made during the curriculum changes approved during the previous academic year. Pat Wolf moved that the change be approved. Nancy Kolakowsky seconded the motion. *The motion passed unanimously.*
- **New Course Proposal:** Brenda Manthei requested approval for **NAT 102 - Nurse Assistant Special Skills**. This course had been deleted last year, but has been requested by a large area health care provider because it develops valuable skills for nurse assistants. Carol Maddin made the motion to approve the course and Jeff Dawson seconded the motion. *The motion passed unanimously.*

III. Discussion Items

The committee discussed a number of items that will return for consideration later in this academic year. Some materials concerning some of the items were made available to the committee members. After some deliberation and thought, the

members provided a general ranking of the issues for future meeting agendas.

The ranking below approximates the committee's preferences:

- AACC Associate Degree Policy Guidelines/General Education in AAS and CAS Programs
- Testing Center Issues
- Approaches to Developing an On-Line Course Bank/Wisconsin Instructional Development System (WIDS)
- Academic Alert/Academic Probation Policy
- Grading Standards and Grade Inflation
- Standards for Information Literacy
- Procedures for Processing Learning Contract Applications
- "The Learning College" Concept and Northland Pioneer College
- "Certificates" for Completing Courses

IV. Adjournment/Next Meeting

The committee adjourned at 3:35 p.m.

The next meeting of ASCC is scheduled for *Friday, October 29th, at the Little Colorado Campus in Room 108 at 1:30 p.m.*

Submitted by Judith Doerr

10/1/99