

**AGENDA**  
**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**  
**BOARD OF TRUSTEES STUDY SESSION**  
**January 13, 2010, 6:00 p.m.**  
**District Office Board Room**  
**3401 CSM Drive, San Mateo, CA 94402**

**NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS**

*The Board welcomes public discussion.*

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are tape recorded; tapes are kept for one month.*

*Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*

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**6:00 p.m.      ROLL CALL**

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

**MINUTES**

10-1-1      [Minutes of the Board Meeting of December 9, 2009](#)

**STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

**NEW BUSINESS**

10-1-1A      [Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)

10-1-2A      [Ratification of the 2007-2009 Contract Modifications between the District and the California School Employees Association \(CSEA\), Chapter 33](#)

## **Other Recommendations**

10-1-1B      [Approval of Substantive Change Proposal – College of San Mateo](#)

10-1-102B    [Contract Award for Cañada College Buildings 5 and 6 Modernization Project](#)

## **INFORMATION REPORTS**

10-1-1C      [Review of Governor’s Tentative Budget; Information on State of the State Address](#)

## **RECESS TO CLOSED SESSION**

1. Closed Session Personnel Items
  - A. Public Employee Discipline, Dismissal, Release
  - B. Establishment of Equivalency to Minimum Qualifications
2. Conference with Labor Negotiator  
Agency Negotiator: Harry Joel  
Employee Organizations: AFT and CSEA

## **CLOSED SESSION ACTIONS TAKEN**

## **ADJOURNMENT**

**Minutes of the Regular Meeting of the Board of Trustees  
San Mateo County Community College District  
December 9, 2009  
San Mateo, CA**

**The meeting was called to order at 6:07 p.m.**

**Board Members Present:** President Karen Schwarz, Vice President-Clerk Patricia Miljanich, Trustees Helen Hausman, Richard Holober and Dave Mandelkern, and Student Trustee Virginia Medrano Rosales

**Others Present:** Chancellor Ron Galatolo, Executive Vice Chancellor Jim Keller, Skyline College President Victoria Morrow, College of San Mateo President Michael Claire, Cañada College President Tom Mohr and District Academic Senate President Patty Dilko

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

None

**MINUTES**

It was moved by Trustee Hausman and seconded by Vice President Miljanich to approve the minutes of the November 18, 2009 meeting of the Board. The motion carried, all members voting "Aye."

**STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

Executive Reports were presented by Chancellor Galatolo, Skyline College President Morrow, College of San Mateo President Claire, Cañada College President Mohr, District Academic Senate President Dilko, and Associated Students of Cañada College Senator Alejandra Reyna. Copies of the Presidents' Executive Reports were available for distribution at the meeting and are attached to the official minutes of record.

Chancellor Galatolo said Dr. Harry Saterfield, his friend and colleague at Foothill College, is in a coma. Dr. Saterfield's wife, Sondra Saterfield, is an instructor of Psychology at Cañada College. Chancellor Galatolo thanked Trustee Schwarz for her outstanding leadership as Board President.

President Morrow said that Skyline student Ashley Good won the Phi Theta Kappa 2009 International Essay contest for her essay on Fast Food and the Paradox of Affluence. Skyline's student newspaper, *The Skyline View*, won the General Excellence in Online Journalism award at the Journalism Association of Community Colleges NorCal Conference; Editor Helen Tran also won two awards in the on-the-spot competitions. Students from Skyline's MESA program attended the Annual Society for the Advancement of Chicanos and Native Americans in Science conference in Dallas where they presented original research and participated in professional development talks and networking workshops.

President Claire said the College of San Mateo football team will play for the State championship on December 12. Coach Bret Pollack has been named Coast Conference Coach of the Year. President Claire noted that student athletes also compete academically and cited the Writing in the Endzone collaborative learning community. On November 20, the Music Department and the Associated Students of CSM sponsored the 13<sup>th</sup> Annual Jazz Festival, featuring performances by 18 high school jazz ensembles. The current Student Success Story features Chris Phillips, who earned his associate in arts degree in broadcasting at CSM and is now a broadcast engineer at KCSM.

President Mohr discussed Cañada's new group counseling/registration model beginning this spring which will help focus limited counseling resources on continuing students while allowing new students to be helped by peers and on-line registration tools. Mike Rowe, the creator and executive producer of Discovery Channel's series *Dirty Jobs With Mike Rowe*, was at Cañada last week to shoot a national television commercial for the Ford Motor Company. President Mohr said the campus was chosen because of its natural beauty and the staff's willingness to work with

the production team. The ESL Transfer Discipline Parade introduced 165 students to various career and academic opportunities at the College.

President Dilko said faculty are engaged in discussions on budget reductions. While each College has gone about the shared governance process in ways that reflect their unique cultures, the results are that representatives from the faculty senates are contributing to analysis and recommendations at every level. Even though not all faculty support the recommendations that are the result of the process, the three Senates believe that they have made meaningful contributions to the recommendations. President Dilko said the primary role of the District Academic Senate Governance Council this fall has been one of support and collaboration. For example, Chief Financial Officer Kathy Blackwood was invited to speak about the current financial state of the District and the budget allocation model. The Foundation leadership will attend the February meeting so that Governing Council leaders will have an accurate view on how the Foundation can support their work. President Dilko reported that last month, she attended the State Academic Senate Fall Plenary in Santa Ana, along with Presidents Partlan, Hernandez and Bennett and Vice Presidents Irigoyan and Clay. President Dilko said a joint meeting is being planned between the Chancellor, the College Presidents and Vice Presidents, the Vice Chancellor of Educational Services and Planning and the District Academic Senate Governance Council. Topics will include the proposed budget reductions for 2010/2011 and discussion of Districtwide approaches to address the budget crisis.

Ms. Reyna said the Associated Students of Cañada College (ASCC) participated in a leadership training program in June, followed by a weekend retreat. Four goals were identified: (1) building community and Cañada pride; (2) promoting the ASCC and the Cañada student body to local and state representatives; (3) increasing interaction and information flow with clubs; and (4) improving communication within the ASCC. From these goals, the ASCC created the Pride Committee, the Advocacy Committee and the Clubs Committee. To start the school year, the ASCC planned Welcome Week activities and a Welcome BBQ. The ASCC sponsored a successful Haunted House for Halloween. In November, the ASCC collaborated with the Health Center to distribute flu kits to faculty, staff and students. The ASCC is participating in the ongoing Pennies for Peace program which provides educational supplies, supports literacy programs and builds schools in Afghanistan and Pakistan. Recently, the ASCC granted funding to the Library to support extended hours during finals week. Upcoming projects include addressing the issue of smoking in front of Pony Espresso; identifying ways to reduce the cost for students to ride the bus; developing an ASCC newsletter; and organizing for the March in March. Ms. Reyna said ASCC President Alma Nuñez resigned recently and Vice President Aldo Garcia has accepted the position of President.

#### **STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

Merle Cutler, Professor of English at College of San Mateo, said she has been at CSM for 28 years. She provided examples of several students who have benefitted from their education at CSM. Professor Cutler said every community college in California has suffered because of the budget problems. She cited City College of San Francisco's response, which includes a voluntary 25% pay cut for the Chancellor and a 6-7% cut for other administrators. As a result of these and other measures, the percentage of classes cut was reduced to 6.3%. Professor Cutler said City College's focus is on preserving a high quality education for students and protecting the workforce. She said that in contrast, the District has not considered pay cuts for administrators and many classes will be cut. She also said it is shameful that students will be charged a fee for the new health club and questioned why an outside contractor is needed for the club. Professor Cutler said the fact that administrators will occupy the top floor of Building 10, which has beautiful views, while EOPS is placed in the basement, shows skewed values. She said decisions being made deviate from the District's mission and show that it has lost its way.

Cañada College student Katy Rose said she is speaking to her peers as well as other groups. She said everyone must speak to each other about the bankruptcy of solutions. She said decision makers have failed those they represent and people should not be fooled into agreeing to budget cuts. Ms. Rose said submission to cuts allows the wealthy to survive while others bear the burden.

David Walters said both he and his son are students at Skyline College. Mr. Walters said institutions are under attack and it is not possible to do business as usual. He said an ad hoc committee opposed to budget cuts has been formed at Skyline and is applying for official status. Mr. Walters said people need to come together to say money is being spent wrongly; for instance, a \$2 million deficit represents two soldiers being sent to Afghanistan. Mr. Walters said staff is increasingly considering a strike.

Skyline College student Tom Wong said he is present to advocate for the DSPS program. He said he has a learning disability, dropped out of high school and was not successful in college. Mr. Wong said that when he came back to college, the DSPS program helped him a great deal. He added that DSPS students are more motivated than anyone else at community colleges.

Skyline College student Noemi Perdomo said budget cuts are affecting students who are immigrants and do not qualify to pay in-state tuition under the requirements of AB 540. She said these students become discouraged because it is more difficult for them to attend any school.

Skyline College student Michelle Araica said she addressed the Board at its last meeting regarding the Child Development Center at Skyline and has subsequently learned that the DSPS and EOPS programs are in jeopardy. She urged the Board to take time and not take any action yet. She said she is confident that with the right information the Board will do what is best for the District.

Skyline College student Fernando Gomez said he had an unsatisfactory educational experience in the past. His parents were immigrants from Mexico and did not communicate well. In addition, he did not communicate to anyone that he had a learning disability. Mr. Gomez returned to school at age 23 and was tested. The DSPS program accommodated him and taught him how to be a student. Mr. Gomez said that DSPS students are using the program and working hard.

President Schwarz said the Board appreciates the time and energy taken by the speakers to present their concerns. She said the Board learns by listening to members of the community. Trustee Holober said he also appreciates hearing from members of the community. He said that typically, students, faculty and others express what is on their minds and then leave the meeting without hearing the Board's discussion about what can be done. For instance, the Board will talk tonight about strategies to ask the public to vote to tax themselves to support the Colleges. Trustee Holober said the District cannot win unless people like tonight's speakers participate and tell their stories door-to-door. He asked everyone to work with the Board to find solutions that bring in revenue.

#### **SWEARING IN OF RE-ELECTED TRUSTEES**

Trustee Hausman was sworn in by her grandson, Sam Hausman, who is a high school junior. Trustee Hausman said Sam is a 4.0+ student and is first drummer at Menlo-Atherton High School. He has played lacrosse and other sports and has performed as a standup comedian. Trustee Hausman also introduced her husband, Arthur, along with her son, Ken, and daughter-in-law, Hillary. President Schwarz presented a certificate to Trustee Hausman and welcomed her for another term.

Trustee Holober was sworn in by his son, Reuben. Trustee Holober said Reuben is a recent graduate of the University of Washington with a degree in Communications and Political Science. Reuben took a quarter off to help in Trustee Holober's arduous campaign last year and still graduated on time. Reuben, along with his mother and brother, has also attended classes at the District's Colleges. Trustee Holober also introduced his wife, Nadia, who was sworn in as a Millbrae City Council member last night. President Schwarz presented a certificate to Trustee Holober and welcomed him back for another term.

#### **ORGANIZATION OF BOARD OF TRUSTEES**

President Schwarz announced that tonight is the annual organizational meeting of the Board to elect officers for the coming year, as required by the Education Code.

President Schwarz called for nominations for President. It was moved by Trustee Hausman and seconded by Trustee Mandelkern to elect Vice President Miljanich to serve as President. The motion carried, all members voting "Aye." The gavel was turned over to President Miljanich.

President Miljanich called for nominations for Vice President-Clerk. It was moved by Trustee Holober and seconded by Trustee Hausman to elect Trustee Mandelkern to serve as Vice President-Clerk. The motion carried, all members voting "Aye."

President Miljanich called for nominations for the position of Representative of the Board to elect members to the County Committee on School District Organization. Trustee Schwarz said she would be willing to serve in this capacity. It was moved by Trustee Hausman and seconded by Trustee Holober to elect Trustee Schwarz to serve as Board Representative. The motion carried, all members voting "Aye."

It was moved by President Miljanich and seconded by Trustee Holober to reaffirm the appointment of Chancellor Galatolo as Secretary for the Board. The motion carried, all members voting "Aye."

President Miljanich said it is an honor to serve as President. She said she appreciates being part of a Board that listens to each other even though they do not always agree with each other. President Miljanich presented an award to Trustee Schwarz in appreciation of her service as President. President Miljanich said that as President, Trustee Schwarz was thoughtful, respectful, inquisitive and committed to all groups and the community. Trustee Schwarz thanked President Miljanich for her comments. She said it was a difficult year but the Board got through it by working together.

Trustee Schwarz said that as she met with Chancellor Galatolo to set agendas, she learned that individual Board members sometimes contact administrators with questions. Trustee Schwarz said that some of the responses involve detailed information which requires a lot of time for staff to prepare and she said she hopes it is agreeable to the Board that all Board members be provided with the same information. Chancellor Galatolo said staff will be made aware of this request.

Trustee Hausman said that being President during difficult times is a real test and Trustee Schwarz succeeded in an impressive manner. Trustee Hausman congratulated President Miljanich and said that everything she does, she does well.

Trustee Holober congratulated President Miljanich. He said he appreciates the role model Trustee Schwarz presented as President as she encouraged respectful dialogue. Trustee Holober said he called Trustee Schwarz quite often on some issues and she was more than willing to work with him.

Vice President Mandelkern said Trustee Schwarz was an excellent ambassador of the Board during her term as President as she spoke on behalf of the Board at many events. Vice President Mandelkern said that while the President has a point of view on issues that inspire debate and interest, Trustee Schwarz made sure she acted as President of the Board first and was careful to not carry out her personal agenda, promoting the opportunity for all Board members to have input. Vice President Mandelkern said he learned a lot from Trustee Schwarz's wisdom. He welcomed President Miljanich's leadership during what will be a difficult year.

Student Trustee Medrano Rosales said she was immediately comfortable with Trustee Schwarz and it is clear that Trustee Schwarz truly cares about students. Student Trustee Medrano Rosales also congratulated President Miljanich.

## **NEW BUSINESS**

### **APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (09-12-1A)**

It was moved by Trustee Holober and seconded by Trustee Schwarz to approve the actions in Board Report No. 09-12-1A. The motion carried, all members voting "Aye."

### **APPROVAL OF CONSENT AGENDA**

The Consent Agenda consists of the following Board Reports:

- |           |  |
|-----------|--|
| 09-12-1CA | Acceptance of Gifts by the District  |
| 09-12-2CA | Approval of Trustees' Fund for Program Improvement Projects for College of San Mateo and Skyline College |

Trustee Holober asked that item 09-12-2CA be removed from the Consent Agenda for further discussion.

It was moved by Vice President Mandelkern and seconded by Trustee Hausman to approve item 09-12-1CA on the Consent Agenda. The motion carried, all members voting "Aye."

**APPROVAL OF TRUSTEES' FUND FOR PROGRAM IMPROVEMENT PROJECTS FOR COLLEGE OF SAN MATEO AND SKYLINE COLLEGE (09-12-2CA)**

Trustee Holober said that in the current budget crisis, anything that is not part of the core mission is subject to reductions. He suggested approving the projects presented tonight. He then recommends looking at the allocation model and how it is divided by campus. The campus which has spent the greatest percentage of its allocation would be capped and the other campuses would be allowed to spend up to the same percentage of their allocations and then be capped. Chief Financial Officer Kathy Blackwood asked if this would mean no additional monies would be allocated for 2010-11. Trustee Holober said that would be his recommendation. It was moved by Vice President Mandelkern and seconded by Trustee Hausman to accept the recommendation as amended. The motion carried, all members voting "Aye."

**Other Recommendations**

**ADOPTION OF DISTRICT ACADEMIC CALENDAR FOR 2010-11 (09-12-1B)**

It was moved by Trustee Schwarz and seconded by Trustee Hausman to approve the District Academic Calendar as presented. The motion carried, all members voting "Aye."

**REVIEW AND ADOPTION OF 2009 REAFFIRMATION OF CORE VALUES AND PRINCIPLES (09-12-2B)**

It was moved by Trustee Schwarz and seconded by Trustee Hausman to approve adoption of the Reaffirmation as presented. President Miljanich said the Board received correspondence asking them to delay voting on this item. President Miljanich said it is a primary responsibility of the Board to set policy and this statement is an affirmation of the Board's values and what they will look to as they set policy in the next year, in particular in relation to budget cuts and reorganizations. As such, it is not an item that would go through the shared governance process. However, it has been formed as a result of the Board being engaged and listening to students, staff, faculty and administration. President Miljanich noted that this item was also on the agenda for review at the November 18 meeting. Vice President Mandelkern asked if Counselor Melissa Komadina, who sent the email, is present tonight or was present at the November 18 meeting. President Dilko said she is not present. President Dilko said the District Academic Senate is not requesting that the Board not act on this item. She said the College Academic Senates have put the Reaffirmation on their agendas for discussion in order to better understand the perspective from which the Board is working.

President Mohr suggested adding language to acknowledge the extraordinary efforts of counselors and support staff who are diligently pursuing the necessary student services despite serious reductions. Vice President Mandelkern said he appreciates the commitment of student support services staff, but is reluctant to single out one group because he believes every employee group is making extraordinary efforts. Trustee Holober concurred. As a minor technical amendment, Trustee Holober suggested adding "and staff" to the first sentence on page 2, so that it reads, "Student support services and staff are also important. . ." Trustees Schwarz and Hausman accepted this amendment to their motion. The motion, as amended, carried, all members voting "Aye."

**APPROVAL OF CONSTRUCTION CONSULTANTS (09-12-100B)**

It was moved by Trustee Hausman and seconded by Trustee Holober to approve the consultants as listed in the report. Vice President Mandelkern asked if any general funds are used for these contracts. Chancellor Galatolo said no general funds are used; the funds come from bond proceeds and a modest amount of State dollars. After this discussion, the motion carried, all members voting "Aye."

**ACCEPTANCE OF GOVERNOR'S 15% WORKFORCE INVESTMENT ACT: FUNDS FOR ALLIED HEALTH PROGRAM FOR CAÑADA COLLEGE (09-12-101B)**

It was moved by Trustee Schwarz and seconded by Trustee Hausman to approve the acceptance of the funds as described in the report. The motion carried, all members voting "Aye."

**ACCEPTANCE OF ECONOMIC STIMULUS PROGRAM FUNDS FOR PHASE II, ALLIED HEALTH PROGRAM EXPANSION FOR CAÑADA COLLEGE (09-12-102B)**

It was moved by Trustee Hausman and seconded by Vice President Mandelkern to approve the acceptance of funds as described in the report. The motion carried, all members voting "Aye."

**ACCEPTANCE OF SILICON VALLEY FOUNDATION GRANT AWARD FOR CAÑADA COLLEGE (09-12-103B)**

It was moved by Trustee Hausman and seconded by Trustee Schwarz to approve acceptance of the grant as described in the report. The motion carried, all members voting "Aye."

**INFORMATION ON LOCAL TAX MEASURES AND APPROVAL OF A SURVEY (09-12-104B)**

It was moved by Vice President Mandelkern and seconded by Trustee Hausman to approve the survey as described in the report. Barbara Christensen, Director of Community/Government Relations, said because of the expected \$20-25 million in cuts to the District between 2009 and 2011, coupled with the increase in enrollment, there is a possibility of classes being reduced in spring and definitely next year. Ms. Christensen reviewed three methods of raising operating revenue.

1. Parcel Tax. Details on parcel taxes are explained in the report. Funds can be used for operations, capital construction, deferred maintenance and equipment. Passage requires a two-thirds majority. Because the District's voting area is the entire County with approximately 200,000 taxable parcels, the level of taxes is low, ranging from \$20 per parcel for the District to generate \$4,000,000 to \$100 per parcel for the District to generate \$20,000,000. The District would join 12 other districts in the County which have passed parcel tax measures, as shown on page 4 of the report. Burlingame Elementary and San Mateo-Foster City Elementary School Districts plan to ask voters to approve new and/or increased parcel taxes in the spring.
2. Maintenance Assessment District (MAD). If a district establishes a MAD, funds from the assessments may be used for the maintenance or renovation of public outdoor facilities such as athletic fields, tennis courts, roadways and parking lots, as well as lighting fixtures and the cost of electricity. Funds can also be used to offset costs of staff who maintain the facilities and to purchase equipment for such maintenance. The assessment is made in conjunction with an engineer who conducts a study to see what the expenses are and what the benefit of an assessment to the parcel would be. A MAD is established through a mail ballot and can be done at any time; passage requires a simple majority positive vote of those ballots which are returned. Ms. Christensen said that if the Board decides to pursue this option further, it would be advisable to enter into a small contract with an engineer who specializes in this area and can advise what can be included in an assessment and how the parcels are taxed. Chancellor Galatolo said that while much renovation has been paid for with bond, redevelopment and State funds, most of the expense of maintaining and equipping the facilities before and after renovation has come from general support funds which could be shifted if the District successfully establishes a MAD.
3. General Obligation Bond. Passage of a general obligation bond requires a 55% positive vote. Funds can be used for facility needs and for capitalizing salaries of those people who are working on the bond or bond projects, offsetting them from the general fund. A sinking fund could also be set up to pay for replacement of equipment over a ten or twenty year period, especially computer equipment and some workforce development program equipment; these are general fund expenditures that could be offset.

Ms. Christensen said the following two methods would raise approximately \$4-8 million per year:

1. A \$30-\$40 parcel tax, requiring a two-thirds majority.
2. Establishment of a maintenance assessment district, with a \$20 assessment for \$4 million general fund offset; capitalized salaries for approximately \$1 million; and equipment costs for \$2-3 million.
3. Passage of a general obligation bond.

Ms. Christensen said the key is what a survey will reveal about what voters will support. The District has used Godbe Research before and they have been very accurate. The survey sample would be 1,200 voters and would be



stratified to test support for a parcel tax, bond or maintenance assessment district. The survey would cost approximately \$41,000.

Trustee Holober said he believes a survey is needed. He agreed that Godbe does quality work but he would like to entertain two or three other bids in order to benefit from having competition and to learn from the presentations. After discussion, it was agreed that staff will contact firms to invite proposals and Trustee Holober will be the Board representative to review the proposals and interview the firms along with staff. After that process, the Board will hold a special meeting to select a firm to conduct the survey.

President Miljanich said it is not yet clear whether a survey would include all three options. Vice President Mandelkern said he has reservations about including another general obligation bond because the focus would be on building rather than on the general fund issue. Vice President Mandelkern said he understands the ability to offset some expenses but believes the focus should be on measures that more directly address the general fund issue, specifically a parcel tax and potentially a maintenance assessment district. Trustee Hausman said firms will need to know which options will be included in order to prepare their proposals. Chancellor Galatolo said it is important to recognize that all three options would contribute to the general fund issue. He recommends looking at market forces and having all data available before making a decision to discount any of the options.

Trustee Holober said he shares some of Vice President Mandelkern's doubts because he believes the District would have a credibility issue saying more facilities money is needed at a time when the news is about classroom cuts. However, he believes it is worth testing all options, especially considering the different passage rates for the options. Trustee Holober added that pros and cons are given to voters and the District would have to explain clearly the reasons for another general obligation bond if that were the option selected. Vice President Mandelkern agreed that more information is better, but is concerned that the number of responses could become statistically insignificant given the sample size and number of variables, requiring eight different strata to test all possible combinations. Vice President Mandelkern said if all options are tested, it should be done with a large enough sample size to get meaningful data. Chancellor Galatolo said the polling firms are very professional and will base their proposals on what the District has to pay in order to have the level of confidence needed. Ms. Christensen said the District will not recommend the sample size but rather will describe what is needed in the Request for Proposal and let the bidders recommend the sample.

Trustee Schwarz said she would like to get the most information possible with the money being spent by testing every possibility to find out what is viable and what is not. She said that if a general obligation bond is selected, there are ways to explain so that the public would understand.

Regarding a maintenance assessment district, Trustee Holober asked if, given the geographic size of the County, there is a radius of service area that could not be charged a fee because people are too far away and would not use District facilities as members of the community. Ms. Christensen said an engineer would have to study this issue. She added that it also depends on the quality of facilities and she noted that it is possible people will come further to use the District's world-class facilities.

Trustee Holober asked if the District would lose control of its facilities because the public would have the right to use them whenever they were not being used for College purposes. Ms. Christensen said District facilities are currently open to the public when not in use by the Colleges. Chancellor Galatolo added that Attorney Tom Casey said no fundamental change would have to occur from what is currently allowed.

President Miljanich said it must be acknowledged that financial circumstances have changed and she is pleased that the Board is willing to be open to what the results of a survey might be. She said she believes testing all three options is a good idea. President Miljanich said she believes Trustees have an obligation to do something proactive to supplement funds and to do their best to explain things to the public.

President Miljanich said the recommendation before the Board is for approval of a survey; she asked if an engineering study needs to be added. Chancellor Galatolo said engineering should be added. He said the amount being requested for approval, \$41,000, can remain as is and if augmentation is needed, it can be requested at the special meeting.

Vice President Mandelkern and Trustee Hausman amended their motion to include approval of an engineering study as well as a survey of voters. The amended motion carried, all members voting "Aye."

## **INFORMATION REPORTS**

### **DISTRICT FINANCIAL SUMMARY FOR THE QUARTER ENDING SEPTEMBER 30, 2009 (09-12-1C)**

President Miljanich asked if there were questions regarding the report; there were none.

### **FIRST QUARTER REPORT OF AUXILIARY OPERATIONS, 2009-10 (09-12-2C)**

President Miljanich asked if there were any questions regarding the report; there were none.

### **REPORT ON THREE SKYLINE COLLEGE ART ON CAMPUS PROJECTS (09-12-3C)**

President Morrow introduced Donna Bestock, Dean of Social Science and Creative Arts and Chair of the Art on Campus Committee. Dean Bestock said three projects were chosen by the Committee. Requests for Proposals were sent out and 39 artists responded. The Committee recommended artists for each project and President Morrow accepted their recommendations. Dean Bestock showed renderings of each project:

1. Building 3 (Gymnasium): This project provides a mural on the west facing wall. John Pugh is the artist selected. The mural depicts a scene of Filipino dancing. Dean Bestock said the mural makes a statement about the College and the importance of its activities.
2. Building 4 exterior stairway wall: This project provides a surface treatment for the facing wall of the stairway leading to the roof terrace. Daniel Galvez and Jos Sances are the artists. This is a mixed media project. It will have painted tiles with a scene of the view of the ocean and student life. Dean Bestock said it incorporates both the scenic beauty of Skyline and some of the things students are involved in.
3. Building 6 (Student Center): This project will put art on the pillars near the elevator, one on the first floor and one on the second floor. Johanna Poethig is the artist. The second floor pillar is a continuation of the first floor pillar. Tile mosaics will incorporate key concepts from the Skyline Mission and Vision statements.

Vice President Mandelkern asked what the source of funding is for the projects. Chancellor Galatolo said that long ago money was put into Fund 4 for art on campus projects; these funds can be used only for capital project purposes. No general fund or bond money is used.

Trustee Hausman said she particularly like the pillars because they are aesthetically attractive and also contain important messages. Trustee Holober thanked the Committee for soliciting competition and said it was a job well done. Trustee Schwarz added that the projects all go together, including the original mural by the gallery.

### **SAN MATEO ATHLETIC CLUB: BUDGET UPDATE (09-12-4C)**

Tom Bauer, Director of Auxiliary Services, said his goal is to present the best operational model which will be in the best financial interest of the District. He said that by year 3 or 4, it is anticipated the Fitness Center will generate surpluses which will fund depreciation of equipment and could also possibly help fund other programs.

Mr. Bauer said three proposals were received in response to the Request for Proposals issued to potential operators. The proposals are competitive and thorough and are currently being evaluated. Mr. Bauer hopes to make a recommendation to the Board at its January 13 meeting. The planned opening date is April 1, allowing enough time to secure enough pre-sales, get the facilities ready for use, hire staff, etc.

Mr. Bauer said positions will include a general manager, fitness manager, operations manager, aquatics manager, group exercise coordinator, sales staff, personal trainers, group exercise instructors, pool attendants, swim instructors and student assistants. All staff will be required to have CPR and AED (automated external defibrillator) training. All staff except welcome attendants and sales staff will be required to have ACSM (American College of Sports Medicine) or related certification. All managers will have at least a Bachelor of Science degree in Exercise Science or a related field.

Sales efforts include establishment of a website; 192 people have filled out the “contact us” form printed on the website. The only advertising to date is an ad on the back of the College of San Mateo class schedule. Other sales efforts will be taking place over the holiday break. In January, a full-scale sales effort will commence, including a postcard mailer to targeted zip codes.

The following registration/initiation fees are under consideration and are open for discussion:

Individual community members:	\$200
Seniors, corporate, faculty and staff:	\$150
Students:	\$ 75

Mr. Bauer said registration and initiation fees are used for promotional purposes and are usually wholly or partially waived.

The current proposed fee structure for membership dues is:

Individual community members:	\$59/month
Seniors, corporate, faculty and staff:	\$49/month
Students:	\$39/month

These numbers are preliminary and are based on the assessment of what is needed to keep the facility financially viable. They may be adjusted after reviewing the proposals, but Mr. Bauer said they will not be any higher. Monthly fees will also be subject to a variety of promotions and discounts.

A charter membership program will take place as soon as memberships are available for sale. Charter membership rates are generally 10% off general membership rates and are good for life. There are no registration or initiation fees. Charter members may cancel their memberships. Mr. Bauer said he hopes to have a sales office opened in Building 5 in early January.

There will be no extra charge to members for group exercise classes, except for Pilates. Members will also have use of the pool at no extra charge and lanes will always be available for members. In the event of a large meet or other event, members will have use of the adaptive pool. If both pools are unavailable, members will be given clear and sufficient notice. Mr. Bauer said he is aggressively looking at having other schools and teams use the pool. The cost for renting the pool and for private swim lessons will vary by arrangement.

Mr. Bauer said he believes the Fitness Center will be best operated by a vendor partner initially. This relationship would fall under District guidelines and strict oversight. A start up venture such as this requires the expertise of professionals. It is possible that after a period of time, the District could learn enough about the business to take the operation back in house if desired. He believes the Aquatics Center could possibly be operated by the District using District staff. The recommendation will be refined after reviewing all of the proposals.

Vice President Mandelkern suggested there be a family plan option. Mr. Bauer said this is in the proposals.

Vice President Mandelkern asked if students who register for a class in the Fitness Center then have unlimited access to the Fitness Center. Mr. Bauer said they have access only during the class for which they have registered.

Vice President Mandelkern asked if the parking issue has been worked out. President Claire said it has been worked out so that there will be enough parking spaces in the Olympian Lot to accommodate staff who use the lot as well as Fitness Center and Cosmetology patrons. The cost of parking will be included in Fitness Center members' fees. There will be a fee for parking for those who use the Fitness Center on a month-to-month basis. Mr. Bauer is working with others to develop a parking permit process.

Regarding the pool, Vice President Mandelkern asked what Mr. Bauer is using as an assumption on the costs for utilities. Mr. Bauer said the estimated costs for the 50 meter pool are approximately \$300,000 per year and \$185,000 for the adaptive pool. These costs could be reduced with proper maintenance. Chancellor Galatolo added that these costs could be covered by becoming a maintenance assessment district. Trustee Holober asked if

maintenance assessment district fees can be used for maintenance without opening the pool to the public. Chancellor Galatolo said this had been investigated and that the fees could be used for maintenance.

Trustee Holober said it was made clear previously that membership fees are an item which need Board approval and must be approved before going public.

Trustee Holober said he would like to see as much discounting for student fees as possible. In order to raise funds to get started, Trustee Holober suggested looking into lifetime memberships whereby members would pay a large amount upfront and low monthly fees. Trustee Holober also asked if there is a possibility for visiting rights at other clubs. Mr. Bauer said this might be possible with one of the responders; the other two do not have clubs in the area.

Student Trustee Medrano Rosales said she also would like to see students receive as much discounting in fees as possible. She asked if there is a time period for charter membership enrollments. Mr. Bauer said charter memberships are generally offered before a club opens but it is up to the District to determine when to offer them.

Vice President Mandelkern asked if use of the track and tennis courts will be included in memberships. Chancellor Galatolo said that these facilities are currently open to the community. He said the District sees itself as a community-based organization and it could be problematic to give preferential treatment to one group of people. Vice President Mandelkern said that some clubs charge premiums for use of tennis courts and it would behoove the District to look at any source of possible revenue to help offset the budget problems.

Vice President Mandelkern asked if there will be employment opportunities for current or former District employees. Mr. Bauer said that if the Fitness Center is operated with a partner, the partner would employ the staff. District employees would have the opportunity to apply for positions and Mr. Bauer has told all vendors that District employees should have the first right to positions such as yoga and spinning instructors. However, because of the specialized nature of the positions, the people whose jobs are at most risk in the District will not generally have the required skills for the positions. Vice President Mandelkern asked if there is oversight to make sure the wages and benefits offered will be comparable to that of District staff. Mr. Bauer said this will be the case. Trustee Schwarz asked about potential clerical positions. Mr. Bauer said that all financial transactions are automated and no cash is handled. At most clubs, the managers do most of the work without clerical support.

Trustee Hausman asked Mr. Bauer how confident he is that things will go as projected. Mr. Bauer said any one of the three responders can do the job and with the support of Chancellor Galatolo, President Claire, Dean of PE/Athletics Andreas Wolf and Professor of PE/Athletics Mike Schmidt, the Fitness Center will be a success. Mr. Bauer said the budget is being built so that depreciation, equipment replacement and a reserve can be funded. Chancellor Galatolo added that research was done in regard to demand in the area.

Trustee Holober said he prefers that no extra charges be added to enrollment fees and would like the cost for parking to be included in the enrollment fee. Trustee Schwarz said she is concerned about charging students for parking while not charging others. Mr. Bauer said parking can be included in the enrollment fee. President Claire noted that a model is currently in place with cosmetology patrons who do not pay for parking.

President Miljanich asked what hours the Fitness Center will be open. Mr. Bauer said the tentative hours are:

Monday-Friday:	5:00 a.m. – 10:00 p.m.
Saturday:	7:00 a.m. – 8:00 p.m.
Sunday:	7:00 a.m. – 6:00 or 7:00 p.m.

Trustee Holober suggested that at the special meeting to select a survey firm, approval of membership fees for the Fitness Center also be considered. There was unanimous agreement by the Board.

### **PLANNING UPDATE (09-12-5C)**

Chancellor Galatolo said the planning update is a standing agenda item and provides a chance for the Board to engage him and College administrators on questions and issues. Chancellor Galatolo said he also needs clarification from the Board regarding options and opportunities for KCSM. At the last Board meeting, Trustee Holober recommended that in the coming budget cycle, the District provide no subsidy for KCSM. Since the District is

looking at capital projects and programming in that area, direction is needed in order to make decisions. President Miljanich said that while individual Board members are free to express views, the entire Board makes policy decisions and no final decision has been made regarding KCSM.

Trustee Holober said the Statement of Core Values and Principles is the Board's guiding principle. The core purposes of the Colleges are transfer education, job training programs and basic skills that lead to the ability to transfer or receive job training. Trustee Holober said he does not see financial support for KCSM in that statement and, therefore, feels the need to bring the subsidy to zero or very near zero.

Trustee Hausman said the issue is when the Board will make a decision given that KCSM General Manager Marilyn Lawrence has been working on possible solutions. Chancellor Galatolo said Ms. Lawrence has reported that in order to keep the TV side going, she would need less than one million dollars the first year; less than one-half million dollars the second year; less than one-third million dollars the third year; and no subsidy in the fourth year. Chancellor Galatolo said the FM side needs considerably less subsidy, probably in the very low six figures. He said the Board can look at TV and FM individually or collectively in terms of the amount of subsidy to provide.

Vice President Mandelkern said that while he appreciates having radio and TV broadcasting capability in the District, he does not see how KCSM FM and TV add to the core programs as stated in the Statement of Core Values and Principles. He said he sees value in looking at the FM and TV sides separately. Vice President Mandelkern said it is a worthy goal to reduce the subsidy to zero or near zero in the next budget cycle, but he is open to feedback from the management team. He said he would question putting capital dollars into KCSM unless it were to help with a lease, etc.

Trustee Holober said the Board gave direction to Ms. Lawrence in terms of trying to get bidders interested. He assumes the Board will hear within the next couple of months whether there has been any success and at that time the Board will make a decision.

Chancellor Galatolo said planning for capital improvements at KCSM began before the budget crisis. He said this discussion will be helpful when deciding whether to bring proposals to the Board.

Regarding categoricals such as DSPS and EOPS, Vice President Mandelkern said it seems reductions are planned at all three campuses but that all three will maintain the programs in some form. He asked if this is the most sensible approach, or whether consolidation across the campuses might be a better solution. He said it might be better to look at some Colleges doing some programs well rather than spreading limited resources and not doing anything well. College of San Mateo Vice President of Student Services Jennifer Hughes said that the three Vice Presidents of Student Services have discussed various approaches and believe there is a need to retain the programs at each campus in order to best serve students for whom transportation and access are issues. Vice President Hughes said some components that are not required by law might be eliminated and the number of students served might be reduced in order to maintain quality.

Vice President Mandelkern said he has heard there is some reluctance on the part of the campuses to "show their cards" before the other campuses. He said he wants to make sure that everyone puts their cards on the table so that everyone can work together and no opportunities for consolidation or centralization are missed. Chancellor Galatolo said that when the Colleges identify something that should be eliminated, it is vetted at the Colleges and then with the District Strategic Planning Committee, which has representation from all constituencies. Nothing has been done to date because nothing has been brought to the Committee as a potential consolidation matter.

Skyline College Vice President of Instruction Regina Stanback Stroud said the three Vice Presidents of Instruction have had many conversations, beginning with how to start the process regarding decisions on programs. They initially hoped that no programs would have to be eliminated but the budget process dictated that it would be necessary to do so. They first had to give faculty the courtesy of letting them know that their programs might be affected by these conversations. They then continued conversations about which programs would go through the Program Improvement and Viability (PIV) process. They were aware that there would be Districtwide implications in terms of assignments for faculty and whether programs would be continued at one campus or another. Vice President Stanback Stroud cited discussion of the Adaptive PE program as an example of these conversations. She

said the Vice Presidents also discussed some things that did not have PIV implications, such as the libraries. She said Vice Chancellor Jing Luan also asked the Vice Presidents to look at loads because they are a proxy for efficiency. Two of the Vice Presidents talked with Vice Chancellor of Human Resources and Employee Relations Harry Joel regarding the potential assignment and bumping implications; they asked him to be available during meetings with faculty to answer questions. Vice President Stanback Stroud said multiple levels of conversations have been ongoing between the Vice Presidents, on the campus level, with individual faculty members who might be affected, and with the PIV Leadership Committees which include Deans, Faculty Senate Presidents and Curriculum Committee Chairs.

Vice President Mandelkern said he is glad that conversations have been taking place and he has great respect for the shared governance process. However, he hopes there is coordination taking place between all three campuses and the District Office on the academic side as well as the business side of the issues. He said it would benefit everyone if those conversations were worked fully before items are presented to the Board for action so that there are no surprises from the point of view of any constituent organizations or any College. Vice President Mandelkern said he understands that shared governance can be a complex process; however, obtaining input from various constituents must happen in a fairly compressed timeframe so that the Board can take action after the first of the year.

Vice Chancellor Luan said the District Joint Vice Presidents Council is the leadership group which has the overall mission for District instructional and student services programs. They recently decided that, if needed, they will provide a briefing to the Chancellor, Presidents and the Board regarding the formalized process being used at the Colleges and District to talk about collaboration needed in terms of budget reduction activities. Vice Chancellor Luan said the District Strategic Planning Committee will hear the actual proposals from the Colleges. He added that the PIV process is a Board policy and that any constituent group can initiate a PIV initiative. Vice President Mandelkern said the process should be communicated to the various constituents. He added that he hoped the need to brief the Board is not holding up activity.

Vice President Mandelkern said it is important to him to look at what is staying as well as what is leaving. He would like to see an organization chart that lays out what the District has in terms of courses, faculty members assigned to those courses, loads and FTES in order to get a comprehensive view of the Districtwide picture. Trustee Holober agreed with this request. Trustee Schwarz said this request seems like a daunting task and she is not sure it is possible.

Trustee Schwarz said that after hearing Vice President Stanback Stroud make three presentations, she does not understand how anyone can say information has not been provided.

Trustee Schwarz said it is important to her to know the rationale for why a program did not qualify to stay, i.e. low numbers, etc., and why programs are not being consolidated. Vice President Stanback Stroud said faculty have long indicated that they want to be the drivers of curriculum and she has supported that right. When the PIV process resulted in the recommendation to eliminate two programs at Skyline College and the recommendation was taken to the Curriculum Committee, the motion died for lack of a second, meaning that the Curriculum Committee was not willing to take a position on elimination of the programs. Since consolidation would necessitate elimination of a program, it was not pursued because administration will not necessarily eliminate a program outside of the curriculum processes.

Trustee Holober said that just as recommendations will come to the College Presidents who may or may accept them, the Board may concur or not concur with the recommendations brought to them. He said that when the Curriculum Committee cannot make decisions, the Board may have to make those decisions with as much information as they can get. Trustee Holober said numerical information would be of help in making decisions. For example, he said he would like to see data on counseling because he believes it is a vastly underutilized function at some Colleges. He is also concerned about the ability to serve as many students as possible vs. serving students who require a much greater level of financial investment. For example, if preserving a program such as the Child Development Center means eliminating a program such as summer school which serves more students at a lower cost per student, the Board must contemplate what is the right thing to do.

Vice President Stanback Stroud said the Board would need information on thousands of courses and would need to understand the sequencing and timing of degrees, how courses meet transfer and other requirements, and FTES issues. She said understanding of curriculum and instruction require expertise and this is the work the Vice Presidents were hired to do.

Vice President Mandelkern said he is not trying to micromanage, but the Board will have serious decisions to make and his expectation is that the decisions will not be made during a one-meeting presentation with a thumbs up or thumbs down vote. Rather, the Board will have questions about how recommendations were arrived at and will give suggestions and direction. Ultimately, the Board will make decisions that will make some people unhappy and will not be the recommendations word for word that were brought to the Board originally. These discussions will likely take place over several meetings and Trustee Mandelkern said that if Vice President Stanback Stroud has to teach the Board, the Board will be good students.

Trustee Hausman said she also does not believe in micromanaging. However, decisions must be made ultimately and the process cannot go on forever. She said it is not possible to operate with a motion dying for lack of a second.

President Miljanich cautioned that the Board will never be the experts that they hired others to be. She said the Board will be proactive and ask questions, but should be open and wait until recommendations are presented. She said the Board will need to rely on staff to present information and then talk about it. President Miljanich added it is good that some Board members have been becoming more informed by attending budget meetings.

Trustee Holober said he believes the District allocation model serves well in good times but not in bad. In examining programs being considered for cuts, he has found that the College costs do not accurately reflect the cost of the program because many costs, such as fringe benefits, have been pushed to the District. Therefore, the Colleges are making decisions based on inaccurate information. Trustee Holober said that in the future, budgets should accurately reflect what a program costs at a College without pushing any costs to the District.

Trustee Holober said there is a sense among some people that there is excess room to cut at the District level. He said there is room to cut at the District and College levels if the proposal is to cut wages and benefits. He said that if wage and benefit cuts are proposed for one group, cuts for all groups will be on the table.

Trustee Holober said he wants to see data on the impacts of cuts on classified, certificated and administrative staff. He is troubled at the potential disproportionate share being taken by classified staff.

Regarding a timeline, Trustee Holober said he believes the Board has time to go through more in-depth and thorough discussions. He said he does not believe the process will be completed in January.

#### **STATEMENTS FROM BOARD MEMBERS**

Trustee Hausman attended the CSEA holiday luncheon and said it was a wonderful way to start the holiday season. She also attended the luncheon provided by the Foundation.

Vice President Mandelkern noted that no students or staff members have asked that their programs be cut. He said everyone wants the Board to make the right decision as long it is their version of what is right. He asked that everyone try to make accurate statements and continue to maintain respectful conduct without personal attacks. Vice President Mandelkern encouraged people who ask questions to stay to hear the answers and engage in discussion. Trustee Mandelkern attended eight events. He said he contributed to the food drive at the District Office and is encouraged to see people contributing even in tough times. Trustee Mandelkern presented an article on solar power to Vice Chancellor Jose Nunez. He congratulated Student Trustee Medrano Rosales on completing her first marathon.

Student Trustee Medrano Rosales attended the Child Development Center potluck, Winter Concert, and CSEA luncheon. She was invited to speak at the Foundation luncheon about what scholarship money does for students.

Trustee Schwarz thanked CSEA for the wonderful luncheon. She attended the fundraiser for the Canada Drama Department. She also attended a reception held by the Associated Students of College of San Mateo and said it is

clear that students understand who is responsible for the budget situation and want to get involved. Trustee Schwarz said she heard students at Skyline College express the same feelings. President Schwarz attended several budget meetings and expressed appreciation to all constituent groups for their participation and hours of work. Trustee Schwarz said it was a pleasure to serve as President for the past year.

Trustee Holober, referring to what occurred recently in the San Jose-Evergreen Community College District, said this District is fortunate to be scandal-free. He has been asked by school board members what controls the District has in place. Trustee Holober said the answer is the quality of the people employed by the District, starting with the Chancellor. He said the Board might want to consider developing a formal policy on control or oversight in the future. Trustee Holober said he is happy to hear that students are willing to be proactive. He believes money can be brought into the District only if those people coming to plead for their programs are willing to go out and talk to voters. Trustee Holober displayed a photograph of the Tribeca Performing Arts Center which is part of the Borough of Manhattan Community College; he said it is a wonderful venue in which to hear music.

President Miljanich said she appreciated receiving an email from Chancellor Galatolo providing details of his expenditures and is pleased that the District will not find itself in the same situation as the San Jose-Evergreen District and other entities. She said allegations such as these are cause for disappointment and disillusionment for everyone.

### **COMMUNICATIONS**

None

### **MEETING OF THE BOARD OF DIRECTORS OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT FINANCING CORPORATION**

The meeting was called to order at 10:35 p.m.

Present: Directors Hausman, Holober, Mandelkern, Miljanich and Schwarz

#### Approval of Minutes of the November 24, 2009 meeting

It was moved by Director Mandelkern and seconded by Director Miljanich to approve the minutes as presented. The motion carried, all members voting "Aye."

#### Naming of Officers for 2010

In accordance with the bylaws of the Financing Corporation, the new officers for 2010 will be:

President – Director Patricia Miljanich

Vice President – District Chancellor Ron Galatolo

Secretary – Director Dave Mandelkern

Treasurer – District Executive Vice Chancellor Jim Keller

It was moved by Director Hausman and seconded by Director Mandelkern to approve the new officers. The motion carried, all members voting "Aye."

President Miljanich announced that the next scheduled meeting of the Financing Corporation will be held on December 15, 2010.

### **RECESS TO CLOSED SESSION**

President Miljanich announced that during Closed Session, the Board will consider the personnel items listed as 1-B on the printed agenda. The Board will also conduct a conference with District Labor Negotiator Harry Joel; the employee organizations are AFT and CSEA.

The Board recessed to Closed Session at 10:45 p.m.

The Board reconvened to Open Session at 12:05 a.m.



**CLOSED SESSION ACTIONS TAKEN**

President Miljanich reported that at the Closed Session just concluded, the Board considered the personnel items listed on the printed agenda and voted 5-0 to approve the actions in Board Report No.1-B.

**ADJOURNMENT**

It was moved by Trustee Hausman and seconded by Vice President Mandelkern to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 12:10 a.m.

Submitted by

Ron Galatolo  
Secretary

Approved and entered into the proceedings of the January 13, 2010 meeting.

Dave Mandelkern  
Vice President-Clerk

**BOARD REPORT 10-1-1A**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Harry W. Joel, Vice Chancellor, Human Resources and Employee Relations  
(650) 358-6767

**APPROVAL OF PERSONNEL ITEMS****A. LEAVES OF ABSENCE****District Office**

**Karen Pinkham** Project Manager I Construction Planning Department

Recommend approval of a pregnancy disability leave of absence, effective January 11, 2010, pursuant to provisions of the Family and Medical Leave Act. Pursuant to District policy, employee is entitled to a maximum of twelve (12) calendar months of leave.

**B. SHORT-TERM, NON-CONTINUING POSITIONS**

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

<i>Location</i>	<i>Division/Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada	Operations	1	1/14/2010	2/28/2010	<b>Financial Analyst:</b> Assist Budget Office with tasks related to analysis of financial data, providing direction and advice to grant managers, prepare expenditure reports, etc.
CSM	Business Operations/ Theater	2	1/10/2010	6/30/2010	<b>Theatre Production Technician:</b> Assist with technical theatre operations to support campus and outside theatre facility rental events.
CSM	Business & Technology	3	1/14/2010	4/01/2010	<b>Office Assistant I:</b> Support VITA activities in the free tax services provided to low income residents of San Mateo County. <i>Funded by grant revenue originating with the IRS.</i>
CSM	Planning, Research, & Institutional Effectiveness	1	1/14/2010	2/28/2010	<b>Administrative Analyst:</b> Assist with Substantive Change Report to ACCJC; data and environmental scan analyses; post data; prepare reports and analyses to PRIE website. Approximate assignment: 50% of full-time.

CSM	Planning, Research, & Institutional Effectiveness	1	1/14/2010	2/28/2010	<b>Administrative Assistant:</b> Document preparation relating to Accreditation reporting, program review, and Substantive Change Report to ACCJC. Approximate assignment: 40% of full-time.
Skyline	Development, Marketing & Public Relations	1	1/14/2010	6/30/2010	<b>Communications Manager:</b> Plan and direct communications program for college; prepare press releases, publicity materials, and a variety of materials for both print and web.
Skyline	Operations/Central Duplicating	1	1/14/2010	2/28/2010	<b>Lead Duplicating Operator:</b> Process duplicating work requests and special projects.

**BOARD REPORT NO. 10-1-2A**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Harry W. Joel, Vice Chancellor – Human Resources & Employee Relations, 358-6767

**RATIFICATION OF THE 2007-2009 CONTRACT MODIFICATIONS  
BETWEEN THE DISTRICT AND THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
(CSEA), CHAPTER 33**

Negotiations were recently concluded with CSEA, Chapter 33, and a Tentative Agreement was ratified by CSEA membership in November 2009. The Tentative Agreement (attached) is now submitted to the Board of Trustees for approval.

**RECOMMENDATION**

Staff recommends that the Board of Trustees ratify the Agreement between the District and the California School Employees Association (CSEA), Chapter 33.

**CSEA Chapter 33 and SMCCCD**

**Tentative Agreement**

**To DISTRICT**

**September 9, 2009**

***JULY 1 2007-JUNE 30 2009***

1.1 Exclusive Agent: Subject to the rules of the Public Employment Relations Board (PERB), the SMCCCD Board of Trustees recognizes the California School Employees Association, (CSEA) Chapter No. 33, as the exclusive and sole negotiating agent for all classified service positions, except for those positions designated and defined by Government Code and/or the Education Code as management, supervisory, confidential, or represented by another collective bargaining agent. A current listing of classified service positions is described in Appendix A of this agreement.

The District and CSEA shall meet ~~and negotiate~~ at a regularly scheduled labor management committee meeting, in order to discuss **and negotiate** the proper placement or removal of existing or newly created classified service positions and/or classifications prior to the Board of Trustees approving such positions, if the job descriptions consist of duties performed by employees in the bargaining unit or which by the nature of the duties should be reasonably assigned to the CSEA bargaining unit.

This shall not preclude the Business Agent of California School Employees State Association from representing members of CSEA, Chapter No. 33 in the employer/employee relations with the District under the terms of Government Code Section 3540 et seq.

Article 3.7 Classification Anniversary Date: ~~The date upon which an employee is granted salary step advancement.~~ **Classification anniversary date is defined as the effective date upon which an employee is assigned to a new classification and the date the employee is granted salary step advancement if eligible.** For persons assigned to a classification during the first sixteen (16) days of the month, the anniversary date is the first of that month. If assigned to a classification after the sixteenth of the month, the anniversary date is the first of the next month. Classification dates will not change when employees change to a new classification assigned to the same salary range as the previous classification.

Article 3.15 Employment Anniversary Date: ~~The date upon which an employee's long service increments are based.~~ **The date on which an employee was initially hired by the San Mateo County Community College District and upon which an employee's long service increments are based.** For persons employed during the first sixteen (16) days of the month, the anniversary date is the first of that month. If employed after the sixteenth of the month, the anniversary date is the first of the following month.

Article 5.1 Regular Workday/Workweek: The regular workday for full-time unit members shall consist of eight and one-half (8.5) consecutive hours which shall include a one (1) hour unpaid meal period. The regular work-week consists of thirty-seven and one-half (37.5) hours and shall consist of five (5) consecutive workdays, Monday through Friday.

**Within five (5) working days from the employee's effective date of hire or any exceptions or modifications to the employees work schedule (as stated below in article 5.1.3 and 5.1.5), the District will forward to CSEA a signed copy of the Personnel Action form signed by the hiring Administrator. (Refer to Article 11.1)**

5.1.4 The regular workday of **Public Safety Officers** ~~security officers~~ at CSM shall consist of eight (8) consecutive hours which shall include a 0.5 hour unpaid meal period. The workweek for **Public Safety Officers** ~~CSM security officers~~ hired after April 8, 1994 shall be five (5) consecutive days.

Article 5.3.1: The duties of certain classes of jobs are subject to fluctuations in daily working hours which are not susceptible to administrative control. As a consequence, the Board, in accordance with Education Code Section 88026, exempts these classes from overtime compensation for service in excess of the hours in the workday, but agrees that hours worked in excess of the hours in a workweek, or for hours worked on a holiday, will be compensated on an overtime basis. The classes to which this section applies are: Athletic Trainer, Theatre Technician/Events Coordinator and **Theatre Events Manager**.

7.4 **Winter Recess:**

7.4.1 Winter Recess is defined as the period starting with the last official work day before Christmas through and including New Year's Day for a total of seven (7) work days. (See Article 5.1 Regular Workday/Workweek.)

7.4.2 Employees who are not assigned to duty during the Winter Recess shall be paid for the last official work day before the Winter Recess through New Year's Day. ~~This is provided that they are in paid status during some portion of the working day of their normal assignment immediately preceding or succeeding the Winter Recess Period.~~

~~7.4.3 Employees who are not normally assigned to duty during Winter Recess shall be paid for the last working day before Christmas, Christmas, all workdays between Christmas Day through New Year's Day. This is provided that they are in paid status during some portion of the working day of their normal assignment immediately preceding or succeeding the recess period.~~

7.4.3 For Bookstore employees represented by CSEA, upon mutual agreement between the employee and the Bookstore Manager, an employee may be asked to work the winter holidays starting with December 23<sup>rd</sup> through and including December

31<sup>st</sup>, to prepare for the beginning of the spring semester. If an employee elects to work during this period, the employee will be paid at his/her regular rate of pay. The employee will then be granted an alternative time in which to take the same amount of holiday time, normally during the spring break, but such time must be taken before the end of the fiscal year. An employee who agrees to work these winter holidays, and works in excess of 7.5 hours per day or 37.5 hours in a week, will be paid at 1.5 times his or her regular hourly rate for the hour worked in overtime.

Article 8.3 Detail Assignments: When a detail assignment continues for any portion of two (2) or more working days within a fifteen (15) day calendar period, the employee's salary shall be adjusted upward for the entire period of the detail assignment in such an amount as will reasonable reflect normal and assigned duties.

**Within five (5) working days after completion of the salary order by Human Resources, the District shall provide the President of CSEA with written notification of detail assignments and the rate of pay of such assignments, the rate of pay of such assignments, and the effective date of the detail assignment with the end date not to exceed 30 calendar days.**

**If the current detail assignment will continue past 30 calendar days, said detail assignment will be posted in accordance with article 8.3.4 allowing sufficient time for a five (5) day posting period and selection process prior to the end of the 30 calendar day limit.**

Article 8.3.4 The District will post notices of all **non-management classified** detail opportunities which are expected to last more than 30 calendar days. Any unit member may apply for the detail assignment within five (5) working days of posting.

Article 8.5 Upward Step Placement: A member of the unit who is permanently assigned to a classification at a higher range will be placed on ~~the lowest step~~ **any step** which will result in an increase of at least five percent (5%). If no step increase will result in an increase of five percent (5%), the employee will be placed on the highest step of the new range.

Article 8.6.2 Compensatory Time Off: Compensatory time is earned at time and one-half for each hour worked, in the same manner as pay is earned (as specified in 8.6.1) and may accrue up to a maximum of fifty (50) hours during each fiscal year. Once an employee has reached the maximum accrual of compensatory time off during the fiscal year, all overtime hours worked thereafter shall be paid. Compensatory hours must be utilized by the end of each fiscal year. All accrued but untaken hours as of June 30<sup>th</sup> of each year shall be paid at the current regular rate of pay.

**If special arrangements have been made between the supervisor, employee and Human Resources to utilize the compensatory time after June 30 of a fiscal year or accrue in excess of fifty (50) hours during the fiscal year, the President of CSEA will be notified by Human Resources via e-mail within five (5) working days from approval.**

## Article 8.7 Salary Survey

**\*\*\*\*Side notation: The latest survey results for the 07-08 fiscal year are attached. Due to the current budget crisis throughout the state and the severe impact to our District, the negotiations team is recommending that we forego implementation of the 07-08 adjustments which will further impact the District's financial crisis. All indications are leading to a very slow recovery for the state as a whole and lay-offs across the board for SMCCCD next year.**

Article 8.9.1 ~~Security Officers and Safety Assistants~~ **Public Safety Officers** Equipment and Supplies: **Public Safety Officers are as follows: Public Safety Sergeant, Public Safety Officer and Public Safety Assistant.**

The District will provide bulletproof vests to the Public Safety Officers while on duty; the type of vest to be custom fabric with interchangeable protective plates. Vests will be property of the District. Specific equipment for Public Safety Officers is specified in Department Policy. Rain gear and jackets remain the property of the District and shall be returned upon termination of employment.

Article 8.9.2 ~~Effective July 1, 2004, each full-time officer will receive \$500 per year to cover laundry and cleaning costs, as well as normal replacement. In addition, effective July 1, 2004, the District will provide a boot allowance of \$150 per year for purchase of approved footwear.~~

~~Effective July 1, 2005, each full-time officer will receive \$600 per year to cover laundry and cleaning costs, as well as normal replacement.~~

**Each full-time officer will receive \$600 per year to cover uniform laundry and cleaning costs, as well as normal replacement.**

**In addition, the District will provide a boot allowance of \$150 per year for purchase of approved footwear.**

Receipts must be submitted to claim reimbursement for these costs.

Article 8.9.3 ~~Damage or loss of uniforms or equipment through no fault of the Officer will be replaced by the District (provided adequate care and security measures were exercised by the officer).~~

Article 8.9.4 ~~New Employees: Each Security Officer and Safety Assistant~~ **Public Safety Officer** will be provided a basic uniform (boots, jacket, two pairs of trousers, three shirts, tie and tie bar) and all necessary equipment upon being hired. Upon successful completion of probation, each ~~Officer~~ **Public Safety Officer** shall receive \$300 uniform allowance. Thereafter on July 1st of each year, each ~~Officer~~ **Public Safety Officer** shall receive the uniform allowance specified in 8.9.2.



Article 8.9.5 Each part-time ~~Officer~~ **Public Safety Officer** employed between 51% and 99% will receive a pro rata of the amounts stated in 8.9.2. ~~Officers~~ **Public Safety Officers** employed less than 51% will receive \$300 per year. All ~~Officers~~ will receive the full boot allowance as provided full-time employees. **Public Safety Officers who are less than full time will receive the full boot allowance as provided full time employees.**

Receipts must be submitted to claim reimbursement for these costs.

Article 8.9.6 ~~The District and CSEA agree to develop a uniform policy for all campuses (allowing for individual campus requirements) as part of the Joint Labor Management Committee. Until such time as a Security Uniform Policy is developed, the following shall be considered as basic equipment:~~ **The following shall be considered as the basic uniform for all Public Safety Officers:**

1. Three short-sleeve shirts (navy blue/black)
2. Two long-sleeve shirts (navy blue/black)
3. Three pair uniform trousers (navy blue/black)
4. Tie
5. Tie bar
6. Duty jacket (navy blue/black)
7. Rainsuit
8. Gloves
9. Whistle

Article 10.3 Family Illness Leave: Concurrent with any eligibility for Family Medical Leave under the law, an employee may be granted six (6) days paid leave per year in the event of the serious illness of a member of his/her immediate family. An employee may use up to six (6) days of accrued sick leave to attend to a spouse, child, parent, grandparent, grandchild, son-in-law, daughter-in-law, mother or father-in-law, sister, brother, **aunt and uncle**, domestic partner, domestic partner's child, domestic partner's parent, any person who stood in the place of a parent, or relative living in the immediate household of the employee. Such leave will be deducted from the employee's regular sick leave account.

Article 11.1 Assignment to Position: Each member of the unit is assigned to a position by Board action. Each position is assigned a job classification and is part of the Classified Service of the San Mateo County Community College District. With Board authorization, the Chancellor has the authority to assign all employees as to location of assignment and specific hours and **workweek/workday (Refer to Article 5.1)** of employment.

**Upon Board approval and within five (5) working days, the District will send to the CSEA President a copy of the Board approved Personnel Action Form, which states the employee's permanent work schedule. (Refer to Article 5.1)**

~~Article 12.7.8: Any grievance which arose prior to the effective date of this Agreement shall not be processed~~

Article 14.2 Schedule of Evaluations: All unit members shall be evaluated by the immediate supervisor in conjunction with the responsible administrator as follows:

Probationary Employees-at the completion of the first three (3) and five (5) months of employment in the employee's position. **There will be no exception or waiver for this time period. Failure to adhere to this schedule will result in the employee becoming a Permanent Employee of the San Mateo County Community College District.**

Permanent Employees-annually on the employee's anniversary date in the position, however if two successive satisfactory evaluations are completed, the reviews are conducted ~~biennially~~ **on a biannual basis. (Refer to article 3.7 for definition of anniversary date)**

**The evaluation process for permanent employees may begin 30 calendar days prior to the employee's anniversary date and must be completed within 30 calendar days after the employee's anniversary date.**

**If the immediate supervisor fails to complete the evaluation process 30 calendar days after an employee's anniversary date, no evaluation will be recorded for the year and the next evaluation will be conducted on the employee's next anniversary date. Employees currently on the biannual cycle will remain on this cycle.**

Article 14.7 Disagree with Evaluations: A bargaining unit employee who disagrees with the evaluation may file a written response and/or request a meeting to review the evaluation with the respective College President or Vice chancellor, Human Resources. Employees in the District Office may appeal to the Executive Vice Chancellor or the Vice Chancellor, Human Resources. **If a response is not provided in writing to the employee and CSEA within thirty (30) calendar days, the appeal will be deemed accepted and any changes to the evaluation requested by the employee will be honored.**

Article 14.8.1.: All information of a derogatory nature shall not be entered or filed in any personnel record unless and until the employee is given notice. ~~Upon receiving such notice the employee may:~~ **(Education Code 87081)**

Upon receiving such notice the employee may:

1. Enter, and have attached to any derogatory statements, his/her own comments with regard to the information;
2. Request a hearing with the appropriate administrator. If the employee and the administrator cannot reach agreement, the employee may appeal to the Vice Chancellor, Human Resources or the Executive Vice Chancellor for final determination. **If there is no response to the employee and CSEA within the thirty (30) calendar days, the appeal will be deemed accepted by the District and no derogatory information will be placed in the employee's personnel record. (Education Code 87081)**

Article 20.3.1 Written Warning/Reprimand: The unit member will have ten (10) working days to request a meeting to contest the written reprimand. The Supervisor shall schedule a conference to hear the unit member's response. Following the conference, the Supervisor may recommend that the written warning/reprimand be modified in part or in whole or left as originally written and ~~may or may not be placed in the unit member's personnel file~~ **recommend placement into the unit member's personnel file.**

Article 20.3.2: ~~If the written warning/reprimand is placed in the unit member's personnel file,~~ **If the supervisor recommends placement of the written warning/reprimand into the unit member's personnel file (in accordance with education code 87031),** the unit member shall have the right within ten (10) working days of the recommendation to appeal to the President of the College or the Vice-Chancellor, Human Resources for review and shall also have the right to attach his/her comments for inclusion should the President or Vice-Chancellor, Human Resources rule in favor of placement in the file.

**The President or Vice-Chancellor, Human Resources will have ten (10) working days to respond to the unit members' appeal and give written notification to the unit member and CSEA with a ruling.**

Article 20.3.2.1: Unit members assigned to work at the District Office can appeal to the ~~Vice Chancellor, Human Resources~~ Executive Vice-Chancellor, for review, and shall also have the right to attach his/her comments for inclusion should the **Executive** Vice-Chancellor, Human Resources rule in favor of placement in the file.

**The Executive Vice-Chancellor will have ten (10) working days to respond to the unit members' appeal and give written notification to the unit member and CSEA with a ruling.**

Chief Negotiator \_\_\_\_\_

Vice-Chancellor, HR & Employee Relations

CSEA, Chapter #33 President  
\_\_\_\_\_

\_\_\_\_\_

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

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

- 8.7 **Salary Survey:** At least once every four (4) years, a salary survey shall be completed with the following criteria:
- a. The compensation for each bargaining unit classification will be compared with the compensation for similar classifications using the Bay Ten community colleges.  
Comparisons will be of monthly salaries for Bay Ten community college districts, adjusted for the number of hours worked per week. Monthly salaries in those districts whose employees work a 40-hour week will be multiplied by a factor of .9375 to equate them to the monthly salaries of SMCCCD employees who work a 37.5-hour week.  
  
For employees in classifications assigned to KCSM, the District and CSEA agree to utilize a mutually agreed upon alternate list of survey entities.
  - b. Step one (1) will be used as the basis for comparison.
  - c. The survey shall use the benchmark system.
  - d. The grouping of the classification families to be reviewed shall be as described in Appendix F.
  - e. Results of the survey will be utilized to show how our District compares to the fourth ranking of each classification.
  - f. CSEA will receive a copy of the survey prior to negotiations.
  - g. Salary surveys may include recommendations for adjustments; the results of the survey are negotiable.
  - h. Changes resulting from this survey will be retroactive to the previous July 1.
  - i. Salary surveys will be conducted for all groups together once every four years starting with the first survey in 1999-2000, followed by the next survey in 2003-4 and every four years thereafter.

**BOARD REPORT NO. 10-1-1B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jing Luan, Vice Chancellor, Educational Services & Planning, 358-6880  
Susan Estes, Vice President, Instruction, College of San Mateo, 574-6404

**APPROVAL OF SUBSTANTIVE CHANGE PROPOSAL – COLLEGE OF SAN MATEO**

College of San Mateo will be submitting its Substantive Change Proposal to the Accrediting Commission for Community and Junior Colleges (ACCJC) for consideration at the Commission's February 19, 2010 meeting.

CSM's Substantive Change Proposal proposes to offer 57 Associate Degrees, 14 Certificates of Achievement, and 15 Certificates of Specialization in the distance learning mode. CSM will also be requesting approval from the ACCJC to offer CSM's general education program through the distance learning mode.

In addition, as a result of developing the Substantive Change Proposal, CSM has identified 20 majors which individually meet ACCJC's 50% threshold for distance learning. Identifying majors whose requirements may be met substantially via distance learning is especially relevant for students who are transfer bound but do not seek Associate degrees. Also relevant for transfer-bound students is that more than 50% of the intersegmental General Education Transfer Curriculum (IGETC) and more than 50% of California State University General Education-Breadth (CSU-GE) requirements can be completed at CSM via distance learning.

All courses which comprise the degrees, certificates, and transfer curriculum addressed in the Substantive Change Proposal have been reviewed and approved by CSM's Committee on Instruction. In addition, all courses have been approved by the Board of Trustees as part of its annual curriculum review.

**RECOMMENDATION**

It is recommended that the Board approve the attached Substantive Change Proposal for submission to the Accrediting Commission for Community and Junior Colleges.

**Substantive Change Proposal  
Instructional Mode of Delivery:  
Distance Education**

to the  
**Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges**

**Submitted by**

**College of San Mateo  
1700 West Hillsdale Boulevard  
San Mateo, California 94402**

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**January 14, 2010**

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## NARRATIVE

### A. DESCRIPTION OF PROPOSED CHANGE AND JUSTIFICATION

#### A. 1. DESCRIPTION

College of San Mateo (CSM) is requesting approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer 57 Associate Degrees, 14 Certificates of Achievement, and 15 Certificates of Specialization in the distance learning (DL) mode. CSM also requests approval to offer CSM's general education program through the distance learning mode. (See Appendices A, B, and C.)

In addition, as a result of developing this proposal, CSM has identified 20 majors which individually meet the 50% threshold for distance learning. (See Appendix D.) Identifying majors whose requirements may be met substantially via distance learning is especially relevant for students who are transfer bound but do not seek Associate degrees. Also relevant for transfer-bound students is that more than 50% of the Intersegmental General Education Transfer Curriculum (IGETC) and more than 50% of California State University General Education-Breadth (CSU-GE) requirements can be completed at CSM via distance learning. (See Appendices E and F.)

#### A. 2. RATIONALE FOR CHANGE

This proposal is a result of an extensive internal audit and evaluation of CSM's telecourses, online courses, and program offerings that were prompted by action of the ACCJC.

Following the accreditation team's site visit to CSM in October 2007, the ACCJC issued the following recommendation (#3):

*College Recommendation 3: In order to meet distance education accreditation standards and ACCJC policy the college must evaluate the effectiveness of electronically delivered courses, including the assessment of student learning outcomes, student retention, and student and faculty satisfaction.*

**As a result of the site visit, it was determined that the college may have several certificates and degrees where 50% or more of the requirements are delivered via distance learning. The team recommends that the college notify the Accrediting Commission and submit a substantive change proposal which will validate the program's adherence to the accreditation standards.** [Emphasis added]

*With regard to Recommendation 3, at the time of the October 2008 report, the college will demonstrate significant progress in evaluating distance learning courses and establish a plan to complete reviews by October 2009.*

(Letter from ACCJC, January 31, 2008)

The internal audit to determine which programs meet the 50% threshold has included a review of:

- CSM's *Catalog, 2009-2010*
- College course schedules, spanning six years
- Committee on Instruction action documentation, spanning six years
- San Mateo County Community College District (SMCCCD) Board of Trustees' action documentation
- Other documentation from CSM's Office of Instruction
- Enrollment data extracted from the SMCCCD integrated administrative database of student and course data

As reported to the ACCJC in December 2008, CSM completed a comprehensive evaluation of its distance learning offerings in Fall 2008. The results of this evaluation also inform the narrative of CSM's *Substantive Change Proposal*.

This evaluation of CSM's distance learning program included the assessment of student learning outcomes, student achievement in both online and telecourses, and faculty and student satisfaction surveys. As reported to the ACCJC, the evaluation resulted in: 1) a new evaluation process to ensure quality improvement for distance learning, 2) the identification of priorities for the distance learning program along with target indicators, and 3) a 3-year action plan to address gaps in the program identified through the assessment.

### **Overview of Distance Learning Program at College of San Mateo:**

From its start in 1964, CSM's distance learning program initially evolved out of the telecourse offerings of SMCCCD's public television station, KCSM-TV, whose studios are located on the CSM campus. By the mid-1990's CSM offered approximately 25 telecourses each semester, ranking among the top two or three California Community Colleges in terms of telecourse enrollment. By 2002, offerings grew to 40 telecourses along with 25 sections of online classes.

Since its early days, the program has steadily expanded. In preparing for this *Substantive Change Proposal*, we reviewed five years of DL enrollment for the period 2004/2005 to 2008/2009. During this period, enrollment in distance learning courses continued to grow: CSM offered 44 different telecourses and 77 online courses (unduplicated) for a total of 124 individual distance learning

courses. These constituted a total of 686 class sections (i.e. unique CRN's). For this period, DL course offerings increased 21.6% (+141).

However, while online course offerings increased by 21.6%, telecourse enrollments decreased by 28.2%. (For detail, see *Appendices G and H, Appendix G: Trends: CSM Distance Education, Enrollments, Courses, and Faculty* and *Appendix H: Distance Education Enrollment History, 2004-2009.*)

As of August 2009, 123 separate courses are considered active courses as officially approved by the college's Committee on Instruction (COI) to be offered through a distance mode. (See *Appendix I, Approved Distance Learning Courses.*)

Today, enrollments in distance learning courses constitute approximately 5% of overall enrollment.

## **B. DESCRIPTION OF EDUCATIONAL PROGRAMS OFFERED**

### **B.1. PROGRAMS' RELATIONSHIP TO MISSION**

CSM's Mission Statement:

*College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution that serves the diverse educational, economic, social and cultural needs of its students and the community. By offering comprehensive, quality programs and services and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world.*

Adopted by College of San Mateo's College Council,  
December 5, 2001/Revised February 2, 2005

#### **Access:**

CSM's distance learning program addresses CSM's commitment to fulfilling its mission as a comprehensive community college, serving diverse and sometimes remote students whose "access" to higher education is facilitated by the telecourses and online programs described here.

In an economic environment in which most CSM students work (or are actively seeking jobs) and a large proportion are older<sup>1</sup> and have family and other demands on their time, flexibility of course scheduling is imperative. DL classes extend access to these students and others who can't attend on-site courses.

---

<sup>1</sup> 44% of CSM's students are 26 years and older; 33% are 31 years or older.

**Comprehensive Offerings:**

As a comprehensive community college, CSM sees its mission as providing DL options for:

- Associate Degree and Certificate programs
- Lower-division preparation for transfer to baccalaureate institutions
- Programs that support career preparation and technical job training or retraining

CSM provides a comprehensive system of support services that complement and enhance its distance learning options (as described in Section B). What's more, the college ensures consistent, continuous "quality" in its programs and services through the development and assessment of SLO's, implementation of new evidence-based program review processes, and the adoption of a new integrated planning model.

**B.2. DISTANCE LEARNING EDUCATIONAL PROGRAMS**

As described in CSM's *Catalog, 2009-2010*, the college offers three levels of awards: Associate of Arts/Science degree, Certificates of Achievement, and Certificates of Specialization. Students have genuine DL options for earning any of these awards.

**Associate Degree in Arts and Science-General Education:**

To earn an Associate of Arts/Science degree, a student must complete 60 units of lower-division college-level work. At CSM, the major requires a minimum of 18 units and General Education requires a minimum of 26 units. Sixteen or fewer units of electives are used to complete the 60-unit requirement. Twenty-five of the 26-unit minimum General Education requirement (96%) alone may be met through DL mode courses.

As a whole, CSM's Associate in Arts/Science Degree requirements include the following:

- a. A minimum of 12 units must be completed at College of San Mateo
- b. A minimum grade point average of 2.0
- c. Competency requirements in Math and English
- d. Major requirements of at least 18 units

**e. General Education (26-33)**

- American History and Institutions, CA State and Local Government (5-9 units)
- Language and Rationality (6-9 units)

- English Composition (3 units)
- English, Literature, Speech Communication (3 units)
- Communication and Analytical Thinking (3 units)

(Depending on course selection, the same course may be used to satisfy both the requirement in English/Literature/Speech Communication and the requirement in Communication and Analytical Thinking.)

- Health Science (2 units)
- Physical Education (1-4 units) **(No distance learning option)**
- Additional General Education Requirements (12 units +)
  - Natural Science (3 units)
  - Social Science (3 units)
  - Humanities (3 units)
  - Career Exploration and Self Development (3 units)

(The major may be used to satisfy one of these areas, in which case 12 units must be selected from the other three areas with at least three units in each area.)

f. Electives (units as needed to meet the 60 unit degree requirement)

*Rationale for Calculation of 50% Threshold for General Education:*

To demonstrate how CSM identified the 50% threshold for individual degree majors, a rationale is first needed for how we calculated the proportion of distance learning courses available to meet the General Education requirements.

The units that constitute General Education minimally equal 26 units. Of these 26 units, all may be earned via a distance mode except for the one-unit minimal requirement for physical education. In practice most students satisfy the general education requirements with 27 to 30 units; physical education remains the only requirement that cannot be satisfied through a DL course. (*Appendix C* details the individual DL course options for General Education.)

Therefore, a student may fulfill 25 of 26 units through distance classes and, thus, 96% of CSM's General Education requirements may be met through the distance mode.

**Associate Degree in Arts and Science-Degree Majors:**

Fifty-seven (57) of the 76 degrees listed in the 2009-2010 Catalog are substantially available through DL. The only majors that do not meet the 50%

threshold for substantial availability through DL are those degree programs (e.g. Nursing) which require 30 or more units not available through DL.

Rationale for Calculation of 50% Threshold for Degree Majors:

Of the 60 units required for an Associate degree, 25 units of the 26 General Education courses (or 96%) are available in the DL mode. In addition, CSM's DL offerings are broad enough that any elective units may also be satisfied through the DL mode. This means that all of the non-major portion of the degree except the one-unit minimum physical education requirement can be completed by classes approved in the distance mode.

The only majors that fail to meet the 50% requirement thus are those for which 30 or more required major units are not available through DL .

In instances in which the degree has a range of units, we used the limit that gives the highest DL percentage. (See *Appendix A* for percentages of DL availability in degrees.)

Degrees which Meet the 50% Threshold:

Degrees for which at least 50% of units are available through DL include:

Accounting, AA	Ethnic Studies, AA
Administration of Justice, AS	Film, AA
Architecture, AS	French, AA
Art: Commercial	Geological Science, AS
Art Fine Arts Option 4: Printmaking, AA	Horticulture: Environmental Option 1, AS
Art: Photography, AA	Horticulture: Environmental Option 2, AS
Business Administration, Option 1, AA	Horticulture: Environmental Option 3, AS
Business Administration, Option 2, AA	Horticulture: Floristry, AS
Business Insurance - Property and Casualty, AA	Humanities, AA
Business Merchandising - Management, AA	Human Services, AA
Business Info. Processing, Opt. 1, AA	Interdisciplinary Studies Option 1, AA
Business Info. Processing, Opt. 2, AA	Interdisciplinary Studies Option 2, AA
Chemistry, AS	Interdisciplinary Studies Option 3, AA
Computer and Information Science, AS	Journalism, AA
Computer and Network Forensics, AS	Life Sciences: General, AA
Computer Science Applications and Development, AS	Life Sciences: Biological, AS
Computer Support Specialist Opt. 1, AS	Life Sciences: Biotechnology, AS
Computer Support Specialist Opt. 2, AS	Life Sciences: Medical, AS
CAD/Drafting Technology, AS	Life Sciences: Pre-Nursing, AS
Engineering, AS	Management: Business Manage, AA
Engineering Technology: Electronics, AS	Management: Marketing Manage., AA
Engineering Technology: General, AS	Management: Retail Manage, AA
English, AA	Mathematics, AS
	Multimedia Option 1, AA
	Multimedia Option 2, AA
	Multimedia Option 3, AA

Music, AA  
 Music: Electronic Music, AA  
 Physical Science, AS  
 Physics, AS

Real Estate, AA  
 Social Science, AA  
 Spanish, AA  
 Speech Communication, AA

Majors which Meet the 50% Threshold:

Knowledge of fields in which the major courses are substantially available through DL may be helpful for three groups of students. Students often begin their studies by taking general education classes, only later determining a major. For students who have completed most of the general education requirements, it is helpful to know which majors are substantially available through distance learning.

In addition, many transfer-bound students do not seek Associate degrees, but instead focus on transfer major preparation which, in many fields, is similar to major requirements of the Associate degree. Knowledge of the majors substantially available through distance learning may be helpful for these students as well.

Finally, a large percentage of community college students at CSM and elsewhere do not complete a degree or certificate. Majors substantially available through distance learning may provide a path to completion for some of these students.

CSM offers 20 majors (of 76 majors listed in CSM's *Catalog, 2009-2010*) whose required major units are substantially available (50% or more required units) through a distance mode. For three of these majors (Computer Science Applications and Development (AS), Interdisciplinary Studies Option 2 (AA), and Social Science (AA)), all (100%) major coursework can be completed in a distance mode. (See *Appendix D* for percentage of DL availability in degrees.)

Majors include:

Accounting, AA  
 Business Administration, Option 1, AA  
 Business Administration, Option 2, AA  
 Business Insurance - Property & Casualty, AA  
 Business Merchandising - Management, AA  
 Business Information Processing, Opt. 1, AA  
 Business Information Processing, Opt. 2, AA  
 Computer Science Applications and Development, AS  
 Computer Support Specialist Option 1, AS  
 Engineering Technology: General, AS

French, AA  
 Interdisciplinary Studies Option 2, AA  
 Interdisciplinary Studies Option 3, AA  
 Life Sciences: General, AA  
 Management: Business Management, AA  
 Management: Marketing Management, AA  
 Management: Retail Management, AA  
 Physical Science, AS  
 Social Science, AA  
 Spanish, AA

**Certificates:**

CSM offers two types of certificates upon successful completion of selected courses: Certificates of Specialization and Certificates of Achievement. Certificates of Specialization require successful completion of designated courses for fewer than 18 units; Certificates of Achievement require 18 or more units in designated courses. The latter appears on transcripts.

CSM requests approval for a total of 29 certificate programs that are substantially available (50% or more required units) through distance learning.

**Rationale for Calculation of 50% Threshold for Certificates:**

In instances in which the certificate has a range of units, we calculated the limit that yields the highest number of distance learning mode units. (Appendix B also indicates the percentage of courses offered in the distance mode for Certificates.)

**Certificates include:****Accounting:***Accounting (Certificate of Achievement)*

Requires 22 units, 21.5 units (97.7%) of which may be earned in a distance mode.

*Accounting Assistant (Certificate of Specialization)*

Requires 8.5 units, 8 units (94.1%) of which may be earned in a distance mode.

*Tax Preparer I (Certificate of Specialization)*

Requires 8.5 units, 5 units (58.8%) of which may be earned in a distance mode.

**Business:***Business Insurance - Property and Casualty (Certificate of Achievement)*

Requires 32 units, 20 units (62.5%) of which may be earned in a distance mode.

*Business Merchandising – General (Certificate of Achievement)*

Requires 21 units, 12 units (57.1%) of which may be earned in a distance mode.

*Business Merchandising – Management (Certificate of Achievement)*

Requires 25 units, 13 units (52%) of which may be earned in a distance mode.

*Business Information Processing, Option 1 (Certificate of Achievement)*

Requires 24.5 units, 17 units (69.4%) of which may be earned in a distance mode.

*Business Information Processing, Option 2 (Certificate of Achievement)*

Requires 24 units, 21 units (87.5%) of which may be earned in a distance mode.

*Office Assistant I (Certificate of Specialization)*

Requires 9.5 units, 6.5 units (68.4%) of which may be earned in a distance mode.

*Office Assistant II (Certificate of Specialization)*

Requires 11 units, 8 units (72.7%) of which may be earned in a distance mode.

**Career and Life Planning:***Leadership for Service (Certificate of Specialization)*

Requires 6 units, 3 units (50%) of which may be earned in a distance mode.

*College Peer Advisor (Certificate of Specialization)*

Requires 6 units, 3 units (50%) of which may be earned in a distance mode.



Chinese:

*Chinese (Certificate of Specialization)*

Requires 12 units, 9 units (75%) of which may be earned in a distance mode.

Computer and Information Sciences:

*Computer Science Applications and Development (Certificate of Achievement)*

Requires 30 units, 30 units (100%) of which may be earned in a distance mode.

*Computer Support Specialist Option 1 (Certificate of Achievement)*

Requires 28.5 units, 20.5 units (71.9%) of which may be earned in a distance mode.

*C++ Programming (Certificate of Specialization)*

Requires 8 units, 8 units (100%) of which may be earned in a distance mode.

*CIS Network Security Specialist (Certificate of Specialization)*

Requires 7.5 units, 6 units (80%) of which may be earned in a distance mode.

*Computer Forensics (Certificate of Specialization)*

Requires 13.5 units, 9 units (66.7%) of which may be earned in a distance mode.

*Internet Programming (Certificate of Specialization)*

Requires 16 units, 16 units (100%) of which may be earned in a distance mode.

*Java Programming (Certificate of Specialization)*

Requires 8 units, 8 units (100%) of which may be earned in a distance mode.

French:

*French (Certificate of Specialization)*

Requires 12 units, 7 units (58.3%) of which may be earned in a distance mode.

Italian:

*Italian (Certificate of Specialization)*

Requires 12 units, 7 units (58.3%) of which may be earned in a distance mode.

Management:

*Business Management (Certificate of Achievement)*

Requires 24 units, 18 units (75%) of which may be earned in a distance mode.

*Marketing Management (Certificate of Achievement)*

Requires 24 units, 15 units (62.5%) of which may be earned in a distance mode.

*Retail Management (Certificate of Achievement)*

Requires 32 units, 16 units (50%) of which may be earned in a distance mode.

Spanish:

*Spanish (Certificate of Specialization)*

Requires 12 units, 7 units (58.3%) of which may be earned in a distance mode.

University Transfer Certificates:

University Transfer Option 1: California State University General Education Certificate (CSU/GE)  
(Certificate of Achievement)

To meet the California State University General Education Certificate requirements, a student must complete 39 units in areas A-E, 36 units (92.3%) of which may be completed in the distance mode:

- A. Communications in the English Language and Critical Thinking (9 units)
- B. Physical Universe and Its Life Forms (9 units)
- C. Arts, Literature, Philosophy and Foreign Language (9 units)

- D. Social, Political and Economic Institutions (9 units)
- E. Life- long Understanding and Self Development (3 units)

University Transfer Option 2: Intersegmental General Education Transfer Curriculum Certificate for CSU (IGETC/CSU) (Certificate of Achievement)

To meet the IGETC/CSU Certification requirements a student must complete 37 units in areas 1-5, 34 units (91.9%) of which may be completed in the distance mode:

1. English Communication (9 units)
2. Mathematical Concepts and Quantitative Reasoning (3 units)
3. Arts and Humanities (9 units)
4. Social and Behavioral Sciences (9 units)
5. Physical and Biological Sciences (7 units)

University Transfer Option 3: Intersegmental General Education Transfer Curriculum Certificate for UC (IGETC/UC) (Certificate of Achievement)

To meet 6 IGETC/CSU Certification requirements a student must complete a minimum of 34 units in areas 1-6, 34 units (100%) of which may be completed in the distance mode:

1. English Communication (6 units)
2. Mathematical Concepts and Quantitative Reasoning (3 units)
3. Arts and Humanities (9 units)
4. Social and Behavioral Sciences (9 units)
5. Physical and Biological Sciences (7 units)
6. Language other than English

**IGETC and CSU-GE:**

As noted earlier, many students attend CSM with the goal of transfer to a baccalaureate institution. For many of these students, the availability of DL courses is critical to their success. The vast majority of transfer-bound students prepare for transfer using the IGETC or CSU-GE patterns for satisfying lower division transfer requirements.

For IGETC, all areas can be satisfied through DL courses with the following exceptions: (For details, see *Appendices E and F.*)

1) The only "lab course" (IGETC Area 5 lab requirement) available through DL is BIOL 260, *Introductory Physiology*, a hybrid with an on-campus lab; in addition, the prerequisite to BIOL 260, is BIOL 250, *Anatomy*, which is not currently offered in a distance mode.

2) The Area 1 Group C, "Oral Communication," requirement (CSU only) cannot, according to CSU systemwide policy, be satisfied through a DL course.

3) The Area 6, "Language other than English," requirement (UC only; satisfied by many students with high school classes) is not available at CSM through DL.

(Exceptions 1 and 2 apply to the CSU-GE pattern also.)

IGETC as applied to UC:

- 100% of courses are available in a DL mode for students who satisfy Area 6 in high school
- 91% of courses are available in a DL mode for students who take a 3-unit language class to satisfy Area 6
- 86% of courses are available in a DL mode for students who take a 5-unit language class to satisfy Area 6

IGETC as applied to CSU:

A student may complete 91% of the IGETC pattern as applied to CSU requirements. All but the one course required to meet the "Oral Communication" requirement are available in a DL mode.

As indicated above, CSM offers one DL class available to satisfy the lab requirement and that class is a hybrid with prerequisites.

CSU-GE:

A student may complete 93% of the CSU-GE pattern through the DL mode.

It is important again to note that a DL course that fulfills the "Oral Communication" requirement is not available. In addition, the distance-mode science lab course, BIOL 260, *Introductory Physiology*, satisfies the lab requirement, but it is actually a hybrid course, requiring campus attendance for the lab sessions. In addition, the prerequisite to BIOL 260 is BIOL 250, *Anatomy*, which is not currently offered in a DL mode.

**B. 3. STUDENT LEARNING PROGRAMS AND SERVICES RELATED TO PROPOSED CHANGE****College of San Mateo Library:**

Online students have access to a variety of resources provided through CSM's library. The library supports a print collection of approximately 71,000 volumes and 250 periodical subscriptions. The library also includes a microfilm/microfiche collection and a more limited collection of audiovisual materials, including videocassettes and printed supplements used in telecourses. In addition to the physical collections of the library, a variety of online resources provide access to books, journals, magazines, newspapers, and subject-based research sources.

The library is a member of the Peninsula Library System (PLS), which includes 31 public libraries in San Mateo County and the libraries of sister colleges Skyline and Cañada. PLS libraries share an integrated online public catalog with a common interface that provides access to the bibliographic records and

locations of over 2,450,000 items in member libraries. The CSM library provides an interlibrary loan service for users to obtain resources not available through PLS. Students, faculty, or staff may request an item through interlibrary loan at the reference desk or through an online form available on the library website. The library also participates in the Federal Depository Library Program (FDLP) through which it receives a selection of print and online government documents.

*Physical Access to the Library:*

The library's physical resources are located on campus in Building 9. In addition to the physical collection, course reserves, and study space, students in the library have access to approximately 50 computers with wired or wireless internet access, standard software, and printing service. Several computers are equipped with additional graphics software and two have assistive technology software and a scanner.

*Library and Electronic Access:*

The library maintains a well-designed website that enables students, faculty, and staff to access library resources 24 hours a day from any computer connected to the internet.

The library currently provides access to three ebook collections: Net Library, Northern California Digital Library, and Safari Tech Books. Over 60 online resources provide access to thousands of journals, magazines, newspapers, and subject-based research sources. A library card enables remote access to online resources.

See: [http://www.collegeofsanmateo.edu/library/lib\\_info.php](http://www.collegeofsanmateo.edu/library/lib_info.php) .

*Library Support Services:*

Librarians are available in person and through email, online chat, telephone, and TTD to provide assistance with both the physical and electronic collections. The library's workplan for the current academic year, contingent on funding, includes support for text messaging as an alternate method to contact library reference and service desks. Librarians, instructional aides, and student assistants are also available to support students' use of the library's open access computers.

*Research 411 and other Online Tutorials:*

The library offers online tutorials to help remote students develop the ability to access, evaluate, and use information from diverse sources. Topics include, for

example, searching the library catalog, using online databases and the internet, evaluating and citing sources, and developing and pursuing a research topic. The library also offers four classes for credit that support these topics in greater depth; all are approved for both on-campus and DL modes.

*Web Ready: Introduction to the Online Learning Environment*

MULT 101, *Web Ready*, provides additional preparation for students to succeed in the online environment, whether as students enrolled in online courses or users of web media. The self-paced, one-unit class also helps students evaluate whether an online learning environment is suitable for their learning styles.

*Additional Library Resources for Remote Students:*

Pending the availability of resources, the library's goals for the 2009/10 academic year include a variety of activities that address College Priority #3: "Promote Relevant, High Quality Programs and Services" to "further diversify delivery modes (distance, off-site, short courses, etc.)." (See Appendix J, *Institutional Priorities 2008-2011*.)

They include efforts to:

- Improve the library website by incorporating current best practices in navigation, functionality, and implementation of current technologies
- Update and repair online tutorials
- Develop a standard library template or presence in the District's courseware packages
- Provide real time library orientations to online classes
- Implement text messaging as an alternative method to contact library reference and service desks
- Provide electronic reserves and depository services

*Other Learning Labs and Centers*

CSM offers numerous discipline-specific Labs and Centers where students can get assistance and tutoring, use subject-matter resources, use specialized equipment, and work on computers with specialized software applications.

They include the following:

- |  |                                   |
|--|-----------------------------------|
| • Accounting Lab                           | • Foreign Language Center         |
| • Anatomy Lab                              | • Integrated Science Center (ISC) |
| • Assistive Technology Center              | • MATH Resource Center (Math Lab) |
| • Business Student Lab                     | • Microcomputer Lab (Business)    |
| • Coastside (Basic Skills) Lab             | • Multimedia Lab                  |
| • Computer & Information Science Lab (CIS) | • Photography Lab                 |
|  | • Nursing Lab                     |

- Computer Forensics (Networking/Digital Security Lab)
- ESL Center
- Reading Center
- Speech Lab
- Writing Center

While none of these programs specifically target distance learners, most have a variety of online resources available to remote students. In many labs, students who do not have personal computers but who are enrolled in distance learning classes come to campus and use the facilities' equipment for access to web resources and personal assistance.

The Writing Center is currently exploring the feasibility of offering an online writing component through which a student may submit an essay electronically and receive global advice on such issues as essay organization and coherence.

#### **B. 4. OTHER PROGRAMS AND SERVICES RELATED TO PROPOSED CHANGE**

##### **Key Student Services' Support Services:**

Students increasingly turn to the CSM website as a source of information about the services available to them and many services formerly available only in person are now available online. Distance learning students have access to the services available to all CSM students; in some cases (for example, counseling), the online options are extended for students who cannot visit campus easily.

##### **Accessibility:**

CSM is concerned with providing genuine accessibility to students in compliance with state and federal laws. The Assistive Technology Center (ATC) is a CSM resource for assistive technology training, accessible web design, alternate media services, and computer access services for students with disabilities. Because CSM is committed to providing accessible web pages, standards for design, navigation, and labeling are recommended for faculty and staff as they develop web pages. A variety of resources related to promoting web page accessibility is also offered to faculty online <http://ctlonline.net/websavvy/access.html>. In addition, a staff member from ATC is available to advise faculty and staff.

##### **Online College Orientation:**

CSM offers an online orientation that, while required of matriculating students, is useful for all new students. The orientation is designed as a self-paced lesson to introduce students to their education options and opportunities, help them learn the WebSMART online course registration system, orient them to college policies and procedures, and introduce them to the behavioral strategies used by successful students.

See: <http://collegeofsanmateo.edu/orientation>.

Counseling Services (Academic Advising):

Students enrolled in distance learning courses have access to the counseling services available to all students. These services include:

- *Individual on-campus appointments with counselors and advisors:*  
Individual appointments are coordinated through the Counseling Support Center; students may visit the center in person or reach center staff by telephone to schedule an appointment. Individual appointments are 30 minutes long and are available during day and evening hours. Counselors assist students in all majors; a limited number of faculty advisors provide specialized guidance in specific majors. During individual counseling appointments, counselors and advisors work with the student to define educational and career goals, develop a student educational plan, assess progress, and identify and resolve issues that may interfere with a student's success. Matriculating students are required to meet with a counselor prior to registration; thereafter, students schedule appointments as needed.
- *Counseling Support Center:*  
The Counseling Support Center provides staff and resources to help students understand educational and career options and opportunities. The Counseling Support Center houses information about career classes, college majors, and transfer. Students can contact Counseling Support Center staff in person, by phone, and through email.  
See: <http://collegeofsanmateo.edu/counseling/counsupport.asp>.
- *eAdvising:*  
eAdvising is an online, email-based service through which a counselor provides quick response to basic questions regarding enrollment, attendance, degrees, and transfer. The response time is typically less than 24 hours. Links to eAdvising can be found on the "Succeed at CSM" page of the Distance Learning website, the "Contact Us" page of the Counseling Services website, the Transfer Services website, and the Coastside website.  
See: <http://collegeofsanmateo.edu/counseling/eAdvising.asp>.
- *Extended eAdvising:*  
For students who are unable to meet with a counselor or advisor on campus, eAdvising is extended on a case-by-case basis to handle more in-depth needs such as degree checks or the updating of a student's educational plan.

Transfer Services:

Students enrolled in distance learning courses have access to the transfer services provided to all students. The Distance Learning website includes a link to the main transfer center website which provides students with a wealth of transfer information: transfer events and workshops, campus tours, articulation agreements, guaranteed transfer contracts, the Transfer Club, and more. See: <http://www.collegeofsanmateo.edu/counseling/transferservices.asp>.

Students can obtain most transfer information from the website and can contact the transfer services staff in person, by phone, or through email with individual questions. Although scheduled meetings with representatives from transfer schools take place on campus, many representatives will also answer questions by email.

Assessment Center:

Students enrolled in distance learning courses have access to the placement testing services available to all students through the Assessment Center. The Distance Learning website provides a link to the How-to-Enroll web page, which in turn links to the Assessment Center's information on placement tests. Placement tests in English, Reading, ESL, and Mathematics are offered in the Assessment Center. Placement tests are required for matriculating students and as evidence of certain math and English prerequisites.

Students schedule placement tests online through WebSMART. Testing takes place in the Assessment Center, which is open days and selected evenings. Testing is computerized, but a manual English placement test is also offered. Computerized test results are available to the student and to counselors immediately upon completion of testing, allowing students to complete placement tests and meet with a counselor during the same visit to campus.

The Assessment Center website provides general information, instructions for the use of WebSMART to schedule placement tests, sample placement tests, and phone and email contact for students with further questions. (WebSMART is the web interface used by faculty and students for a variety of self-services tasks from registration payment to faculty grading.)

See: <http://www.collegeofsanmateo.edu/testing/>.

Financial Aid:

Students enrolled in distance learning courses have access to the financial aid services available to all students through the Financial Aid Services office. In addition, beginning in Fall 2009, CSM's scholarship program will be administrated directly through the Financial Aid Services office rather than as a separate program.



The Distance Learning website includes a “Money for College” page with links to the Financial Aid Services website, financial forms, and information on fees and scholarships. The Financial Aid Services website provides access to the online Financial Aid Orientation as well as information on types of aid, the application process, and other topics. Students can check their financial aid status through WebSMART. Students can contact Financial Aid Services staff in person, by phone, and through email.

See: <http://www.collegeofsanmateo.edu/finaid/>.

#### Admissions and Records:

The Admissions and Records website provides easy access to registration instructions, residency requirements, and other information. Most services can be obtained at a distance by email or fax. The Distance Learning website includes a link to the “How to Enroll” site which outlines the registration process.

Applications are completed online starting at WebSMART. An online orientation is available at <http://www.collegeofsanmateo.edu/orientation>.

While matriculating students must come to CSM for placement tests and an initial counseling appointment, the evaluation of previous college work can be initiated by submission of a transcript evaluation form in person, by email, or by fax. Registration is accomplished online through WebSMART. Grades and unofficial transcripts are available to students through WebSMART and official transcripts can be ordered there as well. Students can contact admissions staff in person, by phone, and through email.

#### **Additional Support Services Related to Proposed Change:**

##### CSM's Distance Learning Web Portal:

CSM has redesigned its distance learning website to be a more effective portal for information about distance learning resources. A direct Distance Learners link from the main CSM webpage takes students to CSM's distance learning portal, which has been redesigned over the past year to better centralize access to those resources needed by remote students.

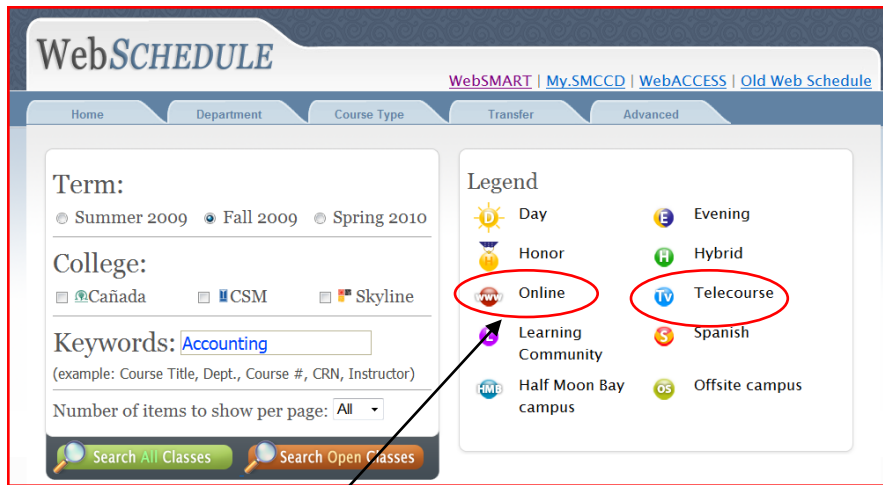
See: <http://collegeofsanmateo.edu/distancelearner>.

At CSM's portal students find information specific to distance learning, including a self-administered “Is Distance Learning for Me?” assessment that evaluates readiness for distance learning, tips and advice for students in distance learning courses, and also convenient links to academic programs, student services, and other information.

SMCCCD Distance Learning Web Portal for Course Registration:

In addition, WebSMART, which supports online districtwide registration in classes and contains a schedule of classes, has been completely redesigned and now identifies online and hybrid classes with icons. WebSMART supports a central distance learning portal so that all DL courses offered in SMCCCD are easily identifiable. A student simply clicks on the relevant icons to get listings of all online courses and telecourses as well as hybrid courses. (See figure below.) See: [https://websmart.smccd.edu/webschedule/distance\\_ed.php](https://websmart.smccd.edu/webschedule/distance_ed.php).

**WebSMART Portal to Distance Courses' Registration**



Course Type	Status	CRN	Course Title	Days	Instructor	Meeting Date	Meeting Time	College
	OPEN	85184	ACTG 100 – Accounting Procedures	MW	Staff	10/14-12/16	12:35pm-3:45pm	Skyline
				MW	Staff	10/14-12/16	TBA	Skyline
	OPEN	91004	ACTG 100 – Accounting Procedures	MW	Cabrera, L	08/19-12/09	11:10am-12:25pm	Cañada
	OPEN	84843	ACTG 100 – Accounting Procedures	MW F	Maule, B	08/19-12/11	9:10am-10:00am	CSM
	OPEN	80828	ACTG 100 – Accounting Procedures	Th	Gawad, A	08/20-12/17	6:30pm-9:45pm	Cañada
	OPEN	80005	ACTG 100 – Accounting Procedures	W	Steinberg, M	08/19-12/16	6:30pm-9:45pm	Skyline
					Steinberg, M	08/19-12/16	TBA	Skyline
	OPEN	84844	ACTG 100 – Accounting Procedures	Th	Neubaumer, W	08/20-12/17	6:30pm-9:35pm	CSM
	OPEN	85847	ACTG 100 – Accounting Procedures	MW F	Maule, B	08/19-12/11	10:10am-11:00am	CSM
	OPEN	80006	ACTG 100 – Accounting Procedures	S	Zhang, H	08/22-08/22	8:30am-11:50am	Skyline
					Zhang, H	08/22-12/19	TBA	Skyline
	OPEN	80003	ACTG 100 – Accounting Procedures	TTh	Ortiz, G	08/20-12/10	11:10am-12:25pm	Skyline
	OPEN	81626	ACTG 100 – Accounting Procedures	TTh	Neubaumer, W	08/20-12/10	9:45am-11:00am	CSM

**Bookstore:**

The CSM bookstore maintains a physical store on campus and also a website that allows online shopping. Through the website, students can view and purchase textbooks, supplies, calculators, computers, software, computer accessories, general and reference books, and clothing and other CSM-logo spirit items. Purchases can be picked up at the bookstore or shipped for a small fee. All textbooks are available for online purchase, but rental texts must be paid for in person at the bookstore.

**C. DESCRIPTION OF PLANNING PROCESS****C.1. ASSESSMENT OF NEEDS AND RESOURCES:**

The needs' assessment at CSM has had several components, including:

**1) Evaluation of program gaps**

For more than a decade, CSM has supported the development of online courses and telecourses especially in expanding General Education options and in providing comprehensive career or job training (e.g. the development of job-related Certificates and/or industry-specific certification). Identifying gaps and supporting the development of new courses that fill those gaps has been an ongoing collaborative effort by the Vice President of Instruction, the Dean of Distance Education (appointed in January 2008), Division Deans, and numerous subject-area faculty.

**2) Evaluation of enrollment and FTES growth potential**

A consistent institutional goal over the past decade has been to implement effective enrollment management strategies that maximize FTES and stabilize resources.

However, CSM's proportion of FTES that is generated by distance learning courses historically has been well below the regional and statewide averages and evidence suggests the potential for growth.

As reported by the SMCCCD's Distance Education Advisory Committee, the district as a whole enrolled students at a rate below the statewide average for the 2006-07 academic year: 2% vs. 6.8%. What's more, several local Bay Area college districts generated more FTES through distance learning, including Foothill-DeAnza COD at 15.3%, West Valley COD at 8.4%, and Ohlone CCD at 7.1%.

These findings also led to the development of the district-supported Structured Training for Online Teaching, a variety of workshops and incentives to encourage the development and delivery of new online courses.

(*SMCCCD Distance Education Status and Guidelines, April 2008, and SMCCCD Distance Education Strategic Plan, May 2008.*

(<http://www.smccd.edu/edservplan/deac/default.shtml> )

More recent data suggest that despite some recent growth, DL at CSM represents a relatively small portion of total student enrollments. In Fall 2008, DL enrollments accounted for only 6.2% of all of the total college course enrollments, still lower than Statewide average of 7.8%. In terms of FTES, CSM's DL offerings generated 4.4% of total college FTES in Fall 2008. Online courses and telecourses accounted for 2.7% and 1.7% of FTES, respectively. Fall 2008 data also reveals that the proportional share of distance learning FTES generated at neighboring community colleges continues to grow: Foothill-DeAnza CCD: 17.1%; West Valley CCD at 10.0%; Ohlone CCD at 7.1%; and Diablo Valley at 7.9%.

### 3) Environmental scan data & local needs assessment

A SMCCCD needs assessment study conducted with San Mateo County residents in Fall 2008 indicated that more than 20% of the respondents would prefer to take distance mode courses as a means to access higher education. Of that group, 17% preferred online courses.

In addition, *College of San Mateo's Educational Master Plan, 2008 (EMP)*, reviewed a variety of environmental scan data that suggest both the growing demand and potential for DL courses and for services delivered online. Students' expectations about convenience, choice of modality, and access in a high-tech world were among the many findings that support a comprehensive distance learning program.

See: <http://collegeofsanmateo.edu/prie/emp.php>

### 4) Comprehensive program review of distance learning effectiveness

As noted earlier, in December 2008 CSM reported to ACCJC the results of a comprehensive evaluation of the effectiveness of its DL courses. CSM designed the evaluation process and resulting recommendations to adhere to baseline standards articulated in ACCJC's *Distance Learning Manual (2008)*.

The Fall 2008 evaluation resulted in three outcomes:

1. The implementation of new evaluation processes aimed at ensuring continuous quality improvement for distance learning.
2. *Priorities for CSM's Distance Learning Program*  
This document is an action plan which identifies priorities for the DL program. The action plan includes the following components:
  - findings from the evaluation
  - activities to address gaps
  - timebound measurable outcomes (target indicators)
  - allocation of resources
3. *Quality Assurance Review of the Distance Learning Program (Quality Assurance Review)*.  
This document identified gaps in the program as measured against the ACCJC's "Current Accreditation Concerns" and "Guidelines for Implementation" from the *Distance Learning Manual (2008)* and consists of a workplan of action steps to be conducted over three years.

## **C.2. PLANNING PROCESSES**

Planning to support both instructional technology and distance learning occurs at both district and college levels and follows a participatory governance model. Instructional technology and distance learning are the purvey of several committees.

### **Planning at the District Level:**

SMCCCD's Distance Education Advisory Committee (DEAC) was established in 2006 with representatives from the AFT, District Academic Senate, and district administration to make recommendations concerning technological changes and distance learning. The committee is co-chaired by a faculty member and the SMCCCD Vice Chancellor of Educational Services and Planning.

Recommendations within its purvey include establishing policies and procedures related to distance learning; districtwide distance learning goals and long range planning; supporting and training for faculty; and policies concerned with the security and surveillance of electronic work. Its charge has also included evaluating districtwide technology needs related to student learning and developing recommendations to enhance the assessment and expansion of distance educational modalities.

For the period 2007 to 2008, DEAC played a key role in evaluating the district's technology needs and in assessing opportunities to expand distance learning

opportunities districtwide. Informed by research regarding FTES generation, market saturation, and student success outcomes, DEAC developed the *SMCCCD Distance Education Status and Guidelines, April 2008*, and the *SMCCCD Distance Education Strategic Plan, May 2008*.

See: <http://www.smccd.edu/edservplan/deac/default.shtml>,

The *SMCCCD Distance Education Strategic Plan* establishes specific districtwide goals related to expansion of distance learning among the district's three colleges. They include goals to:

- 1) Increase student success rates in distance education to be the highest among the Bay Ten Districts.
- 2) Achieve and maintain 20% annual distance education enrollment growth (seat count) by 2018:
  - (a) to increase distance education enrollment to be 10% of total enrollments, and
  - (b) to bring distance education FTES to at least the Statewide average.

In addition, a key long-range plan that identifies infrastructure support for all instructional and administrative technologies was also adopted by the district in 2008. See: *Information Technology Services: 2008-2012*, [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php).

As part of a continued effort to maintain the appropriate technology infrastructure, a 2009 goal for the SMCCCD Board of Trustees includes: “[developing] a plan and securing a source of funding for replacement of technology-based equipment which no longer meets minimum standards, such as computers, printers, network components, servers and software applications.” See: *SMCCCD 2009 Board Goals*: <http://www.smccd.edu/accounts/smccd/boardoftrustees/goals.shtml>.

### **Planning at the College:**

Beginning in 2008, CSM has implemented an integrated planning model, which is supported by two major planning documents, to set direction for CSM: CSM's *Educational Master Plan, 2008, (EMP)* and the strategic plan, *Institutional Priorities: 2008-2011*. The *EMP* makes a number of recommendations regarding distance education and the strategic plan includes the following college priorities related to distance learning:

Priority #2: Promote Academic Excellence

Objective: *Improve effectiveness of distance learning program*

Priority #3: Promote Relevant, High Quality Programs and Services

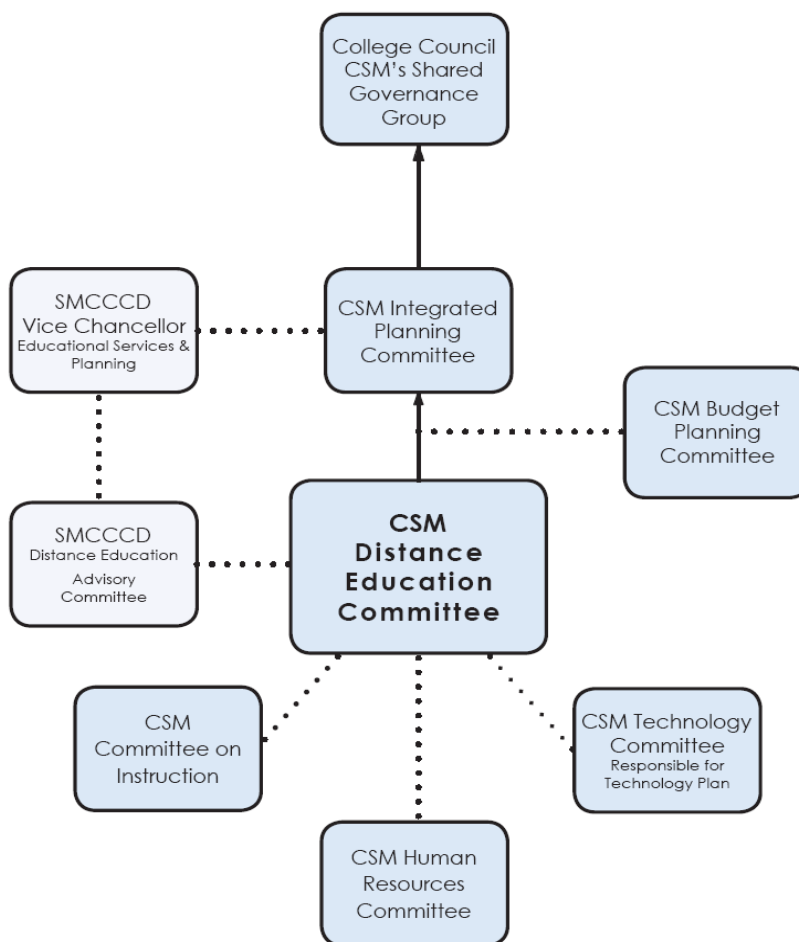
Objective: *Further diversify delivery modes (distance, off-site, short courses, etc.)*

The new model has articulated new roles for many institutional committees. This model has required new relationships between and among the committees and governance entities. The new Integrated Planning Committee (IPC) now ensures that annual division-level workplans effectively address *Institutional Priorities: 2008-2011* and CSM's EMP's recommendations. Working with the Budget Planning Committee, IPC makes recommendations to College Council (the shared governance entity) for allocating resources. College Council, in turn, makes recommendations to the president for final action.

Distance Education Committee's (DEC) Relationship to other College Committees and Membership:

DEC is comprised of DL and technology discipline experts who also sit on key college-wide committees. DEC is one of six college-wide committees which have a "dotted-line" relationship to IPC which, in turn, reports directly to College Council.

Each of these committees in some way considers the distance learning program in their respective planning efforts and in recommendations they make to IPC regarding the allocation of resources. These committees include: the Technology Committee, Budget Planning Committee, and the Human Resources Committee. Members of IPC also include the Dean of Distance Education, two faculty appointed by the Academic Senate, and other representatives from the key college-wide committees. (See figure below.)

Relationship of CSM's Distance Learning Committee  
To other Key Committees*Distance Education Committee's Mandate:*

Broadly, DEC's mission is to: "create a framework to facilitate the development of distance learning instruction in response to student and community needs." In addition, as a group of discipline experts, DEC forms a critical role in advising the Committee on Instruction about matters related to approval and review of DL courses and the articulation and enforcement of standards for distance learning at CSM. What's more, it will help develop strategies to address the achievement gaps between students enrolled in DL mode courses vs. those enrolled in comparable traditional mode courses.

DEC's charge includes:

- Advising the Committee on Instruction about the review and approval of academic course outlines;



- Advising the Dean of Distance Education regarding issues related to professional development and faculty compliance with standards related to teaching in distance modes;
- Coordinating with the district's Distance Education Advisory Committee;
- Coordinating with the Center for the Scholarship for Teaching and Learning (SOTL), Centers for Teaching and Learning and Information Technology Services (ITS) regarding training and support needs;
- Implementing the plans, *DL Priorities*, and the *DL Quality Assurance Review*; and
- Coordinating with the Technology Committee in the development of the Technology Plan.

The tasks DEC articulated for its work in 2009 have included:

- Helping shape a college vision of distance education;
- Providing direction for course and program development in the distance education mode;
- Guiding departments, faculty and staff towards an efficient, effective, and consistent use of the distance education mode;
- Recommending policies for quality and academic rigor of all distance education classes;
- Encouraging faculty participation in distance learning initiatives and making recommendations on assistance and support in the development of courses, course materials, and the use of appropriate learning technologies;
- Helping guide student accessibility and promote distance education courses as a viable option for pursuing educational goals; and
- Promoting the investigation and use of emerging technologies and resources to support the enhancement of teaching and delivery of distance education courses.

DEC also coordinates planning with the Technology Committee to help ensure that adequate technological resources exist to support the college's distance learning and other technology-mediated efforts, particularly as the Technology Committee develops a new long-term cost of ownership plan for technology.

Other important planning linkages occur between DEC and CSM's Assessment Committee and the Committee on Instruction as DEC develops mode-specific SLO's for the DL program.

*Relationship to SMCCCD Planning Efforts:*

Coordination with the SMCCCD is a critical component of an integrated approach to planning. CSM has created linkages in a variety of ways related to

distance learning to ensure the successful implementation and evaluation of its DL program.

The SMCCCD Vice Chancellor for Educational Services and Planning sits on CSM's IPC and, as noted above is a co-chair of the SMCCCD's Distance Education Advisory Committee (DEAC). CSM's DEC collaborates with DEAC through shared membership which includes CSM's Vice President of Instruction, the Dean of Distance Education, the DL Coordinator, CSM Academic Senate President, and faculty.

## **D. INSTITUTIONAL SUPPORT TO DEMONSTRATE QUALITY STANDARDS**

### **D.1. SUFFICIENT AND QUALIFIED FACULTY, MANAGEMENT, AND SUPPORT STAFFING**

#### **Faculty:**

Between 2004/05 – 2008/09, a total of 97 unique faculty taught the 686 distance learning courses offered. Fifty-four faculty taught the 368 online courses offered; 42 faculty taught the 318 telecourses offered.

Of these 97 faculty teaching all DL courses, 41.2% were full-time. However, 57.4% of faculty teaching online courses were full-time faculty compared to 21.4% of telecourse faculty.

In comparison, the full-time/part-time proportion of CSM faculty teaching traditional coursework is as follows:

- Fall 2004: 33.8% full-time/66.2% part-time (percentages of head count)
- Fall 2008: 29.3% full-time/70.7% part-time (percentages of head count)

DL faculty are subject to the same standards and scrutiny in hiring as are all other faculty at CSM. Job descriptions for new faculty generally require competencies in the use of technology to support learning and a willingness to develop and teach DL courses is desirable. As the popularity of telecourses wanes—reflecting not only the enrollment trend at CSM but statewide trends—experience with and interest in teaching online courses will undoubtedly become increasingly desirable in new faculty.

Beginning in 2008, SMCCCD adopted new guidelines for faculty who wish to teach online courses. Those guidelines include minimal recommendations for faculty to:

- Have experience teaching online and/or plan to get such experience through the SMCCCD Structured Training for Online Teaching (STOT) or equivalent programs.
- Use the official SMCCCD email as his/her primary student contact email.

- Populate the district-supported WebSMART page of all distance learning courses in the district with website for the faculty member's course. The website must describe the course and provide general pre-semester information (time and place of orientation, contact information for the faculty, book lists, etc.).
- Use eCollege as the primary course management system, if the course is fully online. Subject to the discipline dean's approval, the faculty member may also use WebACCESS as the primary course management system. If the course is a "web-assisted" course, the faculty member may use either WebACCESS or eCollege.

See: *SMCCCD Distance Education Status and Guidelines, April 2008*, and *SMCCCD Distance Education Strategic Plan, May 2008*,  
<http://www.smccd.edu/edservplan/deac/default.shtml>.

*Professional Development and Mentoring:*

The first requirement for training (above) led to the development of a comprehensive professional development training offered to all district faculty throughout 2008 and 2009. The Structured Training for Online Teaching (STOT) is intended to encourage interest in online education and build faculty capacity to teach effectively online; it was designed to incorporate applications of Chickering and Gamson's Seven Principles for Effective Teaching (1987), the first principle of which states: "Effective practice encourages contacts between students and faculty."

Faculty have been given stipends for their participation in workshops and reimbursed for registration expenses for @ONE's online training. STOT has resulted in the development of new online courses throughout the district. Workshop components have included orientations to the two platforms eCollege and WebACCESS, mentoring opportunities, accessibility issues, the four-week @ONE's *Introduction to online Teaching and Learning*, and a variety of technical tools as well as best practices in pedagogies.

In addition, the districtwide Centers for Teaching and Learning (CTL), which are currently being phased out, have developed scores of tutorials related to teaching in an online environment.

(See: <http://www.smccd.edu/accounts/ctl/>.)

These tutorials and other best practices resources will continue to be maintained by the newly-appointed district distance education coordinator who will provide technical assistance to faculty districtwide.

The DL mode approval process (through CSM's Committee on Instruction) requires review of available course material by both discipline faculty and faculty with DL experience; often these DL-experienced faculty become an informal source of information. CSM's new Distance Education Committee will formalize this faculty-to-faculty support, serving as an information resource for faculty teaching DL courses (e.g. through posted best practices documents, through individual consultation, through guidelines for online classroom visits).

Finally, faculty have access to three sources of funding for short- and long-term professional development in addition to participating in STOT or CCC@ONE. Options include the President's Innovation Fund, the Trustees' Program Improvement Fund, and Professional Development. Throughout the past decade, numerous faculty have developed new online courses and telecourses through this and other financial support.

Faculty Evaluation:

DL faculty historically have been evaluated according to the same guidelines governing the evaluation of faculty teaching traditional courses, subject to contractual agreements with the AFT. In 2008, SMCCCD and the AFT adopted a *Memorandum of Understanding* with provisions for faculty evaluation to be developed through the joint Trust Committee made up of equal AFT, Academic Senate, and administration representatives.

See: <http://www.aft1493.org/DistanceEdMOU-9-08.htm>.

In Spring 2009, CSM's new Distance Education Committee (DEC) made recommendations to the SMCCCD's Trust Committee for a new faculty evaluation form that is explicitly adapted to DL courses. CSM anticipates that a new evaluation form and model will be adopted in the 2009-2010 academic year.

**Management:**

Management support for distance learning occurs at both the district and college level. SMCCCD's Vice Chancellor, Educational Services and Planning, provides overall coordination in the area of educational technology for the district. He co-chairs SMCCCD's Distance Education Advisory Committee.

In 2008 CSM appointed a Dean of Distance Education who also has responsibilities for managing the Coastside program, Community Education, and Study Abroad. A long-time member of CSM's technology advisory group, she chairs the college's Distance Education Committee and is active on the Institutional Planning Committee. Beginning in June 2010, the Vice President of Instruction will assume direct oversight of distance learning at CSM.

**Support Staffing:**

With the retirement of CSM's part-time distance education coordinator, the district has created a new SMCCCD Distance Education Coordinator who has considerable experience in providing professional development support for faculty. The new coordinator will be responsible for providing assistance to faculty districtwide who are teaching online, supporting course management systems (eCollege and WebAccess), and coordination of related districtwide distance learning activities, including the districtwide Distance Education Advisory Committee (DEAC). He will also maintain the existing online teacher training tutorials.

Additional part-time staff is assigned to maintain the Distance Education website as well as provide assistance to both telecourse faculty and students. Support staff tasks include: scheduling classes, proctoring exams, managing the video-tape library for students viewing telecourses on tape, interfacing with telecourse faculty regarding compensation, scheduling, etc., responding to telephone inquiries about telecourses, among other tasks.

**D.2. APPROPRIATE EQUIPMENT AND FACILITIES****Technology Infrastructure Support:**

Public television station KCSM located on CSM's campus is the provider of telecourses and the college pays yearly licensing fees for their broadcast. The district has also invested in two platforms for online course management, WebACCESSS and eCollege, both of which are ADA compliant. Faculty who are developing new online courses are encouraged to adopt eCollege as part of a slow migration to this platform.

This year, the district will adopt CurricUNET, a web-based curriculum management application designed to automate and enhance the development and approval of new curriculum, including distance learning proposals. In adaptation, it will adopt a web-based application, TracDat, to help with the management and assessment of student learning outcomes. TracDat's templates support uniform reporting that simplifies collection, review, management, and use of data.

SMCCCD's Information Technology Services (ITS) provides information technology leadership, support staff, and training and assists the three colleges with planning and implementation of their technology initiatives. ITS supports all the operational technology needs, including support for WebSMART, the web interface, that, as noted earlier, is used by faculty and students for a variety of self-service tasks from registration payment to faculty grading. ITS also supports all telecommunications, including an integrated voice messaging service that

consists of email, fax, and voicemail for more than 3,000 accounts. In addition to managing internet access for the three colleges, ITS maintains wireless access points on campus and continues to widen the range of this access, especially as new construction has been underway.

### **Student Communications and Tools:**

The college has a variety of tools for communicating with students. A locally developed application, GWAMAIL, allows for targeted emails. Students (and faculty and staff) can subscribe to text messaging for emergency announcements.

Last year, the district implemented a new service for students that directly impacts online education, providing a variety of tools for teaching and learning. "Google Apps for Education" is a suite of services that facilitates communication between faculty and students as well as supports synchronous collaboration.

Upon course registration at CSM, students automatically receive a @my.smccd.edu email account that they can keep for life, allowing the college to stay in communication with alumni. The account has a variety of Google features including access to free document support (Word, PowerPoint, and Excel), a calendar, and online document storage.

### **D. 3. FISCAL RESOURCES**

Both the District and CSM and dedicate significant resources to supporting CSM's DL program described throughout this proposal.

#### **SMCCCD:**

The district supports the comprehensive technology infrastructure provided to the three colleges by ITS, as described above in *Section D*. In addition, it supports the online course management applications, WebACCESS and eCollege, at a cost of approximately \$135,000 a year. The District also supports professional development workshop costs for online faculty participating in Structured Training for Online Teaching and in @One Training. Beginning in Fall 2009, it is underwriting the position for a new SMCCCD Distance Education Coordinator.

#### **College of San Mateo:**

CSM provides sustained fiscal support to its distance learning program through a variety of means. The following section, an overview of financial support for the most recent fiscal year, is typical of CSM's sustained support for distance learning during the last several years.

FY 2008/2009 (Summer 2008, Fall 2008, Spring 2009):

For FY 2008/2009, CSM dedicated 19.5% of all classroom teaching salaries to distance learning (via online or telecourses). These salaries comprised 3% of the total college budget for this period. In addition, in relation to the total college budget, CSM's direct support of online courses and telecourses (5%) is consistent with the proportion of enrollments (5%) in distance learning courses for this period. (See figures below.)

<u>FY 2008/2009: CSM Teaching Salary Costs</u> <u>Traditional Mode vs. Distance Modes</u>		
<u>Total CSM budget</u>	<u>\$ 30,252,212</u>	<u>Percentage of Allocation</u>
FT and Adjunct Faculty classroom salaries (all courses) <sup>2</sup>	\$ 16,290,494	<ul style="list-style-type: none"> <li>• 54% of total College budget</li> </ul>
FT and Adjunct classroom salaries for online courses and telecourses <sup>3</sup>	\$ 836,816	<ul style="list-style-type: none"> <li>• 19.5% of total instructor costs;</li> <li>• 3% of total College budget</li> </ul>

<sup>2</sup> Includes direct teaching salary costs for classroom teaching (budget line-item codes: 1110 and 1310), Flex (1311), Substitutes (1320), Banked Units (1316), Post-Retirement (1394), Office Hours (1390), and Variables for Large Classes (1395). Excludes costs for non-teaching faculty and benefits.

<sup>3</sup> Includes only direct costs for classroom teaching of online courses and telecourses. Excludes benefits.

FY 2008/2009: College of San Mateo <u>Direct Support for Online Courses and Telecourses</u>		
FT and Adjunct Classroom salaries for online courses and telecourses <sup>4</sup>	\$	836,816
Telecourse licensing fees	\$	53,224
KCSM Broadcast of telecourses, CSM's contribution	\$	231,974
Online Program Coordinator (excludes benefits)	\$	29,453
Dean of Special Programs, Distance Education (33% of total salary; excludes benefits)	\$	44, 220
KCSM's broadcast of telecourses, CSM's Contribution <sup>5</sup>	\$	<u>231,974</u>
<b>Total CSM Contribution</b>	<b>\$</b>	<b>1,427,661</b>
<b>Percentage of Total CSM Budget</b>		<b>5%</b>

As noted above, personnel resources supporting distance learning have included the Vice Chancellor, Educational Services and Planning; CSM's Dean of Distance Education; the district's Distance Education Coordinator; and additional staff support provided for telecourse faculty and students, among others. Beginning in June 2010, the Vice President of Instruction will assume direct oversight for distance education.

Sustainability:

CSM, like all California community colleges, is facing budgetary challenges; however, it is committed to sustaining support for its distance learning programs as described here. In addition, the new college-wide Technology and Budget plans (Fall 2009) developed as part of the integrated planning structure include immediate and longer-term goals for upgrading instructional and administrative technology resources.

<sup>4</sup> Includes only direct costs for classroom teaching of online courses and telecourses. Excludes benefits.

<sup>5</sup> Telecourses comprise approximately 28% of KCSM total broadcasting hours, generally 200 hours a month.



They specifically address one of the priorities in the college's strategic plan, *Institutional Priorities: 2008-2011*:

*Priority #4: Promote integrated Planning, Fiscal Stability, and the Efficient Use of Resources*

*(Objective) Develop both short-term and long-term plans for maintaining currency in equipment and technology that accurately reflect the total cost of ownership*

The college priority reflects the SMCCCD Board of Trustees' 2009 goal, described earlier, to address cost-of-ownership challenges in the district and "secure a source of funding for replacement of technology-based equipment which no longer meets minimum standards." (SMCCCD 2009 Board Goals:

<http://www.smccd.edu/accounts/smccd/boardoftrustees/goals.shtml>.)

Activities to meet CSM's ongoing technology needs will be coordinated with the district efforts.

#### **D. 4. PLAN FOR MONITORING ACHIEVEMENT OF DESIRED OUTCOMES**

The DL programs are intended to improve student access to higher education and preparation for the workplace. CSM anticipates improved rates of degree and certificate achievement as well as transfer as CSM begins to more broadly market these opportunities. (Marketing of CSM's distance learning offerings historically has been limited.)

For many years, CSM has had compatible institutional goals to increase the use of alternative instructional delivery modes to implement a comprehensive, research-based enrollment management and full-time equivalent student (FTES) growth plan. The new iteration of the college's strategic plan, *Institutional Priorities 2008-2011*, is a key component of the integrated planning model and reframes these long-standing goals. Several objectives are articulated for each of the six college priorities; these objectives include improving the effectiveness of the distance learning program and maintaining FTES. (See Appendix J.)

Progress in meeting those objectives will be measured by a new *College Index, 2009*. The *College Index* contains measurable institutional indicators such as "Program Enhancements for Distance Education" which are aligned with the Institutional Priorities. (See Appendix K.) Additional indicators tied to the DL program include:

- FTES and enrollment in telecourses and online courses
- Retention in telecourses and online courses
- Course Completion in telecourses and online courses

- Rates of educational goal attainment
- SLO's assessments

In addition, CSM's new model for Program Review relies on student outcome data disaggregated by student demographic variables (e.g. ethnicity, age, gender, etc.). Comparative data on student success (DL mode vs. traditional mode) have been published for Fall 2005-2007. (See: [http://www.collegeofsanmateo.edu/prie/distanceEd\\_comparison\\_3.php](http://www.collegeofsanmateo.edu/prie/distanceEd_comparison_3.php).)

This data will be updated and analyzed annually as part of the Program Review process in addition to qualitative data from satisfaction surveys of faculty and students. (CSM's most comprehensive comparative study of student outcomes in DL courses was completed in Fall 2008.)

These indicators will be analyzed by the Office of Planning, Research, and Institutional Effectiveness (PRIE) and monitored by IPC and the Distance Education Committee to ensure the program meets its goals and that student outcomes in DL mode courses continue to improve.

## **E. EVIDENCE OF APPROVALS**

All telecourses and online courses are approved by CSM's Committee on Instruction in their distance mode and by the San Mateo County Community College District's Board of Trustees.

## **F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT WILL STILL BE FULFILLED**

### **F.1. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS**

College of San Mateo continues to meet each of the twenty-one eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges.

Factual updates as well as improvements are included below:

#### **1. Authority**

College of San Mateo's authority to operate as a degree granting institution is its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This Commission is recognized by the Commission on Recognition of Postsecondary Accreditation and by the United States Department of Education. This authority is noted on the table-of-contents page of CSM's *Catalog, 2009-2010*. The catalog is available online as a "flipbook."

See: <http://collegeofsanmateo.edu/schedule/>.

## **2. Mission**

The Mission Statement of College of San Mateo was originally adopted by the College Council in December 2001 and updated in February 2005. The San Mateo County Community College Board of Trustees approved the revised statement in April 2007. The current statement is found in the general information section, page 3, of CSM's *Catalog, 2009-2010*, accessible through the online directory for CSM's website, and posted on the "About CSM" page of CSM's website:

See: <http://www.collegeofsanmateo.edu/statements>.

The programs proposed here are consistent with CSM's mission to serve the diverse needs of its students as an open-access institution committed to offering "comprehensive, quality programs and services."

## **3. Governing Board**

The San Mateo County Community College District (SMCCCD), which includes College of San Mateo, is governed by a six-member board, five of whom are elected at large by county voters and one of whom is a student trustee elected by the colleges' associated students. The board normally meets twice a month; generally one of these meetings is a study session. On each board agenda there is the opportunity for presentations or statements from the public as well as for statements from various college constituents. The board adheres to its conflict of interest policy. To the best of the college's knowledge, no board member has employment, family, or personal financial interests related to the college or the district.

See: <http://www.smccd.edu/accounts/smccd/boardoftrustees>.

All distance courses are approved by the SMCCCD Board of Trustees.

## **4. Chief Executive Officer**

Each chief executive officer of the college is appointed by the Board of Trustees. The current chief executive officer of College of San Mateo is Michael Claire, whose primary responsibility is to the institution. He was appointed in 2007.

## **5. Administrative Capacity**

In general, College of San Mateo has sufficient administrative staff to support its mission and purpose. Appropriate administrative preparation and experience are addressed as part of the employment process.

Management support for distance learning occurs at both the district and college level. Beginning in June 2010, CSM's Vice President of Instruction will assume direct oversight for online and telecourses at the college.

## **6. Operational Status**

Students at College of San Mateo are enrolled in a variety of courses and programs leading to associate degrees and occupational certificates. A student body currently numbering approximately 11,000 students pursues degree and other educational objectives.

## **7. Degrees**

A substantial portion of College of San Mateo's programs, approximately 80%, lead to either an Associate in Arts or Associate in Science degree. In Fall 2009, approximately 55% of CSM's students were enrolled in these degree programs. Of the remaining students, the largest proportion, 30%, were undecided about their educational objective.

Fifty-seven (57) of the 76 degrees listed in CSM's *Catalog, 2009-2010*, are substantially available at CSM through a DL mode. They comply with Title 5 regulations and represent the same quality, breadth, and rigor as programs delivered in a face-to-face mode.

## **8. Educational Programs**

College of San Mateo's educational programs are congruent with its mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees and certificates offered. Degree and certificate requirements are also consistent with Title 5. The college is in the process of assessing student learning outcomes at all levels. An Associate degree program typically requires 60 units and are two academic years in length.

As noted above, DL mode programs proposed here represent the same quality, breadth, and rigor as programs delivered in a face-to-face mode.

## **9. Academic Credit**

The awarding of academic credit at College of San Mateo is based on Title 5 (Section 55002) of the California Code of Regulations.

All DL mode courses are subject to the same rigor and review as face-to-face courses and comply with the provisions of Title 5.

## **10. Student Learning Achievement**

College of San Mateo is currently engaged in defining, publishing, and assessing expected student learning and achievement outcomes (SLO's)

for each department/program/unit and course. As reported to the Commission in May 2009, institutional-level General Education SLO's have been identified, 91% of all courses have SLO's identified, and 100% of student and learning support activities have SLO's identified. Through regular and systematic assessment, CSM is demonstrating that students achieve these outcomes.

SLO's for DL courses are approved, administrated, and assessed with the same standards as traditional face-to-face instruction. In addition, DL courses leading to a certificate address relevant certificate SLO's and General Education DL courses address college-approved General Education SLO's.

Comprehensive information about CSM's SLO's is available online at: <http://collegeofsanmateo.edu/sloac/slos>.

### **11. General Education**

College of San Mateo incorporates into its degree programs from 26 to 36 units of General Education distributed among the major areas of knowledge; these areas ensure breadth of outlook and contribute to a balanced education. Graduation requirements include competency in mathematics/quantitative reasoning and English. The General Education component is consistent with Title 5 degree policies (Section 55806) and statewide standards. Student learning outcomes are currently being assessed.

As noted above, quality, rigor, and breadth of offerings are maintained for all DL-mode General Education courses. Ninety-six percent (96%) of General Education course requirements may be completed in a DL mode for students earning an Associate of Arts/Science degree at CSM.

### **12. Academic Freedom**

The San Mateo County Community College District, which includes College of San Mateo, is dedicated to maintaining a climate of academic freedom and encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses the college's belief in inquiry, informed debate, and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions.

SMCCCD's and CSM'S rules, regulations, and practices regarding academic freedom apply equally to DL mode courses as they do their traditional format counterparts.

### **13. Faculty**

The College of San Mateo faculty, as of Fall 2009, is comprised of 138 full-time contract faculty (instructional and non-instructional) as well as 304 adjunct or hourly faculty (instructional and non-instructional). The degrees and length of college service for full-time faculty are listed in CSM's *College Catalog, 2009-2010*. Faculty responsibilities include the development and review of curriculum and assessment of learning. Responsibilities are articulated in CSM's *Faculty Handbook 2009-2010* available at: [http://collegeofsanmateo.edu/prie/institutional\\_documents/CSMFacultyHandbook\\_2009-10.pdf](http://collegeofsanmateo.edu/prie/institutional_documents/CSMFacultyHandbook_2009-10.pdf).

DL faculty are subject to the same standards and scrutiny in hiring and evaluation as are all other faculty at College of San Mateo.

### **14. Student Services**

College of San Mateo acknowledges the importance of providing appropriate student services and student development programs to its diverse student body in order to facilitate access, progress, and success. Student services uses a student-centered service model. Major areas of student services are as follows: admissions and records; assessment; financial aid; scholarships; international student center; counseling, advising and matriculation; career services; DSPS; EOPS; multi-cultural center; psychological services; transfer services; student employment; articulation; health services; child development center; relations with schools; student activities; and CalWORKs. The college's services and programs for students are consistent with its mission.

Distance learning students have access to the services available to all CSM students; in many cases (for example, counseling), the online options are extended for students who cannot visit campus easily.

### **15. Admissions**

The College of San Mateo's admissions policies and practices are consistent with its mission, district Board of Trustees' policy, the California Education Code, and Title 5 regulations. Information about admission to programs with limited enrollment is found in the admissions section of CSM's *Catalog, 2009-2010*, every term's *Schedule of Classes*, and online at: <http://www.collegeofsanmateo.edu/admissions>.

Prospective DL students are governed by the same admissions policies as traditional-mode students. Application and course-registration processes are completely available online.

## **16. Information and Learning Resources**

College of San Mateo and San Mateo County Community College District support students and employees with a wide range of information and learning resources. The College of San Mateo Library, through its physical facilities and collections and through its online resources, provides students with access to information in electronic and printed form. Library course offerings, librarians, and online tutorials provide support to students as they use this information. The library also works closely with faculty to ensure that they and their students are aware of physical and electronic resources relevant to specific courses.

In addition, 17 discipline-specific Labs and Centers provide students with tutoring, computer access, specialized software applications, subject-matter resources, and specialized equipment. As directed by the ACCJC in 2007, these programs completed a comprehensive Program Review in early Fall 2009.

Student services units make extensive use of the college website and email to provide students with information and services. The new Distance Learner portal on the college website provides convenient access to educational and student services. KCSM, the public-supported television station, broadcasts telecourses.

Computers, software, network access (including wireless), and telephone services are provided at the District level through Information Technology Services (ITS). ITS supports WebSMART, the web interface used by faculty, students, and staff for most administrative tasks. The schedule section of WebSMART has been improved to highlight DL courses. ITS also provides support for two course management systems, the use of Google Apps for Education and the posting of course material at iTunesU. The district-level distance education coordinator provides assistance to faculty individually, through posted tutorials, and through districtwide distance learning activities.

## **17. Financial Resources**

College of San Mateo's financial resources come primarily from the State of California; additional resources come from other sources such as grants, federal funds, and auxiliary services. The district maintains a contingency reserve. The College has sufficient resources to support its mission and to monitor and improve institutional effectiveness.

Budget planning takes place at both the district and college levels. At the college level, administrators, faculty, classified staff, and students have

opportunities to participate in budget development. Budget planning is divided into two main categories: the long-term financial plan and the annual budget. As part of the new integrated planning model, budget planning is the charge of the Budget Planning Committee whose mission is to ensure that: "the college maintains fiscal stability and that financial resources are allocated in accordance with agreed upon College priorities established by the Integrated Planning Committee."

CSM has revised budget planning processes so that budget planning is fully integrated with the college strategic plan (*Institutional Priorities 2008-2011*), institution-level plans, Program Review, and annual college and division/unit-level work plans. Furthermore, Program Review has been revised so that budget planning decisions are connected to SLOs and assessment.

Financial resources for distance learning are comprised of SMCCCD support for district-wide efforts and direct college support. District-wide resources include support for a comprehensive information technology infrastructure, course management applications, faculty professional development, and management and staff support. College resources include those dedicated to KCSM and the operations of telecourses as well as multiple resources dedicated to supporting the faculty, staff, and administrators who deliver the distance learning program.

### **18. Financial Accountability**

An independent certified accounting firm conducts year-end audits of the San Mateo County Community College District, which includes College of San Mateo. These audits, conducted in accordance with generally accepted audit standards, include a review of the previous year's recommendations, financial documents, expenditures, and internal control processes. If an audit yields an exception, the exception is responded to in a report to the auditors and to the Board of Trustees.

### **19. Institutional Planning and Evaluation**

Institutional planning at College of San Mateo involves administrators, faculty, classified staff, and students via college governance bodies, standing institutional committees, and ad hoc groups convened to address specific planning issues.

In 2008 CSM implemented a new integrated planning model that promotes: 1) well-defined relationships between key planning entities and institutional plans; 2) use of a variety of internal and external data to inform decisions and to facilitate evaluation at all levels; 3) the continued assessment of SLO's; 4) transparent and predictable planning processes; and 5)



mechanisms to evaluate the effectiveness of decisions as well as planning processes.

To support evidence-based decision making, key components of this planning model have included the development and adoption of a new:

- *Educational Master Plan, 2008*  
(See: <http://www.collegeofsanmateo.edu/prie/emp.php>)
- *Institutional Priorities 2008-2011* (See Appendix J.)
- *College Index, 2009* (Core measurable indicators aligned with *Institutional Priorities 2008-2011*) (See Appendix K.)
- Program Review and Program Improvement Viability Processes  
(See: <http://www.collegeofsanmateo.edu/prie>)
- New mission and models for Institutional Committees  
(See: <http://www.collegeofsanmateo.edu/prie/emp.php>)

A variety of quantitative and qualitative data to support decision-making and the evaluation of institutional effectiveness are now available online at: <http://collegeofsanmateo.edu/prie/>.

The new integrated planning model also establishes specific processes to ensure effectiveness within CSM's distance learning program. Its importance is reflected in CSM's strategic plan, *Institutional Priorities: 2008-2011*, which includes the following college priority:

*Priority #2: Promote Academic Excellence*

(Objective) *Improve effectiveness of distance learning program*

Strategies to help ensure effectiveness in distance learning courses include, among others:

- The identification of measurable indicators for distance education in the *College Index, 2009*, and in the *Comprehensive Listing of Indicators and Measures Aligned with Strategic Priorities, 2009*;
- Processes to regularly generate and analyze comparative student success and retention data related to distance education and disaggregated by demographic variables;
- Processes to conduct regular qualitative surveys of student and faculty participants in distance learning courses; and
- The establishment of new institutional planning committees, the Technology Committee and Distance Education

Committee, charged with making recommendations to the Integrated Planning Committee regarding strategic directions for distance learning and the allocation of resources for it.

## **20. Public Information**

College of San Mateo annually reviews and publishes in its catalog, schedule of classes, and/or on its website comprehensive and accurate information regarding admission, rules and regulations, degrees, costs and refunds, grievance procedures, academic credentials of faculty and administrators, and other information concerning college functions. The mission statement addresses the college's purposes and objectives.

The catalog, schedule of classes, and other informational resources are also available online via the college website: <http://collegeofsanmateo.edu>. In addition, a single portal is designed to provide distant learners with key information: <http://collegeofsanmateo.edu/distancelearners/>.

## **21. Relations with the Accrediting Commission**

The SMCCCD Board of Trustees assures that College of San Mateo adheres to the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges; describes itself in the same manner to all its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission.

## **G. EVIDENCE THAT EACH ACCREDITATION STANDARD WILL BE FULFILLED**

### **G.1. CERTIFICATION OF THE CONTINUED MEETING OR EXCEEDING OF ALL ACCREDITATION STANDARDS**

In January 2009, ACCJC removed CSM from Warning status and reaffirmed accreditation. The College has submitted the *Follow-up Report* on October 15, 2009, to document resolution of several recommendations made by the Commission in January 2008 following the ACCJC evaluation team visit in October 2007.

CSM continues to meet the accreditation standards. The following section addresses the four standards briefly for purposes of documenting several new practices.

**Standard I: Institutional Mission and Effectiveness**

***The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.***

ACCJC, 2002

**A. Mission**

As noted in *Sections B and J*, CSM's Mission statement includes an institutional commitment to providing access to a range of lower-division instructional programs and related support services. The Mission is adopted by the San Mateo County Community College District and is published in the college catalog and on CSM's website.

Last revised in 2005 by the shared governance entity, College Council, the Mission statement will be reviewed regularly as part of the new integrated planning model, adopted by CSM in 2008. The integrated planning model has structured the development, implementation, and assessment of key college plans and planning processes—including review of the Mission, Diversity, Values, Vision statements—on a calendar aligned with the accreditation cycle.

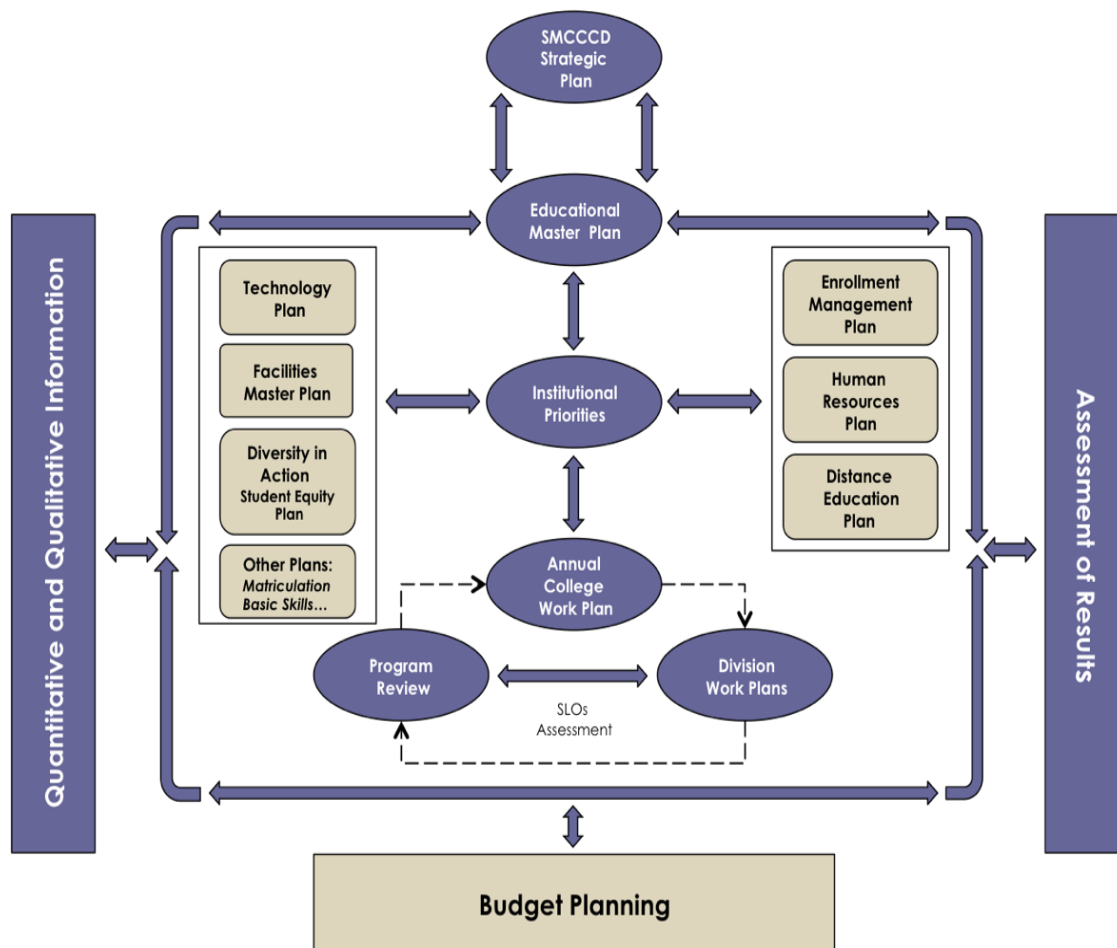
**B. Improving Institutional Effectiveness**

As noted above and in *Section C*, CSM has adopted a new integrated planning model which supports evidence-based decision-making processes.

The overarching goals of CSM's institutional planning efforts are to ensure that CSM meets the needs of students by establishing and measuring SLOs, that it responds to the ever-changing educational needs of the community at large, and that resources are aligned so that it can achieve these goals. Inherent in this planning system is a well-defined integration of key institutional plans; a reliance on internal and external data to inform decision-making and to facilitate evaluation at all levels in the organization; transparent and predicible planning processes; and mechanisms to evaluate the effectiveness of decisions made as well as planning processes.

CSM's *Educational Master Plan, 2008*; the college's strategic plan, *Institutional Priorities 2008-2011*, and the new Program Review model—incorporating SLO's and their assessment—form the core of the college planning efforts, including a linkage to the *SMCCCD Strategic Plan, 2008-2013*. Program Review is a critical tool in this integrated planning model: its results inform decision making and the allocation of resources, both material and personnel. The integrated planning model defines explicit links between district planning, institution-level plans, college programs and services, and student learning. (See figure below.)

College of San Mateo Institutional Plan Relationships



To support the new planning model, in February 2008 CSM established the Office of Planning, Research, and Institutional Effectiveness (PRIE) as a campus-wide resource available to all faculty and staff. Its mission is to enhance institutional effectiveness by providing information, analysis, training, and research that supports the operation, decision-making, and planning processes of the College community. PRIE is responsible for conducting a wide range of analytical support and consultative services, including support of institutional planning as a participatory process.

PRIE is also responsible for providing the student outcomes data that inform the new program review process. Comprehensive data about student success for more than 50 programs is now disaggregated by demographic variables. While distance learning courses are included in the new program review process (and subject to the same standards as traditional-format courses), PRIE supplies

additional qualitative and quantitative data for distance learning courses making mode comparisons of student success available.

As noted above in *Eligibility Requirement #19*, improving the effectiveness of the distance learning program is an objective articulated in *Institutional Priorities 2008-2011*. As a result, CSM has established a variety of mechanisms to ensure that quantitative and qualitative data inform the evaluation of and subsequent improvements in distance education-related programs and offerings.

## **Standard II: Student Learning Programs and Services**

***The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.***

ACCJC, 2002

### **A. Instructional Programs**

As noted in *Section F*, the college continues to make progress in the development and assessment of Student Learning Outcomes (SLO's). As reported to the Commission in June 2009, CSM has adopted institution-level General Education SLO's, 91% of courses have SLO's identified, and 100% of learning support activities have SLO's identified. SLO's assessment is also now a component of the Program Review process which in turn is tied to the allocation of resources.

Progress in the development and assessment of SLO's is supported by the SLO Assessment Coordinator and the College Assessment Committee (CAC). CAC is a subcommittee of the Academic Senate, includes broad representation from the college community, and members sit on Academic Senate Governing Council, Committee on Instruction, and the strategic planning entity, the Integrated Planning Committee. In addition, as noted earlier, this year the district will adopt the web-based application, TracDat, to help with the management and assessment of student learning outcomes.

SLO's for DL courses are approved, administrated, and assessed with the same standards as traditional face-to-face instruction. DL courses leading to a certificate address relevant certificate SLO's and General Education DL courses address college-approved General Education SLO's.

In addition, SLO's specific to DL modes include the following: 1) "Students will demonstrate appropriate web-based communications and use of social networking tools." 2) "Students will effectively navigate the course website, including such activities as file uploads and downloads, email, and test taking."

CSM maintains the same standards, quality, and breadth in its DL mode offerings as it does in its traditional-mode courses and CSM's institutional review mechanisms ensure their integrity. All distance-mode courses are reviewed and approved by the Committee on Instruction (COI) to ensure rigor and compliance with Title 5 and they must meet the same requirements as traditional-mode courses. In addition, COI's review encompasses other supplemental areas specific to the distance mode, including: the course's proposed instructional media, types of student participation, methods of student evaluation, representative courseware and/or materials, assignments, and types of proficiency demonstrations (e.g. testing arrangements).

These quality assurance mechanisms yield results: CSM continues to rank above the Statewide average in both transfer rate and degree/certificate completion rate. Since the inception of the Student Right To Know (SRTK) tracking in 1998, CSM has consistently ranked above Statewide transfer rates and degree/certificate completion rates. Ninety-four percent of the college's courses are transferable to the CSU. CSM maintains course-to-course and major preparation agreements with all campuses of the UC and CSU as well as transfer articulation agreements with nearly 50 private colleges and universities.

CSM also maintains very strong linkages with local high schools. In Fall 2008, the college enrolled 310 concurrent enrolled high school students in on-campus courses offered at CSM; another 296 students were enrolled in CSM courses offered at high school campuses; and 69 students were enrolled in CSM's Middle College High School.

## **B. Student Support Services**

CSM continues to offer comprehensive student services. As described in *Section B*, many student services resources formerly available only in person are now available online for remote students.

In addition, today CSM's High School Relations Program is a part of the college's comprehensive counseling, outreach, and recruitment program designed to provide information to high school students, parents of high school students, and high school counselors, teachers, and support staff about the opportunities available at CSM. Included among the services provided to students are: participation in college fairs/nights, college presentations, application workshops, College Connection Concurrent Enrollment Information Nights, and Career & Educational Planning Inventory presentations. To increase access for underrepresented students, CSM also conducts outreach activities for African-American and Latino students. In addition, the college maintains a robust Student Ambassador program involving students representing CSM at local feeder high schools.

Student services programs participate in the new program review process along with their instructional counterparts. As part of the new integrated planning model, program review includes assessment of SLO's as well as a variety of qualitative and quantitative data.

### **C. Library and Learning Services**

As detailed in *Section B*, CSM's Library provides students with access to information in electronic and printed form. Library course offerings, librarians, and online tutorials provide support to students as they use this information.

The library supports a print collection of approximately 71,000 volumes and 250 periodical subscriptions, a microfilm/microfiche collection, and a more limited collection of audiovisual materials, including videocassettes and printed supplements used in telecourses. In addition, a variety of online resources provide access to books, journals, magazines, newspapers, and subject-based research sources.

In addition to the physical collection, course reserves, and study space, students in the library have access to approximately 50 computers with wired or wireless internet access. The library also maintains a well-designed website that enables students, faculty, and staff to access library resources 24 hours a day from any computer connected to the internet.

CSM also offers 17 discipline-specific Labs and Centers where students can get assistance and tutoring, use subject-matter resources, use specialized equipment, and work on computers with specialized software applications. Several of these programs have online resources. A comprehensive program review of all these programs was completed in early Fall 2009.

### **Standard III: Resources**

***The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.***

ACCJC, 2002

#### **A. Human Resources**

CSM's culture of participatory governance is enhanced through the new integrated planning model that embraces contributions from all constituencies. Faculty, staff, and administrators participate in College Council, President's Council (an expanded President's Cabinet), the Integrated Planning Committee (IPC), and several institutional planning committees which report directly to IPC. The Academic Senate and Associated Students are also active participants. In

addition, various stakeholders actively participate in the district-level governance.

At the district level, the Office of Human Resources Department supports the district's complex human resources needs and assists the district's colleges in attracting and maintaining a diverse workforce.

At the college level, the new integrated planning model has called for the establishment of the now active Human Resources Committee. Its mission is to ensure that CSM has provided sufficient personnel in all employee classifications to carry out the college mission and to support student learning in accordance with CSM's *Educational Master Plan, 2008*, and the goals in the Strategic Plan (*Institutional Priorities 2008-2011*).

Its charge includes:

- Developing a long-term Human Resources plan that is aligned with the Strategic Plan's long-term goals of the college and the district.
- Developing an annual assessment of the college's human resources needs in light of retirements and separations, and anticipated areas of problem growth or decline.
- Developing an annual forecast of employee retirements and separations and using the results of the forecast to assist the Budget Planning Committee in their planning efforts.
- Periodically assessing the college's classified staffing structure, instructional staffing structure, and administrative structure to ensure that these structures are aligned with current and future college needs.

## **B. Physical Resources**

CSM opened in 1963 on its current campus of 153 acres atop the hills of San Mateo. Over the span of nearly 40 years no new construction and minimal renovation of facilities had occurred. With the passage of local Bond Measures (C in 2001 and A in 2005), CSM has been witnessing major changes in the building and renovation of its facilities and grounds, including opportunities to upgrade and replace a variety of instructional and other equipment.

Measure C culminated in the building of a new public safety training facility, a new state-of-the-art science building, planetarium, and observatory as well as a variety of improvements and seismic upgrades to physical education facilities, KCSM's facility, and many classrooms. Measure A construction projects are now underway with \$215 million underwriting the building of a new Allied Health and Wellness building; a new fitness and aquatic center; a new College Center housing a "one-stop" student services center; and a new multi-discipline Learning Center. Modernization is also occurring in a variety of classrooms and



faculty office buildings, including the installation of high-tech “SMART” classrooms and meeting areas. A new north entrance to the campus has been designed as well.

Facilities planning for major capital projects has been guided by the *SMCCCD Facilities Master Plan* completed in 2003 that governed the direction of Measure C projects. A plan update was conducted in 2005-06 and CSM completed its own *2006 Facilities Master Plan* to shape priorities for Measure A. As noted above, CSM also completed its own *Educational Master Plan, 2008*, in Fall 2008. The *2006 Facilities Master Plan* priorities are aligned with planning assumptions and recommendations articulated in the *EMP*.

In addition to educational and facilities master planning, the college's new *Institutional Priorities 2008-2012* and new Program Review process (implemented in 2008/09) inform short- and long-range facilities planning and the allocation of resources.

As required by law, the district appointed a Bond Measure Oversight Committee charged with ensuring compliance with the voter-approved initiatives.

### **C. Technology Resources**

As discussed in *Section D*, support for the college's technology infrastructure is maintained by SMCCCD's Information Technology Services (ITS). Planning for technology and distance learning occurs at both the district and college levels. In addition to the role described in *Section C* for CSM's new Distance Education Committee, the college's reconvened Technology Committee is also integral to the integrated planning model. The Technology Committee's mandate is to ensure that CSM provides and maintains adequate technological resources to support student learning and to coordinate its efforts with district planning.

Its charge includes:

- Developing a long-term technology plan that is aligned with the long-term goals of the college and the district.
- Developing an annual assessment of the college's future technological needs in light of advances in technological capabilities and technological needs created by new pedagogical approaches.
- Working with the Budget Planning Committee to create and to finance a Total Cost of Ownership model, which includes identifying funding sources for the replacement of outdated technology.
- Working with the Distance Education Committee to ensure that adequate technological resources exist to support the college's distance education and other technology-mediated efforts.

As noted earlier in *Section D, Fiscal Resources*, both the SMCCCD's Board of Trustees and CSM have articulated goals for maintaining currency in equipment and technology that accurately reflect the total cost of ownership. Among the strategies being considered, is a yearly set-aside from contingency funds.

#### **D. Financial Resources**

As noted above, budget planning occurs at both the district and college level. In allocating the annual budgets of the individual colleges, the San Mateo County Community College District uses a budget allocation model that considers FTES, among other factors.

At CSM, resource allocation decisions are framed by the new integrated planning model. Decisions about the allocation of new faculty positions and equipment, for example, are tied directly to Program Review. The Budget Planning Committee (BPC), whose members represent all college constituencies, has a new role in this integrated planning model. Its overarching mission is to ensure that CSM maintains fiscal stability and that financial resources are allocated in accordance with agreed upon college priorities established by the Integrated Planning Committee.

Its charge includes:

- Developing long-term and short-term financial plans that are aligned with the College's Strategic Plan (*Institutional Priorities 2008-2012*) and the *Education Master Plan, 2008*.
- Recommending an annual operating budget to the Integrated Planning Committee.
- Monitoring the college operating budget on a quarterly basis and recommending corrective actions if necessary.
- Making recommendations to the Integrated Planning Committee with respect to funding available for staffing levels of faculty, classified staff, and administrators in conjunction with the Human Resources Committee per fiscal year.
- Establishing regular communications with the campus community regarding college budget matters.

As noted previously, college priorities articulated in *Institutional Priorities 2008-2011* include goals to improve the effectiveness of distance education and to diversify delivery modes in programs and services. Reflecting the integrated planning model, these college priorities ensure that BPC will allocate the resources necessary to sustain support of CSM's distance learning programs. *Section D, Fiscal Resources*, illustrates the significant resources allocated to support distance learning at CSM.

**Standard IV: Leadership and Governance**

*The institution recognizes and utilizes the contributions of leadership throughout*

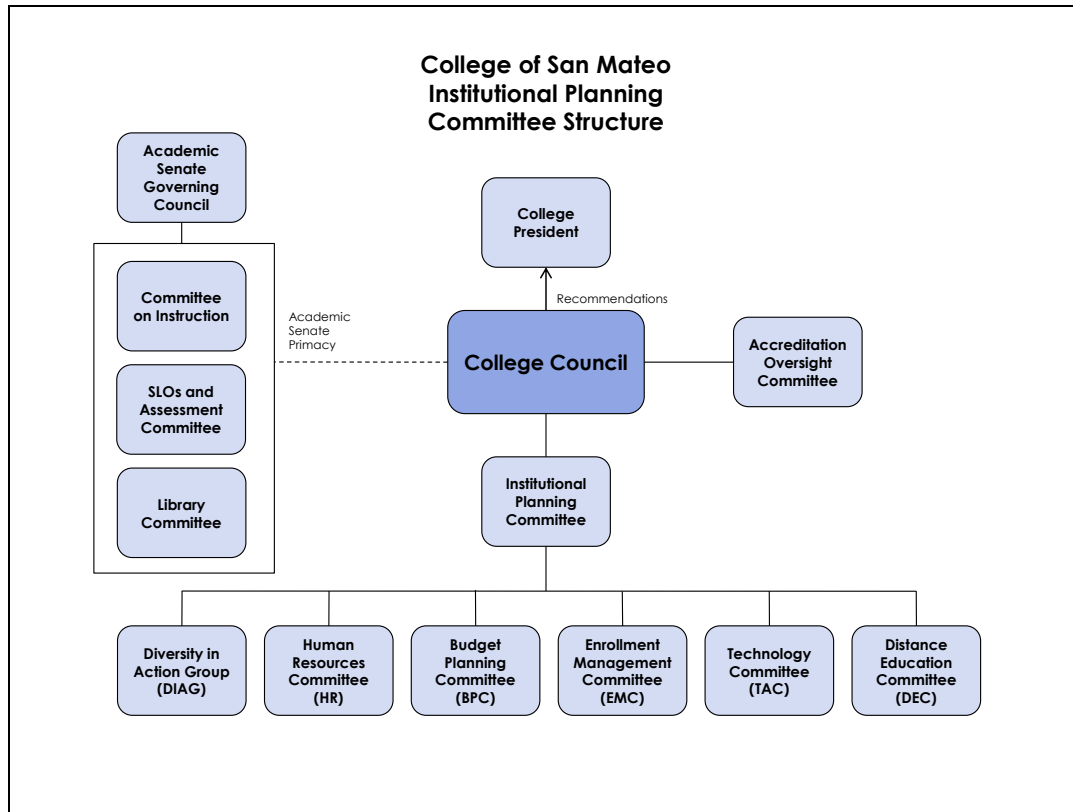
*The organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.*

ACCJC, 2002

**A. Decision-Making Roles and Processes**

As discussed in several sections, CSM is implementing an integrated planning model that is guided by CSM's *Educational Master Plan, 2008*, the college's strategic plan, *Institutional Priorities 2008-2011*, a new Program Review process, as well as linkages to the District's *SMCCCD Strategic Plan, 2009*, and the *SMCCCD Facilities Master Plan, 2006*.

As noted earlier, CSM follows a participatory shared-governance model in which staff, faculty, administrators, and students serve on key committees and share in decision-making. Institutional Committees now report to the Institutional Planning Committee, which makes recommendations to CSM's primary shared governance entity, College Council. (See figure below.) College Council, whose membership includes representatives from all college constituencies, makes recommendations to the CSM president, who is CSM's chief executive. He, in turn, reports to the SMCCCD Chancellor who is the chief administrator for the district.



**B. Board and Administrative Organization**

Both CSM and the district have made progress in addressing the ACCJC's 2008 Recommendation #9. (Progress and resolution was reported in CSM's *Follow-Up Report* submitted to the Commission on October 15, 2009.)

As recommended, an evaluation process has been developed for college presidents and a process is now established for regular evaluation of the "rules and regulations" of the Board of Trustees. The district and three colleges are implementing a process to regularly evaluate the delineation of functions.

## Appendix A

### College of San Mateo

### Degrees Substantially Available through Distance Learning

Associate degrees with 50% or more of required units available through courses approved for distance learning (DL) mode. Degree requirements are from the 2009-10 catalog. Where degree has a range of units, the limit that gives the highest DL percentage is used.

$$\text{DL availability} = 100 * (\text{DL Units}) / (\text{Required Units})$$

#### Notes:

1. All associate degree general education requirements except physical education are available in DL mode.
2. DL availability is calculated assuming minimum units for Physical Education (1 unit) and minimum units for other general education areas (25 units); the total number of general education units is taken as 26.
3. Elective units are assumed to be available through DL.
4. Degree Units is the greater of 60 and (major units +26 general education units). Where this results in Degree Units > 60, the total is adjusted to allow excess major units to apply toward general education where appropriate.
5. DL availability is calculated as  $100 * (\text{Degree Units} - (\text{Major Units} - \text{DL Major Units} - 1 \text{ PE unit})) / (\text{Degree Units})$ .

Degrees substantially available through DL: 57 (of 76 degrees in the 2009-10 catalog).

The only majors that do not meet the 50% threshold for substantial availability through DL are those requiring 30 or more major units that are not available through DL.

<b>Degree</b>	<b>Major Units</b>	<b>DL Major Units</b>	<b>Degree Units</b>	<b>DL Availability, %</b>
Accounting, AA	22	21.5	60	97.5
Administration of Justice, AS	27	9	60	68.3
Architecture, AS	27	0	60	53.3
Art: Commercial	24	0	60	58.3
Art Fine Arts Option 4: Printmaking, AA	24	0	60	58.3
Art: Photography, AA	21	0	60	63.3
Business Administration, Option 1, AA	25	22	60	93.3
Business Administration, Option 2, AA	24	18	60	88.3

<b>Degree</b>	<b>Major Units</b>	<b>DL Major Units</b>	<b>Degree Units</b>	<b>DL Availability, %</b>
Business Insurance - Property and Casualty, AA	32	20	60	78.3
Business Merchandising - Management, AA	25	13	60	78.3
Business Information Processing, Option 1, AA	24.5	17	60	85.8
Business Information Processing, Option 2, AA	24	21	60	93.3
Chemistry, AS	24	0	60	58.3
Computer and Information Science, AS	31	15	60	71.7
Computer and Network Forensics, AS	31.5	12	60	65.8
Computer Science Applications and Development, AS	30	30	60	98.3
Computer Support Specialist Option 1, AS	28.5	20.5	60	85.0
Computer Support Specialist Option 2, AS	31	13	60	68.3
CAD/Drafting Technology, AS	21	3	60	68.3
Engineering, AS	19	5	60	75.0
Engineering Technology: Electronics, AS	37	8	63	52.3
Engineering Technology: General, AS	26	14	60	78.3
English, AA	21	3	60	68.3
Ethnic Studies, AA	18	0	60	68.3
Film, AA	21	6	60	73.3
French, AA	18	12	60	88.3
Geological Science, AS	21	0	60	63.3
Horticulture: Environmental Option 1, AS	21	6	60	73.3
Horticulture: Environmental Option 2, AS	21	6	60	73.3
Horticulture: Environmental Option 3, AS	21	6	60	73.3
Horticulture: Floristry, AS	21	0	60	63.3
Humanities, AA	18	0	60	68.3
Human Services, AA	19	6	60	76.7
Interdisciplinary Studies Option 1, AA	18	6	60	78.3
Interdisciplinary Studies Option 2, AA	18	18	60	98.3
Interdisciplinary Studies Option 3, AA	19	13	60	88.3
Journalism, AA	19	9	60	81.7

<b>Degree</b>	<b>Major Units</b>	<b>DL Major Units</b>	<b>Degree Units</b>	<b>DL Availability, %</b>
Life Sciences: General, AA	19	12	60	86.7
Life Sciences: Biological, AS	24	0	60	58.3
Life Sciences: Biotechnology, AS	25	0	60	56.7
Life Sciences: Medical, AS	19	0	60	66.7
Life Sciences: Pre-Nursing, AS	21	5	60	71.7
Management: Business Management, AA	24	18	60	88.3
Management: Marketing Management, AA	24	15	60	83.3
Management: Retail Management, AA	32	16	60	71.7
Mathematics, AS	23	8	60	73.3
Multimedia Option 1, AA	30	9	60	63.3
Multimedia Option 2, AA	28.5	3	60	55.8
Multimedia Option 3, AA	25.5	3	60	60.8
Music, AA	33.5	8	60	55.8
Music: Electronic Music, AA	26.5	10	60	70.8
Physical Science, AS	18	11	60	86.7
Physics, AS	18	6	60	78.3
Real Estate, AA	21	3	60	68.3
Social Science, AA	18	18	60	98.3
Spanish, AA	18	12	60	88.3
Speech Communication, AA	21	9	60	78.3

## Appendix B

### College of San Mateo

### Certificates Substantially Available through Distance Learning

Certificates with 50% or more of required units available through courses approved for distance learning (DL) mode. Certificate requirements are from the 2009-10 catalog. Where a certificate has a range of units, the limit that gives the highest DL percentage is used.

DL availability =  $100 * (\text{DL Units}) / (\text{Required Units})$

Certificates of Achievement (CA) substantially available through DL: 14

Certificates of Specialization (CS) substantially available through DL: 15

Certificate	Type	Required Units	DL Units	DL availability, %
<b>Accounting</b>				
Accounting	CA	22	21.5	97.7
Accounting Assistant	CS	8.5	8	94.1
Tax Preparer I	CS	8.5	5	58.8
<b>Business</b>				
Business Insurance - Property and Casualty	CA	32	20	62.5
Business Merchandising - General	CA	21	12	57.1
Business Merchandising - Management	CA	25	13	52.0
Business Information Processing, Option 1	CA	24.5	17	69.4
Business Information Processing, Option 2	CA	24	21	87.5
Office Assistant I	CS	9.5	6.5	68.4
Office Assistant II	CS	11	8	72.7
<b>Career and Life Planning</b>				
Leadership for Service	CS	6	3	50.0
College Peer Advisor	CS	6	3	50.0
<b>Chinese</b>				
Chinese	CS	12	9	75.0
<b>Computer and Information Sciences</b>				
Computer Science Applications and Development	CA	30	30	100.0
Computer Support Specialist Option 1	CA	28.5	20.5	71.9



<b>Certificate Name</b>	<b>Type</b>	<b>Required Units</b>	<b>DL Units</b>	<b>DL availability, %</b>
C++ Programming	CS	8	8	100.0
CIS Network Security Specialist	CS	7.5	6	80.0
Computer Forensics	CS	13.5	9	66.7
Internet Programming	CS	16	16	100.0
Java Programming	CS	8	8	100.0
<b>French</b>				
French	CS	12	7	58.3
<b>Italian</b>				
Italian	CS	12	7	58.3
<b>Management</b>				
Business Management	CA	24	18	75.0
Marketing Management	CA	24	15	62.5
Retail Management	CA	32	16	50.0
<b>Spanish</b>				
Spanish	CS	12	7	58.3
<b>University Transfer</b>				
University Transfer Option 1	CA	39	36	92.3
University Transfer Option 2	CA	37	34	91.9
University Transfer Option 3	CA	34	34	100

**Appendix C**  
**College of San Mateo**  
**Associate in Arts/Science Degree Requirements**  
**General Education and other Requirements**  
**Available through Distance Learning (DL)**

**A. Residence**

Requirement: A minimum of 12 units must be completed at College of San Mateo. Also note information under MAJOR.

DL Options: More than 12 units are available; see also list of majors.

**B. Scholarship**

Requirement: A minimum grade point average of 2.0 is required in all degree applicable coursework.

DL Options: Independent of mode.

**C. Competency Requirements****1. Math/Quantitative Reasoning Competency**

Requirement: Completion of or placement beyond Math 120 Intermediate Algebra.

DL Options: Math 120 (and its prerequisite, Math 110)

**2. English Competency**

Requirement: English 100

DL Options: English 100

**D. Major**

See separate information on majors; at least 12 units of major courses must be completed at CSM

**E. General Education****1. American History and Institutions, CA State and Local Government**

Requirement: Option 1 – PLSC 200

or

Option 2 – Group 1 plus Group 2

DL Options: Option 1 – PLSC 200

Option 2 – Group 1: PLSC 210 or (HIST 101 and HIST 102)

Option 2 – Group 2: PLSC 310

**2. Language and Rationality****a. English Composition**

Requirement: 3 units from ENGL 838, 848, 100, or ESL 400

DL Options: ENGL 100

**b. English, Literature, Speech Communication**

Requirement: 3 units from a list of ENGL, ESL, LIT, SPCH courses  
DL Options: ENGL 100, 110, 165; SPCH 180

### **Associate in Arts/Science Degree Requirements, continued.**

#### **c. Communication and Analytical Thinking**

Requirement: if not satisfied by E2b, 3 units from a list of 41 courses  
DL Options: BUS 401; CIS 110, 254, 255, 278; DGME 102; ENGL 100, 110, 165; Math 120, 125, 130, 200, 222, 241

#### **3. Health Science**

Requirement: 2 units of HSCI classes ; CA&S 310 may be used for 1 unit  
DL Options: HSCI 100 (2 units); CA&S 310

#### **4. Physical Education**

Requirement: 2 activity classes (1 – 4 units total)  
DL Options: no current DL options

#### **5. Additional General Education Requirements**

Requirement: 12 units; either three units in each area or use major to satisfy one area and 12 units from remaining three areas.

##### **a. Natural Science**

Requirement: at least three units from list of 54 courses  
DL Options: ASTR 100; BIOL 100, 102, 130, 145, 260; CA&S 310; GEOL 100; HORT 310

##### **b. Social Science**

Requirement: at least three units from list of 75 courses  
DL Options: ANTH 350; BUS 100; DMGE 100; HIST 201, 202; PLSC 200, 210, 310; PSYC 100, 110, 201; 410; SOCI 100, 110

##### **c. Humanities**

Requirement: at least three units from list of 123 courses  
DL Options: ART 100; CHIN 111, 112, 134; ENGL 110; FILM 100, 110; FREN 115, 116, 117, 118; ITAL 115, 116, 117, 118; JAPN 111; MUS 100, 202, 250; PHIL 100; SPAN 115, 116, 117, 118

##### **c. Career Exploration and Self-Development**

Requirement: at least three units from list of 75 courses  
DL Options: BUS 201, 315, 316; BUSW 114, 115, 214, 215, 383, 384, 415, 416, 464, 534, 535; CRER 112, 120, 127; CIS 110; DGM 101; LIBR 100, 105, 107, 110; MGMT 100; MULT 102

**F. Electives**

Requirement: any degree applicable course not used to meet either GE requirements or the first 18 units of major requirements to bring total units to at least 60

DL Options: various

## Appendix D

### College of San Mateo

### Majors Substantially Available through Distance Learning

Majors with 50% or more of required major units available through courses approved for distance learning (DL) mode. Major requirements are from the 2009-10 catalog. Where major has a range of units, the limit that gives the highest DL percentage is used.

DL availability =  $100 * (\text{DL Units}) / (\text{Required Units})$

Majors substantially available through DL: 20 (of 76 majors in 2009-10 catalog)

Major	Major Units	DL Major Units	DL availability, %
Accounting, AA	22	21.5	97.7
Business Administration, Option 1, AA	25	22	88.0
Business Administration, Option 2, AA	24	18	75.0
Business Insurance - Property and Casualty, AA	32	20	62.5
Business Merchandising - Management, AA	25	13	52.0
Business Information Processing, Option 1, AA	24.5	17	69.4
Business Information Processing, Option 2, AA	24	21	87.5
Computer Science Applications and Development, AS	30	30	100.0
Computer Support Specialist Option 1, AS	28.5	20.5	71.9
Engineering Technology: General, AS	26	14	53.8
French, AA	18	12	66.7
Interdisciplinary Studies Option 2, AA	18	18	100.0
Interdisciplinary Studies Option 3, AA	19	13	68.4
Life Sciences: General, AA	19	12	63.2
Management: Business Management, AA	24	18	75.0
Management: Marketing Management, AA	24	15	62.5
Management: Retail Management, AA	32	16	50.0
Physical Science, AS	18	11	61.1
Social Science, AA	18	18	100.0
Spanish, AA	18	12	66.7

## Appendix E

### College of San Mateo

### California State University General Education Pattern (CSU-GE)

### Availability through Distance Learning

A student may complete 93% of CSU-GE pattern through the distance mode.

Note: A DL course that fulfills the “oral communication” requirement is not available. The science lab course, BIOL 260, *Introductory Physiology*, is a hybrid course, requiring campus attendance for the lab sessions. In addition, the prerequisite to BIOL 260, is BIOL 250, *Anatomy*, which is not currently offered in a distance mode.

#### **Area A – Communication Skills and Critical Thinking**

(One course from each group)

A1, Oral Communication: **not available through DL**

A2, Written Communication: ENGL 100

A3, Critical Thinking: ENGL 110, 165

#### **Area B – Natural Science and Mathematics**

(One course from each area)

B1, Physical Science: ASTR 100, GEOL 100

B2, Life Science: BIOL 100, 102, 130, 145, 260

B3, Lab course (one of B1, B2): BIOL 260 (**hybrid course with on-campus lab**)

B4, Math: 125, 200, 222, 241, 242

#### **Area C – Arts, Literature, Philosophy & Languages**

(Three courses with at least one from each group)

C1, Arts: Art 100, Film 100, 110; MUS 100, 202, 250

C2, Humanities: CHIN 111, 112; FREN 115, 116, 117, Phil 100

#### **Area D – Social, Political, & Economic Institutions**

(Nine units with courses in at least two disciplines)

ANTH 350; HIST 201, 202; PLSC 200, 210, 310; PSYC 100, 110, 201, 410; SOCI 100, 110

Additional graduation requirement (one course from each group):

Group 1, U.S. History: HIST 201, 202

Group 2, US Constitution: PLSC 200, 210

Group 3, CA State and Local Government: PLSC 200, 310

Note: PLSC 200 satisfies both group 2 and group 3.

#### **Area E – Lifelong Understanding & Self Development**

(Three units)

CA&S 310; CRER 120; HSCI 100; PSYC 100, 110; SOCI 110

## Appendix F

### College of San Mateo

### Intersegmental General Education Transfer Curriculum (IGETC)

### Availability through Distance Learning

For students who intend to transfer to UC using IGETC: the percentages of courses available in the distance mode are as follows:

- 100% for students who satisfy Area 6, "Language other than English," in high school)
- 91% for students who take a 3 unit language class to satisfy Area 6, "Language other than English"
- 86% for students who take a 5 unit language class to satisfy Area 6, "Language other than English"

It is also important to note that there is only one DL class available to satisfy the lab requirement and that class is a hybrid that is not "entry level".

For students who intend to transfer to a CSU using IGETC: 91% of courses are available in a distance mode.

However, it is also important to note that no DL class meets the "oral communication" requirement and that the course that meets the Lab requirement is a hybrid course.

#### **Area 1 – English Communication**

(One course from each group; UC does not require group C )

- |          |                                 |
|----------|---------------------------------|
| Group A: | ENGL 100                        |
| Group B: | ENGL 110, 165                   |
| Group C: | <b>not available through DL</b> |

#### **Area 2 – Mathematics Concepts & Quantitative Reasoning**

(One course)

Math 125, 200, 222, 241, 242

#### **Area 3 – Arts & Humanities**

(Three courses with at least one from each group)

Group A, Arts: Film 100; MUS 100, 202, 250

Group B, Humanities: Phil 100

#### **Area 4 – Social & Behavioral Sciences**

(Three courses selected from at least two disciplines)

HIST 201, 202; PLSC 200, 210; PSYC 100, 110, 201, 410; SOCI 100, 110

**Area 5 – Physical & Biological Sciences**

(One from each group; at least one must be a lab course)

Group A, Physical Science: ASTR 100, GEOL 100

Group B, Biological Science: BIOL 100, 102, 145, 260

Note: BIOL 260 is the only lab course; it is a hybrid course with on-campus lab

**Area 6 – Language Other than English (UC only)**

**Not available through DL**



## **Appendix G**

### **TRENDS**

### **CSM DISTANCE EDUCATION ENROLLMENTS, COURSES, AND FACULTY**

### **2004/05 – 2008/09**

The following table presents CSM Distance Education enrollments and course offerings for 5 academic years (Fall + Spring) 2004/05 – 2008/09. These data reveal the following trends:

#### **Enrollments**

- Overall, there were a total of 11,163 course enrollments in Distance Education courses between 2004/05 – 2008/09.
- Total Distance Education enrollments increased 55.5% (+984) during this period of time. However, online course enrollments increased 187.1% while telecourse enrollments decreased -8.8%.
- In 2004/05, telecourse enrollments accounted for 67.2% of CSM's total Distance Education course enrollments. In contrast, telecourse enrollments accounted for only 39.4% of all Distance Education enrollments in 2008/09.
- In 2008/09, online courses averaged enrollments of 19 students per course; telecourses averaged 21 students per course. In contrast, in 2004/05, online courses average enrollments of 13 students per course; telecourses averaged 17 students per course.
- The average number of students enrolled in traditional course at CSM is as follows:
  - Fall 2004: 21.4 students per course
  - Fall 2008: 20.8 students per course
- In Fall 2004, Distance Education courses accounted for 3.3% of all CSM course enrollments. By comparison, in Fall 2008, Distance Education course enrollments accounted for 5.7% of all CSM course enrollments. During this time, Distance Education enrollments increased 66.7% (+523).

#### **Course Offerings**

- Overall, there were a total of 686 Distance Education courses (i.e., unique CRN's, such as PSYC 100 AA) offered between 2004/05 – 2008/09. This figure represents a total of 660 courses (i.e., unique course offerings, such as PSYC 100).
  - All numbers below based upon 686 Distance Education unique CRN's.
- Total Distance Education course offerings increased 21.6% (+141) during this period of time. However, online course offerings increased 21.6% while telecourse enrollments decreased -28.2%
- In 2004/05, telecourse course offerings accounted for 61.2% of CSM's total Distance Education course offerings. In contrast, telecourse course offerings accounted for only 36.2% of all Distance Education course offerings in 2008/09.

- In Fall 2004, Distance Education courses (i.e., unique CRN's) represented 4.9% of all CSM courses. In Fall 2008, Distance Education courses accounted for 6.8% of all CSM courses.

### **Distance Education Faculty**

- Between 2004/05 – 2008/09, a total of 97 unique faculty taught the 686 Distance Education courses offered. 54 faculty taught the 368 online courses offered; 42 faculty taught the 318 telecourses offered.
- Of these 97 faculty teaching all Distance Education courses, 41.2% were full-time. However, 57.4% of faculty teaching online courses were full-time faculty compared to 21.4% of telecourse faculty.
  - In comparison, the full-time/part-time proportion of CSM faculty teaching traditional coursework is as follows:
    - Fall 2004: 33.8% full-time/66.2% part-time
    - Fall 2008: 29.3% full-time/70.7% part-time

**College of San Mateo**  
**Appendix H**  
**Distance Education Enrollment History**  
**Telecourse Enrollments, Fall 2004 – Spring 2009**  
**(Fall and Spring Semesters Only)**

Dept.	Course #	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Course Total
ANTH	350	7	3	10		4		5				29
ART	100	23	14	18	28	27	15	24	37	27	20	233
ASTR	100	34	37	19	43	22	23	27	16	22	30	273
BUS	100	9	13	23	12	9	18	16	13	19		132
BUS	131	16	9	14	12	8	10	14	12			95
BUS	150	16	10	10	11	14	7	13	10	8		99
BUS	170		12		4							16
BUS	201	11	23	16	17	27	28	31	36	30	35	254
CA&S	310	60	73	62	67	43	73	41	78	61	94	652
CHEM	100		7		13		11		9			40
CRER	112	8	43	15	27	17	32	26	23	11		202
FILM	110	25	21	11	20	9	28	16	34	18	24	206
FITN	135			39	24							63
FITN	136			29	22	23	26	15	43			158
FITN	680					23	27	20	45			115
FITN	687	20	29									49
FITN	688		29									29
FITN	689	27										27
FREN	115	14	6	8	15	10	9	4	11	11	7	95
FREN	116	2	4	3	2	4	3	4	3	1	3	29
FREN	117	1	0	1	1	0	3	2	3	2	1	14
FREN	118		0	0	1	0	1	3	2	3	1	11

Dept.	Course	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Course Total
GEOL	100	22	25	13	15	9	19	21	16	15		155
HIST	201		47		54		55		39		54	249
HIST	202			59		47		39		29		174
HSCI	100	47	60	46	43	43	53	40	48	71	31	482
ITAL	115	8	11	8	8	4			11	9		59
ITAL	116	2	2	1	1	1				3		10
ITAL	117	1	1	0	0	0				0		2
MGMT	100	6	11	7	4	9	9	5	9	4	11	75
MUS	250				19	23		22				64
MUS	301	3	5									8
PHIL	100	20	23	19	25	22	17	16	21	6	17	186
PSYC	100	26	41	48	41	38	36	51	43	68	56	448
PSYC	110		11		6		8		15		9	49
PSYC	201		36	22	20	15	21	15	13	39	29	210
PSYC	410		12		16		9		16		11	64
SOCI	100	52	30	33	46	31	32	22	27	42	63	378
SOCI	110	21		12		12		11		24		80
SPAN	115	16	13	14	25	25	27	22	23	23	34	222
SPAN	116	5	3	7	8	1	5	1	6	1	6	43
SPAN	117	2	0	2	8	1	0	3	1	1	1	19
SPAN	118	2	3	2	6	1	1	1	2	1	1	20
SPCH	180	10	9	8		5						32
<b>Term Total</b>		<b>516</b>	<b>676</b>	<b>579</b>	<b>664</b>	<b>527</b>	<b>606</b>	<b>530</b>	<b>665</b>	<b>549</b>	<b>538</b>	<b>5850</b>

**College of San Mateo**  
**Telecourse Enrollments, Summer 2004 – Summer 2009**  
**(Summer Only)**

<b>Dept. / Course #</b>	<b>Summer 2005</b>	<b>Summer 2006</b>	<b>Summer 2007</b>	<b>Summer 2008</b>	<b>Summer 2009</b>	<b>Course Total</b>
ART 100	16	25	28	21	29	119
ASTR 100	31	12	34	36	50	163
BUS 100	16	11	17	16	39	99
BUS 150	15	14	6	11		46
BUS 201	23	18	29	34	56	160
CA&S 310	49	33	63	62	58	265
FILM 110	22	20	20	18	33	113
FITN 135		30				30
FITN 136		21	38			59
FITN_680			32			32
FITN 687	34					34
FITN 688	29					29
GEOL 100	24	13	28	19	26	110
HSCI 100	61	55	71	51		238
MGMT 100	15	7				22
PHIL 100	22	33	33	25	26	139
PSYC 100	27	36	30	23	58	174
PSYC 110	16	9	9	18	25	77
PSYC 201	33	23	23	28	38	145
PSYC 410	27	30	19	12	56	144
SOCI 100	44	35	34	36	49	198
<b>Term Total</b>	<b>504</b>	<b>425</b>	<b>514</b>	<b>410</b>	<b>543</b>	<b>2396</b>

**College of San Mateo  
Online Course Enrollments, Fall 2004 – Spring 2009  
(Fall and Spring Semesters Only)**

Dept.	Course #	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Course Total
ACTG	121								34	8	32	74
ACTG	131								42	39	44	125
ACTG	144							28	36	29	31	124
ACTG	145							26	25	33	27	111
ACTG	165							18	28	25	31	102
BIOL	100			32	31	42	36	19	19	15	26	220
BIOL	130							15	26	32		73
BIOL	145						15	15	21	22	23	96
BIOL	260									19	24	43
BUS	115								18		22	40
BUS	180	7	18		19		14					58
BUS	315								19	12	24	55
BUS	352							4	7	2		13
BUS	401	18	15	21	16	24	19	14	19	17	19	182
BUSW	214	21	28	15	18	15	25	22	13	23	33	213
BUSW	215			4	9	12	14	10	7	14	16	86
BUSW	383	12	13	9	8	6	5	9	8		13	83
BUSW	384							4			5	9
BUSW	415	12	21	22	25	29	24	17	21	27	24	222
BUSW	416			8	12	10	13	6	6	9	10	74
BUSW	464								2	1		3
BUSW	534	8	5	12	9	7	5	8	5	7		66
BUSW	535	5	5	10	10		12	5	1	7		55
BUSW	681			5		2						7
CHIN	111					12	13	13	13	24	22	97

Dept.	Course #	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Course Total
CHIN	112							14	19	10	12	55
CIS	110	22	32	13	22	17	27	21	21	15	24	214
CIS	150	13	19	13	9	11	7					72
CIS	152		18	7		9						34
CIS	255	6	4	5	8	3	7	6	8	6		53
CIS	256	6		5	7	3	1	7	6	1	7	43
CIS	278	6		7	3	8	4	4	9	6	14	61
CIS	279		3	3	4	4	2	3	6	7	5	37
CIS	360						5					5
CIS	361						5					5
CIS	376	12	17									29
CIS	377				12	16	16	19	24	14	13	114
CIS	379		12		7							19
CIS	380	16		13		11		11		16		67
CIS	381	10	4	5		3						22
CIS	382	6		2		3						11
CIS	383				9							9
CIS	384				9		7					16
CIS	385					4						4
CIS	386					5						5
CIS	388							4				4
CIS	390			9		9				13		31
CIS	409		0									0
CIS	680						16	15	19	10	12	72
CIS	681						6					6
CIS	681MA								18		17	35
CIS	684MA								9		18	27
ENGL	100			18	12	11	9	12	8	13	19	102

Dept.	Course #	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Course Total
ENGL	110			14	20				15	16	16	81
ENGL	165	12		7	21	16	14	13	15	14	19	131
ENGR	215									7		7
FILM	100			34	24	43	38	36	34	35	49	293
HORT	311			15		9		16				40
HSCI	100							24	23	30	49	126
HSCI	680	4		5								9
HSCI	684		5									5
LIBR	101				7		5	2				14
LIBR	105	7		14	10	10	8	8	8	4		69
MATH	110									21	35	56
MATH	120	20	25	20	26	23	18	23	11	20	34	220
MULT	101			10	16	18	14	6	5	14		83
MULT	686	5										5
MULT	688		9									9
MUS	100					12	18	11	14	11	22	88
MUS	202							15	19	17	24	75
MUS	250									14		14
P.E.	680	14		15								29
P.E.	684		8									8
PLSC	200								28	30	32	90
PLSC	210	26	18	21	20	20	24	22	22	28	21	222
PLSC	310		35	17	35	29	30	16	28	21	27	238
READ	830										18	18
<b>Term Total</b>		<b>268</b>	<b>314</b>	<b>410</b>	<b>438</b>	<b>456</b>	<b>476</b>	<b>541</b>	<b>739</b>	<b>758</b>	<b>913</b>	<b>5313</b>



**College of San Mateo  
Online Course Enrollments, Summer 2004 – Summer 2009  
(Summer Only)**

Dept./Course #	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Course Total
ACTG 144				48	49	97
ACTG 145				38	40	78
BIOL 100		27	36	26	34	123
BIOL 130				27	13	40
BUS 352					6	6
BUS 353					10	10
BUSW 214	23	19	21	8	21	92
BUSW 215	19	7	14	11		51
BUSW 383	12	11	9			32
BUSW 415	26	27	32	27	32	144
BUSW 416	29	21	20	25	31	126
CIS 110	26	25	21	28	28	128
CIS 125				23		23
CIS 254					37	37
CIS 255					20	20
CIS 278			17	18	9	44
CIS 360		13				13
CIS 361		13				13
CIS 379	17	17	19	14	19	86
ENGL 100					23	23
ENGL 165	24				21	45
HSCI 100				23		23
LIBR 100					17	17
LIBR 101		3				3

Dept./Course #	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Course Total
LIBR 105		10	8	9		27
MULT 680MA				17		17
MULT 686	11					11
NURS 630					50	50
NURS 680MA				24		24
PLSC 210	41	44	32	31	27	175
PLSC 310	34	43	31	24	27	159
<b>Term Total</b>	<b>262</b>	<b>280</b>	<b>260</b>	<b>421</b>	<b>514</b>	<b>1737</b>

## Appendix I

### College of San Mateo

#### Approved Distance Learning Courses

This table shows all courses for which the distance learning mode has been approved by Committee on Instruction. Most recent offering includes Fall 2009 distance learning courses active as of July 20, 2009.

Department	Number	Units	DL format		Most recent DL offering	
			Online	Tele	Term	Year
ACTG	100	3	x		F	2009
ACTG	121	4	x		Sp	2009
ACTG	131	4	x		Sp	2009
ACTG	144	1.5	x		Sp	2009
ACTG	145	1.5	x		Sp	2009
ACTG	165	3	x		Sp	2009
ANTH	350	3		x	F	2007
ART	100	3		x	F	2009
ASTR	100	3		x	F	2009
BIOL	100	3	x		F	2009
BIOL	102	3	x		not yet offered DL	
BIOL	130	3	x		F	2009
BIOL	145	3	x		F	2009
BIOL	260	5	x		F	2009
BUS	100	3		x	F	2009
BUS	115	3	x		Sp	2009
BUS	131	3		x	F	2009
BUS	150	3		x	F	2008
BUS	180	3	x	x	Sp	2007
BUS	201	3		x	F	2009
BUS	315	3	x		F	2009
BUS	316	3	x		not yet offered DL	
BUS	352	1	x		Su	2009
BUS	353	3	x		Su	2009
BUS	401	3	x		F	2009
BUSW	114	1.5	x		Sp	2001
BUSW	115	1.5	x		not yet offered DL	
BUSW	214	1.5	x		F	2009
BUSW	215	1.5	x		F	2009
BUSW	383	1.5	x		F	2009
BUSW	384	1.5	x		Sp	2009
BUSW	415	1.5	x		F	2009

Department	Number	Units	DL format		Most recent DL offering	
			Online	Tele	Term	Year
BUSW	416	1.5	x		F	2009
BUSW	464	3	x		F	2009
BUSW	534	1.5	x		F	2008
BUSW	535	1.5	x		F	2008
CA&S	310	3		x	F	2009
CHIN	111	3	x		F	2009
CHIN	112	3	x		F	2009
CHIN	134	4	x		F	2002
CIS	110	3	x		F	2009
CIS	112	2	x		F	2009
CIS	113	4	x		not yet offered DL	
CIS	125	4	x		Su	2008
CIS	151	3	x		F	2009
CIS	254	4	x		F	2009
CIS	255	4	x		F	2009
CIS	256	4	x		F	2009
CIS	278	4	x		F	2009
CIS	279	4	x		F	2009
CIS	363	4	x		not yet offered DL	
CIS	364	4	x		F	2009
CIS	377	2	x		F	2009
CIS	379	3	x		Su	2009
CIS	380	3	x		F	2009
CIS	390	2	x		F	2009
CIS	479	3	x		F	2009
CIS	489	3	x		F	2009
CIS	491	3	x		F	2009
CRER	112	2	x	x	F	2008
CRER	120	3	x		F	2009
CRER	127	0.5	x		Sp	2007
DGME	100	3	x		not yet offered DL	
DGME	101	3	x		not yet offered DL	
DGME	102	3	x		not yet offered DL	
ENGL	100	3	x		Su	2009
ENGL	110	3	x		F	2009
ENGL	165	3	x		Su	2009
ENGR	215	3	x		Su	2009
FILM	100	3	x		F	2009
FILM	110	3		x	Sp	2009

Department	Number	Units	DL format		Most recent DL offering	
			Online	Tele	Term	Year
FREN	115	3		x	F	2009
FREN	116	3		x	F	2009
FREN	117	3		x	F	2009
FREN	118	3		x	F	2009
GEOL	100	3		x	Sp	2009
HIST	201	3		x	Sp	2009
HIST	202	3		x	F	2009
HORT	311	3	x		F	2007
HSCI	100	2	x	x	F	2009
ITAL	115	3		x	F	2008
ITAL	116	3		x	F	2008
ITAL	117	3		x	F	2008
ITAL	118	3		x	F	2008
JAPN	111	3	x		F	2009
LIBR	100	1	x		Sp	2009
LIBR	105	3	x		F	2008
LIBR	107	1	x		not yet offered DL	
LIBR	110	3	x		not yet offered DL	
LIBR	665	0.5-2	x		not yet offered DL	
MATH	110	5	x		F	2009
MATH	120	5	x		F	2009
MATH	125	3	x		F	2009
MATH	130	4	x		not yet offered DL	
MATH	200	4	x		not yet offered DL	
MATH	222	5	x		not yet offered DL	
MATH	241	5	x		not yet offered DL	
MATH	242	3	x		not yet offered DL	
MGMT	100	3		x	F	2009
MULT	101	1	x		F	2009
MULT	102	3	x		not yet offered DL	
MUS	100	3	x		F	2009
MUS	202	3	x		F	2009
MUS	250	3	x	x	F	2009
MUS	301	1		x	Sp	2005
MUS	302	1		x	Sp	2005
NURS	630	3	x		Su	2009
PHIL	100	3		x	F	2009
PLSC	200	5	x		F	2009
PLSC	210	3	x		F	2009

Department	Number	Units	DL format		Most recent DL offering	
			Online	Tele	Term	Year
PLSC	310	2	x		F	2009
PSYC	100	3		x	F	2009
PSYC	110	3		x	Su	2009
PSYC	201	3		x	F	2009
PSYC	410	3		x	Su	2009
READ	830	3	x		F	2009
SOCI	100	3		x	F	2009
SOCI	110	3		x	F	2009
SPAN	115	3		x	F	2009
SPAN	116	3		x	F	2009
SPAN	117	3		x	F	2009
SPAN	118	3		x	F	2009
SPCH	180	3		x	F	2006

Total: 123 courses

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## Appendix J

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### College of San Mateo

#### Mission Statement

*College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution which serves the diverse educational, economic, social and cultural needs of its students and the community. By offering comprehensive, quality programs and services and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world.*

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#### CSM Institutional Priorities 2008-2011 (September 2009)

*Priority 1: Student Success*

*Priority 2: Academic Excellence*

*Priority 3: Relevant, High-Quality Programs and Services*

*Priority 4: Integrated Planning, Fiscal Stability, and the Efficient Use of Resources*

*Priority 5: Institutional Dialog*

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[CSM Institutional Priorities 2008-2011](#)

**Priority 1: Improve Student Success**

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**Objectives:**

- Improve the academic success of all students (includes course-completion, retention, and persistence)
- Improve degree and certificate completion rates
- Improve progression beyond basic skills
- Promote student engagement, including the development and implementation of a comprehensive first-year student experience
- Increase student participation in academic support services and improve such services  
 [define “academic support services”]

**Rationale: Why is Student Success a Priority?**

Student learning and student success are at the heart of the College's mission. As documented in the *Educational Master Plan, 2008*, CSM's student population has changed in dramatically fashion over the last 25 years. In addition, there are clear gaps in student success among various ethnic and age groups. Although the College has embarked on many worthwhile stand-alone programs to enhance student success, the College has failed to develop a comprehensive, coherent strategy to improve student success rates for all students.

**Relationship to Key Planning Efforts:**

<b>College of San Mateo's Educational Master Plan, 2008</b>	<b>SMCCCD Strategic Plan, 2008-2013</b>
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	<i>Recommendations:</i>  <i>1.2 b, 2.2.a, 2.4.b (from abridged version)</i>



**Priority 2: Promote Academic Excellence**

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**Objectives:**

- Improve transfer rates, including among at-risk students
- Improve readiness for employment
- Increase viability of Honors Program
- Use the SLO assessment cycle to foster academic excellence
- Foster “academic” identity in marketing, recruiting, and outreach efforts
- Improve effectiveness of distance learning program

**Rationale: Why is Academic Excellence a Priority?**

Since 1922, CSM has helped students set and achieve high goals for educational and career achievement. More than 85 years after its founding, CSM's serves diverse populations of students who come to CSM with varying levels of academic preparation, along with their high aspirations. While honoring its tradition of academic excellence, CSM must employ a variety of innovative strategies and pedagogies, which it continuously assesses, to help today's students meet their goals and thrive in a challenging, global community.

**Relationship to Key Planning Efforts:**

<b>College of San Mateo's Educational Master Plan, 2008</b>	<b>SMCCCD Strategic Plan, 2008-2013</b>
Collegewide Recommendations: pp. 17-25	<i>Recommendations(from abridged version):</i>
Instructional Action Steps: pp. 124-129	<i>1.1a, 1.1b, 2.1a, 2.1c, 2.4.c</i>
Student Services Action Steps: pp. 98-99	

**Priority 3: Promote Relevant, High-quality Programs and Services**

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**Objectives:**

- Build capacity for emerging, high-demand programs, including but not limited to green and allied health programs
- Revamp or eliminate low-enrolled programs (according to PR/PIV processes)
- Adjust program mix (transfer, basic skills, occupational and career, etc.) to align with student needs
- Further diversify delivery modes (distance, off-site, short courses, etc.)

- o Integrate multi-cultural experiences into curricular offerings and student support services to help prepare students as contributing citizens in a global society
- o Foster academic excellence throughout the curriculum
- o Provide opportunities for all College constituencies to develop proficiency in providing customer service
- o Increase participation from all College constituencies in activities that improve understanding of our students' diversity and promote cross-cultural communication skills

**Relationship to Key Planning Efforts:**

<b>College of San Mateo's Educational Master Plan, 2008</b>	<b>SMCCCD Strategic Plan, 2008-2013</b>
Collegewide Recommendations: pp. 17-25	<i>Recommendations (from abridged version):</i>
Instructional Action Steps: pp. 124-129	<i>1.2b, 2.3a, 2.3b, 3.1a, 3.1b, 3.1c, 3.1e, 3.2a, 4.5a, 4.5b, 4.5c</i>
Student Services Action Steps: pp. 98-99	

**Rationale: Why are Relevant, High-Quality Programs and Services a Priority?**

CSM operates in a highly competitive environment in which recent high school graduates and other county residents are able to choose higher education institutions other than CSM. To ensure stable enrollment, marketing efforts need to be strategic and targeted, programs and services must be relevant for a diverse community, and scheduling and modes of delivery need to be appropriate for today's environment.

To offer the highest quality in its programs and to attract students, CSM must engage in a continuous process of reflection, evaluation, change, and enhancement of its programs and services. Program review, assessment of SLO's, and a variety of institutional-level data analyses allow CSM to evaluate its success and engage in continuous quality improvement.

**Priority 4: Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources**

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**Objectives:**

- o Continue to implement and assess the integrated planning model
- o Continue to provide training in the use of the integrated planning model and evidence-based decision making
- o Support decision making in institutional planning that is informed by evidence, research, and the use of outcome measures
- o Maintain FTES targets as set by Budget Planning Committee

- o Increase College LOAD
- o Maintain fiscal stability, including an appropriate College contingency of 5%
- o Develop both short-term and long-term plans for maintaining currency in equipment and technology that accurately reflect the total cost of ownership
- o Determine and maintain appropriate staffing levels

**Rationale: Why is Integrated Planning, Fiscal Stability, and the Efficient Use of Resources a Priority?**

Responsible stewardship of all CSM resources—human, monetary, and physical capital—requires an integrated approach to planning, in which decisions are evidenced-based and planning considers a variety of current and future scenarios. In fact, CSM must plan for a future in an environment in which the only predictable element may be one of scarce and declining resources.

CSM cannot operate at an acceptable level without sufficient funds. Yet funding is influenced by a variety of dynamic, fluctuating elements, including the SMCCCD internal allocation model, local tax revenue, and the State budget. What's more, the recent recession has a direct impact not only on College revenues but also for the types of jobs and careers for which we prepare students. As a result, CSM cannot afford to cease work on effective enrollment management while finding ways to invest in innovative practices and new programs.

**Relationship to Key Planning Efforts:**

<i>College of San Mateo's Educational Master Plan, 2008</i>	<i>SMCCCD Strategic Plan, 2008-2013</i>
Collegewide Recommendations: pp. 17-25	
Instructional Action Steps: pp. 124-129	
Student Services Action Steps: pp. 98-99	

**Priority 5: Enhance Institutional Dialog**

**Objectives:**

- o Increase and diversify faculty, administrator, and staff participation in shared governance activities
- o Improve campus-wide communication
- o Promote a campus climate in which multi-cultural and diverse perspectives are embraced, civil disagreement respected, and transparency in decision-making is evident

**Rationale: Why is Enhancing Institutional Dialog a Priority?**

The College will not be able to move forward with integrity unless stakeholders engage in meaningful dialog. As noted in the Educational Master Plan, 2008:

“At the foundation of the College’s institutional planning effort is a philosophy and commitment to institutional dialog. The effectiveness of institutional dialog depends on three factors: 1) the planning system itself, 2) the willingness of every individual to become informed and engaged in departmental, division, and college-wide decisions, and 3) a commitment from the various committee representatives to inform and seek input on issues with their respective constituencies. In the end, the ultimate responsibility for effective dialog lies with each member of the CSM community. No planning process on its own can guarantee institutional dialog.”

**Relationship to Key Planning Efforts:**

<b><i>College of San Mateo’s Educational Master Plan, 2008</i></b>	<b><i>SMCCCD Strategic Plan, 2008-2013</i></b>
Collegewide Recommendations: pp. 17-25	<i>Recommendations(from abridged version):</i>
Instructional Action Steps: pp. 124-129	4.5c, 5.1c, 5.1b,
Student Services Action Steps: pp. 98-99	

## Appendix K

### College of San Mateo College Index

Aligned with "CSM Institutional Priorities, 2008-2011"

**Note: The Office of Planning, Research, and Institutional Effectiveness is currently collecting baseline data and making recommendations for target 2009/10 goals.**

<b>Institutional Indicators and Outcome Measures</b>	2008/09 Baseline	2009/10 Goal	2009/10 Actual
<b>Priority # 1: Student Success</b>			
1.1 Retention Rate	82.7%		
1.2 Term Persistence Rate (Fall-to-Fall)	42.1%		
1.3 Successful Course Completion Rate	68.5%		
1.4 Basic Skills Successful Course Completion Rates	60.8%		
1.5 Progression Beyond Basic Skills Courses	28.7%		
1.6 Student Progress & Achievement Rate	59.5%		
1.7 Numbers of Academic Advising Sessions (duplicated count)	TBD		
1.8 Percentage of Matriculated Students Advised	TBD		
1.9 Numbers of Matriculated Students Completing SEPs	TBD		
1.10 Numbers of Students Completing Orientation	TBD		
1.11 Financial Aid Recipient Rate	38.4%		
1.12 Total Amount of Financial Aid Awards	\$4,988,079		
1.13 Numbers of Students Receiving Financial Aid	4310		
1.14 Numbers of Students Receiving Scholarships	179		
1.15 Total Amount of Scholarship Funds Awarded	\$229,047		
1.16 Student Persistence or Transfer (Perkins/Career Technical Education (CTE))	88.8%		
<b>Priority #2: Academic Excellence</b>			
2.1 Transfer Rate	19.3%		
2.2 Degrees/Certificates Awarded Rate	27.1%		
2.3 Numbers of Degrees Awarded	370		
2.4 Numbers of Certificates Awarded	414		
2.5 Credential, Degree, or Certificate Rate for Occupational Programs (Perkins/Career Technical Education (CTE))	86.6%		
2.6 Numbers of Transfers to UC's	144		
2.7 Percentage of Transfers Enrolling in UC's	25.4%		
2.8 Numbers of Transfers to CSU's	423		
2.9 Percentage of Transfers Enrolling in CSU's	74.6%		
2.10 Program & Service Quality: Percentage of Comprehensive Program Reviews Completed	TBD		

2.11	Program & Service Quality: Percentage of Annual Program Reviews Completed	TBD		
2.12	SLO's: Percentage of Courses Completed (Full Cycle)	18%		
2.13	SLO's: Percentage of Programs Completed (Full Cycle)	10%		
2.14	SLO's: Percentage of Institutional-level Completed (Full Cycle)	TBD		
<b>Priority # 3: Relevant, High-quality Programs and Services</b>		2008/09 Baseline	2009/10 Goal	2009/10 Actual
3.1	Employability: Core Indicator for Technical Skills Attainment (Perkins/CTE)	90.7%		
3.2	Student Satisfaction and Perception: Overall Ratings	TBD		
3.3	Student Satisfaction and Perception: Campus Climate	TBD		
3.4	External Community Satisfaction and Perception: Overall Ratings Chamber of Commerce	TBD		
3.5	External Community Satisfaction and Perception: Overall Ratings Advisory Group Members	TBD		
3.6	Marketing & Public Relations: Numbers of Marketing and PR Events	TBD		
3.7	Program & Service Enhancements: Student Services [define measure]	TBD		
3.8	Program & Service Enhancements: Numbers of New or Modified Courses (undergoing Committee on Instruction action)	TBD		
3.9	Program & Service Enhancements: Percent of Distance Education Courses Offered	6.9%		
3.10	Program & Service Enhancements: Percent of Online Courses Offered	4.2%		
3.11	Program & Service Enhancements: Percent of Telecourses Offered	2.6%		
<b>Priority #4: Promote integrated Planning, Fiscal Stability, and Efficient Use of Resources</b>		2008/09 Baseline	2009/10 Goal	2009/10 Actual
4.1	Total Budget Amount	TBD		
4.2	Total Budget: Fund 1	TBD		
4.3	Total Budget: Fund 3	TBD		
4.4	Budget Stability: Ratio of Actual Expenditures to Total Budget	TBD		
4.5	Productivity/Efficiency: Total FTES-All Courses	3,723.07		
4.6	Productivity/ Efficiency: FTES- All Distance Ed Courses	163.68		
4.7	Productivity/ Efficiency: FTES- Online Courses	100.73		
4.8	Productivity/ Efficiency: FTES- Telecourses Courses	62.94		
4.9	Efficiency: Load	521.96		
4.10	Efficiency: Fill Rates	62.5%		
4.11	Total Amount of External Grants	TBD		
<b>Priority #5: Promote Institutional Dialog</b>		2008/09 Baseline	2009/10 Goal	2009/10 Actual
5.1	Employee Satisfaction and Perception: Overall Rating	TBD		
5.2	Employee Satisfaction and Perception: Campus Climate	TBD		
5.3	Staff Development Opportunities: Percentage of participation by employees	TBD		

5.4	Staff Development Opportunities: Percentage of participation in shared governance	TBD		
<b>Other</b>		2008/09 Baseline	2009/10 Goal	2009/10 Actual
6.1	Enrollment (unduplicated count)	11,215		
6.2	Enrollment: County Penetration Rate (CSM students per 1000 San Mateo County residents)	16.9		
6.3	School Relations: San Mateo County High School Take Rates	10.6%		
6.4.	Campus Safety: Crime Statistics (No. of Reported Occurrences)	3		

# Appendix L

## Annotation of College of San Mateo's Catalog, 2009-2010: Distance Learning Options

**Note: Distance Learning courses and options are identified in blue with gray shading.**

**For example:**

**DL: Actg 100, Accounting Procedures, 3 units**

### ACCOUNTING

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

For students who wish to transfer as a Business Administration major, refer to Business on page 72.

#### Associate in Arts Degree

Accounting .....60 units

#### Certificate of Achievement

Accounting .....22 units

#### Certificates of Specialization

Accounting Assistant.....8.5 units  
 CPA Exam Preparation:  
 Financial Accounting and Auditing ..... 14 units  
 CPA Exam Preparation:  
 Business Environment and Regulation .....13.5 units  
 Tax Preparer I.....8.5 units  
 Tax Preparer II ..... 15.5 units  
 Enrolled Agent Exam Preparation..... 14.5 units

#### Recommended high school preparation

Coursework in Mathematics, English, and use of micro-computers, including spreadsheet and word processing applications.

#### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for Business and Accounting for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

#### Major in Accounting

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: minimum 22 semester units**

A grade grade of "C" or higher is required for each course applied to the major.

Complete 16 units listed below

- ACTG 100 Accounting Procedures . .....3 units**
- ACTG 103 Ten Key Skills.. .....0.5 unit
- ACTG 121 Financial Accounting.....4 units**
- ACTG 131 Managerial Accounting. ....4 units**
- ACTG 144 QuickBooks Set up and Services .. .....1.5 units**
- ACTG 145 QuickBooks Payroll and Merchandising.....1.5 units**
- BUSW 415 Spreadsheet I. ....1.5 units**

Plus, select a minimum of 6 units from the following courses:

- ACTG 161 Intermediate Accounting I.....4 units
- ACTG 162 Intermediate Accounting II .....4 units
- ACTG 163 Auditing.....3 units
- ACTG 164 Governmental and Nonprofit Accounting.....3 units
- ACTG 165 Cost Accounting.....3 units**
- ACTG 171 Individual Income Taxes.. .....3 units
- ACTG 172 Business Income Taxes .....3 units
- ACTG 173 Trust, Estate, Gift Taxes... .....1.5 units
- ACTG 175 Volunteer Income Tax Assistance.....2 units
- ACTG 176 Enrolled Agent Exam Preparation.....3 units
- BUS 100 Contemporary American Business .. .....3 units**
- BUS 201 Business Law I ... .....3 units**
- BUS 295 Computer Systems in Business .....4 units

#### Accounting

**Minimum 22 semester units**

Complete major requirements listed under Associate in Arts – Major in Accounting. A grade of “C” or higher is required for each course applied to the certificate.



**Accounting Assistant**

8.5 semester units

A grade of "C" or higher is required for each course applied to the certificate.

<b>ACTG 100 Accounting Procedures .</b>	<b>3 units</b>
ACTG 103 Ten Key Skill.....	0.5 unit
<b>ACTG 144 QuickBooks: Set Up and Service.</b>	<b>1.5 units</b>
<b>ACTG 145 QuickBooks: Payroll and Merchandising ...</b>	<b>1.5 units</b>
<b>BUSW 415 Spreadsheet I.</b>	<b>1.5 units</b>
<b>CRER 127 Career Choices: Job Search.....</b>	<b>0.5 unit</b>

**CPA Exam Preparation:  
 Financial Accounting and Auditing**

14 semester units

A grade of "C" or higher is required for each course applied to the certificate.

ACTG 161 Intermediate Accounting I.....	4 units
ACTG 162 Intermediate Accounting II .....	4 units
ACTG 163 Auditing.....	3 units
ACTG 164 Governmental and Nonprofit Accounting.....	3 units

**CPA Exam Preparation: Business Environment and Regulation**

13.5 semester units

A grade of "C" or higher is required for each course applied to the certificate.

<b>ACTG 165 Cost Accounting .....</b>	<b>3 units</b>
ACTG 171 Individual Income Taxes ..	3 units
ACTG 172 Business Income Taxes .....	3 units
ACTG 173 Trust, Estate, Gift Taxes.....	1.5 units
<b>BUS 201 Business Law I ...</b>	<b>3 units</b>

**Tax Preparer I**

8.5 semester units

A grade of "C" or higher is required for each course applied to the certificate.

<b>ACTG 100 Accounting Procedures .</b>	<b>3 units</b>
ACTG 103 Ten Key Skills ..	0.5 unit
ACTG 171 Individual Income Taxes ..	3 units
<b>BUSW 415 Spreadsheet I.</b>	<b>1.5 units</b>
<b>CRER 127 Career Choices: Job Search.....</b>	<b>0.5 unit</b>

**Tax Preparer II**

15.5 semester units

A grade of "C" or higher is required for each course applied to the certificate.

ACTG 103 Ten Key Skills ..	0.5 unit
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<b>ACTG 121 Financial Accounting.....</b>	<b>4 units</b>
<b>ACTG 144 QuickBooks: Set-up and Service Business ..OR</b>	
<b>ACTG 145 QuickBooks: Payroll &amp; Merchandising Business .....</b>	<b>1.5 units</b>
ACTG 171 Individual Income Taxes ..	3 units
ACTG 172 Business Income Taxes .....	3 units
ACTG 173 Trust, Estate, Gift Taxes.....	1.5 units
<b>BUSW 415 Spreadsheet I.</b>	<b>1.5 units</b>
<b>CRER 127 Career Choices: Job Search.....</b>	<b>0.5 unit</b>

**Enrolled Agent Exam Preparation**

14.5 semester units

A grade of "C" or higher is required for each course applied to the certificate.

<b>ACTG 121 Financial Accounting.....</b>	<b>4 units</b>
ACTG 171 Individual Income Taxes ..	3 units
ACTG 172 Business Income Taxes .....	3 units
ACTG 173 Trust, Estate, Gift Taxes.....	1.5 units

Plus two units of Enrolled Agent Exam Prep I and one unit of Enrolled Agent Exam Prep II.

**ADMINISTRATION OF JUSTICE**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Associate in Science Degree**

Administration of Justice .....60 units

**Certificate of Achievement**

Administration of Justice .....27 units  
 Regular Basic Course Standard Format .....22 units

**POST (California Commission on Peace Officer Standards and Training) Certification**

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. Transfer majors may be listed as Administration of Justice, Criminal Justice, Criminology, Law and Society, or other listings. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

***Major in Administration of Justice***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 27 semester units**

A grade of "C" or higher is required for each course applied to the major.

- ADMJ 100 Introduction to Criminal Justice.....3 units
- ADMJ 102 Principles and Procedures of the Justice System .....3 units
- ADMJ 104 Introduction to Criminal Law.....3 units
- ADMJ 106 Legal Aspects of Evidence.....
- ADMJ 108 Community Relations/Multi-Cultural Policy Issues.....3 units
- ADMJ 710 Police Report Writing.....3 units

**Plus 9 units selected from one of the six groups listed below.**

All 9 units must be within the same group.

Group 1: ADMJ 120, 153, 185, SOSC 301, 302

Group 2: **ACTG 100, 121**, ECON 100, 102, ECON 123 OR **MATH 200**

Group 3: PSYC 225, SOCI 105, 141, 200, PSYC 300 OR SOCI 300

Group 4: ETHN 150, 151, ANTH 105, 110, 120, GEOG 110

Group 5: SPCH 120, 140, 150

Group 6: **CIS 479**, 488, **489**, 490, **491**

***Administration of Justice***  
**27 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

Complete major requirements listed under Associate in Science:

Major in Administration of Justice Option 1.

***Regular Basic Course Standard Format***

**22 semester units**

A grade of "C" or higher is required.

ADMJ 145 Basic Police Academy.....22 units

This 880 hour course is certified by the California Commission on Peace Officers Standards and Training to meet the statutory basic training requirements.

***POST (California Commission on Peace Officers Standards and Training) Certification***

These courses comply with training regulations set forth by POST. Upon successful completion of each of the following courses, the student will receive a certificate of completion.

**PC 832 Training Courses**

- ADMJ 771 PC 832: Arrest and Control Training .....3 units
- ADMJ 775 PC 832: Firearms Training.....0.5 unit

**Regular Basic Course Modular Format**

- ADMJ 780 Regular Basic Course Module III.....9.5 units
- ADMJ 781 Regular Basic Course Module II.....13 units

**ALCOHOL AND OTHER DRUG STUDIES**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program**  
**60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Associate in Arts Degree**

Alcohol and Other Drug Studies .....60 units

**Certificate of Achievement**

Alcohol and Other Drug Studies .....36 units

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. Related transfer majors may be listed under several different areas such as, but not limited to, Health, Sociology, and Psychology. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can

assist you to gather this information.

### ***Major in Alcohol and Other Drug Studies***

Complete General Education and other requirements listed for the Associate degree and

#### **Major requirements: 36 semester units**

A grade of "C" or higher is required for each course applied to the major.

SOSC 301 Intro to Alcohol and Other Drug Studies .....	3 units
SOSC 302 Pharmacology/Physiological Effects of Alcohol & Other Drug Abuse .....	3 units
SOSC 304 Intervention, Treatment, Recovery.....	3 units
SOSC 307 Counseling the Family of the Addicted Person . .....	3 units
SOSC 308 Group AOD Counseling Process.....	3 units
SOSC 314 Individual AOD Counseling Process .....	3 units
SOSC 315 Field Studies and Seminar I .....	3 units
SOSC 316 Field Studies and Seminar II.....	3 units
SOSC 319 Co-occurring Substance Abuse and Mental Disorders .....	3 units

Plus 6 units selected from the following courses:

<b>PSYC 100 General Psychology.....</b>	<b>3 units</b>
<b>PSYC 410 Abnormal Psychology.....</b>	<b>3 units</b>
<b>SOCI 100 Introduction to Sociology .....</b>	<b>3 units</b>

Plus 3 units selected from the following courses:

SOSC 310 Special Population Groups in Alcohol and Other Drug Studies.....	3 units
SOSC 318 Domestic Violence and AOD Issues. ....	3 units
SOSC 321 Adolescent Alcohol & Other Drug Prevention, Treatment, Recovery.....	3 units

### ***Alcohol and Other Drug Studies*** **36 semester units**

Complete major requirements listed under Associate in Arts:

Major in Alcohol and Other Drugs Studies. A grade of "C" or higher is required for each course applied to the certificate.

This certificate program conforms to the Proposed Guidelines for Alcohol and Other Drug Studies Programs within Higher Education prepared for the California State Department of Alcohol and Drug Programs and meets the accreditation standards set forth by the California Association for Alcohol/Drug Educators (CAADE).

## **ANTHROPOLOGY**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

#### **University Transfer Program** **60–70 transferable units**

California State University  
University of California  
Independent Colleges and Universities

#### **University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. Transfer majors may be listed as Anthropology or other listings. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## **ARCHITECTURE**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

#### **University Transfer Program** **60–70 transferable units**

California State University  
University of California  
Independent Colleges and Universities

Associate in Science Degree  
Architecture.....60 units

#### **Recommended high school preparation:**

Coursework in Art, Mathematics (four years), Mechanical Drawing, English

#### **University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for Architecture, Architectural Engineering, or Landscape, City, and Regional Planning for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### ***Major in Architecture***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 27 semester units**

A grade of "C" or higher is required for each course applied to the major.

ARCH 100	Survey of Contemporary Architecture .....	3 units
ARCH 120	Architecture and Design Drawing 1: Drawing and Visual Thinking .....	2 units
ARCH 140	Architecture and Design Drawing 2. ....	2 units
ARCH 155	Architecture, Technology, and Building 1: Construction Materials and Methods .....	2 units
ARCH 165	Architecture, Technology, and Building 2: Construction Processes and Systems. ....	2 units
ARCH 210	Design I: Intro to Architecture, Environmental Design and the Design Process .....	4 units
ARCH 220	Design II: Architecture: Design, Form & the Built Environment .....	4 units
ARCH 230	Design III: Visioning and Building Architecture .....	4 units
ARCH 240	Design IV: Visioning Place and Community. ....	4 units

### **ART**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP) University Transfer Program 60– 70 transferable units*

California State University  
 University of California  
 Independent Colleges and Universities

### **Associate in Arts Degree**

Art: Commercial...	60 units
Art: Fine Arts Option 1: Drawing .....	60 units
Art: Fine Arts Option 2: General Studio Art.....	60 units
Art: Fine Arts Option 3: Painting.....	60 units
Art Fine Arts Option 4: Printmaking....	60 units
Art: Photography ..	60 units

#### **University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for Art and Art History for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Serv-

ices can assist you to gather this information.

### ***Major in Art: Commercial***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 24 semester units**

A grade of "C" or higher is required for each course applied to the major.

ART 201	Drawing and Composition I .....	3 units
ART 202	Drawing and Composition II.....	3 units
ART 206	Figure Drawing and Portraiture.....	3 units
ART 207	Life Drawing .....	3 units
ART 214	Color.....	3 units
ART 301	Design.....	3 units
GRA 150	Adobe Illustrator for Print & Web Design I .....	3 units
GRA 160	Adobe Photoshop for Print & Web Design I.....	3 units

### ***Major in Fine Arts Option 1: Drawing***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 33 semester units**

A grade of "C" or higher is required for each course applied to the major.

ART 101	Art & Architecture from the Ancient World to Medieval Times.....	OR
ART 102	Art & Architecture of Renaissance and Baroque Europe .....	OR
ART 124	Old Masters' Aesthetics and Techniques.....	3 units
ART 103	Art of Europe and America from the Rococo to the Present .....	OR
ART 104	Art of the 20th Century .....	3 units
ART 201	Drawing and Composition I .....	3 units
ART 202	Drawing and Composition II.....	3 units
ART 206	Figure Drawing and Portraiture.....	3 units
ART 207	Life Drawing .....	3 units
ART 214	Color.....	3 units
ART 223	Oil Painting I .....	3 units
ART 301	Design.....	3 units

3 units

Plus, repeat the following courses:

ART 206	Figure Drawing and Portraiture.....	3 units
ART 207	Life Drawing .....	3 units

### ***Major in Fine Arts Option 2: General Studio Art***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 30 semester units**

A grade of "C" or higher is required for each course applied

to the major.

ART 101 Art & Architecture from the Ancient World to Medieval Times.....	OR
ART 102 Art & Architecture of Renaissance and Baroque Europe.....	OR
ART 124 Old Masters' Aesthetics and Techniques.....	3 units
ART 103 Art of Europe and America from the Rococo to the Present.....	OR
ART 104 Art of the 20th Century .....	3 units
ART 201 Drawing and Composition I .....	3 units
ART 202 Drawing and Composition II.....	3 units
ART 206 Figure Drawing and Portraiture.....	3 units
ART 207 Life Drawing .....	3 units
ART 214 Color.....	3 units
ART 223 Oil Painting I.....	3 units
ART 301 Design.....	3 units
ART 405 Sculpture I.....	3 units

***Major in Fine Arts Option 3: Painting***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 33 semester units**

A grade of "C" or higher is required for each course applied to the major.

ART 101 Art & Architecture from the Ancient World to Medieval Times. ....	OR
ART 102 Art & Architecture of Renaissance and Baroque Europe.....	OR
ART 124 Old Masters' Aesthetics and Techniques.....	3 units
ART 103 Art of Europe and America from the Rococo to the Present.....	OR
ART 104 Art of the 20th Century .....	3 units
ART 201 Drawing and Composition I .....	3 units
ART 202 Drawing and Composition II.....	3 units
ART 206 Figure Drawing and Portraiture.....	3 units
ART 207 Life Drawing .....	3 units
ART 214 Color.....	3 units
ART 223 Oil Painting I.....	3 units
ART 224 Oil Painting II.....	6 units
ART 301 Design.....	3 units

***Major in Fine Arts Option 4: Printmaking***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 24 semester units**

A grade of "C" or higher is required for each course applied to the major.

ART 101 Art & Architecture from the Ancient World
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to Medieval Times. ....OR

ART 102 Art & Architecture of Renaissance and Baroque Europe.....	OR
ART 124 Old Masters' Aesthetics and Techniques.....	3 units
ART 103 Art of Europe and America from the Rococo to the Present.....	OR
ART 104 Art of the 20th Century .....	3 units
ART 201 Drawing and Composition I .....	3 units
ART 202 Drawing and Composition II.....	3 units
ART 206 Figure Drawing and Portraiture.....	3 units
ART 207 Life Drawing .....	3 units
ART 214 Color.....	3 units
ART 301 Design.....	3 units

***Major in Art: Photography***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 21 semester units**

A grade of "C" or higher is required for each course applied to the major.

ART 350 Visual Perception .....	3 units
ART 351 Beginning Black and White Photography.....	3 units
ART 352 Intermediate Black and White Photography .....	3 units
ART 354 Color Photography I.....	3 units
ART 360 Experimental Photography.....	3 units
ART 381 Beginning Digital Photography.....	3 units
ART 353 Advanced Black and White Photography .....	OR
ART 355 Color Photography II.....	3 units

***Art History University Transfer Program***

Most Career opportunities in Art History require a B.A. or an advanced degree. Students can fulfill lower division major and general education courses at the community college to facilitate transfer to a university to major in Art History. Use Project Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation required for transfer. Typically Art History major requirements include such courses as ART 101,102,103, 104, 201, 301, History courses, and courses in Foreign Languages.

## AMERICAN SIGN LANGUAGE

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60–70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

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Certificate of Specialization  
 American Sign Language ..... 12 units

### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### *American Sign Language*

**12 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

- ASL 111 Elementary American Sign Language  
 ... 3 units
- ASL 112 Elementary American Sign Language II  
 ... 3 units
- ASL 121 Advanced Elementary American Sign Language I ..... 3 units
- ASL 122 Advanced Elementary American Sign Language II ..... 3 units

In special circumstances, the Dean of Language Arts may approve the limited use of other courses in the same language (such as those numbered 680 or taken at Skyline or Cañada Colleges). In rare circumstances, the Dean may approve using a course in another discipline if its content is closely related to the language studied.

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## BROADCAST AND ELECTRONIC MEDIA

*Meet with a CSM counselor to discuss how to achieve*

*academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60–70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

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## Associate in Arts Degree

### Broadcast and Electronic Media

- Option 1: Television Production ..... 60 units
- Option 2: Broadcast Audio... ..... 60 units
- Option 3: Television Producing ..... 60 units

## Certificate of Achievement

### Broadcast and Electronic Media

- Option 1: Television Production ..... 33 units
- Option 2: Broadcast Audio... ..... 32.5 units
- Option 3: Television Producing ..... 30 units

## Certificates of Specialization

- Lighting ..... 15 units
- On-Air .. ..... 16 units
- Editing I ..... 15 units

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### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for Broadcast and Electronic Media for the California State University and the University of California systems. Research related majors in Mass Communication, Journalism, Radio and Television, and Film and Television. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### *Major in Broadcast and Electronic Media Option 1: Television Production*

Complete General Education and other requirements listed for the Associate degree and

#### **Major requirements: 33 semester units**

A grade of "C" or higher is required for each course applied to the major.

- BCST 110 Media in Society ..... 3 units
- BCST 210 Television Studio Techniques (replaces 231) ... 3 units
- BCST 310 Studio Lighting Techniques ..... 1.5 units
- BCST 312 Field lighting Techniques.. ..... 1.5 units
- BCST 320 Digital Television Field

Production (replaces 241) ... ..	3 units
BCST 410 Advanced Production Techniques (replaces 233)....	3 units
MULT 184 Digital Video (replaces 180/181).....	3 units
MULT 187 Final Cut Pro (replaces 182/183).....	3 units
MULT 192 Digital Audio (replaces 190/191).....	3 units
MULT 282 After Effects (replaces 280/281).....	3 units
MULT 292 DVD Studio Pro (replaces 290/291) .....	3 units
MULT 387 Digital Video Workflow (replaces 385/386) .....	3 units
Strongly Recommended: BCST 450 (replaces 244)	

***Broadcast and Electronic Media  
 Option 1: Television Production  
 33 semester units***

Complete major requirements listed under Associate in Arts:Major in Broadcast and Electronic Media Option 1: Television Production. A grade of "C" or higher is required for each course applied to the certificate.

***Major in Broadcast  
 and Electronic Media  
 Option 2: Broadcast Audio***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 32.5 semester units**

A grade of "C" or higher is required for each course applied to the major.

BCST 110 Media in Society .....	3 units
BCST 210 Television Studio Techniques (replaces 231) ...	3 units
BCST 420 Advanced Audio Operations (replaces 132) .....	3 units
MULT 184 Digital Video (replaces 180/181).....	3 units
MULT 192 Digital Audio (replaces 190/191).....	3 units
MULT 292 DVD Studio Pro (replaces 290/291) .....	3 units
MULT 297 Pro Tools LEI (replaces 295/296).....	3 units
MULT 317 Digital Recording Studio (replaces 315/316).....	3 units
MULT 387 Digital Video Workflow (replaces 385/386).....	3 units
MUS 292 Sound Creation: Sampling and Synthesis.....	3 units
MUS 293 Audio for Visual Media.....	2.5 units
Strongly Recommended: BCST 450 (replaces 244)	

***Broadcast and Electronic Media  
 Option 2: Broadcast Audio  
 32.5 semester units***

Complete major requirements listed under Associate in Arts: Major in Broadcast and Electronic Media Option 2: Broadcast Audio. A grade of "C" or higher is required for each course applied to the certificate.

***Major in Broadcast***

***and Electronic Media  
 Option 3: Television Producing***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 30 semester units**

A grade of "C" or higher is required for each course applied to the major.

BCST 110 Media in Society .....	3 units
BCST 210 Television Studio Techniques (replaces 231) ...	3 units
BCST 220 Broadcast Writing (replaces 194).....	3 units
BCST 316 Producing for Media (replaces 237)..	3 units
BCST 320 Digital Television Field Production (replaces 241)....	3 units
MGMT 265 Project Management .....	3 units
MULT 184 Digital Video (replaces 180/181).....	3 units
MULT 192 Digital Audio (replaces 190/191).....	3 units
MULT 292 DVD Studio Pro (replaces 290/291) .....	3 units
MULT 387 Digital Video Workflow (replaces 385/386).....	3 units
Strongly Recommended: BCST 450 (replaces 244)	

***Broadcast and Electronic Media  
 Option 3: Television Producing  
 30 semester units***

Complete major requirements listed under Associate in Arts:Major in Broadcast and Electronic Media Option 3: Television Producing. A grade of "C" or higher is required for each course applied to the certificate.

***Lighting  
 15 semester units***

A grade of "C" or higher is required for each course applied to the certificate.

BCST 210 Television Studio Techniques (replaces 231).....	3 units
BCST 310 Studio Lighting Techniques .....	1.5 units
BCST 312 Field Lighting Techniques .....	1.5 units
BCST 320 Digital Television Field Production (replaces 241)....	3 units
MULT 184 Digital Video (replaces 180/181).....	3 units
MULT 192 Digital Audio (replaces 190/191).....	3 units

***On-Air  
 16 semester units***

A grade of "C" or higher is required for each course applied to the certificate.

BCST 210 Television Studio Techniques (replaces 231).....	3 units
BCST 220 Broadcast Writing (replaces 194).....	3 units
BCST 230 On-Air Talent (replaces 120) .....	3 units
BCST 240 Directing Talent. ....	1 unit
SPCH 100 Public Speaking. ....	3 units
SPCH 111 Oral Interpretation I.....	3 units

***Editing***

**15 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

- BCST 210 Television Studio Techniques (replaces 231). . . .OR
- BCST 320 Digital Television Field  
 Production (replaces 241).....3 units
- MULT 184 Digital Video (replaces 180/181).....3 units
- MULT 187 Final Cut Pro (replaces 182/183).....3 units
- MULT 192 Digital Audio (replaces 190/191).....3 units
- MULT 282 After Effects (replaces 280/281).....3 units

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**BUILDING INSPECTION  
 TECHNOLOGY**

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

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**Associate in Science Degree**

- Building Inspection .....60 units

**Certificate of Achievement**

- Building Inspection .....34-35 units
- 

***Major in Building Inspection***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 34-35 semester units**

A grade of "C" or higher required for each course applied to the major.

- BLDG 700 Introduction to Building Code.....3 units
- BLDG 710 Non-Structural Provisions of  
 the Uniform Building Code.....<sup>3 units</sup>
- BLDG 720 Electrical Inspection I.....3 units
- BLDG 725 Electrical Inspection II .....3 units
- BLDG 730 Plumbing Inspection.....3 units
- BLDG 735 ADA Building Requirements .....3 units
- BLDG 740 Mechanical Code.....3 units
- BLDG 750 Structural Provisions of Uniform  
 Building Code ....3 units
- BLDG 760 Energy Regulations .....3 units
- BLDG 775 Introduction to Residential  
 Dwelling Inspection Technology .....3 units

Plus,

- ENGL 838/848 or higher.....4-5 units

Suggested electives:

- BLDG 790; COOP 641; MGMT 235, 265; PHYS 100

***Building Inspection***

**34-35 semester units**

Complete major requirements listed under Associate in Science: Major in Building Inspection. A grade of "C" or higher is required for each course applied to the certificate.

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**BUSINESS**

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program**

**60-70 transferable units**

- California State University
  - University of California
  - Independent Colleges and Universities
- 

**Associate in Arts Degree**

- Business Administration,  
 Option 1 (Non-transfer program) .....60 units
- Business Administration,  
 Option 2 (Transfer program) .....60 units
- Business: Insurance - Property and Casualty .....60 units
- Business: Merchandising - Management .....60 units
- Business Information Processing  
 Option 1: Microcomputer/Office Assistant.....60 units
- Option 2: Microcomputer/Database and  
 Spreadsheet Functions.....60 units

**Certificate of Achievement**

- Business: Insurance - Property and Casualty .....32 units
- Business: Merchandising - General.....21 units
- Business: Merchandising - Management .....24-25 units
- Business Information Processing  
 Option 1: Microcomputer/Office Assistant.....23-24.5 units
- Option 2: Microcomputer/Database and  
 Spreadsheet Functions.....24 units

**Certificates of Specialization**

- Insurance: Property and Casualty.....12 units
- Office Assistant I. ....8-9.5



units  
 Office Assistant II ..... 11 units

**Recommended high school preparation:**

Coursework in Mathematics, English, Accounting, and use of microcomputers, including spreadsheet and word processing applications.

***Major in Business Administration,  
 Option 1 (Non-transfer)***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 24–26 semester units**

A grade of "C" or higher is required for each course applied to the major.

- ACTG 100 Accounting Procedures . . . . .3 units . . . . .**  
**OR**
  - ACTG 121 Financial Accounting..... 4 units**
  - BUS 100 Contemporary American Business .. 3 units**
  - BUS 101 Human Relations I..... 3 units
  - BUS 115 Business Mathematics ..... 3 units**
  - BUS 201 Business Law I ... 3 units**
  - BUS 401 Business Communications ..... 3 units**
  - BUS 295 Computer Systems in Business ..... 4 units . . . . .
  - OR**
  - CIS 110 Introduction to Computer and Information Science ..... 3 units**
- Plus, select 3 units from a BUSW series**

***Major in Business Administration,  
 Option 2 (Transfer Program)***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 20–24 semester units**

A grade of "C" or higher is required for each course applied to the major.

- ACTG 121 Financial Accounting..... 4 units**
  - ECON 100 Principles of Macroeconomics ..... 3 units
  - ECON 102 Principles of Microeconomics..... 3 units
  - ECON 123 Business Economic Statistics ..... OR
  - MATH 200 Statistics ..... 4 units**
- Plus, select 6–10 units from the following courses:
- ACTG 131 Managerial Accounting. .... 4 units**
  - BUS 100 Contemporary American Business.... 3 units**
  - BUS 201 Business Law I ... 3 units**

- BUS 295 Computer Systems in Business ..... 4 units
- MATH 125 Elementary Finite Math ..... 3 units**
- MATH 241 Applied Calculus I ..... 5 units**
- MATH 251 Calculus with Analytic Geometry I. .... 5 units

***Major in Business:  
 Insurance - Property and Casualty***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 32 semester units**

A grade of "C" or higher is required for each course applied to the major.

- ACTG 121 Financial Accounting..... 4 units**
- BUS 100 Contemporary American Business .. 3 units**
- BUS 201 Business Law I ... 3 units**
- BUS 295 Computer Systems in Business ..... 4 units
- BUS 352 Introduction to Insurance. .... 1 unit**
- BUS 353 Property and Liability Insurance Principles .. 3 units**
- BUS 354 Personal Insurance..... 3 units
- BUS 355 Commercial Insurance..... 3 units
- BUS 356 Code and Ethics... 1 unit
- BUS 401 Business Communications ..... 3 units**
- COOP 641 Cooperative Work Experience Education..... 1 unit
- BUSW 415 Spreadsheet I Using Excel for Windows .... 1.5 units**
- BUSW 416 Spreadsheet II Using Excel for Windows.... 1.5 units**

***Business: Insurance -  
 Property and Casualty***  
**32 semester units**

Complete major requirements listed under Associate in Arts – Major in Business Insurance – Property and Casualty. A grade of “C” or higher is required for each course applied to the certificate.

***Insurance: Property and Casualty***  
**12 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

- BUS 352 Introduction to Insurance. .... 1 unit**
- BUS 353 Property and Liability Insurance Principles .. 3 units**
- BUS 354 Personal Insurance..... 3 units
- BUS 355 Commercial Insurance..... 3 units
- BUS 356 Code and Ethics... 1 unit
- COOP 641 Cooperative Work Experience Education..... 1 unit

***Business: Merchandising -  
 General***

**21 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

- BUS 100 Contemporary American Business .. 3 units**
- BUS 101 Human Relations I.....3 units
- BUS 115 Business Mathematics .....3 units**
- BUS 180 Marketing.....3 units**
- COOP 641 Cooperative Work Experience Education.....6 units

Plus, select **3 units from any of the Business Management courses.**

***Major in Business  
 Merchandising - Management***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 24–25 semester units**

A grade of "C" or higher is required for each course applied to the major.

- BUS 100 Contemporary American Business .. 3 units**
- BUS 101 Human Relations I.....3 units
- BUS 115 Business Mathematics .....3 units**
- BUS 170 Salesmanship Fundamentals .....3 units
- BUS 180 Marketing.....3 units**
- COOP 641 Cooperative Work Experience Education.....6 units
- ACTG 100 Accounting Procedures . 3 units ....OR**
- ACTG 121 Financial Accounting.....4 units**

***Business:  
 Merchandising - Management***  
**24–25 semester units**

Complete major requirements listed under Associate in Arts – Major in Business Merchandising (Management). A grade of "C" or higher is required for each course applied to the certificate.

***Major in Business Information  
 Processing Option 1: Micro-  
 computer/Office Assistant***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 23–24.5 semester units**

A grade of "C" or higher is required for each course applied to the major.

- BUS 101 Human Relations I.....3 units
- BUS 115 Business Mathematics .....3 units**
- BUS 315 Keyboarding I.... 3 units.**
- OR
- BUS 317 Micro/Keyboarding: Skillbuilding .....1.5 units

- BUS 326 Electronic Filing and Records Management .....1.5 units
- BUS 401 Business Communication.. 3 units**
- BUSW 105 Introduction to Microcomputers.....1.5 units
- BUSW 114 Windows Fundamentals I.....1.5 units**
- BUSW 214 Word Processing I Using  
 WORD for Windows.....1.5 units**
- BUSW 215 Word Processing II Using  
 WORD for Windows.....1.5 units**
- BUSW 383 Business Presentations Using  
 Power Point for Windows. ....1.5 units**
- BUSW 415 Spreadsheet I Using Excel for Windows ....1.5 units**
- BUSW 530 Introduction to Internet....1.5 units
- CRER 127 Career Choices: Job Search..... 0.5 unit**

***Business Information  
 Processing Option 1:  
 Microcomputer/Office Assistant***  
**23–24.5 semester units**

Complete major requirements listed under Associate in Arts – Major in Business: Business Information Processing Option 1 Microcomputer/ Office Assistant. A grade of "C" or higher is required for each course applied to the certificate.

***Major in Business Information  
 Processing Option 2: Micro-  
 computer/Data Base and  
 Spreadsheet Functions***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 24 semester units**

A grade of "C" or higher is required for each course applied to the major.

- ACTG 100 Accounting Procedures . 3 units**
- ACTG 144 Quick Books: Set-up and Service Business 1.5 units**
- ACTG 145 Quick Books: Payroll and Merchandising .1.5 units**
- BUS 100 Contemporary American Business .. 3 units**
- BUS 115 Business Mathematics .....3 units**
- BUSW 105 Introduction to Microcomputers.....1.5 units
- BUSW 114 Windows Fundamentals I.....1.5 units**
- BUSW 214 Word Processing Using  
 WORD for Windows.....1.5 units**
- BUSW 415 Spreadsheet I Using Excel for Windows ....1.5 units**
- BUSW 416 Spreadsheet II Using Excel for Windows....1.5 units**
- BUSW 464 Database Management Fundamentals  
 Using Access for Windows.....3 units**
- BUSW 530 Introduction to the Internet.....1.5 units

***Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions***

**24 semester units**

Complete major requirements listed under Associate in Arts – Major in Business: Business Information Processing Option 2 Microcomputer/Data Base and Spreadsheet Functions. A grade of “C” or higher is required for each course applied to the certificate.

***Office Assistant I***

**8–9.5 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

- BUS 317 Micro/Keyboarding: Skillbuilding .....1.5 units
- BUS 316 Keyboarding II... .....3 units ....OR**
- BUSW 114 Windows Fundamentals .....1.5 units**
- BUSW 214 Word Processing Using WORD for Windows.....1.5 units**
- BUSW 415 Spreadsheet I Using EXCEL for Windows.1.5 units**
- BUSW 530 Introduction to the Internet .....1.5 units
- CRER 127 Career Choices: Job Search.....0.5 unit**

***Office Assistant II***

**11 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

- BUS 317 Micro/Keyboarding: Skill building .....1.5 units
- BUSW 114 Windows Fundamentals I.....1.5 units**
- BUSW 214 Word Processing I Using WORD for Windows.....1.5 units**
- BUSW 215 Word Processing II Using WORD for Windows.....1.5 units**
- BUSW 383 Business Presentations Using Power Point for Windows.....1.5 units**
- BUSW 415 Spreadsheet I Using Excel for Windows .....1.5 units**
- BUSW 530 Introduction to Internet .....1.5 units
- CRER 127 Career Choices: Job Search..... 0.5 unit**

**CAREER AND LIFE PLANNING**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California

Independent Colleges and Universities

**Certificates of Specialization**

- Leadership for Service .....6 units
- College Peer Advisor .....6 units

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for Psychology with a Career Planning emphasis for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

***Leadership for Service***

**6 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

Select 3 units from the following courses:

- SPCH 100 Public Speaking. ....3 units
- SPCH 120 Interpersonal Communications .....3 units
- SPCH 140 Small Group Communication.....3 units
- SPCH 150 Intercultural Communication .....3 units

Select 3 units from the following courses:

- SOCI 100 Introduction to Sociology .....3 units**
- SOCI 105 Social Problems.. .....3 units
- SOCI 141 Race and Ethnic Relations . .....3 units
- SOCI 200 Urban Sociology. ....3 units
- SOCI 300 Social Psychology .....3 units
- PSYC 100 General Psychology.....3 units**
- PSYC 300 Social Psychology .....3 units

***College Peer Advisor***

**6 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

Select 3 units from the following courses:

- CRER 120 College and Career Success.....3 units**
- OR
- CRER 121 Planning for Student Success.....1 unit
- AND
- CRER 122 Strategies for Achieving Education Success ....1 unit
- AND
- CRER 123 Career Exploration for Student Success .....1 unit

Plus:

CRER 104 Transfer Essentials and Planning .....	0.5 unit
CRER 107 Introduction to Choosing a College Major .....	0.5 unit
CRER 108 Achieving an Associate Degree and/or Vocational Certificate .....	0.5 unit

California State University  
 University of California  
 Independent Colleges and Universities

## CHEMISTRY

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60 – 70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

## Associate in Science Degree

Chemistry .....60 units

### Recommended high school preparation:

Coursework in Chemistry, Biology, Physics, Mathematics

### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### Major in Chemistry

Complete General Education and other requirements listed for the Associate degree and

### Major requirements: 24–25 semester units

A grade of “C” or higher is required for each course applied to the major.

CHEM 210 General Chemistry I.....	5 units
CHEM 220 General Chemistry II .....	5 units
CHEM 231 Organic Chemistry I .....	5 units
CHEM 232 Organic Chemistry II .....	5 units
PHYS 210/211 General Physics I / Calculus Supplement.....	5 units. . .OR
PHYS 250 Physics with Calculus .....	4 units

## CHINESE

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60–70 transferable units

## Certificates of Specialization

Chinese . .....12 units

### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### Chinese

#### 12 semester units

A grade of “C” or higher is required for each course applied to the certificate.

Select 12 units from the following courses:

<b>CHIN 111 Elementary Chinese I .....</b>	<b>3 units</b>
<b>CHIN 112 Elementary Chinese II.....</b>	<b>3 units</b>
CHIN 121 Advanced Elementary Chinese I .....	3 units
CHIN 122 Advanced Elementary Chinese II.....	3 units
CHIN 131 Intermediate Chinese I.....	3 units
CHIN 132 Intermediate Chinese II .....	3 units
<b>CHIN 134 Basic Chinese Writing Skills Online .....</b>	<b>3 units</b>
CHIN 140 Advanced Intermediate Chinese.....	3 units
CHIN 201 Chinese Character Writing for Beginners .....	1 unit
CHIN 211 Colloquial Mandarin Chinese I, Elementary.....	3 units
CHIN 212 Colloquial Mandarin Chinese II, Elementary .....	3 units

In special circumstances, the Dean of Language Arts may approve the limited use of other courses in the same language (such as those numbered 680 or taken at Skyline or Cañada Colleges). In rare circumstances, the Dean may approve using a course in another discipline if its content is closely related to the language studied.

## COMPUTER AND INFORMATION SCIENCE

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Associate in Science Degree**

Computer and Information Science.....	60 units
Computer and Network Forensics.....	60 units
Computer Science Applications and Development .....	60 units
<u>Computer Support Specialist</u>	
Option 1 Network Support.....	60 units
<u>Computer Support Specialist</u>	
Option 2 PC Hardware and System Support.....	60 units

**Certificate of Achievement**

Computer and Network Forensics.....	31.5 units
Computer Science Applications and Development .....	30 units
<u>Computer Support Specialist</u>	
Option 1 Network Support.....	28.5 units
<u>Computer Support Specialist</u>	
Option 2 PC Hardware and System Support.....	31 units

**Certificates of Specialization**

C++ Programming .....	8 units
CIS Network Security Specialist.....	7.5 units
Computer Forensics.....	13.5 units
Internet Programming .....	16 units
Java Programming .....	8 units

**Recommended high school preparation:**

Coursework in Mathematics, Computer Programming, English, Business, Electronics.

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for Computer and Information Science for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

***Major in Computer and Information Science***

Complete General Education and other requirements listed

for the Associate degree and

**Major requirements: 31 semester units**

A grade of "C" or higher is required for each course applied to the major.

- CIS 255 (CS1) Programming Methods: Java . .....OR**
- CIS 278 (CS2) Programming Methods: C++. ....4 units**
- CIS 256 (CS2) Data Structures: Java.....**
- OR**
- CIS 279 (CS2) Data Structures: C++ .....4 units**
- MATH 251 Calculus with Analytic Geometry I. ....5 units
- MATH 252 Calculus with Analytic Geometry II5 units
- ENGL 100 Composition and Reading .....3 units**
- Plus, select 4 or more units from CIS courses numbered 110 or higher**

Plus, select 6 or more units from MATH 253, 268, 270, 275; PHYS 250.

***Major in Computer and Network Forensics***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 31.5 semester units**

A grade of "C" or higher is required for each course applied to the major.

- CIS 151 Networks and Digital Communications.....3 units**
- CIS 479 Network Security Fundamentals.....3 units**
- CIS 488 Firewalls and Network Security..... 1.5 units
- CIS 489 Computer Forensics .....3 units**
- CIS 490 Computer Forensics:  
Network Analysis and Defense.....3 units
- CIS 491 Computer Forensics: Search and Seizure .....3 units**
- ADMJ 102 Principles and Procedures  
of the Justice System .....3 units
- ADMJ 104 Introduction to Criminal Law.....3 units
- ADMJ 106 Legal Aspects of Evidence .....3 units
- ADMJ 120 Criminal Investigation.....3 units
- ELEC 215 Introduction to PC Hardware .....3 units

***Computer and Network Forensics***

**31.5 semester units**

Complete major requirements listed under Associate in Science – Major in Computer and Network Forensics. A grade of “C” or higher is required for each course applied to the certificate.

***Major in Computer Science Applications and Development***



Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 30 semester units**

A grade of "C" or higher is required for each course applied to the major.

- CIS 110 Introduction to Computer and Information Science.....3 units
- CIS 151 Networks and Digital Communication ...3 units
- CIS 254 Introduction to Object-Oriented Program Design ....4 units
- CIS 255 (CS1) Programming Methods: Java .....OR
- CIS 278 (CS2) Programming Methods: C++. .....4 units
- CIS 256 (CS2) Data Structures: Java .....OR
- CIS 279 (CS2) Data Structures: C++ .....4 units

Plus, select 8 units from the following courses:

- CIS 278 (CS2) Programming Methods: C++. .....4 units  
(if not used above)
- CIS 255 (CS1) Programming Methods: Java . .....4 units  
(if not used above)
- CIS 256 (CS2) Data Structures: Java .....4 units  
(if not used above)
- CIS 279 (CS2) Data Structures: C++ .....4 units  
(if not used above)

- CIS 312 UNIX Operating Systems I... .....1 unit
- CIS 313 UNIX Operating Systems II.. .....1 unit
- CIS 362 Enterprise Database Management.....4 units
- CIS 391-398 Visual Studio.NET.....2 units each

Plus, select 4 units from the following courses

- CIS 377 Internet Programming: JavaScript/HTML2 units
- CIS 379 Internet Programming: XML.....3 units
- CIS 380 Internet Programming: PHP .....3 units
- CIS 390 Internet Programming: Perl.....2 units

or other Internet programming courses.

**Computer Science Applications and Development**  
**30 semester units**

Complete major requirements listed under Associate in Science – Major in Computer Science Applications and Development. A grade of “C” or higher is required for each course applied to the certificate.

**Major in Computer Support Specialist**  
**Option I: Network Support**

Complete General Education and other requirements listed

for the Associate degree and

**Major requirements: 28.5 semester units**

A grade of "C" or higher is required for each course applied to the major.

- CIS 110 Introduction to Computer and Information Science.....3 units
- CIS 151 Networks and Digital Communications3 units
- CIS 125 Visual Basic I.....OR
- CIS 254 Introduction to Object-Oriented Program Design.....4 units
- ELEC 110 Introduction to Fundamentals of Electronics .....3 units
- ELEC 215 Introduction to PC Hardware .....3 units
- CIS 312 UNIX Operating Systems I... .....1 unit
- CIS 313 UNIX Operating Systems II.. .....1 unit
- BUSW 114 Windows Fundamentals I .....1.5 units

Plus, select 9 units from the following courses:

- CIS 479 Network Security Fundamentals.....3 units
- CIS 489 Computer Forensics .....3 units
- CIS 490 Computer Forensics: Network Analysis and Defense .....3 units
- CIS 491 Computer Forensics: Search and Seizure .....3 units

**Computer Support Specialist**  
**Option I: Network Support**  
**27.5–28.5 semester units**

Complete major requirements listed under Associate in Science – Major in Computer Support Specialist Option I Network Support. A grade of “C” or higher is required for each course applied to the certificate.

**Major in Computer Support Specialist**  
**Option 2: PC Hardware and System Support**

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 31 semester units**

A grade of "C" or higher is required for each course applied to the major.

- CIS 110 Introduction to Computer and Information Science.....3 units
- CIS 151 Networks and Digital Communications.....3 units
- CIS 125 Visual Basic I.....OR
- CIS 254 Introduction to Object-Oriented Program Design ... .....4 units
- ELEC 110 Introduction to Fundamentals of Electronics.....3 units
- ELEC 215 Introduction to PC Hardware .....3 units

ELEC 216 PC Troubleshooting and System Maintenance .....3 units

Plus, select 3 units from the following courses:

CIS 312 UNIX Operating Systems I.....1 unit  
 CIS 313 UNIX Operating Systems II.....1 unit

**BUSW 114 Windows Fundamentals I.....1.5 units**  
**BUSW 115 Windows Fundamentals II .....1.5 units**

Plus, select 9 units from the following courses:

ELEC 131 Copper-Based Network Cabling Fundamentals.....4.5 units..  
 AND  
 ELEC 133 Fiber Optic Network Cabling Fundamentals.....2 units  
 ELEC 231 Basic Applied Electronic Mathematics .....2 units  
 AND  
 ELEC 232 Advanced Electronics Mathematics .. .....1 unit  
 ELEC 201 D.C. Electronics .....3 units  
 AND  
 ELEC 202 A.C. Electronics .....3 units  
 ELEC 262 Digital Electronics.....4 units

***Computer Support Specialist Option 2: PC Hardware and System Support***

**31 semester units**

Complete major requirements listed under Associate in Science – Major in Computer Support Specialist Option 2 PC Hardware and System Support. A grade of “C” or higher is required for each course applied to the certificate.

***C++ Programming***

**8 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

**CIS 278 (CS1) Programming Methods: C++ .. .....4 units**  
**CIS 279 (CS2) Data Structures: C++ .....4 units**

***CIS Network Security Specialist***

**7.5 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

**CIS 479 Network Security Fundamentals.....3 units**  
 CIS 488 Firewalls and Network Security.....1.5 units  
**CIS 489 Computer Forensics .....3 units**

***Computer Forensics***

**13.5 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

**CIS 479 Network Security Fundamentals.....3 units**  
 CIS 488 Firewalls and Network Security.....1.5 units  
**CIS 489 Computer Forensics .....3 units**  
 CIS 490 Computer Forensics:  
 Network Analysis and Defense.....3 units  
**CIS 491 Computer Forensics: Search and Seizure.....3 units**  
**1.5 units**

***Internet Programming***

**16 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

CIS 362 Enterprise Database Management.....OR  
**CIS 363 Enterprise Database Management with MySQL.....OR**  
**CIS 364 Enterprise Data Warehousing.....4 units**  
**CIS 377Internet Programming: JavaScript/HTML .....2 units**  
**CIS 379 Internet Programming: XML.....3 units**  
**CIS 380 Internet Programming PHP .....3 units**

Plus, select 4 units from the following courses:

**CIS 112 Internet Programming: Ajax.....2 units**  
**CIS 113 Internet Programming: Ruby.....4 units**  
**CIS 390 Internet Programming: Perl.....2 units**

***Java Programming***

**8 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

**CIS 255 (CS1) Programming Methods: Java .. .....4 units**  
**CIS 256 (CS2) Data Structures: Java .....4 units**

**COSMETOLOGY**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**Associate in Arts Degree**

Cosmetology.....57 units

**Certificate of Achievement**

Cosmetology.....57 units

**Recommended high school preparation:**

Coursework in Art, Business Mathematics, Accounting, Psychology and Interpersonal Communication.

State Law requires completion of the tenth grade or equivalent. Student must be 17 years of age to be eligible for the State Examination. High School students may enroll in

cosmetology training at College of San Mateo in their junior or senior year. Contact the Cosmetology Department for more information.

**Admission Requirements:**

**Student must complete the four items below.**

1. **The CSM Admissions Application**
2. **The Cosmetology Program Application (Contact the Department for an application (650) 574-6363**
3. **CSM English Placement Test**
4. **CSM Matriculation requirements**

**Admissions priority is given to San Mateo Community College District residents.**

When space is available, students with previous training may be eligible for admission to the Advanced Standing program in Cosmetology within a one-year period of withdrawal from a previous school and upon submission of State Board records to the Cosmetology Department.

No student who has completed more than 600 hours of approved training in another school will be admitted to the Advanced Standing program.

***Major in Cosmetology***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 57 semester units**

A grade of "C" or higher is required for each course applied to the major.

COSM 712	Fundamentals of Cosmetology I.....	10 units
COSM 722	Fundamentals of Cosmetology II.....	10 units
COSM 732	Advanced Cosmetology I . . . . .	18.5–23.5 units
COSM 742	Advanced Cosmetology II.....	18.5–23.5 units

Upon satisfactory completion of 1600 total hours with grades of "C" or higher, students are qualified to take the California State Board of Cosmetology examination for licensure as a Cosmetologist.

***Cosmetology***

**57 semester units required**

Complete major requirements listed under Associate in Arts – Major in Cosmetology. A grade of "C" or higher is required for each course applied to the certificate.

***Special Course in Cosmetology***

COSM 750 – Brush-Up

Refresher course to upgrade skills for students who hold an out-of-state license that require supplemental training to qualify for the California State Bureau of Cosmetology

licensing exam.

**DENTAL ASSISTING**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**Associate in Science Degree**

Dental Assisting ... .....60 units

**Certificate of Achievement**

Dental Assisting ... .....31–35.5 units

**Recommended high school preparation:**

Coursework in Science, English, Psychology, and courses in Art that develop manual dexterity.

**Requirements:**

Students are required to take the CSM English Placement Test prior to enrolling in the program. Any student who wants to become licensed by the State of California as a Registered Dental Assistant (RDA) must have a high school diploma or equivalent to qualify for the licensing exam.

***Major in Dental Assisting***

Complete General Education and other requirements listed for the Associate of Science degree and

**Major requirements: 35 semester units**

A grade of "C" or higher is required for each course applied to the major.

DENT 716	Dental Office Procedures (Fall).....	2.5 units
DENT 721	Dental Materials I (Fall) ... ..	3 units
DENT 722	Dental Materials II (Spring) .....	2 units
DENT 731	Dental Science I (Fall).....	3 units
DENT 732	Dental Science II (Spring).....	3 units
DENT 735	Communication in Allied Health (Fall)	...1 unit
DENT 740	Chair side I (Fall).....	3 units
DENT 742	Chair side II (Spring).....	3 units
DENT 743	Coronal Polish (Spring).....	0.5 unit
DENT 749	Pre-Clinical Science (Fall) .....	0.5 unit
DENT 751	Dental Clinic (Fall).....	1.5 units
DENT 763	Dental Radiology (Fall and Spring) .....	2 units
DENT 647	Dental Assisting Clinical	



Internship (Spring) .....	4 units
SPCH 120 Interpersonal Communication .....	3 units

Select 3 units from the following courses:

PSYC 108 Psychology in Practice .....	OR
<b>PSYC 100 General Psychology.....</b>	<b>3 units</b>
<b>SOCI 100 Introduction to Sociology .....</b>	<b>3 units</b>

### ***Dental Assisting***

**31.5–32 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

DENT 716 Dental Office Procedures (Fall).....	2.5 units
DENT 721 Dental Materials I (Fall) ..	3 units
DENT 722 Dental Materials II (Spring) .....	
DENT 731 Dental Science I (Fall).....	3 units
DENT 732 Dental Science II (Spring) .....	3 units
DENT 735 Communication in Allied Health (Fall).....	
DENT 740 Chair side I (Fall).....	
DENT 742 Chair side II (Spring).....	3 units
DENT 743 Coronal Polish (Spring).....	0.5 unit
DENT 744 Dental Sealants (Spring).....	0.5 unit
DENT 749 Pre-Clinical Science (Fall) .....	0.5 unit
DENT 751 Dental Clinic (Fall).....	1.5 units
DENT 763 Dental Radiology (Fall and Spring) .....	2 units
DENT 647 Dental Assisting Clinical Internship (Spring) .....	4 units
SPCH 860 or 100 or 120 Communication in the Workplace .....	1 unit

Select 1-1.5 units from the following courses:

ENGL 865 Projects in Workplace Writing .....	1 unit
READ 812 Individualized Reading Improvement .....	0.5–3 units

## **DRAFTING TECHNOLOGY**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **University Transfer Program 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

### **Associate in Science Degree**

CAD/Drafting Technology.....	60 units
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### **Certificates of Achievement**

CAD/Drafting Technology.....	21 units
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### **Certificates of Specialization**

Computer-Aided Design .....	16–17 units
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### **Recommended high school preparation:**

Coursework in Mechanical Drawing, Art, Computers, Mathematics

### **University Transfer Program**

Use ASSIST ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. Consider university majors that may be listed as Industrial Technology, Construction Management, Construction Engineering Technology. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### **Major in CAD/Drafting Technology**

Complete General Education and other requirements listed for the Associate degree and

#### **Major Requirements: 21 semester units**

A grade of "C" or higher is required for each course applied to the major.

DRAF 120 Principles of Technical Drawing .....	3 units
DRAF 121 Computer-Aided Drafting I .....	3 units
DRAF 122 Computer-Aided Drafting II .....	3 units
DRAF 123 Computer-Aided Drafting III.....	3 units
DRAF 124 Computer-Aided Drafting IV .....	3 units
DRAF 130 Mechanical Design and Computer Aided Drafting (CAD) .....	3 units

Plus, select 3 units from any course in:

ARCH (Architecture)
<b>BUSW (Business Applications Windows Platform)</b>
ELEC (Electronics)
MANU (Machine Tool Technology)
<b>MULT (Multimedia)</b>
WELD (Welding)

## ***CAD/Drafting Technology***

**21 semester units**

Complete major requirements listed under Associate in Science – Major in Drafting. A grade of “C” or higher is required in each course applied to the certificate.

### ***Computer-Aided Design***

**16–17 semester units**

A grade of “C” or higher is required in each course applied to the certificate.

DRAF 120 Principles of Technical Drawing .....	3 units
DRAF 121 Computer-Aided Drafting I .....	3 units
DRAF 122 Computer-Aided Drafting II .....	
DRAF 130 Mechanical Design and Computer Aided Drafting (CAD).....	3 units
CRER 123 Career Exploration and Student Success .....	1 unit
ENGL 848 Introduction to Composition and Writing.....	4 units .... OR
<b>ENGL 100 Composition and Reading .....</b>	<b>3 units</b>

## **ECONOMICS**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **University Transfer Program 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

### **University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## **ELECTRICAL TECHNOLOGY**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **3 units Certificate of Specialization**

Electrical Technology: Inside Wireman.....15 units

#### *Requirements*

The courses required for this degree and certificate are administered by College of San Mateo in conjunction with the Joint Apprenticeship Training Committee. Registration is limited to those students fulfilling the related instructional requirements of the State of California as an indentured apprentice. For information, contact the San Mateo County JATC for Electrical Construction Industry of the Technology Division.

Students must be at least 18 years of age and have a high school diploma or G.E.D. High school mathematics courses or at least one semester of college-level algebra is also required for this course of study.

For course descriptions see 'Apprenticeship Training'.

### ***Electrical Technology: Inside Wireman***

Complete General Education and other requirements listed for the Associate degree and

**15 semester units**

A grade of “C” or higher is required in each course applied to the certificate.

ELEL 731 Electrical Apprenticeship I .....	1.5 units
ELEL 732 Electrical Apprenticeship II .....	1.5 units
ELEL 733 Electrical Apprenticeship III .....	1.5 units
ELEL 734 electrical Apprenticeship IV .....	1.5 units
ELEL 735 Electrical Apprenticeship V .....	1.5 units
ELEL 736 Electrical Apprenticeship VI .....	1.5 units
ELEL 737 Electrical Apprenticeship VII .....	1.5 units
ELEL 738 Electrical Apprenticeship VIII .....	1.5 units
ELEL 739 Electrical Apprenticeship IX .....	1.5 units
ELEL 740 Electrical Apprenticeship X .....	1.5 unit

# ELECTRONICS TECHNOLOGY

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

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## Associate in Science Degree

### Electronics Technology

- Option 1: Wireless Communications Systems.....60 units
- Option 2: Industrial Electronics .....60 units
- Option 3: Microcomputer Systems ....60 units
- Option 4: General Electronics.....60 units
- Electronics Technology Advanced Placement.....60 units

## Certificate of Achievement

### Electronics Technology

- Option 1: Wireless Communications Systems.....38 units
- Option 2: Industrial Electronics .....37 units
- Option 3: Microcomputer Systems ....40 units
- Option 4: General Electronics.....44 units
- Electronics Technology Advanced Placement.....22 units

## Certificates of Specialization

- Network Cabling Specialist ..10.5 units
  - Electronics Assembly.....7 units
- 

### Recommended high school preparation:

Coursework in Electronics, Science, Mathematics, English

## *Major in Electronics Technology Option 1: Wireless Communications Systems*

Complete General Education and other requirements listed for the Associate degree and

### Major Requirements: 38 semester units

A grade of "C" or higher is required for each course applied to the major.

### **BUSW 114 Windows Fundamentals I.....1.5 units**

- BUSW 530 Introduction to Internet.....1.5 units
- ELEC 201 D.C. Electronics .....3 units
- ELEC 202 A.C. Electronics .....3 units

- ELEC 215 Introduction to PC Hardware .....3 units
- ELEC 231 Basic Applied Electronic Mathematics.....2 units
- ELEC 232 Advanced Electronics Mathematics..1 unit
- ELEC 262 Digital Electronics.....4 units
- ELEC 275 Active Devices ..4 units
- ELEC 282 Introduction to Soldering Rework.....2 units
- ELEC 290 Introduction to Communications Systems .....3 units
- ELEC 320 Linear Circuit Analysis .....4 units
- ELEC 332 Prototype Project Development .....2 units
- ELEC 362 Radio-Frequency Communication ....4 units

## *Electronics Technology*

### *Option 1: Wireless Communications Systems*

**38 semester units**

Complete major requirements listed under Associate in Science – Major in Electronics Technology Option 1: Wireless Communications Systems. A grade of "C" or higher is required for each course applied to the certificate.

## *Major in Electronics Technology Option 2: Industrial Electronics*

Complete General Education and other requirements listed for the Associate degree and

### Major Requirements: 37 semester units

A grade of "C" or higher is required in each course applied to the major.

### **BUSW 114 Windows Fundamentals I.....1.5 units**

- BUSW 530 Introduction to Internet ...1.5 units
- ELEC 201 D.C. Electronics .....3 units
- ELEC 202 A.C. Electronics .....3 units
- ELEC 215 Introduction to PC Hardware .....3 units
- ELEC 231 Basic Applied Electronic Mathematics.....2 units
- ELEC 232 Advanced Electronics Mathematics..1 unit
- ELEC 262 Digital Electronics.....4 units
- ELEC 275 Active Devices ..4 units
- ELEC 282 Introduction to Soldering Rework.....2 units
- ELEC 290 Introduction to Communications Systems .....3 units
- ELEC 320 Linear Circuit Analysis .....4 units
- ELEC 332 Prototype Project Development .....2 units

Plus, select 3 courses from the following:

- ELEC 421 Fundamentals of Electric Motor Control .....4 units
- ELEC 422 Introduction to Programmable Logic Controllers. ....4 units

ELEC 424 Hydraulic, Pneumatic and Vacuum Power Systems.....	4 units
ELEC 441 Sensors and Data Transmission Systems.....	4 units
ELEC 442 Electronic and Pneumatic Process Control Systems.....	4 units
ELEC 444 Automated Process Control System Design.....	4 units

***Electronics Technology***

***Option 2:  
Industrial Electronics***

**37 semester units**

Complete major requirements listed under Associate in Science – Major in Electronics Technology Option 2: Industrial Electronics. A grade of “C” or higher is required for each course applied to the certificate.

***Major in Electronics  
Technology  
Option 3: Microcomputer Systems***

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 40 semester units**

A grade of "C" or higher is required in each course applied to the major.

<b>BUSW 114 Windows Fundamentals I.....</b>	<b>1.5 units</b>
BUSW 530 Introduction to Internet.....	1.5 units
ELEC 201 D.C. Electronics .....	3 units
ELEC 202 A.C. Electronics .....	3 units
ELEC 215 Introduction to PC Hardware .....	3 units
ELEC 231 Basic Applied Electronic Mathematics.....	2 units
ELEC 232 Advanced Electronics Mathematics..	1 unit
ELEC 262 Digital Electronics.....	4 units
ELEC 275 Active Devices ..	4 units
ELEC 282 Introduction to Soldering Rework.....	2 units
ELEC 290 Introduction to Communications Systems .....	3 units
ELEC 320 Linear Circuit Analysis .....	4 units
ELEC 332 Prototype Project Development .....	2 units
BUSW 127 Windows 2000 Installation and Support.....	3 units
ELEC 216 PC Troubleshooting and System Maintenance .....	3 units

***Electronics Technology***

***Option 3:  
Microcomputer Systems***  
**40 semester units**

Complete major requirements listed under Associate in Science – Major in Electronics Technology Option 3: Microcomputer Systems. A grade of “C” or higher is required for each course.

***Major in Electronics  
Technology***

***Option 4: General Electronics***

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 44 semester units**

A grade of "C" or higher is required in each course applied to the major.

<b>BUSW 114 Windows Fundamentals I.....</b>	<b>1.5 units</b>
BUSW 530 Introduction to Internet.....	1.5 units
ELEC 201 D.C. Electronics .....	3 units
ELEC 202 A.C. Electronics .....	3 units
ELEC 215 Introduction to PC Hardware .....	3 units
ELEC 231 Basic Applied Electronic Mathematics.....	2 units
ELEC 232 Advanced Electronics Mathematics..	1 unit
ELEC 262 Digital Electronics.....	4 units
ELEC 275 Active Devices ..	4 units
ELEC 282 Introduction to Soldering Rework.....	2 units
ELEC 290 Introduction to Communications Systems .....	3 units
ELEC 310 Introduction to Microprocessors .....	3 units
ELEC 320 Linear Circuit Analysis .....	4 units
ELEC 332 Prototype Project Development .....	2 units
ELEC 360 Microcomputer Interfacing .....	3 units
ELEC 370 Nonlinear Circuit Analysis .....	4 units

***Electronics Technology  
Option 4: General Electronics***  
**44 semester units**

Complete major requirements listed under Associate in Science – Major in Electronics Technology Option 3: Microcomputer Systems. A grade of “C” or higher is required for each course applied to the certificate.

## *Major in Electronics Technology*

Advanced Placement for students with an extensive background in electronics from the military, industrial on-the-job training, or other educational institutions. Prior background is evaluated by Electronics faculty. The course substitution process must be used for official evaluation of prior work in the area.

Complete General Education and other requirements listed for the Associate degree and

### **Major Requirements: 22 semester units**

A grade of "C" or higher is required for each course applied to the major.

#### **BUSW 114 Windows Fundamentals I.....1.5 units**

BUSW 530 Introduction to Internet.....	1.5 units
ELEC 282 Introduction to Soldering Rework.....	2 units
ELEC 290 Introduction to Communications Systems.....	3 units
ELEC 332 Prototype Project Development.....	2 units

Plus additional courses selected from one of the options previous listed with approval of Electronics faculty. A minimum of 22 units must be completed.

## *Electronics Technology Advanced Placement*

### **22 semester units**

Complete major requirements listed under Associate in Science – Major in Electronics Technology Advanced Placement. A grade of "C" or higher is required for each course applied to the certificate.

## *Network Cabling Specialist*

### **10.5 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

ELEC 110 Introduction to Fundamentals of Electronics.....	3 units
ELEC 131 Copper-Based Network Cabling Fundamentals.....	4.5 units

#### **CIS 110 Introduction to Computer and Information Science.....3 units**

## *Electronics Assembly*

### **7 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

ELEC 110 Introduction to Fundamentals of Electronics.....	3 units
ELEC 282 Introduction to Soldering Rework.....	2 units
ELEC 332 Prototype Project Development.....	2 units

# ENGINEERING

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **University Transfer Program 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

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## **Associate in Science Degree**

Engineering.....	60 units
Engineering Technology: Electronics.....	60 units
Engineering Technology: General.....	60 units

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### **Recommended high school preparation:**

Coursework in Mathematics (four years), Physics (one year), Chemistry (one year), Mechanical Drawing (one year), Computer Information Science and English

### **University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for Engineering for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## *Major in Engineering*

Complete General Education and other requirements listed for the Associate degree and

### **Major Requirements: 19 semester units**

A grade of "C" or higher is required for each course applied to the major.

ENGR 210 Engineering Graphics.....	4 units
ENGR 230 Engineering Statics.....	3 units
ENGR 260 Circuits and Devices.....	4 units
ENGR 270 Materials Science.....	3 units

Plus, select 5 units from the following courses:

CHEM 220 General Chemistry II.....	5 units
CHEM 231 Organic Chemistry I.....	5 units
<b>CIS 278 (CS1) Programming Methods: C++.....</b>	<b>4 units</b>
ECON 100 Principles of Macroeconomics.....	3 units

ECON 102 Principles of Microeconomics.....	3 units
ENGR 140 Introduction to Engineering.....	1.5 units
GEOL 210 General Geology.....	4 units
<b>MATH 200 Elementary Probability and Statistics .....</b>	<b>4 units</b>
MATH 270 Linear Algebra.....	3 units
MATH 275 Ordinary Differential Equations.....	3 units
PHYS 270 Physics with Calculus III ..	4 units

***Major in Engineering  
 Technology: Electronics***

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 37 semester units**

A grade of "C" or higher is required for each course applied to the major.

ELEC 220 DC/AC Circuits .	4 units
ELEC 262 Digital Electronics.....	4 units
ELEC 275 Active Devices ..	4 units
ELEC 290 Introduction to Communications Systems .....	3 units
ELEC 310 Introduction to Microprocessors .....	3 units
ELEC 320 Linear Circuit Analysis .....	4 units
ELEC 360 Microcomputer Interfacing .....	3 units
ELEC 370 Nonlinear Circuit Analysis .....	4 units
<b>MATH 241 Applied Calculus I .....</b>	<b>5 units</b>
<b>MATH 242 Applied Calculus II.....</b>	<b>3 units</b>

***Major in Engineering  
 Technology: General***

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 26 semester units**

A grade of "C" or higher is required for each course applied to the major.

ENGR 210 Engineering Graphics .....	4 units
<b>MATH 241 Applied Calculus I .....</b>	<b>5 units</b>
<b>MATH 242 Applied Calculus II.....</b>	<b>3 units</b>
PHYS 210 General Physics I .....	4 units
PHYS 220 General Physics II.....	4 units

Plus, select 6 units from an area of technology specialization.

Suggested Electives:

<b>ACTG 100 Accounting Procedures .</b> .....	<b>3 units</b>
ENGR 100 Introduction to Engineering.....	3 units
<b>CIS 278 (CS1) Programming Methods: C++.</b> .....	<b>4 units</b>
<b>MATH 200 Elementary Probability and Statistics .....</b>	<b>4 units</b>

Or other technical courses

**ENGLISH**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Associate in Arts Degree**

English.....60 units

**Recommended high school preparation:**

Coursework in English, Literature, Journalism

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

***Major in English***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 21–24 semester units**

A grade of "C" or higher is required for each course applied to the major.

Select 3 units from the following courses:

<b>ENGL 110 Composition, Literature,          and Critical Thinking.....</b> .....	<b>3 units</b>
ENGL 135 Composition, Fiction, and Critical Thinking .....	3 units
<b>ENGL 165 Advanced Composition..</b> .....	<b>3 units</b>

And complete 15 units in Group A or Group B below:

- Group A - 15 units  
 Literature courses in the 100 series, the 200 series, LIT 430
- Group B - 15 units  
 9-12 units from Literature courses in the 100 series, the 200 series, LIT 430

And select 3–6 units from Creative Writing classes:

ENGL 161 Creative Writing I.....	3 units
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ENGL 162 Creative Writing II.....	3 units
ENGL 163 Creative Writing III.....	3 units

ETHN 350 Native American Way of Life.....	3 units
ETHN 351 The Primal Mind and Cultural Diversity.....	3 units
ETHN 360 The People and Cultures of Polynesia.....	3 units
ETHN 440 Cultural Experience of Asian-American Writers.....	3 units
ETHN 585 Ethnicity in Cinema.....	3 units

## ETHNIC STUDIES

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60–70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

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### Associate in Arts Degree

Ethnic Studies.....60 units

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#### Recommended high school preparation:

Coursework in History, Social Science, Psychology, Sociology, English

#### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### Major in Ethnic Studies

Complete General Education and other requirements listed for the Associate degree and

#### Major Requirements: 18 semester units

A grade of "C" or higher is required for each course applied to the major.

ETHN 101 Introduction to Ethnic Studies I.....	3 units
ETHN 102 Introduction to Ethnic Studies II.....	3 units

Plus, select 12 units from the following courses:

ETHN 150 Social Dynamics of People of Color.....	3 units
ETHN 151 Patterns of Prejudice and Racism I.....	3 units
ETHN 152 Patterns of Prejudice and Racism II.....	3 units
ETHN 160 Psychology of People of Color.....	3 units
ETHN 261 African-American Culture I.....	3 units
ETHN 262 African-American Culture II.....	3 units
ETHN 288 African-American Cinema.....	3 units
ETHN 300 Introduction to La Raza Studies.....	3 units

## FILM

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60–70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

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### Associate in Arts Degree

Film.....60 units

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#### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### Major in Film

Complete General Education and other requirements listed for the Associate degree and

#### Major Requirements: 21 semester units

A grade of "C" or higher is required for each course applied to the major.

<b>FILM 100 Introduction to Film.....</b>	<b>3 units</b>
FILM 120 Film History I.....	3 units
FILM 121 Film History II.....	3 units
FILM 215 Film and New Digital Media.....	3 units

Plus, select 9 units from the following courses:

<b>FILM 110 American Cinema.....</b>	<b>3 units</b>
FILM 153 Screenwriting.....	3 units
FILM 200 Film in Focus.....	3 units
ENGL 161, 162, 163 Creative Writing I/II/III.....	3

units each  
 ETHN 288 African-American Cinema .....3 units  
 ETHN 585 Ethnicity in Cinema.....3 units  
 HUM 114 Film and Literature as  
 Communication in the Modern Era ... .....3 units

## **FIRE TECHNOLOGY**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **University Transfer Program 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

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### **Associate in Science Degree**

Fire Technology .....60 units

### **Certificate of Achievement**

Fire Technology .....30 units

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#### **Recommended high school preparation:**

Coursework in Mathematics, English, and use of micro-computers, including spreadsheet and word processing applications.

#### **University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for areas such as Fire Protection or Forestry and Land Management for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### **Major in Fire Technology**

Complete General Education and other requirements listed for the Associate degree and

#### **Major Requirements: 30 semester units**

A grade of "C" or higher is required for each course applied to the major.

FIRE 680MA (FT6) Firefighter Safety & Survival .....3 units  
 FIRE 715 (FT1) Fire Protection Organization .....3 units  
 FIRE 720 (FT2) Fire Prevention Technology .....3 units

FIRE 730 (FT5) Fire Behavior and Combustion .....3 units  
 FIRE 740 (FT4) Building Construction for Fire Protection ...3 units  
 FIRE 745 (FT3) Fire Protection Systems and Equipment .....3 units

Plus, select 12 units from the following courses:

FIRE 705 Fire Hydraulics .....3 units  
 FIRE 714 Wildland Fire Control.....3 units  
 FIRE 725 Fire Apparatus and Equipment .....3 units  
 FIRE 793 Firefighter I Academy .....12 units  
 FIRE 795 Emergency Medical Technician – Basic .....7 units  
 FIRE 800 Fire Service Entrance Test Prep .....3 units  
 FIRE 810 Firefighter Internship.....3 units

Other FIRE courses may be used with permission from the Fire Technology Coordinator and with an official course substitution approval on file in the Admissions and Records Office.

### ***Fire Technology***

#### **30 semester units**

Complete major requirements listed under Associate in Science - Major in fire Technology. A grade of "C" or higher is required for each course applied to the certificate.

Plus, completion of the General Education English requirement as outlined in Section C (2) of the Associate in Arts/Science Degree Requirements.

### ***Firefighter I Academy***

The Firefighter Academy is a State Board of Fire Services certified academy that, when combined with a specified experience component, leads to State certification as a Firefighter I.

### ***Emergency Medical Technician***

Completion of Fire Technology 795, a seven unit course, and passing the National Registry Test which is offered as part of the course, provides the student with a National Registry certificate as an EMT. This course is also required as a prerequisite for students who want to continue on with paramedic training.

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## **FRENCH**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **University Transfer Program 60–70 transferable units**

California State University  
 University of California



Independent Colleges and Universities

### Associate in Arts Degree

French... 60 units

### Certificate of Specialization

French... 12 units

#### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### Major in French

Complete General Education and other requirements listed for the Associate degree and

#### Major Requirements: 18 semester units

A grade of "C" or higher is required for each course applied to the major.

Select 18 units from the following:

- FREN 110 Elementary French ..... 5 units
- FREN 111 Elementary French I..... 3 units
- FREN 112 Elementary French II ..... 3 units
- FREN 115 Beginning French I..... 3 units**
- FREN 116 Beginning French II ..... 3 units**
- FREN 117 Advanced Beginning French I ..... 3 units**
- FREN 118 Advanced Beginning French II ..... 3 units**
- FREN 120 Advanced Elementary French..... 5 units
- FREN 121 Advanced Elementary French I..... 3 units
- FREN 122 Advanced Elementary French II ..... 3 units
- FREN 130 Intermediate French ..... 5 units
- FREN 131 Intermediate French I..... 3 units
- FREN 132 Intermediate French II..... 3 units
- FREN 140 Advanced Intermediate French ..... 3 units

With Language Arts Division approval, ART 103 and HIST 101 may be accepted as part of the 18 units.

### French

#### 12 semester units

“Pass” or grade of “C” or higher is required for each course applied to the certificate.

I: Select at least 5 units from the following courses:

- FREN 110 Elementary French ..... 5 units
- FREN 111 Elementary French I..... 3 units
- FREN 112 Elementary French II ..... 3 units
- FREN 120 Advanced Elementary French..... 5 units
- FREN 121 Advanced Elementary French I..... 3 units
- FREN 122 Advanced Elementary French II ..... 3 units
- FREN 130 Intermediate French ..... 5 units
- FREN 131 Intermediate French I..... 3 units
- FREN 132 Intermediate French II..... 3 units
- FREN 140 Advanced Intermediate French ..... 3 units

II: The balance of units may be from the following courses:

- FREN 115 Beginning French I..... 3 units**
- FREN 116 Beginning French II ..... 3 units**
- FREN 117 Advanced Beginning French I..... 3 units**
- FREN 118 Advanced Beginning French II ..... 3 units**
- FREN 801 Conversational French I, Elementary ..... 2 units
- FREN 802 Conversational French II,  
Advanced Elementary ..... 2 units
- FREN 803 Conversational French III, Intermediate ..... 2 units
- FREN 804 Conversational French IV,  
Advanced Intermediate ..... 2 units

In special circumstances, the Dean of Language Arts may approve the limited use of other courses in the same language (such as those numbered 680 or taken at Skyline or Cañada Colleges). In rare circumstances, the Dean may approve using a course in another discipline if its content is closely related to the language studied.

## GEOGRAPHY

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

#### University Transfer Program 60– 70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

#### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

# GEOLOGICAL SCIENCES

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

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## Associate in Science Degree

Geological Science.....60 units

**Recommended high school preparation:**

Coursework in Chemistry, Biology, Mathematics,

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## Major in Geological Science

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 21 semester units**

A grade of "C" or higher is required for each course applied to the major.

CHEM 210 General Chemistry I.....	5 units
CHEM 220 General Chemistry II .....	5 units
GEOL 210 General Geology.....	4 units
OCEAN 100/101 Oceanography and Lab.....	4 units
PALN 110 General Paleontology.....	3 units

# GERMAN

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

# GLOBAL STUDIES

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

Certificate of Specialization  
 Global Studies.....17 units

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

**Global Studies  
 17 semester units.**

A grade of "C" or higher is required for each course applied to the certificate.

BUS 125 International Business .....	3 units
PLSC 120 Area Studies.....	3 units

Plus, select 3 units from the following courses:

GEOG 110 Cultural Geography.....	3 units
GEOG 150 World Regional Geography .....	3 units
ECON 100 Principles of Macroeconomics .....	3 units

ECON 102 Principles of Microeconomics.....3 units  
 Plus, 3 units from the following course:  
 SPCH 150 Intercultural Communication .....3 units  
**Plus, select 3 units of any 100 level foreign language course**  
 Plus, 2 units of any Cooperative Education class.

Delivering the Message Effectively .....3 units  
 GRA 135 Graphic Design Foundation .....4 units  
 GRA 150 Adobe Illustrator for Print and Web Design I .....3 units  
 GRA 151 Adobe Illustrator for Print and Web Design II .....3 units  
 GRA 160 Adobe Photoshop for Print and Web Design I .....3 units  
 GRA 161 Adobe Photoshop for Print and Web Design II.....3 units  
 GRA 170 Adobe InDesign.....3 units  
 GRA 235 Graphic Design: Theory and Application.....4 units  
 GRA 242 Image on Paper: The possibilities of Print.....3 units  
 GRA 255 Digital Publishing .....3 units  
 GRA 260 Portfolio .....1 unit  
 MULT 172 Web Design: Dreamweaver .....3 units

## GRAPHICS

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

### Graphics

**39 semester units**

Complete major requirements listed under Associate in Arts – Major in Graphics. A grade of “C” or higher is required for each course applied to the certificate.

### Associate in Arts Degree

Graphics .....60 units

### Certificate of Achievement

Graphics .....39 units

## HISTORY

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Recommended high school preparation:**  
 Coursework in Art, Computers, English

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### Major in Graphics

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 39 semester units**

A grade of "C" or higher is required for each course applied to the major.

GRA 115 Designing with Type I:  
 Essentials of Typographic Expression .....3 units  
 GRA 116 Designing with Type II:

## HORTICULTURE

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University

University of California  
 Independent Colleges and Universities

**Associate in Science Degree**

- Horticulture: Environmental Option 1:  
 Landscape Constructional Design.....60 units
- Horticulture: Environmental Option 2:  
 Nursery Management.....60 units
- Horticulture: Environmental Option 3:  
 Landscape Management.....60 units
- Horticulture: Floristry .....60 units

**Certificate of Achievement**

- Horticulture: Environmental Option 1:  
 Landscape Constructional Design.....21–25 units
- Horticulture: Environmental Option 2:  
 Nursery Management.....21–25 units
- Horticulture: Environmental Option 3:  
 Landscape Management.....21–25 units
- Horticulture: Floristry .....21 units

**Recommended high school preparation:**

Coursework in Science, Biology, Art, Design

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for Business and Accounting for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

**Major in Horticulture:  
 Environmental Option 1:  
 Landscape Construction/Design**

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 21–25 semester units**

A grade of “C” or higher is required in each course applied to the major.

- HORT 311 Plant Materials I: Trees .....OR**
- HORT 711 Landscape Trees.....
- HORT 312 Plant Materials II: Shrubs and Groundcovers.....OR
- HORT 712 Landscape Shrubs,

- Groundcovers, and Vines .. 3 units
- HORT 315 Landscape Management... 3 units

Plus select Group A or Group B below:

Group A:

- HORT 327 Nursery Management .....3 units

Group B:

- BOTH HORT 705 Soils and Plant Growing.....3 units  
 AND either
- HORT 325 Interior Plantscape.....3 units  
 OR either
- HORT 706 Plant Propagation .....3 units  
 OR either
- HORT 742 Greenhouse Management . 3 units

Plus select one of the following courses:

- BIOL 145 Plants, People, Environment .....3 units**
- BIOL 110 General Principles of Biology.....4 units

Plus, two courses from the following selections:

- HORT 342 Landscape Construction .... 3 units
- HORT 350 Principles of Landscape Design .....OR
- HORT 709 Principles of Landscaping ..... 3 units

***Horticulture: Environmental Option 1: Landscape Construction/Design***

**21–25 semester units**

Complete major requirements listed under Associate in Science – Major in Horticulture: Environment Option 1. A grade of “C” or higher is required for each course applied to the certificate.

***Major in Horticulture: Environmental Option 2: Nursery Management***

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 21–25 semester units**

A grade of “C” or higher is required in each course applied to the major.

- HORT 311 Plant Materials I: Trees .....OR**
- HORT 711 Landscape Trees.....3 units
- HORT 312 Plant Materials II:  
 Shrubs and Groundcovers . .....OR
- HORT 712 Landscape Shrubs,  
 Groundcovers, and Vines .. 3 units
- HORT 315 Landscape Management... 3 units

Plus select Group A or Group B below

Group A:

HORT 327 Nursery Management .....	3 units
<b>Group B:</b>	
BOTH HORT 705 Soils and Plant Growing .....	3 units
AND either	
HORT 325 Interior Plantscape .....	3 units
OR either	
HORT 706 Plant Propagation .....	3 units
OR either	
HORT 742 Greenhouse Management .....	3 units

Select one of the following courses:

<b>BIOL 145 Plants, People, Environment .....</b>	<b>3 units</b>
BIOL 110 General Principles of Biology .....	4 units

Plus, select two courses from the following selections:

HORT 330 Integrated Pest Management .....	3 units
AND	
HORT 350 Principles of Landscape Design .....	OR
HORT 709 Principles of Landscaping .....	3 units

***Horticulture: Environmental  
 Option 2: Nursery Management***

**21–25 semester units**

Complete major requirements listed under Associate in Science – Major in Horticulture: Environmental Option 2. A grade of “C” or higher is required for each course.

***Major in Horticulture:  
 Environmental Option 3:  
 Landscape Management***

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 21–25 semester units**

A grade of “C” or higher is required in each course applied to the major.

<b>HORT 311 Plant Materials I: Trees .....</b>	<b>OR</b>
HORT 711 Landscape Trees .....	3 units
HORT 312 Plant Materials II:	
Shrubs and Groundcovers .....	OR
HORT 712 Landscape Shrubs, Groundcovers, and Vines .....	3 units
HORT 315 Landscape Management .....	3 units

Plus select Group A or Group B below

<b>Group A:</b>	
HORT 327 Nursery Management .....	3 units

<b>Group B:</b>	
BOTH HORT 705 Soils .....	3 units
AND either	
HORT 325 Interior Plantscape .....	3 units

OR either	
HORT 706 Plant Propagation .....	3 units
OR either	
HORT 742 Greenhouse Management .....	3 units

Select one of the following courses:

<b>BIOL 145 Plants, People, Environment .....</b>	<b>3 units</b>
BIOL 110 General Principles of Biology .....	4 units

Plus, two courses from the following selections:

HORT 330 Integrated Pest Management .....	3 units
AND	
HORT 342 Landscape Construction .....	3 units

***Horticulture: Environmental  
 Option 3: Landscape Manage-  
 ment***

**21–23 semester units**

Complete major requirements listed under Associate in Science – Major in Horticulture: Environmental Option 3. A grade of “C” or higher is required for each course applied to the certificate.

***Major in Horticulture: Floristry***

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 21 semester units**

A grade of “C” or higher is required for each course applied to the major.

HORT 400 Floral Arranging I .....	1.5 units
HORT 401 Floral Arranging II .....	1.5 units
HORT 404 Flowers to Wear and Carry I .....	0.5 unit
HORT 405 Flowers to Wear and Carry II .....	0.5 unit
HORT 415 Retail Floristry Management .....	3 units
HORT 417 European Floral Design .....	1.5 units
HORT 419 Bridal and Party Designs .....	1.5 units
HORT 421 Contemporary Ikebana .....	1.5 units
HORT 425 Cut Flower Identification .....	1 unit
HORT 426 Sympathy Floral Design .....	1.5 units
HORT 427 Floral Design with Everlasting Flowers .....	1.5 units
HORT 428 Display Design for Florists .....	0.5 unit

Plus, select 3 units from the following courses:

HORT 325 Interior Plantscape .....	3 units
HORT 327 Nursery Management .....	3 units
HORT 742 Greenhouse Management .....	3 units

Plus, select 2 units from the following courses:

HORT 326 Growing Orchids .....	1 unit
HORT 421 Contemporary Ikebana .....	1.5 units

HORT 422 Designs for Entertaining.....	0.5 unit
HORT 425 Cut Flower Identification .	1 unit
HORT 429 Corporate Accounts and Tropical Designs.....	5 unit
HORT 690 Special Projects .....	1-2 units
COOP 641 Cooperative Education .....	1-4 units

***Horticulture: Floristry***

**21 semester units**

Complete major requirements listed under Associate in Science – Major in Horticulture: Floristry. A grade of “C” or higher is required for each course applied to the certificate.

**HUMANITIES**

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Associate in Arts Degree**

Humanities .....60 units

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

***Major in Humanities***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 18 semester units**

A grade of "C" or higher is required for each course applied to the major.

HUM 101 Intro to Humanities – Greece through Reformation .....	3 units
HUM 102 Intro to Humanities – Reformation to Present .....	3 units

Plus 12 units selected from the following groupings:

Select 3 units from:

HUM 111 Religion, Literature and Philosophy in Ancient Greece.....	3 units
HUM 114 Film and Literature as Communication in the Modern Era .....	3 units

Plus, 3 units from the following:

HUM 125 Technology/Contemporary Society/ Human Values .....	3 units
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Select 3 units from:

HUM 131 Culture and Achievement of African-Americans.....	3 units
HUM 133 Culture and Achievement of Asian Americans .....	3 units
ANTH 370 Olmec, Maya, Aztec People and Cultures of Mexico & Central America .....	3 units

Plus, 3 units from the following:

HUM 140 Cultural Heritage of San Francisco and Its Environs.. ..	3 units
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**HUMAN SERVICES**

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Associate in Arts Degree**

Human Services.....60 units

**Certificate of Achievement**

Human Services.....19 units

**Certificates of Specialization**

Community Health Worker.. ..	14 units
Family Development .....	6 units
Peer Support Services.....	12 units
Psychosocial Rehabilitation .	6 units

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the

University of California systems. Research majors in Human Services or related areas such as Social Work, Social Welfare, or Human Resources. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### ***Major in Human Services***

Complete General Education and other requirements listed for the Associate degree and

#### **Major requirements: 19 semester units**

A grade of "C" or higher is required for each course applied to the major.

- HMSV 100 Introduction to Human Services .....3 units
- HMSV 110 Introduction to Counseling and Interviewing .....3 units
- HMSV 115 Introduction to Case Management... ..3 units
- HMSV 120 Public Assistance and Benefits Program .....1 unit

And, select 9 units from the following courses:

- CRER 138 Skill Development for Career Growth.....
- CRER 140 Peer Counseling .....3 units
- CRER 142 Advanced Peer Counseling.....
- HMSV 130 Employment Support Strategies .....1-3 units
- HMSV 150 Rehabilitation and Recovery.....3 units
- HMSV 151 Current Trends and Issues in Psychosocial Rehabilitation .....1-3 units
- HMSV 262 Empowerment Skills for Family Workers.....3 units
- HMSV 264 Supporting Family Success.....3 units
- PSYC 100 General Psychology.....3 units**
- PSYC 108 Psychology in Practice .....3 units
- SOCI 100 Introduction to Sociology .....3 units**
- SPCH 120 Interpersonal Communication.....3 units
- SOSC 301 Introduction to Alcohol and Other Drug Studies.....3 units

### ***Human Services***

#### **19 semester units**

Complete major requirements listed under Associate in– Major in Human Services. A grade of "C" or higher is required for each course applied to the certificate.

### ***Community Health Worker***

#### **14 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

- HMSV 262 Empowerment Skills for Family Worker .....3 units
- HMSV 264 Supporting Family Success.....3 units
- HSCI 100 General Health Education .....2 units**

Plus 3 units of

- Any HSCI (Health Science courses) .....3 units
- Plus 3 units selected from
- HMSV 100 Introduction to Human Services .....3 units
- HMSV 110 Introduction to Counseling and Interview .....3 units
- HMSV 115 Introduction to Case Management.....3 units
- HMSV 150 Rehabilitation and Recovery.....3 units
- HMSV 151 Current Trends & Issues in Psychosocial Rehabilitation .....1-3 units

### ***Family Development***

#### **6 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

- HMSV 262 Empowerment Skills for Family Worker .....3 units
- HMSV 264 Support Family Success... ..3 units

### ***Peer Support Services***

#### **12 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

- CRER 138 Skill Development for Career Growth.....3 units
- Select 3 units from the from the following courses:
- CRER 140 Peer Counseling .....OR
- HMSV 110 Introduction to Counseling and Interviewing .....3 units

Select 3 units from the from the following courses:

- CRER 142 Advance Peer Counseling. ....OR
- HMSV 150 Rehabilitation and Recovery.....3 units

Select 3 units from the from the following courses:

- Any COOP selection Cooperative Education .....3 units

### ***Psychosocial Rehabilitation***

#### **6 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

- HMSV 150 Rehabilitation and Recovery.....3 units
- HMSV 151 Current Trends and Issues in Psychosocial Rehabilitation .....3 units

## **INTERDISCIPLINARY STUDIES**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

#### **University Transfer Program**



**60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Associate in Arts Degree**

Interdisciplinary Studies with an  
 Area of Emphasis with three options:

- Option 1 - Intercultural Studies.....60 units
- Option 2 - Contemporary Issues.....60 units
- Option 3 - Science and Society .....60 units

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

***Major in Interdisciplinary Studies,  
 Option 1: Intercultural Studies***

This degree option introduces students to multiple cultural perspectives to enable them to be informed, engaged citizens in a multicultural society. Depending on the student’s focus, this degree offers transfer opportunities into areas such as World Arts and Cultures, Global Studies, Multicultural Studies, and Ethnic Studies. Students should work with a counselor to identify any additional supporting classes for transfer to a particular program and university. Note: most courses listed in this major can also be used to meet requirements for the California State University General Education or IGETC.

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: A minimum of 18 units**

A grade of “C” or higher is required for each course applied to the major.

At least 3 units of courses that examine more than one culture within the course to be selected from the following options:

- ANTH 110 Cultural Anthropology .....3 units
- ANTH 180 Magic, Science & Religion .....3 units
- ETHN 351 The Primal Mind and Cultural Diversity .....3 units
- ETHN 585 Ethnicity in Cinema .....3 units

- GEOG 110 Cultural Geography .....3 units
- LIT 220 Introduction to World Literature.....3 units
- MUS 250 World Music .....3 units**
- PHIL 300 Introduction to World Religions.....3 units
- PLSC 110 Contemporary Foreign Governments . .....3 units
- SPCH 150 Intercultural Communication .....3 units

At least 6 units of courses in the arts and literature to be selected from the following options:

- ART 100 Art of the Western World . .....3 units**
- ETHN 288 African-American Cinema .....3 units
- ETHN 350 Native American Way of Life .....3 units
- ETHN 440 Cultural Experience of  
 Asian-American Writers .... .....3 units
- HUM 131 Cultural Achievements  
 of African-Americans..... .....3 units
- HUM 133 Cultural Achievements  
 of Asian Americans..... .....3 units
- LIT 232 Survey of English Literature.. .....3 units
- LIT 430 Mythology and Folklore..... .....3 units

At least 9 units of courses in the areas of social, political, and economic institutions to be selected from the following options:

- ANTH 370 Olmec, Maya, and Aztec People and  
 Cultures of Mexico and Central America .....3 units
- ETHN 101 Introduction to Ethnic Studies I..... .....3 units
- ETHN 102 Introduction to Ethnic Studies II ..... .....3 units
- ETHN 150 Social Dynamics of People of Color . .....3 units
- ETHN 261 African-American Culture I..... .....3 units
- ETHN 262 African-American Culture II ..... .....3 units
- ETHN 300 Introduction to La Raza Studies ..... .....3 units
- ETHN 360 The People and Cultures of Polynesia:  
 An Introduction ... .....3 units
- ETHN 440 Cultural Experience of  
 Asian-American Writers .... .....3 units
- HIST 100 History of Western Civilization I..... .....3 units
- HIST 101 History of Western Civilization II..... .....3 units
- HIST 102 History of American Civilization..... .....3 units
- HIST 260 Women in American History ..... .....3 units
- PLSC 120 Area Studies..... .....3 units
- PLSC 212 Introduction to American  
 Politics and Society ..... .....3 units
- SOSC 220 British Life and Culture..... .....3 units
- SOSC 221 French Life and Culture ..... .....3 units

***Major in Interdisciplinary  
 Studies,  
 Option 2: Contemporary Issues***

This degree option provides students with both an introduc-



tion to the wide range of issues facing contemporary society and the tools to analyze these issues critically. Depending on the student’s focus, this degree offers transfer possibilities into such majors as Communications, Environmental Studies, Ethnic Studies, Sociology, and Social Services. Note: most courses listed in this major can also be used to meet requirements for the California State University General Education or IGETC.

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: A minimum of 18 units**

A grade of “C” or higher is required for each course applied to the major.

At least 6 units of courses that introduce students to major disciplines in the social sciences. The 6 units of courses must be selected from the following options and include at least two different discipline areas:

- BUS 100 Contemporary American Business ... 3 units**
- ECON 100 Principles of Macroeconomics ..... 3 units
- ECON 102 Principles of Microeconomics..... 3 units
- GEOG 110 Cultural Geography ..... 3 units
- PSYC 100 General Psychology..... 3 units**
- PSYC 300 Social Psychology ..... 3 units
- SOCI 100 Introduction to Sociology. .... 3 units**
- SPCH 100 Public Speaking..... 3 units

At least 3 units of courses in statistics or critical thinking, selected from the following:

- ECON 123 Business-Economic Statistics..... 3 units
- ENGL 165 Advanced Composition... 3 units**
- MATH 147 Mathematics and Global Studies..... 4 units
- MATH 200 Elementary Probability and Statistics ..... 4 units**
- PHIL 103 Critical Thinking . .... 3 units
- PSYC 121 Basic Statistical Concepts .. .... 3 units
- SOSC 111 Critical Thinking and Writing..... 3 units

At least 9 units of courses that explore particular issues facing contemporary society. The 9 units of courses must be selected from the following options and include at least two different discipline areas:

- ARCH 100 Survey of Contemporary Architecture..... 3 units
- BIOL 102 Environmental Conservation ..... 3 units**
- BIOL 195 Biology Field Laboratory..... 1 unit
- BCST 110 Media in Society. .... OR
- DGME 100 Media in Society ..... 3 units**
- DGME 102 Media Law and Ethics... ..... 3 units**
- ETHN 151 Patterns of Prejudice and Racism I..... 3 units
- ETHN 152 Patterns of Prejudice and Racism II .. .... 3 units
- HSCI 112 Current Health Issues ..... 1 unit
- Human Values..... 3 units
- JOUR 110 Mass Media in Society ..... OR
- DGME 100 Media in Society ..... 3 units**

- PHIL 244 Contemporary Social and Moral Issues..... 3 units
- PLSC 130 International Relations..... 3 units
- PLSC 215 Contemporary Issues in American Politics..... 3 units
- PLSC 250 Civil Liberties and Civil Rights..... 3 units
- SOCI 105 Social Problems... ..... 3 units
- SOCI 141 Race and Ethnic Relations .. .... 3 units
- SOCI 200 Urban Sociology.. ..... 3 units

**Major in Interdisciplinary Studies,  
 Option 3: Science and Society**

This degree provides students with the foundation from which to understand the impact of scientific issues on contemporary society. Depending on the student’s focus, this major offers transfer possibilities in the social sciences, including Economics, Sociology, and Social/Behavioral Sciences, and in more specialized interdisciplinary majors such as Environmental Economics and Policy, Environmental Analysis and Design, Social Ecology, Community and Regional Development, and Development Studies. Students should work with a counselor to identify the appropriate mathematics classes and any additional supporting classes for transfer to a particular program and university. Note: most courses listed in this major can also be used to meet requirements for the California State University General Education or IGETC.

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: A minimum of 19 units**

A grade of “C” or higher is required for each course applied to the major.

At least 3 units of courses that link science with society, to be selected from:

- HUM 125 Technology/Contemporary Society/  
 Human Values..... 3 units
- MATH 147 Mathematics and Global Studies..... 4 units
- PHIL 244 Contemporary Social and Moral Issues..... 3 units

At least 7 units of courses in the sciences to be selected from the following options:

- BIOL 100 Introduction to Life Sciences..... 3 units**
- BIOL 102 Environmental Conservation ..... 3 units**
- BIOL 110 General Principles of Biology..... 4 units
- BIOL 145 Plants, People, and Environment.... 3 units**
- BIOL 184 Wildlife Biology . .... 3 units
- BIOL 195 Biology Field Laboratory..... 1 unit
- GEOL 100 Survey of Geology ..... 3 units**
- HUM 125 Technology/Contemporary Society/..... 1 unit
- METE 100 Elementary Meteorology ... ..... 3 units
- METE 101 Meteorology Laboratory..... 1 unit

OCEN 100 Oceanography.....	3 units
OCEN 101 Oceanography Laboratory/Field Study .....	1 unit

At least 9 units of courses in the social sciences to be selected from the following options:

ANTH 110 Cultural Anthropology .....	3 units
ANTH 180 Magic, Science & Religion .....	3 units
ECON 100 Principles of Macroeconomics .....	3 units
ECON 102 Principles of Microeconomics.....	3 units
GEOG 100 Physical Geography .....	3 units
GEOG 110 Cultural Geography .....	3 units
GEOG 150 World Regional Geography .....	3 units
PLSC 215 Contemporary Issues in American Politics.....	3 units
<b>PSYC 100 General Psychology.....</b>	<b>3 units</b>
PSYC 220 Introduction to Psychobiology .....	3 units
<b>SOCI 100 Introduction to Sociology. ....</b>	<b>3 units</b>
SOCI 105 Social Problems.....	3 units
SOCI 200 Urban Sociology.....	3 units

ITAL 110 Elementary Italian .....	5 units
ITAL 111 Elementary Italian I.....	3 units
ITAL 112 Elementary Italian II .....	3 units
ITAL 120 Advanced Elementary Italian.....	5 units
ITAL 121 Advanced Elementary Italian I.....	3 units
ITAL 122 Advanced Elementary Italian II .....	3 units

The balance of units may be from the following list of courses:

<b>ITAL 115 Beginning Italian I.....</b>	<b>3 units</b>
<b>ITAL 116 Beginning Italian II .....</b>	<b>3 units</b>
<b>ITAL 117 Advanced Beginning Italian I.....</b>	<b>3 units</b>
<b>ITAL 118 Advanced Beginning Italian II .....</b>	<b>3 units</b>
ITAL 801 Conversational Italian I, Elementary..	2 units
ITAL 802 Conversational Italian II, Advanced ..	2 units

In special circumstances, the Dean of Language Arts may approve the limited use of other courses in the same language (such as those numbered 680 or taken at Skyline or Cañada Colleges). In rare circumstances, the Dean may approve using a course in another discipline if its content is closely related to the language studied.

## ITALIAN

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60 – 70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

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### Certificate of Specialization

Italian..... 12 units

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### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

#### *Italian*

**12 semester units**

“Pass” or grade of “C” or higher is required for each course applied to the certificate.

Select at least 5 units from the following courses:

## JAPANESE

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60–70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

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### Certificates of Specialization

Japanese ..... 12 units

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### University Transfer Program

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#### *Japanese*

**12 semester units**

“Pass” or grade of “C” or higher is required for each course applied to the certificate.

Select at least 12 units from the following courses applied to the certificate:

JAPN 110 Elementary Japanese.....	5 units
<b>JAPN 111 Elementary Japanese I.....</b>	<b>3 units</b>
JAPN 112 Elementary Japanese II.....	3 units
JAPN 120 Advanced Elementary Japanese .....	5 units
JAPN 121 Advanced Elementary Japanese I.....	3 units
JAPN 122 Advanced Elementary Japanese II .....	3 units

In special circumstances, the Dean of Language Arts may approve the limited use of other courses in the same language (such as those numbered 680 or taken at Skyline or Cañada Colleges). In rare circumstances, the Dean may approve using a course in another discipline if its content is closely related to the language studied.

## JOURNALISM

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60–70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

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### Associate in Arts Degree

Journalism .....60 units

#### Recommended high school preparation:

Coursework in English, Journalism, Creative Writing, Political Science, Mass Communication, Psychology, Sociology

#### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. Research majors in Journalism, Mass Communication, Media Arts. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## Major in Journalism

Complete General Education and other requirements listed for the Associate degree and

### Major requirements: 19 semester units

A grade of "C" or higher is required for each course applied to the major.

JOUR 110 Mass Media in Society .....	3 units
JOUR 120 Newswriting .....	4 units
JOUR 300 Newspaper Production .....	3 units

Plus, **select 9 units from English** and/or literature courses

## LIFE SCIENCES

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60–70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

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### Associate in Arts Degree

Life Sciences: General .....60 units

### Associate in Science Degree

Life Sciences: Biological .....	60 units
Life Sciences: Biotechnology.....	60 units
Life Sciences: Medical (Pre-Med, Pre-Dental, Pre-Vet) .....	60 units
Life Sciences: Pre-Nursing.....	60 units

### Certificate of Specialization

Biotechnology .....11–12 units

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#### Recommended high school preparation:

One year of Biology, Chemistry, Physics, four years of Mathematics, English

#### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the



**Major in Life Sciences:**

**Pre-Nursing**

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 21–23 semester units**

A grade of "C" or higher is required for all courses applied to the major.

BIOL 240 General Microbiology .....	4 units
BIOL 250 Human Anatomy .....	4 units
<b>BIOL 260 Introduction to Physiology .....</b>	<b>5 units</b>

Plus 8 or 10 units from one of the following groups

Group 1 CHEM 210 and 220 .....	10 units
Group 2 CHEM 410 and 420 .....	8 units

**MANAGEMENT**

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60–70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Associate in Arts Degree**

Business Management .....	60 units
Marketing Management .....	60 units
Retail Management .....	60 units

**Certificate of Achievement**

Business Management .....	24 units
Marketing Management .....	24 units
Retail Management .....	31–32 units

**Certificates of Specialization**

Human Resource Management .....	9 units
Project Management .....	12 units

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division ma-

ior preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

**Major in Management:  
 Business Management**

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 24 semester units**

A grade of "C" or higher is required for each course applied to the major.

<b>BUS 100 Contemporary American Business ..</b>	<b>3 units</b>
<b>MGMT 100 Intro to Business Management ..</b>	<b>3 units</b>
MGMT 235 Techniques of Supervision.....	3 units
<b>ACTG 100 or 3 units from BUSW series .....</b>	<b>3 units</b>

Plus select 12 units from the following courses:

BUS 101 Human Relations I.....	3 units
<b>BUS 150 Small Business Management .....</b>	<b>3 units</b>
<b>BUS 180 Marketing .....</b>	<b>3 units</b>
<b>CIS 110 Introduction to CIS .....</b>	<b>3 units</b>
MGMT 215 Management of Human Resources .	3 units
MGMT 220 Organizational Behavior .	3 units
MGMT 265 Project Management .....	3 units
COOP 641 Cooperative Work Experience Education.....	3 units

**Business Management**

**24 semester units**

Complete major requirements listed under Associate in Arts – Major in Business Management A grade of “C” or higher is required for each course applied to the certificate.

**Major in Management:  
 Marketing Management**

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 24 semester units**

A grade of "C" or higher is required for each course applied to the major.

<b>MGMT 100 Introduction to Business Management .....</b>	<b>3 units</b>
MGMT 235 Techniques of Supervision.....	3 units
<b>BUS 100 Contemporary American Business .</b>	<b>3 units</b>
<b>BUS 180 Marketing .....</b>	<b>3 units</b>

Plus select 12 units from the following courses:

<b>CIS 110 Introduction to CIS .....</b>	<b>3 units</b>
MGMT 215 Management of Human Resources .	3 units
MGMT 220 Organizational Behavior .	3 units



MGMT 265 Project Management .....3 units  
**BUSW series.....1.5-3 units**

***Marketing Management***

**24 semester units**

Complete major requirements listed under Associate in Arts – Major in Marketing Management. A grade of “C” or higher is required for each course applied to the certificate.

***Management: Retail Management***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 32 semester units**

A grade of "C" or higher is required for each course applied to the major.

**ACTG 100 Accounting Procedures . .....3 units....OR**  
**ACTG 121 Financial Accounting.....4 units**  
 BUS 101 Human Relations I.....3 units  
**BUS 115 Business Mathematics .....3 units**  
**BUS 180 Marketing.....3 units**  
 BUS 186 (Canada College).. .....OR  
 BUS 190 (Skyline College).. .....3 units  
 BUS 295 Computer Systems in Business .....4 units  
**BUS 401 Business Communications .....3 units**  
**MGMT 100 Introduction to Business Management .....OR**  
 MGMT 235 Techniques of Supervision.....3 units  
 MGMT 215 Management of Human Resources . .....3 units  
 SPCH 120 Interpersonal Communication.....3 units

***Retail Management***

**31-32 semester units**

Complete major requirements listed under Associate in Arts – Major in Retail Management. A grade of “C” or higher is required for each course applied to the certificate.

***Human Resources Management***

**9 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

**MGMT 100 Introduction to Business Management .....3 units**  
 MGMT 215 Management of Human Resources . .....3 units

Plus select 3 units from the following courses:

BUS 101 Human Relations I.....  
 MGMT 220 Organizational Behavior . .....3 units  
 MGMT 235 Techniques of Supervision.....

***Project Management***

**12 semester units**

A grade of “C” or higher is required for each course applied to the certificate.

**MGMT 100 Introduction to Business Management .....3 units**

MGMT 265 Project Management .....3 units  
 BUSW 450 Microsoft Project Fund. I. ....1.5 units  
 BUSW 451 Microsoft Project Fund. II .....1.5 units

Plus select 3 units from the following courses:

BUS 101 Human Relations I.....3 units  
 MGMT 220 Organizational Behavior. ....3 units

**MANUFACTURING TECHNOLOGY**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program**

**60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

**MATHEMATICS**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program**

**60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

3 units

3 units

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## Associate in Science Degree

Mathematics .....60 units

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### Recommended high school preparation:

Four years of Mathematics.

### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### *Major in Mathematics*

Complete General Education and other requirements listed for the Associate degree and

#### Major requirements: 22–24 semester units

A grade of "C" or higher required for each course applied to the major.

- MATH 251 Calculus with Analytical Geometry I.....5 units
- MATH 252 Calculus with Analytical Geometry II.....5 units
- MATH 253 Calculus with Analytical Geometry III .....5 units

Plus select 7-9 units from the following courses:

- MATH 200 Elementary Probability and Statistics .....4 units**
- MATH 268 Discrete Mathematics .....4 units
- MATH 270 Linear Algebra .....3 units
- MATH 275 Ordinary Differential Equations.....3 units
- CIS 278 Programming Methods C++.....**

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## MULTIMEDIA

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60 – 70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

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## Associate in Arts Degree

Multimedia Option 1: Web Design .....60 units

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- Multimedia Option 2: Digital Video .....60 units
- Multimedia Option 3: Digital Audio.....60 units

## Certificate of Achievement

- Multimedia Web Design .....30 units
- Multimedia Digital Video .....28.5 units
- Multimedia Digital Audio .....25.5 units

## Certificates of Specialization

- Multimedia Web Design .....12 units
  - Multimedia Digital Video .....12 units
- 

### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### *Multimedia Option 1:*

### *Web Design*

Complete General Education and other requirements listed for the Associate degree and

#### Major requirements: 30 semester units

A grade of "C" or higher is required for each course applied to the major.

- MULT 102 Introduction to Multimedia  
 (replaces 105 & 107).....3 units**
- MULT 172 Web Design: Dreamweaver  
 (replaces 170 & 171) .....3 units
- 4 units**
- MULT 177 Graphics for Multimedia (Photo-shop/Fireworks)  
 (replaces 175 & 176).....3 units
- MULT 253 Multimedia Design (replaces 251 & 252).....3 units
- MULT 274 Flash (replaces 270 & 271).....3 units
- MULT 279 Flash Actionscript.....3 units
- MULT 392 Multimedia Internship (replaces 390 & 391) .....3 units
- CIS 111 Introduction to Internet Programming ..3 units

Design Electives: choose 6 units from the following:  
 MULT 113, BCST 110, GRA 160, GRA 115/116

Developer Electives: choose 6 units from the following: **CIS 254, 377, 380.**

### *Multimedia Web Design*

#### 30 semester units

Complete major requirements listed under Associate in Arts – Major in Multimedia Option 1: Web Design. A grade of “C” or higher is required for each course.

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## Multimedia Option 2: Digital Video

Complete General Education and other requirements listed for the Associate degree and

### Major requirements: 28.5 semester units

A grade of "C" or higher is required for each course applied to the major.

<b>MULT 102 Introduction to Multimedia</b> (replaces 105 & 107).....	3 units
MULT 177 Multimedia Graphics - (Photoshop/Fireworks).....	3 units
MULT 187 Final Cut Pro (replaces 182 & 183) .	3 units
MULT 184 Digital Video (replaces 180 & 181) .	3 units
MULT 192 Digital Audio (replaces 190 & 191) .	3 units
MULT 282 After Effects (replaces 280 & 281) ..	3 units
MULT 292 DVD Studio Pro (replaces 290 & 291).....	3 units
MULT 387 Digital Video Workflow (replaces 385 & 386).....	3 units
BCST 312 Field Lighting/Studio Lighting.....	1.5 units

Electives - choose 3 units form the following:

MULT 113, BCST 110

Strongly recommended: MULT 392

## Multimedia Digital Video

### 28.5 semester units

Complete major requirements listed under Associate in Arts – Major in Multimedia Option 2: Digital Video. A grade of “C” or higher is required for each course applied to the certificate.

## Multimedia Option 3: Digital Audio

Complete General Education and other requirements listed for the Associate degree and

### Major requirements: 25.5 semester units

A grade of "C" or higher is required for each course applied to the major.

<b>MULT 102 Introduction to Multimedia</b> (replaces 105 & 107).....	3 units
MULT 192 Digital Audio (replaces 190 & 191) .	3 units
MULT 297 Pro Tools LE (replaces 295 & 296) .	3 units
MULT 317 Digital Studio Recording (replaces 315 & 316).....	3 units
MUS 290 Electronic Music I .....	
MUS 291 Electronic Music II.....	
MUS 292 Sound Creation: Sampling and Synthesis.....	3 units
MUS 293 Audio for Visual Media.....	2.5 units

Plus, 3 units from the following courses:

MULT 113 Fundamentals of Mac OS & File Management (replaces 111 & 112).....	3 units
BCST 110 Media in Society .....	3 units

## Multimedia Digital Audio

### 25.5 semester units

Complete major requirements listed under Associate in Arts – Major in Multimedia Option 3: Digital Audio. A grade of “C” or higher is required for each course applied to the certificate.

## Multimedia Web Design

### 12 semester units

A grade of “C” or higher is required for each course applied to the certificate.

MULT 172 Web Design: Dreamweaver (replaces 170 & 171).....	3 units
MULT 177 Graphics for Multimedia (Photoshop) (replaces 175 & 176).....	3 units
MULT 253 Multimedia Design (replaces 251 & 252).....	3 units
MULT 274 Flash (replaces 270 & 271).....	3 units

## Multimedia Digital Video

### 12 semester units

A grade of “C” or higher is required for each course applied to the certificate.

MULT 184 Digital Video (replaces 180 & 181) .	3 units
MULT 187 Final Cut Pro (replaces 182 & 183) .	3 units
MULT 282 After Effects (replaces 280 & 281) ..	3 units
MULT 292 DVD Studio Pro (replaces 290 & 291) .....	3 units

## MUSIC

Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).

### University Transfer Program 60 – 70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

3 units	<b>Associate in Arts Degree</b>
2 units	Music .....
	Electronic Music .....
	60 units
	60 units



## Certificate of Achievement

Electronic Music .....26.5 units

### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### Music

Complete General Education and other requirements listed for the Associate degree and

#### Major requirements: 33.5 semester units

A grade of "C" or higher is required for each course applied to the major.

Theory and Musicianship Core, 19.5 units:

- MUS 131 Harmony I.....3 units
- AND
- MUS 101 Musicianship I.....3 units
- MUS 132 Harmony II.....3 units
- AND
- MUS 102 Musicianship II.....3 units
- MUS 133 Harmony III.....3 units
- AND
- MUS 103 Musicianship III.....3 units

Plus, concurrent enrollment during the above 3 semesters in MUS 800 for a total of 1.5 units.

(It is recommended that students complete a 4th semester of Harmony and Musicianship: MUS 134, MUS 104 and MUS 800)

Ensemble Requirements, 4 units - select from the following courses:

- MUS 451 Jazz Workshop.....1 unit
- MUS 452 Repertory Jazz Band.....1 unit
- MUS 430 Symphonic Band.....1 unit
- MUS 470 CSM Singers.....1 unit
- MUS 665 Special Topics in Music Performance .....0.5–1 unit

History Requirements, 6 units

**MUS 202 Music Listening and Enjoyment (required course).....3 units**

And select one from the following courses:

- MUS 250 World Music .....3 units**
- MUS 275 History of Jazz.....3 units

Instrumental/Voice Requirements, 3 units - select from the

following courses:

- MUS 302-304 Piano II, III, IV.....1 unit each**
- MUS 371-374 Guitar I, II, III, IV .....1 unit each
- MUS 401-404 Voice I, II, III, IV .....1 unit each

Keyboard Proficiency Requirement, 1 unit

**MUS 301 Piano I (required course).....1 unit**

### Electronic Music

Complete General Education and other requirements listed for the Associate degree and

#### Major requirements: 26.5 semester units

A grade of "C" or higher is required for each course applied to the major.

- MUS 290 Electronic Music I .....3 units
- MUS 291 Electronic Music II.....2 units
- MUS 292 Sound Creation: Sampling and Synthesis.....3 units
- MUS 293 Audio for Visual Media.....2.5 units
- CIS 110 Introduction to Computer and Information Science.....3 units**
- ELEC 110 Introduction to Fundamentals of Electronics ....3 units

Plus, select 6 units from the following courses:

- MUS 100 Fundamentals of Music.....3 units**
- AND
- MUS 101 Musicianship I .....OR
- MUS 101 Musicianship I .....3 units
- AND
- MUS 131 Harmony I.....OR
- MUS 102 Musicianship II.....3 units
- AND
- MUS 132 Harmony II .....OR
- MUS 103 Musicianship III .....3 units
- AND
- MUS 133 Harmony III.....OR
- MUS 104 Musicianship IV .....3 units
- AND
- MUS 134 Harmony IV .....3 units

Plus, select 1 unit from the following courses:

- MUS 301-304 Piano I, II, III, IV .....1 unit each**

Plus, select 3 units from the following courses:

- MUS 202 Music Listening and Enjoyment .....3 units**
- MUS 250 World Music .....3 units**
- MUS 275 History of Jazz.....3 units

***Electronic Music***

**26.5 semester units**

Complete major requirements listed under Associate in Arts – Major in Electronic Music. A grade of “C” or higher is required for each course applied to the certificate.

**NURSING –  
 REGISTERED  
 NURSING PROGRAM**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program**

**60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**Associate in Science Degree**

Nursing .....74–85 units

**Recommended high school preparation:**

Coursework in Biology, Chemistry, Anatomy, English, Mathematics, Psychology

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

**Nursing Program Admissions Requirements**

Go to the CSM Nursing Program web site for the current admissions information ([collegeofsanmateo.edu/nursing](http://collegeofsanmateo.edu/nursing)). At this site print the Nursing Program Information Sheet and the Nursing Articulation Grid for detailed information about admissions requirements and processes. You may also contact the Nursing Department, 650-574-6218.

**Admissions Requirements**

If there are more applicants than spaces available, the fol-

lowing applicants are given priority.

1. Applicants who have completed the "pre admission" major requirements.
2. Applicants with a grade point average of 2.5 or higher for all pre admissions and major course requirements.
3. Applicants who have completed Biology 240, Biology 250, and Biology 260 with a cumulative grade point average of 2.5 for this group and no grade less than C in each course and no more than one repetition of any of these courses.
4. Applicants with equal priority are selected by a computerized random number system.
5. Applicants are required to successfully complete an assessment test prior to the entry in to the program. In the event that the applicant does not pass the test, they need to successfully complete remediation course work prior to entry into the nursing program.

***Major in Nursing***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 74–85 semester units**

A grade of “C” or higher is required in each course applied to the major.

NURS 211 Introduction to Nursing .....	4.5 units
NURS 212 Concepts of Homeostasis in Nursing .....	4.5 units
NURS 215 Nursing Skills Lab I .....	0.5 unit
NURS 221 Pediatric Nursing.....	4.5 units
NURS 222 Maternity Nursing.....	4.5 units
NURS 225 Nursing Skills Lab II .....	0.5 unit
NURS 231 Psychiatric Nursing.....	5 units
NURS 232 Medical/Surgical Nursing.....	5 units
NURS 235 Nursing Skills Lab III.....	0.5 unit
NURS 241 Advanced Medical/Surgical Nursing .....	5 units
NURS 242 Leadership/Management in Nursing .....	5 units
NURS 245 Nursing Skills Lab IV .....	0.5 unit
NURS 808 Open Skills Laboratory .....	0.5-3 units
BIOL 240 General Microbiology.....	4 units
BIOL 250 Anatomy.....	4 units
<b>BIOL 260 Introductory Physiology .....</b>	<b>5 units</b>
<b>PSYC 100 General Psychology.....</b>	<b>3 units</b>
PSYC 200 Developmental Psychology.....	3 units
<b>SOCI 100 Introduction to Sociology .....</b>	<b>OR</b>
ANTH 110 Cultural Anthropology .....	3 units
SPCH 100 Public Speaking.....	OR
SPCH 120 Interpersonal Communication .....	OR
SPCH 150 Intercultural Communication .....	3 units
<b>ENGL 100 Composition and Reading .....</b>	<b>3 units</b>

**Pre-admissions Major requirements 32–39 units**

\***MATH 120** or MATH 122 and 123.....5-6 **units**

\*For those students with catalog rights prior to fall 2009, completion of **Math 110** or 111/ 112 or the equivalent or placement in a math course higher than Math 110/112 on the College of San Mateo Math Placement Test meet this pre-admissions major requirement. Beginning in fall 2009 and thereafter, students must complete Intermediate Algebra, Math 120 or Math 122/123 or the equivalent or placement in a math course higher than Math 120/123 on the College of San Mateo Math Placement Test to meet this admissions and major requirement.

CHEM 410 or 192 or 210.....	4–5 units
BIOL 240 General Microbiology.....	4 units
BIOL 250 Anatomy.....	4 units
<b>BIOL 260 Physiology.....</b>	<b>5 units</b>
<b>ENGL 100 English Composition.....</b>	<b>3 units</b>
<b>PSYC 100 General Psychology.....</b>	<b>3 units</b>
PSYC 200 Developmental Psychology.....	3 units
<b>SOCI 100 Introduction to Sociology.....</b>	<b>OR</b>
ANTH 110 Cultural Anthropology.....	3 units
SPCH 100 or 120 or 150.....	3 units

**Other Major requirements once accepted into the program 42-46 units**

NURS 211 Introduction to Nursing.....	4.5 units
NURS 212 Concepts of Homeostasis in Nursing.....	4.5 units
NURS 215 Nursing Skills Lab I.....	0.5 unit
NURS 221 Pediatric Nursing.....	4.5 units
NURS 222 Maternity Nursing.....	4.5 units
NURS 225 Nursing Skills Lab II.....	0.5 unit
NURS 231 Psychiatric Nursing.....	5 units
NURS 232 Medical/Surgical Nursing.....	5 units
NURS 235 Nursing Skills Lab III.....	0.5 unit
NURS 241 Advanced Medical/Surgical Nursing.....	5 units
NURS 242 Leadership/Management in Nursing.....	5 units
NURS 245 Nursing Skills Lab IV.....	0.5 units
NURS 808 Open Lab.....	2-6 units

Students interested in an LVN upgrade through the AND plan or 30 Unit Option should call the Nursing Department for additional information. Students who wish to transfer into the nursing program or challenge nursing courses should also call the Nursing Department.

\*To comply with recent legislation, students accepted into the nursing program who have completed a bachelor’s degree at a college or university in the United States that is accredited by an agency approved by the SMCCCD do not need to complete CSM prescribed general education courses. Only major courses listed above are required for the ASN degree for students with a bachelor’s degree.

**Requirements for R.N. Licensing Exam:**

1. Graduation from high school or equivalent
2. All major requirements listed under pre-admissions and major.
3. If an individual has been convicted of a crime, evidence of rehabilitation will be required before taking the R.N. exam.

**PHILOSOPHY**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

**PHYSICAL EDUCATION**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## PHYSICAL SCIENCE

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program**  
**60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

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### Associate in Science Degree

Physical Science .. 60 units

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**Recommended high school preparation:**

Coursework in Mathematics, Chemistry, Physics, English

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### Major in Physical Science

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 18 semester units**

A grade of "C" or higher is required for each course applied to the major.

Select one or more classes from each group.

Group 1

**ASTR 100 Introduction to Astronomy ..... 3 units**

ASTR 101 Astronomy Laboratory ..... 1 unit

Group 2

CHEM 210 General Chemistry I ..... 5 units

CHEM 410 Health Science Chemistry I ..... 4 units

Group 3

**GEOL 100 Survey of Geology ..... 3 units**

GEOL 210 General Geology ..... 4 units

Group 4

PHYS 100 Descriptive Introduction to Physics .. 3 units

PHYS 210 General Physics I ..... 4 units

PHYS 250 Physics with Calculus I ..... 4 units

You may complete the required 18 units with courses se-

lected from Groups 1, 2, 3, and 4. However, if you have not completed the required 18 units from these groups you may complete the unit requirement by selecting courses from the following list.

CHEM 231 Organic Chemistry I .....	5 units
HUM 125 Technology/Contemporary Society ..	3 units
<b>CIS 255 Programming Methods: Java I .....</b>	<b>4 units</b>
<b>CIS 278 Programming Methods: C++ .....</b>	<b>4 units</b>
MATH 251 Calculus w/ Analytical Geometry I .....	5 units
MATH 252 Calculus w/ Analytical Geometry II .....	5 units
MATH 253 Calculus w/ Analytical Geometry III .....	5 units
MATH 275 Ordinary Differential Equations .....	3 units
METE 100 Elementary Meteorology ..	3 units
METE 101 Meteorology Laboratory ..	1 unit
PHYS 250 Physics with Calculus I .....	4 units
PHYS 260 Physics with Calculus II .....	4 units
PHYS 270 Physics with Calculus III ..	4 units

## PHYSICS

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*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program**  
**60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

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### Associate in Science Degree

Physics ..... 60 units

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**Recommended high school preparation:**

Coursework in Mathematics (four years), Physics, Chemistry, English

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### *Major in Physics*

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 18 semester units**

A grade of "C" or higher is required for each course applied to the major.

PHYS 250 Physics with Calculus I.....	4 units
PHYS 260 Physics with Calculus II.....	4 units
PHYS 270 Physics with Calculus III ..	4 units

Plus, 6 units selected from the following courses:

CHEM 210 General Chemistry I.....	5 units
CHEM 220 General Chemistry II .....	5 units
CHEM 231 Organic Chemistry I .....	5 units
CHEM 232 Organic Chemistry II.....	5 units
<b>CIS 255 Programming Methods: Java.....</b>	<b>4 units</b>
<b>CIS 278 Programming Methods: C+.....</b>	<b>4 units</b>
<b>MATH 200 Elementary Probability and Statistics.....</b>	<b>4 units</b>
MATH 251 Calculus with Analytic Geometry I. ....	5 units
MATH 252 Calculus with Analytic Geometry II .....	5 units
MATH 253 Calculus with Analytic Geometry III .....	5 units
MATH 270 Linear Algebra. ....	3 units
MATH 275 Ordinary Differential Equations.....	3 units

## **POLITICAL SCIENCE**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## **PSYCHOLOGY**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## **REAL ESTATE**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **Associate in Arts Degree**

Real Estate .....60 units

### **Certificate of Achievement**

Real Estate .....21 units

**Recommended high school preparation:**

Coursework in Mathematics, Business, Accounting, English

**Pre-requisite Requirements:**

For licensed Real Estate Agents, R.E. 100 and 105 may be waived as prerequisites for all real estate courses.

### *Major in Real Estate*

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 21 semester units**

A grade of "C" or higher is required for each course applied

to the major.

**BUS 100 Contemporary American Business .. .....OR**  
**MGMT 100 Introduction to Business Management .....3 units**

R.E. 100 Real Estate Principles.....3 units  
R.E. 110 Real Estate Practice.....3 units  
R.E. 121 Legal Aspects of Real Estate .....3 units  
R.E. 131 Real Estate Finance I.....3 units  
R.E. 141 Real Estate Appraisal: Basic .....3 units  
R.E. 200 Real Estate Economics.....3 units

### ***Real Estate***

**21 semester units**

Complete major requirements listed under Associate in Arts – Major in Real Estate. A grade of “C” or higher is required for each course applied to the certificate.

## **SOCIOLOGY**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **University Transfer Program**

**60 – 70 transferable units**

California State University  
University of California  
Independent Colleges and Universities

### **University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## **SOCIAL SCIENCE**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **University Transfer Program**

**60 – 70 transferable units**

California State University  
University of California  
Independent Colleges and Universities

## **Associate in Arts Degree**

Social Science .....60 units

### **University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### ***Major in Social Science***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 18 semester units**

A grade of "C" or higher is required for each course applied to the major.

Select courses from at least three of the subject areas listed below. In one of the subject areas you must select at least two courses.

- Anthropology **ANTH 350**
- Economics (excluding ECON 123)
- Ethnic Studies (excluding ETHN 288, 350, 351, 585)
- Geography (excluding GEOG 100)
- History **HIST 201, 202**
- Political Science **PLSC 200, 210, 310**
- Psychology (excluding PSYC 121) **PSYC 100, 110, 201, 410**
- Social Science (excluding SOSC 111)
- Sociology **SOCI 100, 110**

## **SPANISH**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### **University Transfer Program**

**60 – 70 transferable units**

California State University  
University of California  
Independent Colleges and Universities



## Associate in Arts Degree

Spanish .....60 units

## Certificate of Specialization

Spanish .....12 units

### University Transfer Program

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

## Major in Spanish

Complete General Education and other requirements listed for the Associate degree and

### Major requirements: 18 semester units

A grade of "C" or higher is required for each course applied to the major.

SPAN 110 Elementary Spanish.....	5 units
SPAN 111 Elementary Spanish I.....	3 units
SPAN 112 Elementary Spanish II.....	3 units
<b>SPAN 115 Beginning Spanish I.....</b>	<b>3 units</b>
<b>SPAN 116 Beginning Spanish II.....</b>	<b>3 units</b>
<b>SPAN 117 Advanced Beginning Spanish I.....</b>	<b>3 units</b>
<b>SPAN 118 Advanced Beginning Spanish II.....</b>	<b>3 units</b>
SPAN 120 Advanced Elementary Spanish.....	5 units
SPAN 121 Advanced Elementary Spanish I.....	3 units
SPAN 122 Advanced Elementary Spanish II.....	3 units
SPAN 130 Intermediate Spanish.....	5 units
SPAN 131 Intermediate Spanish I.....	3 units
SPAN 132 Intermediate Spanish II.....	3 units
SPAN 140 Advanced Intermediate Spanish.....	3 units
SPAN 161 Reading in Spanish Literature I.....	3 units
SPAN 162 Reading in Spanish Literature II.....	3 units
SPAN 251 Hispanoamerica Contemporanea.....	3 units

With Language Arts Division approval, ANTH 110 may be accepted as part of the 18 units.

## Spanish

### 12 semester units

“Pass” or grade of “C” or higher is required for each course applied to the certificate.

Select at least 5 of the 12 units from the following courses

SPAN 110 Elementary Spanish.....	5 units
SPAN 111 Elementary Spanish I.....	3 units
SPAN 112 Elementary Spanish II.....	3 units
SPAN 120 Advanced Elementary Spanish.....	5 units
SPAN 121 Advanced Elementary Spanish I.....	3 units
SPAN 122 Advanced Elementary Spanish II.....	3 units
SPAN 130 Intermediate Spanish.....	5 units
SPAN 131 Intermediate Spanish I.....	3 units
SPAN 132 Intermediate Spanish II.....	3 units
SPAN 140 Advanced Intermediate Spanish.....	3 units
SPAN 161 Reading in Spanish Literature I.....	3 units
SPAN 162 Reading in Spanish Literature II.....	3 units
SPAN 251 Hispanoamerica Contemporanea.....	3 units

The balance of units may be from the following courses:

<b>SPAN 115 Beginning Spanish I.....</b>	<b>3 units</b>
<b>SPAN 116 Beginning Spanish II.....</b>	<b>3 units</b>
<b>SPAN 117 Advanced Beginning Spanish I.....</b>	<b>3 units</b>
<b>SPAN 118 Advanced Beginning Spanish II.....</b>	<b>3 units</b>
SPAN 801 Conversational Spanish I, Elementary.....	2 units
SPAN 802 Conversational Spanish II, Advanced Elementary.....	2 units
SPAN 803 Conversational Spanish III, Intermediate.....	2 units
SPAN 804 Conversational Spanish IV, Advanced Intermediate.....	2 units

In special circumstances, the Dean of Language Arts may approve the limited use of other courses in the same language (such as those numbered 680 or taken at Skyline or Cañada Colleges). In rare circumstances, the Dean may approve using a course in another discipline if its content is closely related to the language studied.

## SPEECH

## COMMUNICATION

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

### University Transfer Program 60 – 70 transferable units

California State University  
 University of California  
 Independent Colleges and Universities

**SPCH 180 Family Communication.. .....3 units**

**Associate in Arts Degree**

Speech Communication .....60 units

**Certificate of Specialization**

Speech Communication ..... 12 units

**Recommended high school preparation:**

Coursework in English, Speech, Psychology

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

***Major in Speech Communication***

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 21 semester units**

A grade of "C" or higher is required for each course applied to the major.

Select 15 units from the following courses:

- SPCH 100 Public Speaking. ....3 units
- SPCH 111 Oral Interpretation I .....3 units
- SPCH 112 Oral Interpretation II .....3 units
- SPCH 120 Interpersonal Communication .....3 units
- SPCH 140 Small Group Communication.....3 units
- SPCH 150 Intercultural Communication .....3 units
- SPCH 180 Family Communication.. .....3 units**

Plus, select **6 units from English** and/or literature courses.

***Speech Communication***

**12 semester units**

A grade of "C" or higher is required for each course applied to the certificate

- SPCH 100 Public Speaking. ....3 units
- SPCH 120 Interpersonal Communication .....3 units

Plus, select 6 units from the following courses

- SPCH 111 Oral Interpretation I.....3 units
- SPCH 112 Oral Interpretation II .....3 units
- SPCH 140 Small Group Communication.....3 units
- SPCH 150 Intercultural Communication .....3 units

**SPRINKLER FITTER**

The courses required for this degree are administered by College of San Mateo in conjunction with the Joint Apprenticeship and Training Committee. Registration is limited to those individuals fulfilling the related instruction requirements of the State of California as an indentured apprentice. For additional information contact the Plumbers JATC or the Technology Division Office at 650-574-6177

**Associate in Science Degree**

Sprinkler Fitter .....60 units

**Certificate of Achievement**

Sprinkler Fitter .....30 units

**Required high school preparation:**

Coursework in Mathematics. At least 18 years of age; High School graduate or GED; one semester of college-level algebra with a grade of "C" or higher.

***Major in Sprinkler Fitter***

Complete General Education and other requirements listed for the Associate degree and

**Major Requirements: 30 semester units**

A grade of "C" or higher is required for each course applied to the major.

- SPFI 701 Sprinkler Fitter Apprentice I .....3 units
- SPFI 702 Sprinkler Fitter Apprentice II.....3 units
- SPFI 703 Sprinkler Fitter Apprentice III .....3 units
- SPFI 704 Sprinkler Fitter Apprentice IV .....3 units
- SPFI 705 Sprinkler Fitter Apprentice V.....3 units
- SPFI 706 Sprinkler Fitter Apprentice VI .....3 units
- SPFI 707 Sprinkler Fitter Apprentice VII.....3 units
- SPFI 708 Sprinkler Fitter Apprentice VIII.....3 units
- SPFI 709 Sprinkler Fitter Apprentice IX .....3 units
- SPFI 710 Sprinkler Fitter Apprentice X.....3 units



## ***Sprinkler Fitter***

**30 semester units**

Complete major requirements listed under Associate in Science with a major in Fire Sprinkler Technology. A grade of “C” or higher is required for each course applied to the certificate.

## **Technical Preparation (Tech Prep)**

Career opportunities: TECH PREP programs link the last two years of high school and two years of community college study. TECH PREP offers students strong academic courses and career basics within broad career clusters, such as Health Careers or Business. Hands-on technical skills are incorporated into English, mathematics, and other high school subjects. All TECH PREP classes meet high school graduation and community college entrance requirements.

TECH PREP articulation agreements have been approved by local high schools, the San Mateo County Regional Occupational Program (ROP), Opportunities Industrialization Center West (OICW), and College of San Mateo in the following occupational areas: Accounting, Business Information Processing, Computer Information Science, Drafting Technology, Electronics Technology, and Manufacturing Technology. Other approved articulation agreements exist at Canada College and Skyline College.

The number of college units students may earn through these Tech Prep articulation agreements varies according to the specific occupational program.

TECH PREP instructors and counselors believe that every student can learn the skills required for success in a competitive world. High school and community college staff work together to help students learn academic and applied skills in real-world ways. They find mentors and internships for students’ on-the-job learning in what they are being taught on campus. They help students locate and secure career jobs.

TECH PREP students master the skills necessary for success in college and in high-skill, high wage careers. They learn how to develop good work habits, how to work on teams, and how to be effective in real work settings. They visit and work at local companies. Some enter career employment after completing community college study; others transfer to four-year colleges and universities. Many work at good jobs while continuing their education.

TECH PREP employers tell schools and colleges what jobs are available and what skills these jobs require. They help students learn these skills on campus and in the workplace. They mentor students, coaching and encouraging them for success and to remain in college. They provide internships and other training experiences while students are in school and hire TECH PREP graduates into

entry-level jobs with real futures.

TECH PREP communities have well-educated workforces, high employment rates, and strong local economies. Their young people find good jobs after high school and move easily into advanced college courses because of the skills they learned as teenagers. Relocating companies are attracted by the good schools and colleges in these communities and are impressed by the skills of local workers.

## **UNIVERSITY TRANSFER**

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

California State University  
 University of California  
 Independent Colleges and Universities

Certificate of Achievement

### **University Transfer with three options:**

- Option 1: California State University General Education Certification (CSU/GE).....39 units
- Option 2: Intersegmental General Education Transfer Curriculum Certification CSU (IGETC/CSU) . . . . .37 units
- Option 3: Intersegmental General Education Transfer Curriculum Certification for UC (IGETC/UC).....34--39 units

**For all options, find courses approved to meet university transfer general education requirements at [www.assist.org](http://www.assist.org) and search under College of San Mateo.**

### ***University Transfer Option 1: California State University General Education Certification (CSUGE)***

**Complete 39 units** of coursework to meet the California State University General Education Certification requirements as listed below.

#### **Complete 9 units of Area A:**

Communications in the English Language and Critical Thinking. Courses in Area A must be completed with a grade of “C” or higher. Select a course from each area below.

A1: Oral Communication .....	3 units
<b>A2: Written Composition .....</b>	<b>3 units</b>
<b>A3: Critical Thinking.....</b>	<b>3 units</b>

**Complete 9 units of Area B:**

Physical Universe and Its Life Forms. The course used to meet Area B4 must be completed with a grade of “C” or higher. One of the courses selected to meet Area B1 or Area B2 must be a lab course or have a lab component to meet the B3 lab requirement. Select a course from each area below.

<b>B1: Physical Science .....</b>	<b>3 units</b>
<b>B2: Life Science .....</b>	<b>3 units</b>
<b>B3: Lab Course (the course selected to meet either B1 or B2 must be a lab course or have a lab component to meet the B3 requirement) BIOL 260 only</b>	
<b>B4: Math Concepts/Quantitative Reasoning ..</b>	<b>3 units</b>

**Complete 9 units of Area C:**

Arts, Literature, Philosophy and Foreign Language. At least one course must be selected from Arts and one course from Humanities. The third course can be selected from either Arts or Humanities.

<b>C1: Arts .....</b>	<b>3 units</b>
<b>C2: Humanities.....</b>	<b>3 units</b>
<b>C1 or C2 .....</b>	<b>3 units</b>

**Complete 9 units in Area D:**

Social, Political and Economic Institutions. Must complete coursework in at least two disciplines. Courses selected to meet Area D may also be used to meet a CSU graduation requirement in US History, US Constitutions, and California State and Local Government (referred to as AH&I/CA State). (CSU Chico does not allow double counting of courses in Area D to meet AH&I/CA State.)

<b>Area D.....</b>	<b>9 units</b>
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**Complete 3 units in Area E:**

Lifelong Understanding and Self Development.

<b>Area E.....</b>	<b>3 units</b>
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***University Transfer Option 2:  
 Intersegmental General Education Transfer Curriculum Certification for CSU (IGETC /CSU)***

**Complete 37 units** of coursework to meet the IGETC/CSU Certification requirements as listed below.

All courses must be completed with a grade of “C” or higher.

**Complete 9 units in Area 1:** English Communication

<b>Area 1A: English Composition.....</b>	<b>3 units</b>
<b>Area 1B: Critical Thinking .....</b>	<b>3 units</b>

Area 1C: Oral Communication .....	3 units
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**Complete 3 units in Area 2:**

Mathematical Concepts and Quantitative Reasoning.

<b>Area 2 ..</b>	<b>3 units</b>
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**Complete 9 units in Area 3:**

Arts and Humanities. At least one course must be selected from Arts and one course from Humanities. The third course can be selected from either Arts or Humanities.

<b>Area 3A: Arts.....</b>	<b>3 units</b>
<b>Area 3B: Humanities.....</b>	<b>3 units</b>
<b>Area 3A or 3 B.....</b>	<b>3 units</b>

**Complete 9 units in Area 4:**

Social and Behavioral Sciences. Must complete coursework in at least two disciplines.

<b>Area 4 ..</b>	<b>9 units</b>
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**Complete 7 units in Area 5:**

Physical and Biological Sciences. At least one course must include a laboratory component. **BIOL 260 only**

<b>Area 5A: Physical Science .....</b>	<b>3-4 units</b>
<b>Area 5B: Biological Science.....</b>	<b>3-4 units</b>

***University Transfer Options 3:  
 Intersegmental General Education Transfer Curriculum Certification for UC (IGETC/UC)***

**Complete 34 - 39 units** of coursework to meet the IGETC/UC Certification requirements as listed below.

All courses must be completed with a grade of “C” or higher.

**Complete 6 units in Area 1:** English Communication

<b>Area 1A: English Composition.....</b>	<b>3 units</b>
<b>Area 1B: Critical Thinking .....</b>	<b>3 units</b>

**Complete 3 units in Area 2:** Mathematical Concepts and Quantitative Reasoning.

<b>Area 2 ..</b>	<b>3 units</b>
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**Complete 9 units in Area 3:**

Arts and Humanities. At least one course must be selected from Arts and one course from Humanities. The third course can be selected from either Arts or Humanities.

<b>Area 3A: Arts.....</b>	<b>3 units</b>
<b>Area 3B: Humanities.....</b>	<b>3 units</b>
<b>Area 3A or 3 B.....</b>	<b>3 units</b>

**Complete 9 units in Area 4:**

Social and Behavioral Sciences. Must complete coursework in at least two disciplines.

**Area 4 .. 9 units**

**Complete 7 units in Area 5:**

Physical and Biological Sciences. At least one course must include a laboratory component. **BIOL 260 only**

**Area 5A: Physical Science .....3-4 units**

**Area 5B: Biological Science.....3-4 units**

**Language other than English - Area 6:**

This area is a proficiency requirement that can be fulfilled through a number of options. Verification for any of the options listed on page 49 is required to complete certification.

# WELDING TECHNOLOGY

*Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).*

**University Transfer Program  
 60 – 70 transferable units**

California State University  
 University of California  
 Independent Colleges and Universities

Associate in Science Degree  
 Welding Technology .....60 units

## Certificate of Achievement

Welding Technology: Welding Technician .....50 units  
 Welding Technology: General Welder .....29 units

**Recommended high school preparation:**

Coursework in Mathematics, Physics, Mechanical Drawing, Drafting

**University Transfer Program**

Use Assist ([www.assist.org](http://www.assist.org)) to identify lower division major preparation for the California State University and the University of California systems. Transfer majors may be listed as Welding Technology, Industrial Technology or other listings. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

### *Major in Welding Technology*

Complete General Education and other requirements listed for the Associate degree and

**Major requirements: 50 semester units**

A grade of "C" or higher is required for each course applied to the major.

- WELD 110 Elementary Welding Theory I .....4 units
- WELD 111 Elementary Welding Practice I.....3 units
- WELD 120 Elementary Welding Theory II..... 4 units
- WELD 121 Elementary Welding Practice II.....3 units
- WELD 210 Advanced Welding Theory I .....4 units
- WELD 211 Advanced Welding Practice I .....5 units
- WELD 220 Advanced Welding Theory II .....4 units
- WELD 221 Advanced Welding Practice II.....5 units
- WELD 250 Fundamentals of Non-Destructive Testing.....2 units
- DRAF 120 Principles of Technical Drawing .....3 units
- ELEC 110 Introduction to Fundamentals of Electronics.....3 units

**MATH 110 (or higher level math) Elementary Algebra 5 units**

- MTT. 200 Machine Tool Technology. ....2 units
- PHYS 100 Descriptive Introduction to Physics .. OR
- MANU 100 Science for Technology .. 3 units

### *Welding Technology: Welding Technician*

**50 semester units.**

Complete major requirements listed under Associate in Science – Major in Welding Technology. A grade of “C” or higher is required for each course applied to the certificate.

### *Welding Technology: General Welder*

**29 semester units**

A grade of "C" or higher is required for each course applied to the certificate.

- WELD 110 Elementary Welding Theory I .....4 units
- WELD 111 Elementary Welding Practice I.....3 units
- WELD 120 Elementary Welding Theory II.....4 units
- WELD 121 Elementary Welding Practice II.....3 units
- WELD 250 Fundamentals of Non-Destructive Testing .....2 units
- DRAF 120 Principles of Technical Drawing .....3 units

**MATH 110 (or higher level math) Elementary Algebra 5 units**

- MTT. 200 Machine Tool Technology. ....2 units
- PHYS 100 Descriptive Introduction to Physics .. OR
- MANU 100 Science for Technology . 3 units

**BOARD REPORT NO. 10-1-102B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Rick Bennett Executive Director, Construction Planning Department,  
358-6752

**CONTRACT AWARD FOR  
CAÑADA COLLEGE BUILDINGS 5 AND 6 MODERNIZATION PROJECT**

The goal of this State-funded project is to reactivate existing academic facilities that were vacated as a result of the construction of the Cañada College Library/Learning Resource Center/Student Services building. Extensive code compliance and accessibility improvements are included as part of the modernization of these buildings. The 40-year old electrical, plumbing and HVAC systems will be improved and upgraded, as well as outmoded data and telecommunications systems. Two new elevators – one interior and the other exterior – will provide accessibility to all floors and the rest of the campus.

This renovation project will impact various departments in the College. The former Learning Center and Library will be transformed into smart classrooms, offices and Central Duplicating. This renovation will also address the need for multi-purpose spaces that can be used by students, faculty and staff for orientations, information sessions, student club meetings, all-college meetings, or as a large forum classroom. The creation of a new Student Health and Wellness Center will allow this department to provide services in a location that is more central to the campus community.

The cafeteria and the surrounding spaces will receive a facelift. The existing flooring will be replaced with District-standard linoleum and the office spaces formerly occupied by Associated Students will be turned into student lounge areas with soft seating. The deck outside the cafeteria will receive a new waterproofing coating and new drains. The uneven asphalt surface at the existing patio on the north and west side of B6 will be replaced with new concrete paving with expansive views across the newly manicured olive grove to the Santa Cruz Mountains.

On October 7 and October 12, 2009, the District published a legal notice inviting pre-qualified general contractors to bid on this project. The project team conducted an aggressive contractor outreach campaign via email and phone to encourage maximum bid participation. Thirty-four pre-qualified firms, including twenty-six general contractors, attended at least one of two Mandatory Pre-bid Conferences held on October 15 and October 20, 2009. On December 10, 2009, eleven of these firms submitted bids. Shortly after bids were opened, Johnstone Moyer requested to withdraw their bid due to a gross error in filling out the bid form. This request was granted. Subsequently, the five apparent lowest bidders were as follows:

<b>General Contractor</b>	<b>Total Bid</b>
McCarthy Building Companies, Inc.	\$7,479,000
Ralph Larsen and Son, Inc.	7,796,000
Beals Martin and Associates, Inc.	7,815,370
John Plane Construction, Inc.	7,885,779
Roebbelen Contracting, Inc.	7,893,000

After bid opening, District staff conducted a due diligence investigation of the bid results to ascertain the lowest responsive, responsible bid that meets all the requirements of the project.

During the bid review process, John Plane Construction, Roebbelen Contracting, and Ralph Larsen and Son protested against the bid received from the apparent lowest bidder, McCarthy Building Companies. Based on staff's review of the statements made in the protest, Public Contract Code and consultation with legal counsel, the bid irregularities raised by John Plane and Roebbelen were deemed minor. Therefore, the District has rejected these protests, since the variances noted were inconsequential to the bid outcome.

Ralph Larsen's protest involved subcontractor listing under Public Contract Code 4100. Ralph Larsen noted that McCarthy did not include a subcontractor for the fire protection scope of work in its subcontractor listing. Ralph Larsen stated that the value of this work was more than one-half of one percent of the total value of the bid. Public Contract Code Section 4104 requires the general contractor to list any subcontractor who will perform work in excess of this monetary limit. In addition, Ralph Larsen contended that since McCarthy did not list a fire protection subcontractor, there is a presumption that McCarthy will self-perform this work, under Public Contract Code 4106. Fire protection work requires a C-16 contractor's license. Since McCarthy does not possess this specialty license, Ralph Larsen asserted that McCarthy would not be qualified to self-perform the fire protection work.

At legal counsel's request, staff forwarded Ralph Larsen's bid protest to McCarthy for their review. In response, McCarthy confirmed in writing to the District that they have assessed the value of the fire protection work at less than one-half of one percent of their bid and, therefore, following the rules of the Subletting and Subcontracting Fair Practices Act and Public Contract Code 4104, the listing of the fire protection subcontractor was not required. Further, McCarthy confirmed that they will contract with Transbay Fire Protection, a duly licensed C-16 contractor, to perform the fire protection scope of work for this project.

Staff issued a letter to Ralph Larsen explaining that McCarthy's written response confirmed that the value of the fire protection scope required by the bid documents is less than the monetary threshold requiring subcontractor listing. The letter also stated that McCarthy will hire a licensed C-16 contractor to perform the fire protection scope of work. Accordingly, the District finds McCarthy a responsible bidder and that McCarthy's bid is the lowest responsive bid received.

This project will be funded by State Capital Outlay and Measure A general obligation bond funds.

## **RECOMMENDATION**

It is recommended that the Board of Trustees award the contract for the Cañada College Building 5/6 Modernization Project to McCarthy Building Companies, Inc. in the amount not to exceed \$7,479,000.

San Mateo County Community College District

January 13, 2010

**BOARD REPORT NO. 10-1-1C**

**REVIEW OF GOVERNOR'S TENTATIVE BUDGET;  
INFORMATION ON STATE OF THE STATE ADDRESS**

**There is no printed report for this agenda item.**