AGENDA

1. Call to Order

2. Introductions and Public Comment: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate.

3. Approve the November 15, 2013 Meeting Minutes (Attachment)

4. Discussion Items
   4.1 AP 4105 Distance Education, Connie Wolfsen (Attachment)
   4.2 Multicultural and Diversity Committee and Diversity Training, Bob Brown and Philip Mancus
   4.3 Proposed Accreditation Standards Changes, Bob Brown
   4.4 Accreditation Institute February 7-8 in La Jolla [http://www.asccc.org/category/event-type/statewide-events/accreditation-institute], Mark Renner

5. Reports
   5.1 State Academic Senate Fall Plenary Update
       [http://asccc.org/sites/default/files/Fall2013SessionFinalResolutionsNovember192013.pdf]
       Bob Brown
   5.2 January 17 Closed Session Meeting to Hear Tenure Review Committee Recommendations, Bob Brown (Attachment)
   5.3 Spring 2014 Flex Activities, Bob Brown
   5.4 BookLook and BookNow from Follett, Lauria Gehr (Attachments)
       5.4.1 Introduction
       5.4.2 BookNow
       5.4.3 Sample Process
       5.4.4 NACS HEOA Overview
   5.5 College Update, Keith Snow-Flamer (Attachment)
   5.6 ASCR Update, Alicia Flowers
   5.7 College Council Update, Mark Renner

6. Announcements and Open Forum
   6.1 Portugal Awards

7. Adjournment
Public Notice—Nondiscrimination:
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Next Meeting:
Friday, January 17, 2014
MINUTES

Members Present: Bob Brown, Mark Renner, Peter Blakemore, Steve Brown, Dan Calderwood, Mike Cox, Kady Dunleavy, Marcy Foster, Garth Johnson, Philip Mancus, Sandra Rowan, Chris Vicory, Kevin Yokoyama

Members Absent: Dave Bazard, Laura Mays, Raul Romero

1. Call to Order: Co-President Brown called the meeting to order at 1:05pm.

2. Introductions and Public Comment: Co-President Bob Brown welcomed the Senators and audience and called for public comments. No comments were forwarded.

3. Approve the November 1, 2013 Meeting Minutes: On a motion by Dan Calderwood, seconded by Garth Johnson, the minutes were approved as written.

4. Action Items
   4.1 Approve November 8 Curriculum Committee Recommendations, George Potamianos was available for discussion. On a motion by Steve Brown, seconded by Peter Blakemore, the roll call vote was taken and the recommendations were approved: Blakemore – y; Brown – y; Calderwood – y; Foster – y; Johnson – y; Mancus – y; Vicory – y.
   4.2 Approve Revisions to Senate Bylaws: Curriculum: On a motion by Peter Blakemore, seconded by Dan Calderwood, discussion ensued. The term “or designee” was suggested for amendment, on a motion by Steve Brown, seconded by Kevin Yokoyama. No further discussion came about and the roll call vote for the amendment was taken and passed: Blakemore - y; Brown – y; Calderwood – y; Dunleavy – abstain; Foster – y; Johnson - y; Mancus – y; Rowan – y; Vicory – y; Yokoyama – y. With no further discussion, the roll call vote for the approval of the recommendations was taken and the recommendations were approved: Blakemore - y; Brown – y; Calderwood – y; Dunleavy – abstain; Foster – y; Johnson - y; Mancus – y; Rowan – y; Vicory – y; Yokoyama – y.
   After the vote, there was some discussion about the DE consent email that Chair Potamianos had sent earlier. There have been problems with C-ID approval. They don’t have learning outcomes as a section. They use “Course Objectives”. Senators should be aware of changes from the Chancellor’s Office regarding approval processes for AA degrees. One could take concerns to the Articulation Officer, who has become quite savvy about the latest revisions to process. So the form will change, and after it gets goes through processes for approval, it will be posted for use by all.
   4.3 Approve Revisions to Senate Bylaws: Faculty Qualifications Committee: On a motion by Kady Dunleavy, seconded by Sandra Rowan, the roll call vote was taken and the revisions were approved: Blakemore - y; Brown – y; Calderwood – y; Dunleavy – y;
Foster – y; Johnson - y; Mancus – y; Rowan – y; Vicory – y; Yokoyama – y.

4.4 Approve Revisions to Senate Bylaws: Multicultural and Diversity Committee: On a motion by Dan Calderwood, seconded by Peter Blakemore, discussion ensued and brought the same type of amendment as Curriculum – to change “Executive Dean” to “Chief Instruction Officer/Chief Student Services Officer”. The roll call vote was taken for the amendment, which passed: Blakemore - y; Brown – y; Calderwood – y; Dunleavy – y; Foster – y; Johnson - y; Mancus – y; Rowan – y; Vicory – y; Yokoyama – y. As there were no further changes warranted, the roll call vote to accept the changes to the Bylaw was taken and the recommendations approved: Blakemore - y; Brown – y; Calderwood – y; Cox – abstain; Dunleavy – y; Foster – y; Johnson - y; Mancus – y; Rowan – y; Vicory – y; Yokoyama – y.

5. Discussion Items

5.1 AB 86 Adult Education Grant: Co-President Brown started the discussion, and Dr. Snow-Flamer talked a little about this state initiative. He wanted to get faculty input regarding how we would apply for and implement the grant. Not a lot of detail is available at this time. The “consortia” in this small area would be RCCD and Eureka Adult Ed. Is the state aware of this rural type of problem? The request for application (RFA) feedback will help clarify some details.

5.2 Enrollment Management Committee Plan: Co-President Brown presented and Keith Snow-Flamer went into more detail. It is a three-year plan with best case and worst case scenarios for FTE enrollment targets. Our “real” goal needs to be more realistic. We need to stabilize enrollment. Both Co-Presidents spoke about having the Senators really concentrate on getting constituent input for how to keep students (persistence/retention). Enrollments are dropping because we’re losing them after the term begins. Senator Rowan mentioned that calling students who were not participating gained her a lot of thanks from those students. Keeping in touch with our students is a powerful way to help retention of students. Caring for students, letting them know we care should be a number one priority. Senator Foster also said that if you do speak to students who just cannot remain at that time, please let them know they can come talk to Counselors/Advisors when they decide to return to CR. In answer to a Senators question, Senator Vicory reported that all out-of-state athletes pay full out-of-state tuition (except students in the Oregon Exchange Program).

6. Reports

6.1 Faculty Needs and Interests for Library Resources and Services: Ruth Moon presented the faculty survey with data from November 4, 2013. She will present her reports to the Senate once each term. This semester she assessed library services by survey to faculty. She noted highlights of the survey. The survey will be repeated every odd-year Fall semester (next one will be Fall 2015). Two of the notable highlights were regarding the reserve collection and the modest faculty members’ expected needs for an annual book budget. Fair use and library policies were discussed after her presentation. Past practices were pretty simple for putting items in the reserve collection, but now the publishers are making it a little more difficult to use publications for reserve. Purchasing books specifically for reserve is becoming a copyright concern. You may always contact Ruth and the library with any questions/concerns you have about all of the library collections and operations.
6.2 Writing Across the Curriculum Update: Bob Brown presented and Peter Blakemore was available for questions/concerns. About twenty people expressed interest in the committee. Senator Blakemore will send out possible meeting dates to those 20, and will have meetings with hopes that there will be a program developed by next Fall. The grassroots organization will define goals, etc. This has been a long time coming, with such interest showed at the Assessment Summit, that it is hoped that it will be fruitful SOON.

6.3 College Update, Keith Snow-Flamer

6.3.1 Accreditation Visit: Bottom line is Scroggins is impressed with our work. Three observations:
- Sustain Budget—we should get out of reactive actions
- Linking to Planning—concentrate on building links between plans, ongoing
- Program Reviews and Student Learning levels should be as high quality as possible.

PZ Smith reviewed all groups; financials were grilled – CR has done a great job, but it’s all crisis management and needs to be more sustainable.

Senate and CRFO were surprised by not being asked questions but being talked to about collaboration with Administration – it was not negative but the team did not give them an opportunity to speak about things Senate and CRFO had intended to talk about.

We need to focus on Education Master Plan and it should drive the other plans. What is next? The visiting team will submit their report to ACCJC. January they will submit a draft document to President Smith, which then goes to Dr. Beno, which then gets back to ACCJC. We should hear something by January 31.

6.3.2 VPISD Program Review Resource Request Rubric: Program reviews are coming in. We will have a summary in a document in next 2 or 3 weeks. We want to ensure the request rankings are linked to the Commission and other ideas we are interested in connecting to. There will be two separate rankings, one based on current budget, the other to go forward to BPC to evaluate and give feedback.

6.3.3 Draft Proposed International Baccalaureate Scores List: A step above the AP, with higher standards. Now it goes to the Curriculum Committee, then back to Senate for vote. The list should be in the next school catalog as well as reported to the media and as a “Hot Topic” on the CR webpage, to let high school students know that they can utilize this opportunity.

6.3.4 Student Success Summit: Dr. Snow-Flamer has presented a draft agenda for a tentative Summit date of January 31, 2014. This is a first run, and they hope to get feedback. We need to have a discussion with high school counselors included. Another concern was if Del Norte or other specific centers would be brought into the process.

6.4 ASCR Update, Raul Romero—was ill and could not attend.

6.5 November 5 Board Meeting Update: Co-President Brown reported that the Board gave lots of praise regarding the Open House, thanks to faculty and kudos for outreach to the community. Lots of positive feedback. Some changes were made to the BOT schedules to accommodate all of their schedules. Travel budget allocations were discussed. Bond status report was given and the possibility of moving bond funds around was discussed. Questions came from the Board about enrollment issues, like accessibility and placement
scores. Dave Bazard gave a report on the ILO and Assessment work that has been done. The Senate Update is available online. CRFO spoke about Faculty Development funding. President Smith stated that very important areas of the college took cuts and no one has been able to get any of that money BACK. They asked Dr. Snow-Flamer about ADTs, and enrollment numbers and how there are so many things that affect enrollment.

7. Announcements and Open Forum
   7.1 Faculty Meeting Friday, November 22 – 11:45 am in the Board Room (SS 202)
   7.2 Faculty Prioritization Committee Meeting, Saturday, November 23- 9 to noon-have identified all but one person, and hopefully that will be taken care of today.
   7.3 50th Anniversary Marketing Task Force Proposed Meetings-Friday, November 22 and Friday, December 6- an email will be sent by Paul to “All” to join one of two meetings, and then a task force may be initiated. The meeting is to get feedback and ideas.

8. Adjournment

Public Notice—Nondiscrimination:
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DISTANCE EDUCATION

“Distance education is defined…as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously” (ACCJC, 2013).

Course Quality Standards
The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses. Refer to the Curriculum Handbook.

Separate Course Approval
Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020 Program and Curriculum Development and the Curriculum Handbook.

Instructor Contact
Each section of the course that is delivered through distance education shall include regular effective contact between instructor and students. Instructor contact guidelines can be found on the Curriculum Committee website.

Student Authentication Process
Consistent with federal regulations pertaining to federal financial aid eligibility, the District shall authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit.

The Chief Instruction Officer (CIO) shall authorize one or more methods to authenticate or verify the student’s identity approved by federal regulation. For the Redwoods Community College District (RCCD), authentication uses secure credentialing/login and password within applicable course management systems, which is specifically referenced in the federal regulation as an appropriate and accepted procedure for verifying a student’s identity.

Privacy
The District shall provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.
**Student Attendance Dates**

Enrollment Services shall ensure compliance with Federal Regulations (34 CFR 668.22) pursuant to Return to Title IV Funds (R2T4) and VA-ONCE Notice of Change (38 CFR 21.4203) using faculty verification of last actual date of attendance as evidenced by active participation and reflected in the assessment of regular effective contact to calculate student’s earned and unearned portion of Title IV Aid.

Instructors are responsible for verifying student attendance dates in all sections in which:

- earned and unearned portions of Federal Student Aid (Title IV) are determined based upon the amount of time the student spent in attendance, and/or
- last actual date of attendance is used to determine status changes for students receiving Veteran (VA-ONCE) funds.

**ADA Compliance**

All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d). Also, see Administrative Procedure 3412 Access to Programs and Facilities.

**Evaluation of Instructors**

Instructors teaching online classes shall be systematically evaluated using criteria applied to all classes, in addition to criteria specific to online instruction.

**Instructor Preparation and Professional Development**

The district shall establish readiness standards and implement a method to identify instructors qualified to teach online. The district shall provide ongoing training and professional development in support of distance education.

**Student Grievances**

The CIO or their designee will maintain a file of all student grievances related to distance education and their resolutions.

**REFERENCES:**

“Guide to Evaluating Distance Education and Correspondence Education” ACCJC publication, July 2013;

Title 5 Sections 55200 et seq.;

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;

Title 34 Code of Federal Regulations - Section 602.17.

Approved by Board of Trustees *New Procedure*
Closed Session Guidelines

For the
Friday, January 17, 2014

Academic Senate Meeting

1. **Everything discussed in a closed session is strictly confidential.**

2. Meeting participants need to attend in person (no teleconferencing).

3. Only specific items described in the Brown Act (pursuant to Government Code Section 54957) may be discussed in closed session. Included in those items are public employee performance evaluations, which allows the Senate to address probationary faculty evaluations as they pertain to tenure recommendations.

4. Only Tenured Faculty are allowed to participate in this session.

5. Only items directly related to the closed session agenda may be discussed. Related items such as the evaluation process, past procedures or recommendations, process revisions, etc. must be discussed in open session.

6. To maintain confidentiality, attendees should not take notes during the closed session.
BookLook and BookNow

The CR Bookstore would like to introduce you to BookLook and BookNow, two services offered by Follett that can be implemented by the campus!

**BookLook** is our solution for HEOA compliance. It allows course materials to be viewable to the student before the registration process.

- (Please see BookLook Process Example page)

**BookNow** occurs after the student has registered, and customers would be taken to a shopping cart on our site populated with all the books needed for the classes they just registered for. They would then be able to select between ‘choice’ items, and purchase any, all, or none of the course materials as they choose!

**Technical Specifications and definition of terms are available at** -
http://content.efollett.com/HEOA/library/HEOA_Post_Form_Sample_and_term_definitions.pdf

**More information on HEOA is available at:**
http://content.efollett.com/HEOA/

Including a summary of HEOA written by the National Association of College Stores:
http://content.efollett.com/HEOA/library/NACSHEOAOverview.pdf (Please see NACS HEOA Overview Page)

Our IT department recommends implementing BookLook first (as it is needed for compliance), and then implementing BookNow. BookNow is beneficial for the bookstore and the campus, and specifically contributes to student success by offering them yet another choice for the acquisition of course materials, and by ensuring that the course materials they select are correct. The coding of BookLook and BookNow is also very similar, so after the campus IT department implements BookLook, the BookNow implementation will be a lot quicker.

**Here are requirements for BookLook to function:**

- The bookstore needs a course import file from you to populate in their course material management system.
- Once the course schedule is set in the management system, a term is created in this system and the term ID is associated with it.
- As long as the course schedule the bookstore uses matches the school 100% and the term ID also matches, booklook should function without error.
- The booklook solution should work for your school as long as the bookstore and school follow the DDCS method (Div, Dept, Course, Section) and use a bookstore ID and term ID.
- Booklook does not have a cost. It is free of charge to the school.
- Based on feedback from schools that have completed their implementation, the technical hours involved are approximately 10-20. This timeframe is all inclusive.
- The efollett HEOA website is there for you as a resource. It gives you all the information you need to know, including the code.
The integration between your institution's online course registration system and your efollett.com website is easy to establish. The online course registration system captures the DDCS (Department, Division, Course and Section) information for the courses that a student plans to take. This information is stored in a file that is sent to the bookstore's system.

After selecting their courses, students are then redirected to your efollett.com website, where they are offered the opportunity to purchase all of their required and recommended course materials. The booknow® system will offer your students used textbooks first, if they are available.

If the student orders their course materials before the booklist is available, the student will automatically receive an e-mail notifying them that they will receive a follow-up e-mail when the course materials are available for purchase.
At Follett, we pride ourselves on finding new and exciting ways to help students make the most of their academic experience. And with a number of institutions now offering an online course registration system, we decided to take the process one step further by creating the booknow® program.

The booknow® program allows students to purchase their textbooks online as part of their course registration process, offering a convenient, time-saving alternative for course materials purchasing.

**How Students Benefit**

- Students who use now have the first opportunity to purchase used textbooks—their current preference
- Recommended and required texts can be purchased for any course and are available in new, used, rental and digital conditions
- Students can opt to pick up their course materials at the bookstore or have them delivered to their homes

**How Your Institution Benefits**

- Integration of the booknow® program into your current registration system is fast and simple Follett representatives are always available to assist your IT department with any questions they may have
- Offering this service at your institution sends a positive message to current and prospective students about your commitment to keeping up with their technological needs and wants
- Students are provided with an efficient and convenient all-in-one online solution
- As with sales made through your campus bookstore and your follett.com website, you will receive revenues from every textbook sold or rented

**How Your Campus Bookstore Benefits – BookNow Drives Incremental Sales**

- **17-22% increase in Items Per Order** resulting in a 9-13% increase in Average Order Value

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<tr>
<th>Sales – January 2012</th>
<th>Store Count</th>
<th>Sales</th>
<th>Orders</th>
<th>Items Sold</th>
<th>Items Per Order</th>
<th>Variance I/O</th>
<th>Average Order Value</th>
<th>Variance AOV</th>
</tr>
</thead>
<tbody>
<tr>
<td>booknow Orders</td>
<td>116,022</td>
<td>392,626</td>
<td>3.38</td>
<td>18.6%</td>
<td>$185.40</td>
<td>9.4%</td>
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<tr>
<td>Non-booknow Orders</td>
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<th>Store Count</th>
<th>Sales</th>
<th>Orders</th>
<th>Items Sold</th>
<th>Items Per Order</th>
<th>Variance I/O</th>
<th>Average Order Value</th>
<th>Variance AOV</th>
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</thead>
<tbody>
<tr>
<td>booknow Orders</td>
<td>152,100</td>
<td>593,375</td>
<td>3.92</td>
<td>22%</td>
<td>$219.98</td>
<td>13%</td>
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<tr>
<td>Non-booknow Orders</td>
<td>135,137</td>
<td>434,265</td>
<td>3.21</td>
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<td>$194.48</td>
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<th>Sales</th>
<th>Orders</th>
<th>Items Sold</th>
<th>Items Per Order</th>
<th>Variance I/O</th>
<th>Average Order Value</th>
<th>Variance AOV</th>
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<tbody>
<tr>
<td>booknow Orders</td>
<td>106,593</td>
<td>384,554</td>
<td>3.61</td>
<td>16.8%</td>
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<td>Non-booknow Orders</td>
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<td>$170.19</td>
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This document outlines the responsibilities of each participant in setting up booknow® within a registration system. It also lists estimated timeframes for each process. These times can vary depending on the complexity of the campus setup and the knowledge of the campus IT department of the ERP system.

**Setup Before Implementation:**

**Estimated Time: 5-10 working hours**

- Institution and Follett to discuss utilizing course reference numbers (CRN) and how Institution would provide those values.
- Institution’s IT and Follett IT to discuss any questions involving booknow® code.
- Create Course Import File
  - Bookstore receiving file to upload into CourseTracks
- Determine a standard term ID metric to be used by Institution and Follett stores
  - Store to input term ID into Accelerator
- If CRNs are to be used, Efollett to activate CRN functionality on websites

**Implementation:**

**Estimated Time: 10-20 working hours**

- Institution’s IT department to configure booknow® Code into schools ERP system
- Institution’s IT tests booknow® code
  - Efollett to provide support in trouble shooting

**Total Estimated Time = 15 – 30 working hours**

If your school has already implemented bookLook® for HEQA compliance the setup of booknow® will be very similar. Many of the steps required to setup bookLook® are the same for booknow® which will result in a significant time savings.

**Setup Before Implementation:**

**Estimated Time: 2-5 working hours**

- Institution’s IT and Follett IT to discuss any questions involving booknow® code.
- Verify the Term ID the bookstore uses is still in sync with the school
- Create Course Import File, if not already in use
  - Bookstore receiving file to upload into CourseTracks
- If CRNs are to be used, Efollett to activate CRN functionality on websites
Implementation:

Estimated Time: 5-10 working hours

- Institution’s IT department to configure booknow® Code into schools ERP system
- Institution’s IT tests booknow® code
  - Efollett to provide support in trouble shooting

Total Estimated Time = 7-15 working hours
This document contains an overview of a standard single term – multi course booknow® scenario. This code would be implemented in the campus online registration system in an effort to encourage students to purchase textbooks through the campus bookstore at the time of registration.

The GET method for posting to a servlet has a restriction of 2000 characters. In many cases this may be enough, however to ensure that the transmission goes through we utilize the POST method which is not bound by a character limit. Since we use the POST format, the code below cannot be converted to a hyperlink since that method is not compatible with POST.

There are two formats available for use when setting up booknow®. You can identify the class by using Division, Department, Course, and Section (DDCS) or if your school uses unique identifiers for your classes you can reference them by Course Reference Number (CRN). Using either method will produce the same results.

The required variables for this application are the merfnbr, termDir, division, department, course, and section (or courseRefID if course reference numbers are used).

**Definition of Terms**

- **Course Import file** – A tab delimited (or CSV) file created by the campus listing all courses that will be available in an upcoming term. This will be used by the bookstore to create a course list for a term within our database.

- **DDCS** – efollett term for Division, Department, Course, and Section. This information is the course list and represented on the bookstore website on the course selection screen.

- **merfnbr** – efollett identification number assigned to the bookstore.

- **termDir** – A unique identifier that is assigned to a specific term and used to locate a course list within the efollett system. This value would be assigned by the campus for the bookstore to match in our system.

- **division#** - An optional field used to group sections of the course list, i.e. undergraduate, graduate, online, etc. Each unique course reference will increase the counter next to division.

- **department#** - A field used to reference the department of a course. i.e. ACCT, BIO, ENG, etc.

- **course#** - A field used to reference the class level of a course, i.e. 101, 201, etc.

- **section#** - A filed used to reference an individual section of a course, i.e. 01, 02, A, B, etc.
Technical Overview

- courseRefId# - A unique course identifier that can be used to reference a class rather than using the DDCS, i.e. 12345. Each unique course reference will increase the counter next to courseRefId.

Sample Code

Using DDCS method

```html
<form action="http://www.efollett.com/webapp/wcs/stores/servlet/OnlineRegistrationServlet" METHOD="POST">
    merfnbr: &nbsp;<input name="merfnbr" value="617"><br />
    termdir: &nbsp;<input name="termDir" value="201240"><br />
    division1: &nbsp;<input name="division1" value=""><br />
    department1: &nbsp;<input name="department1" value="ACC"><br />
    course1: &nbsp;<input name="course1" value="110"><br />
    section1: &nbsp;<input name="section1" value="01"><br />
    division2: &nbsp;<input name="division2" value=""><br />
    department2: &nbsp;<input name="department2" value="BIO"><br />
    course2: &nbsp;<input name="course2" value="101"><br />
    section2: &nbsp;<input name="section2" value="01"><br />
    division3: &nbsp;<input name="division3" value=""><br />
    department3: &nbsp;<input name="department3" value="BUS"><br />
    course3: &nbsp;<input name="course3" value="120"><br />
    section3: &nbsp;<input name="section3" value="01"><br />
    <input value="Purchase Books at the Bookstore" type="submit">
</form>
```

Using CRN method

```html
<form action="http://www.efollett.com/webapp/wcs/stores/servlet/OnlineRegistrationServlet" METHOD="POST">
    merfnbr: &nbsp;<input name="merfnbr" value="123"><br />
    termdir: &nbsp;<input name="termDir" value="201230"><br />
    crn1: &nbsp;<input name="courseRefId1" value="12345"><br />
    crn2: &nbsp;<input name="courseRefId2" value="77052"><br />
    crn3: &nbsp;<input name="courseRefId3" value="35695"><br />
    <input value="Purchase Books at the Bookstore" type="submit">
</form>
```
Technical Overview

Using DDCS link method

<a href="http://www.bkstr.com/webapp/wcs/stores/servlet/OnlineRegistrationServlet?merfnbr=123&termDir=201230&division1=ACC&course1=101&section1=01&division2=BIO&course2=201&section2=01&division3=CSS&course3=101&section3=04">
Purchase Books at the Bookstore</a>

Using CRN link method

<a href="http://www.bkstr.com/webapp/wcs/stores/servlet/OnlineRegistrationServlet?merfnbr=123&termDir=201230&courseRefId1=12345&courseRefId2=77052&courseRefId3=35695">
Purchase Books at the Bookstore</a>

Implementation Location

booknow® would be most useful if placed at the end of the registration process. Once the student has completed signing up for their classes they should be presented with a button that directs them to purchase their books. Additionally if this link is available on their online course schedule page they will always have the option to go back and order their textbooks.

Coordinating with the bookstore

Setting up the booknow® code is only half of the process. For the code to be able to locate a class it is important that the campus and the bookstore use the same term ID, i.e. if the school uses 201205 as the term ID for the Spring 2012 term the bookstore needs to use this same value. This value can be something generated by the campus registration system or a unique value agreed upon by both parties so long as it is the same in both systems.

In addition, the course information needs to match, i.e. if the campus uses ACCT to represent Accounting, the bookstore needs to use ACCT as well. To make this process easier we recommend setting up a Course Import file. This is a tab delimited text file (or CSV) that contains all of the department, course, and section information for the upcoming term. The school would generate this file and supply it to the bookstore, who will in turn upload it to our course management system. Using this method will ensure that both parties have matching data.

Questions?

Please contact efollettsupport@fheg.follett.com
Student elects to view the materials associated with a class they are considering for the upcoming semester

No materials are required for the course

Materials are still being determined

Materials have been adopted

```text
Your University
RESULTS FOR: Academic Senate - Fall | Summer 2020 - 2021 Placement

No Course Materials Required For This Course

Please Note: Course information is subject to change based upon updated data from academic advisors and instructors.
```

```text
Your University
RESULTS FOR: Academic Senate - Fall 2020 | Summer 2021 Placement

To Be Determined

Course materials selections are still under review by department

Please Note: Course information is subject to change based upon updated data from academic advisors and instructors.
```

```text
Your University
RESULTS FOR: Academic Senate - Fall 2020 | Summer 2021 Placement

Required

Title: Project Management
Author: Pinto
Edition: 8th
Copyright: 2009
Publisher: McGraw-Hill
ISBN: 978-0072940304
MNH: $80.00
VUED: $80.00

Check Availability

Close Window
```

```text
Your University
RESULTS FOR: Academic Senate - Fall 2020 | Summer 2021 Placement

Recommended

Title: Project Management (NASSP)
Author: Pinto
Edition: 8th
Copyright: 2009
Publisher: McGraw-Hill
ISBN: 978-0072940304
MNH: $80.00
VUED: $80.00

Check Availability

Close Window
```

---

Sample Course Catalog

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Last updated: Wednesday, 10-May-2009 20:51:05 EDT
```
NACS OVERVIEW OF 
HIGHER EDUCATION OPPORTUNITY ACT TEXTBOOK PROVISIONS

- Requires institutions of higher education by July 2010 who receive federal financial assistance (this includes private institutions of higher education who receive federal funds) to the “maximum extent practicable” and “in a matter of the institution's choosing” to provide students with accurate course material information including ISBN and retail price when available and practicable for each course listed in the institution’s course schedule used for preregistration and registration purposes, or may otherwise indicate "to be determined."

An institution may satisfy the requirements by providing a link to another appropriate website that satisfies the requirements of information disclosure such as the institution’s college bookstore, provided that such link is clearly and prominently located on the institution's Internet course schedule or printed course schedule. This is similar to the way many current registration systems interface or link with the college bookstore websites and the store’s course material databases which contains the most up-to-date and accurate information;

- Requires that if printed course schedules exists to provide an Internet link to where the course material information is available. If a printed schedule does not exist, the school does not have to create one, nor does it need to create an online schedule either;

- Encourages stakeholders to work together to reduce course material costs;

- Requires textbook publishers by July 2010 to disclose certain course material information to faculty and staff including the net (wholesale) price and packaging options;

- Requires textbook publishers to offer unbundled course materials, unless they are bound by 3rd party contract, customs, or if the materials are designed solely as integrated materials;

- Encourages institutions of higher education to disseminate information to students on campus based initiatives to reduce costs such as used books, guaranteed buy-back, rental programs, e-books, print-on-demand, etc;

- Requires a new Government Accountability Office study in 2013 to review the implementation by institutions, bookstores, and publishers, as well as the cost, and benefits to institutions and students of the textbook provisions;

- Requires institutions to provide their campus stores enrollment information and adoption information.

- Expand the current campus based financial aid programs formula for books and supplies from $450 to $600;

- Requires greater reporting of book and supply cost information among other higher education cost reporting requirements;

- Establish an advisory commission and competitive grant program to make course materials more accessible for students with disabilities; and

- Creates a new competitive pilot grant to fund up to 10 institutions and their college bookstores who wish to experiment with offering students textbook rental programs to reduce the net costs for students.
## Associate Degree for Transfer (ADT) Status Summary

**As of 11/15/13 in the CCC Curriculum Inventory**

<table>
<thead>
<tr>
<th>College</th>
<th>ADT Target Offered (Active)</th>
<th>ADTs Offered (Active)**</th>
<th>Total # ADTs Certified as In Development</th>
<th>% Target Achieved (Active)**</th>
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<tr>
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<td>18</td>
<td>4</td>
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</table>

**Percent of target ADTs offered by Fall 2014**

**Active** means the college is currently offering an ADT in that discipline.

**Certified to be Offered (Active)** means the college has been certified to offer an ADT in that discipline.

**Certified as In Development** means the college is in the process of certifying an ADT in that discipline.

**ADT Target** number to be offered (active) Fall 2014; certified on 11/15/13.

**Includes active ADTs not in CCC target list (goal) verified on 1/31/13.**

**LEGEND**

- Blue = ADT Offered (Active), Gold = ADT In Development, Grey = ADT Not Planned

**ADTs Certified in a New Discipline for College (no AA/AS Offered)**

- Administration of Justice
- Anthropology
- Art History
- Business Administration
- Communication Studies
- Computer Science
- Early Childhood Education
- Elementary Teacher Education
- English
- Geography
- History
- Journalism
- Kinesiology
- Mathematics
- Music
- Physics
- Political Science
- Psychology
- Sociology
- Studio Arts
- Theatre Arts
- Philosophy
- Spanish
- Film, Television & Electronic Media

**ADTs Not Certified But College Offers AA/AS**

- Administration of Justice
- Anthropology
- Art History
- Business Administration
- Communication Studies
- Computer Science
- Early Childhood Education
- Elementary Teacher Education
- English
- Geography
- History
- Journalism
- Kinesiology
- Mathematics
- Music
- Physics
- Political Science
- Psychology
- Sociology
- Studio Arts
- Theatre Arts
- Philosophy
- Spanish
- Film, Television & Electronic Media

**Page 25 of 28**
## Associate Degree for Transfer (ADT) Status Summary

### As of 11/15/13 in the CCC Curriculum Inventory

| College                          | ADT Target Certified to be Offered (Active) by Fall 2014* | ADTs Offered (Active)** | Total # ADTs Certified as In Development | % Target Achieved (Active)** | Administration of Justice | Anthropology | Art History | Business Administration | Communication Studies | Computer Science | Early Childhood Education | Elementary Teacher Education | English | Geography | History | Journalism | Kinesiology | Mathematics | Music | Physics | Political Science | Psychology | Sociology | Studio Arts | Theatre Arts | Philosophy | Spanish | Film, Television & Electronic Media | ADTs Certified in a New Discipline for College (no AA/AS Offered) | ADTs Not Certified But College Offers AA/AS |
|---------------------------------|----------------------------------------------------------|--------------------------|------------------------------------------|-------------------------------|-----------------------------|--------------------------|-------------------------|------------------------|------------------------|--------------------------|--------------------------------|----------------------------|--------------------------|-----------------|-----------------|-------------------------|--------------------------|-------------------|------------------------|--------------------------|------------------------|
| Gavilan                          | 12                                                       | 12                       | 3                                        | 75%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Glendale Community               | 13                                                       | 9                        | 8                                        | 69%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Golden West                      | 21                                                       | 17                       | 6                                        | 81%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Grossmont                        | 16                                                       | 13                       | 3                                        | 81%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Hartnell                         | 16                                                       | 10                       | 6                                        | 63%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Imperial Valley                  | 14                                                       | 9                        | 5                                        | 64%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Irvine Valley                    | 19                                                       | 13                       | 6                                        | 68%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Lake Tahoe Community             | 10                                                       | 8                        | 2                                        | 80%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Laney                            | 10                                                       | 3                        | 7                                        | 30%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Positas                      | 15                                                       | 8                        | 9                                        | 53%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Angeles Community            | 12                                                       | 10                       | 2                                        | 83%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Long Beach City                  | 20                                                       | 11                       | 9                                        | 55%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Angeles City                 | 12                                                       | 2                        | 10                                       | 17%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Angeles City                 | 11                                                       | 4                        | 7                                        | 36%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Angeles Mission              | 10                                                       | 3                        | 7                                        | 30%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Angeles Pierce               | 9                                                        | 2                        | 7                                        | 22%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Angeles Southwest            | 12                                                       | 10                       | 10                                       | 17%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Angeles Trade-Technical       | 5                                                        | 2                        | 3                                        | 40%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Angeles Valley               | 16                                                       | 5                        | 11                                       | 31%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Los Medanos                      | 18                                                       | 10                       | 8                                        | 56%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Marin, College of                | 20                                                       | 7                        | 13                                       | 35%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Mendocino                        | 17                                                       | 13                       | 4                                        | 56%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Merced                           | 17                                                       | 13                       | 6                                        | 76%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Merritt                          | 6                                                        | 3                        | 3                                        | 50%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| MiraCosta                        | 9                                                        | 8                        | 1                                        | 89%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Mission                          | 16                                                       | 13                       | 3                                        | 81%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Modesto Junior                   | 21                                                       | 15                       | 6                                        | 71%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Monterey Peninsula               | 18                                                       | 10                       | 8                                        | 56%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Moorpark                         | 19                                                       | 19                       | 19                                       | 100%                         |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Moreno Valley                    | 14                                                       | 7                        | 10                                       | 50%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Mt. San Antonio                  | 10                                                       | 10                       | 0                                        | 100%                         |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Mt. San Jacinto                  | 11                                                       | 9                        | 2                                        | 82%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Napa Valley                      | 14                                                       | 8                        | 6                                        | 57%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Norco                            | 10                                                       | 6                        | 5                                        | 60%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Ohsone                           | 21                                                       | 5                        | 16                                       | 24%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |
| Orange Coast                     | 21                                                       | 16                       | 5                                        | 76%                          |                             |                          |                         |                        |                        |                          |                      |                          |                         |                 |                 |                         |                          |                  |                         |                          |                        |

**Includes active ADTs not in CCC target classes (goals) certified as of 11/15/13.**

### LEGEND

- **Blue** = ADT Offered (Active), Gold = ADT In Development, Grey = ADT Not Planned
- **ADT target number to be offered (active) Fall 2014 certified as of 11/15/13**
- **ADTs Certified in a New Discipline for College (no AA/AS offered)**
- **ADTs Not Certified But College Offers AA/AS**
### Associate Degree for Transfer (ADT) Status Summary

**As of 11/15/13 in the CCC Curriculum Inventory**

<table>
<thead>
<tr>
<th>College</th>
<th>ADT Target Certified (Active) by Fall 2014*</th>
<th>ADTs Offered (Active)**</th>
<th>Total # ADTs Certified as In Development</th>
<th>% Target Achieved (Active)**</th>
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<tbody>
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<tr>
<td>Anthropology</td>
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<tr>
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<tr>
<td>Physics</td>
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<td>Political Science</td>
<td>16</td>
<td>10</td>
<td>6</td>
<td>63%</td>
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<tr>
<td>Psychology</td>
<td>15</td>
<td>12</td>
<td>3</td>
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<tr>
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<td>9</td>
<td>6</td>
<td>5</td>
<td>67%</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>10</td>
<td>9</td>
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<tr>
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<td>17</td>
<td>16</td>
<td>2</td>
<td>94%</td>
</tr>
<tr>
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<td>22</td>
<td>16</td>
<td>6</td>
<td>73%</td>
</tr>
<tr>
<td>Spanish</td>
<td>22</td>
<td>8</td>
<td>14</td>
<td>36%</td>
</tr>
<tr>
<td>Film, Television &amp; Electronic Media</td>
<td>13</td>
<td>10</td>
<td>5</td>
<td>77%</td>
</tr>
</tbody>
</table>

#### ADTs Certified in a New Discipline for College (no AA/AS Offered)

- **Oxnard**: 3
- **Palo Verde**: 2
- **Palomar**: 3
- **Pasadena City**: 13
- **Pomona**: 2
- **Redlands, College of the**: 5
- **Redwood, College of the**: 4
- **Riverside City**: 9
- **Sacramento City**: 13
- **Saddleback**: 5
- **San Bernardino Valley**: 4
- **San Diego City**: 6
- **San Diego Mesa**: 3
- **San Diego Miramar**: 4
- **San Francisco, College of the**: 8
- **San Joaquin Delta**: 5
- **San Jose City**: 3
- **San Mateo, College of**: 5
- **Santa Ana**: 4
- **Santa Barbara City**: 0
- **Santa Monica**: 3
- **Santa Rosa Junior**: 2
- **Santiago Canyon**: 2
- **Sequoia, College of the**: 0
- **Shasta**: 4
- **Sierra**: 3
- **Sierra, College of the**: 6
- **Skyline**: 7
- **Solano**: 0
- **Southwestern**: 1
- **Tall**: 0
- **Ventura**: 8
- **Victor Valley**: 10
- **West Hills - Coalinga**: 1
- **West Hills - Lemoore**: 3

#### ADTs Not Certified But College Offers AA/AS

- **Oxnard**: 0
- **Palo Verde**: 2
- **Palomar**: 3
- **Pasadena City**: 13
- **Pomona**: 2
- **Reedley**: 4
- **Redwood, College of the**: 4
- **Riverside City**: 9
- **Sacramento City**: 13
- **Saddleback**: 5
- **San Bernardino Valley**: 4
- **San Diego City**: 6
- **San Diego Mesa**: 3
- **San Diego Miramar**: 4
- **San Francisco, College of the**: 8
- **San Joaquin Delta**: 5
- **San Jose City**: 3
- **San Mateo, College of**: 5
- **Santa Ana**: 4
- **Santa Barbara City**: 0
- **Santa Monica**: 3
- **Santa Rosa Junior**: 2
- **Santiago Canyon**: 2
- **Sequoia, College of the**: 0
- **Shasta**: 4
- **Sierra**: 3
- **Sierra, College of the**: 6
- **Skyline**: 7
- **Solano**: 0
- **Southwestern**: 1
- **Tall**: 0
- **Ventura**: 8
- **Victor Valley**: 10
- **West Hills - Coalinga**: 1
- **West Hills - Lemoore**: 3

#### Legend

- Blue = ADT Offered (Active), Gold = ADT In Development, Grey = ADT Not Planned
- *CCCTG target number to be offered (active) Fall 2014; certified on 1/31/13.
- **Includes active ADTs in CCC target numbers (gold) verified on 1/21/13.
# Associate Degree for Transfer (ADT) Status Summary

As of 11/15/13 in the CCC Curriculum Inventory

<table>
<thead>
<tr>
<th>College</th>
<th>ADT Target Certified to be Offered (Active)</th>
<th>ADTs Offered (Active)**</th>
<th>Total # ADTs Certified as In Development</th>
<th>% Target Achieved (Active)**</th>
<th>Administration of Justice</th>
<th>Anthropology</th>
<th>Art History</th>
<th>Business Administration</th>
<th>Communication Studies</th>
<th>Early Childhood Education</th>
<th>Elementary Teacher Education</th>
<th>English</th>
<th>Geography</th>
<th>History</th>
<th>Journalism</th>
<th>Mathematics</th>
<th>Music</th>
<th>Political Science</th>
<th>Psychology</th>
<th>Sociology</th>
<th>Studio Arts</th>
<th>Theatre Arts</th>
<th>Philosophy</th>
<th>Film, Television &amp; Electronic Media</th>
<th>ADTs Certified in a New Discipline for College (no AA/AS Offered)</th>
<th>ADTs Not Certified But College Offers AA/AS</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Los Angeles</td>
<td>13</td>
<td>3</td>
<td>10</td>
<td>23%</td>
<td>20</td>
<td>32</td>
<td>64</td>
<td>88</td>
<td>5</td>
<td>64</td>
<td>29</td>
<td>14</td>
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<td>80</td>
<td>44</td>
<td>12</td>
<td>7</td>
<td>555</td>
<td>101</td>
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<tr>
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<td>15</td>
<td>4</td>
<td>79%</td>
<td>20</td>
<td>32</td>
<td>64</td>
<td>88</td>
<td>5</td>
<td>64</td>
<td>29</td>
<td>14</td>
<td>43</td>
<td>80</td>
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<td>5</td>
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<td>Yuba</td>
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<td>0</td>
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</tr>
</tbody>
</table>

Total # CSUs with Similar Majors: 16 22 21 21 20 13 17 20 21 17 13 22 9 17 20 20 20 22 21 22 19 21 19 21 19 19 8

Total # CSUs with Same Major: 20 22 21 23 22 22 20 22 22 20 20 22 19 21 22 22 21 22 22 22 22 21 31 20 32 14

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**Legend**

- Blue = ADT Offered (Active)
- Gold = ADT In Development
- Grey = ADT Not Planned

**CCC target number to be offered (active) Fall '14; certified on 11/15/13.**

**Includes active ADTs not in CCC target number (goal) verified on 11/15/13.**